



**June 9, 2022**

## **Board of Trustees**

### **Regular Meeting 1:30 p.m. Hybrid**

Register in advance for this Zoom webinar:

[https://bigbend.zoom.us/webinar/register/WN\\_44h7Rus-QVGxOH6RIJQojg](https://bigbend.zoom.us/webinar/register/WN_44h7Rus-QVGxOH6RIJQojg)

After registering, you will receive a confirmation email containing information about joining the webinar.

# **Big Bend Community College District #18**

**Governing Board:**

**Chair Thomas Stredwick, Vice Chair Juanita Richards,  
Gary Chandler, Anna Franz, Amy Parris**

**President Sara Tweedy**

**2022 Meeting Schedule**

**Thursday, January 27, 2022**

**Wednesday, March 23, 2022**

**Thursday, May 5, 2022**

**Thursday, June 9, 2022**

**Thursday, August 25, 2022, (Retreat)**

**Thursday, October 13, 2022**

**Thursday, December 1, 2022**

**Board Goals (adopted September 9, 2021)**

1. Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.
2. Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.
3. Ensure effective onboarding and support of new trustees.

*(Adopted Sept 9, 2021)*

## **Graduation Activities**

**Wednesday, June 15, 6:00 p.m.  
TRiO SSS Graduation, Masto Conference Center**

**Friday, June 17, 11:00 a.m.  
Nurses' Pinning, Masto Conference Center**

**1:30 p.m.  
Pre-Graduation Celebration  
Employee Recognition  
Masto Conference Center**

**5:30 p.m.  
Commencement  
Lion's Field  
715 W 4<sup>th</sup> Ave  
Moses Lake**





At BBCC we strive to serve ALL stakeholders with integrity by...



## Communication

- Maintaining appropriate confidentiality
- Using direct communication and actively listening
- Receiving feedback nondefensively
- Being approachable, available, and responsive
- Apologizing readily and making amends

## Community

- Assuming best intent
- Showing appreciation
- Celebrating successes
- Being fair and equitable
- Advocating for each other



## Accountability

- Accepting responsibility for mistakes and striving to learn from them
- Anticipating problems and acting in advance
- Being good stewards of resources
- Prioritizing safety
- Following through and following up

At BBCC our stakeholders include: students, family members, employees, trustees, donors, business partners, and campus guests.

# BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

## Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, June 9, 2022, 1:30 p.m.

Hybrid/Zoom Webinar

1. Call to Order/Roll Call
  2. Mission Moments – Board Chair Thomas Stredwick **(E-1, Information)**
  3. Educational Presentation **(E-1, Information)**:
    - a. Mission Fulfillment Report President and Vice Presidents
  4. Consent Agenda **(E-1)**
    - a. Meeting Minutes May 5, May 10, 2022 **(Action)**
    - b. Accreditation **(Information)**
    - c. Student Success **(Information)**
    - d. Assessment **(Information)**
    - e. Finance & Administration Report **(Information)**
    - f. Human Resources Report **(Information)**
    - g. Foundation Report **(Information)**
  5. Remarks  
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1000.3.E)
  6. Faculty Updates – Faculty Association President Dawnne Ernette **(E-3, Information)**
  7. ASB President Update – President Colton Reynolds
  8. President's Update
    - a. Enrollment Report **(E-2, Information)**
    - b. Employee Recognition **(E-1, Action/Information)**  
*Executive Session* – President Tweedy/Trustee
  9. 2022-23 Operating Budget **(E-5, Action)**
  10. Strategic Plan – President Tweedy **(E-1, Information)**
  11. Trustees' Progress Toward Goals – Trustees **(E-1, Information/Action)**
  12. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
  13. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
  14. Board Retreat Agenda – President Tweedy, Trustees **(E-1, Information/Action)**
  15. Board Chair Matrix – Trustees **(E-1, Mission, Action)**
  16. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
- 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 REGULAR MEETING: Thursday, August 25, 2022, (Retreat)**

**Thursday, October 13, 2022, (Regular)**

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.*

**BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #2:** Mission Moments (information)

**BACKGROUND:**

**Vision:**

Be our community's first choice to dream, learn, and succeed.

**Mission:**

Big Bend Community College  
**Serve as a Bridge**  
**Stand as a Leader**  
**Support for Success**

**Guiding Principles:**

Honor our Role as a Hispanic-Serving Institution  
Advocate for Equity, Inclusion, & Diversity  
Embrace our Workplace Norms  
Innovate Proactively  
Model Integrity  
Educate All

Approved by the Board of Trustees October 28, 2021.

**RECOMMENDATION:**

None.

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #3:** Educational Presentation (information)

### **BACKGROUND:**

The board has requested educational presentations.

President Thompson Tweedy and Vice Presidents Kim Garza, Bryce Humphreys, and Linda Schoonmaker will provide information around the Mission Fulfillment Report.

Prepared by the President's Office.

### **RECOMMENDATION:**

None.

*Big Bend*  
COMMUNITY COLLEGE

Mission Fulfillment Report



June 2022



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## Mission Fulfillment Summary 2022

The Mission Fulfillment Report demonstrates the progress that was made in each of the strategic priorities to become ***our communities' first choice to dream, learn, and succeed.***

During the Winter Inservice 2022, faculty and staff reviewed the Mission Fulfillment Workbook and discussed:

- Steps individual departments can take to honor BBCC's guiding principles and role as a Hispanic Service Institute
- How Big Bend can leverage multiple modalities (in-person, hybrid, virtual) to provide the residents of our service district with greater access to education and flexibility to complete
- Strategies to set students up for success in college
- Actions to help students overcome barriers to their successful participation in college

Faculty and staff feedback was mapped back to the major activities in each of the strategic priorities. The following outlines next steps the college will take to move forward while allowing the college to adjust to our environment such as the unexpected results of a pandemic and subsequent enrollment decline. Some activities have components that are part of multiple strategic priorities.

### 2022-23 Next Steps

Student Success	Employer of Choice
<ul style="list-style-type: none"> <li>• Develop an Annual Schedule allowing student to plan courses for an entire year and complete a degree in different modalities</li> <li>• Scale up Starfish - tracking system used to increase student retention and success</li> <li>• Offer Student Services and Supports in-person, virtually, in the evening, and to students at off-campus instructional sites</li> <li>• Expand ESCALA training to additional faculty to increase student success in the classroom</li> <li>• Implement a diversity requirement for students completing a DTA degree</li> <li>• Write for competitive federal grants (CAMP, HEP, Title V, and a second Upward Bound) to support student success and access to education</li> <li>• More intentionally integrate instruction and academic supports</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a strategic Diversity, Equity, and Inclusion plan with specific activities intended to improve the climate and culture for employees, increase the diversity of our candidate pools, ensure equity and inclusion through our recruitment and onboarding processes, and provide training and tools for ongoing personal and professional development. Assess and improve existing people development supports such as training and professional development offerings, leader competencies, supervisor expectations, 360 assessment process, and performance evaluation and feedback. Continue building an onboarding and orientation structure that focuses on the 4 Cs – Compliance, Clarification, Culture, and Connection.</li> <li>• Align temporary and non-permanent positions with new structure and pay; ensure position descriptions are up-to-date; and provide clarity to the position review/allocation process through training opportunities.</li> </ul>

Forward Looking Infrastructure	Enrollment Growth and Diversification
<ul style="list-style-type: none"> <li>• Continually assess and upgrade classroom technology to support student success</li> <li>• Provide technology support during non-standard instructional hours (e.g., evening hours, weekend hours) as needed to support students for success</li> <li>• Complete the 2021-22 partial renovations to the Wallenstein Theater; Assess and plan for forward thinking improvements to achieve energy efficiency and sustainability to maximize program/college needs (e.g., dry landscaping, technological infrastructure, carbon neutrality)</li> <li>• Monitor the impact of the enrollment decline as it impacts BBCC's state allocation, tuition and Running Start revenues</li> <li>• Continue to replace employee desktops with laptops/docking stations, increasing portability for employees</li> </ul>	<ul style="list-style-type: none"> <li>• Expand updated student outreach and recruitment model that entails making regular visits to high schools and helping students navigate the college admissions process</li> <li>• Increase enrollment in Mattawa, Othello, and Quincy through active community outreach and offering college programs in each community</li> <li>• Increase interactive high school events</li> <li>• Establish Dual Enrollment articulations with High Schools that allow students to earn a college certificate by the time they complete high school</li> <li>• Engage with community partners and increase referrals of adult students to college</li> </ul>

## Introduction - Mission Fulfillment Workbook

Big Bend Community College is at the start of a new accreditation cycle and has been developing a strategic plan to guide the work of the college over the next five years.

The college has adopted a new Mission, Vision, and Guiding Principles

### **Vision:**

*Be our community's first choice to dream, learn, and succeed.*

### **Mission:**

*Serve as a Bridge  
Stand as a Leader  
Support for Success*

### **Guiding Principles:**

*Honor our Role as a Hispanic-Serving Institution  
Advocate for Equity, Inclusion, & Diversity  
Embrace our Workplace Norms  
Innovate Proactively  
Model Integrity  
Educate All*

To implement and assess the college's vision, mission, and guiding principles, BBCC has adopted four strategic priorities.














1. **Improving Student Success:** BBCC seeks to make improvements in student retention, persistence through college curriculum, and completion of college credentials while reducing performance gaps between student groups. In addition, the college seeks to support students who leave BBCC to either continue their higher education journey or secure meaningful employment.
2. **Employer of Choice:** BBCC seeks to be the "employer of choice" by creating a safe and dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve students, the campus community, and our service district. The decision to apply, accept a job offer, or remain at BBCC is a conscious one influenced by the mission, culture, and work environment of the college.
3. **Forward Looking Infrastructure:** BBCC seeks to provide access to physical and organizational infrastructure that supports proactive and innovative student and employee success.
4. **Enrollment Growth and Diversification:** BBCC seeks to strategically expand student enrollment with an emphasis on addressing educational needs of students throughout the college's large service district while ensuring the fiscal stability of the institution.

Each priority is supported with Major Activities that are implemented through specific tasks that are assigned to different individuals, departments, and committees throughout the college. (See Appendix A).

The college tracks its progress in meeting its strategic priorities (and thereby fulfilling its mission) through a scorecard that is updated yearly.

## Mission Fulfillment Scorecard

## Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
<b>Completion</b>	<b>2018-2021</b>			<b>2018-2021</b>	
3 year completion rate	36%	45%		45%	46%
<b>Persistence</b>					
Course Success Rate	N/A	80%		77%	80%
15 college credits 1st year	76%	76%		77%	77%
45 college credit 1st year	31%	25%		28%	26%
Institutional Learning Outcome Assessment				(to be developed)	
<b>Retention</b>					
	<b>Fall 2020 start</b>			<b>Fall 2020 start</b>	
Fall to Winter Retention	84%	84%		87%	86%
Fall to Fall Retention	60%	62%		65%	63%
<b>Post-Graduate Success</b>					
	<b>2017 start</b>			<b>2017 start</b>	
Transfer rate in 4th year - Transfer Students only	38%	42%		40%	43%
Employment rate in 4th year - WF Students only	69%	79%		73%	79%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2021	Target
<b>Turnover Rate</b>				<b>2021</b>	
FT Employee Turnover Rate		10.74%		19.26%	<12%
	<b>PACE Nat'l Small 2-year College Comparison</b>	<b>BBCC Baseline PACE Survey 2021</b>	<b>Trend</b>	<b>BBCC Indicator Score 2021</b>	<b>Target</b>
<b>People Development</b>					
Supervisor provides timely feedback on work	3.79	3.53	N/A	3.53	3.79
Supervisor provides appropriate feedback on work	3.82	3.67	N/A	3.67	3.82
Supervisor clarifies work outcomes	3.78	3.57	N/A	3.57	3.78
The college holds everyone equally accountable for performing their job duties	3.12	2.91	N/A	2.91	3.12
<b>Employee Experience</b>					
Employees recommend BBCC as a great place to work	N/A	3.78	N/A	3.78	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
<b>Financial Status</b>		Unqualified opinion - 0 findings		Unqualified opinion - 0 findings	Unqualified opinion - 0 findings
<b>Budget Status - Year End Remaining Budget</b>		7.42%		12.24%	3%-10%
<b>Facilities - Capital Projects Completed on Time</b>				100%	100%
Enrollment Growth & Diversification		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Total FTE		1995		1816	2045
State Funded FTE		1511		1215	1549
Running Start Headcount		446		477	457

Met or Exceeds Goal - Achieving desired improvements

Meeting historical performance - less than 2.5% below baseline

Need significant improvements below baseline

## Mission Fulfillment Scorecard Background

### Student Success

Persistence students' progress to degree, successfully passing classes and earning credits to degree. Course Success is defined as a 2.0 GP higher or a "P" in a class. All students are included in this measure.

15 and 45 credits in first year is based on a cohort model of first time, first year college students who started in the summer or fall and includes Dual Enrolled Students (Running Start and College in the High School).

Retention first time, first year college students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School) and are retained to the following term or year at BBCC.

Completion first time, first year college students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School), and earned a BBCC formal credential within three years.

### Post-Graduate Success

Transfer in fourth year, first time, first year college *transfer intent only* students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School), and transfer within four years of starting.

Employment rate in fourth year, first time, first year college *workforce intent only* students who started in the summer or fall, and are employed within four years of starting.

### HSI Comparison Colleges

Beginning with this Mission Fulfillment Report, Northwest Commission on Colleges and Universities requires colleges to disaggregate their student achievement data and compare it to peer institutions. BBCC is using Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College as regional peer institutions based on their status as Hispanic Serving Institution (HSI) and their rural settings.

The State Board for Community and Technical Colleges provides the data for First-Time Entering Student Outcomes dashboard. Included in our cohorts are First-Time Ever in College and Running Start First Time in College Students.

### Baseline

The baseline is the three-year average prior to the 2020 accreditation cycle. For three-year completion rates, it is the three years prior to the accreditation cycle. This is for the average completion rate for students who started in 2015 and completed by spring 2018, students who started in 2016 and completed by spring 2019, and students who started in 2017 and completed by spring 2020.

### Target Scores

When possible, target scores were chosen based on the baseline score with a 2.5% increase. There are some cases such as course success rates where maintaining the baseline score is the desired target.

## **Employer of Choice**

Turnover Rate measures the rate at which our full-time employees are leaving BBCC in a given time period. The formula is the number of separations during the time period / the average actual number of employees during the time period X 100.

People Development a culture shift from boss to coach; focused on investing in, advocating for, and committed to personal professional development for all employees.

Employee Experience an awareness of what people encounter and observe over the course of their employment with BBCC.

Survey responses from the 2021 PACE Climate Survey were used to develop major activities and metrics for the Employer of Choice institutional priority. Where possible, the comparison group is the average score of Small 2-year Comparison Colleges. This comparison group is comprised of colleges with fall enrollment data of 500-1999 FTEs at associate's degree granting institutions.

### **Baseline**

The Turnover Rate is based on the average of the three years prior to the accreditation cycle which is 2018, 2019, 2020.

People Development uses specific question responses from the 2021 PACE Climate Survey results as the baseline.

Employee Experience uses responses to a custom question from the 2021 PACE Climate Survey results as the baseline.

### **Target Scores**

Employer Turnover Rate is based on the average of the 2016-2021 turnover rates.

People Development is the mean value of the National Small Colleges Comparison group.

Employee Experience is the baseline score with a 2.5% increase.

## **Forward Looking Infrastructure**

Financial Status annual audited financial statements and management discussion and analysis with results of an 'Unqualified opinion' from the auditors performing the audit.

Budget Status annual operating budget ending with 3% to less than 10% budget remaining unspent at the end of the period.

Facilities – Capital Projects Completed on time biennial capital projects completed within the capital budget period.

### **Baseline**

Financial Status: Unqualified opinion since we started preparing Financial Statements for audit FY14 through FY20



Budget Status: 3% to less than 10% budget remaining FY13 through FY20

Facilities: Capital Projects completed on time FY15-17 through FY19-21

#### Target Scores

Financial Status: Green (target) is an audit with an unqualified opinion with no audit findings; Yellow (approaching target) is a management letter, Red (needs improvement) is an audit finding.

Budget Status: Green (target) budget remaining is 3% - 10%; Yellow (approaching target) 0%-2.99% of budget remaining or 10% or higher; Red = <0% budget remaining

Facilities: Capital Projects Completed on time Green (target) projects completed within the capital budget biennium period; Yellow (approaching target) projects not expected to complete within the budgeted period-putting state funding at risk; Red (needs improvement) projects failed to complete within budgeted period and local funds required to complete.

### **Enrollment Growth & Diversification**

Total FTE: all credits earned by students in an academic year (total credits divided by 45). Forty-five (45) credits equals one full time student equivalent.

State Funded FTE: all credits earned by students in an academic year minus Dual Enrollment/CBIS funded credits divided by 45. Forty-five (45) credits equals one full time student equivalent.

Running Start Headcount is the number of students enrolled in Running start in an academic year.

#### Baseline

The baseline is the three-year average prior to the 2020 accreditation cycle which includes academic years 2017-18, 2018-19, and 2019-20.

#### Target

The target scores were chosen based on the baseline score with a 2.5% increase.

## Strategic Priorities

The following narrative describes the accomplishments, next steps, and lessons learned from the work completed last year to implement the strategic priorities. The narrative gives context to the Scorecard.

### Strategic Priority: Student Success; Accomplishments, Next Steps, Lessons Learned

#### Major Activities from the Strategic Plan

#### **Improve student retention & reduce retention equity gaps by refining and expanding college navigation services**

- Accomplishments:
  - Secured renewal of TRIO SSS grant and a new TRIO SSS STEM grant
  - Implemented Starfish Early Alerts and Referrals, addressed multiple technical integration issues
  - Began technical integration of Starfish with ctclink
  - Trained BEdA students on how to utilize technology used in their classes
  - Developed one stop resource guide on college website and a process to ensure it is updated regularly
- Next Steps: Starfish and ctclink integration, determine best ways to use ctclink capabilities vs Starfish, provide student tech support in the evenings and on weekends, increase number of students served by WES, ESCALA training for staff, establish a process that more smoothly connects new students with WES and TRIO services, pursue grant projects that can fund additional staff to provide navigation services

#### **Improve student retention & persistence while reducing equity gaps by strengthening advising services**

- Accomplishments:
  - Completed advisor training for new advisors in Healthcare and Business pathways
  - Conducted training for Running Start advisors
  - Developed and implemented a workgroup to address issues of concern around advising including adopting a theory of advising, advisor training, and advising map updates
- Next Steps: learn functionality within ctclink to support scheduling, develop updated advising map template, implement training and recommendations of advising work group

#### **Improve course success rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups**

- Accomplishments:
  - Large group (14) of faculty and staff attended ESCALA in summer 2021

- Offered multiple professional development opportunities for faculty around online instruction. Some were faculty led, others led by eLearning Coordinator, and others by the Instructional Designer
- Huge efforts by faculty to adapt instruction in courses for online and hybrid delivery due to effects of COVID-19 pandemic
- Elected to be a nonvaccinated campus in fall 2021 and then switched to be a vaccinated campus in winter 2022
- Next Steps: 2020 ESCALA participants report out on projects, identify faculty to participate in next ESCALA cohort, implement peer review of CANVAS courses under guidance of instructional designer, expand use of instructional designer services by faculty across campus, update program assessment plans

**Improve student persistence while reducing equity gaps by increasing students earning college level math & English credits**

- Accomplishments:
  - Just-in-time English classes piloted
  - Completed development of MAP, contextualized math, curriculum
  - Math department developed just-in-time math courses for MATH 107 and 146
  - Updated math and English high school transcript placement process to include MAP classes, simplify the framework, and apply it to all high schools
  - Piloted modified guided self-placement process in English
- Next Steps: Collect and review data on success of math and English students based on updated English placement practices, implement just-in-time math 107 and 146 classes, develop and implement a strategy for removing all developmental English classes from the schedule

**Improve student persistence & retention while reducing equity gaps by implementing different instructional strategies**

- Accomplishments:
  - Exploring undergraduate research opportunities
  - Adopted framework for giving courses a diversity designation and awarded the designation to multiple classes
  - Developed BAS courses so they are modularized, incorporate CPL options, and could allow students to accelerate.
  - Relunched program audits in workforce programs and transfer departments
  - Piloting Academic Success coach concept that aligns support services with instruction in BAS and BEdA

- Next Steps: Launch diversity requirement for transfer degree, continue with BAS course development and program audits, refine efforts to assess institutional learning outcomes

**Improve student retention and persistence while reducing equity gaps by strengthening procedures and expand opportunities for awarding Credit for Prior Learning (CPL)**

- Accomplishments:
  - Updated CPL options and included them on the college website
- Next Steps: Establish and implement a CPL processing and awarding fee

**Improve student persistence & completion & enrollment while reducing equity gaps by launching a Bachelor of Applied Science in Applied Management (BAS-AM) degree**

- Accomplishments:
  - Secured a Title V grant to support the launch of the BAS
  - Secured all compliance related approvals from the SBCTC, NWCCU, and USDE to offer the degree
  - Approved MCOs for BAS courses and developed first year courses
  - Recruited and accepted a full first cohort of 30 students
  - Launched the program
  - Developed advising materials and a program handbook
  - Developed and implemented a student support model
- Next Steps: develop second year classes, teach first year classes, recruit second cohort of students

**Increase transfer rates while reducing equity gaps**

- Accomplishments:
  - Developed collaboration plans with CWU around advising and supports for students intending to transfer to CWU
  - Collaborated closely with CWU on serving elementary education students including the development of math for elementary teacher courses and offering the elementary education degree on the BBCC campus
- Next Steps: Develop 4 year advising maps for key transfer programs with CWU, continue developing and implementing supports for students pursuing elementary education and interdisciplinary studies degrees on BBCC campus

**Improve student persistence, completion & post graduate success while reducing equity gaps through workforce program development &/or redesign**

- Accomplishments:
  - Conducted employer survey to identify employer needs
- Next Steps: Conduct program need surveys, through program advisory boards seek input from employers on changing needs due to impacts of the pandemic

### **Student Success Lessons Learned**

- It is possible to give all new students the ability to earn 100 level English and math or applied math credit within their first or second quarter at Big Bend.
- There is a local need for bachelor level education that we can meet through offering BAS degrees and collaborating with university partners to offer degree programs locally in a sustainable way.
- Faculty led advising can be successful.
- Faculty and staff are continually making amazing adaptations to instruction and services to meet shifting student needs during the pandemic.
- Students reported a desire for more in-person instruction, but have tended to enroll more heavily in online courses.

## Strategic Priority: Employer of Choice; Accomplishments, Next Steps, Lessons Learned

BBCC seeks to be the “employer of choice” by creating a safe and dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve students, the campus community, and our service district. The decision to apply, accept a job offer, or remain at BBCC is a conscious one influenced by the mission, culture, and work environment of the college.

### Major Activities from the Strategic Plan

**People and Leader Development** - Focus on job clarity and priorities, ongoing feedback and communication, opportunities to learn and grow, and accountability.

- Accomplishments:
  - Utilized Title V resources to build a development model that is strengths-based, incorporating best practices from Michael Nash, Crucial Conversations, Strengths Finders, the BBCC Work Place Norms, and Equity Concepts.
  - Started the process to review and update the existing leadership competencies.
  - Selected scorecard indicators that focus people development rather than performance management.
- Next Steps: Continue efforts to create and implement the people/leader development model to inform annual plans for training and development. Review and update the 360 feedback process and continue to monitor and improve performance evaluation completion rates for classified and admin/exempt employees.

**Climate and Community** - Focus on continuous improvement to create a thriving community where employees are supported, developed, and able to realize their professional goals.

- Accomplishments:
  - BBCC adopted Work Place Norms.
  - During February and March 2021, the PACE Climate Survey for Community Colleges was administered to 344 employees at BBCC with a 60.8% response rate which is the highest response rate for an employee survey previously conducted at BBCC. Survey results were received in May 2021 and those results were used to develop activities under each of the college’s strategic priorities.
  - Negotiations with the BBCC Faculty Association occurred in 2021. The tentative agreement was ratified by the BBCC Faculty Association on September 13, 2021 and approved by the Board of Trustees on September 20, 2021. The agreement contained terms favorable to both parties.
  - BBCC adopted AP 4050, Remote Work & Teleworking, designed to provide ongoing opportunities for telework and remote work beyond the current pandemic.
  - The college continues to use a virtual onboarding platform to provide new employees with access to paperwork, procedures, and training.

- The HR and Payroll Offices successfully implemented the Human Capital Management (HCM) module of ctcLink. Employees have greater access to view and update their personal information, view quarterly contracts, and quickly access compensation data.
- Next Steps: Continue to improve the existing onboarding portal and develop an off-boarding portal. Work with faculty leaders to implement best practices for retention and recruitment of faculty from all racial, ethnic, and cultural backgrounds.

**Position Alignment** - Provide clarity to employees and supervisors regarding job duties and responsibilities.

- Accomplishments:
  - Implemented the new rules for temporary positions. Transitioned a number of positions from temporary to permanent.
- Next Steps: Provide training on the position review/allocation process. Monitor the Time to Fill rate for open positions. Make position descriptions available to employees and supervisors using the BBCC Portal.

**Improve Internal Communication** - Ensure communication is timely, intentional, informative, and relevant.

- Accomplishments:
  - The college held a number of virtual community forums designed to provide information, engage in discussions, and gather feedback from the campus community. Topics included COVID-19, budget, enrollment, PACE Survey, vaccine mandates, and strategic planning.
  - The college president provides a weekly video update and newsletter, Around the Bend (AtB).
- Next Steps: Review existing decision-making framework.

### **Employee Experience Lessons Learned**

- PACE Survey results yielded an overall 3.743 mean score for campus climate. The greatest number of favorable comments fell within the Student Focus climate factor with the greatest number of unfavorable comments within the Institutional Structure climate factor. Continued improvement is needed in the areas of
  - clearly defined administrative processes;
  - sharing of information;
  - ensuring decisions are made at the appropriate level; and
  - providing opportunities for advancement within the institution.

- The implementation of ctclink completely changed the existing work processes for human resources, payroll, and the generation of faculty contracts. Countless hours were spent in training, configuration, data validation, and process improvement all to ensure a successful implementation. Kudos to the employees that did their regular full-time jobs plus ctclink work for the past 18 months in a remote environment during a global pandemic. Their dedication to the college and a successful implementation is beyond compare.
- The college experienced a higher than normal turnover rate (19.262%) for calendar year 2021. A deeper review of turnover data may provide insight into additional activities to improve the employee experience.



## Strategic Priority: Forward Looking Infrastructure; Accomplishments, Next Steps, Lessons Learned

In 2020-21, the college looked towards being more adaptable quickly in our methods of performing our work. Whether that was administrative work, providing instruction to students or direct interaction with supporting students or providing services to students.

### Major Activities from the Strategic Plan

#### Implement ctclink Project

- Accomplishments:
  - Successful implementation of ctclink across Campus Solutions (Student Records), Human Capital Management, and Financial Services
  - Developed guides for students and employees on the BBCC website
  - Updated supplemental IT systems to work with ctclink
  - Developed a security tool that is being used by BBCC and other colleges
- Next Steps: Continue with ctclink training and process refinement.

#### Capital Projects/Facility Upgrades

BBCC facilities are owned by the state. The college is provided with capital project funding to maintain and repair those state-owned facilities on a biennial basis. The majority of the projects are completely funded by state capital funding and expended within the required biennial period. The particular projects selected by the state are a result of the Facility Condition Survey (FCS) the SBCTC conducts every two years. Occasionally another deficiency of a more immediate nature will override the prior selection from the FCS. (projects are selected approximately two years before the funding is provided and priorities can change in that time frame).

- Accomplishments:
  - Completion of WEC and Aviation Maintenance Buildings
  - Installed new gym floor
  - Upgraded Science Labs in Building 1200
- Next Steps: Pursue funding to renovate Wallenstien theater

**Technology Upgrades:** the largest priority was to provide students and staff with access to technology due to COVID-19 restrictions. Hundreds of laptops were put into service through the library check out feature. These laptops were for students and staff use.

- Accomplishments:
  - Purchased laptops and docking stations for employee desktop replacement
  - Purchased additional laptops for student checkout

- Made improvements in student communication software and student services processes using federal grants and CARES funding
- Network Infrastructure:
  - Deployed the Jabber phone client to support remote work
  - Purchased VPN licenses for all employees to support remote work
  - Replaced student wireless router
  - Upgraded Internet link
  - Installed Identity Services Engine for better network security
  - Replaced fiber in 1800
  - Upgraded servers to support remote work and learning
- Configured and issued Office365 licenses to all students and employees
- Improved our wireless capabilities in several on campus buildings
- Next Steps: Finish replacing employee desktops with laptops/docking stations. Continue Office 365 and Teams roll out. Replace the phone system. Move SharePoint to the cloud and install new network switches and wireless access points in the 1800 building and residence halls.

#### **Annual Budget Process**

- Accomplishments:
  - BBCC continued to slightly underspend our annual operating budget, reflecting a continued caution to not overspend department budgets.
  - The most current year is between 2-3% higher than we would wish to see and this is due to reimbursements from the federal CARES institutional funding for COVID-19 activities.
- Next Steps: Closely monitor state allocation process in consideration of our decreased enrollment trend.

**Financial Statement Audit:** Each year the college has its formal Financial Statements audited by the State Auditor's Office (SAO), beginning in Fiscal Year 2014.

- Accomplishments:
  - Each year since formal Financial Statements were produced, the audit has resulted in an unqualified opinion (clean audits) that the college is fairly representing in all material respects, its annual financial status.
- Next Steps: Continue financial practices that maintain unqualified financial audits.

## **Forward Looking Infrastructure Lessons Learned**

Permanent replacement of desktops for employees allows the college to adapt faster when we need to move to remote work without doubling our costs. We will no longer provide portable computing devices AND desktop devices. Employees will now receive a laptop and a docking station to serve as their desktop. This increases flexibility for students and staff to study and work remotely when needed.

When our newest buildings were completed we began filling classroom and student spaces with furniture designed to be adaptable. Our furniture for classrooms came with wheels and fold up and/or rack and stack features to allow for different configurations as classroom needs changed, whether those changes were for different instruction modalities or for adaptive needs.

As COVID-19 affected our working environment, as we had previously known it, we began to look at future space requirements. Our current needs for generic classroom space have shrunk considerably due to different instruction modalities (remote delivery), but our need for specific lab or technical instruction space has grown due to the consequence of social distancing for health reasons. Many classrooms remain empty, but our lab spaces are being used more frequently. Our larger venues (Masto conference center in 1800, Collaborative Lab in 3700, Wallenstien theater in 1100, Gym space in 2000) have seen increased demand for use that we have not consistently been able to meet for various reasons (not all COVID-19 related).

## Strategic Priority: Enrollment Growth & Diversification; Accomplishments, Next Steps, Lessons Learned

### Major Activities from the Strategic Plan

**Bolster total enrollment by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly**

- Accomplishments:
  - Launched a new college website and made continuous tweaks and updates since the launch
  - Utilized Signal Vine extensively to reach out to new students who had not completed the college intake process, owed tuition, need to complete vaccination attestation, could access WES services, could access HEERF funds
  - Utilized live Chat to serve a variety of student needs day and night
  - Provided students with information about technology needed at Big Bend and how to use it
  - Made laptops available to any student who needed one
- Next Steps: integrate Signal Vine into all student communication strategies, determine how to best utilize student messaging feature in ctLink

**Increase state-funded and dual enrollment by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa**

- Accomplishments:
  - Engaged Mattawa, Quincy, and Othello school districts in dialogues about partnerships with Big Bend.
  - Expanded dual enrollment articulation efforts with Mattawa, Quincy, and Othello.
  - Offered BEdA classes in Mattawa, Quincy, and Othello
- Next Steps: Determine community interest in BBCC programs that we can offer in the communities, continue to strengthen partnerships with school districts and city governments in each community, promote BBCC services and programs in each community

**Expand state-funded enrollment with student programs that will attract state-funded students**

- Accomplishments:
  - Established and implemented COVID-19 protocols that allowed athletic teams to compete
  - Held short athletic seasons in winter and spring 2021

- Developed Ag Mechanics curriculum
- Next Steps: Aggressively promote and launch Ag Mechanics program, survey businesses to explore interest in additional or expanded healthcare or science tech programs, recruit full rosters of student athletes

**Expand total enrollment by strengthening pipelines into college**

- Accomplishments:
  - Developed contextualized manufacturing high school curriculum
  - Reviewed BEdA course offerings to better align with college courses
  - Adjusted to a loss of the Open Doors contract with Moses Lake High School
  - Worked with Moses Lake High School to improve placement options for high school students
  - Explored College in the High School with Warden and Royal City
  - Brought JATP back to campus and offered training in partnership with BEdA
  - Taught Zoom English classes to Chubu University students in Japan
  - Contracted with international student recruiting agency
  - Worked to strengthen working relationships with Quincy and Ephrata school districts around CTE Dual Credit and College in the High School
- Next Steps: Expand dual credit offerings with a focus on MLHS, Mattawa, Quincy, Othello, Warden, Royal; reach out to Ritzville, Soap Lake, and Lake Roosevelt School districts about dual enrollment options, establish clear curricular pathway from BEdA into college classes, establish financial incentives for new students coming into Big Bend, recruit international students, expand collaboration with Chubu University,

**Expand state-funded and dual enrollment by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students**

- Accomplishments:
  - Identified marketing message recommendations from students through surveys and focus groups
  - Made updates and revisions to the new student intake process
  - Implemented targeted messaging to re-engage students, disperse HEERF funds, and connect students with college resources
  - Approached Moses Lake, Mattawa, and Othello high schools about a consistent staff presence in the schools to serve students and began sending staff to Moses Lake High School

- Increased engagement with DSHS and SkillSource and established plans for BBCC staff to be present in those offices on a regular basis
- Developed a draft timeline of outreach activities and messaging
- Next Steps: develop an updated communication plan with students to guide them through the intake process, establish a consistent staff presence in Moses Lake, Othello, Mattawa, and Quincy schools, hold Running Start nights for students and parents, coordinate college level, WES, and BEdA outreach efforts and support with college marketing messages

### **Enrollment Growth & Diversification Lessons Learned**

- There are significant opportunities for enrollment growth by bringing college programs and services to communities throughout the college's service district
- BBCC needs to be visible in key communities within its service district and build relationships with key stakeholders and families of students. The college is not as known or visible as we would like to be in some communities.
- Email is not the best way to communicate with students. We need to incorporate text messaging into our practices for communicating with students. We also need to communicate intentionally at times when students need our help to navigate our processes.
- BBCC must have accurate and clear information on its website.

## Appendix A - Student Success Disaggregations

Big Bend Community College - Student Success  
Breakdown by Race/Ethnicity

		BCC Baseline Average	BCC Data				Trend
<u>Persistence</u>			2017-18	2018-19	2019-20	2020-21	
ALL	Course Success Rates	80%	79%	80%	80%	77%	
AW	Course Success Rates	82%	81%	82%	84%	79%	
HUG	Course Success Rates	77%	77%	77%	76%	75%	
NR	Course Success Rates	81%	84%	81%	78%	77%	
<u>Retention</u>							
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
A/W	15 Credits 1st Year	81%	80%	77%	81%	81%	
HUG	15 Credits 1st Year	75%	68%	73%	73%	75%	
N/R	15 Credits 1st Year	63%	77%	80%	67%	63%	
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
AW	Fall to Fall Retention	63%	66%	62%	68%	*	
HUG	Fall to Fall Retention	60%	61%	64%	60%	*	
NR	Fall to Fall Retention	58%	54%	65%	50%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
AW	3 Year Completion Rate	46%	46%	42%	50%	47%	
HUG	3 Year Completion Rate	43%	45%	43%	42%	42%	
NR	3 Year Completion Rate	46%	52%	28%	58%	50%	
<u>Post-Grad Success</u>			2014 start	2015 start	2016 start	2017 start	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
AW	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	46%	42%	51%	46%	46%	
HUG	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	34%	32%	35%	36%	30%	
NR	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	47%	50%	54%	38%	60%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
AW	Emp Rate in 4th year - WF Stu only	73%	73%	75%	76%	*	
HUG	Emp Rate in 4th year - WF Stu only	82%	87%	80%	83%	*	
N/R	Emp Rate in 4th year - WF Stu only	86%	82%	90%	93%	*	

KEY:

AW: Asian and/or White

HUG: Historically Underserved Group (African American, Black, Hispanic, Native American, and Native Hawaiian/Pacific Islander)

NR: Race/Ethnicity Not Reported

\*Data not available at the time of this report (1/13/2022).



Big Bend Community College - Student Success  
Breakdown by Age Groups

		BCC Baseline Average	BCC Data				Trend
			2017-18	2018-19	2019-20	2020-21	
<b><u>Persistence</u></b>							
ALL	Course Success Rates	80%	79%	80%	80%	77%	
<20	Course Success Rates	80%	80%	80%	80%	77%	
20-24	Course Success Rates	77%	76%	78%	77%	76%	
>24	Course Success Rates	83%	82%	83%	84%	80%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
<20	15 Credits 1st Year	80%	81%	78%	82%	78%	
20-24	15 Credits 1st Year	56%	48%	63%	57%	76%	
>24	15 Credits 1st Year	54%	50%	55%	57%	61%	
<b><u>Retention</u></b>							
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
<20	Fall to Fall Retention	66%	68%	67%	68%	*	
20-24	Fall to Fall Retention	47%	49%	48%	48%	*	
>24	Fall to Fall Retention	39%	39%	45%	39%	*	
<b><u>Completion</u></b>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
<20	3 Year Completion Rate	47%	49%	43%	50%	45%	
20-24	3 Year Completion Rate	34%	38%	28%	36%	38%	
>24	3 Year Completion Rate	38%	31%	47%	35%	52%	
<b><u>Post-Grad Success</u></b>			2014 start	2015 start	2016 start	2017 start	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
<20	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	46%	43%	51%	45%	43%	
20-24	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	13%	12%	16%	10%	16%	
>24	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	19%	30%	8%	19%	20%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
<20	Emp Rate in 4th year - WF Stu only	79%	88%	76%	83%	*	
20-24	Emp Rate in 4th year - WF Stu only	78%	74%	83%	84%	*	
>24	Emp Rate in 4th year - WF Stu only	81%	77%	84%	69%	*	

\*Data not available at the tiime of this report (1/13/2022).

## Big Bend Community College - Student Success

### Breakdown by Receiving or Not Receiving Need-based Aid

The Breakdowns only shows Transfer or Workforce Students who were eligible for aid - they exclude Dual Enrollment Students

		<b>BBCC Baseline Average</b>	<b>BBCC Data</b>				<b>Trend</b>
			2017-18	2018-19	2019-20	2020-21	
<b><u>Persistence</u></b>							
ALL	Course Success Rates	80%	79%	80%	80%	77%	
Rec'd N Aid	Course Success Rates	78%	78%	79%	78%	77%	
Did Not Rec N Aid	Course Success Rates	81%	80%	81%	81%	78%	
<b><u>Persistence</u></b>							
ALL	15 Credits 1st Year	<b>76%</b>	75%	75%	77%	77%	
Rec'd N Aid	15 Credits 1st Year	<b>66%</b>	69%	65%	65%	70%	
Did Not Rec N Aid	15 Credits 1st Year	<b>65%</b>	59%	65%	69%	61%	
<b><u>Retention</u></b>							
ALL	Fall to Fall Retention	<b>62%</b>	63%	63%	64%	*	
Rec'd N Aid	Fall to Fall Retention	<b>56%</b>	55%	58%	54%	*	
Did Not Rec N Aid	Fall to Fall Retention	<b>50%</b>	50%	52%	54%	*	
<b><u>Completion</u></b>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
Rec'd N Aid	3 Year Completion Rate	56%	57%	55%	57%	57%	
Did Not Rec N Aid	3 Year Completion Rate	44%	43%	45%	43%	43%	
<b><u>Post-Grad Success</u></b>			2014 start	2015 start	2016 start	2017 start	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
Rec'd N Aid	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	26%	27%	24%	28%	28%	
Did Not Rec N Aid	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	38%	42%	42%	29%	32%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
Rec'd N Aid	Emp Rate in 4th year - WF Stu only	83%	88%	80%	83%	*	
Did Not Rec N Aid	Emp Rate in 4th year - WF Stu only	74%	75%	77%	74%	*	

\*Data not available at the time of this report (1/13/2022).

Big Bend Community College - Student Success  
Breakdown by Gender

		BCC Baseline Average	BCC Data				Trend
			2017-18	2018-19	2019-20	2020-21	
<u>Persistence</u>							
ALL	Course Success Rates	80%	79%	80%	80%	77%	
Female	Course Success Rates	81%	80%	81%	81%	78%	
Male	Course Success Rates	78%	78%	79%	78%	76%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
Female	15 Credits 1st Year	76%	76%	76%	77%	78%	
Male	15 Credits 1st Year	75%	74%	74%	77%	76%	
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
Female	Fall to Fall Retention	64%	67%	67%	68%	*	
Male	Fall to Fall Retention	59%	61%	59%	58%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
Female	3 Year Completion Rate	49%	50%	46%	52%	51%	
Male	3 Year Completion Rate	40%	41%	37%	42%	37%	
<u>Post-Grad Success</u>			<u>2014 start</u>	<u>2015 start</u>	<u>2016 start</u>	<u>2017 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
Female	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	44%	44%	46%	43%	45%	
Male	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	39%	34%	43%	38%	34%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
Female	Emp Rate in 4th year - WF Stu only	83%	90%	82%	76%	*	
Male	Emp Rate in 4th year - WF Stu only	76%	76%	76%	82%	*	

\*Data not available at the time of this report (1/13/2022).

## Appendix B - Major Activities, Tasks for Fulfilling Activities, Persons Responsible

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
Implement ctcLink for Admissions/Registration, Financial Aid, & Instructional Support	Implement ctcLink for Admissions/Registration, Financial Aid, & Instructional Support	Admissions/Registration, Financial Aid, & Instructional Support
Improve <u>student retention</u> & reduce retention equity gaps by refining and expanding college navigation services	Refine Starfish Early Alerts & Referrals, develop and implement Success Plans, integrate Starfish use into case management work of departments, provide direct services to students, ongoing training of employees, Starfish technical integration with ctcLink	Starfish Coordinator and Starfish implementation/scale up group, WES, TRIO SSS, Library, A&AS, BEdA
	Provide TRIO-like support services for students and address workload questions	
	Provide a resource guide to new students that also illustrates how resources, including financial supports, will help students succeed.	A&AS, BEdA, WES, TRIO SSS
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to department performance & student success metrics	Title V Grant Team, IR
	Provide students with trainings about how to utilize technology used in their classes	eLearning, Library
	Provide technology support, online and with hours outside of 8:00-5:00	BBT, Library
Improve student <u>retention</u> & <u>persistence</u> while reducing equity gaps by strengthening <b>advising</b> services	Continue improving annual course planning schedules	Deans, schedulers, faculty Advising Workgroup
	Improve advising services year-round with ctcLink tools, the website, and other tools	Advising Workgroup
	Review and update existing advising maps	
	Provide training and support for academic advisors	
	Refine advising practices for second year students, completion, transfer, and career advising	

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
	Develop transition to campus and college advising for dual enrollment students	Advising Workgroup, BEdA, Workforce Ed. Coordinator
Improve <b>completion rates in courses</b> of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups	Professional development around online instruction (e.g. use of technology, engaging students, communication with students) combined with implementation support for faculty and training support for students	Instructional Improvement Workgroup, Title V Grant Team
	Implement large scale ESCALA training for faculty	Title V Grant Team
	Implement large scale instructional design training for faculty	Instructional Designer
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to course success & student success metrics	Title V Grant Team, IR
	Implement instructional changes based on assessment of student learning results	Deans & Faculty
Improve <u>student persistence</u> while reducing equity gaps by increasing students earning <b>college level math &amp; English credits</b> with accelerated Math & English courses	Refine accelerated English & math instruction	English & Math Depts
	Review and update math & English placement practices	English & Math Depts, Testing Center Coordinator
Improve <u>student persistence &amp; retention</u> while reducing equity gaps by implementing <b>different instructional strategies</b>	Explore & expand accelerated, flipped, modularized, competency-based learning options - Identify courses to develop or redesign, connect faculty with professional development opportunities activities, redesign courses	Instructional Designer, BAS faculty, Title V Grant Team, Instructional Improvement Workgroup
	Increase options for diversity, equity, and inclusion course offerings	Instructional Council

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
	Explore undergraduate research, service learning, subject matter immersion, internship, work-based learning and other active learning opportunities. Secure grant funding to support pilots, engage interested faculty, identify needed staff to support	Dean of Arts & Sciences, Math & Science Division, Social Science Division, Career Services, Workforce Education Coordinator, Workforce Faculty, Library, A&AS
	Align academic support services with instruction	STEM Center, Writing Center, BAS Program, BEdA, Library, eLearning
	Implement instructional changes based on assessment of student learning and program audit results	Deans & Faculty
Improve <u>student retention and persistence</u> while reducing equity gaps by strengthening procedures and expand opportunities for awarding <b>Credit for Prior Learning (CPL)</b>	Document procedures and fee structure, develop CPL opportunities for BAS classes, explore additional CPL opportunities across all college courses	Workforce Education Coordinator, BEdA, BAS Coordinator
Improve <u>student persistence &amp; completion &amp; enrollment</u> while reducing equity gaps by launching a <b>Bachelor of Applied Science</b> in Applied Management (BAS-AM) degree	Secure regulatory approvals, market degree, recruit students, develop courses, develop and implement student support model, teach first cohort, complete 2023 NWCCU site visit, start second cohort, expand to off-campus locations	Title V Grant Team, BAS Program
Increase <u>transfer rates</u> while reducing equity gaps_	Establish working partnerships with our primary transfer schools (CWU, EWU, WSU) to develop four year advising maps for top transfer majors from BBCC, establish dual admissions, reduce redundant degree requirements, co-advise, etc. Develop second year student advising experience	Advising Coordinator, Dean of Arts & Sciences, Workforce Education Coordinator, Advising Workgroup

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
<u>Improve student persistence, completion &amp; post graduate success</u> while reducing equity gaps through workforce <b>program development</b> &/or redesign	Launch Agriculture Mechanics Degree	Dean of WF Education, Ag Coordinator, Ag Mechanics Coordinator
	Revise Industrial Systems Technology electrical program to train students to a higher level	IST faculty
	Secure distance learning approval for Aviation Maintenance Technology degree	AMT faculty
	Stay current with industry changes and update programs accordingly	Dean of WF Education, WF faculty



Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to
People and Leader Development	Annual training plans/calendar for leadership development.	HR, Title V, and Leadership Development Work Group
	Review and update leader competencies	HR, Title V, and SGC
	Supervisor Expectations & Accountability	E-Team and Cabinet
	Review and update 360 feedback process	HR and SGC
	Improve performance evaluation completion rates	E-Team and Cabinet
Climate and Community	Implement workplace norms	E-Team, Cabinet, SGC
	Onboarding & Orientation	HR and Supervisors
	Conduct employee satisfaction survey	HR
	Assess employee survey results and develop plan	E-Team, Cabinet, SGC
	Develop diversity plan as required by OFM	HR, CEID, Cabinet
	Negotiate 2021-2023 Faculty CBA	HR, Instruction, Faculty Association
	Adopt Telework Guidelines as Administrative Procedure	E-Team, Cabinet, SGC
Improve Internal Communication	Develop BBCC decision-making framework	E-Team, Cabinet, SGC
Implement ctcLink for HR & Payroll	Implement ctcLink for HR & Payroll	HR/Payroll
Improve overall campus climate through Position Alignment	Position descriptions available on Portal	HR
	Position descriptions reviewed and updated annually by employee and supervisor	HR & supervisors

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to
	Communicate salary structures for employee groups	HR
	Transition part-time hourly jobs to new structure	HR & Supervisors
	Communicate position review/allocation process	HR
	Reduce Time to Fill rate for open positions	HR & Screening Committees

<b>Forward Looking Infrastructure Major Activities</b>	<b>Tasks to fulfilling activity</b>	<b>Assigned to</b>
Implement ctcLink Project	Meet State Board deadlines and have a successful implementation	Business Office, BBT
Facility Upgrades	Upgrades to Science Labs in 1200 building	M&O
	Renovation of theater in Wallenstein 1100 building	M&O
	Install new gym floor	M&O
	WEC & AMT Building Completion	M&O, VP for Finance & Administration
Technology Upgrades	Improve network infrastructure in across campus	BBT, M&O
	Replacement of laptop/docking stations for all employee versus desktop hardware	BBT, M&O
	Deployment of software-Office 365, Teams; Upgrades to Sharepoint	BBT
	Technology Plan Update	Facilities Master Planning committee, Academic Plan committee, M&O, BBT
Annual Budget Process	Monitor changes in state allocation process that will impact funding	VP for Finance & Administration, Business Office, Budget managers across campus, Budget Review Taskforce
Financial Statement Audit (Annual)	Continue financial practices that maintain unqualified financial audits.	VP for Finance & Administration, Business Office
Facilities Master Plan - update	Facilities Master Plan - update	Facilities Master Planning committee, Academic Plan committee, M&O
Continuity of Operations Plans (across campus)	Develop plans	All departments

Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to
Develop Dashboards	Identify dashboards to develop to support strategic plan & implementation strategies, develop dashboards	IR & Title V staff

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
Bolster <u>total enrollment</u> by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly	Utilize technologies such as live Chat, the website, & Signal Vine to improve communication with students	Dean of Student Services, Director of Enrollment & Registrar, Starfish Coordinator, WES, Title V Grant Team, Public Information Office
	Refine and expand services offered in online and hybrid modalities, including the new student intake process	Director of Activities, Library, Dean of Student Services, WES Director
	Provide students information about required technology, access to needed technology and information on how to use technology tools	Library Director, eLearning Coordinator, Instructional Designer
Increase <u>state-funded and dual enrollment</u> by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa	Establish partnerships with key collaborators in target communities, identify programs to deliver and delivery strategy, provide needed services using virtual and hybrid modalities, identify facility and staffing needs, pilot operations in key locations, develop focused outreach & marketing strategy for specific communities	VP of Learning & Student Success, BEdA, Outreach & Recruitment, Title V Grant Team
Expand <u>state-funded enrollment</u> with student programs that will attract state-funded students	Grow wrestling programs and recruit full rosters for all athletic teams	Athletic Director
	Explore launching an eSports program and/or track & cross country	
	Launch Agriculture Mechanics degree	Dean of Workforce Education
	Investigate additional academic programs and activities that will attract state-funded students	Dean of Workforce Education, Dean of Arts & Science, IR
Expand <u>total enrollment</u> by strengthening pipelines into college	Expand number of students transitioning from Basic Education of Adults (BEdA) program into college level classes	BEdA
	Expand number of students transitioning from dual enrollment programs into college level classes	High School Relations Workgroup

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
	Grow dual enrollment programs	Workforce Education Coordinator, BEdA, Student Services
	Grow enrollment in existing programs	Dean of Workforce Education, Dean of Arts & Science, Director of Nursing, BEdA Director, Division Chairs
	Strengthen relationships with feeder high schools to improve transition of high school students to Big Bend	High School Relations Workgroup, Outreach & Recruitment, Workforce Education Coordinator
	Create a sustainable international studies program	Director of JATP
Expand <u>state-funded and dual enrollment</u> by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students	Identify key communities & demographics and focus outreach efforts	Outreach & Recruitment, WES Director
	Identify employers with tuition reimbursement for employees	CBIS Director, WES Director
	Develop outreach and marketing strategies for specific communities	BEdA Director, WES Director, Outreach & Recruitment, BEdA Director, Public Information Office
	Conduct family focused outreach for high school age students (focus to dual credit students)	Outreach & Recruitment, WES Director,
	Develop outreach and marketing strategies for working adults	WES Director, BEdA Director, Public Information Office, BAS Coordinator
	Market student support resources and give examples of how they help students	Public Information Office, Library
	Clarify admission process steps, due dates, technology needed and implement student communication plan	Dean of Student Services, Director of Enrollment & Registrar, Title V Grant Team, Starfish Coordinator, WES Director
	Provide support and resources to allow a shorter turnaround time between when students ask a question and when they receive a response	Dean of Student Services, Director of Enrollment & Registrar

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
	Use marketing messages that showcase what makes BBCC a 1st choice - BBCC cares about students and their success, has great programs and resources, is a great place to get started	Public Information Office

## Acronyms

AA&S - Accommodation & Accessibility Services

Aviation Maintenance Technology

BAS - Bachelor of Applied Science

BBT - Big Bend Technology

BEaA - Basic Education for Adults

CAMP (grant) - College Assistance Migrant Program

CEID - Committee for Equity Inclusion and Diversity

CPL - Credit for Prior Learning

CTE - Career and Technical Education

CWU - Central Washington University

DSHS - Department of Social and Health Services

DTA - Direct Transfer Agreement (associate degree is designed to transfer to most Bachelor of Arts degrees at all four-year colleges and universities in Washington state)

HEERF - Higher Education Emergency Relief Fund

HEP (grant) - High School Equivalency Program

HR - Human Resources

IR - Institutional Research

IST - Industrial Systems Technology

JATP - Japanese Agriculture Training Program

M&O - Maintenance & Operations

MCO - Master Course Outline

NWCCU - Northwest Commission on Colleges and Universities

SBCTC - State Board for Community and Technical Colleges

SGC - Shared Governance Council

SSS - Student Support Services

STEM - science, technology, engineering and math

USDE - United State Department of Education

WES - Workforce Education Services



**BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM 4#:** CONSENT AGENDA (for action)

- a. Board Meeting Minutes

**BACKGROUND:**

The minutes of the board meetings held on May 5 and May 10, 2022, are included for approval.

Prepared by the President's Office.

**RECOMMENDATIONS:**

President Tweedy recommends the Board of Trustees approves the minutes.

## THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Regular Board meeting Thursday, May 5, 2022, at 1:30 p.m. in person and available via Zoom Webinar.

### 1. Call to Order

Present: Anna Franz  
Gary Chandler  
Amy Parris  
Juanita Richards  
Thomas Stredwick

Pledge of allegiance.

### 2. Trustee Emeritus

Motion 22-20 Trustee Juanita Richards moved to award Jon Lane Trustee Emeritus. Trustee Anna Franz seconded and the motion passed.

Jon Lane expressed appreciation of his family's support. He stated Big Bend changes people's lives. He challenged trustees to continue to serve as advocates for students, continue with connections with legislators, ask questions, and have fun.

### 3. Mission Moments

Board Chair Thomas Stredwick reminded all of the Big Bend mission, *Serve as a bridge, stand as a leader, support for success*. He reported that the Business Office models integrity as evidenced by the recent clean audit. Auditors reported the business office staff were a pleasure to work with and competently conducted the business of the college.

President Thompson Tweedy introduced CBIS Director Beth Laszlo who introduced Program Assistant Cheryl Yamane. Executive Director of the Business Office Charlene Rios introduced Amanda Kim and Mackenzie Gardner who are new hires in the Business Office.

President Thompson Tweedy presented student Kristin Ortiz with the All WA Academic Team Member Award.

### 4. Educational Presentation

Dr. Sara Thompson Tweedy provided information about the Ends Statements in preparation for the trustees' May 10 Study Session. The Policy Governance model includes Ends Statements set by the trustees and means which is delegated to the president for operationalizing.

Ends are not about intentions, they define the benefits or results of an organization's work. The Ends Statements, which are Mission, Student Success, Excellence in Teaching and Learning, Community Engagement, Integrity and Stewardship, and Inclusion and Climate were reviewed.

## 5. Consent

a) Approval of March 23, 2022, Board Meeting Minutes (A); b) Accreditation (I); c) Student Success (I); d) Assessment (I); e) Finance & Administration (I); f) Human Resources Report (I); g) Foundation Report (I).

### Motion 22-21

Trustee Amy Parris moved to approve the consent agenda.  
Trustee Anna Franz seconded and the motion passed.

## 6. Remarks

None.

## 7. Faculty Updates

Faculty Association Officer Dr. Tyler Wallace presented faculty updates. Alfonzo Zavala--a BBCC graduate, earned the "Top Graduate Paper Award" at the "Virginia Conference on Race" for his paper titled "The 'Clinton Massacre' and its Significance in the Mississippi Plan of 1875."

Early Childhood Education is offering Spanish ECE classes out in Mattawa at Inspire Development Center to support their staff in completing their Infant/Toddler certification. They have five ECE students who are volunteering their time to assist Moses Lake School District's Groff Elementary staff with Kindergarten Roundup on May 19th from 5-7 PM.

Lindsay Groce shares that the CHEM 163 Annual Science Fair will be in person again this year. The 3rd quarter General Chemistry students do independent research projects and will present their poster reports at the Science Fair. Details: 2:30-4:30pm on Wednesday, June 8th in Masto and reception to follow in the STEM Center!

Workforce Education Coordinator Tom Willingham shared news on Cybersecurity. The Computer Science(CS) Department is working with Microsoft through a grant they provided to us to investigate options related to creating a Cybersecurity program at the college. In doing this work, we are looking to add classes and certificates to our CS Systems Administration degree that will support our efforts to close the employment gap in our region and to provide students with 4-year transfer options in an effort to close the even larger employment gap statewide. We are in the development phases now and will run a pilot next year with 2-4 new courses. Part of the grant is to explore opportunities where we can have industry professionals teach the classes or offer additional classroom support and training to our current instructors. BBCC has become a member of Cybersecurity Training and Education Center (NCyTE); and, we will apply to become a Center of Academic Excellence (CAE) for Cyber Defense, which will take a couple of years.

CS is also working with Microsoft and Computing for All to develop an articulation with Quincy HS to teach 4 introductory courses over the next couple of years that will give their students the opportunity to earn credits that lead into a Systems Administration degree, Data Center Specialization, or Cyber Security Specialization, an AAS that supports them in desktop support, network administration, or other IT roles, or 4-year transfer and Manufacturing & Process Technology degree with a Mission Critical Operations emphasis.

Jen McCarthy shares that the German class has been doing excellent work this quarter - a highlight is their daily Listening Comprehension practice exercises, which are "Buchstabierenspiel" (the spelling game) and "das Datumspiel" (the date game). Everyday, she uses the German alphabet to spell German words and their translations into English for students to listen to and report on, as well as giving them dates (date, month, year) also in German for their practice. It has been going very well and the students seem to really enjoy being able to play along. Next week, week 6, is their quarterly Midterm Movie Madness!

Two DVDs will be shared with the students: "Labyrinth of Lies" and "Nowhere in Africa", both of which are interesting German films about the 20th century. The first features a lawyer in Germany who uncovers huge conspiracy by German institutions as he seeks to prosecute a beloved teacher for being a cruel guard at Auschwitz. The second is about a German Jewish refugee family that moves to Kenya in the 1930s. We are going to view these movies all 4 days in person, and the films will be shared on Zoom as well.

Ag Instructor Aaron Mahoney has shared a presentation of the weeds identification (AGR 211) course.

Fran Palkovic shared a PowerPoint of students' spring art!

## **8. ASB**

ASB President Colton Reynolds discussed Student Recognition Night, over 120 people attended. Students are appreciating in-person events. Board Chair Thomas Stredwick expressed his appreciation of the student activities department. Reynolds shared key takeaways from their recent convention attendance including promoting positive change with intention and being more than party planners.

## **9. President's Update**

Dr. Sara Thompson Tweedy reported human resources has been very busy with multiple personnel searches underway. The current employee turnover rate is 4.79%.

Dr. Sara Thompson Tweedy shared about lifting the student vaccine mandate during the campus community forums last week. Lifting the mandate removes enrollment barriers for students and lessens the workload for student services staff. COVID-19 is moving toward an endemic. The K-12 approach and State Dept of Health's recommendation helped inform her decision effective fall quarter. The COVID-19 infection rates will be monitored closely to determine masking requirements.

Dr. Sara Thompson Tweedy reported the winter and spring enrollment counts were significantly reduced from this time last year and two years ago pre-COVID. ctcLink implementation is going well. The Pillar Leads and their staff have added layers of learning and work to complete the migration during COVID-19, development of the strategic plan and a presidential transition. All faculty and staff will attend the in-service tomorrow and pillar leads will have time to collaborate.

Projects providing more direct services in Mattawa and Othello are ongoing. President Thompson Tweedy thanked Trustee Amy Parris for her efforts connecting Big Bend services in Othello. Big Bend is offering classes in Othello's K-12 space, at the Port of Mattawa, and Douglas Fruits in Mattawa.

The May 12 Job and Career Fair and Big Bend Preview Day are recruiting efforts. Many employees are volunteering to support both events. President Thompson Tweedy thanked Interim BEdA Director Jody Bortz, assistant Barbara Collins and Director of Title V Grants Tammy Napiontek.

At 2:37 p.m., Board Chair Thomas Stredwick announced that the Board would adjourn to executive session for approximately 15 minutes to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The Executive Session was extended by five minutes. A five-minute break was taken immediately following the Executive Session. The meeting reconvened at 3:02 p.m. with no action taken.

## **10. Strategic Plan**

Dr. Sara Thompson Tweedy shared the progression of the strategic plan; it will come before the board for approval at the next board meeting June 9. She gave a high-level summary and shared the strategic priorities. Dr. Tyler Wallace read the mission, vision, and guiding principles in Spanish. Many new activities in the strategic plan are grant funded. Title V Grant produces institutional change. During the development of the strategic plan the committee reviewed all the current activities to ensure they were included in the plan and to reduce the number of new initiatives introduced.

## **11. Trustees Progress Toward Goals**

Board Chair Stredwick explained this standing agenda item is set to provide time for the trustees to review progress toward their three goals:

1. *Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.*

Board Chair Thomas Stredwick shared about implementing a dash board to have a simplified snapshot.

2. *Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.*

Comments on DEI goal, lots of options for this at the ACT Conference. Anna will contact other college trustees who have attended DEI educational opportunities.

3. *Ensure effective onboarding and support of new trustees.*

New trustees Gary Chandler and Amy Parris reported they feel supported.

## **12. Preview Board Study Session**

The trustees reviewed the May 10 study session agenda. The board will enjoy Taco Tuesday with ASB for lunch!

## **13. Assessment of Board Activity**

Trustee Thomas Stredwick attended the SAO exit conference and preparation meeting with President Thompson Tweedy (E-1, E-2, E-3, E-4, E-5, E-6). He also attended the Samaritan Healthcare's Bourbon and Bowties event (E-4). Lastly, he checked in with former Trustee Jon Lane about the Emeritus nomination (E-1, E-4, E-5, E-6).

Trustee Amy Parris reported that she supported bringing Big Bend services to Othello by meeting with the Columbia Basin Health Association. She also met with students to organize a group to attend the Job and Career Fair. Trustee Parris also attended the Promising Practices webinar via Zoom.

Trustee Anna Franz attended Cellarbration and the wrestling banquet. She also completed the ACT award nominations.

Trustee Juanita Richards met with President Thompson Tweedy, attended a Foundation meeting and reviewed financial statements. She also attended Cellarbration, and the wrestling banquet.

## **15. Next Regularly Scheduled Board Meeting**

The next board meeting is scheduled on May 10 (study session) and June 9, 2022 (regular meeting).

## **16. Miscellaneous**

Trustee Juanita Richards asked for the student events to be added to the Big Bend calendar on the website.

Trustee Gary Chandler reported he is the Workforce Board Vice President and they have talked about community colleges and OSPI to work on Running Start in CTE programs.

The meeting adjourned at 3:30 p.m.

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Thomas Stredwick, Chair

ATTEST:

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Sara Thompson Tweedy, Secretary

## THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Study Session May 10, 2022, at 10:00 a.m. in person and via Zoom Webinar.

Present: Anna Franz  
Gary Chandler  
Amy Parris  
Juanita Richards  
Thomas Stredwick

Board Chair Thomas Stredwick stated the outcomes for today include a preparatory discussion to appoint a sub committee to review and suggest revisions to the Ends Statements and provide preliminary review and feedback of the Big Bend success indicator dashboard.

President Thompson Tweedy presented information around the board Ends Statements. Ends' purpose is to identify and clarify the purpose of the organization, and provide basis for board oversight and evaluation of the president. They crystallize the purpose of the organization and provides lanes for the trustees and the president. (Ends-trustees, Means-president).

Ends drive what the college does and defines benefits, identifies beneficiaries, and states what it's worth to produce those benefits. Ends guide the work of the executive. The Board is considering revising the Ends to simplify Big Bend's guiding documents. Accreditation standards require integration and the Ends need to be measurable. Aligning the Ends with the Mission, Vision, and Guiding Principles helps with integration and minimizes multiple and confusing measuring sticks.

The new Strategic Plan (SP) plan enabled simplification required by accreditation recommendation. The Ends are not completely aligned with the SP priorities, there is still tension. Ends are an element of policy governance and not required by accreditation. We must be accredited and that means meeting the accreditation standards is essential.

Strategic priorities are goals, objectives are major activities, and indicators are included in the scorecard; all working together to ensure the college is accomplishing its mission. Board Chair Stredwick stated the president's eval process feels qualitative and it needs to be quantitative too. Trustee Franz stated the board needs to ensure consistent process and that the Ends statements may not be aligned to SP because the SP is the operations side and should be adapted to the Ends. Guidance is needed to measure outcomes and the Ends should align with the mission. The board sets policy through Ends that the president then implements; the green line is a 2-way street. President Thompson Tweedy stated the current ends crosswalk to the SP. Trustee Franz stated the Ends need to articulate clearly to the president what is expected by the board. Trustee Richards agreed.



Trustee Franz stated the Mission Fulfillment report is based on indicators and in the past the Trustees rated the mission fulfillment indicators and the institution also rated it. The review process is now more qualitative. Trustees need to evaluate college and the president with dispassionate data.

Trustee Franz stated in depth review as the reports become available for the trustees is appropriate and during then a full review during the retreat to evaluate the Ends and president.

Board Chair Stredwick stated the executive summary, dashboard, and additional data available to dive deeper if desired is helpful. Trustee Franz stated similar college comparisons, continuous improvement actions and reviewing what is happening under the green line to meet the Ends I helpful.

The trustees reviewed existing Ends. (Comment fragments noted for future reference.)

### ***E-1 Mission***

Suggested: throw away, its summary of the next three Ends, attempt to measure and have the mission be the umbrella.

***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.*

Suggested: lots of elements, how to measure? Challenge to provide metrics. Degree completion and additional data. E-2, 3, 4 measure all of the pieces that feed E-1. Retreat function: Measure college on Ends we've articulated and evaluate process too. Fits the Ends statements definition (defines, benefits and beneficiaries).

### ***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.*

Suggested: meeting this even more in the past two years. This fits under and supports E-2. Feels like a means to the end.

### ***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.*

Suggested: Ends should be for the president to accomplish.

Slide defining ends are good litmus test.

Suggested: matrix to evaluate? Reviewed data points used for evaluation. Specific to elements within the objective.

Board Chair Stredwick stated the dashboard data needs to be actionable. Dr. Thompson Tweedy stated the completion rate data is the most important data to her.

Who experiences the benefits? E-3, and E-4 can be embedded in E-2. Trustee Franz agreed about E-3. E-4, we also serve local employers by providing workforce, another beneficiary outside of students.

Reflect upon student success and what that means by adding E-3. E-4 is critical and broader “robust economic development?” what is the result for an ends? Contributing to economic development of our community. E-4 is supported by the BAS development and CBIS, and workforce ed. “providing resources to community”

### ***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.*

Hard to measure and imperative, core to fiduciary duties of the board. Forward Looking Infrastructure is embedded here. Supported by Board Policy of 3 months reserves, environmental sustainability, prudent resource management. E-5 is a check and balance to E-2. Interdependency between E-2 and E-5.

### ***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.*

How to meet the other ends without inclusion and climate? Danger to being checkbox. Need to actually increase ability to view through lens. Lots of tension in this one. Guiding Principles help address this area. How do students know we’re an HSI from our campus? Safety is the lowest bar for everyone on campus. Does a transgender person feel safe on campus? Cultural inclusivity, front line employees speak Spanish, NSO for parents in Spanish, Spanish signage. Ask people what does it look on campus to be an HSI to you?

Food/housing insecurity, equity in community to assist families in poverty. We’re making great strides in this area.

Next steps: Subcommittee to take notes and work forward to revise at the next meeting. Revised Ends and dash board inform each other. Ends drive the dashboard, rough of the Ends then look at dashboard. Dashboard can help redefine the ends. They step together through the improvement continuum.

11:30 lunch break, reconvening at 12:30.

## **Dashboard**

Board Chair Stredwick shared that he and Trustee Richards met with other college trustees, ACT Director Kim Tanaka, and President Michele Johnson, to discuss balancing the data reviews and policy governance lanes. Principles around the dashboard include: simple, sustainable, actionable, and accessible. Current version is a reflection of work by Trustees Stredwick and Richards.

Comments (fragments):

Aligns with the SP but not the ends.

Dashboard crosswalks to the scorecard.

Suggest this is a good reference sheet with footnotes that link to definition of data (Appendix B, page 18, defines all dashboard measures).

The purpose of this scorecard is to break down metrics to measure the Ends statements. Have ends been achieved? The scorecard is based on the SP to measure both areas.

Move dashboard titles to meet revised Ends statements.

A separate dashboard for the board does not resolve the accreditation recommendation. Part of president's evaluation is mission fulfillment which is the current SP scorecard. The SP aligns with the current Ends. President's evaluation is different from an employee evaluation because it is based on accomplishment of the ends. If there are two different scorecards for rating the college there is be an issue with accreditation. Accreditation is all about mission fulfillment.

Mission is more operational not an End.

Need to have the Ends clearly shown on the scorecard. Add column to existing scorecard to include Ends that are measured within the strategic priority.

Scorecard is informed by Ends.

Current scorecard is measuring mission fulfillment. SP rolls into how president is meeting Ends and they're may be additional ends.

Onus on president to ensure the Ends are being met. Per accreditation, Ends used to evaluate president, and point to mission fulfillment. Let go of thinking about SP. Work on Ends, purpose, outcomes, beneficiaries.

Scorecard is meeting goal #1 for the board adopted 9/2021.

Scorecard is an operational document and that is very different perspective from trustee. Lens for Ends not SP, one-page scorecard on whether big bend is meeting Ends is good effort.

Don't want to create more work for staff.

White board work:

	Accreditation	
Board		President
Ends		SP
Board Goals		M, V, GP
Pres Review		Budget
	How to evaluate	
Board Scorecard		Scorecard
Mission Fulfillment		

**Next steps:**

Form subcommittee for Ends at next board meeting  
Trustees Stredwick and Richards will work on scorecard, do we need a dashboard or do we have all the info?

Use the SP dashboard + other information

Ends plus how they are measured

President knows annual cycle and what board is looking at as data to determine how to evaluate.

Condense metrics to something simple that combines information.

Need to ensure we do not jeopardize accreditation with two score cards.

Do not elevate the SP to a board document, does it reflect Ends statements.

SP crosswalks to current Ends.

There is a president's evaluation form and it needs to be revised.

Look at other colleges' presidential evaluations.

**Additional Next Steps:**

Subcommittee to review president's evaluation form (not the scorecard).

No action taken.

Adjourn 1:30

## BIG BEND COMMUNITY COLLEGE

Date: 6/09/22

**ITEM #4:** CONSENT AGENDA (for information)

b. Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) released the Annual Report structure for 2022 which is due August 1, 2022.

The annual report has three comprehensive components:

1. Institutional Portal Updates

- Institutional Profile
- People/Contacts
- People/Key Roles
- Sites
- Programs Updates

2. Financial Dashboard

The Financial Dashboard is designed to:

- NWCCU to monitor the financial health of our institutions.
- Eliminate the need for the Basic Institutional Data Form
- Collect the financial data needed for the Year 6 Policies, Regulations, and Finances Review

3. Annual Report Online Form

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

**RECOMMENDATION:**

None.

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #4:** CONSENT AGENDA (for information)

c. Student Success

### **Class schedule**

Transfer Education: The goal for annual schedule building this year is to create an annual schedule that allows students to earn a general Arts & Sciences DTA using one of several different modalities/attendance choices. Students should be able to earn a DTA by:

- Attending classes traditionally M,T, W, Th
- Attending hybrid classes on campus only two days per week (Tuesdays and Thursdays)
- Participating in completely online courses, or -
- Taking any combination of courses within these three modality/attendance choices.

Developing a workable annual schedule and committing to these scheduling choices for the next year will allow our students to plan their schedules for the next academic year. Further, creating a second-year annual schedule early next year will allow students to create realistic educational plans and succeed in completing those educational plans.

The annual schedule will also include a selected schedule of classes to be offered in Othello and Mattawa that will allow individuals in those communities to earn a DTA by attending most classes within their home communities.

Workforce Education: Beginning Fall 2022, workforce programs will no longer be using old “related instruction” courses. Programs will schedule for and advise students to transferable general education requirements where possible (shown below). These changes will be reflected in the 2022-23 catalog. Students can still complete their certificates/degrees with the old “related instruction” classes until Spring 2024.

Written Communication: ENGL& 101 (Trades and AMT will continue to use ENGL 109)

Verbal Communication: CMST& 210 or CMST& 220 Human Relations: PSYC& 100 or

SOC& 101 Quantitative Reasoning: MAP 117/119 or MATH&107 or higher (AMT will continue with MAP100 due to FAA requirements)

### **Diversity requirement for DTA**

A 5-credit diversity requirement starts this coming fall for all new/incoming students who plan to earn an Associate in Arts and Science (AA&S) DTA degree. This requirement doesn't affect current students or students earning any other degrees or certificates. Current students have 3 years from the quarter of entry to complete the degree requirements as

detailed in the course catalog (Course Catalog, page 41). Also, the total number of credits required to earn the AA&S remains the same - 90 credits. Students will work with their advisor to select a diversity course that also meets a degree requirement. We are currently in the process of working with our WA university partners to ensure our diversity courses align with their diversity requirements. Students will be able to choose from diversity offerings in Social Sciences and Humanities. There are currently 13 different class options covering a range of subjects over the school year, and they will be offered in a variety of modalities. Our hope is that in the next few years, offerings will expand into other Divisions.

Diversity Requirement Statement approved at February 2021 Instructional Council

“Big Bend Community College prepares students to succeed in a culturally diverse society by requiring that all students complete at least one diversity course. This course will focus on one or more groups that have been excluded, devalued, or underrepresented on the basis of a variety of factors such as culture, race, ethnicity, sex, gender identity, sexual orientation, class, ability, religion, age, and/or immigration status. The intent is to help students think critically about their own underlying assumptions and biases. Diversity-designated courses address the intersection of identities and the role that power plays in assigning privilege to those identities in order to guide discussions about equity, inclusion, and diversity beyond tolerance, celebration, or appreciation.”

Courses that are currently approved to meet the diversity requirement:

ART100—Art Appreciation

CMST 225—Intercultural Communications

ENGL261—Women’s Literature

ENGL225—Chicanx Literature

HIST&215—Women in History

HUM214—Diversity Issues

HUM108—Intro to Gender Studies

MUSC170—History of Jazz

MUSC175—Music of the World

POLS&203—International Relations

REL201—World Religions

SOC& 201—Social Problems

### **Writing Center Literacy for Students**

The Writing Center will continue to offer our students the same assistance with any writing assignments and citations it always has but there will be some changes. We've been moving toward peer tutors and that will be complete by Fall. Offering the service via Zoom has proven VERY popular so that will definitely continue. We will be looking for additional ways to make the service more easily accessible to our students, including the possibility of having tutors at sites other than on campus, expanding evening and adding weekend hours, and we will explore offering the service by appointment during off hours. Other changes include eTutoring moving to from eLearning to the Writing Center. We will be working to both further promote eTutoring to BBCC students and for our tutors to provide services via that platform when they are not helping our students.

### **Scaling up Starfish**

Starfish is BBCC's current early warning and student tracking system, which is currently being used to increase student retention and success. Starfish launched early March 2020, and that same month we went into the COVID pandemic. We implemented various features, but will focus on upscaling early alert, referrals, appointment scheduling, and a few case management features through Spring and Summer 2022. We have enabled in-person kiosks in the STEM Center to track student usage of services and are expanding their use with other services through spring and summer. Training and a full launch is scheduled for Fall Quarter 2022.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

### **RECOMMENDATION:**

None.



**BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #4:** CONSENT AGENDA (for information)

d. Assessment

The Mission Fulfillment Report, discussed during the Educational Presentation at today's meeting, demonstrates the progress made in each of the strategic priorities to become *our communities' first choice to dream, learn, and succeed* and outlines BBCC's next steps moving forward.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

**RECOMMENDATION:**

None.

## BIG BEND COMMUNITY COLLEGE

Date: 6/09/22

- ITEM #4:** CONSENT AGENDA (for information)
- e. Finance & Administration Update

### **Financial Health and Federal/State stimulus funding:**

The community and technical colleges have been very fortunate to receive federal/state funding to use for expenses and replacing lost revenue due to COVID-19. **Updates are in red from last report.**

Round 1: Institutional \$736,918, Financial Aid \$736,919, HSI \$94,344; 100% expended.

Round 2: Institutional \$2,085,725 - 100% expended; Student Financial Aid \$736,919 – 100% expended; HSI \$154,997 – 100% expended.

GEER: \$530,394 – 100% expended.

Round 3: Institutional \$2,484,436 – 99% expended; Student Financial Aid \$2,554,610 – **28.77% expended** (Dept of Education extended the deadline until June 30, 2023 for expending against the award). HSI \$268,040 – 0 expended.

FEMA: \$22,021.05 received as reimbursement for COVID expenses.

SSARP (Supplemental Support under American Rescue Plan): New application submitted early April for additional \$2 million in funding. **No awards have been made yet.**

### **Ongoing Capital Projects:**

**Wallenstein Theater electrical upgrades (Minor Project for 2021-23 biennium):** Theater stage lighting and seating lighting has been removed. Theater curtains removed.

**Wallenstein Theater roofing replacement:** Work on the roof has commenced. Estimated 2 weeks until completion weather allowing.

**Pavement and awning repairs:** *Status remains the same from December report*--Paving and concrete repair work in miscellaneous locations. Due to contractor staffing availability and weather, this project will not occur until Summer or beyond.

**1700 Boiler Replacement:** TBD depending on procurement and availability of boilers. Boilers supply heat to buildings 1700, 5000 and 6000.

**1700 Window Replacement:** Project has begun and is ¼ completed.

**Facility Master Plan:** Mini update completed. <https://www.bigbend.edu/about-us/vision-mission-strategic-planning/>

Prepared by VP Schoonmaker.

**RECOMMENDATION:** None.

## BIG BEND COMMUNITY COLLEGE

Date: 6/09/22

**ITEM #4:** CONSENT AGENDA (for action)

f. Human Resources & Labor

### **BACKGROUND:**

#### **Recruitment & Selection:**

Chandra Rodriguez accepted a promotion to the position of Assistant Director of the BBCC Foundation. This is a new full-time, admin/exempt position. Chandra will transition to her new position on June 16, 2022.

Dwight Deines accepted a promotion to the position of Grounds & Nursery Services Specialist 2. This is a full-time, classified staff position replacing Jason Ronish. Dwight started his new position on May 16, 2022.

Regan Cardwell accepted the position of Program Specialist 2. This is a new full-time, classified staff position supporting CBIS and Career Services. Regan will start her new position on June 1, 2022.

Delia Licona Soberanes accepted the position of Program Assistant in Workforce Education Services (WES). This is a full-time, classified staff position replacing Nataliya Yushuck. Delia will start her new position on June 1, 2022.

Fatima Borjas accepted the position of Program Assistant in Workforce Education Services (WES). This is a full-time, classified staff position replacing Astrid Chen. Fatima will start her new position on July 1, 2022.

Aaron Mahoney accepted the position of Agriculture/Chemistry Instructor. This is a new tenure-track faculty position made possible through legislative-approved funding under E2SSB 5192 – Equity and Access in Higher Education. Aaron will start his new position on September 12, 2022

The following searches are currently in process:

- Ag Mechanics Program Coordinator
- Athletic Director
- Custodian 1
- Data Consultant 3
- Director of Residence Halls
- FT Faculty – Art
- FT Faculty – Business/Accounting
- FT Faculty – Computer Science
- FT Faculty – Criminal Justice/Psychology
- FT Faculty – English Language Acquisition (ELA)
- FT Faculty – Nursing
- HR Consultant Assistant 2

**Retention:**

The Year-to-Date Turnover Rate through May 31, 2022 was 5.876%. The breakdown of separation reasons includes 6-Resignation, 3-Other Job, and 2-Non-Disciplinary Separation. The goal for 2022 is to have a turnover rate less than 12%.

**ITEM #4:** CONSENT AGENDA (for information)

g. Foundation Report

**BACKGROUND:**

- 2022 Cellarbration! for Education, is in the books and it was fabulous we grossed \$170,000, still waiting for expenses to come in to get a net amount.
- Cellarbration sponsorships are at **\$50,600** up from last year by **\$23,050**.
- We are starting to award scholarships for the 2022-23 academic year.
- Chandra Rodriguez as accepted the position of Assistant Director of the Foundation! We couldn't be more pleased, she will start June 16, 2022.
- See all of our upcoming webinars and register cost-free at <https://alumlc.org/bbcc>. Be sure to explore past events free on-demand viewing.

## Upcoming Events



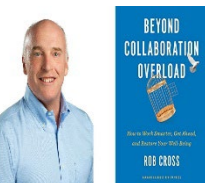
### [Slow Down to Get Ahead: Implementing Mindfulness into Your Career](#)

***Kim Bilawchuk, Career Alignment Coach***  
**June 7th at 9:00 AM PDT**



### [Free Time: Move Beyond Boredom, Bottlenecks, and Burnout to Do More of Your Best Work](#)

***Jenny Blake, Bestselling Author of Pivot: The Only Move That Matters is Your Next One***  
**June 23rd at 9:00 AM PDT**



### [Beyond Collaboration Overload: How to Work Smarter, Get Ahead and Restore Your Well-Being](#)

***Rob Cross, Bestselling Author and Leadership Expert***  
**June 28th at 9:00 AM PDT**



**Do You Need More Time: Powerful Tactics to Make Time Your Superpower**  
***Dr. Amantha Imber, Organizational Psychologist and Bestselling Author***  
**July 12th at 3:00 PM PDT**



**How to Manage Uncertainty and Create Meaning From the Inside Out**  
***Tammy Gooler Loeb, Author and Career and Executive Coach***  
**July 28th at 9:00 AM PDT**

**BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #6:** Faculty Updates (information)

**BACKGROUND:**

Faculty Association President Dawnne Ernette may report faculty activities.

**RECOMMENDATION:**

None.

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #7:** ASB Updates (information)

### **BACKGROUND:**

ASB has been busy these last few weeks! On May 7th, ASB had the opportunity to assist the Foundation with Cellarbration by checking people in and clean-up after the event. ASB was also able to lend a helping hand with the setup for the Job & Career Fair on May 12<sup>th</sup> by handing out lunch tickets to employers and directing them to their booths. Both events went really smoothly and were a blast to be a part of!

On May 10th, ASB held a Taco Tuesday food event with even more students attending this event compared to our last Taco Tuesday in April. There were over 130 students and staff, and this May we were able to feed 158 students, faculty, staff, and Board Members.

Our last virtual event, Financial Literacy Bingo, was held on May 19th with 9 participants in attendance. Even though our attendance was low for this event, we were able to make connections with new students and make an impact. One of the students in attendance stated that the virtual bingo events are so fun and she would be attending more in the future.

With the academic year coming to a close, we are down to our last few events. On May 31st, ASB is bringing the corn dog truck along with an airbrush tattoo artist and a balloon artist. We are encouraging students to bring blankets and make this into a picnic-style event, permitting the weather is warm and spring-like. Our last event of the year will be a Taco Tuesday food event on June 7th in front of the bookstore.

ASB has been in the process of hiring officers for the upcoming academic year. This coming year, the incoming officers are Ambra Hacker as President, Paige Tolley as Vice President, Alondra Cueto-Ramirez as Public Relations Director, and Samuel Elliott as Secretary/Treasurer. ASB is excited to see what is in store for this coming year.



**BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #8:** President's Update (information/action)

**BACKGROUND:**

Dr. Thompson Tweedy will provide an update.

- a. Enrollment (information)
- b. Employee Recognition (action)

**RECOMMENDATION:**

None.

**a. Enrollment (E-5, Information)**

As of May 23, 2022, spring headcount (1,681) was down 28.1% from this time last spring (2,337). Total FTEs (1264.7) and state FTEs (877.5) were down 21.6% and 14.9%, respectively, from last year. Compared to this time in the quarter last spring, decreases were seen in Academic/Transfer and Workforce Education enrollments (14.5% and 21.1%, respectively); with a 12.0% increase in Basic Education enrollments.

The tuition amount budgeted for 2021-2022 is \$3,800,000. As of April 30, 2022, we have collected \$3,299,321 or 86.8% of the budgeted amount. As of April 30, 2021, we had collected \$3,415,279 or 89.9%.

TUIITION COLLECTION REPORT  
As of Apr 30, 2022 and Apr 30, 2021

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	<u>2021-2022</u>	<u>2020-2021</u>
Annual Budget	\$3,800,000	\$3,800,000
Collections as of Apr 30	\$3,299,321	\$3,415,279
As a % of Annual Budget	86.8%	89.9%
Left to Collect to Meet Budget Target	\$ 500,679	\$ 384,721
<i>CARES Lost Revenue Summer/Fall</i>	<i>\$ 721,016</i>	<i>\$ 567,310</i>

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

**b. Employee Recognition (E-1, Action/Information)**

Athletic Director Mark Poth and Art Instructor Rie Palkovic have been nominated for Emeritus status. Nomination documents follow. The board may take action on the Emeritus nominations.

President Sara Thompson Tweedy has awarded Barbara Collins the Presidential Award for Meritorious Service. Nomination document follows.



May 23, 2022

Dr. Thompson Tweedy,

The Faculty Association nominates Rie Palkovic for emeritus status. The Faculty Association vote was unanimous to recommend Rie to you for her exemplary service to students and to BBCC.

Rie Palkovic meets the criteria for emeritus status and we believe she is worthy of this honor. Rie has taught art with passion and dedication for BBCC since 1998 and is a trusted and collaborative colleague, a dedicated faculty member, and an all-around beautiful being. Rie is popular with students; not only was she awarded Instructor of the year by ASB, but former students seek her out when they return to Moses Lake. During her sabbatical from teaching, she created the November 2016 “Casting Indra’s Net” at the Moses Lake Museum and Art Center in collaboration with five other local women artists including BBCC’s former faculty librarian, Libby Sullivan. Rie has led the Botany/Art student learning community for several years, bringing art and science together to engage students in the discovery of the beauty of science. She also founded the Gay-Straight Alliance student organization and was its faculty advisor for many years.

We will miss her.

Sincerely,  
Dawnne L Ernette  
President  
BBCC Faculty Association



# Big Bend

COMMUNITY COLLEGE

*Transforming lives through excellence in teaching & learning*

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Human Resources Office

**To:** Dr. Sara Tweedy, President

**From:** Kim Garza, VP of Human Resources & Labor

**Date:** May 23, 2022

**Subject:** Nominations for Emeritus Status

The purpose of this letter is to share with you the nomination received for Mark Poth for Emeritus Status. Mark meets the eligibility requirements outlined in AP 1005, Emeritus Status, *“full-time, administrative Officer who retires with a minimum of 10 years of full-time service with the college and has held the position of President, Vice President, Associate Vice President, Dean, or Director.”*

Mark has had a distinguished career of service to the college, our students, and the campus community. He will retire on June 30, 2022.

Mark Poth began working for Big Bend Community College (BBCC) in September 1987. He served in a tenured Communication faculty position through the end of the 2017 academic year. During this time, he was also the head coach for the Men’s Basketball team. Mark was successful in both endeavors. Students gave positive reviews of his classes. He accumulated 617 wins as Head Men’s Basketball Coach and averaged over 20 wins per year. He led the team in winning the Northwest Athletic Conference (NWAC) Eastern Region championships 11 times and came in second about 15 times.

From 2017 to 2022, Mark served as the BBCC Athletic Director. Under his leadership, the BBCC Athletic Department updated policies and procedures, greatly expanded fundraising with a Hall of Fame banquet, added men’s and women’s wrestling, developed a partnership with Samaritan Healthcare that resulted in athletic training support for BBCC athletes, and the replacement of the gym floor.

Mark has been actively involved with the NWAC and is viewed as a leader amongst his peers. In 2021, Mark was inducted into the NWAC hall of fame for his success as a coach and contributions to the NWAC.

Mark participated in professional development activities that helped him stay current with his teaching and coaching. He was especially quick to seek out and learn new information that would help him succeed in his roles related to athletics.

During the COVID-19 pandemic, Mark successfully led BBCC Athletics in developing and implementing safety protocols in a way that allowed student athletes to practice and compete in their chosen sport, all while remaining compliant with college, state, and NWAC rules.

Please consider recommending the Board of Trustees bestow Emeritus Status on Mark Poth.



# *Big Bend*

COMMUNITY COLLEGE

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Human Resources Office

**To:** Dr. Sara Tweedy, President  
**From:** Kim Garza, VP of Human Resources & Labor  
**Date:** May 17, 2022  
**Subject:** Nominations for Presidential Award for Meritorious Service

The purpose of this letter is to share with you the nomination for the 2022 Presidential Award for Meritorious Service. Barbara Collins meets the eligibility requirements outlined in AP 1006, Presidential Award for Meritorious Service, *“full-time, classified staff employee who has retired or will retire with a minimum of fifteen (15) years of full-time classified staff service.”*

The submitted nominations for Barbara are included below. AP 1006 states that completed nominations will be submitted to the Staff Training and Recognition (STAR) Committee for review with a written recommendation provided to the BBCC President. The STAR Committee has not been active since July 2019 due to turnover and high workloads for the remaining committee members and is unable to review the nominations.

Barbara had a distinguished career of service to the college, our students, and their colleagues. Please consider bestowing the Presidential Award for Meritorious Service to Barbara Collins.

### **Barbara Collins – 11/18/1996 to 10/15/2021**

During Barbara’s time with BBCC she held the positions of Office Assistant II and III, Program Assistant, and Secretary Senior supporting the Tech Prep Program and Title V Grants. Barbara displayed an excellent work ethic and collaborative style earning kudos from supervisors and others on campus.

She was a strong supporter of classified staff and worked hard to ensure that classified staff were represented in the decision-making process. She volunteered and provided leadership to every classified staff event. She served on numerous screening committees, was the Chair of the STAR Committee, and served for many years as the Region D Coordinator for the Staff Training for Technical and Community Colleges (STTACC). Barbara was the recipient of the 2008 STTACC Exemplary Employee Award.

Barbara displayed a heart for students, willingly helping with New Student Registration, New Student Orientation, and any function on campus that involved students and their success.

Comments from Barbara's peers include:

*"In the time that I've been at Big Bend, Barbara has been an amazing person to work with. Super professional, sincere, and studiously productive."*

*"Barbara Collins has a record of tireless dedication to serving students through her knowledgeable support of countless college programs and community partnerships. And all of this has been accomplished with a cheerful smile and ready laugh."*

*"Obviously, Barbara has been at BBCC for quite a while, nearly 25 years I think? I have always found her to take customer service very seriously and to take the extra steps needed to be sure that folks were taken care of. Her history of working with the Job Fair alone is enough to warrant some recognition. That is a very difficult event to manage and she has done a very good job over the years (though a while ago). I have always known Barbara to be very involved with the STTACC work at the state level and she has won that award for classified staff in the past."*

Thank you for your time and consideration. Should you have any questions, please feel free to contact me at 509-793-2010 or via email at [kimg@bigbend.edu](mailto:kimg@bigbend.edu).



## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #9:** 2022-23 Operating Budget (action)

### **BACKGROUND:**

President Tweedy and VP Linda Schoonmaker will present the draft 2022-23 operating budget.

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

### **RECOMMENDATION:**

President Tweedy requests that the Board approve the budget.

**Big Bend Community College  
Operating Budget Revenue  
Comparison of Fiscal Year 2022 to 2023**

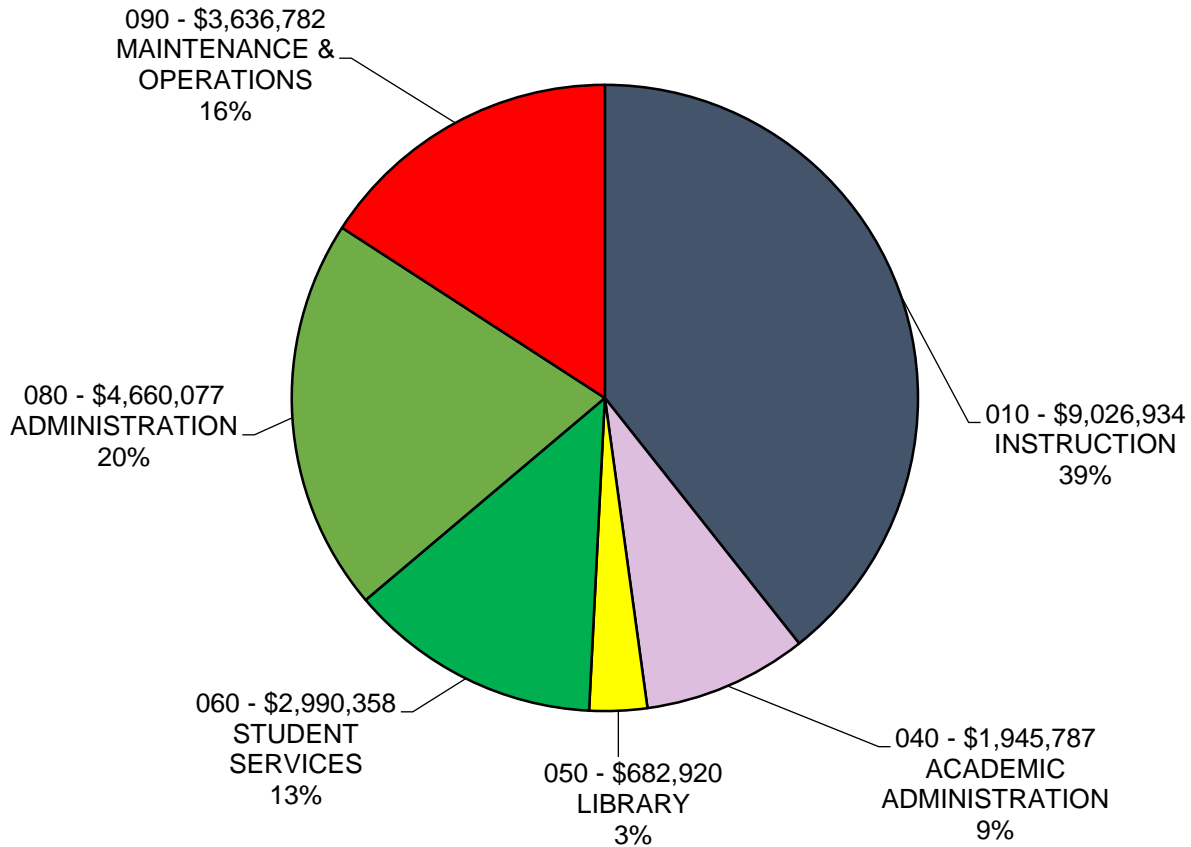
	<b>FY2022</b>	<b>FY2023</b>		<b>change</b>
ALLOCATED STATE SUPPORTED FTE	1,703	1,701	<b>(5)</b>	2
<b>State BASE Allocation:</b>				
<i>District Enrollment Allocation Base (DEAB)</i>	5,255,078	5,368,259	<b>(1)</b>	113,181
<i>Performance Funding</i>	1,128,774	1,164,583	<b>(2)</b>	35,809
<i>Minimum Operating Allocation (MOA)</i>	2,850,000	2,850,000	<b>(3)</b>	0
<b>SAFEHARBOR Earmarks and Legislative Provisos:</b>				
<i>Compensation</i>	1,363,560	1,878,684	<b>(4)</b>	515,124
<i>Enrollments (Aerospace)</i>	10,398	14,026	<b>(5)</b>	3,628
<i>Discretionary</i>	736,174	804,499	<b>(6)</b>	68,325
<i>Targeted (Worker Retraining)</i>	382,573	372,323	<b>(7)</b>	-10,250
<i>Ongoing Targeted</i>	503,800	710,889	<b>(8)</b>	207,089
<i>Nursing Educator Salaries</i>	231,480	231,480	<b>(9)</b>	0
<i>High Demand Faculty Salaries</i>	210,296	210,296	<b>(9)</b>	0
<b>GRAND TOTAL State Allocation</b>	<u>12,672,134</u>	<u>13,605,039</u>		932,905
<b>Tuition and Other Revenue:</b>				
Tuition	3,800,000	3,400,000	<b>(10)</b>	-400,000
Carryover/Indirect Cost Recovery	2,225,956	2,837,819	<b>(11)</b>	611,863
Running Start	3,100,000	3,100,000	<b>(12)</b>	0
Total Tuition and Recovery Revenue	<u>9,125,956</u>	<u>9,337,819</u>		<u>211,863</u>
<b>Total Operating Budget Revenue</b>	<u>\$ 21,798,090</u>	<u>\$ 22,942,858</u>		<u>\$ 1,144,768</u>

**Big Bend Community College**  
**Notes to Operating Budget Revenue Statement**  
**Comparison of Fiscal Year 2022 to 2023**

- (1) DEAB is calculated based on a three-year rolling average of actual enrollments and Priority/Weighted Enrollments. FY23 is based on enrollments from 2018-19, 2019-20, and 2020-21. 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.
- (3) MOA – each college is expected to receive 2.85 million with a portion coming from the Maintenance & Operation funding provided in the Capital Budget.
- (4) Faculty 4.743%, Staff 3.25% general wage increase, Employer Health Insurance rate increase, Employer Pension rate increase, and Safe Harbor for Compensation Funding.
- (5) In FY 23, Worker Retraining Base/Variable FTEs decreased by 2 from 70 to 68. The Base Allocated State Supported FTE # remains the same at 1633. Our portion of the Aerospace 1000 FTES funding increased in 2021-22 right after the budget presentation last year.
- (6) College Affordability increase \$13,749 and Guided Pathways increase \$54,846.
- (7) Worker Retraining Base/Variable – initial allocation of Worker Retraining Funds, statewide reduction.
- (8) Disability Accommodations increase \$21, Students of Color increase \$262, decrease Workforce Development Projects not allocated yet \$45,000, and various legislative provisos: 5K hazing prevention; 70K equity SB 5194; 81K 3 full time Faculty conversion from part time Faculty; 15,806 Diversity SB 5227; 80K Fin Aid outreach with Community Based Organizations and Climate Change.
- (9) Legislative proviso for Nursing Education and High Demand salaries.
- (10) Tuition collections for 20/21 was \$3,501,046 and through April for 21/22 only \$3,381,082 without any supplemental Lost Revenue replacement from Federal funding. With decreasing state funded enrollments continuing due to COVID-19 and with a 2.4% tuition rate increase, the estimate for 22/23 decreases to \$3,400,000.
- (11) This figure currently consists of fee income fund swap 30K, Indirect Cost Recovery 70K and Carryover funding \$2,737,819 consisting of 665,536 federal CARES, 268,040 federal HSI; BOT 2022-23 contingency funds requirement 447,666 (2%) and 111,916 (0.5%), Guided Pathways (GP) funding 550,009 (continuing to offset current salaries and benefits for those doing GP work), leaving unfunded balance of 694,652 to be covered by Reserves. The federal funds are one-time funding, the contingency funds are a one-time budget fix and not sustainable, and the use of reserves for operating needs is not financially sound. In the following year of 2023-24 we face a \$2,187,810 financial deficit.
- (12) Conservative forecast of contract income from the High Schools for Running Start students. Based mostly on 20/21 and 21/22 collection amounts and slightly to increased funding rate.

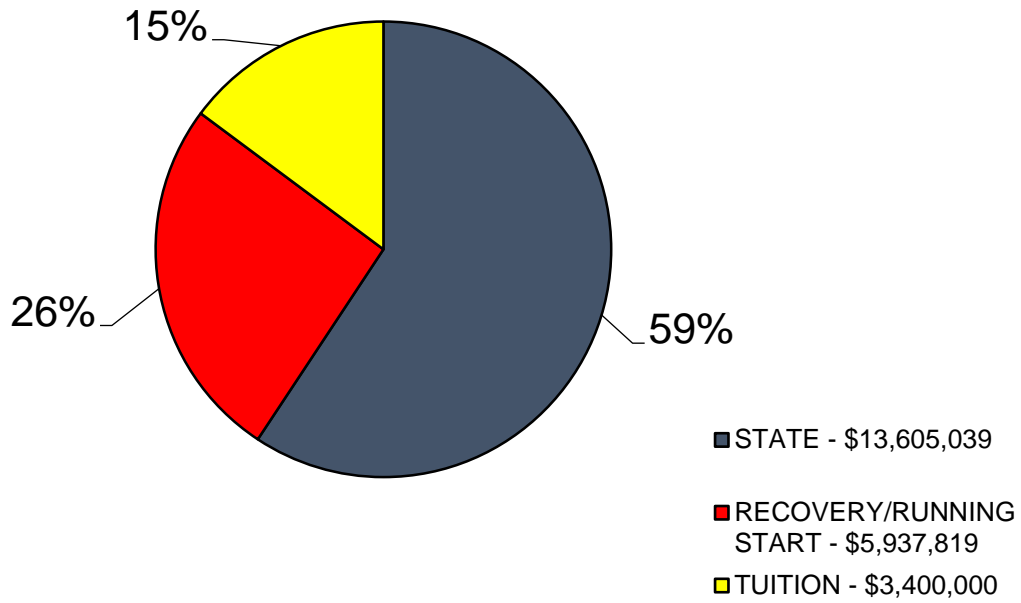
# EXPENDITURES BY PROGRAM 2022-2023

## \$22,942,858

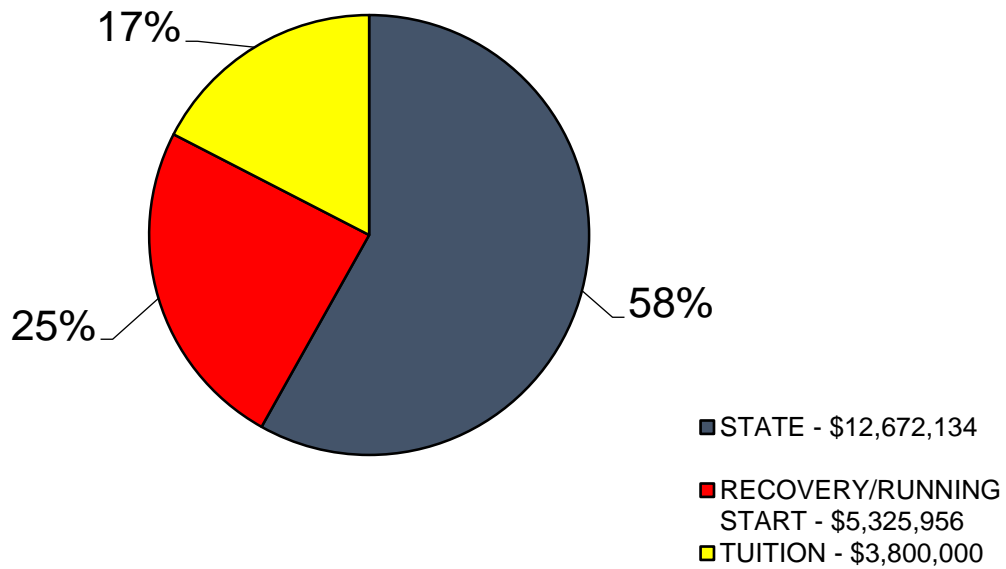


- 010 - \$9,026,934 INSTRUCTION
- 040 - \$1,945,787 ACADEMIC ADMINISTRATION
- 050 - \$682,920 LIBRARY
- 060 - \$2,990,358 STUDENT SERVICES
- 080 - \$4,660,077 ADMINISTRATION
- 090 - \$3,636,782 MAINTENANCE & OPERATIONS

**SOURCE OF OPERATING FUNDS 2022-2023**  
**\$22,942,858**



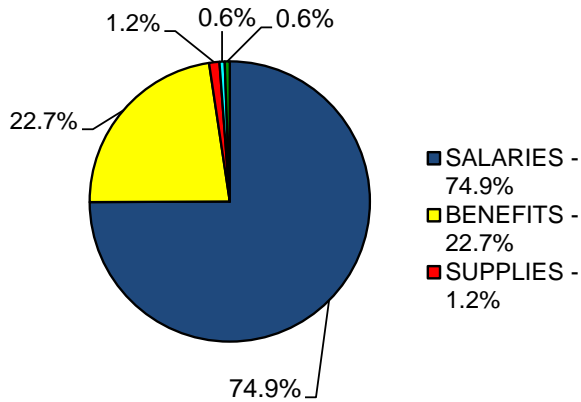
**SOURCE OF OPERATING FUNDS 2021-2022**  
**\$21,798,090**



**010-INSTRUCTIONAL**

	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>
	<u>ACTUALS</u>	<u>ACTUALS</u>	<u>REQUEST</u>	<u>REQUEST</u>
SALARIES - 74.9%	5,944,135	6,365,462	6,496,750	6,763,866
BENEFITS - 22.7%	1,705,448	1,871,897	1,909,056	2,049,032
SUPPLIES - 1.2%	162,451	104,612	156,955	107,807
TRAVEL - 0.6%	8,805	2,319	53,973	53,973
EQUIPMENT - 0.6%	206,449	38,634	48,628	52,256
<b>TOTAL 010- EXPENDITURES</b>	<b>8,027,288</b>	<b>8,382,923</b>	<b>8,665,362</b>	<b>9,026,934</b>

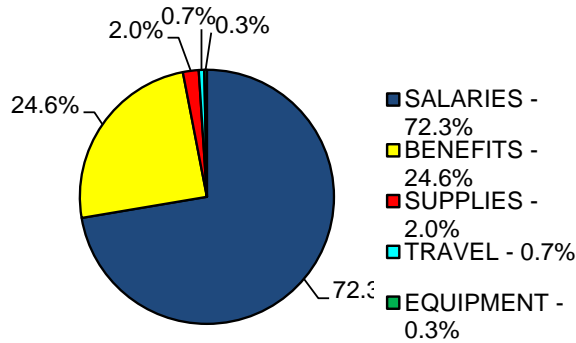
**010-INSTRUCTIONAL**



**040-ACADEMIC ADMINISTRATION**

SALARIES - 72.3%	917,340	1,046,305	1,073,455	1,407,598
BENEFITS - 24.6%	313,534	341,956	341,661	479,059
SUPPLIES - 2.0%	32,952	38,228	39,130	39,130
TRAVEL - 0.7%	9,355	0	13,500	13,500
EQUIPMENT - 0.3%	12,627	11,183	6,500	6,500
<b>TOTAL 040-EXPENDITURES</b>	<b>1,285,808</b>	<b>1,437,672</b>	<b>1,474,246</b>	<b>1,945,787</b>

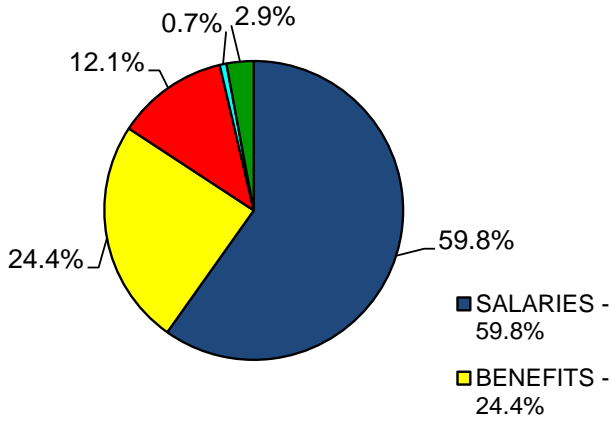
**040-ACADEMIC ADMINISTRATION**



**050-LIBRARY**

	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>
	<u>ACTUALS</u>	<u>ACTUALS</u>	<u>REQUEST</u>	<u>REQUEST</u>
SALARIES - 59.8%	362,725	382,633	391,745	408,582
BENEFITS - 24.4%	141,589	155,888	148,120	166,682
SUPPLIES - 12.1%	76,412	91,752	82,656	82,656
TRAVEL - 0.7%	0	0	5,000	5,000
EQUIPMENT - 2.9%	33,361	15,858	20,000	20,000
<b>TOTAL 050-EXPENDITURES</b>	<b>614,087</b>	<b>646,131</b>	<b>647,521</b>	<b>682,920</b>

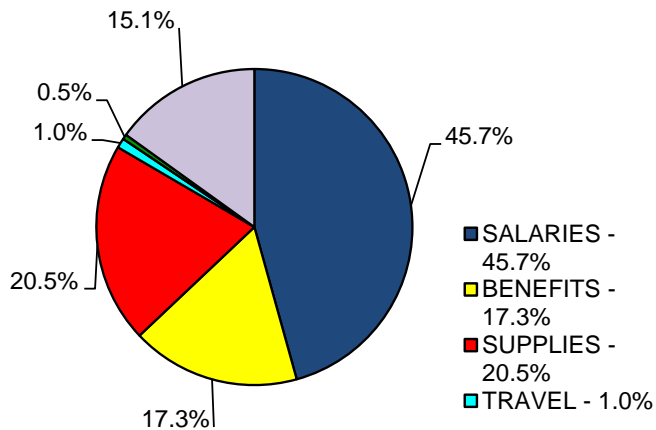
**050-LIBRARY**



**060-STUDENT SERVICES**

SALARIES - 45.7%	1,228,305	1,253,290	1,380,949	1,365,992
BENEFITS - 17.3%	438,977	461,917	482,988	516,420
SUPPLIES - 20.5%	100,688	90,437	555,319	612,114
TRAVEL - 1.0%	48,560	3,621	34,802	29,802
EQUIPMENT - 0.5%	5,080	0	15,000	15,000
GRANTS - 15.1%	479,757	292,287	454,040	451,030
<b>TOTAL 060-EXPENDITURES</b>	<b>2,301,367</b>	<b>2,101,552</b>	<b>2,923,098</b>	<b>2,990,358</b>

**060-STUDENT SERVICES**

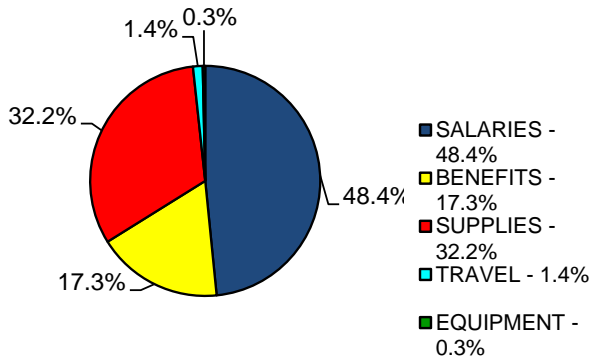


**080-INSTITUTIONAL SUPPORT**

SALARIES - 48.4%  
 BENEFITS - 17.3%  
 SUPPLIES - 32.2%  
 TRAVEL - 1.4%  
 EQUIPMENT - 0.3%

	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>
	<u>ACTUALS</u>	<u>ACTUALS</u>	<u>REQUEST</u>	<u>REQUEST</u>
SALARIES - 48.4%	2,058,336	2,120,065	2,491,494	2,256,049
BENEFITS - 17.3%	691,605	724,580	851,632	825,878
SUPPLIES - 32.2%	814,117	1,215,155	1,180,314	1,498,595
TRAVEL - 1.4%	72,379	1,971	63,405	63,405
EQUIPMENT - 0.3%	174,468	9,486	16,150	16,150
<b>TOTAL 080-ADMINISTRATION</b>	<b>3,810,904</b>	<b>4,071,256</b>	<b>4,602,995</b>	<b>4,660,077</b>

**080-INSTITUTIONAL SUPPORT**

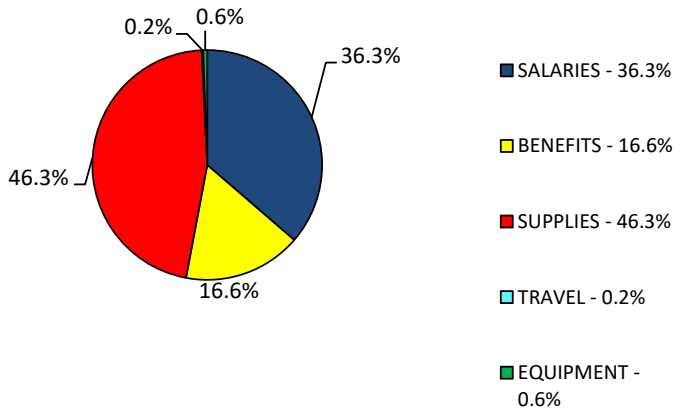


**090-MAINTENANCE & OPERATIONS**

SALARIES - 36.3%  
 BENEFITS - 16.6%  
 SUPPLIES - 46.3%  
 TRAVEL - 0.2%  
 EQUIPMENT - 0.6%

SALARIES - 36.3%	1,166,086	1,151,063	1,273,797	1,321,278
BENEFITS - 16.6%	478,575	451,697	504,427	604,860
SUPPLIES - 46.3%	1,083,168	1,294,874	1,678,782	1,682,782
TRAVEL - 0.2%	2,425	0	7,275	7,275
EQUIPMENT - 0.6%	103,399	5,555	20,587	20,587
<b>TOTAL 090-EXPENDITURES</b>	<b>2,833,652</b>	<b>2,903,188</b>	<b>3,484,868</b>	<b>3,636,782</b>

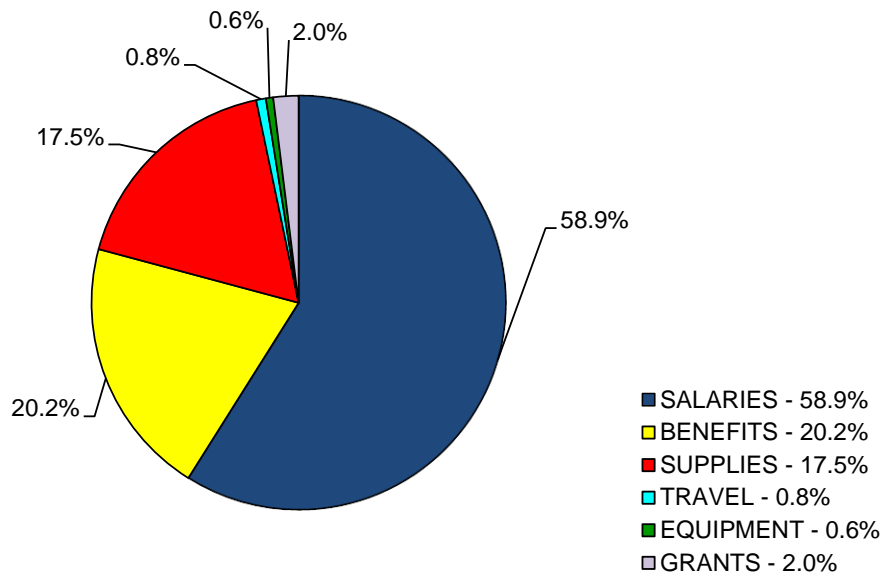
**090-MAINTENANCE & OPERATIONS**





		<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>
		<b>ACTUALS</b>	<b>ACTUALS</b>	<b>REQUEST</b>	<b>REQUEST</b>
<b>GRAND TOTALS</b>	SALARIES - 58.9%	11,676,927	12,318,817	13,108,190	13,523,365
<b>ALL PROGRAMS</b>	BENEFITS - 20.2%	3,769,729	4,007,935	4,237,884	4,641,931
	SUPPLIES - 17.5%	2,269,787	2,835,056	3,693,156	4,023,084
	TRAVEL - 0.8%	141,523	7,911	177,955	172,955
	EQUIPMENT - 0.6%	535,384	80,716	126,865	130,493
	GRANTS - 2.0%	479,757	292,287	454,040	451,030
		<b>18,873,106</b>	<b>19,542,722</b>	<b>21,798,090</b>	<b>22,942,858</b>

### GRAND TOTALS ALL PROGRAMS STATE FUNDS



## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #10:** Strategic Plan (information)

### **BACKGROUND:**

After months of meeting, discussing data, and gathering input from across the campus the draft 2021-26 Strategic Plan was presented for information during the May 5 Board meeting. The Strategic Planning Committee, Cabinet, and Shared Governance Council have endorsed Strategic Plan.

### **RECOMMENDATION:**

None.

# Strategic Plan 2021-2026

## **Vision:**

Be our community's first choice  
to dream, learn, and succeed.

## **Mission:**

Serve as a Bridge  
Stand as a Leader  
Support for Success

## **Guiding Principles:**

Honor our Role as a Hispanic-Serving Institution  
Advocate for Equity, Inclusion, & Diversity  
Embrace our Workplace Norms  
Innovate Proactively  
Model Integrity  
Educate All



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## ACKNOWLEDGEMENTS

A strategic plan, much like a map, can only be effective when the development process is collaborative and iterative as community members contribute their talents, insights, and perspectives to shape the process. Our collaborative process, while time consuming, provided the Big Bend community members opportunities to contribute to the planning process and add their voice, perceptions, and feedback to improve the plan and move our college forward.

The Strategic Planning Committee members spent many hours meeting, analyzing, and connecting information. Led by President Sara Thompson Tweedy, the committee included: Daneen Berry-Guerin, Dean of Workforce Education; Kathleen Duvall, Dean of Arts & Science; Kerri Fuhrman, Credentials Evaluator 3; Kim Garza, Vice President of Human Relations & Labor; André Guzman, Dean of Students; Bryce Humpherys, Vice President of Learning & Student Success; Matt Killebrew, Director of Communications; Tony Lidbetter, IT Customer Support; Zachary Olson, Faculty; Melinda Owens, Executive Asst to the President; Dr. Allison Palumbo, Faculty/CEID Co Chair; LeAnne Parton, Director of the Foundation; Valerie Parton, Dean of Institutional Research; Charlene Rios, Executive Director of the Business Office; Linda Schoonmaker, Vice President of Finance and Administration; Kelsey Sorenson, ASB; Patrick Steele, Director of BBT; Savana Stephenson, ASB; and MariAnne Zavala-Lopez, Faculty/Counselor/CEID Co Chair. The process of building the Strategic Plan was an iterative one and included multiple opportunities to incorporate feedback from the larger campus community through In-Service activities, which began with a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis during an All Staff In-Service in early 2021.

A college's strategic plan must include the critical element of student voice, and several student focus groups contributed their frank observations and experiences to inform us of our strengths and weaknesses. The Data Committee analyzed student data and input that contributed to the core of the strategic plan; Starr Bernhardt, Registrar; Linda Chadwick, Executive Assistant to the VP of Learning and Student Success; Johanna Doty-Fleming, Faculty; Kathleen Duvall, Dean of Arts & Science; Lindsay Groce, Faculty; André Guzman, Dean of Students; Dan Moore, Faculty; Tammy Naptiontek, Director of Title V Grants; Valerie Parton, Dean of Institutional Research; Terry Pyle, Faculty; Suzanne Reilly, Faculty; Rafael Villalobos, Grant Director; Edgar Zamora, Data Analyst; and MariAnne Zavala Lopez, Faculty Counselor. The Strategic Planning Committee sought the Director of Title V, Tammy Naptiontek to lead the Mission, Vision, Guiding Principles Work Group comprised of Sarah Bauer, Faculty; Jody Bortz, Interim BEdA Director; Anita DeLeon, TRiO Director; Jaime Garza, Faculty Counselor; Chandra Rodriguez, Program Assistant Foundation; Rafael Villalobos, Grant Director; and Tom Willingham, Workforce Education. After many hours of meetings to create draft statements, this workgroup led a fun and interactive wordle project for an All Staff In-Service which provided another opportunity for the community to shape the Vision, Mission, and Guiding Principles. The result was the creation of inspirational, directive, and aspirational statements that represent the current and future work of the college.

The new mission, vision, guiding principles, and Strategic Planning document reflect this community's commitment to serve our students and the residents of our service area in an effort to educate all.

## INTRODUCTION

Our students, the heart of Big Bend Community College (BBCC), and our employees, the soul, are of vital significance as we move forward intentionally and fearlessly creating a college where all feel they belong, all people are represented, and each has received the recognition and support needed to thrive. Central to our intentions are to distinguish our role as a Hispanic-serving institution, not just a Hispanic-enrolling institution.

*To become our communities' first choice to dream, learn, and succeed* weighs heavy in this moment when we are facing external challenges that create tremendous instability and uncertainty. Yet we continued to ask our service district members how BBCC can help and serve them. We are listening because we realize each story provides an important opportunity to learn about one another, to see one another overcome, and to understand how to support one another. Our students, our employees, and our service district communities standing together will ensure our future prosperity. Their story is our story and our futures are inextricably linked.

As we orient our work to ensure that all our actions align with our four strategic priorities, we find inspiration in our aspirations

*To Improve Student Success,  
To be an Employer of Choice,  
To provide Forward Looking Infrastructure,  
To experience Enrollment Growth and Diversification.*

These strategic priorities are backed by activities and tasks that are intended to move us beyond aspiration to fulfillment.

BBCC is manifesting a movement. Our strengths cannot always be quantified, but we can still leverage them effectively to do the work. BBCC's guiding principles raise the question, how will our work be different by embedding these into the very fabric of who we are and how we do our work? The guiding principles set a standard for how we interact with each other, represent BBCC in the community, and serve students. These principles are intended to guide us:

*Honor our Role as a Hispanic-Serving Institution  
Advocate for Equity, Inclusion, & Diversity  
Embrace our Workplace Norms  
Innovate Proactively  
Model Integrity  
Educate All*

Manifested, our strategic priorities and our guiding principles serve as a call to action and clarify our mission to:

*Serve as a Bridge  
Stand as a Leader  
Support for Success*

## THE STRATEGIC PLANNING PROCESS

**The Strategic Planning Process** began by documenting the projects and efforts to enhance the student and employee experience to which Big Bend Community College was already committed. In consideration of a newly awarded Title V grant of \$3 million over five years, the ctcLink information management system implementation, state supported guided pathways work, capital projects, an ongoing commitment as a Hispanic Serving Institution to reducing equity gaps in student achievement, as well as previously initiated efforts to improve the campus climate and accelerate diversity, equity, and inclusion efforts, the President and Vice-Presidents believed that the new strategic planning process should include consideration of this work and organize it into priorities. The strategic priorities were then created to reflect the ongoing and future commitments and efforts that would lead to better outcomes for students; close equity gaps; create a campus climate and culture that is safe and dynamic; provide infrastructure that supports proactive and innovative practices; and strategically expand student enrollment to ensure that no one in our service district is underserved by the college. Within the strategic priorities, major activities/goals as well as the tasks for fulfilling those activities were identified and documented.

The Strategic Priorities, Major Activities and Tasks underwent a collaborative and iterative process of refinement by the Strategic Planning Committee based on feedback from students and employees.

### Strategic Priorities

**Improving Student Success:** BBCC seeks to make improvements in student retention, persistence through the college curriculum, and completion of college credentials while reducing performance gaps between student groups. In addition, the college seeks to support students who leave BBCC to either continue their higher education journey or secure meaningful employment.

**Employer of Choice:** BBCC seeks to be the “employer of choice” by creating a safe and dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve students, the campus community, and our service district. The decision to apply, accept a job offer, or remain at BBCC is a conscious one influenced by the mission, culture, and work environment of the college.

**Forward Looking Infrastructure:** BBCC seeks to provide access to physical and organizational infrastructure that supports proactive and innovative student and employee success.

**Enrollment Growth and Diversification:** BBCC seeks to strategically expand student enrollment with an emphasis on addressing educational needs of students throughout the college’s large service district while ensuring the fiscal stability of the institution.

## The Strategic Plan

### Priority 1: Improving Student Success

The ultimate measure of student success, though not the only one, is graduation with a certificate or degree. The college seeks to continuously improve student outcomes while reducing gaps in performance by historically underserved populations. A Title V grant was awarded to BBCC in 2020 and serves as the cornerstone of our efforts to improve success rates by our students, particularly students who are underserved historically by higher education and society. As an Hispanic Serving Institution, our emphasis on closing equity gaps includes creating a culture where students feel they belong and have the support to succeed.

Major Activities	Tasks to fulfilling activity	Target Deadline
Improve completion rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups	Professional development around online instruction (use of technology, engaging students, communication with students, availability) combined with implementation support for faculty and training support for students	Yearly grant targets to 2025
	Implement large scale ESCALA training for faculty	Yearly grant targets to 2025
	Implement large scale instructional design training for faculty	Yearly grant targets to 2025
	Develop specific equity-informed and HSI training foci, identify training opportunities (internal, external), link training to course success & student success metrics	Ongoing, starting 2021
	Implement instructional changes based on assessment of student learning results	Ongoing



Improve student retention & reduce retention equity gaps by refining and expanding college navigation services	Refine Starfish Early Alerts & Referrals, develop and implement Success Plans, integrate Starfish use into case management work of departments, provide direct services to students, ongoing training of employees, Starfish technical integration with ctclink	2022, 2023 Subscription paid through 2024
	Provide TRIO-like support services for students and address workload questions	Ongoing starting in 2022
	Provide a resource guide to new students that also illustrates how resources, including financial supports, will help students succeed.	2021, 2022
	Develop specific equity-informed and HSI training, identify training opportunities (internal, external), link training to department performance & student success metrics	Ongoing starting in 2022
	Provide students with trainings about how to utilize technology used in their classes	Ongoing, starting Fall 2022
	Provide evening technology support to students	Fall 2022
	Establish peer mentoring opportunities for students	2022, 2023
	Expand the number of students receiving financial support who need it	Ongoing
Improve student persistence while reducing equity gaps by increasing students earning college level math & English credits	Refine accelerated English & math instruction	2021, 2022, 2023 targets
	Review and update math & English placement practices	2021, 2022

Increase transfer rates while reducing equity gaps	Increase transfer rates while reducing equity gaps, establish working partnerships with our primary transfer schools (CWU, EWU, WSU) to develop four year advising maps for top transfer majors from BBCC, establish dual admissions, reduce redundant degree requirements, co-advise, etc. Develop second year student advising experience	Ongoing, starting with CWU in 2021
Improve student persistence & completion & enrollment while reducing equity gaps by launching a Bachelor of Applied Science in Applied Management (BAS-AM) degree	Secure regulatory approvals, market degree, recruit students, develop courses, develop and implement student support model, teach first cohort, complete 2023 NWCCU site visit, start second cohort, expand to off-campus locations	Yearly grant objectives to 2025
Improve student persistence, completion & post graduate success while reducing equity gaps through workforce program development &/or redesign	Launch Agriculture Mechanics degree	2021, 2022, 2023
	Revise Industrial Systems Technology electrical program to train students to a higher level	2022, 2023, 2024
	Secure distance learning approval for Aviation Maintenance Technology degree	2022
	Stay current with industry changes and update programs accordingly	Ongoing
Improve student persistence & retention while reducing equity gaps by implementing different instructional strategies	Explore & expand accelerated, flipped, modularized, competency-based learning options - Identify courses to develop or redesign, connect faculty with professional development opportunities activities, redesign courses	Yearly grant objectives to 2025

	Increase options for diversity, equity, and inclusion course offerings	2021, 2022, 2023
	Explore undergraduate research, service learning, subject matter immersion, internship, work-based learning and other active learning opportunities. Secure grant funding to support pilots, engage interested faculty, identify needed staff to support	Ongoing starting 2022
	Align academic support services with instruction	2022, 2023
	Implement instructional changes based on assessment of student learning and program audit results	Ongoing
Improve student retention and persistence while reducing equity gaps by strengthening procedures and expand opportunities for awarding Credit for Prior Learning (CPL)	Document procedures and fee structure, develop CPL opportunities for BAS classes, explore additional CPL opportunities across all college courses	Yearly grant objectives to 2025
Improve student retention & persistence while reducing equity gaps by strengthening advising services Improve student retention & persistence while reducing equity gaps by strengthening advising services	Improve advising services year-round with ctcLink tools, the website, and other tools	Ongoing
	Continue improving annual course planning schedules	Ongoing
	Provide training and support for academic advisors	2021, 2022, 2023
	Review & update existing advising maps	2022-2023, 2025-2026
	Refine advising practices for second year students, completion, transfer, and career advising	Ongoing starting 2023
	Develop transition to campus and college advising for dual enrollment students	2022, 2023

## Priority 2: Employer of Choice

The Executive leadership of the college has made an intentional effort to create a safe and dynamic culture where all employees are supported, engaged, and valued. This effort has been propelled by a work group who identified norms that would contribute to the creation of a positive workplace environment. Those norms are: Communication, Community, and Accountability. These norms were adopted by the Shared Governance Council on January 8, 2021 and are being implemented as part of a major activity to improve the climate at BBCC. Other major activities that are listed fulfill state mandates, aid with the transition of an information management system, and/or improve practices that impact employees of the college.

Major Activities	Tasks to fulfilling activity	Target Deadline
People and Leader Development	Develop calendar of annual training and professional development offerings to support the different career stages of employees and the mission and vision of the college.	Yearly grant targets from 2023-2025
	Review and update leader competencies. These competencies will be used to guide the creation of professional development offerings.	Jun-22
	Set clear expectations for supervisor performance and accountability through performance management series.	Sep-22
	Review and update the college's 360 assessment process to provide timely and useful feedback to help individuals improve their performance.	Sep-22
	Improve performance evaluation completion rates to ensure employees receive feedback on their work performance and the college remains in compliance with accreditation standards, collective bargaining agreements, and state regulations.	Ongoing
Climate & Community	Develop transformation plan to embed workplace norms into the college's daily operations.	Ongoing
	Continue building onboarding and orientation structure that focuses on the 4 Cs - Compliance, Clarification, Culture, and Connection.	Ongoing

	Conduct employee satisfaction survey and use data to develop benchmarks and major activities for strategic plan.	Feb-21
	Develop quarterly pulse survey for ongoing check-in with employees on topics such as employee satisfaction, communication, supervision, and work environment.	Jun-22
	Develop a strategic Diversity, Equity, and Inclusion (DEI) plan covering areas of recruitment, retention, climate, and development.	Jul-22
	Support negotiations with WPEA and the Faculty Association	Oct-22
	Provide ongoing options for telework and remote work through formal approval of a new Administrative Procedure.	Dec-21
Improve Internal Communication	Develop equity-minded framework for decision-making and communication.	Dec-22
Implement ctcLink for HR & Payroll	Implement ctcLink for HR & Payroll with ongoing updates to existing business practices.	Oct-21
Position Alignment	Ensure position descriptions are available to employees and supervisors.	Dec-22
	Position descriptions reviewed and updated annually by employee and supervisor.	Ongoing
	Develop bilingual pay guidelines and testing process.	Jul-22
	Transition part-time hourly jobs to new structure determined by statute.	Jan-23
	Provide training for employees and supervisors on the position review/allocation process.	May-22
	Reduce Time to Fill rate for open positions	Ongoing

### Priority 3: Forward Looking Infrastructure

This strategic priority aims to maintain facilities and technology as well as support proactive and innovative student and employee success. Infrastructure plays an important role in the satisfaction of students and employees. Maintaining equipment, updating technology, being responsive to failures in the network and facilities, and providing good service are all key contributors to safety and satisfaction in our workplace.

Major Activities	Tasks to fulfilling activity	Target Deadline
Implement ctclink Project		GO LIVE OCT 2021
Facility Upgrades	Upgrades to Science Labs in 1200 building	2021
	Renovation of theater in Wallenstein 1100 building	2022
	Install new gym floor	2021
	WEC & AMT Building Completion	2021
Technology Upgrades	Improve network infrastructure across campus	2023, 2025
	Replacement of laptop/docking stations for all employees versus desktop hardware	2022
	Deployment of software-Office 365, Teams; Upgrades to SharePoint	2023
	Technology Plan Update	2021

Annual Budget Process	Document process and integrate with newly developed BBCC decision-making framework	annual
Financial Statement Audit (Annual)	Maintain clean audits by being fiscally responsible	annual
Facilities Master Plan - update	Facilities Master Plan - update	2022
Continuity of Operations Plans (across campus)	Provide assistance to departments in documenting how they will continue to operate effectively when normal operations are disrupted in different ways.	2022
Develop Dashboards	Identify dashboards to develop to support strategic plan & implementation strategies, develop dashboards	Yearly grant targets to 2025

#### Priority 4: Enrollment Growth and Diversification

In recent years, the college has experienced steady declines in traditional post-high students who are state funded based on Washington State’s Allocation Model while experiencing increases in Running Start students—high school students who take college level courses. Additionally, an intentionally increased awareness of inclusivity has raised questions about who in our service district is underserved by the college. The major activities and tasks in this strategic priority are designed to stabilize enrollment, diversify types of enrollment, and ensure that BBCC is accessible to and supporting all residents of our service area.

Major Activities	Tasks to fulfilling activity	Target Deadline
Bolster total enrollment by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly	Utilize technologies such as live Chat, the website, & Signal Vine to improve communication with students	2021, 2022
	Refine and expand services offered in online and hybrid modalities, including the new student intake process	2021, 2022
	Provide students information about required technology, access to needed technology and information on how to use technology tools	2022, 2023
Increase state-funded and dual enrollment by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa	Establish partnerships with key collaborators in target communities, identify programs to deliver and delivery strategy, provide needed services using virtual and hybrid modalities, identify facility and staffing needs, pilot operations in 1-2 locations, develop focused outreach & marketing strategy for specific communities	2022, 2023



Expand state-funded enrollment with student programs that will attract state-funded students Expand state-funded enrollment with student programs that will attract state-funded students	Investigate additional academic programs and activities that will attract state-funded students	annual
	Launch Agriculture Mechanics program	2022, 2023
	Explore launching an eSports program and/or track & cross country teams	2024, 2025
	Grow wrestling programs and recruit full rosters for all athletic teams	2021, 2022, 2023
Expand total enrollment by strengthening pipelines into college Expand total enrollment by strengthening pipelines into college	Expand number of students transitioning from Basic Education of Adults (BEaA) program into college level classes	Ongoing
	Expand number of students transitioning from dual enrollment programs into college level classes	Ongoing
	Grow dual enrollment programs	2022, 2023
	Strengthen relationships with feeder high schools to improve transition of high school students to Big Bend	Ongoing
	Create a sustainable international studies program	Ongoing

Expand state-funded and dual enrollment by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students	Identify key communities & demographics and focus outreach efforts	Ongoing
	Identify employers with tuition reimbursement for employees	Ongoing starting 2023
	Develop outreach & marketing strategies for specific communities	Yearly grant targets to 2025
	Conduct family focused outreach for high school age students (focus to dual credit students)	Ongoing starting 2022
	Develop outreach & marketing strategies for working adults	Yearly grant targets to 2025
	Market student support resources and give examples of how they help students	Ongoing starting 2022
	Clarify admission process steps, due dates, technology needed and implement student communication plan	2022, 2023
	Provide support and resources to allow a shorter turnaround time between when students ask a question and when they receive a response	2022, 2023
	Use marketing messages that showcase what makes BBCC a 1st choice - BBCC cares about students and their success, has great programs and resources, is a great place to get started	2022, 2023

**Appendix A: Score Card**  
**Measures of Success and Achievement**

Some measures of our success are quantifiable, while others are not. We do strive to create clear measures of our success for each strategic priority. The Scorecard provides the indicators that will be monitored and reviewed to help the college community gauge our success.

## Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Completion	2018-2021			2018-2021	
3 year completion rate	36%	45%		45%	46%
<u>Persistence</u>					
Course Success Rate	N/A	80%		77%	80%
15 college credits 1st year	76%	76%		77%	77%
45 college credit 1st year	31%	25%		28%	26%
Institutional Learning Outcome Assessment			(to be developed)		
<u>Retention</u>					
	Fall 2020 start			Fall 2020 start	
Fall to Winter Retention	84%	84%		87%	86%
Fall to Fall Retention	60%	62%		65%	63%
<u>Post-Graduate Success</u>					
	2017 start			2017 start	
Transfer rate in 4th year - Transfer Students only	38%	42%		40%	43%
Employment rate in 4th year - WF Students only	69%	79%		73%	79%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2021	Target
<u>Turnover Rate</u>					
FT Employee Turnover Rate		10.74%		19.26%	<12%
	PACE Nat'l Small 2-year College Comparison	BBCC Baseline PACE Survey 2021	Trend	BBCC Indicator Score 2021	Target
<u>People Development</u>					
Supervisor provides timely feedback on work	3.79	3.53	N/A	3.53	3.79
Supervisor provides appropriate feedback on work	3.82	3.67	N/A	3.67	3.82
Supervisor clarifies work outcomes	3.78	3.57	N/A	3.57	3.78
The college holds everyone equally accountable for performing their job duties	3.12	2.91	N/A	2.91	3.12
<u>Employee Experience</u>					
Employees recommend BBCC as a great place to work	N/A	3.78	N/A	3.78	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
<u>Financial Status</u>					
Budget Status - Year End Remaining Budget		Unqualified opinion - 0 findings		Unqualified opinion - 0 findings	Unqualified opinion - 0 findings
Facilities - Capital Projects Completed on Time		7.42%		12.24%	3%-10%
<u>Enrollment Growth &amp; Diversification</u>					
Total FTE		1995		1816	2045
State Funded FTE		1511		1215	1549
Running Start Headcount		446		477	457

Met or Exceeds Goal - Achieving desired improvements

Meeting historical performance - less than 2.5% below baseline

Need significant improvements below baseline

## Appendix B: Mission Fulfillment Scorecard Background

### STUDENT SUCCESS MEASURES

**Completion** is a lagging measure of students who earned a BBCC formal credential within three years. This measure includes first-time, first-year college students who started in the summer or fall and includes Running Start students.

- Persistence is a leading measure that monitors students' progress to a degree by tracking student milestones of successful passing of classes and earning credits towards their degree.
  - Course Success is defined as a 2.0 GP higher or a "P" in a class. All students are included in this measure.
  - Credits towards students' degrees is a snapshot of students who completed 15 and 45 credits in the first year. This measure includes first-time, first-year college students who started in the summer or fall and includes Dual Enrolled Students (Running Start and College in the High School).
- Retention is a leading measure of the number of students who are retained into the following term or year at BBCC. This measure includes first-time, first-year college students who started in the summer or fall, and includes Running Start students.

**Post-Graduate Success** is defined by student transfer and employment rates.

- Transfer Rate is a measure of the number of students who transfer to a four-year college or university within four years of starting at BBCC. This measure includes first-time, first-year college *transfer intent only* students who started in the summer or fall, and includes Running Start students.
- Employment rate in fourth year, first-time, first-year college *workforce intent only* students who started in the summer or fall and are employed within four years of starting.

#### *HSI Comparison Colleges*

Beginning with this Mission Fulfillment Report, the Northwest Commission on Colleges and Universities requires colleges to disaggregate their student achievement data and compare it to peer institutions. BBCC is using Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College as regional peer institutions based on their status as Hispanic Serving Institution (HSI) and their rural settings.

The State Board for Community and Technical Colleges provides the data for First-Time Entering Student Outcomes dashboard. Included in our cohorts are First-Time Ever in College and Running Start First Time in College Students.

#### *BBCC Baseline*

The baseline is the three-year average prior to the 2020 accreditation cycle. For three-year completion rates, it is the three years prior to the accreditation cycle. This is for the average completion rate for students who started in 2015 and completed by spring 2018, students who started in 2016 and completed by spring 2019, and students who started in 2017 and completed by spring 2020.

#### *Trend*

The trend lines include the last 4 years of data.

- Completion rates include students who started in and completed a credential within three years; the years covered include students starting fall 2015 through fall 2018.
- Course Success rates cover all students in academic years 2017-18 through 2020-21.
- Retention rates are fall to winter and fall to fall beginning with fall 2017 through fall 2020.
- Post-graduate success covers students' transfer rates (for transfer intent students) or employment rates (for workforce students) for fall starts of 2014 through 2017.

#### *BBCC indicator Score 2020-21*

The indicator score shows the college performance for the designated academic year.

#### *Target*

Target scores were chosen based on the baseline score with a 2.5% increase. There are some cases such as course success and employment rates where maintaining the baseline score is the desired target.

### **EMPLOYER OF CHOICE**

**Turnover Rate** measures the rate at which our full-time employees are leaving BBCC in a given time period. The formula is the number of separations during the time period / the average actual number of employees during the time period X 100.

**People Development** refers to a culture shift from boss to coach and also a focus on investing in, advocating for, and committing to personal professional development for all employees. The following measures help to determine if BBCC's culture has shifted:

- Supervisor provides timely feedback on work,
- Supervisor provides appropriate feedback on work,
- Supervisor clarifies work outcomes,
- The college holds everyone equally accountable for performing their job duties.

**Employee Experience** refers to an awareness of what people encounter and observe over the course of their employment with BBCC.

Survey responses from the 2021 PACE Climate Survey were used to develop major activities and metrics for the People Development and Employee measures.

#### *PACE National Small 2-year college comparison*

The People Development National Small Colleges comparison group is comprised of colleges with fall enrollment data of 500-1999 FTEs at Associate degree-granting institutions. The score is the mean value of the colleges' responses.

#### *BBCC Baseline*

- The Turnover Rate baseline is the three-year average prior to the 2020 accreditation cycle which includes 2018, 2019, 2020.
- The People Development and Employee Experience baseline is based on specific question responses from the 2021 PACE Climate Survey results.

#### *Trend*

- The Turnover Rate trend covers 2017- 2021.
- People Development and Employee Experience do not have a trend since the PACE survey was administered for the first time in 2021. As the survey is administered in the future a trend will be shown.

*BBCC Indicator Score 2020-21*

- The Turnover Rate in 2021 is reported on the scorecard.
- People Development and Employee Experience are mean scores from the PACE survey.

*Target*

- The Turnover Rate target is a turnover rate less than twelve percent.
- The People Development and Employee Experience target is the baseline score with a 2.5% increase.

**FORWARD LOOKING INFRASTRUCTURE**

**Financial Status** refers to the annual audited financial statements, management discussion, and analysis with results of an ‘Unqualified opinion’ from the auditors performing the audit.

**Budget Status** refers to the annual operating budget ending with 3% to less than 10% budget remaining unspent at the end of the period.

**Facilities – Capital Projects Completed on time** refers to the biennial capital projects completed within the capital budget period.

*BBCC Baseline*

- Financial Status: Unqualified opinion since we started preparing Financial Statements for audit Fiscal Year 2014 through Fiscal Year 2020
- Budget Status: 3% to less than 10% budget remaining Fiscal Year 2013 through Fiscal Year 2020
- Facilities: Capital Projects completed on time Fiscal Years 2015-17 through Fiscal Years 2019-21

*Trend*

- The Budget Status trend is based on years 2017-18 through 2020-21.
- The Facilities Capital Projects are based on results from 2018-19 through 2020-21.

*BBCC Indicator Score 2020-21*

- Audit findings from 2020-21
- Budget Status from 2020-21 year end
- Facilities – Capital Projects completed on time in 2020-21.

*Target*

- Financial Status: Green (target) is an audit with an unqualified opinion with no audit findings; Yellow (approaching target) is a management letter, Red (needs improvement) is an audit finding.

- Budget Status: Green (target) budget remaining is 3% - 10%; Yellow (approaching target) 0%-2.99% of budget remaining or 10% or higher; Red = <0% budget remaining
- Facilities: Capital Projects Completed on time Green (target) projects completed within the capital budget biennium period; Yellow (approaching target) projects not expected to complete within the budgeted period-putting state funding at risk; Red (needs improvement) projects failed to complete within budgeted period and local funds required to complete.

## **ENROLLMENT GROWTH AND DIVERSIFICATION**

**Total FTE** refers to all credits earned by students in an academic year divided by 45. Forty-five (45) credits equal one full-time student equivalent.

**State Funded FTE** refers to all credits earned by students in an academic year minus Dual Enrollment/CBIS funded credits divided by 45. Forty-five (45) credits equal one full-time student equivalent.

**Running Start Headcount** is the number of students enrolled in Running start in an academic year.

### *Baseline*

The baseline is the three-year average prior to the 2020 accreditation cycle which includes academic years 2017-18, 2018-19, and 2019-20.

### *Trend*

The trend includes academic years 2017-18, 2018-19, 2019-20, and 2020-21.

### *BBCC Indicator Score 2020-21*

The indicator score shows the college performance for the designated academic year.

### *Target*

The target scores were chosen based on the baseline score with a 2.5% increase.



## **Appendix C: Timeline of the Process**

In early 2021, the strategic planning development process officially launched with the introduction of the four strategic priorities to the campus community, which were developed from a compilation of employee/student feedback and assessment of current major activities. There was also a SWOT analysis of those priorities by the campus community on February 5, 2021 at a college-wide in-service event. The Strategic Planning Committee was formed and met officially for the first time on February 16<sup>th</sup>, 2021. Representation from all areas of college life were included (students, faculty, administrative-exempt staff, classified staff).

The Strategic Planning Committee reviewed the input from the college community's SWOT analysis and mapped the input back to the activities and tasks within the strategic priorities when possible. If input did not align with one of the major activities/goals, then the committee considered if the input should be included. Additionally, the same exercise was performed with student input. The intention is to ensure that the college community has been meaningfully engaged in creating the Strategic Plan's activities. At the May 7, 2021 campus wide in-service event, the college community was provided a presentation on how the input at the previous in-service had been utilized by the Strategic Planning Committee in an effort to "close the loop." The major activities and tasks that relate respectively to each strategic priority have been reviewed and, when appropriate, revised based on faculty, staff, and/or student input as deemed appropriate by the Strategic Planning Committee.

The Strategic Planning Committee also created a Mission and Vision workgroup and the college president charged these individuals with reviewing and possibly drafting a new mission and vision statements in light of the new strategic priorities. This workgroup presented their draft to the Strategic Planning Committee on June 15, 2021. The Strategic Planning Committee provided feedback to the workgroup and the workgroup made revisions based on that input. Those revisions were presented to the Strategic Planning Committee on September 7, 2021. The revised Vision, Mission, and Guiding Principles were presented to the college community on September 13, 2021 at an All-Campus In-service Event. Activities were conducted during the in-service to gauge the college community's reaction to the vision, mission, and guiding principles. Additionally, the new vision, mission, and guiding principles were mapped to the major activities and tasks in the Strategic Plan.

The Vision, Mission and Guiding Principles were adopted by the Strategic Planning Committee on September 28, 2021 and by the President's Cabinet on the same day, by the Shared Governance Council on October 1, and by the Board of Trustees on October 28, 2021.

The Strategic Plan was adopted by

- The Strategic Planning Committee on April 19, 2022.
- The President's Cabinet on April 19, 2022.
- The Shared Governance Council on May 13, 2022.
- The Strategic Plan was reviewed by the Board of Trustees on June 9, 2022.

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #11:** Trustees' Progress Toward Goals (for action/information)

### **BACKGROUND:**

#### **Board Goals (adopted September 9, 2021)**

1. Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.
2. Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.
3. Ensure effective onboarding and support of new trustees.

### **RECOMMENDATION:**

Board Chair Thomas Stredwick will facilitate a conversation.

**BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #12:** Assessment of Board Activity (for information)

**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.

It is requested that the trustees submit their self-evaluation trustee activity report via email to Melinda.

**RECOMMENDATION:**

None.

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #13:** Next Regular Meeting (information/action)

### **BACKGROUND:**

The next regularly scheduled board meetings are below:

Thursday, August 25, 2022, (Retreat)  
Thursday, October 13, 2022, at 1:30 p.m.  
Thursday, December 1, 2022, at 1:30 p.m.

Prepared by the President's Office.

### **RECOMMENDATION:**

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

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #14:** Board Retreat Agenda (information/action)

### **BACKGROUND:**

The trustees will discuss items for their retreat scheduled August 25, 2022. Their retreat agenda from August 26, 2021, is following for reference. The board may discuss adding time for a discussion of revised End Statements.

### **RECOMMENDATION:**

President Tweedy requests that the Board provide topics for the retreat.

**Big Bend Community College**  
**Masto Conference Center**  
**Thursday, August 26, 2021 (revision in red)**

<b>9:00</b>	<p><b>Item #1:</b> President's Update  Brief 2021-26 Strategic Plan Overview  COVID Update  <b>Moderator/Presenter:</b>  President Sara Thompson Tweedy  <b>Outcome:</b>  Information Sharing</p>	<p>Strategic Planning Process</p> <ul style="list-style-type: none"> <li>• Strategic Priorities &amp; Major Activities <ul style="list-style-type: none"> <li>○ Enrollment Growth and Diversification (FTE Trends)</li> </ul> </li> <li>• Draft of Mission, Vision &amp; Guiding Principles</li> </ul>
<b>9:30</b>	<p><b>Item #2:</b> President's Evaluation and Achievement of Mission Fulfillment &amp; Ends Statement  <b>Moderator/Presenter:</b>  Board Members  <b>Outcome:</b>  Identify points for president's evaluation for upcoming board meeting (9/9 or 10/28).  <i>(Executive Session if needed (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.)</i></p>	<p>2021 Mission Fulfillment Summary</p> <p><a href="#">BP 1000 Policy Governance &amp; By Laws</a></p> <p>Materials for President's Evaluation  (Will be provided during Executive Session)</p> <p>President's Job Description</p>
<b>10:30</b>	<b>Break</b>	
<b>11:00</b>	<p><b>Item #3 President's Evaluation Process</b>  <b>Moderator/Presenter:</b>  Board Members  <b>Outcome:</b>  Review of president's evaluation process to include discussion of evaluation tools</p>	President's Evaluation Process
<b>12:15</b>	<b>Lunch</b>	
	<b>End Statement Revisions?</b>	

	<p><b>Item #: Board Self-Evaluation &amp; Board Goals for 2021-22</b></p> <p><b>Moderator/Presenter:</b> Trustees Thomas Stredwick &amp; Juanita Richards (Sub-committee)</p> <p><b>Outcome:</b> Review BP 1000. Identify self-evaluation points for statement to be written for 9/9 or 10/28 board meeting. Identify goals for upcoming board meeting (9/9 or 10/28). Identify study session topics.</p>	<p><a href="#">BP 1000 Policy Governance &amp; By Laws</a> Policy Governance and Board Eval Sheet (for trustee use only, not to be turned in)</p> <p><a href="#">2020-21 Board Goals</a> 2020-21 Board Activities Log 2020-21 Board Motions Log Oct 1, 2020, Board Self-Evaluation Statement Aug 27, 2020 Board Meeting Minutes</p>
	Travel to Michael's Bistro/social time	

# BIG BEND COMMUNITY COLLEGE

Date: 6/09/22

**ITEM #15:** Board Chair Rotation (for information/action)

## **BACKGROUND:**

### **Per Policy Governance 1000.3 Governance Process 8 By Laws**

At the October regular meeting of the board each year the board shall elect, from its membership, a chair and vice-chair to serve for the ensuing twelve months. 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 trustees will discuss the board chair rotation and a possible revision to the Board Policy.

<b>Trustee</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>	<b>24/25</b>
Richards		VC	C		
Lane			VC	C	
Franz	C				
Stredwick	VC	C			
Parris					
Chandler					

Prepared by the President's Office.

## **RECOMMENDATION:**

None.



## **BIG BEND COMMUNITY COLLEGE**

Date: 6/09/22

**ITEM #16:** Miscellaneous (information/action)

### **BACKGROUND:**

President Tweedy and the trustees may discuss miscellaneous topics.

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

Nurses' Pinning  
Friday, June 17, 11:00 a.m.  
Masto Conference Center

Big Bend Celebration Luncheon  
Friday, June 17, 1:30 p.m.  
Masto Conference Center

Big Bend Graduation  
Friday, June 17, 5:30 p.m.  
Lion's Field, Moses Lake

Prepared by the President's Office.

### **RECOMMENDATION:**

None.

July	August	September	October	November	December
<input type="checkbox"/>	<input type="checkbox"/> 8/26 Board of Trustees Meeting (Retreat)	<input type="checkbox"/> Study Session <input type="checkbox"/> 9/9 Board Meeting <input type="checkbox"/> Fall In-Service  Action on Board Self-Evaluation Action on Proprietary Budgets Action on Board Chair Election	<input type="checkbox"/> 10/28 Board of Trustees Meeting Action on Transforming Lives Nominee  <input type="checkbox"/> 10/13-16 ACCT Leadership (virtual)	<input type="checkbox"/> 11/18 ACT Legislative Action Committee Meeting <input type="checkbox"/> 11/19 ACT Conference	<input type="checkbox"/> Holiday Potluck? <input type="checkbox"/> Study Session <input type="checkbox"/> 12/9 Board of Trustees Meeting Action on board calendar for next year Action on Exceptional Faculty Awards Action on Sabbatical

January	February	March	April	May	June
<input type="checkbox"/> IR Releases Monitoring Report Workbook to staff  <input checked="" type="checkbox"/> Board of Trustees Meeting (1/27/22) Action on Sabbatical <input checked="" type="checkbox"/> Local Transforming Lives Zoom (1/11/22) <input type="checkbox"/> 1/24 ACT Transforming Lives Event <input type="checkbox"/> 1/25 ACT Conference	<input type="checkbox"/> Review Probationary/Tenure Information <input type="checkbox"/> Study Session  <input type="checkbox"/> 2/6-9 ACCT Leadership	<input type="checkbox"/> Study Session  <input type="checkbox"/> Board of Trustees Meeting (3/23/22)  Action on Probationary/Tenure Candidates Action on ACT Awards? Action on Exceptional Faculty Awards		<input type="checkbox"/> ACT Conference <input type="checkbox"/> Board of Trustees Meeting (5/5/22)  <input type="checkbox"/> Board of Trustees Study Session (5/10/22)	<input type="checkbox"/> Board of Trustees Meeting (6/9/22) Action on Emeritus Status Action on President's Evaluation/Renew Contract (October) Action Approve Budget for next year Action Final Monitoring Report Updated Strategic Plan <input type="checkbox"/> Celebration <input type="checkbox"/> Graduation 6/17/22