Board of Trustees
Retreat
August 31, 2023
10:00 a.m.

Wild Horse Wind & Solar Facility
25905 Vantage Highway
Ellensburg, WA

Big Bend Community College District #18

Governing Board:
Chair Anna Franz, Vice Chair Juanita Richards,
Gary Chandler, Bethany Martinez, Amy Parris,

President Sara Tweedy

2023 Meeting Schedule
Thursday, January 12, 2023 at 1:30 p.m.
Wednesday, March 15, 2023, at 1:30 p.m.
Thursday, May 4, 2023, at 1:30 p.m.
Thursday, June 8, 2023, at 1:30 p.m.
Thursday, August 31, 2023, (Retreat)
Thursday, October 12, 2023, at 1:30 p.m.
Thursday, December 7, 2023, at 1:30 p.m.

Board Goals (adopted October 13, 2022)

1. Revise the Big Bend Community College's Ends Statements and develop and implement a set of indicators which measure the progress of the institution relative to the revised Ends.
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 for trustees as measured by updates to the board onboarding tool and development of a cyclical board calendar of study session topics and campus engagement opportunities.

Big Bend Community College Board of Trustees Retreat
Wild Horse Wind Farm, Thursday, August 31, 2023, 9:00 a.m.

1. Tenure Process Discussion
- Discussion Participants
  - Tyler Wallace, Math Instructor and Faculty Association President
  - Kim Garza, VP of Human Resources & Labor
  - Bryce Humpherys, VP for Student Success & Learning
  - Linda Schoonmaker, VP of Finance and Administration

- Documents to facilitate discussion
  - Mission, Vision, Guiding Principles & Ends (for reference)
  - Negotiated Agreement Excerpt on Tenure
  - Pierce College Tenure Revision PowerPoint (for reference)

2. Diversity, Equity, and Inclusion Discussion
- Update from President Tweedy on the College's DEI Efforts
- Documents to facilitate discussion
  - Equitable Decision-Making Tool (for reference)
  - BP 1025 Statement on Equity, Inclusion, Diversity
  - Becoming Hispanic Serving Institutions Book Cliff Notes

Lunch Break

3. Discussion related to President's Evaluation
- Review President's Evaluation Process
  - Documents to facilitate discussion
    - BP1000 BSL President's Evaluation Process
    - President's Evaluation Tool
    - President's Completed Self Evaluation for 2022-2023

- 2022-23 President's Evaluation Statement
  - Documents to facilitate discussion
    - 2023 Mission Fulfillment Report (for reference)
    - October 13, 2022, President's Evaluation Statement (for reference)

4. Board Evaluations
- Evaluate Policy Governance BP1000
  - BP1000 (for reference)
  - Policy Governance and Board Evaluation Tool
    - Policy Governance and Board Evaluation Tool needs to be updated

- 2022-23 Board Self Evaluation Statement
  - 2022-23 Board Goals (for reference)
  - Board Goal Updates
  - 2022-23 Board Agendas (for reference)
  - 2022-23 Motions (for reference)
  - October 13, 2022, Board Self Evaluation Statement (for reference)

- 2023-24 Board Goals Statement
  - 2022-23 Board Goals
  - Draft 2023-24 Calendar (for reference)

Additional Reference Information
      September 20, 2022, Board Retreat Minutes

1. Tenure Process Discussion
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Big Bend Community College Ends		
E-1: Student Success		
Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.		
E-2: Community Engagement	**E-3: Stewardship**	**E-4: Diversity, Equity, Inclusion**
Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.	*Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.*	*Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.*

Approved by Board of Trustees Oct 13, 2022

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

Approved by the Board of Trustees Oct 28, 2021

Vice President of Learning & Student Success, it will be forwarded to the Human Resources Office for inclusion in the personnel file. Any faculty member can request a review discussion with the Vice President of Learning & Student Success. The Tenured Faculty Evaluation Progress Form and summary of student evaluations will be retained in the Human Resources Office. All other source documents will be destroyed after May 31 of the subsequent year. Modifications to this process must be agreed to by the Faculty Association and the college President.

Article XX: Probationary Evaluation Process for Tenure

(Probationary faculty hired after June 30, 1991 are affected under New Laws 1991, Chapter 294 amending the RCW and all pertinent laws dealing with tenure.)

A. **Purpose**

The Board hereby promulgates rules on faculty tenure. The purpose of this tenure policy shall be to improve the quality of instruction, protect the concepts of faculty employment rights in addition to the faculty employment rights already established, and to assure faculty involvement in the protection of those rights at Big Bend Community College and subsequent community colleges which may hereafter be established within the district.

B. **Tenure Considerations**

1. Administrative appointments shall not be eligible for tenure.

2. An individual serving in an administrative position and who shall additionally serve as an instructor, counselor, librarian, or other comparable position, shall not be eligible for an award of tenure or for consideration of such an award.

3. A tenured faculty member, upon appointment to an administrative position, shall be allowed to retain their tenure.

C. **Probationary Review Committees**

1. Review committees shall be established for each of the instructional divisions, the library, and student services.

2. The probationary review committees required by RCW 28B.50.850 through 28B.50.869 shall be composed of members of the administrative staff, the student body representative, and the tenured faculty. Faculty appointments to the Probationary Review Committees must be made based on anticipated hiring for the next academic year. These appointments will be

confirmed with the Vice President of Learning & Student Success no later than the end of spring quarter.

In the event that the employee is hired in a quarter other than fall, the tenured faculty will be appointed by the end of the first week of instruction of that quarter. The representatives of the tenured faculty shall represent a majority of the members on each probationary review committee. The members representing the tenured faculty on each probationary review committee shall be selected by the Faculty Association. The student representative shall be a full time student in good standing, chosen by the student association in such manner as Associated Student Body (ASB) shall determine. The administrator shall be appointed by the President or their designee, and will call the first meeting during the first week but not later than the end of the second week of the probationer's employment. Attendance by the student representative is not mandatory at this first meeting if they have not been appointed.

Each probationary review committee shall be comprised of at least five (5) persons, three of whom shall consist of tenured faculty representatives of the disciplines for whom review committees have been established; provided, however, that each faculty member so appointed shall have at least three (3) years community college experience at the time of their appointment. Each probationary review committee will choose its own Chair and meet at least once during each quarter.

3. At least four of the five committee members, including the administrator, must be present at all probationary review committee meetings. However, probationary review committee recommendations shall be the responsibility of all five committee members.

4. The duration of each appointment to the probationary review committee shall be for a minimum of one year. Committee members may be reappointed throughout the probationary period.

5. If a vacancy arises upon any probationary review committee prior to the expiration of the appointed term, the vacancy shall be filled pursuant to section "2" of this rule.

6. Either faculty member or administrative member of the probationary review committee can be replaced prior to the expiration of the term upon recommendation to the faculty or to the College President respectively by a majority of the committee. The procedure in item "2" above shall be followed in filling the vacant position. No change can be made during a hearing.

7. The Chair of the probationary committee is responsible for the following:

71

a. Perform all duties of a committee member.

b. Arrange for all probationary committee meetings following the first meeting.

c. As part of the meeting agenda, work with committee members to develop a timeline for the probationary evaluation process as outlined in the Negotiated Agreement.

d. Conduct all probationary committee meetings and provide updates to committee members, as part of the meeting agenda, on the timeline and any outstanding items and upcoming deadlines.

e. Prepare quarterly reports, write annual probationary report including findings, commendations, and recommendations with assistance from committee members.

f. Forward documentation to the Administrator to upload into the online Probationary Evaluation Process files by the deadline.

8. The Committee Secretary is responsible for the following:

a. Take minutes for all probationary committee meetings.

b. Write-up summary minutes, make needed edits upon review, and request approval of minutes at the following committee meeting. Note the date/time approved and any requested and approved edits to the minutes in the document.

9. The Administrator is responsible for the following:

a. Perform all duties of a committee member.

b. Call first meeting for new probationary committee.

c. Arrange for Faculty/Admin Surveys and Student Evaluations.

d. Tabulate and distribute results of Faculty/Admin Surveys, Peer Observation Forms, and Student Evaluations to committee members for review.

e. Ensure committee members' complete observations of the probationer's teaching performance and submit required documentation. Gather all documentation and maintain online Probationary Evaluation Process files.

f. Work closely with the chair and the probationer to ensure the probationer's progress.

72

g. Forward probationary committee reports to the VP of Learning & Student Success by the deadline.

10. Committee members are responsible for the following:

a. Review probationary guidelines/process prior to the first meeting.

b. Attend all probationary committee meetings. Maintain confidentiality of all probationary committee meetings.

c. Schedule classroom visits (during classroom visitation window), complete visitation form, review visitation form with probationer providing quality feedback, return signed visitation forms to the administrator and the committee chair by the deadline.

d. Review evaluation documents prior to committee meetings, if available.

e. Provide quality feedback to probationer concerning evaluation documents during committee meetings.

f. Participate in developing the annual probationary report including findings, commendations, and recommendations. Sign completed report by the deadline.

g. Act as an informal mentor to the probationer and foster communication between the probationer, committee, and the administrator.

D. **Probationary Review Committee Evaluation**

1. Each probationary review committee shall be required to conduct an evaluation of each full-time probationary faculty appointee assigned to such review committee by the College President and render reports required by this rule to the President, the probationary faculty appointee and to the Board during the regular College year.

2. The probationary review committee and the probationer shall understand that the purpose of the evaluation is twofold; namely to guide the probationer so that their effectiveness in their faculty appointment shall be upgraded, and to provide a simple record of their annual performance of their probationary appointment.

3. The probationary period will normally be 8 quarters in duration excluding summer quarter and will not normally exceed 8 quarters. Three written recommendation reports are due to the Board of Trustees; one during the 2nd, 5th, and 8th quarters of employment. The committee must evaluate

73

the probationer during each of the 8 quarters. If spring quarter evaluations raise concerns regarding the probationer's performance, the committee must meet with the probationer to review those evaluations prior to the last contract day of spring quarter after the probationer's grades have been turned in.

4. The probationary review committee will observe the probationer's classes between weeks four (4) and nine (9) of the quarter. Both the probationer and reviewer must agree on the date, time, and place of the observation at least 24 hours in advance of the observation. The probationer may request to be observed prior to week 4.

5. The probationer will complete a self-analysis of their teaching practice and participation in campus governance and other job duties. This self-analysis should also include a review of goals for the duration of the probationary process. This self-analysis will be completed during Fall Quarter and submitted to the chair of the probationary review committee. The probationer may submit an update to their self-analysis based on a review of Fall Quarter student evaluations. The update must be submitted to the chair of the probationary review committee by the end of week two (2) of the winter quarter.

6. Every effort will be made to ensure online observations of probationary faculty are as equitable to a face-to-face evaluation as possible.

E. **Probationary Review Committee Evaluation Standards**

Each probationary review committee shall consider the following standards in the course of evaluating each full time probationer's effectiveness in their appointment:

1. The probationer's instructional skills.

2. The probationer's relationship with students.

3. The probationer's relationship with faculty.

4. The probationer's relationship with administration.

5. The probationer's knowledge of the subject matter they are charged with teaching.

6. The probationer's action toward professional improvement.

7. The probationer's adherence to appropriate guides and specific objectives in meeting institutional goals, as determined in consultation between the faculty member, appropriate administrator, and faculty representative from the probationary review committee.

74

F. **Communication of Evaluation to Probationers**

   1. During the course of each evaluation interview conducted by the appropriate probationary review committee, the probationary review committee shall, as a part of its duty, note by written summary the probationer's progress in regard to the evaluation standards.

   2. Upon completion of said evaluation report, it shall be signed by the probationer and each probationary committee member and distributed by the Chair of the probationary review committee to the appropriate Vice President/Dean/Director, the Division Chair, and the probationer. If any probationary committee member has any disagreements with the report, they may so note their disagreement in writing to be included with the completed evaluation report.

   3. If the probationer has any disagreements in regard to matters noted by the review committee in its evaluation report, they may so note their disagreement in writing to the Committee Chair and the appropriate Vice President within seven (7) calendar days after receipt of their copy. Said writing is to be attached to evaluation report copies by probationary review Committee Chair.

   4. If, in the course of its evaluation report, the probationary review committee states that the probationer is performing unsatisfactorily in whole or in part, it shall develop a program with the probationer that will be devised to improve such deficiencies.

   5. All files should be maintained in the college Human Resources Office.

G. **Tenure Recommendations/Contract Renewal/Non-Renewal of Probationary Faculty**

   1. The probationary review committee's recommendation and all source documents shall be transmitted to the appropriate Vice President prior to the end of the 4th week of instruction of the probationer's 2nd, 5th and 8th quarters of employment accompanied by a comprehensive summary of the probationary committee's findings. Copies of the recommendations shall be sent to the probationer, their Division Chair, and the appropriate Vice President/Dean/Director and all source documents shall be sent to the Office of Human Resources. The appropriate Vice President shall add their recommendations to those received by the College President, and will provide copies to the probationer and all probationary committee members as well.

   2. The probationary faculty appointment period shall be one of continuing evaluation of the probationer through fall, winter, and spring quarters of each negotiated calendar year by the probationary review committee. The

75

evaluation process shall place primary importance upon the probationer's effectiveness in their appointment. The probationary review committee shall meet at least quarterly with each probationer, and provide, in writing a signed report, of their progress during the probationary period and receive the probationer's written acknowledgment thereof. All probationary committee reports will be signed by all faculty and administrators on the committee as well as the probationer. The probationary review committee shall, as per subsection (3) below, make appropriate recommendations to the Board through the President. The College President at this time may choose to add their recommendation or may respond to questions from the Board regarding their recommendation.

3. If at any time prior to the end of the 4th week of instruction for the 2nd and 5th quarters of the probationer's employment, the review committee recommends nonrenewal of the probationer's contract, or if before the end of the 4th week of instruction for the 8th quarter, during the probationer's third year of their appointment, the probationary review committee recommends that tenure not be awarded said probationer, written notice thereof shall be transmitted to the President of the College, who in turn shall forward the same to the Board and to the probationer.

H. **Board Decisions Regarding Tenure**

1. Upon receiving the various recommendations regarding the award or non-award of tenure or the nonrenewal of a contract of the evaluated probationers, the Board shall, before its final meeting of the 2nd, 5th and 8th quarters of a probationer's employment, examine the records of the probationer(s) so referred to them and give reasonable consideration to the recommendation of the probationary review committee as to the award or non-award of tenure or the nonrenewal of a contract to said probationer or probationers.

2. All Board decisions regarding the award or non-award of tenure to probationers considered pursuant to this section shall be accomplished by no later than the last day of the 2nd, 5th and 8th quarter of a probationer's employment. Written notice of such award or non-award shall be transmitted by the Board to the probationer no later than the last day of the 2nd, 5th and 8th quarter of a probationer's employment.

3. The final decision to award or withhold tenure, or to continue probationary status for faculty, shall rest with the Board, after it has given reasonable consideration to the recommendation of the Probationary Review Committee and the College President. Any recommendations of the Probationary Review Committee and the President shall be advisory only and not binding upon the Board. The Faculty Association and the President

76

agree that the ultimate authority to grant or deny tenure, or continuing probationary status, for faculty is vested with the Board.

4. In the case of the award of tenure, all probationary source documents, including all original evaluations, will be destroyed upon satisfactory completion by the newly tenured faculty member of the first tenured faculty evaluation cycle (Article XIX). Within thirty (30) calendar days the faculty member being evaluated may indicate in writing on the summary evaluation document that they choose to have the source documents retained in their personnel file.

Article XXI: Mentor Program

A. **Goals:** The goals of the faculty mentoring program are to:

1. Provide a confidential, supportive, and non-judgmental collegial relationship that will accelerate the new faculty member's understanding of the college and adaptation to a new position.

2. Promote diversity, equity, and inclusion.

3. Formal/informal professional and social networking.

4. Encourage commitment to the mission, vision, and values of the college.

5. Provide individual recognition and encouragement.

6. Provide guidance on responsibilities and professional priorities.

7. Provide knowledge of the college policies and procedures.

8. Enable employees to feel welcome and to understand career paths.

B. All new full-time BBCC faculty must be assigned a mentor during their first quarter at the college. Any other faculty member may be assigned a mentor at the discretion of the Dean or upon the request of the faculty member. Other mentorship relationships may be considered at the discretion of the Dean and in consultation with the Division Chair.

C. Mentors are selected on the basis of their ability to serve as a resource and positive role model for new faculty. Mentors acquaint new faculty with BBCC as an institution and with valuable information concerning teaching at BBCC. In addition, mentors pass on to new faculty the teaching wisdom they have acquired over the years. A mentor functions as an individual who does not judge, evaluate, or make employment decisions for or related to the new faculty member.   Instead they offer an insider's guidance, insight, and support. The mentor is also expected to respect the new faculty member's right of academic freedom in their teaching.

Redesigning Faculty Hiring, Onboarding, and Tenure to Center Black & Brown Student Excellence

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possibilities. realized.

52% BIPOC

13,000+ Students

68% First Gen

The Need For System Change
Representation: Hiring, Induction, Ecosystem

FT Faculty Representation	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FT Faculty of Color	**12%** **(16)**	17% (21)	18% (24)	19% (25)	20% (28)	**24%** **(34)**
FT White Faculty	88% (116)	17% (105)	82% (108)	81% (105)	80% (112)	74% (106)

100% Increase

Positive steps …but *what stories are not told in these data?*

Specifically, our systems are based on historic, white supremacy culture, often focused on *reproduction* and *assimilation* rather than the **radical <u>purpose</u>, <u>care</u>, and <u>bravery</u>** we need to become an antiracist college.

Board Goals 2022-2023

2. The Board acknowledges the critical role quality faculty play in institutional excellence and student learning and success and will tenure only candidates who demonstrate quality performance in all evaluation areas *in order to achieve Black and Brown student excellence, apply inclusive pedagogy, and advance inclusive, equitable, and antiracist action*.

Committing to Racial Equity and Black & Brown Student and Employee Excellence

Recognizing the weight and power of this moment and our shared commitment to these ends, the PCFT Executive Board and members of the Executive Team met to discuss how we can advance this work together in a meaningful and intentional way. We identified **four shared interests:**

- Build and implement **anti-racist curricula** (including pedagogy and content);

- **Diversify** the faculty (which includes interrogating and adjusting the full process, from recruitment through tenure committee design and support);

- **Advance equitable and equity-centered professional development** (particularly related to anti-racism and equity within the tenure/post-tenure processes and broad support for adjunct development and engagement); and

- **Ensure Accountability** (particularly with regard to how faculty and administrators center and support brave, anti-racist actions and challenge racist ideas, policies, and practices).

Doing this requires that everyone is an **active participant**. There is no option to engage in our work that does not include this as a central focus. Indeed, **anti-racism in higher education is our work.**

"We don't tolerate bad teaching any more than we do bad policing."

Union rep during public Trustee meeting

Hiring Process

First-Year Faculty Cohort

Tenure Process

Cluster Hires Approach

Job Description

Hiring Process

**Tenure-track Faculty Cluster Hire to Support Black and Brown Students**

GET STARTED   CAREER PATHWAYS   STUDENT RESOURCES   CAMPUS GUIDE   ABOUT US

Cluster Hires of Tenure-track Faculty to Support Black and Brown Students

Pierce College District is student-centered and mission-driven to ensure that all our students thrive and reach their fullest potential. As an institution committed to antiracism, we are action-oriented and intentional in dismantling every systemic barrier that prevents Black and Brown student excellence and liberation.

As Pierce College deepens its commitment to racial equity, it is of the highest priority that we focus our tenure-track faculty hiring process to seek faculty with the expertise to lead our institution in serving Black and Brown students. This cluster hire is an opportunity for the college community to continue to act upon our values but more importantly for the empowering of our students' self-efficacy, for cultivating sense of belonging, and for the diversity of our entire student body, especially Black and Brown students, being reflected in a position of power in the classroom. We are fortunate that the Washington state legislature recognizes this through SB 5194 in its efforts to address student areas of inequities with the funding of additional faculty positions.

We are excited to invite you to bring your lived experiences and authentic selves to contribute to discourse and action in supporting Black and Brown students.
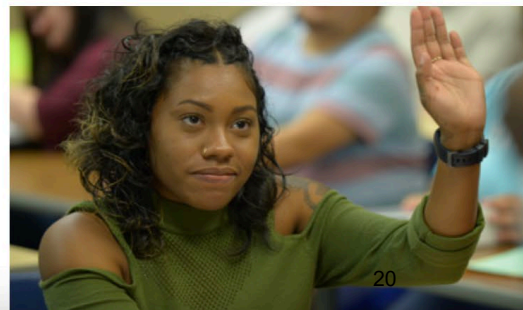
Related Pages

Home - Human Resources
Maps and Directions
Employee Benefits and Leave
Applicant Login
Administrative Opportunities
Faculty Opportunities
Tenure-track Cluster Hire
Staff Opportunities
Recruitment Accommodations
New Employee Orientation
College Mission/Vision/Values
Collective Bargaining Agreements
Bridge (Intranet)

Contact Information

Voice: 253-964-7342
jobs@pierce.ctc.edu

Office Hours

Mon–Fri: 8 a.m. to 5 p.m.

Cluster Hires Approach

Job Description

Hiring Process

Candidates

In order to be considered, we desire candidates who have two or more of the following characteristics:

1. Has experience or has demonstrated commitment to teaching, mentoring and/or engaging in services for Black and Brown students

2. Has demonstrated knowledge of barriers for Black and Brown students and experience in addressing disproportionate impact at an institution

3. Has experience in or has demonstrated commitment in facilitating Black and Brown students' navigating a higher education institution

4. Has experience or has demonstrated commitment to integrating elements of culturally relevant and inclusive pedagogy

21

Cluster Hires Approach

Job Description

Faculty Hire Criteria

Discuss and rank

Score five variables

Deans identify faculty needs

% BIPOC Student Success

% BIPOC Faculty

Total Enrollment

% BIPOC Student Enrollment

Adjunct Faculty

Hiring Process

First-Year Faculty Cohort

Tenure Process

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Refocus on Black and Brown Student & Faculty Excellence

Hiring Process

First-Year Faculty Cohort

Tenure Process

Redesigned with curriculum that centers Black & Brown student excellence across the faculty role and throughout the induction experience *as an expectation*.

Hiring Process

First-Year Faculty Cohort

Tenure Process

First-Year Faculty Cohort (FYFC)

The First-Year Faculty Cohort (FYFC) is a community of practice that invites new tenure-track faculty to bring their lived experiences and authentic selves to contribute to discourse and action in supporting our entire student body, especially Black and Brown students. This year-long experience draws upon peer learning and sharing to enhance the skills of new faculty members in teaching & learning, advising, and shared governance. This cohort-based experience facilitates first-year faculty members' successful tenure process.

Welcome to Pierce

https://www.pierce.ctc.edu/elad-fyfc

Hiring Process

First-Year Faculty Cohort

Tenure Process

Redesigned to Center Black & Brown Excellence:

- Board of Trustees expectations/training

- Tenure Guide revamped

- Training/Learning for each committee member

Hiring Process

First-Year Faculty Cohort

Tenure Process

26

Who evaluates me and what elements will be used?

The Pierce College Board of Trustees evaluate you throughout the tenure process (annually) using the following five elements. They consider your tenure committee's recommendation in their decision.

A. Black and Brown Student Excellence

Pierce College faculty will critically engage with the Black and Brown student experience and engage in activities that promote their excellence, including the application of the college's inclusive pedagogy framework. Outcomes include:

1. Awareness of the current Black and Brown student experiences and journeys at Pierce College
2. Reflection of positionality, power, and privilege in relation to this awareness
3. Engagement with support structures for Black and Brown students
4. Application of practices to advance Black and Brown student excellence both in learning environments (i.e., inclusive pedagogy in classroom, library, advising, counseling sessions, and all learning environments) and across the scope of the faculty role

Examples of where learning and practice can happen: First Year Faculty Cohort (FYFC), Employee Learning & Development (ELAD), Department & Division Meetings

B. Discipline/Field Excellence Applying Inclusive Pedagogy (IP)

Pierce College faculty will engage with their respective discipline/fields to maintain currency of knowledge and be best prepared to deliver outcomes in ways our students find relevant and that apply the college's inclusive pedagogy framework. Outcomes include:

1. Awareness, application, and iteration of the Pierce College IP framework
2. Awareness of IP impact to systemically non-dominant students, through analysis of disaggregated data from learning assessments
3. Demonstrate currency of field knowledge
4. Demonstrate relevant application of field to students
5. Ability to teach successfully to learning outcomes without areas of inequity in all learning environments

Examples of where learning and practice can happen: Inclusive Pedagogy Website & Knowledge Tree, FYFC, ELAD, Division & Department Meetings

C. Student Experience, Mentoring and Advising

Pierce College faculty will actively engage with students to increase their sense of belongingness and self-efficacy. Outcomes include:

D. Racial Equity Learning Journey

Pierce College faculty will engage in continuous learning to strengthen their racial equity practitioner skills. Outcomes include:

1. Awareness of one's own biases, power, and positionality
2. Reflection on areas of growth and ability to plan and execute own learning
3. Identify and act on needs in one's journey toward attaining Black and Brown student excellence

Examples of where to attain: All District Day, ELAD, Dean, Faculty In-Service

E. College and Community Engagement

Pierce College faculty will collaborate with other college practitioners to fulfill college mission. They will also engage and collaborate with local communities, community-based organizations, the statewide community & technical college networks, and workforce. Outcomes include:

1. Develops and maintains constructive relationships within and outside their division and across our diverse local communities
2. Awareness of and engagement in Pierce College shared governance and other forms of faculty service
3. Applies leadership to advance inclusion and self-efficacy of systemically nondominant students and employees
4. Create connections with communities within one's field/industry such as advisory boards and professional organizations

Examples of where to attain: FYFC, All District Day, Faculty In-Service, Division Meetings, formal shared governance structure (Cabinet & Councils), other college committees, statewide community & technical college system convenings and networks

Reflection on Development Throughout the 3-Year Process

You will reflect on and engage with the five elements in three iterative levels: prepare, do, adapt.

- **Prepare**: involves learning and applying self-assessment to determine your own needs as well as highlighting your own strengths.
- **Do**: involves applying the learning and putting specific actions into practice based on reflection.
- **Adapt**: involves assessing from action and taking action again with new insights.

The table below shows the five elements and expectations for engagement every year of this process.

Elements	Year 1 Reflection	Year 2 Reflection	Year 3 Reflection
A. Black and Brown Student Excellence	Prepare	Do	Adapt
B. Discipline/Field Excellence Applying IP	Prepare	Do	Adapt
C. Student Experience, Mentoring and Advising	Include data	Prepare & Do	Adapt
D. Racial Equity Learning Journey	Prepare	Do	Adapt
E. College and Community Engagement	*	Prepare & Do	Adapt

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possibilities. realized.

Additional **changes to the process** in order to begin to **disrupt traditional mechanisms and processes for evaluation** and to **center candidates** and their "authentic selves."

Tenure Process

Changing more than the elements.

Hiring Process

**First-Year Faculty Cohort**

Tenure Process

Questions?

Hiring Process

First-Year Faculty Cohort

30

Tenure Process

2. Diversity, Equity, and Inclusion Discussion

- Update from President Tweedy on the College's DEI Efforts
- Documents to facilitate discussion
    - o Equitable Decision-Making Tool (for reference)
    - o BP 1025 Statement on Equity, Inclusion, Diversity
    - o Becoming Hispanic Serving Institutions Book Cliff Notes

CLARK COLLEGE
OFFICE OF DIVERSITY
EQUITY AND INCLUSION
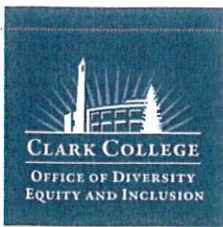
Equitable Decision-Making Tool

Purpose:

❑ What is the intended outcome of the decision?

❑ Do you have a clear, defined reason and need for making the decision?

❑ Does the current situation have negative impacts on Systemically Non-dominant (SND) or other vulnerable populations?

❑ Is this decision data-informed?

❑ What data was used to make the decision? *Data can be both qualitative and quantitative.*

❑ Is this data disaggregated to discover disparate impacts?

Power and Privilege:

❑ Have you reflected on how your own power and privilege might affect this decision?

❑ How have you flattened power dynamics in the decision-making process? *Everyone has a voice, regardless of their power.*

❑ Has everyone in the decision-making process voiced their concerns and have those concerns been addressed?

Consulted and Informed:

❑ Who are the key stakeholders?

❑ Who should be consulted or engaged?

❑ Who is left out of the decision-making process?

❑ Who is engaged and represented in the decision-making process? Have they been consulted on how they would like to be involved in the process?

❑ Has adequate time been given to meaningfully incorporate all voices in this decision?

❑ What is being communicated, to whom, and how?

❑ Who is communicating the information? On whose behalf? How is the message being filtered? How is information coming in and out?

❑ Has there been consensus on minimum requirements to meet the goal?

Impact:

❑ What is the desired impact of the decision?

❑ Does this decision have disparate impact on any groups?

❑ How will this decision reduce disparate impacts on systemically non-dominant groups?

❑ What departments will be impacted by this decision and how?

❑ Who will benefit from this decision? Who will be burdened?

❑ Have you considered all impacts? *Campus climate, morale, budget, relationships*

❑ If you are unsure whether you have considered all impacts, what will you do to become informed?

❑ Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?

❑ Has accessibility been considered? *i.e., digital, physical accessibility*

Consider Alternatives:

❑ Is this decision being rushed in any way?

❑ Is there a better time for this decision?

❑ Have you considered alternatives for this decision?

❑ Is there a different cultural perspective that you have considered?

Long-Term Effects *(7th Generation Mindset):*

❑ Did you consider and incorporate lessons learned from similar decisions made in the past?

❑ What short and long-term impacts will this decision have? Immediate? 1 year? 3 years? 7th Generation?

❑ What effect will this decision have on the budget? Immediate? 1 year? 3 years? Longer-term?

❑ What is your plan to revisit this decision to ensure equitable outcomes?

Continuous Improvement:

❑ What strategies will be used to ensure this decision continues to have the intended impact(s)?

❑ What circumstances might change down the road that would render the decision ineffective or detrimental in the future?

❑ How will you measure effectiveness? *Qualitative and Quantitative*

BP1025   STATEMENT ON EQUITY, INCLUSION & DIVERSITY (EID)

1025.1   PURPOSE

The purpose of this policy is to provide common understanding of equity, inclusion, and diversity at Big Bend Community College.

1025.2   POLICY STATEMENT

Big Bend Community College believes that every person's background—which includes identifiers such as ethnicity, race, gender, religion, sexual orientation, and ability—helps enrich our campus community when an environment is conducive to the expression of that identity. We commit to providing a campus climate where equity, inclusion, and diversity thrives and leads to individuals pursuing their educational, personal, and professional goals.

These definitions reflect Big Bend's understanding that in order to intentionally apply our commitment to equity, inclusion, and diversity, we must challenge social, political, and cultural norms and policies that perpetuate inequality and exclusion of underrepresented groups.

- **Equity**: full and fair access to resources, opportunities, and services.

- **Inclusion**: the creation and maintenance of an accepting environment where all have equitable opportunities and support.

- **Diversity**: individual, group, and social differences in cultures, expectations, backgrounds, opinions, and values, all of which enrich our shared community.

Reference: BP 1000 **E-6 Inclusion and Climate**
Big Bend Community College provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

DIVERSITY, EQUITY & INCLUSION

A CHECKLIST AND IMPLEMENTATION GUIDE FOR COMMUNITY COLLEGE BOARDS

With the endorsement of the
DIVERSITY, EQUITY, AND INCLUSION COMMITTEE

ACCT
ASSOCIATION OF
COMMUNITY COLLEGE TRUSTEES

PURPOSE OF THIS GUIDE

This guide is intended to assist community and technical college boards of trustees and CEOs to actively implement and reinforce a culture that values and promotes diversity, equity and inclusion. The governing board's role is pivotal in impacting college culture by shaping and supporting goals, policies, practices and college procedures that promote equitable experiences, opportunities, and outcomes. This guide provides college leaders practical steps and institutional examples for designing and implementing equitable institutional policies, practices, processes and programs.

OVERVIEW

Community college trustees and college leaders promote the values and policies that support access, affordability, equity and completion for all community college students. America's demographic diversity is growing, and the way to economic and student success is to be more intentional in our efforts to expand equitable access to quality postsecondary education. College diversity, equity and inclusion (DEI) policies facilitate academic progress and economic and social mobility for all. Governing boards must take a leading role to close the educational and economic gaps of underrepresented populations and eliminate their historic barriers to higher education. In tandem with ACCT's *Equity Action Agenda for Community College Governance*,[1] which informs leaders of a board's and college's readiness to undertake an equity agenda, this pamphlet provides guidelines, resources and practical examples from colleges for implementing diversity, equity and inclusion throughout our community colleges.

EQUITY IS MULTIFACETED

Equity is complex and impacts all facets and all programs in community colleges. Equity in higher education refers to creating opportunities for equal access and success among historically underrepresented student populations, to ensure:

(1) Proportional participation at all levels of an institution (**equitable access**);

(2) Adequate resources directed at closing equity gaps (**resource/financial equity**);

(3) Institutional leadership addressing diversity, equity and inclusion issues (**adaptive leadership**);

(4) A welcoming environment in which all diverse students can succeed (**racial, gender, gender identity, sexual orientation, military status, incarceration status, ability equity**);

(5) Social mobility and economic success for all learners (**socio-economic equity**).

Educational equity depends on fairness and inclusion in the educational system and includes equity in various categories: socio-economic, racial, ethnic, gender, gender identity, and disability, among others. Institutions of higher learning have an imperative to avoid discrimination and to support disadvantaged students whether the issues are income and class; race; religion; gender, sexual orientation or gender identity; immigration, incarceration or military status; country of origin or ability. Inclusive, equitable and diverse environments are essential for *all* students to succeed, and college leaders have a deep responsibility to ensure their colleges live up to the American promise of opportunity for all, including equal outcomes among all racial and ethnic student groups in higher education.

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1 *Equity Action Agenda for Community College Governance*, ACCT Diversity, Equity and Inclusion Committee, 2018.

Critical Steps for Boards to Implement an Equity Lens

STEP I: CREATE AN EQUITY-MINDED BOARD AND INSTITUTION

❑ **Developing equity mindedness in board and college culture is the first step.**
Instead of deficit thinking which blames students for qualities they lack or unequal outcomes from a lack of motivation, boards and the college community must be made aware of inequities and reframe equity as an institutional responsibility. Together with the college president, boards can inspire commitment and change at a personal, professional, and systemic level starting with the makeup of the board itself, and the college's mission and vision statements and core values which set the direction of the college. It will also be important to highlight diversity, equity, and inclusion on college websites, particularly home pages, which often reflect a college's core values. Diverse seekers must be able to find DEI immediately and embedded everywhere in the institution.

❑ **Increase the institutional capacity for making change.**
Equity mindedness can mean changing people's underlying beliefs and attitudes and encouraging inquiry, reflection and deep conversations in and out of the classroom. Including impacting the mindset of board members, staff, faculty, and the community, for many colleges, a cultural shift is needed, and this is accomplished in many ways including:

- Ensuring diversity in the membership of the governing board;

- Diversity, equity and inclusion professional development at all levels of the institution;

- Courageous public all-campus conversations by the board, faculty, staff, and student groups;

- Disaggregated data analyses which provide success data on specific diverse student cohorts;

- Cross college collaboration to develop an Equity Lens for all college and learning transactions;

- Equitable outcomes for all diverse full-time and part-time students; and

- Boards and college administrators promoting equity as a public priority for the entire college and community.

❑ **Review all policies with Equity firmly in mind.**
"Equity is grounded in the principle of fairness. In higher education, equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience."[2] More specifically, equity "is a set of principles, reflective questions, and processes that focus at individual, institutional, and systemic levels by deconstructing what is not working around equity; reconstructing and supporting what is working; shifting the way we make decisions and think about this work; and healing and transforming our structures, our environments, and ourselves."[3]

2 Achieving the Dream Equity Statement. (2020). Washington, D.C.: Achieving the Dream. Retrieved from:
   https://www.achievingthedream.org/focus-areas/equity#:~:text=In%20higher%20education%2C%20equity%20refers,the%20
   barriers%20facing%20underserved%20students

3 *Equity and Empowerment Lens.* (2020). Portland, Oregon: Multnomah County. Retrieved from:
   https://multco.us/diversity-equity/equity-and-empowerment-lens.

Strategies include to:

☐ Review and redraft or edit the college's mission and vison statements and core values.

☐ Develop, disseminate and publish on the college website a DEI values statement from the board.

☐ Redesign college hiring policies, particularly in hiring the CEO and other top-level college administrators and faculty.

☐ Provide diversity training specifically for college search committees, and, if using a search firm, select one with a proven track record of providing diverse qualified candidates.

☐ Develop broad policies about eliminating barriers to access, success and completion in all college departments and programs. Examples from the field include:

- Micro grants to students with unmet needs (first-generation, low-income, homeless, etc.);

- Addressing food and housing insecurity (food pantries, open campus showers, weekend parking, local housing agreements, etc.);

- Using Open Educational Resources (OER) to reduce cost of student books and supplies;

- Partnering with local childcare providers for student parents;

- Improvements to the FAFSA process and financial aid advising including loan defaults;

- Flexible curricular offerings (for working students, student parents, etc.).[4]

Community colleges have used these among many other strategies.

STEP 2: MONITOR AND EVALUATE COLLEGE PROGRESS ON EQUITY GOALS

Disaggregated data: Including compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability, governing boards have oversight responsibility of college progress on meeting its diversity, equity and inclusion goals. To do this well, boards need a more mindful, systemic approach to data collection and analysis. The data need to be disaggregated so that boards better understand student demographics in their colleges and can proactively remove barriers for underserved students and others.

Equity Plans and Reports: Some states mandate that colleges submit annual equity plans and reports which include assessment of college's methods and strategies to achieve goals and timelines addressing areas of underrepresented minorities in its academic program, activities and employment. Some states and accrediting agencies require equity reports (and/or institutional effectiveness reports) supported by institutional data to evaluate progress on strategic goals. Some community college systems have advocated to include formerly incarcerated students and LGBTQ students in their Student Equity Plans.

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4 *Policy Toolkit: Today's Students-Reforms to Make Higher Learning More Affordable and Valuable for Parents, Adults, Workers and All of Today's Students.* (April 2019). Washington, D.C.: Higher Learning Advocates. Retrieved from: https://higherlearningadvocates.org/wp-content/uploads/2019/04/Final-Todays-Students-Policy-Toolkit-1-1.pdf

STEP 3: ANNUALLY EVALUATE BOARD LEADERSHIP, EFFECTIVENESS AND CONTINUOUS IMPROVEMENT ON DIVERSITY, EQUITY AND INCLUSION GOALS

Trustees have a leadership role in ensuring that the governing board itself actively promotes diversity, equity and inclusion. The following inventory is a checklist to further gauge board readiness and effectiveness in pursuing policies to increase institutional and student diversity, equity and inclusion. Questions below provide detailed ways for boards and colleges to discuss and intentionally implement diversity, equity and inclusion (DEI) throughout the college and community.

Using the Diversity, Equity and Inclusion Inventory below, boards can assess their progress and that of their colleges. Examples that follow come from ACCT's Diversity, Equity and Inclusion Committee (2019-2020) as well as from the websites of ACCT member institutions.

Diversity, Equity and Inclusion Implementation Inventory

THE BOARD

❑ Do the College Mission Statement, _____ Vision _____, Core Values _____ specifically include broad and inclusive (multifaceted) DEI language?

❑ Is there sufficient and significant racial and ethnic diversity on the governing board? Does board membership reflect the racial, ethnic and socio-economic diversity of the college's student population and community?

❑ Are board members made aware of the college's history in educating underserved populations? Does the board receive disaggregated data on student access, progress and success and assess the college's past and current record in serving underrepresented populations?

❑ Does the college have a diversity, equity and inclusion policy approved by the board?

❑ Has the board developed and implemented a public DEI statement, white paper, philosophy or values statement for the college website?

❑ When hiring a new college CEO, does the board ensure DEI are clearly evident in the position description, in evaluating candidates, and then later in evaluating CEO performance?

❑ Do the college's strategic plan and institutional effectiveness reports reflect the board's DEI goals?

❑ Does the board ensure DEI in policy development and implementation? Do all relevant board and college policies and college procedures reflect diversity, equity and inclusion fully, including sexual orientation, gender identity or incarceration status whether or not federal or state law mandates against discrimination?

❑ Does the board have a regular schedule for conducting equity-minded policy reviews, i.e., with an equity lens?

❑ Does the board have a DEI policy regarding contracts, minority bidding, etc.

- ❑ Has the board prioritized equity through a multifaceted college Diversity, Equity and Inclusion Plan that includes the board and all departments throughout the institution?

- ❑ Does the board receive and monitor annual DEI/Equity reports on student demographics, community stakeholders, college partnerships, etc.

- ❑ Does the board allocate resources based on student data through an equity lens? Are sufficient resources aligned with the board's and the college's equity goals for underserved students?

- ❑ Do the board and the college provide the campus and community evidence of achieving its diversity, equity and inclusion goals and publish and celebrate milestones?

THE COLLEGE

- ❑ Does the President's Message on the website reflect DEI values or goals and their multiple facets?

- ❑ _____ Is DEI reflected in the CEO/ president's annual goals? _____ in public statements to the campus and _____ in the community and _____ in the CEO's evaluation process?

- ❑ Does the college review disaggregated access and success student data that highlight underserved populations? Is this data shared with the board? With other administrators? With the faculty?

- ❑ Is there a shared public Equity Scorecard?

- ❑ Does the college Strategic Plan have specific, measurable, achievable, relevant and time-based (SMART) DEI goals?

- ❑ Does the college have an institutional Equity Plan?

- ❑ Does the college have an institutional effectiveness plan with explicit DEI goals and results?

- ❑ Has the college made a commitment of resources (human and financial) to diversity, equity and inclusion?

- ❑ Have the President, cabinet, and college staff and faculty had annual equity training and professional development?
- ❑ Does the college have a multicultural or equity center for students? _____ Do the president, staff and faculty participate in the center's programming? _____ Does the board allocate resources?

- ❑ Is equity mindedness an explicit goal across the institution's reform efforts?

- ❑ Are diversity, equity and inclusion goals explicit in hiring throughout the college?

FACULTY AND STAFF

❑ Is the staff diverse throughout the college?

❑ Does the faculty reflect the diversity of the students?

❑ Is equity mindedness an explicit goal for hiring faculty and staff?

❑ Have faculty and staff taken a proactive role in developing the college's equity goals, scorecard, and Equity lens or framework or other approaches to DEI?

❑ Do faculty and staff take an active and leading role in campus DEI activities?

❑ Do faculty and staff participate in the multicultural center's programming?

❑ Equity is interdisciplinary. Does the college's curriculum overall reflect equity-minded values?

❑ Do faculty annually engage in equity-minded program and course reviews?

❑ Do learning outcomes reflect broad and integrative knowledge of diverse histories, cultures, and societies? Are diversity, equity and inclusion part of classroom discussions and course outcomes?

❑ Are there specific courses, programs or departments that offer DEI education for students?

❑ Do faculty/staff have frank dialogues about the college climate for underserved students and examine attitudes about student success that may hinder or advance the college's ability to support these students?

❑ Do faculty and staff engage in equitable practices designed to accommodate differences in students' learning—and not treat all students the same?[5]

❑ Is equity mindedness a typical learning outcome for students? For faculty and staff training?

❑ Is equity-mindedness an explicit goal across the faculty's and staff's reform efforts?

❑ Do faculty and staff use equity-minded data analytics to track student's progress and provide proactive guidance or academic assistance, particularly for underserved populations?[6]

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5 *America's Unmet Promise.* (January 2015). Washington, D.C.: Association of American Colleges & Universities.

6 Several items are adaptations of *Does Your Institution Do the Following?* Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides. (2015). Washington, D.C.: Association of American Colleges & Universities.

Becoming Hispanic-Serving Institutions; Opportunities for Colleges & Universities

Cliff Notes

"Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery." Horace Mann

History

Harvard was established in the 1600s and is the oldest institution of higher education in the US. Organizations of higher education are largely based on the Harvard system with obvious access differences particularly in community colleges. The early educational system was set up by the dominant group to teach the dominant group. The (Morrill Act) Land Grand Act of 1862 opened public higher education to the masses beyond those with full pockets and social status. In 1901, the first junior college opened and for several years junior colleges were seen as extensions of high school rather than university-level education (Drury, 2003). After some growth in the 1930s, enrollment exploded after the GI Bill was passed in 1944 and this was essential to opening higher education to those groups socially and economically stratified. Then in the 1960s, fueled by the baby-boom, enrollment surged again and Junior colleges became known as community colleges. Vocational and customized training are special and essential services community colleges provide to build the nation's workforce. Between 1979 and 1992 advocates of Hispanic Colleges worked arduously to bring about what in 1992 became the Hispanic Serving Institution federal designation. The progress of higher education has been slow and held a steady line with traditional ways in which the first university foundations were built despite growing diversity and respect for differing populations strengths, challenges, and needs. Despite our country's need for diversity and growth in all areas to break down our stratified society and be economically and socially progressive, we have homogenized education. As Dr. Garcia states in her book, higher education has used traditional standards and templates to continue to replicate and conform itself giving in to "normative pressures, mimetic processes, and coercive isomorphism" (Garcia, 2019, p. 94). In learning how to be a bridge to minoritized groups as an HSI, we have the opportunity to improve the model, embrace difference, and serve students from minoritized groups and all students better.

"The roots of education are bitter, but the fruit is sweet." Aristotle

Hispanic Serving Institutions

Dr. Gina Garcia asks "What does it mean, at an organizational level, to serve Latinx students?" in the book titled *Becoming Hispanic-Serving Institutions; Opportunities for Colleges and Universities.*

Serving the dominant group is very different than serving minoritized groups and a "culturally enhancing education experience" is essential to students' sense of inclusion and belonging. (Garcia, 2019, p. 3). And yet, our traditional educational structures remain in place despite research and evidence that all will benefit from innovative teaching practices. For example,

ESCALA's *Certificate in College Teaching & Learning in Hispanic Serving Institutions*, discusses the anthropological theory of cultural context, which focuses on high context vs. low context communication in the classroom. Traditional higher education is set up using low context communication. Per ESCALA, which means thrive in Spanish, "low context cultures communicate primarily through language and rules that are explicitly spelled out. People who live in low context cultures are [generally] direct, more concerned with achieving an outcome rather than the process and focused on the facts. If you are trained in a low context culture you might find irrelevant the context of the learner or the group and want to stay out of the social-emotional mix (the emotional tone, body language, history of the learners with one another). High context people may see [low context people] as cold and uncaring, or lacking in nuance when there are group dynamics to consider" (ESCALA, 2023). "High Context cultures use contextual elements like body language, a person's status, and tone of voice to convey rules of engagement. People with lived experience in high context cultures are more likely to be aware of nonverbal elements of communication and tend to avoid open conflicts with others. If you are trained in a high context culture, you may focus more on maintaining group dynamics and crediting the process as part of the success measures as much as a specific outcome" (ESCALA, 2023) High Context cultures may be indirect and often focus on relationship, status, and feelings, which can lead to slow accomplishment of outcomes.

There are cultural and cultural context differences between many instructors/professors and first-generation students. People interpret attitudes and behaviors differently, especially from different cultural backgrounds. Awareness of the differences and communicating in ways that first-generation students understand helps welcome and serve minoritized groups more effectively. This is one of several reasons faculty members who reflect the students' cultures may be more effective in retention.

Dr. Garcia used two perspectives to frame her evaluation of three colleges. Considering Institutional Theory, she assumed "HSIs make meaning of their environments and engage in activities that are considered legitimate within their field based on regulatory, normative, and cognitive pressures (Garcia, 2019, p. 28). In other words, the colleges follow the rules of accreditation, culture of their region, and adjust according to leadership thinking and decision-making. Because leadership and the majority of college personnel are often of the dominant group, decisions are made from that perspective and based on the leaders' experience in education, which is often low context. Students of HSIs on the other hand are often from high context cultures, this can lead to cultural conflicts. This contributes to the difference between Hispanic enrolling and Hispanic serving institutions. As institutions question and educate themselves they can expand their frame of reference and establish more inclusive attitudes and practices. This leads to the other theory Dr. Garcia used, Cultural Theory.

Cultural Theory is difficult to define and can be seen as "shared" across an institution considering "history, beliefs, values, symbols, norms, and rituals" (Garcia, 2019, p. 29). Dr. Garcia relates a common question, is culture a variable used to predict or a metaphor used to

understand an organization?   Research suggests that a college culture where "Latinx students can feel linguistically, culturally, and racially connected to peers, faculty, and administrators will lead to desirable outcomes" (Garcia, 2019, p. 30). Using the combination of organizational outcomes and organizational culture Dr. Garcia constructed the following table to help HSIs determine their identities.

3

HSI: Meets 25% Latinx student population

High	**Latinx-Producing** Equitable outcomes Not culturally supportive	**Latinx-Serving** Equitable outcomes Culturally supportive
Low	**Latinx-Enrolling** Inequitable outcomes Not culturally supportive	**Latinx-Enhancing** Cultural supportive Inequitable outcomes
	Low	High

Organizational Outcomes for Latinxs (vertical axis label)

Organizational Culture Reflects Latinxs

According to Dr. Garcia, the first level, Latinx enrolling, means an institution reaches the 25% minimum of Latinx student population enrolled for federal HSI status but does not have an organizational culture that reflects Latinx culture and needs, and continues to produce inequitable outcomes for Latinx. An institution at the second level, Latinx producing, is producing equitable outcomes such as graduation and certification rates but does not provide cultural support for Latinx students. The third level, Latinx enhancing, is evidenced by a cultural shift "grounded in Latinx ways of knowing and being" but equitable outcomes for Latinx are not achieved, even though "Equitable outcomes legitimatized by white standards [include] retention & graduation rates" may be achieved (Garcia, 2019, p. 37). Finally, the top level HSI for an educational institution is Latinx serving and includes both equitable outcomes and culturally supportive environment for Latinx students.

With the four organizational levels in mind, Dr. Garcia classifies three educational institutions with HSI status based on data and interviews. She also describes the variations between them such as "history, academic offerings, student services provided, and racial composition."

4

Table noting attributes of three HSIs reviewed by Dr. Garcia:

Institution	ACU	APC	RPU
Hispanic enrolling	**X grad rate**		
Hispanic producing			**X overall**
Hispanic enhancing	**X overall**		
Hispanic serving	**X**	**X overall**	
Curricular offerings that center non-dominant ways of knowing	x	x	
Historical mission to serve Latinx		x	
AA degrees		x	x
Bachelor's degrees	x	x	x
Master's degrees	x		x
Open access		x	
Private		x	x
Public	x		
Metropolitan	x		
Racially diverse area	x	x	
Open access	X (broad)	x	
Affordable	x	x	
Pell Grants	50%	70%	60%
Fed Loans	30%	0	82%
Institution revenue source tuition/fees	x	x	x
6-year graduation rate for Latinx White normative standard	Less than 20%	24%	55%
Bilingual English-Spanish programs	x		
Transitional bi-lingual program		x	
Pre-college programs		x	
Satellite Campuses (Black/Latinx communities)	x	x	
Childcare offered		x	
TRiO	x		x
Latinx cultural center on campus	x		
Traditional college age (under 24)	55%		
Majority low income	x		
Student composition white	37%	Less than 1%	3%
Admin composition white	55%	18%	77%
Faculty composition white	63%	38%	76%
Academic/Student Affairs staff composition	38%	3%	49%
HACU members	x		
Recognized as ethnically diverse	x		x
Received multiple HSI Grants	x		

5

Consider how we rate education, at some point the educational system/structure was set (remember Harvard) and it has steadily marched forward with very similar standards. When do we begin to modernize and challenge traditional views to align with current innovations and population needs?

- Institutional selectivity and student income are two of the strongest predictors of graduation rates (Garcia, 2019, p. 34). Higher institutional selectivity and higher student income predict higher graduation rates.
- High persistence and graduation rates are white normative measures per Dr. Garcia. Need to consider "input variables of students of color" (Garcia 2019, p 47).

"Despite what early retention models suggest, scholars contend that students of color should not be expected to academically and socially integrate into the mainstream, white culture of postsecondary institutions, while simultaneously leaving their racial, ethnic, and cultural ways of knowing behind" (Garcia, 2019, p. 49). In other words let's not expect assimilation. Providing racially and culturally engaging environments for students is an essential way to serve them. "Pedagogy for equity" includes students understanding their identities and staying true to themselves rather than assimilating and losing their heritage while they learn and gain skills.

Summary of Dr. Garcia's typology categorization of three HSIs from the Midwest HSI Study

ACU – Latinx Enhancing (Inequitable Outcomes/Culturally Supportive)
Measures of effectiveness in serving minoritized students goes beyond retention and graduation rates.
- Strengths
    - Signature Latinx support programs
    - Transitional support/class (academic/emotional) for students enrolled who do not meet enrollment criteria
    - Take university to the Latinx community
    - Latino Cultural Center
    - Latinx Academic Programs
    - Social Justice Programs
    - Recognize HSI (apply/receive grants)
    - Special position supporting HSI efforts
- Challenges
    - People from minoritized groups don't get along with each group
    - Students of color are not graduating
    - Perception that only Hispanic students benefit from HSI status
    - Need more faculty/administrators from minoritized groups
    - State budget allocations
- Recommendations
    - Recognize that becoming HSI does not make us exclusionary
    - Recognize that racism lives here

6

- o Recognize the systemic nature of the problem of educating Latinx people in this city, state, and country
  - ▪ TRiO/Gear Up Programs are one answer
- o Decolonize institutional structure
  - ▪ Decentralize decision making for more autonomy
  - ▪ Reward anti-racist work

Comments: "All students are welcome here." Services for non-trad students like child care, coffee, affordable amenities.
"Inclusivity is complex and intersectional." HSIs should be more than Hispanic serving, also low-income-student serving, immigrant student-serving, students with disabilities-serving, international-student serving." "accepting, validating, and supporting students from many minoritized, intersectional identities.

Includes: Social Justice Curriculum, Cultural Programs, Services & Resources Faculty & Administrators of Color (Garcia, 2019, p. 70).

Providing access to minoritized students is different than providing access to students from the dominant culture. Minoritized students often come from racialized and lower socioeconomic areas resulting in lower educational attainment before attending college credit classes.

Recognizing, embracing, and enhancing racial and cultural ways of knowing of Latinx students includes recognizing the Spanish language. "Avoid 'English as a Second Language' label as it is deficit-based, reductive, and colonial, implying that students are linguistic and cultural foreigners" (Garcia, 2019, p. 75). It is a challenge to be culturally responsive and prepare students for working in the English-speaking space. Another way to think about this is to "conserve both languages" strengthening ability to communicate while maintaining linguistic culture. Teaching bilingually with texts, writing, and presentation is one way to increase servingness.

APC- Latinx Serving (Equitable Outcomes/Culturally Supportive)
a bilingual institution that recognizes and validates cultural and linguistic ways of knowing.
- • Strengths
  - o Historical mission has been to serve Latinx people
  - o Transitional bilingual program that is on signage on campus
  - o Courses offered in Spanish (same credits as English)
  - o Racially diverse student population
  - o Open Access/affordable (strength for students, although indicator of low outcomes)
  - o Academic advisor assigned to each student
  - o Childcare offered
  - o Primarily enrolls Latinx

7

- More diverse faculty members but does not reflect student population
- Diverse administration that closely aligns with student population
- Large population of faculty and staff are Spanish speaking
- Founding member of Hispanic Association of Colleges & Universities (HACU)
- Latino art on campus/posters in Spanish
- Challenges
  - Private
  - Fewer institutional resources
  - Low graduation rates (six-year graduation rate is a white-normative standard)
- Recommendations

Comments: President stated, "the institution is transformational; we transform people's lives by recognizing that language is not a deficit. We actually think being monolingual is a deficit" (Garcia, 2019, p. 81). APC works hard to access resources for students to keep costs low, facilities are plain, there are no sports programs, no residence halls, and few administrators and full-time faculty members. They help Latino value their own culture and capital. The students have strengths and the college is helping the students' transformation by giving them the tools to use their strengths. College-level classes offered in Spanish and meet students in their communities rather than requiring students to come to campus. Spanish language is seen as social capital for students. Faculty expect that students will graduate and focus on community engagement.

RPU-Latinx Producing (Equitable Outcomes/Not Culturally Supportive)
- Strengths
  - Institute for experiential learning develops community-based projects
  - Selective (indicator of high outcomes, may be a challenge for students trying to access)
  - Diversified financial aid packages
  - Career placement
  - TRiO Student Support Services
  - TRiO Talent Search
  - TRiO Upward Bound
  - Multiple student organizations with three that are focused on Latinx community
  - Partners with APC to accept transfer students
- Challenges
  - Majority of revenues come from tuition and fees
  - No courses offered focusing on the racialized experience of students
  - White voices are dominant in the curriculum
  - Does not have a diverse faculty membership
  - Does not have a diverse administrative staff

8

Important to note that the scale of success for colleges and universities is determined by white normative standards such as 6-year graduation rates, and persistence.

The Third Space

"A place where discordant discourses come together to create a transformative learning environment" (Garcia, 2019, p. 90. "relevant, personal, and transformative...filled with contractions, setbacks, and struggles (Garcia, 2019, p. 91). Three views, "a bridge between dominant and minoritized perspectives; a second that views it as a navigational space, where multiple discourses are explored within a nonbinary setting; and a third that merges cultural, social, and epistemological knowledges as a way to challenge dominant ways of knowing while enhancing learning."

Faculty and staff from the minoritized groups (race, ethnicity, age, gender, sexual orientation, etc.) who do not conform to white standards, *stand as leaders* translating to minoritized students to come as they are and learn how they learn, contributing to the learning community around them. A student who is validated, affirmed, and feeling/acknowledging their strengths is a student who can learn and move toward their unique potential to in turn contribute to the world. As Dr. Garcia states, "The presence of actors [administrators, faculty, staff, students, stakeholders] with multiple ways of knowing and being transforms the institution, as they become the institution" (Garcia, 2019, p. 92).

The Hispanic community is very diverse and one size does not fit all Hispanic students, there are multiple ways for Hispanic servingness to be delivered depending on the region and demographic make up of the Latinx population. Indicators of success for Latinx students beyond the common graduation and retention rates include post-baccalaureate enrollment and job placement. Other indicators of institutional effectiveness according to Dr. Garcia include funding while state budgets decline, affordability, student debt management, economic and workforce development, institutional productivity and student success, dual enrollment, support for undocumented and DACA students, and social issues on campus.

Consider a question narrator Amy asks after interviewing stakeholders of RPU, "Is the structured education that RPS provides stripping minoritized students of their prior strengths and culture and teaching them to accept positions of powerlessness within society?" (Garcia, 2019, p. 112).

Just as many of us have different shoe sizes, minoritized groups of students have different needs. Treating all students equally is like giving everyone on the basketball team a pair of size 10 shoes, some of them may fit. The players whose shoes do not fit are uncomfortable and will not perform optimally. Treating everyone equally assumes that everyone has the same needs and it is not equitable. Different student groups have different needs.

Reframing HSIs

Sociohistorical policies have a racial structure and support a stratified society which keeps some at the top layer and some at the bottom layer. When we know better, we do better.

9

Six considerations for HSIs shared by Dr. Garcia (nuts and bolts of effective preparation toward servingness for Hispanic students, which in turn are good for all students, many of these supports are present in TRiO programs).

1. Provide curricula and programs that are grounded in justice and equity
- Culturally relevant courses
- History of minoritized groups courses
- Civic engagement and activism taught to support disruption of injustices

2. Hire faculty, staff, and administrators committed to justice and liberation
- When college employee population reflects their community ensures students' cultures will be better represented and understood as the employees Serve as a Bridge.
- College employees must be committed to liberation and justice of minoritized groups.
- Support of racial and cultural ways of knowing of minoritized student groups.
- Asset-based policies and attitudes
- Important to recognize commitment to employees from minoritized groups, recognize their diversity as a strength, support non-comformity, value unique ways of knowing.

3. Value and embrace nondominant input, process, and outcome variables
- Construct identity and values based on nondominant groups' expectations.
- Broad access for students
- Active engagement in Latinx communities
- Recognize success is defined differently and getting a GED may be the most important focus

4. Reinforce bilingualism and preservation of the Spanish language
- Accept and value bilingualism and different ways of knowing
- Bring minoritized sociocultural knowledge of minoritized groups and dominant group together to third space of expectations and knowledge.
- Center Spanish language

5. Provide high-touch practices for students, including advising and experiential learning
- Intrusive/strong/required advising
- Experiential learning and internship opportunities

6. Provide students with a diverse financial aid package
- Scholarships and grants
- Support low student debt ratio

10

The population of the US, WA State, and our service district is changing as well as our student population. As employees and students with different cultures and ways of knowing continue to grow in our service district and campus community we face a choice: support conformity and racism by continuing the traditional learning model or innovatively responding to our population and supporting learning from each other. This situation can be seen as black or white, us or them, or we can find the third space of gray in the middle where we all learn and grow.

11

3. Discussion related to President's Evaluation

- Review President's Evaluation Process
  - o Documents to facilitate discussion
    - BP1000 BSL President's Evaluation Process
    - President's Evaluation Tool
    - President's Completed Self Evaluation for 2022-2023

- 2022-23 President's Evaluation Statement
  - o Documents to facilitate discussion
    - 2023 Mission Fulfillment Report (for reference)
    - October 13, 2022, President's Evaluation Statement (for reference)

BSL – 4 Monitoring Presidential Performance

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

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

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

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

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

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

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

    A. Annual Internal Reports for policies on:
        EL-2 Respect for Students
        EL-3 Respect for Community Members
        EL-4 Respect for Employees
        EL-7 Financial Planning
        EL-9 Communication and Support to the Board
        EL-10 Emergency Executive Succession

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

    C. Quarterly Internal Reports on Actual Budget

    D. Annual Internal Reports for all *Ends* policies contained in:
        Academic Master Plan Reports

Mission Fulfillment

Budget Presentations

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

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

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

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

President's Evaluation Process

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

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

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

The evaluation is to be completed annually and covers the period of July 1 through June 30 as noted in BP 1000, Policy Governance By-Laws, section 1000.4, Board Staff Linkage, subsection BSL-4, Monitoring Presidential Performance.

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

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

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

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

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

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

3. The president's annual work plan summary.

4. The president's self-assessment.

5. BBCC Leadership Competencies

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

E-1 Mission

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

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

Achievements
Areas of Improvement
Other Comments

E-2 Student Success

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

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

Achievements

Areas of Improvement

Other Comments

E-3 Excellence in Teaching and Learning

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

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

Achievements

Areas of Improvement

Other Comments

E-4 Community Engagement

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

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

Achievements

Areas of Improvement

Other Comments

Big Bend Community College
Presidential Evaluation
Adopted June 8, 2017

E-5 Integrity and Stewardship

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

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

Achievements

Areas of Improvement

Other Comments

Big Bend Community College
Presidential Evaluation
Adopted June 8, 2017

E-6 Inclusion and Climate

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

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

Achievements

Areas of Improvement

Other Comments

E-1 Student Success

Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.

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

E-2 Community Engagement

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

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

Big Bend Community College
Presidential Evaluation
[Draft]

E-3 Stewardship

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

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

E-4 Diversity, Equity, Inclusion

Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

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

Excerpts from October 13, 2022 Board Meeting

9.   President's Update
President Sara Thompson Tweedy shared information from the board agenda.

At 2:07pm. Board Chair Anna Franz 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 ended at 2:22pm. No actions were taken during the Executive session.

10.   President's Evaluation
Board Chair Anna Franz read the Boards Evaluation statement:

The Board of Trustees would like to congratulate Dr. Sara Thompson Tweedy on her continued leadership of Big Bend Community College over the past year. In considering the performance of the President as it relates to the college's ends statements, the Board finds that the institution has met its stated ends.

The sustained impacts associated with the COVID-19 pandemic have tested the institution, including the leadership of Dr. Thompson Tweedy. Despite unprecedented challenges, she continues to guide the institution toward excellence. Of the many achievements from the past year, the Board would like to commend the significant effort that culminated in the launch of a new campus strategic plan which includes a new mission, vision, and guiding principles. Additional accomplishments of note include: COVID-re- entry plans; CTC Link implementation; welcoming the first cohort of Bachelor of Applied Science in Applied Management students; the relaunch of basic adult education programs in Mattawa, Othello, and Quincy; an exceptionally clean State Audit; and obtaining three federal grants totaling several million dollars of investment in college programs.

The Board would also like to recognize Dr. Thompson Tweedy's leadership beyond the corners of our service district including serving on the following committees and boards: the WACTC Educational Services Committee, the WACTC President's Executive Committee, the SBCTC Executive Director Search Committee, the Washington State Aviation and Aerospace Advisory Committee, the Grant County EDC Executive Committee, and the North Central Workforce Development board, to name a few. Dr. Thompson Tweedy's service-orientation postures Big Bend Community College as a leader locally, regionally, and nationally and creates connections for future innovation and growth.

While these accomplishments are impressive, the way in which this work occurred is also of merit. Dr. Thompson Tweedy exemplifies the values that the institution espouses and serves with transparent communication, a commitment to distributed leadership, and a willingness to collaborate with diverse perspectives. The Board believes these practices support the continued emphasis on the vibrancy of the campus climate and overall inclusive culture of the institution.

In the coming year the Board encourages Dr. Thompson Tweedy to remain

focused on creative enrollment and outreach strategies designed to increase access to the edges of our service district. The Board recognizes the importance of these strategies in achieving our stated Ends, honoring our role as a Hispanic Serving Institution and serving all the diverse communities in our service district, and supporting the continued financial integrity of the college. The Board remains steadfast in our trust of Dr. Thompson Tweedy with the leadership of the Big Bend Community College due to her willingness to engage with difficult challenges and remain focused on identifying sustainable solutions.

Big Bend
COMMUNITY COLLEGE

Mission Fulfillment Report

June 2023

Contents

Mission Fulfillment Summary 2023

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 May Shared Governance Meeting President Tweedy shared an overview of the report with accomplishments and next steps for the upcoming year. Staff questions and input was gathered.

The Data Committee also reviewed the Disaggregated Data. The committee found that additional disaggregations are needed and include: transfer/workforce, part-time/full-time, and female/male to understand which interventions will support students. Running Start Students outperformed Non-Running Start students. Within the student groups of Running Start and Non-Running Start respectively, the equity gaps between the Asian/White and Historically Underserved students (African American, Black, Hispanic, Native American and Native Hawaiian/Pacific Islander) were less pronounced.

2023-24 Next Steps

Student Success	Employer of Choice
- Determine the impact of Starfish on student retention, persistence and completion - Develop spaces on campus that support building student community - Install bilingual campus signage - Adjust processes to seamlessly enroll College in the High School and BEdA students in college - Refine technology literacy efforts - Launch peer mentoring program - Implement updated assessment process - Implement "Clean Catalog" - Provide equity training to faculty - Develop contextualized BEdA curriculum - Implement Spanish language course support - Update Emporium Math courses - Make program updates to several programs to meet industry needs	- Improve performance evaluation completion rates for classified and admin/exempt employees - Work with Committee for Equity Inclusion and Diversity (CEID) to develop Diversity Equity and Inclusion (DEI) competencies for staff, faculty, supervisors, and executive leadership - Implement best practices for retention and recruitment of faculty and staff - Implement the Search Advocate program at BBCC - Develop premium pay guidelines and testing process for Russian/Ukrainian bilingual positions - Provide a position allocation informational session for classified staff and supervisors - Incorporate an equity-minded framework into decision-making and communication

Forward Looking Infrastructure	Enrollment Growth and Diversification
- Provide electronic access controls on at least one exterior door on all our buildings - Renovate a few classrooms in building 1600 to enlarge class capacity - Assess and design landscaping upgrades for xeriscaping - Upgrade and repair various physical capital facility infrastructure elements - Begin the biennium-funded project of minor repairs to various HVAC, storefronts, entry doors, etc. - Increase the internet capacity on campus - Work towards completion of conversion from desktops to laptops and docking stations - Plan for replacement schedule of library checkout laptops for students and a replacement schedule for employee laptops - Continue Cybersecurity training, preventive techniques, and education for employees and students - Continue financial practices that maintain unqualified audits	- Include WES and Outreach staff in NSE implementation - Continue to expand dual enrollment options with high schools across the service district - Offer college level programs in Mattawa, Othello, and Quincy - Outreach staff work individually with all dually enrolled high school students across the district to develop BBCC educational plans using dual enrollment credit - Develop contextualized BEdA to college curricular pathways - Outreach staff work with students at all high schools in the service district to help seniors apply to college, complete financial aid applications, and support students in enrolling at the college - Use bilingual marketing - Expand video production and highlighting student successes in marketing materials. Showcase college resources and how to make college affordable

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 2021-22	Target
Completion	**2019-2022**			**2019-2022**	
3 year completion rate	38%	45%		45%	46%
Persistence					
Course Success Rate	N/A	80%		78%	80%
15 college credits 1st year	72%	76%		74%	77%
45 college credit 1st year	29%	25%		29%	26%
Percent of Assigned Program Audits Completed				75%	100%
Retention	**Fall 2021**			**Fall 2021**	
Fall to Winter Retention	82%	84%		83%	86%
Fall to Fall Retention	57%	62%		63%	64%
Post-Graduate Success	**2018 start**			**2018 start**	
Transfer rate in 4th year - Transfer Students only	38%	42%		44%	43%
Employment rate in 4th year - WF Students only	74%	79%		79%	81%

EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2022	Target
Turnover Rate				**2022**	
FT Employee Turnover Rate	N/A	10.74%		18.45%	<12%

	PACE Nat'l Small 2-year College Comparison	BBCC Baseline PACE Survey 2021	Trend	BBCC Indicator Score 2021	Target
People Development					
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
Employee Experience				**2022**	
Employees recommend BBCC as a great place to work	N/A	3.78	N/A	4.20	3.87

FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2021-22	Target
Financial Status - Unqualified opinion - 0 Findings		100%	100%	100%	100%
Budget Status - Year End Remaining Budget		7.42%		13.41%	3%-10%
Facilities - Capital Projects Completed on Time				100%	100%

ENROLLMENT GROWTH & DIVERSIFICATION		BBCC Baseline	Trend	BBCC Indicator Score 2021-22	Target
Total FTE		1995		1556	2045
State Funded FTE		1511		1102	1549
Running Start Headcount		446		465	457

Meets or Exceeds Goal - Achieving desired improvements	(green)
Meets historical performance - less than 2.5% below baseline	(yellow)
Needs significant improvements below baseline	(red)

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" (pass) 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).

Percent of Assigned Program Audits completed. Program Audits provide Instructional Programs with and in-depth review of their program with a three-year review of assessment student learning. The goal of this is to have 100% programs completing their Program Audit in the assigned time.

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 and Running Start students who started in the summer or fall, and earned a BBCC formal credential within three years.

Post-Graduate Success

Transfer in fourth year, first time, first year college transfer intent and Running Start students who started in the summer or fall, 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 state 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 on the Pace Survey.

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.

<u>Facilities – Capital Projects Completed on time</u> 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

I**mprove <u>student retention</u> & reduce retention equity gaps by refining and expanding college navigation services**

- <u>Accomplishments</u>:

    - Starfish integrated with ctcLink after ctcLink implementation.
    - Coaches and staff in Athletics department began using Starfish and participated in New Student Enrollment (NSE) sessions.
    - Starfish kiosks set up and departments trained.
    - Refined roles and responsibilities with associated privileges in Starfish.
    - Starfish service catalog updated, web page developed.
    - Launched prospective student advising feature for capturing and retaining notes for new students.
    - Partnered with Washington State University (WSU) GearUp to house a full-time staff on campus to serve freshman students from specific GearUp high schools.
    - Accommodation & Accessibility Services (A&AS) Department deployed Accessible Information Management (AIM) software, which will aid in supporting students receiving accommodations.
    - Received High School Equivalency (HEP) grant, which will provide additional navigation supports for some Basic Education for Adults (BEdA) students.
    - Solicited student input and feedback on DEI strategic plan.
    - Staff completed a pilot staff ESCALA training and some participated in at least three additional equity related trainings.
    - Dr. Gina Garcia gave Keynote address about BBCC as a Hispanic Serving Institution at fall in-service 2022.
    - Library, Writing Center, and eLearning developed technology literacy resources.
    - Big Bend Technology (BBT) and Library began providing evening tech support for students.
    - Secured HEP and Title V grants that will support peer mentoring activities
    - Director of Student Programs worked with other department leaders to develop a peer mentoring model.
    - Increased the number of students receiving Workforce Educational Services (WES) services.
    - Financial Aid department completed transition to ctcLink.
    - Launched FA outreach pilot in Othello and in partnership with OIC (Opportunities Industrialization Center).

- Next Steps 2023 Next Steps

    o Starfish: Continue to improve use of kiosks; establish clear workflows for early alert, kiosks, and referrals; launch success plan for case management.
    o Quantify impact of Starfish and impact of academic and support services on student retention, persistence, and completion.
    o Develop a Starfish dissemination plan.
    o Provide at least four equity related training opportunities for staff.
    o Administer a campus climate survey with students.
    o Develop spaces on campus that support building student community.
    o Install bilingual campus signage.
    o Refine technology literacy efforts.
    o Diversify ASB officers and expand number of students involved in student government.
    o Launch peer mentoring program.
    o Improve the process of connecting new students to WES services.
    o Track and analyze Financial Aid outreach pilot data.
    o Work with BBT to identify a list of data points for currently enrolled students to facilitate automatic messages through Signal Vine on a quarterly basis.

Improve student <u>retention & persistence</u> while reducing equity gaps by strengthening advising services

- Accomplishments:

    o Expanded coverage for Live Chat and aligned hours of the service with key student services offices.
    o Adopted Clean Catalog, an electronic catalog and curriculum management software.
    o Made staffing adjustments to reflect changing workloads based on ctcLink implementation.
    o Advising workgroup adopted a philosophy of Appreciative Advising, developed a quarterly Advisor Checklist, updated the Canvas advising site, and provided training during quarterly in-services as well as monthly advisor trainings.
    o Assessment report on communication to students around advising.
    o Updated most advising maps.
    o Received Title V grant with funding to support the development of a second year advising and completion model.
    o Developed a model for outreach staff to support dual enrollment students transitioning to college.

- 2023 Next Steps

    o Continue with advisor training.
    o Finish updating advising maps.
    o Implement Clean Catalog.
    o Develop a second-year completion model.
    o Identify adjustments to the enrollment process for high school graduates who have College in the High School credits.

o Implement outreach and enrollment efforts with dual enrollment students.
o Update advising syllabus.

Improve <u>course success rates in courses</u> **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**

- <u>Accomplishments</u>:

  o Instructional designer met with individual faculty in multiple programs including BEdA, business information management, biology, chemistry, math, philosophy, world languages, and welding to provide training and support.
  o 2020 ESCALA participants reported out and gave feedback on ESCALA.
  o Faculty participated in at least eight equity related trainings.
  o Developing an in-house equity training model called E3.
  o Instructional Improvement Workgroup offered five workshops at fall in-service 2022.
  o Dr. Gina Garcia gave Keynote address about BBCC as a Hispanic Serving Institution at fall in-service 2022.
  o Assessment results reported in the following disciplines: Accounting, Agriculture, Art, Automotive, Aviation, Aviation Maintenance Technology, Biology, Chemistry, College Success Skills, Communication Studies, and Computer Science, Early Childhood Education, Economics, English, German, Industrial Systems Technology, Library, Management, Math, Music, Nursing, Physics, Political Science, Psychology, Sociology, and Unmanned Systems.
  o Updated course success dashboard. Instructional designer and a designated faculty member met with individual faculty to train on dashboard use and provide support on assessment plans.
  o Developed updates to the annual assessment process.

- <u>Next Steps:</u>

  o Implement updated assessment process.
  o Develop and provide support for students, especially those who studied remotely during the pandemic, who are unprepared for operating in a formal higher education setting.
  o Implement E3 equity training and at least six additional equity training opportunities for faculty.
  o Provide five instructional design training opportunities to faculty based on assessment feedback.
  o Implement common Canvas course designs in specific courses.

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

- <u>Accomplishments</u>:

  o Eliminated ENGL 098 and created CSS 106 for students to receive additional support and the opportunity earn ENGL&101 credit who placed into ENGL 099.

- o Began offering more in-person accelerated English classes and saw acceleration rates exceed 50%.
- o Piloted just-in-time math classes and acceleration rates were not high.
- o Began collaboration with Vanguard High School to create an alternate transcript placement process.
- o Piloted self-guided challenge placement process in English and found high success rates for students who placed into ENGL&101.

- Next Steps:

  - o Analyze math and English success based on placement.
  - o Implement strategies for increasing engagement of students enrolled in accelerated English classes.
  - o Math department update emporium math courses instead of pursuing just-in-time math classes.
  - o Finish development of transcript placement for Vanguard students.
  - o Develop guided self-placement in math.

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

- Accomplishments:

  - o Developed a model for a contextualized curricular pathway in BEdA that is designed to accelerate attainment of a high school diploma and transitioning into a college program.
  - o A total of 15 diversity courses have been adopted.
  - o Piloted Spanish support for two classes offered in Mattawa.
  - o Writing Center began using student tutors.
  - o Implemented program audits in transfer departments.
  - o Assessment Committee led an effort to "close the loop" on assessment of institutional outcomes.
  - o Institutional Research & Planning department setting up the files to share with the National Student Clearing House for the Postsecondary Data Partnership data system. This tool makes it easier for institutions to measure, assess, and share their student success data.
  - o Updates made to program assessment model.
  - o Instructional designer and a designated faculty met individually with faculty to review program assessment plans.
  - o Assessment reports reflecting program improvements: aviation, aviation maintenance, applied management bachelor's program, early childhood education, and nursing.
  - o Program/Department Audits completed for accounting, agriculture, aviation, aviation maintenance technology, botany, biology, chemistry, commercial driver's license, computer science, early childhood education/education, environmental science, math, and nutrition.
  - o Many assessment reports focused on measuring Institutional Outcome 3 (IO3). A common concern was student engagement. The Assessment Committee encouraged

faculty to implement group work in their classes and assess its impact on student learning and engagement in the following year.

- Next Steps:

  - Expand usage of Science Technology Engineering and Math (STEM) and Writing Centers.
  - Make final updates to diversity requirement and implement.
  - Develop contextualized BEdA classes.
  - Expand the implementation of Spanish language support for courses.
  - Implement improvements to program assessment process.
  - Identify opportunities to contextualize college success content in programs.
  - Explore undergraduate research opportunities through the Campus-Community Research Incubator (CCRI) grants and State Board for Community and Technical College (SBCTC) projects.

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

- Accomplishments:

  - Researched a model for awarding CPL, fee structures, and policies that are in keeping with sister institutions and align with Intercollege Relations Commission (ICRC) handbook.

- Next Steps:

  - Finalize CPL policies and procedures, adopt, communicate, and implement.
  - Expand CPL options across the curriculum.

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

- Accomplishments:

  - Finalized the approval and development of first- and second-year program classes. Courses were developed using intentional course design and common structure within Canvas.
  - Ninety percent (90%) fall-to-fall retention of cohort 1.
  - Developed and implemented a successful success coach model.
  - Effective marketing effort using student testimonials about key program features supported a strong recruitment of students filling each annual cohort with at least 30 students.
  - Submitted ad hoc report to the Northwest Commission on Colleges and Universities (NWCCU) seeking final approval to offer a bachelor's degree.

- Next Steps:

  - Graduate first cohort and help secure employment; retain second cohort into second year; enroll a full third cohort with preference given to local students.

- o Update program courses after each has been taught at least once.
- o Increase Hispanic enrollment in Bachelor of Applied Science - Applied Management (BAS-AM) program. Marketing will highlight the success of Hispanic students.
- o Implement BAS-AM Instructor's Guide to streamline and systematize program offerings and services.
- o Expand career readiness for students preparing to graduate with mock interviews.
- o Update BAS-AM Handbook to include steps for earning credit for prior learning.
- o Implement capstone project.
- o Add a diversity requirement to the BAS-AM program.
- o Include Excel supplemental instruction.
- o Pilot quarterly assigned student groups in program core courses.

Increase transfer rates while reducing equity gaps

- Accomplishments:

  - o Supported cohorts of students taking Central Washington University (CWU) classes on campus to earn an elementary education degree.
  - o Hosted transfer recruiters and advisors from partner universities.
  - o Updated the Transfer Resources web page.
  - o Added a "Transfer Information" section to the Canvas Advising site.
  - o Coordinated with CWU to facilitate an advisor training about the CWU Early Admissions Plus program.
  - o Received two grants through the Community College Research Initiatives (CCRI) at the University of Washington (UW) and began implementing activities to support the transfer of STEM majors to Eastern Washington University (EWU) and CWU.

- Next Steps:

  - o Continue with CCRI grant activities.
  - o Develop Second Year Advising and Completion Model that supports a smooth university transfer. Develop four 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 and/or redesign

- Accomplishments:

  - o Named as subrecipient for a grant to update manufacturing and industrial electrical programs.
  - o Expanded first year cohort of nursing students.
  - o Piloted community health clinicals in nursing program.
  - o Researched other programs and included employer feedback in redesigning medical assisting program.
  - o Working with employers to design updates to the manufacturing, mission critical operations, and industrial electrical programs.

- o   Made updates to Business Information Management (BIM) and Accounting programs in response to industry changes and to ensure general education courses are transferrable.

- Next Steps:

  - o   Launch revamped medical assisting program.
  - o   Continue to explore ways to expand the number of students enrolled in the nursing program.
  - o   Make updates to aviation maintenance technology, computer science, industrial electrical, and manufacturing programs to meet industry needs.
  - o   Research needed changes in the automotive program.

Student Success Lessons Learned

- Many students who experienced high school online learning during the pandemic are not prepared to function successfully in college and need additional support.

- Starfish can have a positive impact on student persistence and retention.

- Students report a desire for opportunities to create a sense of community.

- In-person instruction is ideal for teaching accelerated English and emporium math classes.

- Targeted marketing works and the use of dual languages and student testimonials is a solid marketing strategy.

- It is possible to fill a full cohort of BAS students each year.

- With a solid instructional design and support for students (as seen in BAS-AM program), we can retain and graduate a high percentage of students.

- Community health clinicals were successful in the nursing program.

- There is a tremendous need by employers for BBCC graduates and it is critical that the college keep programs current with industry needs.

- Faculty benefit from receiving additional support on completing assessment work.

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:

    o Implemented a new online training platform, Get Inclusive, for employees and students. This new platform enables the college to deploy regulatory compliant training modules in the areas of Title IX, Sexual Harassment, Mandatory Reporting, Anti-Hazing, Drug/Alcohol, FERPA, and Implicit Bias.

    o Return of the supervisor training series, a multi-session training opportunity covering supervisor roles, time and leave, performance evaluations, corrective/disciplinary action, ethics, and public records.

- Next Steps: Continue efforts to improve performance evaluation completion rates for classified and admin/exempt employees in preparation for the upcoming accreditation mid-cycle review. Work with Committee for Equity Inclusion and Diversity (CEID) to develop Diversity Equity and Inclusion (DEI) competencies for staff, faculty, supervisors, and executive leadership.

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:

    o Successful negotiations with the Washington Public Employees Association (WPEA) and the BBCC Faculty Association occurred in 2022.

    o BBCC revised Administrative Process (AP) 1005, Emeritus Status and Board Policy (BP)/AP 6120 Hazing Prevention.

    o The college continues to use a virtual onboarding platform to provide new employees with access to paperwork, procedures, and training. Configuration of the offboarding platform is complete. The college is working with the NEOGOV Technical Support team to upload current position data and employee data. Once the upload and data testing is complete, current employees will have access to the onboarding and offboarding portals.

    o The HR and Payroll Offices continue to complete training pertaining to processes in the Human Capital Management (HCM) module of ctcLink. The focus for both departments has been to stabilize the ctcLink system and continue to align work processes with module assignments.

- The college added a "Faculty/Staff" navigation option to the public website. A link to the New Faculty Teaching Academy is available through this navigation. Options exist to deploy forms and other information specific to employees through this navigation option.

- The college developed a Diversity, Equity, and Inclusion (DEI) Strategic Plan for the period of 2023-2028. Goals of the plan include culturally appropriate student outreach, implementation of peer mentoring, a faculty and staff diversification program, people and leader development, and building and maintaining an inclusive campus community. Feedback from faculty, staff, and students was collected through activities at fall 2022 and winter 2023 in-service, facilitated feedback sessions in fall 2022 and winter 2023. A campus climate assessment for students is scheduled for spring quarter 2023. CEID reviewed the feedback provided by faculty, staff, and students and shared recommendations for the DEI Strategic Plan with the Executive Team.

- Next Steps: Continue to implement best practices for retention and recruitment of faculty and staff. Implement the Search Advocate program at BBCC. Review the recommendations and feedback regarding the DEI Strategic plan and determine what edits are needed.

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

- Accomplishments:

  - Implemented new rules for temporary positions. Transitioned positions from temporary to permanent.

  - Designated nine (9) staff positions as eligible for bilingual (Spanish) premium pay of 5%. Designated bilingual employees work in Admissions/Registration, Workforce Education Services (WES), and High School Equivalency Program (HEP).

- Next Steps: Develop premium pay guidelines and testing process for Russian/Ukrainian bilingual positions. Provide a position allocation informational session for classified staff and supervisors.

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

- Accomplishments:

  - The college conducted a virtual community forum in April 2022 covering the topics of the bookstore closure and student vaccination mandate.

  - The college president provides a weekly video update and newsletter, Around the Bend (AtB).

  - Informational presentations were added to the Shared Governance Council agenda. The purpose of the presentations was to highlight programs and resources within the campus community. Presentations included the Nursing Program, Workforce Education

Services, Aviation Program, Enrollment Management and Outreach, Athletics, and Title V.

Next Steps: Continue discussions of how to incorporate an equity-minded framework into decision-making and communication.

Employee Experience Lessons Learned

- The ongoing pandemic continued to take a toll on the campus community. The college's ability to build and foster a thriving community was impacted by the COVID vaccination and reporting requirements, low student enrollment, and a workforce that was either fully in-person, fully remote, or hybrid/remote.

- The college continued to experience a higher than normal turnover rate (18.445%) for calendar year 2022. This is slightly lower than the 2021 turnover rate of 19.262%.   Employees leaving BBCC have an opportunity to complete an exit survey. Twenty-four employees completed the exit survey for the period of 7/1/21 to 6/30/22. Seventy-nine percent (79.17%) of survey respondents indicated they would recommend BBCC as a great place to work.

- The high rate of turnover coupled with lower than normal candidate pools created challenges in filling positions in a timely manner.

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

In 2021-22, the college continued to look forward, adapt quickly, and grow expertise with our new administrative system.

Major Activities from the Strategic Plan

Implement ctcLink Project

- Accomplishments:

    o ctcLink users are becoming more adept in using the software
    o ctcLink users continued to attend training and Q&A sessions in their respective pillars to build expertise
    o continued to refine internal workflow processes for ctcLink to our advantage
- Next Steps: continue training and sharing expertise within the Community and Technical College (CTC) system, building on our own expertise

Capital Projects/Facility Upgrades

BBCC facilities are owned and maintained by the state. The college is provided with capital funding to maintain and repair our state-owned facilities on a biennial basis. Most of the projects are completely funded by state capital funding and expended within the required biennial period. The 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 funding is provided and priorities can change in that time frame.

- Accomplishments:

    o Completed electrical updates and a new roof for the Wallenstien theater
    o Completed window and boiler replacements in building 1700
    o Completed various concrete and asphalt repairs around campus
    o We made it on to the CTC's Capital Project List! Successful completion of our Project Request Report for a replacement building for Performing Arts, Health Science, and TRiO Upward Bound (replaces Wallenstien and buildings 1700 and 1000). We are in a long line of Capital project requests and most likely won't see the beginning of the Design Phase for this project for 10-12 years.

- Next Steps:

    o Continue to advocate for more capital projects to be funded each biennium—with the potential for our Health Science & Performing Arts project to begin sooner than a decade or more from now.
    o Work towards the new Clean Buildings directives from the state legislature
    o For our 2023-25 biennium Minor Works capital project, we will provide electronic access controls on at least one exterior door on all our buildings that do not have it now—with six exterior doors on each of our Residence Halls becoming electronic access controlled.

Renovate a few classrooms in building 1600 to enlarge class capacity; assess and design landscaping upgrades for xeriscaping—to use as little water as possible in our irrigation around campus—to be more sustainable.

- o Begin work on upgrading and repairing various physical capital facility infrastructure elements (water lines, sewer lines, electric lines, potable water meters, etc.)
- o Begin our biennium-funded project of minor repairs to various HVAC, storefronts, entry doors, etc.

Technology Upgrades:

- Accomplishments:

  - o Very few desktop computing devices for employees remain. The majority have been upgraded to laptops and docking stations.
  - o Additional laptops were purchased for student checkout from the library. We have been able to provide portable computing to all students making requests.
  - o Successfully deployed a new telephone communication system across the campus. We have moved from desktop handsets to full Voice over Internet Protocol (VOIP) using our laptops. This also eliminated the need for issuing special codes to make long distance calls.
  - o Successfully rolled out Office 365 for all employees. Moved SharePoint to the cloud. Installed new network switches and wireless access points in the 1800 building and the two residence hall buildings to increase WiFi access.

- Next Steps:

  - o Increase the internet capacity coming into campus, therefore increasing the overall capacity on campus.
  - o Continue working towards completion of conversion from desktops to laptops and docking stations
  - o Plan for replacement schedule of library checkout laptops for students and a replacement schedule for employee laptops.
  - o Continue Cybersecurity training, preventive techniques, and education employees and students in continuing to exercise caution before clicking on links and attachments from unknown parties.

Annual Budget Process

- Accomplishments:

  - o With no new general operating fund budget this past year and lower expected tuition revenue, we continued to monitor our expenditures closely.
  - o BBCC Foundation began raising money for the Workforce Education Center, to date $3,100,000 has been raised and the remainder of pledges are being fulfilled.

- Next Steps:

  - o BBCC continues to monitor revenues and expenditures carefully. With continued decreased enrollments, the end of federal financial support for COVID-19 losses, and

smaller class sizes due to lower enrollments, our revenues are less than what is needed to meet our operating budget needs. Our operating expenditures are also less due to fewer classes being held in the academic year and decreased expenditures in our part time faculty pool. We also continue to have one-time salary savings to offset some of the decrease in our revenues. Like the rest of the Higher Education in Washington, we continue to lose employees to higher wages and remote work availability. All of this reflects not only lower revenues but also lower expenses. While this is not a sustainable balance of revenues and expenses, it is a mitigating factor for the current periods.

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. In addition, the BBCC Foundation has been audited annually since 2013 by Angela Pratt, CPA, Petersen CPAs and Advisors, PLLC.

- 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.
  - BBCC Foundation's 2021 audit and all previous audits did not result in any findings (clean audits).

- Next Steps:

  - Continue financial practices that maintain unqualified financial audits.

Forward Looking Infrastructure Lessons Learned

- We continue to learn where our students want their instruction and how they want it delivered. The outcome of these modalities is less physical space is used to its capacity. We have an abundance of general classroom space. We continue to experience a decline in physical presence of both our employee and student populations.

- Expanded WiFi capabilities and stronger bandwidth for our online and hybrid instructional offerings is necessary and we continue to look for ways to provide students and staff with technology that meets their needs now and in the immediate future.

- Cybersecurity and keeping our online presence secure and safe is imperative. We have had several of our Washington community and technical colleges experience incidents of cyber-attacks and we do not wish to join their number. We continue to educate our staff about phishing emails and the need to review attachments and links before clicking on them.

- While we do have less population on campus, we have a need for inviting study and gathering spaces on campus. We have various places on campus underutilized, either due to not knowing it is there and available for daily use, or not having an inviting appearance to attract use. We are looking at what we can do to increase the knowledge of where these spaces are and how to make them more inviting.

- We have seen the benefits of the xeriscaping at our largest building on campus and one of our newest buildings---reduced water consumption and reduced maintenance plus reduced chemical use for fertilizing and weed control. Planning is in the works to look at creating more of this type of outdoor space on our campus.

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

Major Activities from the Strategic Plan

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

- <u>Accomplishments</u>:

    o Used Signal Vine to tell eligible Running Start students about summer Running Start opportunities, new students about next steps, students on suspension to check email about suspension appeals, and current students to register for the following term.
    o Made ongoing website updates.
    o Expanded coverage for Live Chat and aligned hours of the service with key student services offices.
    o Utilized the Message Center in ctcLink to communicate with new and returning students, graduating students, students applying to the nursing program, and students about the suspension appeal process.
    o TRiO SSS staff consistently supported New Student Enrollment (NSE) sessions.
    o Solidified dates for intake process and posted them on the website. Added dates for winter and spring NSE sessions.
    o Updated and customized new student acceptance email, updated admissions web page, used ctcLink Messenger to communicate with new students, adopted batch processing of applications, used Signal Vine to communicate with new students, updated the online Orientation, updated online NSE sign up, adopted service indicators in ctcLink to tell new students of next steps, created a fraudulent application and reporting process, and updated the returning student onboarding process.
    o Library and eLearning supported preparing and giving students information about required technology and technology literacy information.

- <u>Next Steps</u>:

    o Include WES and Outreach staff in NSE implementation.
    o Continue to expand and systematize Signal Vine implementation.
    o Continued updates to the I AM and placement evaluation web pages.
    o Revisit returning student process in light of ctcLink conversion.

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

- <u>Accomplishments</u>:

    o Conducted community surveys in Othello and Mattawa and identified business, agriculture, manufacturing, healthcare, and education as career clusters.
    o Expanding dual enrollment offerings with Wahluke and Othello High Schools.

- o Ran Commercial Driver's License, Early Childhood Education, and pre-elementary education classes in Mattawa in addition to BEdA classes.
  - o Offering Early Childhood Education and transfer courses in Othello.
  - o Entered into Open Doors contract with Quincy School District.
  - o Outreach staff working weekly in Othello, Quincy, and Mattawa. One staff member is stationed in Othello.
  - o Admission & Registration and Financial Aid offices supporting the enrollment of students in Mattawa and Othello.
  - o Received HEP grant, which will provide high school completion to migrant and seasonal farm workers across the service district, with significant benefits for Othello, Mattawa, and Quincy. The grant is fully staffed with one staff assigned to work in Mattawa.
  - o Communications department partnered with Univision to promote college offerings in communities across the service district.
  - o Held community outreach events in Mattawa and Othello.

- • Next Steps:

  - o Continue to expand dual enrollment options with high schools in Mattawa, Othello, and Quincy.
  - o Offer college level programs in all three communities.
  - o Outreach staff work individually with all dually enrolled high school students in all three communities, help all seniors compete financial aid and college applications.
  - o Sustain BEdA offerings in all three communities.
  - o Explore Open Doors contract with Wahluke school district.
  - o Develop plans for a learning center in the southern part of the service district.

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

- • Accomplishments:

  - o Received American Rescue Plan Act (ARPA) funds from Grant County to expand healthcare program options.
  - o Surveyed healthcare employers about employment needs.
  - o Exploring behavioral health BAS though a survey of employers, a convening of local employers, and market research.
  - o Expanded BEdA offerings across the service district.
  - o Athletics department introduced standardized forms and processes for each sport.
  - o Operated full athletic seasons.

- • Next Steps:

  - o Expand recruitment of student athletes on all teams.
  - o Expand healthcare programming using ARPA funds.
  - o Pursue additional human services program options in partnership with local employers.

Expand total enrollment by strengthening pipelines into college

- Accomplishments:

    o BEdA offices and classrooms moved to 3700 building.
    o BEdA faculty and staff working with faculty from workforce programs to identify courses and strategies for students to transition into college courses.
    o Developed a curricular pathway model from BEdA to college programs.
    o Began outlining BEdA to college admission, registration, financial aid, and advising processes to support transition into college programs.
    o Communications department used dual language advertising to promote programs and services for potential BEdA students.
    o Developed a dual enrollment model that would allow students to earn a postsecondary credential when graduate from high school and began promoting the model with area school districts.
    o Working with Moses Lake, Othello, Quincy, Soap Lake, and Wahluke school districts and on dual enrollment articulations.
    o Discussed dual enrollment articulations with CBTech, Moses Lake, Moses Lake Digital, Othello, Quincy, Soap Lake, Vanguard, and Wahluke High Schools. Actively expanding agreements with CBTech, Moses Lake, Othello, and Wahluke High Schools.
    o Provided 22 scholarship information sessions for Big Bend Community College District high schools and awarded a total of $315,000 Foundation Scholarships.
    o Reached out to high schools to promote a "direct services to students" approach to outreach.
    o Hired five additional outreach staff using additional state and EOC grant funds. All staff are assigned to each high school in the service district with regular visits now happening in CBTech, Digital Learning, Job Corps, Moses Lake, Othello, Quincy, Royal, Vanguard, Wahluke, and Warden High Schools.
    o Taught second cohort of post-pandemic JATP students.
    o Taught a second virtual ESL class to students at and Chubu University.
    o Actively recruiting additional international students.
    o Developed a high school outreach model where outreach staff:
        - Help students apply for financial aid, scholarships, and WES funds,
        - Help students apply to college,
        - Educate about dual enrollment options,
        - Develop an educational plan that includes dual enrollment credits and maps a path to completion at BBCC, and
        - Help students navigate the BBCC intake process and connect to resources.

- Next Steps:

    o Develop contextualized BEdA to college curricular pathways.
    o Refine and implement admission, registration, and financial aid procedures to support BEdA to college transition.
    o Continue to grow College in the High School agreements.

- Develop and implement admission, registration, and financial aid procedures to support dual enrollment to college transitions.
- Partner with school districts to develop articulations that allow students to complete a postsecondary credential by graduation.
- Station outreach staff in Almira-Coulee-Hartline, Lake Roosevelt, Odessa, Ritzville, Soap Lake, and Wilson Creek High Schools.
- Outreach staff work with students at all schools to develop BBCC educational plans and support students in enrolling at the college.
- Hold Running Start nights for students and parents.
- Develop additional JATP program options.
- Enroll additional international students.
- Expand collaboration with Chubu University.

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

- <u>Accomplishments</u>:

  - Received TRIO Educational Opportunities Center (EOC) grant.
  - Received Title V grant with funds that will support outreach and off campus operations.
  - Leveraged financial aid pilot outreach funds, diversity funds, and EOC funding to expand outreach department from 1 to 6 individuals.
  - Established Open Doors contracts with Quincy and Soap Lake school districts.
  - Partnered with the Apple STEM network and Career Connect Washington to host College and Career Expo.
  - Held Big Bend Preview Day in connection with the annual Job Fair and
  - Expanded WES outreach and recruitment.
  - Held small Big Bend Preview events in Othello and Mattawa.
  - Began attending school district Parent Advisory Committee (PAC) meetings that serve parents of migrant students.
  - Used HEP funds and staff to do outreach for BEdA.
  - Used BBCC student success stories that highlighted student use of college resources in marketing materials.
  - Used the ctcLink Message Center to notify newly admitted and returning students of their Next Steps. Used Signal Vine to remind students to complete their next steps and sign up for NSE.
  - Expanded staffing support admissions/registration and financial aid departments.
  - Expanded digital marketing campaigns that push specific messaging in an ongoing cycle. Marketing has increased dual language usage, student testimonials, and video ads. Began piloting a marketing campaign partnership with Univision.

- <u>Next Steps</u>

  - Continue to hold outreach events on campus and at instructional sites. Use bilingual marketing and honor student cultures at the events.
  - Meet HEP and EOC grant objectives.

- o Expand video production and highlighting student successes in marketing materials. Showcase college resources and how to make college affordable.
- o Expand Open Doors to include Warden high school.

Enrollment Growth & Diversification Lessons Learned

- Constant refinement of processes that touch students and associated webpages is a must.

- Signal Vine and Message Center are valuable tools for communicating with students.

- Staff in WES and TRiO departments can play key roles in supporting their colleagues in managing student processes.

- Ongoing outreach, building relationships with key partners, and sustaining a presence in Mattawa, Othello, and Quincy is going to be critical to expanding the college's presence in those communities.

- Establishing Open Doors agreements is still a viable option for partnering with school districts.

- Dual language marketing can be effective.

- Outreach staff need to understand BBCC program options and how high school dual enrollment opportunities feed into specific college programs.

- Athletics works best when coordinating closely with other college departments.

- School districts are happy to work with BBCC when the college has a clear message and can articulate Win, Win, Win partnerships (student, college, high school).

- Helping students enrolled in CiHS classes complete the college's residency requirement is a big deal.

- The college needs clear curricular pathways and parallel student support processes that help students transition from high school and BEdA to college.

Appendix A - Student Success Disaggregations

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

		BBCC Baseline	BBCC Data					Trend
	Persistence		2017-18	2018-19	2019-20	2020-21	2021-22	
ALL	Course Success Rates	80%	79%	80%	80%	77%	78%	
AW	Course Success Rates	82%	81%	82%	84%	79%	80%	
HUG	Course Success Rates	77%	77%	77%	76%	75%	76%	
NR	Course Success Rates	81%	84%	81%	78%	77%	76%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	74%	
A/W	15 Credits 1st Year	79%	80%	77%	81%	81%	77%	
HUG	15 Credits 1st Year	71%	68%	73%	73%	75%	70%	
N/R	15 Credits 1st Year	63%	77%	80%	67%	63%	88%	
ALL	45 Credits 1st Year	25%	26%	24%	26%	28%	29%	
AW	45 Credits 1st Year	31%	32%	30%	32%	29%	30%	
HUG	45 Credits 1st Year	19%	17%	19%	21%	28%	27%	
N/R	45 Credits 1st Year	21%	28%	18%	17%	25%	39%	
	Retention							
ALL	Fall to Winter Retention	86%	87%	84%	87%	85%	83%	
AW	Fall to Winter Retention	87%	89%	83%	88%	85%	85%	
HUG	Fall to Winter Retention	85%	86%	84%	87%	86%	81%	
NR	Fall to Winter Retention	77%	72%	91%	67%	75%	88%	
ALL	Fall to Fall Retention	63%	63%	63%	64%	65%	63%	
AW	Fall to Fall Retention	66%	66%	62%	68%	66%	65%	
HUG	Fall to Fall Retention	62%	61%	64%	60%	67%	61%	
NR	Fall to Fall Retention	56%	54%	65%	50%	50%	50%	
	Completion		2015-2018	2016-2019	2017-2020	2018-2021	2019-2022	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	45%	
AW	3 Year Completion Rate	46%	46%	42%	50%	47%	47%	
HUG	3 Year Completion Rate	43%	45%	43%	42%	42%	44%	
NR	3 Year Completion Rate	46%	52%	28%	58%	50%	50%	
	Post-Grad Success		2014 start	2015 start	2016 start	2017 start	2018 start	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	39%	45%	41%	43%	44%	
AW	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	42%	51%	46%	50%	47%	
HUG	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	35%	32%	36%	36%	32%	40%	
NR	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	50%	-	38%	-	55%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	73%	79%	
AW	Emp Rate in 4th year - WF Stu only	76%	78%	77%	73%	64%	72%	
HUG	Emp Rate in 4th year - WF Stu only	82%	87%	80%	83%	85%	86%	
N/R	Emp Rate in 4th year - WF Stu only	-	-	-	-	70%	-	

KEY: AW is Asian or White; HUG is Historically Underserved Group (African American, Black, Hispanic, Native American, and Native Hawaiian/Pacific Islander); NR is Race/Ethnicity not reported.

Big Bend Community College - Student Success
Breakdown by Age Groups

		BBCC Baseline	BBCC Data 2017-18	2018-19	2019-20	2020-21	2021-22	Trend
	Persistence							
ALL	Course Success Rates	80%	79%	80%	80%	77%	78%	
<20	Course Success Rates	80%	80%	80%	80%	77%	79%	
20-24	Course Success Rates	77%	76%	78%	77%	76%	77%	
>24	Course Success Rates	83%	82%	83%	84%	80%	80%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	74%	
<20	15 Credits 1st Year	80%	81%	78%	82%	78%	76%	
20-24	15 Credits 1st Year	56%	48%	63%	57%	76%	57%	
>24	15 Credits 1st Year	54%	50%	55%	57%	61%	61%	
ALL	45 Credits 1st Year	25%	26%	24%	26%	28%	29%	
<20	45 Credits 1st Year	28%	30%	24%	30%	30%	30%	
20-24	45 Credits 1st Year	13%	12%	19%	10%	24%	28%	
>24	45 Credits 1st Year	16%	9%	22%	15%	13%	18%	
	Retention							
ALL	Fall to Winter Retention	86%	87%	84%	87%	85%	83%	
<20	Fall to Winter Retention	90%	93%	87%	91%	87%	85%	
20-24	Fall to Winter Retention	72%	69%	73%	76%	80%	74%	
>24	Fall to Winter Retention	65%	59%	66%	70%	61%	77%	
ALL	Fall to Fall Retention	63%	63%	63%	64%	65%	63%	
<20	Fall to Fall Retention	68%	68%	67%	68%	67%	67%	
20-24	Fall to Fall Retention	49%	49%	48%	48%	58%	43%	
>24	Fall to Fall Retention	41%	39%	45%	39%	48%	49%	

		BBCC Baseline	2015-2018	2016-2019	2017-2020	2018-2021	2019-2022	Trend
	Completion							
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	45%	
<20	3 Year Completion Rate	47%	49%	43%	49%	45%	46%	
20-24	3 Year Completion Rate	34%	38%	28%	36%	38%	38%	
>24	3 Year Completion Rate	38%	31%	47%	35%	52%	52%	

		BBCC Baseline	2014 start	2015 start	2016 start	2017 start	2018 start	Trend
	Post-Grad Success							
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	39%	45%	41%	43%	44%	
<20	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	43%	51%	45%	47%	46%	
20-24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	13%	12%	16%	10%	16%	16%	
>24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	24%	33%	18%	21%	27%	-	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	73%	79%	
<20	Emp Rate in 4th year - WF Stu only	80%	91%	75%	83%	73%	85%	
20-24	Emp Rate in 4th year - WF Stu only	77%	72%	82%	85%	70%	74%	
>24	Emp Rate in 4th year - WF Stu only	81%	77%	84%	69%	79%	65%	

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**

		BBCC Baseline	BBCC Data					Trend
	Persistence		2017-18	2018-19	2019-20	2020-21	2021-22	
ALL (no RS)	Course Success Rates	80%	79%	80%	80%	77%	77%	
Rec'd N Aid	Course Success Rates	78%	78%	79%	78%	77%	78%	
Did Not Rec N Aid	Course Success Rates	81%	80%	81%	81%	78%	77%	
ALL (no RS)	15 Credits 1st Year	66%	65%	65%	67%	66%	65%	
Rec'd N Aid	15 Credits 1st Year	66%	69%	65%	65%	71%	64%	
Did Not Rec N Aid	15 Credits 1st Year	65%	59%	65%	69%	61%	65%	
ALL (no RS)	45 Credits 1st Year	19%	17%	18%	22%	21%	22%	
Rec'd N Aid	45 Credits 1st Year	16%	15%	16%	17%	21%	20%	
Did Not Rec N Aid	45 Credits 1st Year	22%	19%	20%	26%	21%	24%	
	Retention							
ALL	Fall to Winter Retention	80%	82%	78%	81%	76%	75%	
Rec'd N Aid	Fall to Winter Retention	83%	85%	80%	83%	83%	76%	
Did Not Rec N Aid	Fall to Winter Retention	77%	78%	75%	79%	68%	75%	
ALL (no RS)	Fall to Fall Retention	56%	56%	58%	53%	57%	50%	
Rec'd N Aid	Fall to Fall Retention	56%	55%	58%	54%	64%	56%	
Did Not Rec N Aid	Fall to Fall Retention	52%	50%	51%	54%	51%	46%	
	Completion		2015-2018	2016-2019	2017-2020	2018-2021	2019-2022	
ALL (no RS)	3 Year Completion Rate	39%	39%	40%	38%	40%	38%	
Rec'd N Aid	3 Year Completion Rate	40%	38%	42%	40%	41%	32%	
Did Not Rec N Aid	3 Year Completion Rate	38%	40%	38%	36%	38%	44%	
	Post-Grad Success		2014 start	2015 start	2016 start	2017 start	2018 start	
ALL (no RS)	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	34%	34%	32%	28%	31%	29%	
Rec'd N Aid	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	25%	27%	24%	28%	28%	29%	
Did Not Rec N Aid	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	42%	42%	29%	36%	29%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	73%	79%	
Rec'd N Aid	Emp Rate in 4th year - WF Stu only	83%	88%	80%	83%	76%	79%	
Did Not Rec N Aid	Emp Rate in 4th year - WF Stu only	74%	75%	77%	74%	70%	77%	

Big Bend Community College - Student Success

Breakdown by Gender

		BBCC Baseline	BBCC Data					Trend
	Persistence		2017-18	2018-19	2019-20	2020-21	2021-22	
ALL	Course Success Rates	80%	79%	80%	80%	77%	78%	
Female	Course Success Rates	81%	80%	81%	81%	78%	79%	
Male	Course Success Rates	78%	78%	79%	78%	76%	77%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	74%	
Female	15 Credits 1st Year	76%	75%	76%	77%	78%	77%	
Male	15 Credits 1st Year	75%	74%	74%	77%	76%	71%	
ALL	45 Credits 1st Year	25%	26%	24%	26%	28%	29%	
Female	45 Credits 1st Year	23%	25%	23%	22%	29%	28%	
Male	45 Credits 1st Year	26%	25%	24%	31%	28%	30%	
	Retention							
ALL	Fall to Winter Retention	86%	87%	84%	87%	85%	83%	
Female	Fall to Winter Retention	88%	88%	86%	90%	87%	87%	
Male	Fall to Winter Retention	84%	86%	81%	83%	81%	79%	
ALL	Fall to Fall Retention	63%	63%	63%	64%	65%	63%	
Female	Fall to Fall Retention	67%	67%	67%	68%	68%	66%	
Male	Fall to Fall Retention	59%	61%	59%	58%	61%	59%	
	Completion		2015-2018	2016-2019	2017-2020	2018-2021	2019-2022	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	45%	
Female	3 Year Completion Rate	49%	50%	46%	52%	51%	51%	
Male	3 Year Completion Rate	40%	41%	37%	42%	37%	38%	
	Post-Grad Success		2014 start	2015 start	2016 start	2017 start	2018 start	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	39%	45%	41%	43%	44%	
Female	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	44%	46%	43%	46%	49%	
Male	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	39%	34%	44%	38%	40%	36%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	73%	79%	
Female	Emp Rate in 4th year - WF Stu only	83%	90%	82%	76%	75%	79%	
Male	Emp Rate in 4th year - WF Stu only	76%	76%	76%	82%	71%	79%	

Appendix B - State, Regional and National Comparison Data

State, Regional, and National Peer Institution Comparison

Big Bend selected state, regional, and national peer colleges based on criteria showing how similar they are to Big Bend. Criteria was based on degree of urbanization*, fall enrollment, and percent of Hispanic enrollment, in line with BBCC's Guiding Principle "Honor our Role as a Hispanic-Serving Institution". This information was obtained through the Integrated Postsecondary Education Data System (IPEDS). The purpose of IPEDS is to collect institution-level data from providers of postsecondary education, primarily all Title IV-eligible universities, colleges, and technical and vocational education providers in the United States and other jurisdictions. IPEDS data shown are based on degree/certificate seeking students.

The Northwest Commission on Colleges and Universities (NWCCU) accredits each of the state and regional institutions comparison colleges that BBCC selected. NWCCU standards require colleges to measure student achievement with a focus on eliminating equity gaps and to compare college performance against regional and national peer institutions. National peer institutions are similar in degree of urbanization, percent Hispanic, and enrollment and are accredited by national accrediting bodies.

Comparison Institutions Selected based on IPEDS Data Feedback Report 2022 with degree of urbanization, student headcount, and percent Hispanic.

Fall 2021	State	Campus Setting	Student Headcount	Percent Hispanic
Big Bend Community College	WA	Town: Remote	1778	41

Statewide Comparison Schools

	State	Campus Setting	Student Headcount	Percent Hispanic
Walla Walla Community College	WA	City: Small	3084	24
Wenatchee Valley College	WA	City: Small	2661	42
Yakima Valley College	WA	City: Small	3643	59

Regional Comparison Schools

	State	Campus Setting	Student Headcount	Percent Hispanic
College of Eastern Idaho	ID	City: Small	2156	17
Great Basin, Elko	NV	Town: Remote	3414	24
Treasure Valley	OR	Town: Distant	1417	29

National Comparison Schools

	State	Campus Setting	Student Headcount	Percent Hispanic
Clovis Community College	NM	Town: Remote	2162	44
Garden City Community College	KS	Town: Remote	1962	49
Lake Tahoe Community College	CA	Rural Fringe	2024	35

*Locale codes identify the geographic status of a school on an urban continuum ranging from "large city" to "rural." They are based on a school's physical address. The urban-centric locale codes introduced in this file are assigned through a methodology developed by the U.S. Census Bureau's Population Division in 2005. The urban-centric locale codes apply current geographic concepts to the original NCES locale codes used on IPEDS files through 2004.

City: Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

Town: Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Fall 2021 Race/Ethnicity
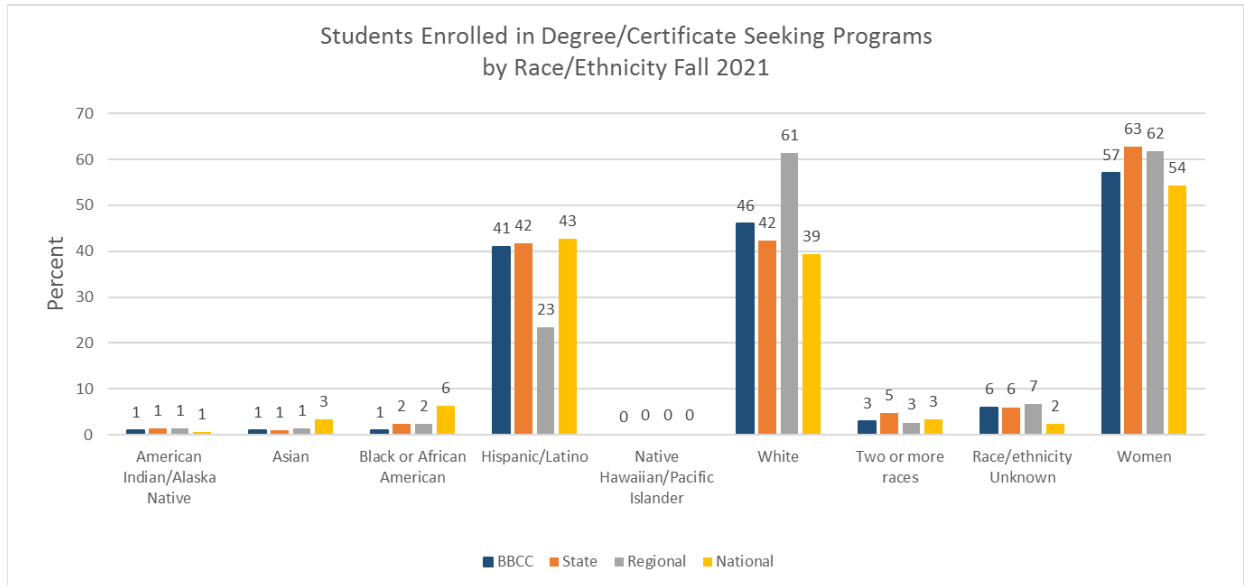
The chart above shows that BBCC has comparable race/ethnicities and gender make-up of our peer institutions allowing the college to gauge student achievement against similar institutions.

Student Aid

Student Aid with Comparison Colleges 2020-21
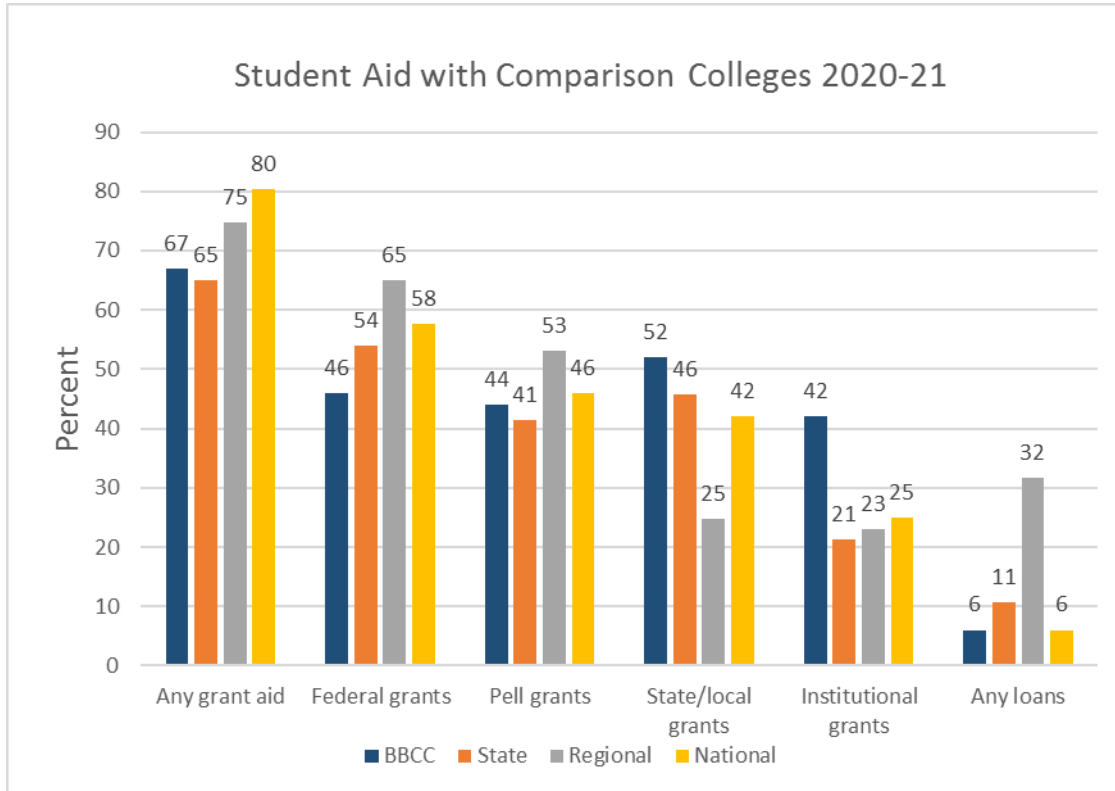
Grants are categorized by their funding source into federal, state and local, and institutional grants.

Federal grants primary categories include Pell, Higher Education Emergency Relief Fund, Supplemental Educational Opportunity Grant (SEOG), Basic Food Employment and Training (BFET), and WorkFirst.

Pell grants are federal grants and the primary source of financial aid for most students.

State and local grants primary categories include Washington College Grant, Washington State Opportunity Grant, College Bound Scholarship, Tuition Waiver, Opportunity Grant, Early Achievers Grant, and Worker Retraining Grant.

Institutional grants primary categories include: Foundation scholarships, outside scholarships, 2.5/3.5% Waivers, Athletic waivers and scholarships.

Big Bend is similar to the comparison Washington colleges in the percentage of on any grant aid but lags behind its peers in the percentage of students receiving federal grants. This provides the college with information on potential opportunities for improvement. BBCC has a much lower higher percentage of students who receive State/Local and Institutional grants. Fortunately, only six percent of BBCC students receive loans. This is lower than other colleges because BBCC Financial Aid doesn't package loans into a student's financial aid package. If a student wants a loan they have to apply for it.

Graduation and Transfer Rates

Graduation (degrees and certificates) and Transfer Rates
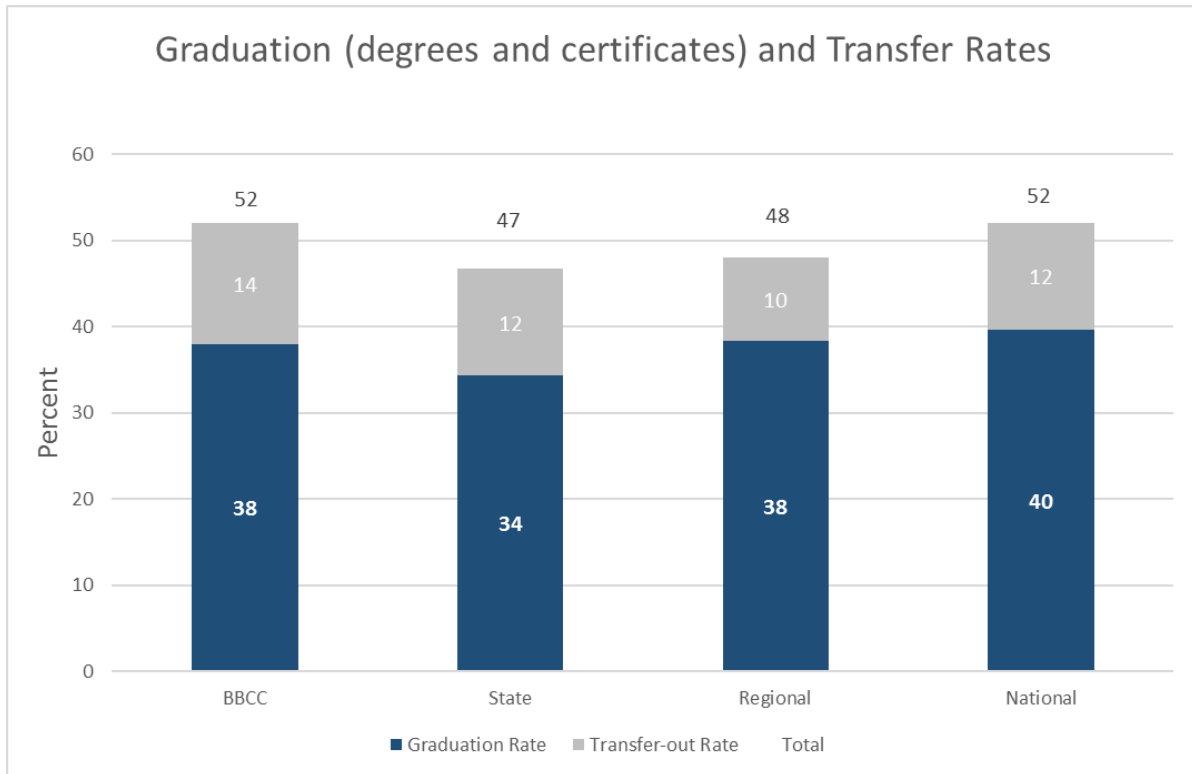
Graduation (degrees and certificates) and Transfer Rates for Full-time, first-time students, IPEDS Report 2022, BBCC 2015 Cohort				
	Big Bend	State	Regional	National
Graduation	38%	34%	38%	40%
Transfer	14%	12%	10%	12%
Total	52%	46%	48%	52%

IPEDS Graduation (degrees and certificates) and Transfer Rates are the standard measures of student achievement nationally. Graduation rates include students who graduated *and* students who graduated and transferred. Transfer rates include students who transferred without completing a degree or certificate.

The IPEDS Report in 2022 had BBCC's graduation rate at 38% for full-time, first-time students within 150% of time to degree. The national comparisons colleges were at 40%. However, when you add the transfers to the graduation rate, a common student achievement metric, BBCC and the national comparison colleges are both at 52%.

Graduations/Completion Rates by Race/Ethnicity

Graduation is within 150% of time to a degree or certificate for first-time, full-time students
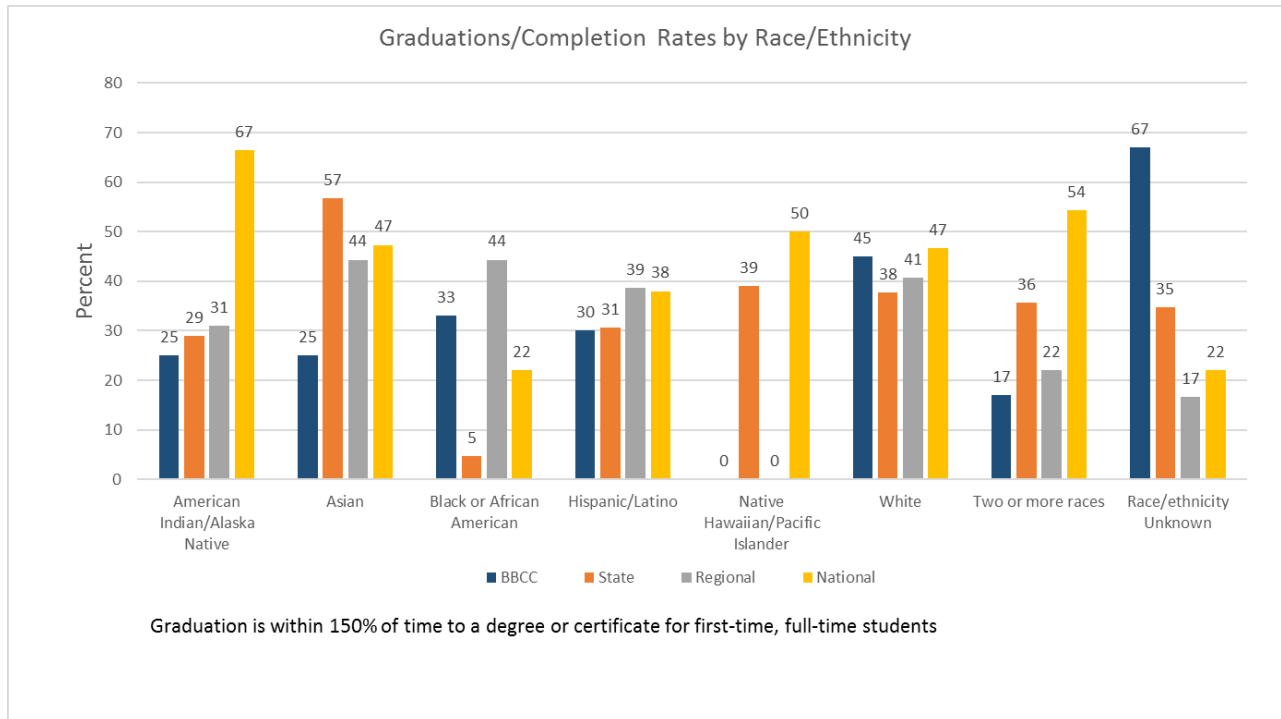
The majority of BBCC degree/certificate-seeking students report as Hispanic (41%) or White (46%). BBCC's Hispanic Graduation/Completion rate is similar to other Washington state comparison institutions, 30% vs. 31%. However, it is below the regional and national comparisons of 39% and 38% respectively. This provides the college with information on potential opportunities for growth.

The very small populations of American Indian/Alaska Native, Asian, Black or African American, and Native Hawaiian/Pacific Islander students at BBCC cause the rates to fluctuate with a small number of completions.

Appendix C - 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 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	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 retention & persistence while reducing equity gaps by strengthening **advising** 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 **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 (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 student persistence while reducing equity gaps by increasing students earning **college level math & English credits** with accelerated Math & English courses	Refine accelerated English & math instruction	English & Math Departments
	Review and update math & English placement practices	English & Math Departments, Testing Center Coordinator
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	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 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	Workforce Education Coordinator, BEdA, BAS Coordinator
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	Title V Grant Team, BAS Program
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	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 & post graduate success</u> while reducing equity gaps through workforce **program development** &/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

Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to
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 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	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 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 key locations, develop focused outreach & marketing strategy for specific communities	VP of Learning & Student Success, BEdA, Outreach & Recruitment, Title V Grant Team
Expand state-funded enrollment 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 total enrollment 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 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	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

AP - Administrative Process

AtB - Around the Bend

BAS-AM - Bachelor of Applied Science-Applied Management

BBT - Big Bend Technology

BEdA - Basic Education for Adults

BP - Board Policy

CAMP (grant) - College Assistance Migrant Program

CCRI - Community College Research Initiatives

CEID - Committee for Equity Inclusion and Diversity

CiHS - College in the High School

CPL - Credit for Prior Learning

CTE - Career and Technical Education

CTC - Community and Technical College

CWU - Central Washington University

DSHS - Department of Social and Health Services

DEI - Diversity Equity and Inclusion

EOC - Educational Opportunity Center

ESL - English as a Second Language

EWU - Eastern Washington University

FCS - Facility Condition Survey

FERPA - Family Educational Rights and Privacy Act

HCM - Human Capital Management

HEERF - Higher Education Emergency Relief Fund

HEP (grant) - High School Equivalency Program

HR - Human Resources

ICRC - Intercollege Relations Commission

IR - Institutional Research

IST - Industrial Systems Technology

JATP - Japanese Agriculture Training Program

M&O - Maintenance & Operations

MCO - Master Course Outline

NEOGOV - Human Resources Software for Government and Public Sector

NSE - New Student Enrollment

NWCCU - Northwest Commission on Colleges and Universities

SAO - State Auditor's Office

SBCTC - State Board for Community and Technical Colleges

SGC - Shared Governance Council

SSS - Student Support Services

STEM - science, technology, engineering and math

VOIP - Voice over Internet Protocol

USDE - United State Department of Education

WES - Workforce Education Services

WPEA - Washington Public Employees Association

Excerpts from October 13, 2022 Board Meeting

9.   President's Update

President Sara Thompson Tweedy shared information from the board agenda.

At 2:07pm. Board Chair Anna Franz 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 ended at 2:22pm. No actions were taken during the Executive session.

10.   President's Evaluation

Board Chair Anna Franz read the Boards Evaluation statement:

The Board of Trustees would like to congratulate Dr. Sara Thompson Tweedy on her continued leadership of Big Bend Community College over the past year. In considering the performance of the President as it relates to the college's ends statements, the Board finds that the institution has met its stated ends.

The sustained impacts associated with the COVID-19 pandemic have tested the institution, including the leadership of Dr. Thompson Tweedy. Despite unprecedented challenges, she continues to guide the institution toward excellence. Of the many achievements from the past year, the Board would like to commend the significant effort that culminated in the launch of a new campus strategic plan which includes a new mission, vision, and guiding principles. Additional accomplishments of note include: COVID-re- entry plans; CTC Link implementation; welcoming the first cohort of Bachelor of Applied Science in Applied Management students; the relaunch of basic adult education programs in Mattawa, Othello, and Quincy; an exceptionally clean State Audit; and obtaining three federal grants totaling several million dollars of investment in college programs.

The Board would also like to recognize Dr. Thompson Tweedy's leadership beyond the corners of our service district including serving on the following committees and boards: the WACTC Educational Services Committee, the WACTC President's Executive Committee, the SBCTC Executive Director Search Committee, the Washington State Aviation and Aerospace Advisory Committee, the Grant County EDC Executive Committee, and the North Central Workforce Development board, to name a few. Dr. Thompson Tweedy's service-orientation postures Big Bend Community College as a leader locally, regionally, and nationally and creates connections for future innovation and growth.

While these accomplishments are impressive, the way in which this work occurred is also of merit. Dr. Thompson Tweedy exemplifies the values that the institution espouses and serves with transparent communication, a commitment to distributed leadership, and a willingness to collaborate with diverse perspectives. The Board believes these practices support the continued emphasis on the vibrancy of the campus climate and overall inclusive culture of the institution.

In the coming year the Board encourages Dr. Thompson Tweedy to remain

focused on creative enrollment and outreach strategies designed to increase access to the edges of our service district. The Board recognizes the importance of these strategies in achieving our stated Ends, honoring our role as a Hispanic Serving Institution and serving all the diverse communities in our service district, and supporting the continued financial integrity of the college. The Board remains steadfast in our trust of Dr. Thompson Tweedy with the leadership of the Big Bend Community College due to her willingness to engage with difficult challenges and remain focused on identifying sustainable solutions.

4. Board Evaluations
- Evaluate Policy Governance BP1000
    - BP1000 (for reference)
    - Policy Governance and Board Evaluation Tool
        - Policy Governance and Board Evaluation Tool needs to be updated

- 2022-23 Board Self Evaluation Statement
    - 2022-23 Board Goals (for reference)
    - Board Goal Updates
    - 2022-23 Board Agendas (for reference)
    - 2022-23 Motions (for reference)
    - October 13, 2022, Board Self Evaluation Statement (for reference)

- 2023-24 Board Goals Statement
    - 2022-23 Board Goals
    - Draft 2023-24 Calendar (for reference)

Additional Reference Information
September 20, 2022, Board Retreat Minutes

1000.1 ENDS

Big Bend Community College Ends
E-1: Student Success
Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.

E-2: Community Engagement	**E-3: Stewardship**	**E-4: Diversity, Equity, Inclusion**
Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.	Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.	Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

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

1000.2   EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

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

EL – 2 Respect For Students

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

The President may not:

1. Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.

2. Fail to provide a grievance process, including access to the Board, to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.

3. Operate without written procedures which clarify the rules for students.

EL – 3 Respect For Community Members

BBCC recognizes that our community members are our stakeholders and that all visitors to our facilities should be treated with respect. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect or unnecessarily intrusive.

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

EL – 4 Respect For Employees

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

The President may not:

1. Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.

2. Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.

3. Restrict the exercise of academic freedom.

4. Prevent non-academic employees (*) from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

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

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

EL – 5 Ethical Conduct

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

The President may not:

1.   Change his or her own compensation and benefits.

2.   Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.

3.   Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

EL – 6 Asset Protection

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

The President may not:

1.   Unnecessarily expose the college, its Board or staff, to claims of liability.

2.   Fail to protect intellectual property, information and files from loss or significant damage.

3.   Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.

4.   Fail to provide adequate protection against theft and casualty.

5.   Fail to establish disaster/emergency management plans.

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

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

EL – 8 Financial Condition And Activity

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

The President may not:

1. Expend more funds than have been received in the fiscal year

2. Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.

3. Fail to settle payroll and debts in a timely manner.

4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.

5. Acquire, encumber, or dispose of real property.

EL – 9 Communication And Support To The Board

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

The President may not:

1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.

2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.

3. Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.

4. Fail to provide a mechanism for official Board communications.

5. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

EL – 10 Emergency Executive Succession

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

1000.3   GOVERNANCE PROCESS

GP – 1 Governance Commitment

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

GP – 2 Governing Style

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

The board will:

1.   Deliberate in many voices, but govern in one.

2.   Be responsible for excellence in governing and an initiator of policy.

3.   Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.

4.   Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability.

5.   Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.

6.   Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement.

7. Seek input from staff, students, alumni, employers and other community members on Board Policies.

GP – 3 Board Job Descriptions

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

1. The link between the organization and the constituents of community college district #18

2. Written governing policies which, at the broadest levels, address:

    A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).

    B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.

    C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.

    D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.

3. The assurance of the President's performance (against polices in 2A and 2B).

4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

GP – 4 Chair's Role

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

1. The job result of the Chair is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.

    A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.

B.   Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.

2.   The authority of the Chair consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.

   A.   The Chair is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).

   B.   The Chair has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.

   C.   The Chair may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.

   D.   The Chair may delegate this authority, but remains accountable for its use.

3.   In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chair. In the absence of the Chair and Vice Chair, the members of the Board shall select a member to assume the responsibilities of the Chair during the continuance of the absences.

GP – 5 Board Members Code Of Ethics

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

1.   Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization's services.

2.   Members must avoid conflict of interest with respect to their fiduciary responsibility.

   A.   There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.

B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.

C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.

D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.

3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.

A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.

B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.

C. Members will give no consequence or voice to individual judgments of President or staff performance.

4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

GP – 6 Cost Of Governance

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

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.

A. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.

B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.

C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.

2.   Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

GP – 7 Naming Of Facilities

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

1.   The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020.

2.   The Board may also approve the naming of buildings and facilities in order to honor those who have rendered extraordinary service to the college or who, by their personal or professional achievements have significantly enhanced the reputation of the college. Honorees for extraordinary service may not be current employees, and may include those who have given extraordinary service to the college in a service or volunteer capacity such that their contributions are widely recognized by the community and their peers.

GP – 8 By Laws Of Community College District #18

INTRODUCTION

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

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

OFFICES OF THE BOARD OF TRUSTEES

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

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

MEETINGS OF THE BOARD OF TRUSTEES

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

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

B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.

C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.

D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

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

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

E.   The chair shall announce at the beginning of each meeting that interested citizens or groups may make five-minute oral or written presentations to the board regarding any item on or off the agenda. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees at least 24 hours prior to the scheduled meeting.

If oral comment from other members of the public is accepted at a regular meeting, and upon the request of any individual who will have difficulty attending a meeting by reason of disability, limited mobility, or for any other reason that makes physical attendance at the meeting difficult, the Board of Trustees, when feasible, shall provide an opportunity for that individual to provide oral comment at the meeting remotely.

Nothing in this section of the policy requires the Board of Trustees to accept comment which renders the orderly conduct of the meeting unfeasible. In such a scenario, the Board of Trustees may take steps to return the meeting to orderly conduct in accordance with state law.

OFFICERS OF THE BOARD

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 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 chairman 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 chair.

The secretary of the board shall be the President of Big Bend Community College and in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, he/she shall keep the official

seal of the board, maintain all records of meetings and other official actions of the board.

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

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

RESTRICTIONS OF INDIVIDUAL AUTHORITY

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

FISCAL YEAR OF THE BOARD OF TRUSTEES

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

SEAL AND NAME OF THE COLLEGE DISTRICT

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

BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

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

DELEGATION OF RESPONSIBILITY

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

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

1000.4   BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

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

BSL - 2 Delegation To The President

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

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

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

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

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

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

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

BSL – 3 President's Job Description

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

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

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

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

BSL – 4 Monitoring Presidential Performance

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

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

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

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

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

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

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

        A.   Annual Internal Reports for policies on:

EL-2   Respect for Students
EL-3   Respect for Community Members
EL-4   Respect for Employees
EL-7   Financial Planning
EL-9   Communication and Support to the Board
EL-10 Emergency Executive Succession

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

C.   Quarterly Internal Reports on Actual Budget

D.   Annual Internal Reports for all *Ends* policies contained in:
Academic Master Plan Reports
       Mission Fulfillment

       Budget Presentations

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

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

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

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

POLICY GOVERNANCE AND BOARD EVALUATION SHEET

Indicate the level of accomplishment of each item by circling the rating number. Additionally, please indicate if you would like to "continue" or "modify" each of the following components of your Policy Governance. [*If modification is checked please write your proposed modification in the space below the item.]

ENDS **E-1 Student Success** Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards. (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**		
	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1	2 3	4
CONTINUE ☐ MODIFY* ☐			

ENDS **E-2 Community Engagement** *Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.* (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**		
	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1	2 3	4
CONTINUE ☐ MODIFY* ☐			

1

ENDS	Outcomes Accomplished?		
(*Board Evaluation Item) **E-3 Stewardship** *Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district* (If less than 4 – what area(s) should be improved)	Failed to Accomplish 0	Moderately Accomplished 1 2 3	Fully Accomplished 4

CONTINUE ☐   MODIFY* ☐

ENDS	Outcomes Accomplished?		
E-4 Diversity, Equity, Inclusion *Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.* (If less than 4 – what area(s) should be improved)	Failed to Accomplish 0	Moderately Accomplished 1 2 3	Fully Accomplished 4
CONTINUE ☐ **MODIFY*** ☐			

EXECUTIVE LIMITATIONS	Appropriate?
EL-1 General Executive Restraints (If no, what needs to change?)	Yes ___ No ___
CONTINUE ☐ MODIFY* ☐	

EXECUTIVE LIMITATIONS	Appropriate?
EL-2 Respect for Students (If no, what needs to change?)	Yes ___ No ___
CONTINUE ☐ MODIFY* ☐	

EXECUTIVE LIMITATIONS	Appropriate?
EL-3 Respect for Community Members (If no, what needs to change?)	Yes ___ No ___
CONTINUE ☐ MODIFY* ☐	

4

EXECUTIVE LIMITATIONS

EL-4   Respect for Employees
(If no, what needs to change?)

Appropriate?

Yes ___   No ___

CONTINUE ☐ MODIFY* ☐

EXECUTIVE LIMITATIONS

EL-5   Ethical Conduct
(If no, what needs to change?)

Appropriate?

Yes ___   No ___

CONTINUE ☐ MODIFY* ☐

EXECUTIVE LIMITATIONS

EL-6   Asset Protection
(If no, what needs to change?)

Appropriate?

Yes ___   No ___

CONTINUE ☐ MODIFY* ☐

EXECUTIVE LIMITATIONS	Appropriate?
EL-7 Financial Planning (If no, what needs to change?)	Yes ___ No ___
CONTINUE ☐ MODIFY* ☐	

EXECUTIVE LIMITATIONS	Appropriate?
EL-8 Financial Condition & Activity (If no, what needs to change?)	Yes ___ No ___
CONTINUE ☐ MODIFY* ☐	

EXECUTIVE LIMITATIONS	Appropriate?
EL-9 Communication & Support to the Board (If no, what needs to change?)	Yes ___ No ___
CONTINUE ☐ MODIFY* ☐	

6

EXECUTIVE LIMITATIONS **EL-10 Emergency Executive Succession** (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE ☐ MODIFY* ☐	

GOVERNANCE PROCESS *(*Board Evaluation Item)* **GP-1 Governance Commitment** (If less than 4 – what area(s) should be improved)	Outcomes Accomplished? Failed to Moderately Fully Accomplish Accomplished Accomplished 0 1 2 3 4
CONTINUE ☐ MODIFY* ☐	

GOVERNANCE PROCESS *(*Board Evaluation Item)* **GP-2 Governing Style** (If less than 4 – what area(s) should be improved)	Outcomes Accomplished? Failed to Moderately Fully Accomplish Accomplished Accomplished 0 1 2 3 4
CONTINUE ☐ MODIFY* ☐	

7

GOVERNANCE PROCESS	Outcomes Accomplished?		
*(*Board Evaluation Item)* **GP-3 Board Job Descriptions** (If less than 4 – what area(s) should be improved)	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1 2 3 4		
CONTINUE ☐ MODIFY* ☐			

GOVERNANCE PROCESS	Outcomes Accomplished?		
GP-4 Chair's Role (If less than 4 – what area(s) should be improved)	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1 2 3 4		
CONTINUE ☐ MODIFY* ☐			

GOVERNANCE PROCESS	Outcomes Accomplished?		
GP-5 Board Members Code of Ethics (If less than 4 – what area(s) should be improved)	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1 2 3 4		
CONTINUE ☐ MODIFY* ☐			

GOVERNANCE PROCESS **GP-6 Cost of Governance** (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**		
	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1	2 3	4
CONTINUE ☐ MODIFY* ☐			

GOVERNANCE PROCESS **GP-7 Naming of Facilities** (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**		
	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1	2 3	4
CONTINUE ☐ MODIFY* ☐			

GOVERNANCE PROCESS **GP-8 By Laws of Community College District #18** (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**		
	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1	2 3	4
CONTINUE ☐ MODIFY* ☐			

9

BOARD-STAFF LINKAGE *(*Board Evaluation Item)* **BSL-1 Chief Executive Role** (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**
	Failed to Moderately Fully Accomplish Accomplished Accomplished 0 1 2 3 4
CONTINUE ☐ MODIFY* ☐	

BOARD-STAFF LINKAGE *(*Board Evaluation Item)* **BSL-2 Delegation of the President** (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**
	Failed to Moderately Fully Accomplish Accomplished Accomplished 0 1 2 3 4
CONTINUE ☐ MODIFY* ☐	

BOARD-STAFF LINKAGE *(*Board Evaluation Item)* **BSL-3 President's Job Description** (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**
	Failed to Moderately Fully Accomplish Accomplished Accomplished 0 1 2 3 4
CONTINUE ☐ MODIFY* ☐	

10

BOARD-STAFF LINKAGE *(*Board Evaluation Item)* **BSL-4 Monitoring Presidential Performance** (If less than 4 – what area(s) should be improved)	**Outcomes Accomplished?**		
	Failed to Accomplish	Moderately Accomplished	Fully Accomplished
	0 1	2 3	4

CONTINUE ☐ MODIFY* ☐

Big Bend Community College District #18

2023 Meeting Schedule
Thursday, January 12, 2023 at 1:30 p.m.
Wednesday, March 15, 2023, at 1:30 p.m.
Thursday, May 4, 2023, at 1:30 p.m.
Thursday, June 8, 2023, at 1:30 p.m.
Thursday, August 31, 2023, (Retreat)
Thursday, October 12, 2023, at 1:30 p.m.
Thursday, December 7, 2023, at 1:30 p.m.

Board Goals (adopted October 13, 2022)

1. Revise the Big Bend Community College's Ends Statements and develop and implement a set of indicators which measure the progress of the institution relative to the revised Ends.
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 for trustees as measured by updates to the board onboarding tool and development of a cyclical board calendar of study session topics and campus engagement opportunities.

2022-23 Board Goal Updates

Excerpt from January 12, 2023 Board Meeting

15.   Board Member Training
Board Chair Anna Franz conducted a trustee training. She shared the policy governance role of the board to develop policy and direct the president, annual performance evaluation to achieve ends statements and follow executive limitations. Board job description is in BP1000 Policy Governance. Big Bend is not a pure policy governance board as it also approves the budget. Board actions should always be reviewed through the filter of the Ends Statements. Five trustees need to act as one board. It takes time to onboard as a trustee, please ask questions of senior trustees. Board members should announce their presence on campus with Melinda who will relay to the President. Regarding communications with the public, contact board chair Anna Franz first. Listening to community members is important and then the information is shared with the president. OPMA requires avoiding a quorum of three trustees. Social settings are okay but not discussing college business. Fiduciary responsibility is primary for trustees. Email communications are a violation of the OPMA Act. Trustees should review BP1000 thoroughly to ensure compliance.

Excerpt from May 4, 2023 Board Meeting

10.   Review Board Goals

1. Revise the Big Bend Community College's Ends Statements and develop and implement a set of indicators which measure the progress of the institution relative to the revised Ends.

The Ends Statements have been revised and a set of indicators need to be implemented using the Strategic Plan matrix.

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

The trustees discussed reading Dr. Gina Garcia's book, Becoming Hispanic-Serving Institutions.

3. Ensure effective onboarding and support for trustees as measured by updates to the board onboarding tool and development of a cyclical board calendar of study session topics and campus engagement opportunities.

   According to feedback from new trustees during board meetings goal 3 is being met.

Big Bend Community College Board of Trustees Retreat
Tuesday, September 20, 2022
Wanapum Heritage Center
(29086 WA-243, Mattawa) 1 hr, 15 min from Big Bend

9:00	**Action on 2022-24 Negotiated Agreement** ***Exec Session***	Summary of Tentative Agreement
9:10	***Exec Session*** **Item #1:** President's Evaluation **Moderator/Presenter:** Board Members **Outcome:** Identify points for president's evaluation for upcoming board meeting (10/13).	2022 Mission Fulfillment Summary (43) BP 1000 Policy Governance & By Laws (25) Materials for President's Evaluation (2, 4) President's Evaluation Process (3)
10:00	**Break**	
10:15	**Item #3 Board Self-Evaluation & Goals** Sub-committee presentation **Moderator/Presenter:** Trustees Thomas Stredwick & Juanita Richards (Sub-committee) **Outcome:** Review of dashboard. Review of board actions and goals. Review of president's evaluation process. Identify self-evaluation points and 2022-23 Goals for statement to be written for Oct 13 board meeting.	2021-22 Board Agendas (96) 2021-22 Board Motions (94) May 10 Ends Study Session Minutes (89) Policy Governance BP1000 (25) Board Evaluation Tool (15) 2021-22 Board Goals (12) Goal Progress Updates (13) Sept 9, 2021 Board Self-Evaluation Statement (41) Aug 26, 2021 Board Retreat Minutes (84) Equitable Decision-Making Tool (2) 2022-23 Cyclical Board Calendar (104)
11:00	**Break**	
11:15	**What are Ends Part 1** Sub-Committee Trustees Anna Franz & Juanita Richards	Mission, Vision, Guiding Principles & Ends Statements (1)
11:30	**Drive to La Popular (Lunch)**	
1:15	**Ends Part 2** Sub-Committee Trustees Anna Franz & Juanita Richards Outcome: draft Ends for action Oct 13	Mission, Vision, Guiding Principles & Ends Statements (1)
2:15	**Tour of Heritage Center**	

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA
Regular Board Meeting
7662 Chanute Street NE, Moses Lake, Washington 98837
Thursday, October 13, 2022, 1:30 p.m.
In Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**
3. Educational Presentation **(E-1, Info):** Student Leaders: ASB Officers/Resident Advisors
    New Employee Introductions
4. Consent Agenda **(E-1)**
    a. Meeting Minutes June 9, 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 1001.3.E)
6. Faculty Updates – Faculty Association President Dawnee Ernette **(E-3, Information)**
7. ASB Update – President Ambra Hacker
8. Exceptional Faculty Award Reports – Faculty Members David Mayhugh & Johanna Doty **(E-3 Info)**
9. President's Update
    a. Impacts on the Rescinding of the Higher Ed Proclamation
    b. Enrollment Report **(E-2, Information)**
        Executive Session – President Tweedy/Trustees
10. President's Evaluation – Trustees **(E-1, Information/Action)**
11. President's Contract – Trustees **(E-1, Information)**
12. 2021-22 Proprietary Budget – VP Linda Schoonmaker **(E-5, Action)**
13. Transforming Lives Nomination – Trustees **(E-1, Information/Action)**
14. Board Self-Evaluation – Trustees **(E-1, Information/Action)**
15. ENDS Statements – Trustees **(E-1, Information/Action)**
16. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
17. 2023 Board Meeting Dates - President Tweedy **(E-1, Information/Action)**
18. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
19. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
    a. 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: December 1, 2022 *may be revised* (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.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 18
SPECIAL BOARD OF TRUSTEES MEETING
Big Bend Community College
7662 Chanute St NE
Moses Lake, WA
ATEC Building/Hardin Community Room
December 5, 2022, 11:00 a.m. In Person

The Board of Trustees of Community College District 18 have scheduled a Special Board Meeting Monday, December 5, 2022 at 11:00 a.m.. The trustees will discuss legislative priorities..

Purpose: 1. Discuss legislative priorities.

Information: Contact Matt Killebrew, Director of Communications (793-2003) or President Sara Thompson Tweedy   (509-793-2001), Big Bend Community College.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA
Regular Board Meeting
7662 Chanute Street NE, Moses Lake, Washington 98837
Tuesday, December 6, 2022, 1:30 p.m.
In Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**
3. Educational Presentation **(E-1, Information):**
   Student Success Strategic Priority (VP Bryce Humpherys)
   New Employee Introductions
4. Consent Agenda **(E-1, E-2, E-3, E-4)**
   a. Meeting Minutes October 13, 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 1001.3.E)
6. Faculty Updates – Faculty Association President Dawnee Ernette **(E-1, Information)**
7. ASB Update – President Ambra Hacker
8. President's Update
   a. Enrollment Report **(E-1, Information)**
      Executive Session – President Tweedy/Trustees
9. President's Contract – Trustees **(E-3, Information/Action)**
10. BP 6120 Hazing Prevention – VP Kim Garza **(E-4, Information)**
11. BP1000 Revisions – Trustees **(E-1, E-2, E-3, E-4 Information)**
12. Transforming Lives **(E-1 Information)** – Trustees
13. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
14. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3. E-4 Information/Action)**
15. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
    a. 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: January 12, 2023 (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 DISTRICT NO. 18 BOARD AGENDA
Regular Board Meeting
7662 Chanute Street NE, Moses Lake, Washington 98837
Thursday, January 12, 2023 1:30 p.m.
In Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**
3. Educational Presentation **(E-1, Information):**
    Enrollment Growth and Diversification Strategic Priority (Dean André Guzman)
    New Employee Introductions
4. Consent Agenda **(E-1, E-2, E-3, E-4)**
    a. Meeting Minutes December 5, December 6, 2022 **(Action)**
    b. Accreditation & Student Success **(Information)**
    c. Assessment **(Information)**
    d. Finance & Administration Report **(Information)**
    e. Human Resources Report **(Information)**
    f. Foundation Report **(Information)**

5. Remarks
    (Public comment to the Board regarding any item on the agenda may be made at the time of the topic's presentation to the board in compliance with Board Policy 1001.3.E)
6. Faculty Updates – Faculty Association President Dawnee Ernette **(E-1, Information)**
7. ASB Update – President Ambra Hacker
8. President's Update
    a. Enrollment Report **(E-1, Information)**
        Executive Session – President Tweedy/Trustees
9. President's Contract – Trustees **(E-3, Information/Action)**
10. BP 6120 Hazing Prevention – VP Kim Garza **(E-4, Action)**
11. BP1000 Revisions – Trustees **(E-1, E-2, E-3, E-4 Action)**
12. Sabbatical Request – President Sara Thompson Tweedy (**E-1, E-2, E-3, E-4 Action**)
13. Probationary Tenure Review - President Sara Thompson Tweedy (**E-1 for Information**)
14. Legislative Contact – Board Chair Anna Franz (**E-1 for Information**)
15. Board Member Training - Board Chair Anna Franz (**E-1 for Information**)
16. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
17. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3. E-4 Information/Action)**
18. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
    a. 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 <u>or</u> purchase**;** (c) to consider the minimum price at which real estate will be offered for sale <u>or</u> lease; (d) to review negotiations on the performance of 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 <u>or</u> 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 <u>or</u> litigation <u>or</u> potential litigation.
NEXT REGULAR MEETING: **Wednesday, March 15, 2023 (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.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 18
SPECIAL BOARD OF TRUSTEES MEETING
JLOB Rm 402
Olympia WA
January 24, 2023, 12:35 p.m. In Person

The Board of Trustees of Community College District 18 have scheduled a Special Board Meeting Tuesday, January 24, 2023 at 12:35 p.m. The trustees will discuss legislative priorities with Senator Schoesler, Rep Dye, and Rep Schmick.

Purpose: 1. Discuss legislative priorities.

Information: Contact Matt Killebrew, Director of Communications (793-2003) or President Sara Thompson Tweedy (509-793-2001), Big Bend Community College.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 18
SPECIAL BOARD OF TRUSTEES MEETING
Legislative Building 427 B
Olympia WA

January 24, 2023, 1:05 p.m. In Person

The Board of Trustees of Community College District 18 have scheduled a Special Board Meeting Tuesday, January 24, 2023 at 1:05 p.m. The trustees will discuss legislative priorities with Rep Chandler.

Purpose: 1. Discuss legislative priorities.

Information: Contact Matt Killebrew, Director of Communications (793-2003) or President Sara Thompson Tweedy   (509-793-2001), Big Bend Community College.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 18
SPECIAL BOARD OF TRUSTEES MEETING
Legislative Building 427 B
Olympia WA
January 24, 2023, 1:30 p.m. In Person

The Board of Trustees of Community College District 18 have scheduled a Special Board Meeting Tuesday, January 24, 2023 at 1:30 p.m. The trustees will discuss legislative priorities with Rep Sandlin.

Purpose: 1. Discuss legislative priorities.

Information: Contact Matt Killebrew, Director of Communications (793-2003) or President Sara Thompson Tweedy (509-793-2001), Big Bend Community College.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 18
SPECIAL BOARD OF TRUSTEES MEETING
Legislative Building 316
Olympia WA
January 24, 2023, 3:15 p.m. In Person

The Board of Trustees of Community College District 18 have scheduled a Special Board Meeting Tuesday, January 24, 2023 at 3:15 p.m. The trustees will discuss legislative priorities with Sen Torres.

Purpose: 1. Discuss legislative priorities.

Information: Contact Matt Killebrew, Director of Communications (793-2003) or President Sara Thompson Tweedy (509-793-2001), Big Bend Community College.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 18
SPECIAL BOARD OF TRUSTEES MEETING
Legislative Building 316
Olympia WA
January 24, 2023, 3:30 p.m. In Person

The Board of Trustees of Community College District 18 have scheduled a Special Board Meeting Tuesday, January 24, 2023 at 3:30 p.m. The trustees will discuss legislative priorities with Sen Warnick, Rep Dent, and Rep Ybarra.

Purpose: 1. Discuss legislative priorities.

Information: Contact Matt Killebrew, Director of Communications (793-2003) or President Sara Thompson Tweedy (509-793-2001), Big Bend Community College.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA
Regular Board Meeting
7662 Chanute Street NE, Moses Lake, Washington 98837
Wednesday, March 15, 2023, 1:30 p.m.
In-Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**
3. Educational Presentation **(E-1, Information):**
   Accreditation
4. Public comment
5. Consent Agenda **(E-1, E-2, E-3, E-4)**
   a. Meeting Minutes January 12, 2023 **(Action)**
   b. Accreditation
   c. Assessment **(Information)**
   d. Student Success **(Information)**
   e. Finance & Administration Report **(Information)**
   f. Human Resources Report **(Information)**
   g. Foundation Report **(Information)**

6. Faculty Updates – Faculty Association President Dawnne Ernette **(E-1, Information)**
7. ASB Update – President Ambra Hacker
8. President's Update
   a. Enrollment Report **(E-1, Information)**
   b. Legislative Activity **(E-1, E-2, E-3, E-4, Information)**
   c. Review of DEI Strategic Plan Goals **(E-4, Information)**
      Executive Session – President Tweedy/Trustees
9. WAC 132R-04-015, 132R-04-017, 132R-04-057, 132R-04-061 Revisions Hazing Prevention (**E-1, E-2, E-3, E-4 for Action)**
10. ACT Award Nominations – Trustees (**E-1, E-2, E-3, E-4 for Action)**
11. Math/Science CCRI Presentation – Dori Miller/Lindsay Groce (**E-1, E-2 for Information)**
12. Assessment of Board Activity (submitted in writing) – Trustees (**E-2, Information)**
13. Next Regularly Scheduled Board Meeting – Trustees (**E-1, E-2, E-3. E-4** Information/**Action)**
14. Exceptional Faculty Presentations (Dr. David Holliway, Hannah Leaf) – President Sara Thompson Tweedy (**E-1, Information)**
      Executive Session
15. Probationary Tenure Review - President Sara Thompson Tweedy (**E-1, E-2, E-3, E-4 for Action)**
16. Miscellaneous – Trustees, President Tweedy (**E-1, E-2, E-3, E-4 Information/Action)**
   a. 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 <u>or</u> purchase**;** (c) to consider the minimum price at which real estate will be offered for sale <u>or</u> lease; (d) to review negotiations on the performance of 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 <u>or</u> 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 <u>or</u> litigation <u>or</u> potential litigation.
NEXT REGULAR MEETING: **Thursday, May 4, 2023 (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 DISTRICT NO. 18 BOARD AGENDA
Regular Board Meeting
7662 Chanute Street NE, Moses Lake, Washington 98837
Tuesday, May 4, 2023, 1:30 p.m.
In-Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**
3. Educational Presentation **(E-1, Information):**
    Demographics & Dashboard (Dean Valerie Parton)
4. Public comment
5. Consent Agenda **(E-1, E-2, E-3, E-4)**
    a. Meeting Minutes March 15, 2023 **(Action)**
    b. Accreditation
    c. Assessment **(Information)**
    d. Student Success **(Information)**
    e. Finance & Administration Report **(Information)**
    f. Human Resources Report **(Information)**
    g. Foundation Report **(Information)**

6. Faculty Updates – Faculty Association President Dawnne Ernette **(E-1, Information)**
7. ASB Update – ASB President Paige Tolley
8. President's Update
    a. Enrollment Report **(E-1, Information)**
    b. Legislative Activity **(E-1, E-2, E-3, E-4, Information)**
       Executive Session – President Tweedy/Trustees
9. Board Chair Matrix – Trustees (**E-1, E-2, E-3, E-4 for Information/June action**)
10. Review Board Goals – Trustees (**E-1, E-2, E-3, E-4 for Information/Action**)
11. Commencement Activities – President Sara Thompson Tweedy (**E-1, E-2, E-3, E-4 for Information)**
12. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
13. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3. E-4 Information/Action)**
14. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
    a. 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 <u>or</u> purchase**;** (c) to consider the minimum price at which real estate will be offered for sale <u>or</u> lease; (d) to review negotiations on the performance of 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 <u>or</u> 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 <u>or</u> litigation <u>or</u> potential litigation.
NEXT REGULAR MEETING: **Thursday, June 8, 2023 (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 DISTRICT NO. 18 BOARD AGENDA
Regular Board Meeting
7662 Chanute Street NE, Moses Lake, Washington 98837
Thursday, June 8, 2023, 1:30 p.m.
In-Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**
   All Washington Academic Team Member Gina Todaro (award presentation)
3. Public comment
4. Consent Agenda **(E-1, E-2, E-3, E-4)**
   a. Meeting Minutes May 4, 2023 **(Action)**
   b. Accreditation
   c. Assessment **(Information)**
   d. Student Success **(Information)**
   e. Finance & Administration Report **(Information)**
   f. Human Resources Report **(Information)**
   g. Foundation Report **(Information)**

5. Faculty Updates – Faculty Association President Dawnne Ernette **(E-1, Information)**
6. ASB Update – ASB President Paige Tolley
7. President's Update
   a. Enrollment Report **(E-1, Information)**
   b. Employee Recognition - Emeritus/Meritorious Service **(E-1, E-2, E-3, E-4 Information/Action)**

   Executive Session – President Tweedy/Trustees
8. 2023-24 Operating Budget (**E-1, E-2, E-3, E-4 for Action)**
9. Mission Fulfillment Report (**E-1, E-2, E-3, E-4 for Action)**
10. Board Chair Matrix – Trustees (**E-1, E-2, E-3, E-4 for Action)**
11. Commencement Activities – President Sara Thompson Tweedy (**E-1, E-2, E-3, E-4 for Information)**
12. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
13. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3. E-4 Information/Action)**
14. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
    a. 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 31, 2023 (Retreat)
Thursday, October 12, 2023 (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.

BBCC BOARD OF TRUSTEES MOTIONS

C=Carried D=Denied

T=Tabled

Motion #	Date	Motion Topic	C/D/T?	End	Pg #
		2022-23 Academic Year			
22-28	9/20/22	Approved the 2022-24 Negotiated Agreement as presented		E-5	
2022-23 Acad YTD Ends Actions totals	**Former Ends E-1** **0**	**Former Ends E-2** **0**	**Former Ends E-3** **0**	**Former Ends E-4** **0**	**Former Ends E-5** **1**
22-29	10/13/22	Approve the consent agenda.		E-1	3305
No motion	10/13/22	President's Evaluation		E-3	3307
22-30	10/13/22	Approve the 2022-23 Proprietary Budgets		E-3	3308
Not a motion, an election	10/13/22	Select Colton Reynolds as the primary and Damon Barber as the alternate ACT Transforming Lives nominee representing Big Bend Community College.		E-1	3308
No motion	10/13/22	Board self-eval, 2022-23 goals **2022-2023 Board Goals:** 1. Revise the Big Bend Community College's Ends Statements and develop and implement a set of indicators which measure the progress of the institution relative to the revised Ends. 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 for trustees as measured by updates to the board onboarding tool and development of a cyclical board calendar of study session topics and campus engagement opportunities.		E-3	3308
22-31	10/13/22	Approved revisions to Ends Statements. Overarching E-1 Student Success Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards. E-2 Community Engagement Big Bend Community College supports economic development by nurturing community and industry	C	E-1	3310

BBCC BOARD OF TRUSTEES MOTIONS

C=Carried D=Denied

T=Tabled

Motion #	Date	Motion Topic	C/D/T?	End	Pg #
		partnerships to enhance access and service to our district. E-3 Stewardship Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district. E-4 Diversity, Equity, Inclusion Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.			
22-32	10/13/22	Set the 2023 meeting schedule as discussed	C	E-1	3311
22-33	12/06/22	Approved the consent agenda.		E-1	3313
23-01	01/12/23	Approved the consent agenda.	C	E-1	3319
23-02	01/12/23	Approved President's Contract	C	E-3	3320
23-03	01/12/23	Approved BP6120 Hazing Prevention	C	E-4	3320
23-04	01/12/23	Approved BP1000 Policy Governance	C	E-3	3321
23-05	01/12/23	Approved Sabbatical Request for Dr. Dennis Knepp for one quarter.	C	E-1	3321
23-06	01/12/23	Approve Exceptional Faculty Awards for Lindsay Groce in the amount of $2,000, Dr. David Holliway in the amount of $1,089.53, and Hannah Leaf in the amount of $2,000.	C	E-1	3321
23-07	03/15/23	Approved the consent agenda.	C	E-1	3330
23-08	03/15/23	WAC 132R-04-015, 132R-04-017, 132R-04-057, 132R-04-061 Hazing Prevention Revisions	C	E-4	3332
23-09	03/15/23	ACT Award Nominations Dawnne Ernette, Faculty; Kathleen Duvall, Professional Staff.	C	E-1	3333
23-10	03/15/23	Deny Tenure for Reza Sharifi	C	E-1	3334
23-11	03/15/23	Grant Tenure to Dr. Suzanne Reilly	C	E-1	3334
23-12	03/15/23	Grant Tenure to Dr. John Owens	C	E-1	3334
23-13	03/15/23	Grant Tenure to Dr. Hannah Leaf	C	E-1	3334
23-14	03/15/23	Grant Tenure to Dr. Barbara Bush	C	E-1	3335
23-15	03/15/23	Renew Probationary Contract of Rosemary Parsons	C	E-1	3335
23-16	03/15/23	Renew Probationary Contract of Dustin Regul	C	E-1	3335
23-17	03/15/23	Renew Probationary Contract of Dr. Aaron Mahoney	C	E-1	3336
23-18	03/15/23	Renew Probationary Contract of Kaja Englund	C	E-1	3336
23-19	03/15/23	Renew Probationary Contract of Emily Eidson	C	E-1	3336
23-20	03/15/23	Renew Probationary Contract of Chris Dinges	C	E-1	3336

BBCC BOARD OF TRUSTEES MOTIONS

C=Carried D=Denied

T=Tabled

Motion #	Date	Motion Topic	C/D/T?	End	Pg #
23-21	03/15/23	Renew Probationary Contract of Ching Jim Lin	C	E-1	3336
23-22	03/15/23	Renew Probationary Contract of Octaviano Gutierrez	C	E-1	3337
23-23	03/15/23	Renew Probationary Contract of Eric Fleming	C	E-1	3337
23-24	05/04/23	Approve Consent Agenda	C	E-1	3339
23-25	06/08/23	Approve Consent Agenda	C	E-1	3343
23-26	06/08/23	Approve Administrator Emeritus for Dean Kathleen Duvall	C	E-1	3345
23-27	06/08/23	Approve Faculty Emeritus for Erik Borg	C	E-1	3345
23-28	06/08/23	Approve the 2023-24 Operating Budget	C	E-3	3346
23-29	06/08/23	Approve Board Chair rotation with Trustee Gary Chandler as Chair and Trustee Amy Parris as Vice Chair	C	E-3	3347
2022-23 Acad YTD Ends Actions totals	**Former Ends E-1** **0**	**Former Ends E-2** **0**	**Former Ends E-3** **0**	**Former Ends E-4** **0**	**Former Ends E-5** **1**
2022-23 Acad YTD Ends Actions totals	**E-1** **28**	**E-2**	**E-3** **7**	**E-4** **2**	

14. Board Self-Evaluation & Board Goals
The Trustees discussed their self-evaluation and 2022-23 goals.

2021-22 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.**

While a subcommittee initiated work on a dashboard to monitor the health of the institution, the Board determined that this goal was not accomplished over the past academic year as the work was delayed due to a need to revisit and revise our end statements. A continued emphasis on enabling structures to ensure transparency and consistency in evaluating the effectiveness of the institution will continue to be an area of focus in the coming year after the adoption of revised ends.

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

Trustees participated in various trainings and conferences relative to DEI. While progress has occurred in this space, the Board believes that additional work needs to occur relative to this goal.

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

The composition of the Board has experienced significant turnover throughout the past year and further turnover is anticipated. As such, the Board believes that the use of the onboarding guide provided incremental progress and support in onboarding new trustees. The onboarding framework will continue to be enhanced over time to ensure greater consistency in welcoming new trustees to the Board.

2022-2023 Board Goals:
1. Revise the Big Bend Community College's Ends Statements and develop and implement a set of indicators which measure the progress of the institution relative to the revised Ends.
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 for trustees as measured by updates to the board onboarding tool and development of a cyclical board calendar of study session topics and campus engagement opportunities.

15. Ends Statements
Revised ENDs Statements

Big Bend Community College Ends
E-1: Student Success
Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.

E-2: Community Engagement	E-3: Stewardship	E-4: Diversity, Equity, Inclusion
Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.	Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.	Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

Motion 22-31   Trustee Juanita Richards moved to approve the revisions to the Ends Statements as presented. Trustee Gary Chandler seconded the motion and the motion passed.

Big Bend Community College Board of Trustees | 2023 to 2024

Sep 2023

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Oct 2023

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Jan 2024

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Feb 2024

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Mar 2024

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Apr 2024

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May 2024

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Jun 2024

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Jul 2024

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Aug 2024

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Board Meetings, Local Events

9/11 Back to School Breakfast/State of the College; In-Service 1/19, 4/12; Meetings 10/12, 12/7, 2/1, 3/14, 5/9, 6/6, 8/29 (Retreat);

ACT Activities

Trustee Tuesdays 9/12, 12/5, 1/2, 3/5, 4/2; Conferences 11/16-17 SeaTac, 5/2-3 Yakima

Special Events

Holiday Potluck 12/8; Cellarbration! 3/16; Graduation 6/14;

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board meeting (Retreat) Tuesday, September 20, 2022, at 9:00 a.m. in person.

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

Action on 2022-24 Negotiated Agreement
VP of Human Resources and Labor joined the meeting via Zoom. The board packet included a summary of the differences between the 2021-22 agreement and the 2022-24 agreement. The language was crafted to meet the interests of both parties for this two-year agreement.

<u>Motion 22-28</u>   Trustee Anna Franz moved to approve the 2022-24
                         Negotiated Agreement as presented. Trustee Juanita
                         Richards seconded and the motion passed.

Trustee Juanita Richards commended VP Kim Garza for her thorough negotiating skills.

President's Evaluation
At 9:25 a.m. Board Chair Thomas Stredwick announced that the Board would adjourn to executive session for approximately 30 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 continued for 20 minutes at 9:55, then continued for 10 minutes at 10:15, then continued for 5 minutes at 10:25 a.m. No action was taken during the executive session. There was a 10 minute break at 10:25 a.m.

Board Self-Evaluation
Board Goal #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.

Trustees discussed that they are developing an improved system and need to focus on implementation. This goal will be continued for the next year.

Board Goal #2

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

Trustees discussed that more is needed in this area. A calendar of events will be a helpful resource. Trustee Franz will identify learning opportunities for discussion and setting of Study Sessions.

Board Goal #3
Ensure effective onboarding and support of new trustees.

Trustees discussed the need for additional trustee trainings including policy governance and diversity, equity, and inclusion. The Trustee Tuesday events are helpful. The Trustees requested more information on how to support the president.

The Trustees agreed that all three goals will be rolled over for the 2022-23 academic year. They may also create a new goal about board engagement. Also discussed Trustee mentorship by someone other than the Board Chair. The Trustees requested more invitations to college activity and events and a formalized calendar for the Trustees.

The green line was discussed emphasizing the line between policy governance and operational details, i.e. the Strategic Plan is an operational document.

The trustees discussed study session topics regarding the disciplinary action process at the college to provide appropriate responses in the case an employee contacts them. The Trustees will refer the employee to Human Resources. Receiving feedback about the president is appropriate. Information about the Open Public Meeting Act is another topic of interest.

President Sara Thompson Tweedy stated it is appropriate to know when a Trustee is on campus.

The draft dashboard was presented by Board Chair Thomas Stredwick and Trustee Juanita Richards.

The meeting was adjourned for lunch at 11:20 a.m.

Meeting was resumed at 1:06 p.m.

Ends Statements
Trustee Anna Franz shared an overview of the current Ends Statements and Policy Governance including board job descriptions, monitoring and respecting the green line, and staying above the operational level. Carver Policy Governance model is very rigid and does not include board responsibilities such as awarding tenure and hiring the president which is required by RCW.

The Board works at the Ends level and the President operationalizes the Ends through the strategic plan and mission fulfillment, which in turn informs the President's evaluation.

Trustee Franz's presentation will be added to the new trustee packet.

Suggest removing the Mission Statement from the Ends because it is operational, also removing goals and characteristics.

Realigning Student Success as it is primary (E-1) and the additional Ends are subordinate to it. President Thompson Tweedy and Trustees agreed to the importance of adding workforce development wording to E-2.

Next steps include discussing the revisions at the October 13 board meeting.

Adjourned 2:00 p.m.

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Thomas Stredwick, Chair

ATTEST:

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Sara Thompson Tweedy, Secretary