



Board of Trustees Study Session

(Posted as a regular meeting)

**August 8, 2019
9:00 a.m.**

ATEC
Masto Conference Center

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



Mission

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

Vision

Big Bend Community College inspires every student to be successful.

Values

Student Success
Excellence in Teaching & Learning
Inclusion
Community Engagement
Integrity & Stewardship
(Mission, Vision, and Values approved by the Board of Trustees 5/23/13)

Core Themes

Student Success, Excellence in Teaching and Learning, Community Engagement
(Approved by the Board of Trustees 6/14/13)

Ends Statements

E-1 Mission

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

Board of Trustees Study Session
Board Self-Evaluation
Big Bend Community College
Masto Conference Center
Thursday, August 8, 2019

Hovering hand indicates hyperlink.

		Reference (Page)
9:00	Item #1: Employee Focus Group (Clark) Report Progress Moderator/Presenter: Consultant Linda Seppa Salisbury Outcome: Update	Mission, Vision, Values, Core Themes & Ends Statements (1) Campus Activities (4)
10:15	Break	2019 Monitoring Report on Mission Fulfillment (60)
10:30	Item #2: Strategic Plan & Institutional Priorities Moderator/Presenter: President Terry Leas Outcome: Identify and prioritize red/yellow flags, (areas of concern). Identify study session topics.	2019 Mission Fulfillment Workbook (78) 2017-20 Strategic Plan (168) FTE Trends Charts (7) Trustee Onboarding/Orientation Schedule (10) Cyclical Board Calendar (14)
noon	Lunch	Effective Board Governance: Who Does What Drs. Cindra Smith & Walter Packard 2019 ACT Spring Conference PowerPoint (41)
12:45	Item #3: Trustee Onboard/Orientation Moderator/Presenter: Trustee Thomas Stredwick Outcome: Trustee onboarding process	Policy Governance & By Laws (209)
1:15	Item #4: Board Self-Evaluation Moderator/Presenter: Board Members Outcome: Identify self-evaluation points for statement to be written for October 10 board meeting. Identify study session topics.	Policy Governance and Board Eval Sheet (21) for trustee use only, not to be turned in 2018-19 Board Goals (16) 2018-19 Board Activities Log (17) 2018-19 Board Motions Log (18)
2:15	Break	Dec. 20, 2018, Board Self-Evaluation Statement (40)
2:30	Item #5: President's Evaluation Process Moderator/Presenter: VP Kim Garza Outcome: Confirm or revise president's evaluation process	Oct. 15, 2018, Study Session/Retreat Meeting Minutes (36) Diversity, Equity, and Inclusion Statement (35)
		President's Evaluation Process 6/6/19 Agenda (32)

BIG BEND COMMUNITY COLLEGE

Date: 8/8/19

ITEM #1: Employee Focus Group (Clark) Report (information)

<p>Topic: Employee Focus Group (Clark) Report</p> <p>Facilitator: Consultant Linda Seppa-Salisbury</p> <p>Outcome: Update</p>	<p>Reference Material: List of Campus Activities Addressing Report</p>
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Date	Activity	Accountability Ranked #2	Communication Ranked #1	Community Ranked #3	Diversity, Equity, Inclusion	Leadership Development	Value Recognition	Voice
3/2017	Proposal from CEID for Employee Focus Groups submitted to Executive Team				X			
2/20/18	CEID proposed Employee Focus Groups to Cabinet to discuss				X			
3/2018	Budget request submitted for full Employee Focus Group proposal. Original proposal was not funded as requested				X			
7/2018	Executive Team allocated \$9,999 for focus group sessions				X			
8/2018	Discussions with potential vendors/consultants about the project				X			
9/2018	Dr. Clark selected to conduct employee focus group sessions. Timeline for project finalized. Project announced at in-service.				X			
10/2018	Dr. Clark holds focus groups on BBCC Campus				X			
1/10/2019	Dr. Clark sends EFGR to VP Kim Garza				X			
1/11/19	EFGR is released to campus and trustees	X	X	X				
1/15/19	Cabinet discusses EFGR		X			X		
1/17/19	Exec Team discusses EFGR		X			X		
1/31/19	Regular Board Meeting	X	X			X		
2/5/19	Cabinet discusses EFGR		X			X		
2/7/19	Discuss Board Study Session agenda with Board Chair Jon Lane	X	X			X		
2/8/19	Shared Governance Council discusses EFGR	X	X			X		
2/19/19	Cabinet discusses EFGR		X			X		
2/25/19	VP Kim Garza meets with Linda Seppa-Salisbury	X				X		
3/1/19	Shared Governance chooses priority themes of EFGR	X	X	X				X
3/5/19	Cabinet discusses EFGR	X	X					
3/7/19	Board Study Session, Dr. Clark on conference call	X						
3/8/19	Dialogue with Dr. Leas		X	X				X
3/12/19	Dialogue with Dr. Leas		X	X				X
3/12/19	Dialogue with Dr. Leas		X	X				X
3/14/19	Regular Board Meeting (recognized newly tenured faculty members)		X			X	X	
3/18/19	Conference call with Linda Seppa-Salisbury					X		
3/19/19	Cabinet discusses EFGR	X	X			X		
	Dialogue with Dr. Leas			X				X
3/8-4/30	Individual Dialogue with Dr. Leas Sessions	X	X	X		X		X
3/27/19	Linda Seppa-Salisbury is hired and met with Executive Team	X	X			X		
4/1/19	WPEA Bargaining Unit Group Dialogue w Dr. Leas	X	X					X
4/2/19	Cabinet discusses Michael Nash Training to help address issues addressed in EFGR	X	X			X		

Date	Activity	Accountability Ranked #2	Communication Ranked #1	Community Ranked #3	Diversity, Equity, Inclusion	Leadership Development	Value Recognition	Voice
4/5/19	SGC adopts definition of equity, diversity, & inclusion		X	X	X	X		X
4/10/19	VP Schoonmaker working with State Auditor's Office to schedule grant reviews	X						
4/11/19	Recurring E-6 Inclusion & Climate consent agenda added to Board Packet	X	X		X			
4/16/19	Michael Nash Training Meeting					X		
4/16/19	Met with Faculty Association President	X	X					X
5/2/19	Met with STAR Committee Reps	X	X					X
5/2/19	Conference Call with Linda Seppa Salisbury	X	X			X		
5/3/19	Sharing activities at In-Service		X	X				
5/9/19	WPEA Bargaining Unit Group Dialogue w Dr. Leas	X	X					X
5/29/19	Retirement Parties (format changed in response to feedback)			X			X	
6/7/19	Annual Celebration (format changed in response to feedback)			X			X	X
7/1/19	Conference Call with Linda Seppa Salisbury	X	X			X		
7/9/19	Submitted Title V Grant	X	X		X	X		
7/12/19	Shared Governance Council Action Plans	X	X	X	X			X
7/15/19	Dialogue with Dr. Leas		X					X
7/29/19	Linda Seppa-Salisbury meets with Executive Team together and individually	X	X	X		X		X
7/30/19	Dialogue with Dr. Leas		X					X

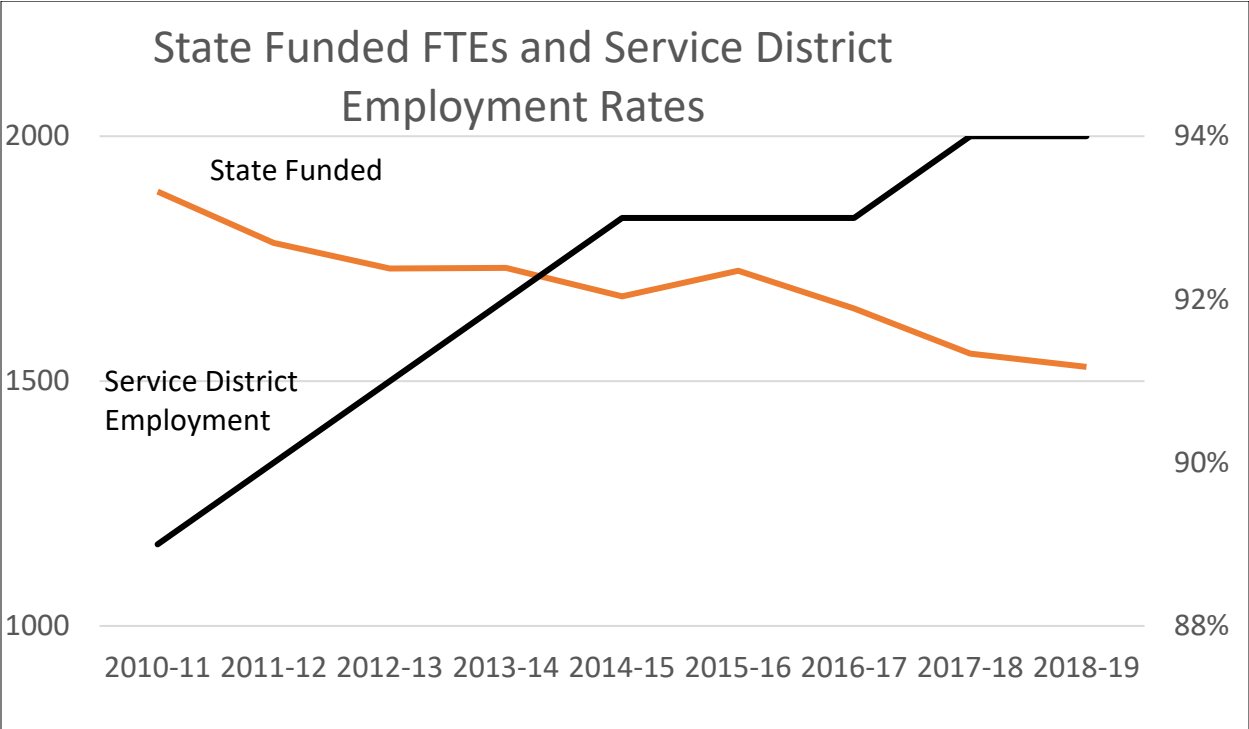
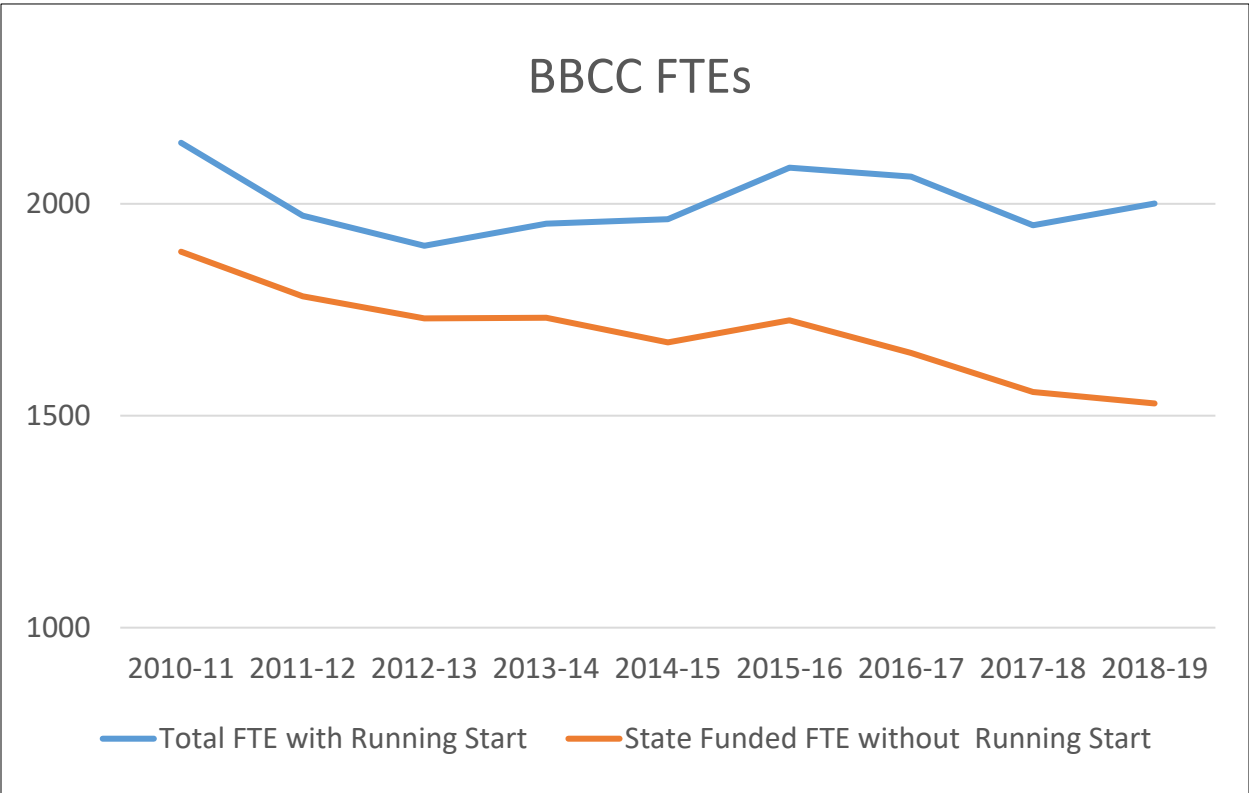
This list is not all inclusive.

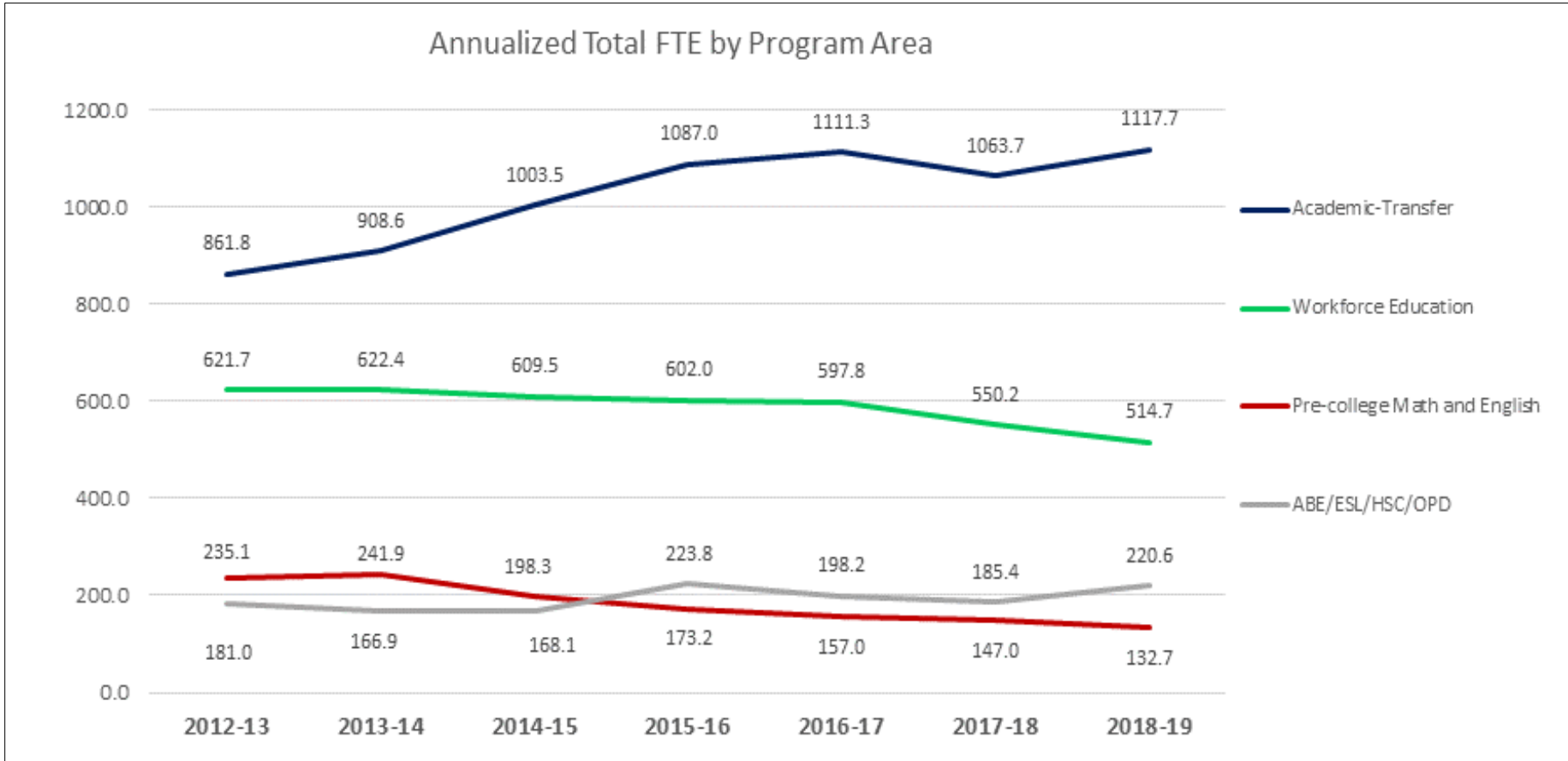
BIG BEND COMMUNITY COLLEGE

Date: 8/8/19

ITEM #2: Strategic Planning & Institutional Priorities (information)

<p>Topic: Strategic Planning & Institutional Priorities</p> <p>Facilitator: President Terry Leas</p> <p>Outcome: Identify and prioritize red/yellow flags (areas of concern). Identify study session topics.</p>	<p>Reference Material:</p> <p>Monitoring Report on Mission Fulfillment Mission Fulfillment Workbook 2017-20 Strategic Plan FTE Trends Chart</p>
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BIG BEND COMMUNITY COLLEGE

Date: 8/8/19

ITEM #3: Trustee Onboarding/Orientation (information)

<p>Topic: Trustee Onboarding/Orientation</p> <p>Facilitator: Trustee Thomas Stredwick</p> <p>Outcome: Trustee onboarding process</p>	<p>Reference Material:</p> <p>Trustee Onboarding/Orientation Cyclical Board Calendar</p>
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Area of Focus	Supporting documents, tools, resources	Who will train	How to train	Duration	When to train						Recurring training Yes= For all trustees annually, No: Only include in onboarding		
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No	
1. Introductions (meet and greet)		Trustee Mentor			X								X
2. Job-specific BBCC, ACCT, ACT, WA webpages		Communications			X								X
3. Policy Governance		ACCT/SBCTC			X								X
4. Board Policies		President, Board Chair & Cabinet	Ongoing/monthly (ID policies to be reviewed annually)		X							X	
5. Service District Demographics		President & Cabinet	1 pager/quickfacts		X							X	
6. BBCC Finances	Where does the money come from? Where does the money go? Board role in budget. Difference between State Funded FTE and FTE	President & Cabinet	In person, .ppt									X	
7. Open Public Meetings Act		Attorney General's Office	Online training modules									X	

Area of Focus	Supporting documents, tools, resources	Who will train	How to train	Duration	When to train						Recurring training Yes= For all trustees annually, No: Only include in onboarding		
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No	
8. Campus Tour		President & respective SMEs	In-Person along with Subject Matter Experts, Visit each location and get program-specific introductions: UAS, Med Sim, Aviation, Welding, Ag, Fine Arts,										X
9. BBCC Foundation	What is the foundation, board roles, expectations, financial position.	President											X
10. Labor management	Collective Bargaining Agreement Review	HR											X
11. Board Goals/President's Goals		Chair	Annual Board Retreat								X		
12. Tenure	What is tenure and what's your role?												X
13. Robert's Rules of Order 101		AG/Legal Counsel									X		
14. Elements of your board Packet	Meeting flow, expectations, people in the room	President & Cabinet	Responsibility for preparing in advance of meeting										X

Area of Focus	Supporting documents, tools, resources	Who will train	How to train	Duration	When to train						Recurring training Yes= For all trustees annually, No: Only include in onboarding		
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No	
15. Humble Inquiry		Chair or Trustee Mentor	Self-Guided										X
16. College Success Indicator Dashboard		President & Cabinet	Annual Board Retreat								X		
17. Trustee Calendar	Map out all study sessions, board meetings, fundraisers, ACT ACCT training opportunities and/or conferences	Chair	Annual Board Retreat								X		
18. Review of relevant Org Plans	Facilities Master Plan , IR annual plans , Strategic Plan , Workforce Ed. Plan	President & Cabinet	Annual Board Retreat								X		
19. Fiduciary responsibilities of Trustees		AG Office/Materials	Self-paced, document to read										X
20. Communications 101 Training	Media Training/Interpersonal comms training	Communications									X		
21.													

Area of Focus	Supporting documents, tools, resources	Who will train	How to train	Duration	When to train						Recurring training Yes= For all trustees annually, No: Only include in onboarding		
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No	
22.													
23.													

Abbreviations Legend

(ENSURE THAT ANY ACRONYMS ARE SPELLED OUT HERE FOR CLARITY)

ACT: Association of College Trustees (WA)

ACCT: Association of Community College Trustees (National)

AG: Attorney General

FTE: Full Time Equivalent Student=15 credits per qtr for 3 qtrs

Headcount: Student attending any number of credits

IR: Institutional Research

SBCTC: State Board of Community and Technical Colleges

SME: Subject Matter Expert

2019-20 Board of Trustees Annual Cyclical Activities/Events

July	August	September	October	November	December
<input type="checkbox"/>	<input type="checkbox"/> 8/8 Board of Trustees Meeting (Retreat)	<input type="checkbox"/> Back to School Breakfast <input type="checkbox"/> Study Session	<input type="checkbox"/> 10/10 Board of Trustees Meeting Action on Proprietary Budgets Board Self-Evaluation <input type="checkbox"/> ACCT Leadership Congress, San Francisco	<input type="checkbox"/> 11/7 ACT Legislative Action Committee Meeting <input checked="" type="checkbox"/> 11/8 ACT Conference <input type="checkbox"/> 11/14 Board of Trustees Meeting Action on board calendar for next year	<input type="checkbox"/> Holiday Potluck <input type="checkbox"/> Study Session
January	February	March	April	May	June
<input type="checkbox"/> IR Releases Monitoring Report Workbook to staff <input type="checkbox"/> Board of Trustees Meeting	<input type="checkbox"/> Review Probationary/Tenure Information <input type="checkbox"/> 2/17 ACT Transforming Lives Event <input type="checkbox"/> 2/18 ACT Conference <input type="checkbox"/> Study Session	<input type="checkbox"/> Study Session <input type="checkbox"/> Board of Trustees Meeting Action Probationary/Tenure Candidates	<input type="checkbox"/> Board of Trustees Meeting	<input type="checkbox"/> 5/23-24 ACT Conference <input type="checkbox"/> Study Session	<input type="checkbox"/> 6/4 Board of Trustees Meeting Action on Emeritus Status Action on President's Evaluation/Renew Contract Action on Board Chair Election Action Approve Budget for next year Action Final Monitoring Report Updated Strategic Plan <input type="checkbox"/> Celebration <input type="checkbox"/> HS21/GED Graduation <input type="checkbox"/> 6/12 Graduation

Blue Text = ACT

Green Text: ACCT

BIG BEND COMMUNITY COLLEGE

Date: 8/8/19

ITEM #4: 2018-19 Board Self Evaluation (information)

<p>Topic: 2018-19 Board Self-Evaluation</p> <p>Facilitator: Board Members</p> <p>Outcome: Board Self-Evaluation Statement Begin to Draft 2019-20 Board Goals</p>	<p>Reference Material:</p> <p>Mission, Vision, Values, Core Themes Ends Statements 2018-19 Board Goals 2018-19 Board Activities Log 2018-19 Board Motions Log October 15, 2018, Retreat Meeting Minutes December 20, 2018 Self-Eval Statement Policy Governance & Bylaws (BP 1000) Policy Governance Evaluation Form</p>
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2018-19 Board Goals

- Continued involvement at the State and Federal Level.
- Development of a timeline to receive meaningful, accurate, and reliable data to determine Board effectiveness.
- Development of an “on-boarding” process for new trustees and others who are in leadership positions.
- Enriching and expanding our relationships with our “workforce partners” to better understand and respond to their needs.

Excerpt from December 20, 2018 board meeting.

2018-19 Trustee Activity Report

Core Themes	Mission	Student Success	Excellence in Teaching & Learning	Community Engagement		
<h1>Trustee</h1>	E-1 Mission Deliver lifelong learning	E-2 Student Success Provide access, assist completion, develop skills	E-3 Excellence in Teaching & Learning Support innovation, creativity, high academic standards; professional development	E-4 Community Engagement Support economic development	E-5 Integrity & Stewardship Responsible, prudent resource management	E-6 Inclusion & Climate Welcoming to all
Anna Franz	10	4	5	6	6	7
Jon Lane	34	33	27	34	34	33
Stephen McFadden	32	18	18	26	17	13
Juanita Richards	12	10	9	9	9	12
Thomas Stredwick	16	15	17	17	12	14
Total	107	84	76	92	78	79

Trustees connect the same activities to different Ends.

2018-19 Board Motions Log

Motion	Date	Topic	Carried	End	Page #
18-33	8/9/18	a) Approval of Board Meeting Minutes May 29 and June 7, 2018 (A); b) President's Activity Update (I); c) Accreditation (I); d) Student Success (I); e) Assessment (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I); j) Public Correspondence (I).	C	E-1	3029
18-34	8/9/18	Tabled WAC 132R-136-080 Post Materials to the next meeting.	C	E-1	3032
18-35	8/9/18	Extended president's employment contract through June 2019.	C	E-1	3034
18-36	8/9/18	Approved revisions to BP6000 Institutional Fund Balances & Contingencies.	C	E-5	3034
18-37	10/15/18	a) Approval of Board Meeting Minutes August 9, 2018 (A); b) President's Activity Update (I); c) Accreditation (I); d) Student Success (I); e) Assessment (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I); k) Public Correspondence (I); l) Advisory Committee List (A)	C	E-1	3041
18-38	10/15/18	Approve the proposed revisions to WAC 132R-136-080 Posting of Materials.	C	E-1	3044
18-39	10/15/18	Approve the Proprietary Budgets.	C	E-5	3046
18-40	10/15/18	Table Public Facility Use for Political Campaigns item to the next meeting.	C	E-1	3046
18-41	10/15/18	Approve revisions to BP 6000 Institutional Fund Balances & Contingencies as presented.	C	E-5	3046
18-42	10/15/18	Approve revisions to BP 6100 College Tuition and Fees as presented.	C	E-5	3046
18-43	10/15/18	Approve revisions to BP6110 College Tuition and Fees Refund as presented	C	E-5	3047
18-44	10/15/18	Nominate Jim Leland with Yesenia Marquina as the alternate for the ACT Transforming Lives Award.	C	E-2	3047
18-45	10/15/18	Change the November 15 board meeting to begin at 9:00 a.m.	C	E-1	3047
18-46	10/15/18	Appoint Chair Jon Lane as the ACCT Voting Delegate.	C	E-1	3048
18-47	11/15/18	a) Approval of October 15, 2018, Regular Board Meeting Minutes (A); b) President's Update (I); c) Accreditation Update (I); d) Student Success Update (I); e) Assessment Update (I); f) Finance & Administration Report; g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (A).	C	E-1	3050
18-48	11/15/18	2019 Board Meeting Dates	C	E-1	3054
18-49	11/15/18	Trustee Anna Franz moved to table agenda items 8. Public Facility Use for Political Campaigns and 10. Board Self-Evaluation to the next board meeting.	C	E-1	3055
18-50	12/20/18	a) Approval of Board Meeting Minutes November 15, 2018, (A); b) President's Activity Update (I); c) Accreditation, d) Student Success (I); & (I); e) Assessment (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I).	C	E-1	2958
18-51	12/20/18	Approve reprimand letter for the President (public facility usage for political campaign).	C	E-5	2990
18-52	12/20/18	Approve board's self-evaluation and Board Goals Continued involvement at the State and Federal level. Development of a timeline to receive meaningful, accurate, and reliable data to determine board effectiveness. Development of an "on-boarding" process of new trustees and others who are in leadership positions. Enriching and expanding our relationships with our "workforce partners" to better understand and respond to their needs.	C	E-1	2991

Motion	Date	Topic	Carried	End	Page #
19-01	1/31/19	a) Approval of Board Meeting Minutes December 20, 2018 (A); b) President's Activity Update (I); c) Accreditation, Assessment, & Student Success (I); d) Finance & Administration Update; (I); e) Human Resources Report (I); f) Classified Staff Report (I); g) Enrollment Report (I); h) Safety & Security Report (I); i) Quarterly Budget Update (I).	C	E-1	3065
19-02	1/31/19	Approve Dr. Steve Close's sabbatical request.	C	E-3	3068
19-03	1/31/19	Approve BP6111 Electronic and Information Technology Access (EITA) as presented.	C	E-1	3069
19-04	1/31/19	Set Board Study Session on March 7, 2019.	C	E-1	3071
19-05	3/14/19	a) Approval of Regular Board Meeting Minutes January 31, 2019 and Study Session Minutes March 7 (A); b) President's Update (I); c) Accreditation (I); d) Student Success Update (I); e) Assessment Update (I); f) Finance & Administration Report (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Update (I).			3076
19-06	3/14/19	Renew probationary contract for Christy Welch effective Sept 16, 2019.	C	E-3	3080
19-07	3/14/19	Renew probationary contract for Sarah Bauer effective Sept 16, 2019.	C	E-3	3080
19-08	3/14/19	Renew probationary contract for Aaron Linthicum effective Sept 16, 2019.	C	E-3	3080
19-09	3/14/19	Renew probationary contract for Zachary Olson effective Sept 16, 2019.	C	E-3	3080
19-10	3/14/19	Renew probationary contract for Terry Pyle effective Sept 16, 2019.	C	E-3	3080
19-11	3/14/19	Renew probationary contract for Mariah Whitney effective Sept 16, 2019.	C	E-3	3081
19-12	3/14/19	Grant tenure to Ryan Duvall effective Sept 16, 2019.	C	E-3	3081
19-13	3/14/19	Grant tenure to Dr. Allison Palumbo effective Sept 16, 2019.	C	E-3	3081
19-14	3/14/19	Grant tenure to Jody Quitadamo effective Sept 16, 2019.	C	E-3	3081
19-15	3/14/19	Grant tenure to Sean Twohy effective Sept 16, 2019.	C	E-3	3081
19-16	3/14/19	Approve BP2070 Reasonable, Accommodation for Employees as presented.	C	E-1	3082
19-17	3/14/19	Eliminate BP3014 Hiring Procedures: Administrative & Exempt Staff.	C	E-1	3082
19-18	3/14/19	Rename BP6113 Americans with Disabilities Act of 1990 BP6112 Reasonable Accommodation for Students and eliminate former BP6112 Disabled Student Non-Discrimination Policy.	C	E-1	3082
19-19	3/14/19	Approve BP6115 Equal Employment, Non-Discrimination and Anti-Harassment as presented.	C	E-1	3082
19-20	3/14/19	Schedule a study session Monday April 22, at 1:30 p.m. to discuss trustee onboarding, orientation, and cyclical training calendar.	C	E-1	3083
19-21	3/14/19	Confirm the next regular board meeting on April 11, 2019, at 1:30 p.m.	C	E-1	3084
19-22	4/11/19	Approve consent agenda a) Approval of Board Meeting Minutes March 7 and March 14 (A); b) President's Update (I); c) Accreditation (I); d) Student Success Update (I); e) Assessment Update (I); f) Finance & Administration Report (I); g) Human Resources Report (I); h) Enrollment Report (I); i) Safety & Security Report (A); j) E-6 Inclusion & Climate.	C	E-1	3086
19-23	6/6/19	Approve consent agenda a) Approval of Board Meeting Minutes of April 11 and April 22 (A); b) President's Update (I); c) Accreditation Update (I); d) Student Success (I); e) Assessment Update (I); f) Finance & Administration (I); g) Human Resources	C	E-1	3095

Motion	Date	Topic	Carried	End	Page #		
		Report (l); h) Enrollment Report (l); i) Classified Staff Report (l); j) Safety & Security Update (l); and k) E-6 Inclusion & Climate (l).					
19-24	6/6/19	Approve the Mission Fulfillment Monitoring Report	C	E-1	3097		
19-25	6/6/19	Approve the 2019-20 Operating Budget	C	E-1	3098		
19-26	6/6/19	Approve EFAs for Instructor Tyler Wallace for \$2,000 and Instructor Scott Woodham for \$615.	C	E-3	3099		
19-27	6/6/19	Approve offering a BAS degree.	C	E-1	3099		
19-28	6/6/19	Award Faculty Emeritus status to Instructors Bill Autry, Barbara Jacobs, Les Michie, and Barbara Whitney.	C	E-1	3100		
2018-19 Academic YTD Ends Actions totals		E-1 28	E-2 1	E-3 12	E-4 0	E-5 6	E-6 0

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.]

<p><u>ENDS</u></p> <p>E-1 Mission Statement (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished								
0	1	2								
3	4	4								
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>										

<p><u>ENDS</u></p> <p>E-2 Student Success (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished								
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<p><u>ENDS</u> <i>(*Board Evaluation Item)</i></p> <p>E-3 Excellence in Teaching & Learning (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	4
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<p><u>ENDS</u></p> <p>E-4 Community Engagement (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>ENDS</u></p> <p>E-5 Integrity & Stewardship (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>ENDS</u></p> <p>E-6 Inclusion & Climate (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-1 General Executive Restraints (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
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<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-2 Respect for Students (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
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<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-3 Respect for Community Members (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

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*

<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-7 Financial Planning (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
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<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-8 Financial Condition & Activity (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
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<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-9 Communication & Support to the Board (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
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<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-10 Emergency Executive Succession (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
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<p><u>GOVERNANCE PROCESS</u> <i>(*Board Evaluation Item)</i></p> <p>GP-1 Governance Commitment (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to</td> <td>Moderately</td> <td>Fully</td> <td></td> <td></td> </tr> <tr> <td>Accomplish</td> <td>Accomplished</td> <td>Accomplished</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	Failed to	Moderately	Fully			Accomplish	Accomplished	Accomplished			0	1	2	3	4
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<p><u>GOVERNANCE PROCESS</u> <i>(*Board Evaluation Item)</i></p> <p>GP-2 Governing Style (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to</td> <td>Moderately</td> <td>Fully</td> <td></td> <td></td> </tr> <tr> <td>Accomplish</td> <td>Accomplished</td> <td>Accomplished</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	Failed to	Moderately	Fully			Accomplish	Accomplished	Accomplished			0	1	2	3	4
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<p><u>GOVERNANCE PROCESS</u> <i>(*Board Evaluation Item)</i> GP-3 Board Job Descriptions (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
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<p><u>GOVERNANCE PROCESS</u> GP-4 Chairperson’s Role (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
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<p><u>GOVERNANCE PROCESS</u> GP-5 Board Members Code of Ethics (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
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<p><u>GOVERNANCE PROCESS</u></p> <p>GP-6 Cost of Governance (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>GOVERNANCE PROCESS</u></p> <p>GP-7 Naming of Facilities (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>GOVERNANCE PROCESS</u></p> <p>GP-8 By Laws of Community College District #18 (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-1 Chief Executive Role (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
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<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-2 Delegation of the President (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
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<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-3 President’s Job Description (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
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<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-4 Monitoring Presidential Performance (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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BIG BEND COMMUNITY COLLEGE

Date: 8/8/19

ITEM #5: President's Evaluation Process (information)

<p>Topic: President's Evaluation Process</p> <p>Facilitator: VP Kim Garza</p> <p>Outcome:</p>	<p>Reference Material: President's Evaluation Process 6/6/19 Agenda President's Evaluation Form</p>
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BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #12: President's Evaluation Process (information/action)

BACKGROUND:

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

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

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

The evaluation is to be completed annually and covers the period of July 1 through June 30. At the December 2017 Trustees Meeting, the trustees agreed that the evaluation of the college president should occur in June as noted in BP 1000, Policy Governance By-Laws, section 1000.4, Board Staff Linkage, subsection BSL-4, Monitoring Presidential Performance.

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

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

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

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

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

2. Feedback from college stakeholder groups (faculty, staff, students, foundation), community members, system-level stakeholders, and trustees.
3. The president's annual work plan summary.
4. The president's self-assessment.
5. BBCC Leadership Competencies

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

Appendix

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Big Bend Community College Diversity, Equity, and Inclusion 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 diversity, equity, and inclusion 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 diversity, equity, and inclusion, we must challenge social, political, and cultural norms and policies that perpetuate inequality and exclusion of underrepresented groups.

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

Adopted by Shared Governance Council May 10, 2019.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a study session Monday, October 15, at 10:00 a.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

Call to Order

Present: Anna Franz
Jon Lane
Stephen McFadden
Thomas Stredwick

1. Board Self-Evaluation

Dr. Humpherys presented information on the board self-evaluation process. He stated that self-evaluation is part of continuous improvement and required by the NWCCU accreditation standards that state “the board regularly evaluates its performance.”

The board discussed BP1000.1 regarding End Statements and reflected on their engagement in the process as a group. Trustee Anna Franz stated there is significant room for improvement in this area. She shared there is a need to work on the board’s self-evaluation process and for the group to gain a better understanding of the Carver model, statutory requirements, and processes as the board works through meetings. Board chair Jon Lane stated the primary responsibilities of the board are to hire and fire the president, adopt the budget, grant tenure, and review board policies. Trustee Thomas Stredwick suggested a cyclical process of annual trainings including milestones and a dashboard of progress toward metrics would be helpful. Trustee Anna Franz commented the systematic review of board policies and the modified report identifying trustee activities is working well. She would also like the board to have a better understanding of the evaluation tools such as the monitoring reports and data for integrating them into the evaluation process. Trustee Franz stated some of the questions in the monitoring report process were vague and more focused toward employees than trustees. Could some of the evaluation pieces be accomplished quarterly rather than annually?

VP Bryce Humpherys stated for continuous improvement purposes, the board evaluates the extent to which the college is meeting elements of the mission, which are the core themes and objectives that are aligned with board end statements. Employees and board members are the audience for the monitoring reports, and data elements are included to help understand issues at a detailed level. The board may appreciate less detail with the policy level in mind.

Trustee Franz stated the employee perspective is helpful to the trustees’ review process. VP Humpherys stated the mission fulfillment review questions will be revised based on employee and trustee feedback. From an operations standpoint, the process is to review data, draw conclusions, and make resource allocations for the following

fiscal year. He asked for specific feedback for board input on the process and the data. Trustees responded that their input should not be related to the “weeds.” The board needs to review the process as a whole at the 30,000 foot level and review responses rather than control operational responses. Questions appropriate for employees are different than questions relevant to the board. It is acceptable for the board to review the process and make recommendations for the next year’s process during the retreat or activity in the summer.

President Leas stated the focus and questions for the trustees should be different than for the employees. There is some tension with the Carver model. How does the board evaluate something in which they are not directly engaged? Does the board want to develop their own questions or mechanism to evaluate the college at the policy level?

Trustee Stephen McFadden stated the board assesses performance of the college by reviewing trends to identify quantifiable progress. Trustee Franz stated the board evaluates the college through the president. The board evaluation process needs to be narrow and functional. Trustee Jon Lane stated BCC is a Hispanic serving institution and asked if the board has policies that help solve the achievement gap between student populations including historically underrepresented groups (HUGs). Are there community outreach policies, and how are they evaluated? Trustee Franz asked if the directives are clear to the president and college. Dr. Leas stated the trustees have articulated climate and inclusion as priorities. Our service to HUGs is an important component of climate and inclusion.

The board discussed BP1000.2 regarding executive limitations and BP1000.4 regarding board staff linkage. Trustee Anna Franz stated there have been improvements in this area, and there is room for more improvement. An annual calendar detailing evaluation information to review would be very helpful. The trustees discussed the strengths and weaknesses of stakeholder forums and a 360 evaluation of the president. Issues included how to choose forum attendees, outliers’ information in the 360 evaluation, and getting into the details or “weeds” of the college. This board functions differently than school district boards as the Carver Model takes a more strategic, policy-level position.

VP Kim Garza stated a 360-type survey is provided to all full-time and part-time faculty and staff on odd numbered years for the president and vice presidents. Participant rates vary. It is useful to look within feedback for trends over a period of time and how the feedback correlates with observations or other data. Every community college performs presidential evaluations differently. Trustee Stephen McFadden stated 360-survey information is a data point and contributing element to a good evaluation. Trustee Anna Franz stated the previous 360 survey was specifically about the president. It is difficult for outside groups to understand the ends and college performance. How do we get to the perception of the college rather than the personal judgement of the president? Education of the board is important regarding Carver policy. How can a formal process of gathering community perspective of the college be developed?

President Leas offered as a good example the recent display of community displeasure regarding the design phase of the Workforce Education Center (WEC) and moving the aviation maintenance technician facility away from the flight line. It was not personal and the community responded. Trustee Stephen McFadden stated it is very common for people with issues to find opportunities to discuss difficulties. President Leas stated part of the board members' role is to communicate with constituents. He asked if the timing of board meetings is a barrier to public; should meetings be moved to the evenings? The board agreed with daytime meetings.

Trustee Anna Franz stated a process to gather community feedback needs to be developed. Trustee Stephen McFadden stated assembling assessment of other boards for evaluation processes and working with the SBCTC are the next steps.

Board Chair Jon Lane announced a 5-minute break at 11:07 a.m. The board reconvened at 11:12 a.m. with no action taken.

The trustees agreed to consider workshop sessions regarding the Carver Model, president's evaluations, and board evaluations. It was suggested that ACT Executive Director Kim Tanaka could give a presentation. Trustee Thomas Stredwick also requested a template for cyclical board actions.

The board discussed BP1000.3 regarding the governance process. The updated board activity template is an improvement and can be used as an indicator. The trustees could also choose to identify the end statement tied to their board motions. The activities template shows constituent engagement, and there are varying degrees of impact for different activities. President Leas stated this conversation about tying activities to ends is appropriate and helpful.

VP Humpherys indicated that accreditation requires the board to conduct a self-evaluation, president's evaluation, and evaluation of the college. It is up to the board to determine how to implement evaluations, processes, and improvements. The data provided in the evaluation processes shows emerging patterns, and the trustees interpret the information and form conclusions.

The trustees reviewed the 2017-18 evaluation and goals included in the December 14, 2017 meeting minutes.

Board Chair Jon Lane suggested the board continue to work to further refine the evaluation of the board and the president. Community outreach is a focus with the board and the president.

Trustee Franz stated the board is performing well at periodic review of policies and could improve the board self-evaluation process by establishing a process moving forward.

The trustees discussed liaisons to committees, for example, the Foundation and the ACT Legislative Action Committee provide verbal reports during board meetings. Liaisons may have different perspectives to share than the staff.

The trustees concluded that they want to use study sessions to discuss community college board self-evaluations, activity report template, liaisons' reports (Foundation, WEC, Foundation, ACT Legislative Action Committee, and Transforming Lives), and a cyclical annual plan including periodic training, events, and assessment activities.

The meeting was adjourned at 11:42 a.m.

Chair Jon Lane

ATTEST:

Terrence Leas, Secretary

From December 20, 2018 Board Meeting Board Self-Evaluation

Board Chair Jon Lane and Trustee Anna Franz worked on the board's self-evaluation statement. Chair Jon Lane read the letter into the record.

"The Board of Trustees commenced its annual self-evaluation by reviewing the Board Job Description set forth in the Board Policy Governance Bylaws. Pursuant to the Board's governance policies setting forth the adoption of policy governance, the Board reviewed its End Statements and Trustee activity to ensure that they reflected the goals of the Board for Big Bend Community College. Upon review of the Mission, Vision, Core Themes, Executive Limitations, and End Statements, the Board determined that these elements are an accurate reflection of the Board's desired outcomes for the college.

The Board of Trustees reviewed its last performance evaluation and determined that significant progress had not been achieved on its stated goals. Therefore, the Board will continue to define the board, presidential, and college evaluation processes to ensure they establish an appropriate level of review and accountability while respecting the structure of policy governance, continue periodic review of policies, and improve communication and support to the foundation board.

There was considerable discussion focused on how we can obtain qualitative data that will best describe the operations of the College and the role and effectiveness of the President. This will be an ongoing process.

It was stressed that the Board Evaluation process needs to close the loop on Board End Statements and the College Outcomes being measured to meet the requirements of the Accreditation Process.

Accomplishments of the Board this year include beginning comprehensive review and updating of all board policies, involvement and support for the new Workforce Education Center, local and state involvement in the Transforming Lives Award Program, and improvement to the trustee activity reports linked to "Core Themes."

Goals for the future include:

- *Continued involvement at the State and Federal Level.*
- *Development of a timeline to receive meaningful, accurate, and reliable data to determine Board effectiveness.*
- *Development of an "on-boarding" process for new trustees and others who are in leadership positions.*
- *Enriching and expanding our relationships with our "workforce partners" to better understand and respond to their needs.*

The Board has directed the President to develop a Marketing Plan. The President has informed the Board that the College is developing a comprehensive Strategic Plan. The Board will monitor the progress of these efforts."

Motion 18-52

Trustee Anna Franz moved to approve the board's self-evaluation. Trustee Stephen McFadden seconded, and the motion passed.



Effective Board Governance: Who Does What

Washington State Association of College Trustees
2019 Spring Conference
Drs. Cindra Smith and Walter Packard

Welcome & Overview

- ▶ About us
- ▶ Principles of Effective Governance
 - ▶ Policy Governance®
 - ▶ ACCT/AGB
- ▶ Scenarios/Discussion

Effective Boards Focus on Mission

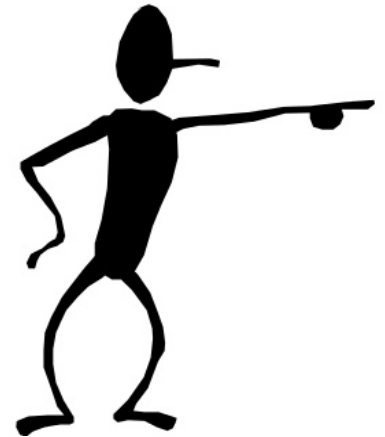
- ▶ Ultimate test of board effectiveness is how effectively they ensure that the missions of their institutions are achieved.
 - ▶ Cyril Houle, 1989
- ▶ Carver's [Policy Governance] approach enables boards to get down to the real business of governance, making policy, articulating the mission of the organization, and sustaining its vision.
 - ▶ Introduction to Boards that Make a Difference

Policy Governance®

- ▶ A cohesive model for board governance developed by John Carver
- ▶ Boards add value
 - ▶ Provide community-based perspective
 - ▶ Define expectations for the difference the college will make to community
 - ▶ Define parameters for college operations
 - ▶ Monitor that the missions of their institutions are achieved

What Pol Gov Boards Look Like

- ▶ Obsess about ends
 - ▶ Future focus
- ▶ Delegate “means”
- ▶ Define and link with “ownership”
- ▶ Operate by policy
 - ▶ Four policy categories
- ▶ Open and inclusive, but speak with one voice
- ▶ Monitoring is routine
- ▶ Don’t look like “super CEOs”



Principles of Board Effectiveness (ACCT)

- ▶ Act as a unit
- ▶ Represent the common good
- ▶ Focus on the mission, on student success
- ▶ Employ, support, and evaluate the chief executive
- ▶ Define policy standards for college operations
- ▶ Create a positive climate
- ▶ Monitor institutional performance
- ▶ Support and advocate the college
- ▶ Lead as a thoughtful, educated team

Three Board Roles in Pol Gov

Link with the “ownership”

- ▶ Legal and moral ownership
- ▶ Know needs, values, trends
- ▶ Who owns your college?

Make policy

- ▶ Four categories

Assure CEO performance

- ▶ Set CEO expectations and evaluation

Ends-Means Differentiate Roles

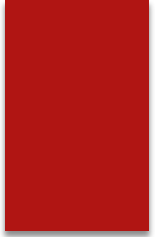
Ends (Results)

- ▶ Board defines on behalf of ownership
- ▶ The benefits produced, for whom, at what cost
- ▶ President responsible to achieve ends

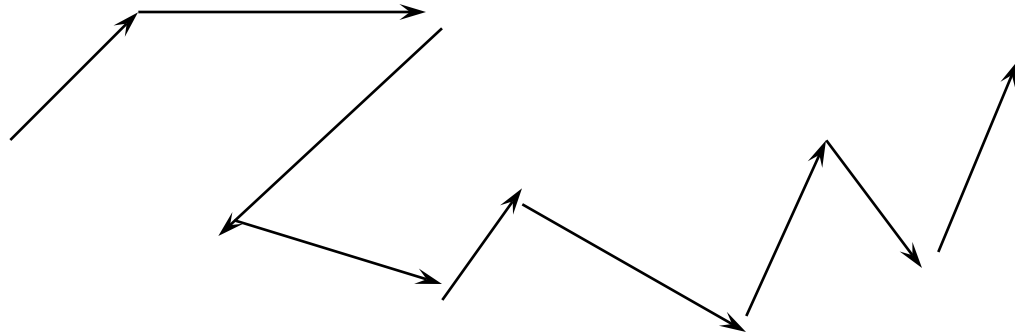
Means (Activities)

- ▶ President/Staff responsible to determine
- ▶ Board establishes limits or parameters for means

In other words, the Board focuses on the “What”, the CEO is responsible for the “How”



CEO

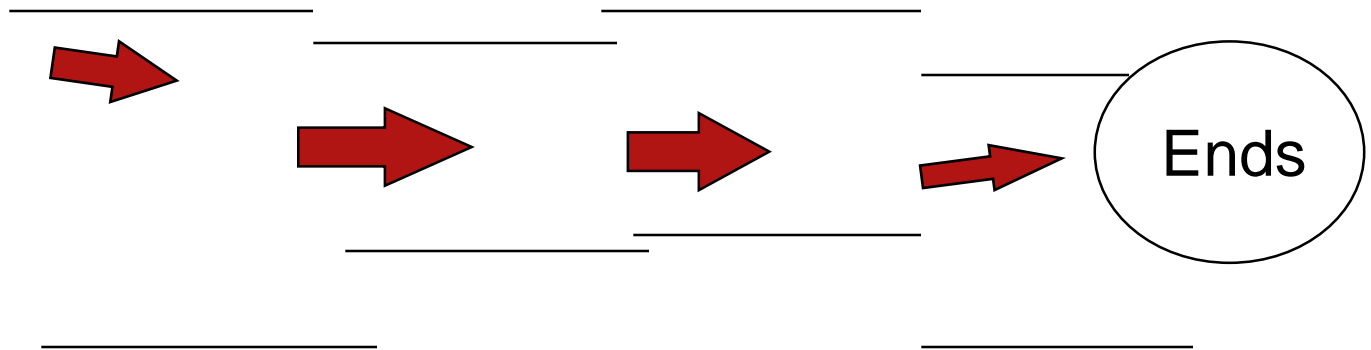


?

Checking for board direction

Working within limitations

CEO



The CEO Follows Board Policy

Policy Governance® Categories

1. Ends

- ▶ Policies that state the expected outcomes for those served by the College

2. Board/CEO Relationship

3. Executive Limitations

- ▶ Defines the ethical, prudent and legal limits on staff activities

4. Governing Process

How many of your districts follow this model?

Policy Categories - Conventional

Reflect College Structure/Functions

- ▶ College & Mission, including student success goals
- ▶ Board of Trustees/Governing Process (Bylaws)
- ▶ General Institution
 - ▶ Policies that cross all areas
- ▶ Academic Affairs
- ▶ Student Services
- ▶ Human Resources
- ▶ Business Operations
 - ▶ Fiscal, physical plant, etc.

More on Ends/Student Success

- ▶ Examples:
 - ▶ Students will obtain the knowledge, skills, and services needed to succeed in jobs and careers that meet the area workforce needs.
 - ▶ Students will obtain the knowledge and skills needed to succeed at baccalaureate level institutions.
 - ▶ May also address developmental education, diversity, technology, citizenship, community and economic development, culture....
- ▶ Ends frame all planning.
 - ▶ Strategic goals designed to achieve ends
- ▶ Boards monitor progress toward ends
 - ▶ Key Performance Indicators
 - ▶ Dashboard reports
 - ▶ Trends, reasonable comparisons, progress toward target

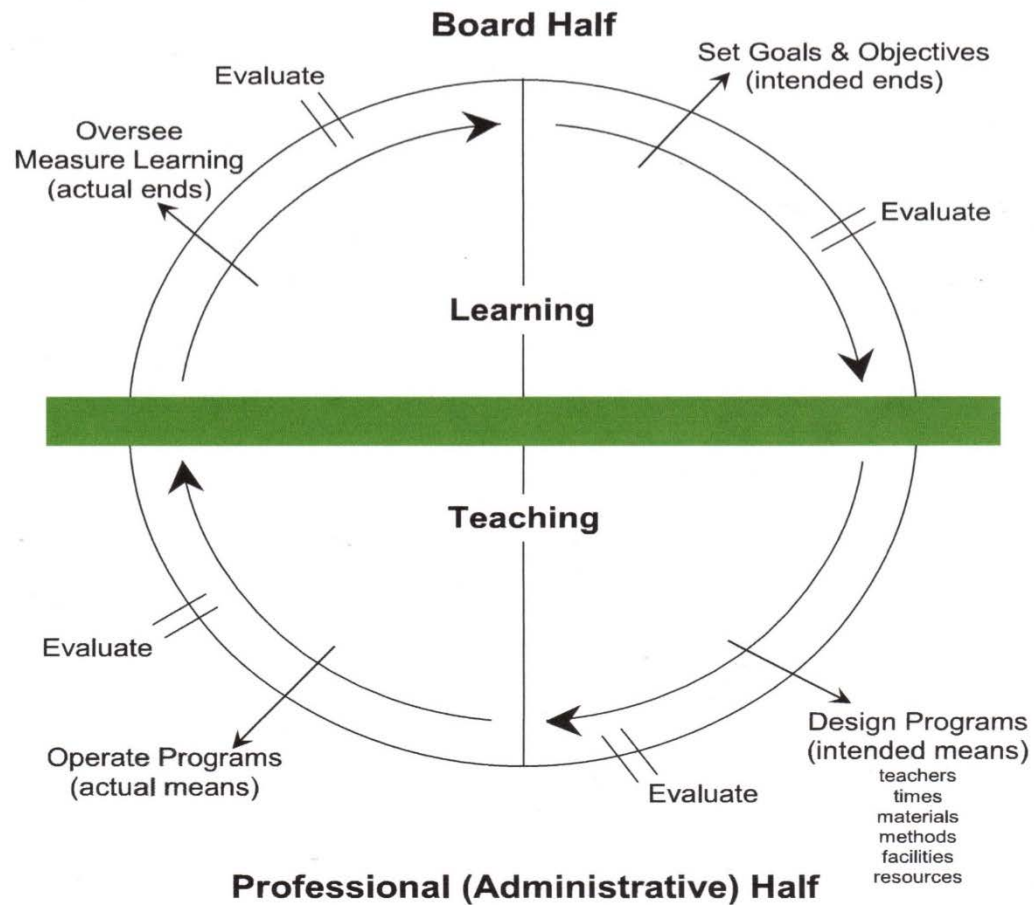
Comparing the Approaches

- ▶ Many similarities between Policy Governance and ACCT's model
 - ▶ Act as a unit
 - ▶ Represent community
 - ▶ Delegate clearly to the CEO
 - ▶ Focus on end result (student success)
 - ▶ Govern by policy ("board as a whole" direction)
 - ▶ Monitor performance

Some Differences

	Policy Governance	Traditional
Policy Categories	Four categories reflect board role	Categories reflect college structure
Goals/Ends	Define outcomes for students & community	May be strategic goals
Policy making	Board develops; start with broad values	Staff creates; recommends to Board
Operational policies	Proscriptive (sets limits; states what "not to do")	Prescriptive; states what should be done
Community Links	Job #1 of board	Often delegated to CEO

TRUSTEES AND PRESIDENT THE GREEN LINE



The
Green
Line

What Does All This Mean for “Who Does What”?

- ▶ Board is responsible to define in Policy
 - ▶ the Ends, the outcomes: the “what” that is to be accomplished
 - ▶ ethical, legal, and prudent limits on CEO decisions
- ▶ CEO and staff: the How
 - ▶ Everything that is designed to achieve the outcomes, the results, within the limits

Questions?

“Aha”s?



Table Discussions of Scenarios

What should the
Board and CEO
do?

1. **WHAT IS THE BOARD'S
ROLE?**
2. **WHAT IS THE CEO'S ROLE?**
3. **WHAT POLICIES
WOULD/SHOULD THE
BOARD HAVE?**
4. **WHAT PRINCIPLE OF
EFFECTIVE GOVERNANCE
GUIDES YOUR RESPONSE?**

Feedback

Thank You!

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Big Bend
COMMUNITY COLLEGE

Mission Fulfillment Report 2019



June 6, 2019
Prepared by Institutional Research and Planning

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

BBCC Core Themes

Student Success

Excellence in Teaching and Learning

Community Engagement

Contents

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Mission Fulfillment 2018-19, Campus Feedback Summary	3
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2019-20 Core Theme Indicators Dashboard	14

Mission Fulfillment 2019: Introduction

The Mission Fulfillment process continued in the same manner as it did in 2017-18 where all faculty and staff reviewed and rated the college's progress on fulfilling its Mission through an evaluation of Core Theme Indicators. The feedback and ratings identified areas where the college should focus efforts and recommend how the college can improve.

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

The above process coincided with assessment of departmental, program and discipline work plans and budget requests for the 2018-19 academic year. Department staff evaluated their work plans and how their work contributed to the college's progress toward specific Core Theme Objectives. Budget allocations for the next academic year will be based on these mission fulfillment and departmental evaluation processes.

The table below displays the BBCC Planning timeline.

BBCC Planning Timeline 2018-19

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

Mission Fulfillment 2018-19, Campus Feedback Summary

Core Theme: Student Success – BBCC provides access to programs and services that meet the needs of our service district.		
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
<ul style="list-style-type: none"> Services satisfaction overall is good, with the exception of residence halls and food service (Speculated that Financial Aid and Tutoring may be down slightly due to staff turnover) Disability Services showed increased satisfaction Local employers need more skilled workforce graduates 	<ul style="list-style-type: none"> Market BBCC services Increase workforce program marketing to businesses Increase faculty awareness of services Allocate additional residence halls funding to increase satisfaction Fill positions more quickly Align workforce programs with regional economic needs Support CBIS to provide training to smaller companies 	<p>1.1a Student satisfaction with services used 1.1b Total student FTE (Full-Time Equivalent) 1.1c Employer Survey responses</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> Students' feedback on their job placement Focus Groups on student needs Get ABE student voice in data
1.2 Use of services correlates with success, retention, and completion		
<ul style="list-style-type: none"> Students are not doing well in pre-college English or math, but also aren't using the STEM or Writing Center. Is that because they are in the working in the classroom (flipped class, where work is done in the class)? Persistence, retention, and completion are issues and math continues to be a barrier for many students There is a decline in use of services, do students know where to access services? There has been high turnover in positions that support students 	<ul style="list-style-type: none"> Advertise services and have staff and faculty encourage students to use them Pre-college classes should tour the campus and resources Provide more tutoring resources for Pre-college math Improve residence halls network access 	<p>1.2a Course success rates based on use of services 1.2d Student use of services 1.2b Retention based on use of services 1.2c Completion based on use of services Tied for 3rd place 1.2b/1.2c</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> Explore ways to accurately track Stem and Writing Centers' use Collect data on Career Center Survey Pre-college students to see what they need

1.3 Students are prepared to graduate and to transfer or to seek employment		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
<ul style="list-style-type: none"> • Graduation and transfer rates have stagnated • The achievement gap between AW and HUG student groups has narrowed but that is partially due to the decline in AW students, although students who do not report race/ethnicity have lower achievement rates • Retention may be down due to the favorable economy 	<ul style="list-style-type: none"> • Market night and online classes to working students • Make CSS 100 mandatory for all students, make it a 5-credit class • Improve communication, advising, financial aid services over the summer • Target communication for students in spring of their first year to fall of their second year • Design opportunities for ABE students to see themselves as college students through campus engagement, whether in pre-college or training courses 	<p>1.3a IPEDS graduation & transfer rates 1.3b New Transfer & Workforce student retention 1.3d SAI progression & completion</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> • Collect data on non-returning students • Add information on students who leave for employment • Ask former students if they are working in an area related to their program? • Disaggregate data by Intent • Remove certificate earners from retention
<p>Core Theme: <i>Excellence in Teaching and Learning</i> – BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.</p>		
2.1 BBCC implements innovation and creativity in programs and services		
<ul style="list-style-type: none"> • Student use of advising and satisfaction is improving • The faculty advising model makes sense because students are engaged with their instructors • Accelerated learning is helping students progress • Encouraging HUG involvement in co-curricular activities has increased their participation –new clubs, new athletic programs and relocation of ASB offices to a centralized location may also increase participation 	<ul style="list-style-type: none"> • Continue advising work, offer advising trainings to maintain consistent advising, expand advising maps, develop a process/procedure to collect students’ advising plans • Engage students by having instructors relay information, use students’ personal emails, incorporate activities that target non-traditional students, consider developing a gaming club or e-sports • Develop and advertise accelerated courses/pathways • Improve training for front-line staff • Provide time and resources for assessment work • Reduce time to fill BBCC positions 	<p>2.1b Student engagement in co-curricular activities 2.1c Innovative strategies supporting strategic priorities (add accelerated math) 2.1e Department evaluation</p>

2.2 BBCC helps students attain high academic standards		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
<ul style="list-style-type: none"> • Course success rates have gone up, night course success rates raise overall success rates, Running Start students' higher academic preparedness may be a factor, Regular and Substantive Interaction Requirements between instructors and students will improve online course success rates • AW and HUG gap is still present in course success rates • External certification rates seem good overall 	<ul style="list-style-type: none"> • Promote night classes • Expand and support training for online instruction • Increase intentional assessment and closing the loop to increase student learning, provide time for cross-disciplinary norming and Gen Ed discussion • Examine what causes the course success gap between AW and HUG student groups • Align workforce curriculum with industry standards 	<p>2.2a External certification rates 2.2b Course success rates 2.2c Gen Ed assessment</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> • Find a way to consistently measure certificates across programs • Don't drop students from classes if they are waiting on financial aid • Ask failing students why they are not succeeding • Include withdrawals as a separate category on course success rates • Separate Running Start Student Course success from Non-Running Start Students
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		
<ul style="list-style-type: none"> • Trainings have increased participant perception of knowledge • There are opportunities for on-campus training but this could be increased – most trainings were geared toward the employee experience • Some employees said they had professional development opportunities but others felt like their training had to be justified, workloads were too demanding to take it, personal time had to be used for training, and that faculty had professional development incentives but staff did not 	<ul style="list-style-type: none"> • Offer training for Student Ready Practices and Comprehensive Advising • Provide leadership training for new department leaders • Provide training incentives for staff, not just faculty • Offer webinars away from standard work space to eliminate interruptions • Provide time for staff to implement what they learned • Focus trainings on one or two areas at a time 	<p>2.3a Employee responses indicate likelihood of changing practices as a result of training 2.3b Employees' training participation rates 2.3c Professional development offerings related to strategic goals and priorities</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> • Need to show off campus professional development activities • Add in knowledge before and after training • Look at the number who were invited to the training, then how many attended

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

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

Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
<ul style="list-style-type: none"> • It is concerning that so many organizations don't know what programs BBCC offers to support economic development • A substantial number of community members do not believe the region a skilled workforce available • BBCC has aligned the economic sectors with services (testing, training, programs) effectively • The testing center plays a big role in serving industry 	<ul style="list-style-type: none"> • Focus on marketing to help business understand BBCC's programs, trainings, and testing services • Have community partners be our ambassadors • Support workforce programs outreach • Update website • Focus on internships and apprenticeships • Have a Viking Day were everyone wears BBCC gear • Increase the number of people responsible for community connections, events 	<p>3.1a Alignment of economic sectors with BBCC services 3.1b Employer survey responses 3.1c Foundation supporter feedback</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> • Need Career Services data • Learn why some employers are reluctant to work with us • Track students' employment • Survey workers to know what prevents them from participating in training or taking classes

3.2 BBCC works with K-12 & university partners to provide educational opportunities

<ul style="list-style-type: none"> • Running Start enrollment is leveling off while College in the High School is increasing • Transfer data shows a significant drop and an even greater drop for HUG student group • There is a relationship with the proximity to BBCC and student enrollment • Relationships with high schools seem to be improving 	<ul style="list-style-type: none"> • Target Othello, Mattawa, and Quincy and small schools for enrollment, offer classes in their respective communities • Increase collaboration with reluctant high school administrators and counselors • Market the new WEC building programs • Train outreach staff on current programs • Discuss transfer opportunities during new student intake process to help students develop long-term vision and goals • Create transfer opportunities for place-bound students • Increase funding through SAI points • Balance Running Start and non-traditional student enrollment in classes • Provide support, and higher pay for teachers who lead College in the High School classes 	<p>3.2a Transfer rate based on National Clearinghouse data 3.2b Percent of local high school grads attending BBCC 3.2c Running Start and College in the High School enrollments</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> • Provide Running Start transfer data • Gather data about activities with transfer colleges and correlate it to transfer • Gather data on Running Start students who graduate from high school and BBCC
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3.3 BBCC practices responsible use of resources, including fiscal and natural resources		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
<ul style="list-style-type: none"> Financial audits are good over the years Energy usage is down 	<ul style="list-style-type: none"> Reduce energy use Consider buying a higher quality of paper to reduce consumption Track recycling and make it a college priority, have recycling contests between buildings Create an energy project list 	<p>3.3a Clean financial audits 3.3b Reduce energy use intensity 5% from 210.235 EUI kBtu/ft² 3.3c Reduce plastic bag use 5% from 4962.8 lbs 3.3d Reduce custodial paper use 5% from 9280.74 lbs (3.3a/3.3d tied for 3rd place)</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> Use data for the entire campus, not just Maintenance and Operations Track recycling Include a narrative explaining the data
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
<ul style="list-style-type: none"> Students appear to feel safe to be themselves and express their opinions in the classroom Diversity of candidate pools increased; bias training is helping the hiring process Employee turnover is an issue Safety awareness and reporting has improved; Title IX and drug incidents have increased 	<ul style="list-style-type: none"> Improve the employee experience, the environmental scan was a great start, now the college needs an action plan to address survey results; analyze why and where turnover is occurring and address the issues; decrease gap between faculty and administration competing interests; increase pay Onboarding and orientation needs to be a college priority, provide additional training for department leads Address communication to create a more cohesive community Security needs to be accessible on evenings and weekends; locate security in the 1400 building; increased security awareness may be impacting higher reporting; create an awareness campaign of stalking, update bathroom posters 	<p>3.4a BBCC provides a classroom environment where students feel safe to express their opinions 3.4b Full-time employee turnover rate 3.4e Diversity of candidate pool (gender, race/ethnicity) 3.4g New employees follow-up survey (3.4a/3.4e tied for 3rd)</p> <p><i>Other data requested:</i></p> <ul style="list-style-type: none"> Summarize the President's exit interview data Increase exit interviews participation, include part-time employees Provide historic data, if available Compare turnover rates to outside industries Make sure all employees get the survey

Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
		General: <ul style="list-style-type: none"> • Include number of respondents or students in every chart. • Include background information on methodology, the reason the charts appear as they are • Educate students that reporting race/ethnicity is not held against them

Annual Next Steps

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

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

End Statements & Core Themes	Objective	Priorities	Goals	Next Steps for 2018-19	Actions Taken in 2018-19	2019 MF Score	Next Steps for 2019-20	Responsible Parties	Resource Allocation to Date	
<u>E-3 Excellence in Teaching & Learning</u>	2.3	BBCC supports professional development for faculty & staff in order to improve student engagement & outcomes	Employee Experience, Student-Ready Practices	Close the GAP, Increase Completion	Offer professional development on topics related to strategic priorities including use of data and equity	BBCC provided many on-campus professional development opportunities focused on Diversity/Equity/Inclusion, Leadership, Student/Employee experience and Policies and Procedures. All topics were identified in Employee Training Evaluation Surveys.	2.50	Provide academic and case management advisor training, support leadership development training	Instructional and Student Services deans and faculty and staff, Strategic Priorities Committee workgroups, STEM Grant Director, Vice President of Human Resources, Cabinet	STEM grant funds for Starfish software, sustain advising coordinator position after conclusion of PAHP grant
<u>E-4 Community Engagement</u>	3.1	BBCC works with community & industry partners to support economic development	Student-Ready Practices	Increase FTE	Improve communication with local businesses	BBCC's President and BBCC's Foundation Executive Director raised \$2,340,575 towards the goal of \$3.75 million to build the Workforce Education Center (WEC). In total, 121 organizations and individuals have been invited to participate. CBIS delivered training to 924 participants in workforce training, community education, and personal enrichment courses including Job Skills Grants (JSP) through the SBCTC. Work-Based Learning and Post Secondary Exploration were provided to Moses Lake, Ephrata, Warden, and Quincy High Schools (201 students).	2.83	Improve marketing efforts including updates to the website, support outreach for workforce programs	Director of Communications, Dean of Student Services and faculty and staff, Dean of Workforce Education and faculty and staff	UAS grant funds for website update, CiHS and Perkins funds for outreach and marketing

End Statements & Core Themes	Objective	Priorities	Goals	Next Steps for 2018-19	Actions Taken in 2018-19	2019 MF Score	Next Steps for 2019-20	Responsible Parties	Resource Allocation to Date	
<u>E-4 Community Engagement</u>	3.2	BBCC works with K-12 & university partners to provide educational opportunities	Student-Ready Practices, Advising	Close the GAP, Increase FTE, Increase Completions	Enhance high school outreach	The High School Relations Work Group was tasked to develop general DTA advising maps for Running Start students from each of our area high schools showing how courses required for HS graduation requirements fit into the DTA-AAS degree; Counseling Center staff completed these maps. English and math placement agreements were developed with more area high schools. We worked on the acceptance letters for distribution to area HS seniors, and are studying past RS student success data to evaluate RS entrance requirements. We are piloting a senior advising and registration session for CiHS seniors. The Outreach Department organized and/or attended 45 recruitment events.	3.00	Conduct targeted outreach to specific communities, strengthen relationships with local high schools, strengthen transfer advising practices	Instructional and Student Services deans and faculty and staff	CiHS and Perkins funds for outreach and marketing, sustain advising coordinator position after conclusion of PAHP grant
<u>E-5 Integrity & Stewardship</u>	3.3	BBCC practices responsible use of resources, including fiscal & natural resources	Student-Ready Practices, Employee Experience	Close the GAP, Increase FTE, Increase Completion	Improve internal communication	Business Office works hard to ensure no accounts are overspent, purchases over \$5,000 are approved by leadership, and accounting records meet or exceed requirements for federal and state regulations—resulting in clean audits. M&O has taken steps to be more efficient in staff time for trash collection by instituting lean processes and in extending the life of paper rolls by completing depleting one roll when multiple rolls are in use in the same room.	4.17	Sustain conservation and ethical stewardship efforts	Director of Facilities, Vice President of Finance & Administration	Operating budget funds
<u>E-6 Inclusion & Climate</u>	3.4	BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	Employee Experience, Student-Ready Practices	Close the Gap	Conduct environmental scan, Develop definition for equity and strategies to operationalize	The Employee Experience Work Group (EEWG) worked with the Committee for Equity, Inclusion, and Diversity (CEID) in coordinating the employee focus group sessions that were conducted in October 2018. The EEWG also worked closely with CEID to develop definitions of diversity, equity, and inclusion that were approved by the Shared Governance Council on May 10, 2019.	2.88	Develop and implement action plans based on the campus climate report with a focus on communication, accountability, and community.	Cabinet, all employees	Operating budget funds

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

2019-20 Core Theme Indicators Dashboard

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

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

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

Key

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

Blue italics indicates strategic goal indicator

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

Red = proposed Indicator for 2019-20

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

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

Mission Fulfillment Workbook 2019



January 16, 2019

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

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

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Introduction

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

Overview of the data and information

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

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

Mission Fulfillment Outline

Big Bend Community College, 2017-2018

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

Objectives	Indicators
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students	1.1a Student satisfaction with services used 1.1b Total student FTE (Full-Time Equivalent) 1.1c Employer survey responses 1.1d Foundation supporter feedback 1.1e Inventory of services (how & when offered)
1.2 Use of services correlates with success, retention, and completion	1.2a Course success rates based on use of services 1.2b Retention based on use of services 1.2c Completion based on use of services 1.2d Students use of services
1.3 Students are prepared to graduate and to transfer or to seek employment	1.3a IPEDS graduation & transfer rates 1.3b New Transfer & Workforce student retention <ul style="list-style-type: none"> • Fall-to-winter • Fall-to-spring • Fall-to-fall 1.3c Basic Skills retention to 45 hours 1.3d SAI progression & completion <ul style="list-style-type: none"> • ABE transition to college • 1st 15 credits • 1st 30 credits • 1st 45 credits • Retention • Completion 1.3e Gap between A/W and HUG in course success rate in first quarter 1.3f Graduate employment

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

Objectives	Indicators
<p>2.1 BBCC implements innovation and creativity in programs and services</p>	<p>2.1a Student engagement with others 2.1b Student engagement in co-curricular activities 2.1c Innovative strategies supporting strategic priorities</p> <ul style="list-style-type: none"> • Students developed academic plan with help from college staff • Students satisfied with advising • Students earning ENGL 101 credit in accelerated English • Students from accelerated English class succeeding in ENGL 102 & ENGL 235 <p>2.1d Course level assessment 2.1e Department evaluation</p>
<p>2.2 BBCC helps students attain high academic standards</p>	<p>2.2a External certification rates 2.2b Course success rate 2.2c General Education (Gen Ed) assessment 2.2d Program assessment</p>
<p>2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes</p>	<p>2.3a Employee responses indicate likelihood of changing practices as a result of training 2.3b Employees' training participation rates 2.3c Professional development offerings related to strategic goals and priorities</p>

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

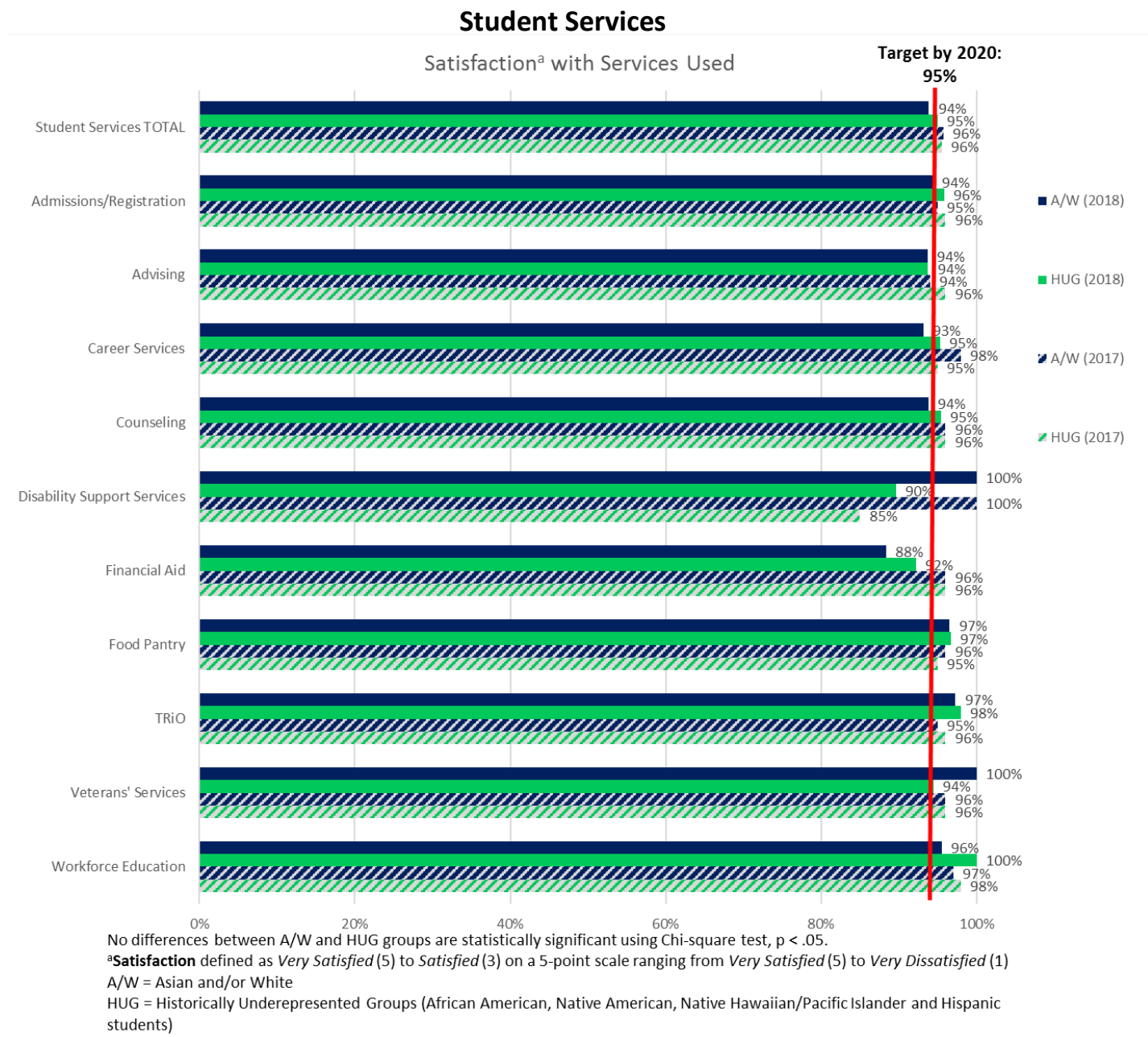
Objectives	Indicators
3.1 BBCC works with community and industry partners to support economic development	3.1a Alignment of economic sectors with BBCC services 3.1b Employer survey responses 3.1c Foundation supporter feedback
3.2 BBCC works with K-12 & university partners to provide educational opportunities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

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

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

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

Indicator 1.1a Student satisfaction with services used



Instructional Support

Satisfaction^a with Services Used

Target by 2020:
95%



No differences between A/W and HUG groups are statistically significant using Chi-square test, $p < .05$.

^a**Satisfaction** defined as *Very Satisfied* (5) to *Satisfied* (3) on a 5-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1)

A/W = Asian and/or White

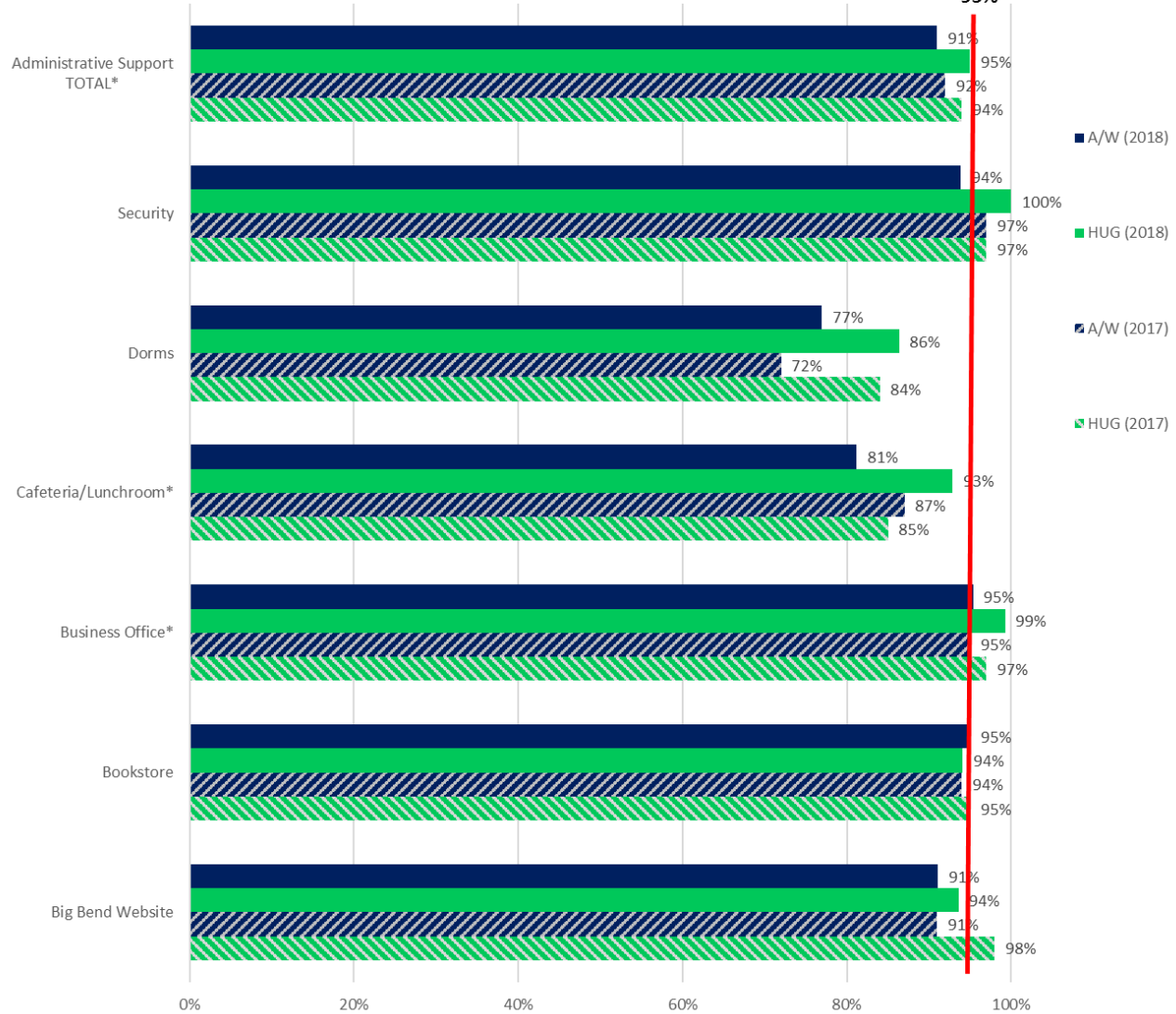
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Administrative Support

Satisfaction^a with Services Used

Target by 2020:

95%



The difference between A/W and HUG groups is only statistically significant in 2017 using Chi-square test, $p < .05$.

^aSatisfaction defined as *Very Satisfied* (5) to *Satisfied* (3) on a 5-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1)

A/W = Asian and/or White

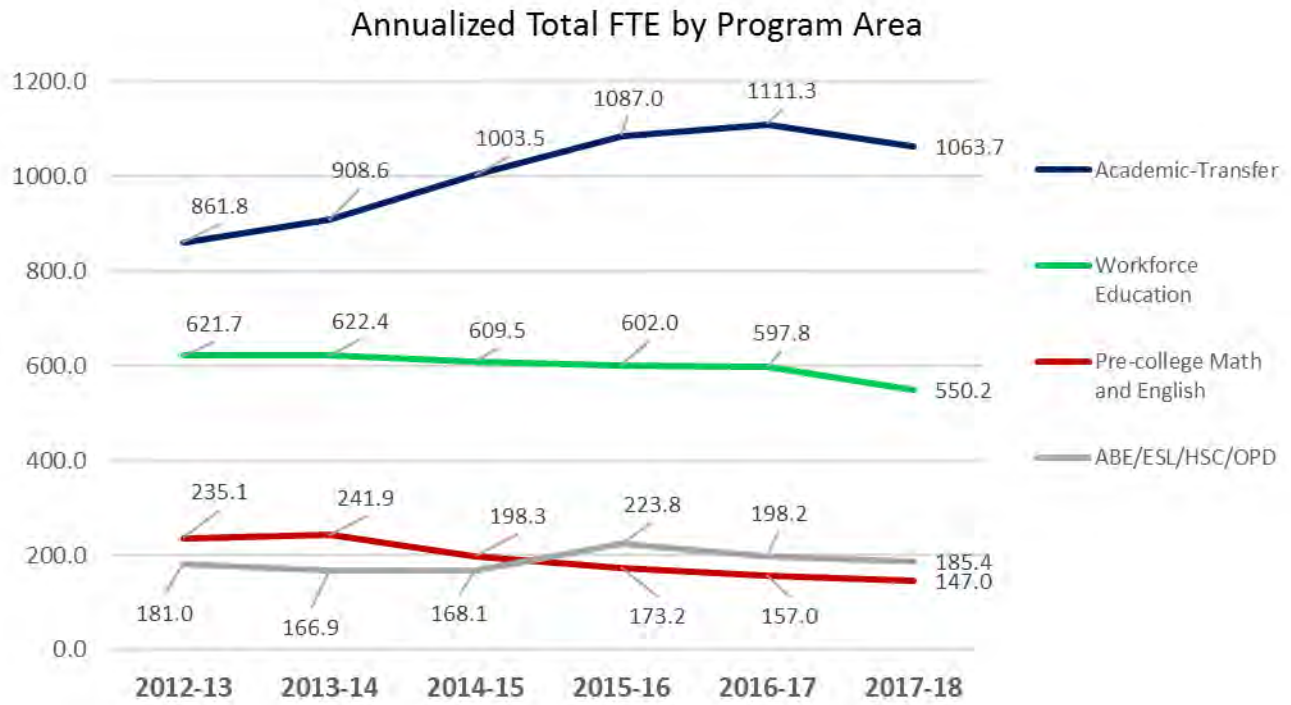
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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

Annualized Total FTE by Program Area

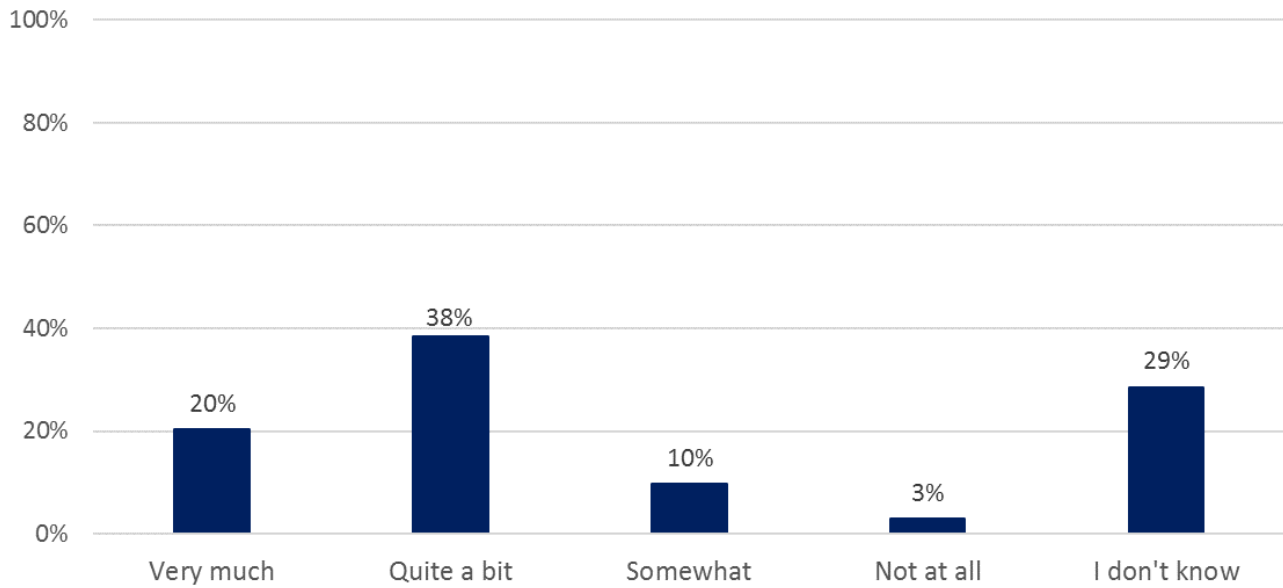
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Academic-Transfer	861.8	908.6	1003.5	1087.0	1111.3	1063.7
Workforce Education	621.7	622.4	609.5	602.0	597.8	550.2
Pre-college Math and English	235.1	241.9	198.3	173.2	157.0	147.0
ABE/ESL/HSC/OPD	181.0	166.9	168.1	223.8	198.2	185.4
Overall Total FTE	1899.6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



Indicator 1.1c Employer survey responses

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

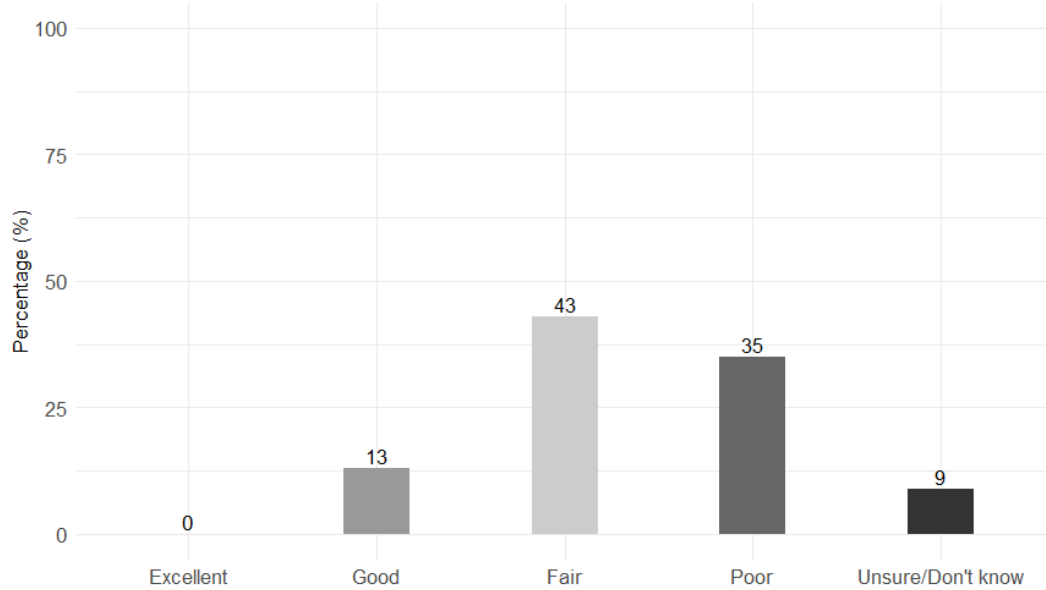
1.1c To what extent does BBCC offer academic programs needed by the regional economy?



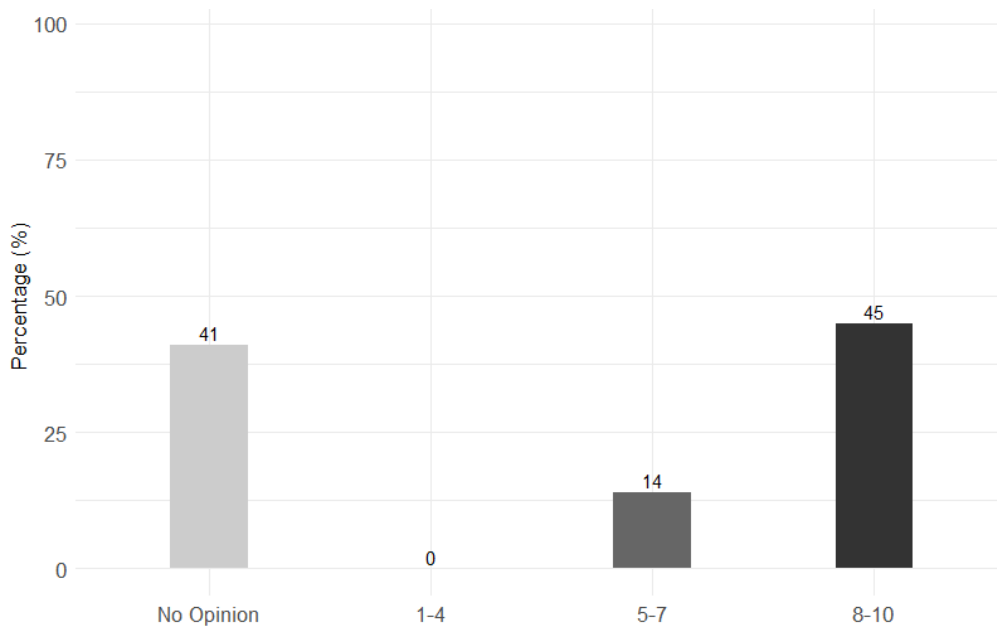
Indicator 1.1d Foundation supporter feedback

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

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



How do you rate the effectiveness of the BBCC workforce training programs on a scale of 1-10? (1 = Not very effective, 10 = Very effective)



Indicator 1.1e Inventory of services (how & when offered)

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

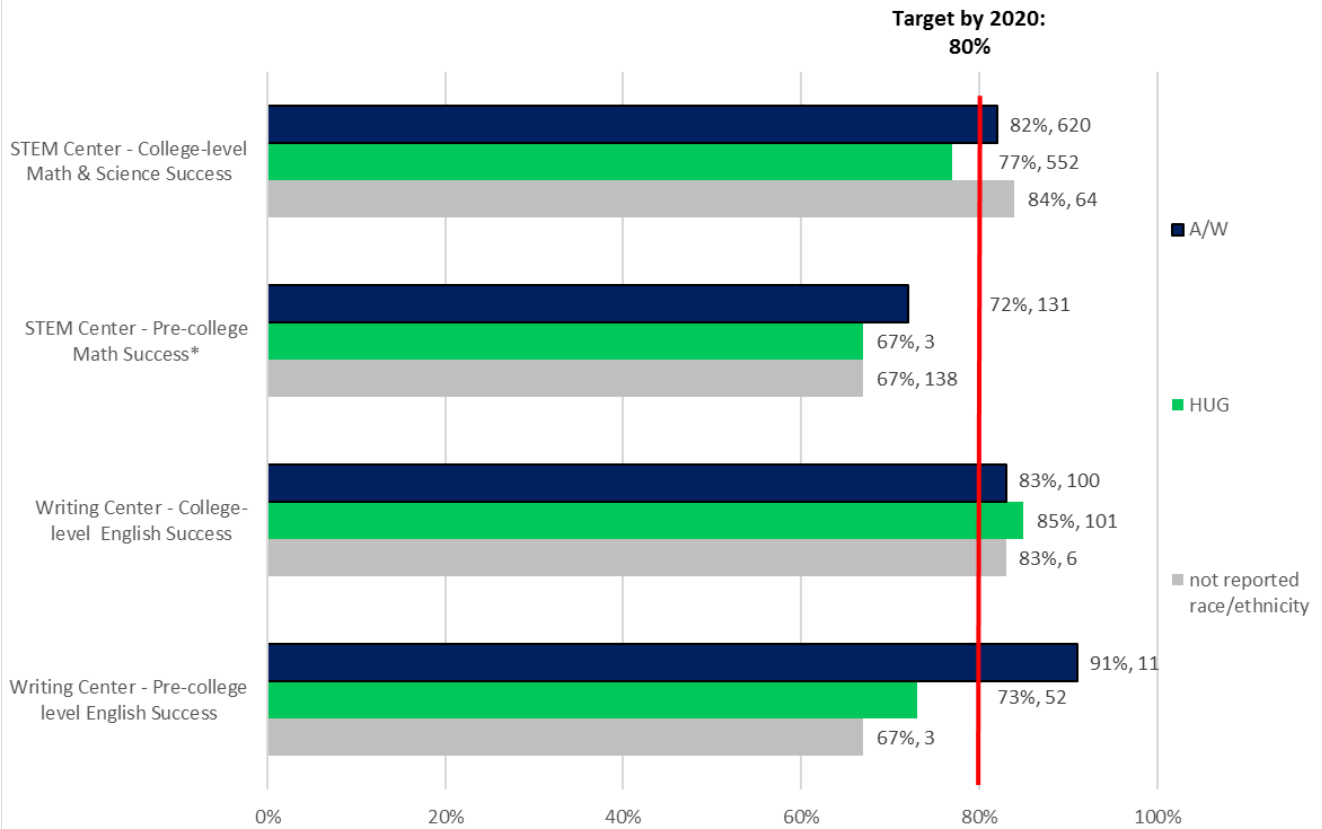
	Service	Office/Departments	Distance*	Evening**	Off site***
New Student Intake	Placement	Testing Center			
	Admission	SASS - Admissions/Registration	X		
	Registration	SASS - Admissions/Registration	X		
	Financial Aid	SASS - FA, WES, Veterans Services	X		
	Cashiering	Business Office	X		
	Student ID	Library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

	Service	Office/Departments	Distance*	Evening**	Off site***
Completion	Graduation application	SASS - Counseling & advising & registration, TRiO SSS	X		
	Transfer assistance	SASS - Counseling & advising, TRiO SSS			
	Resume & interviewing	Career Services			
	Job search	Career Services	X		
	Career exploration	Career Services	X		
Basic Needs	Housing	Residence Halls		X	
	Food	WES-Food Pantry		X	
	Transportation (bus pass)	WES, Foundation			
	Emergency Support	SASS - Counseling, Security		x	
	Childcare	Childcare Center			
	Student Employment	SASS - FA	X		
	Exercise	Clubs, Gym			
Student	Student Activities	ASB, Clubs, Athletics		X	
Engagement	Peer support	Veterans Serv, Clubs, Athletics, SSC		X	
<p>*Distance can include online, by phone, etc. ** Evening on-campus *** Physical site off-campus</p> <p>Key: SASS, Student Administrative Support Services; FA, Financial Aid; WES, SSC, Student Success Center; TRiO SSS, TRiO Student Support Services; Workforce Education Services</p>					

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

Indicator 1.2a Course success rates based on use of services

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



*The chi-square statistic is 5.0246. The p-value is .02499. This result is significant at $p < .05$.

BBCC's overall pre-college English course success rate was 62%.

BBCC's overall college-level English course success rate was 73%.

BBCC's overall pre-college math course success rate was 64%.

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

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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

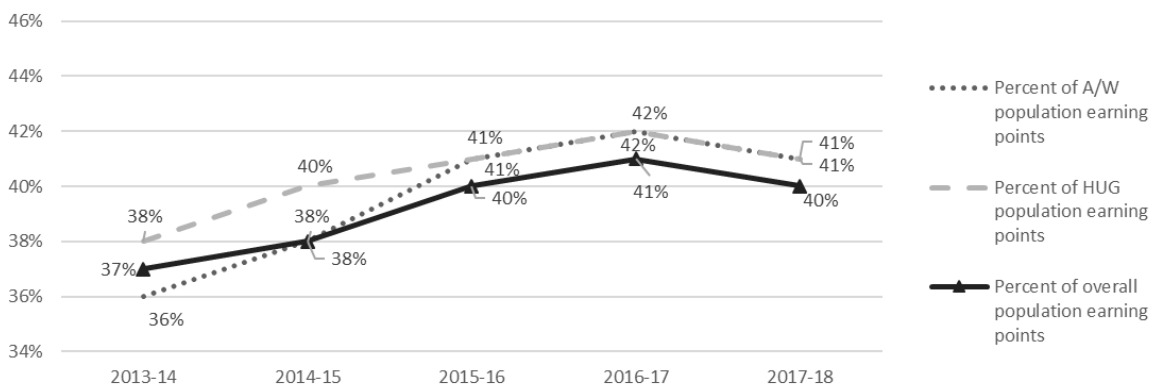
A retention point is awarded when a student reaches at least one achievement level during the current year and was enrolled in the previous year. The college can be awarded points for students’ progress over multiple years. This chart represents *all* enrolled students in a given year including those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

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

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

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

Percent of students who used a student service center^a and earned the SAI Retention Point



^aStudents used at least one of the following: STEM Center, Student Success Center, Writing Center at least one

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

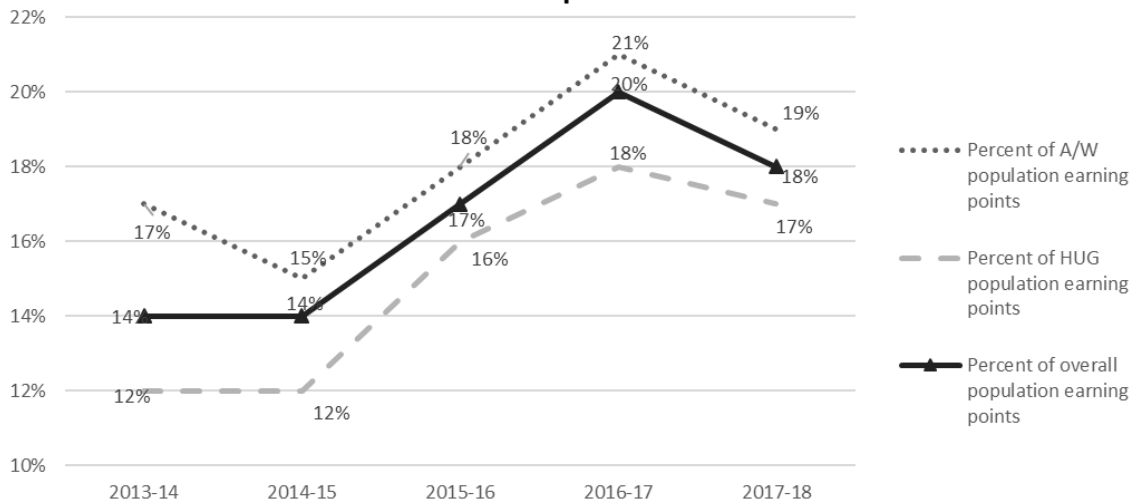
Indicator 1.2c SAI completion points based on use of STEM Center, Student Success Center, and Writing Center

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

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

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

Percent of students who used a student service center^a and earned the SAI Completion Point



*Difference between A/W and HUG groups is only significant for 2013-14 when using Chi-square test

^aStudents used at least one of the following: STEM Center, Student Success Center, Writing Center at least one

A/W = Asian or White

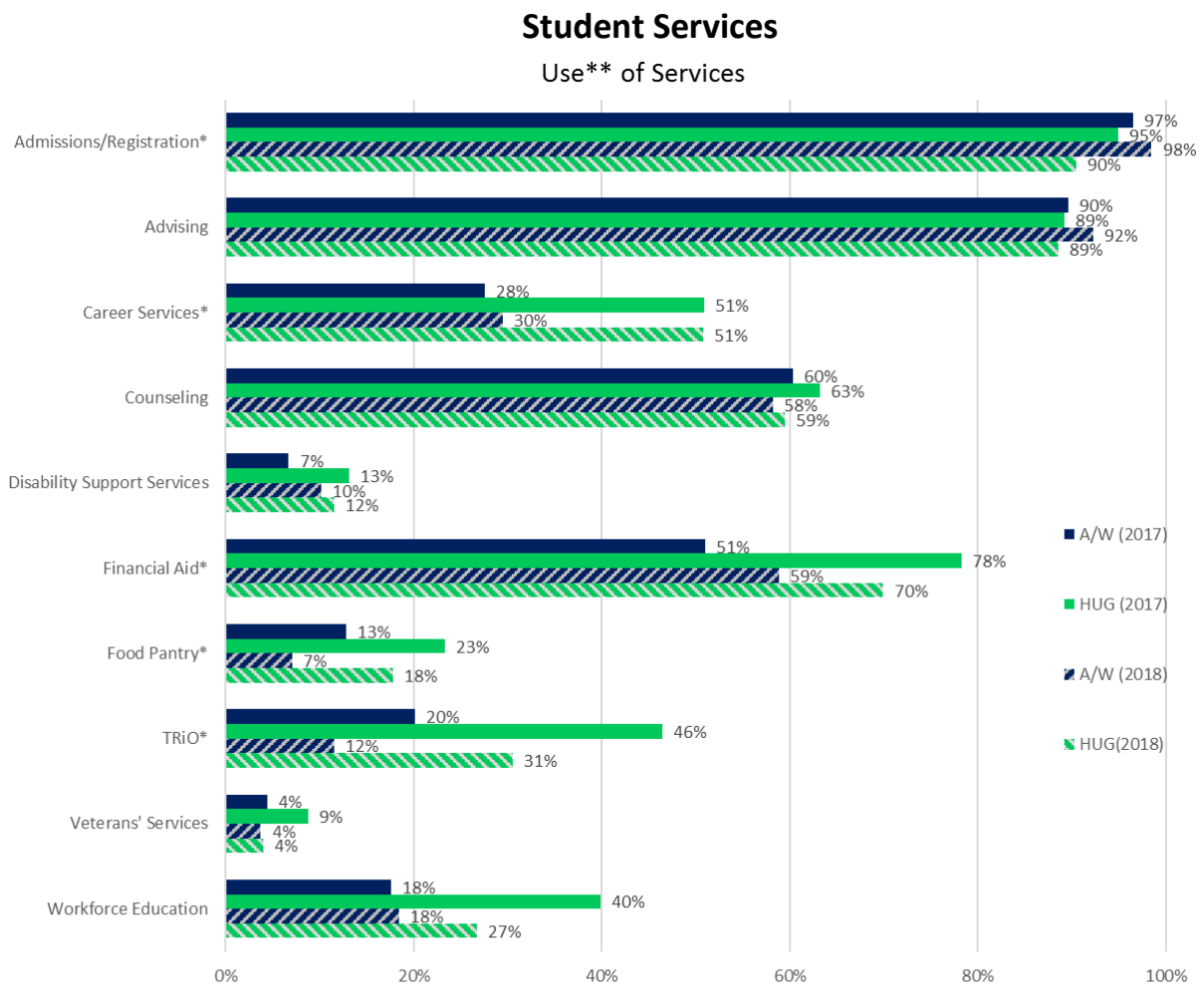
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific)

Indicator 1.2d Students use of services

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

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

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



*Difference is statistically significant in 2017 and 2018 using chi-square test, $p < .05$

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

A/W = Asian or White

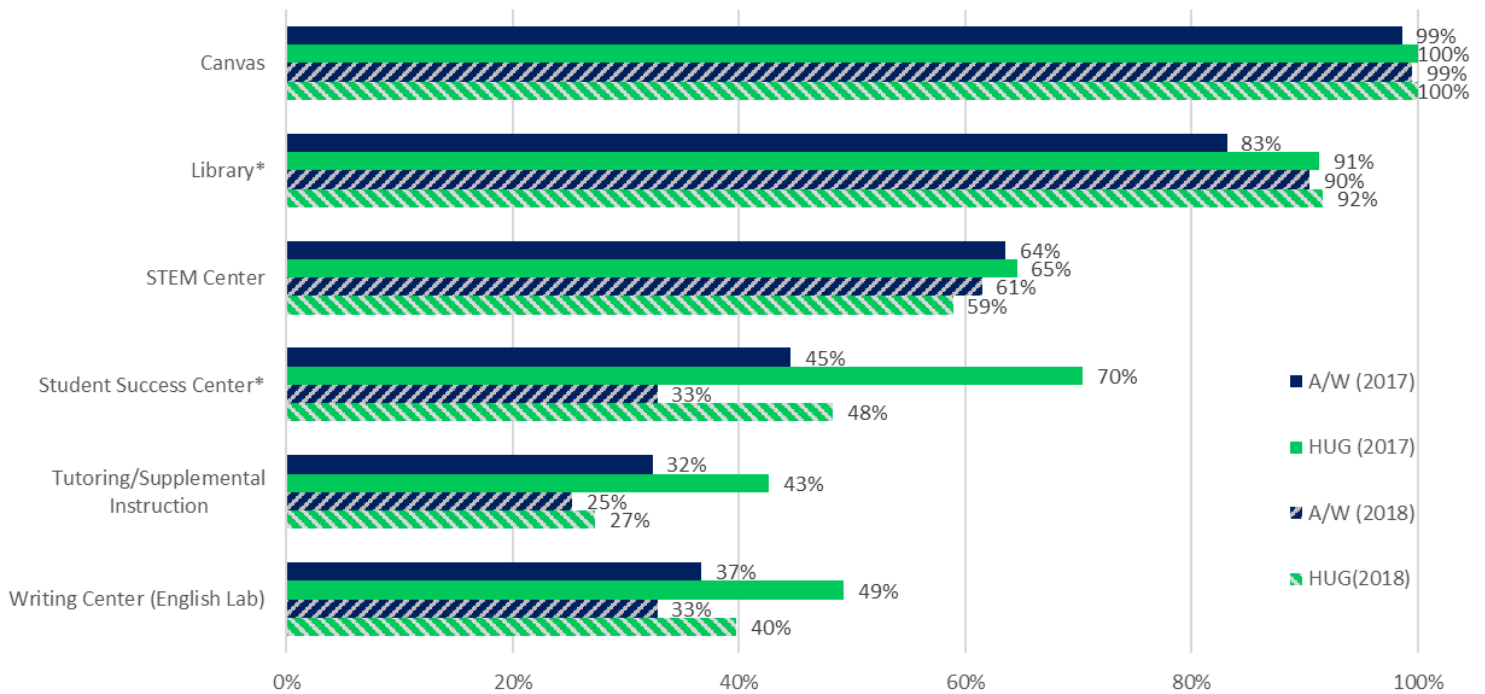
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2d Students use of services (instructional support)

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

Instructional Support

Use** of Services



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

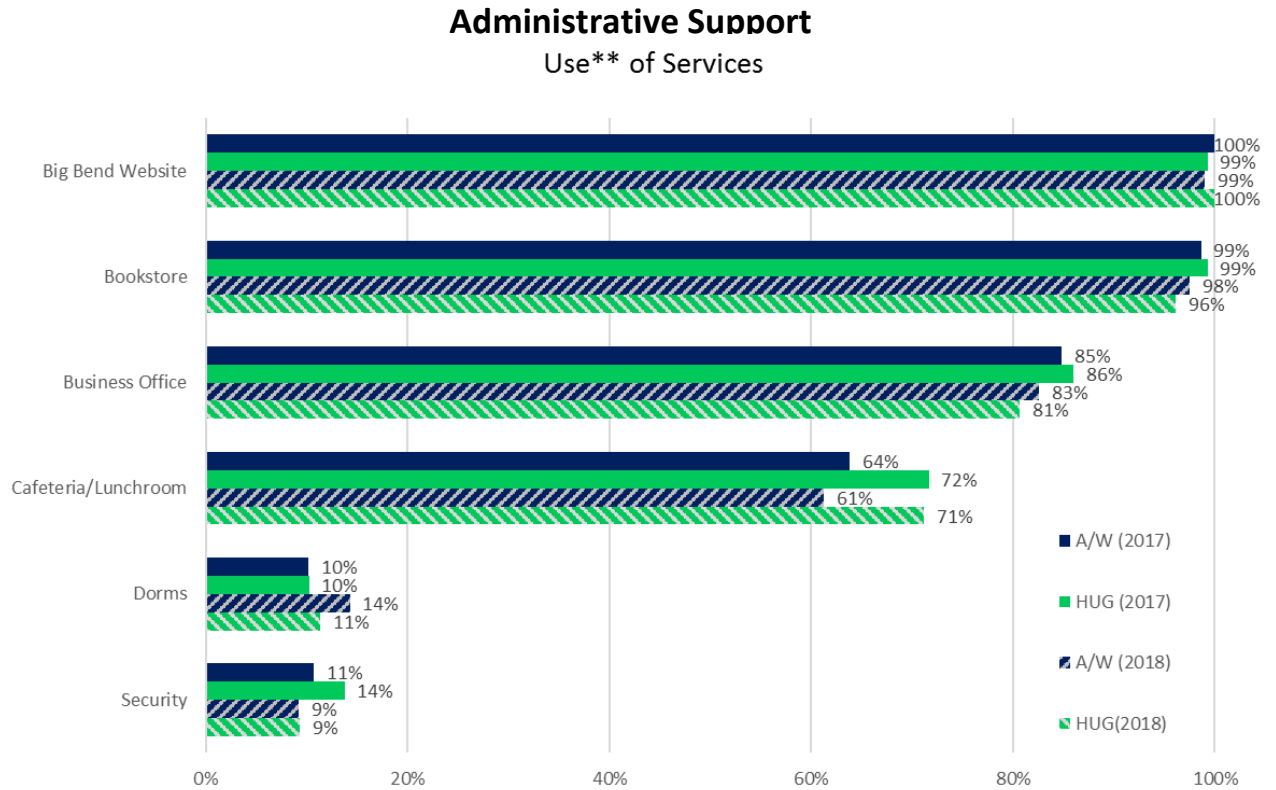
**Student used the service one or more times a quarter

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2d Students use of services (administrative support)

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



*No differences were significant using chi-square test, $p < .05$

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

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

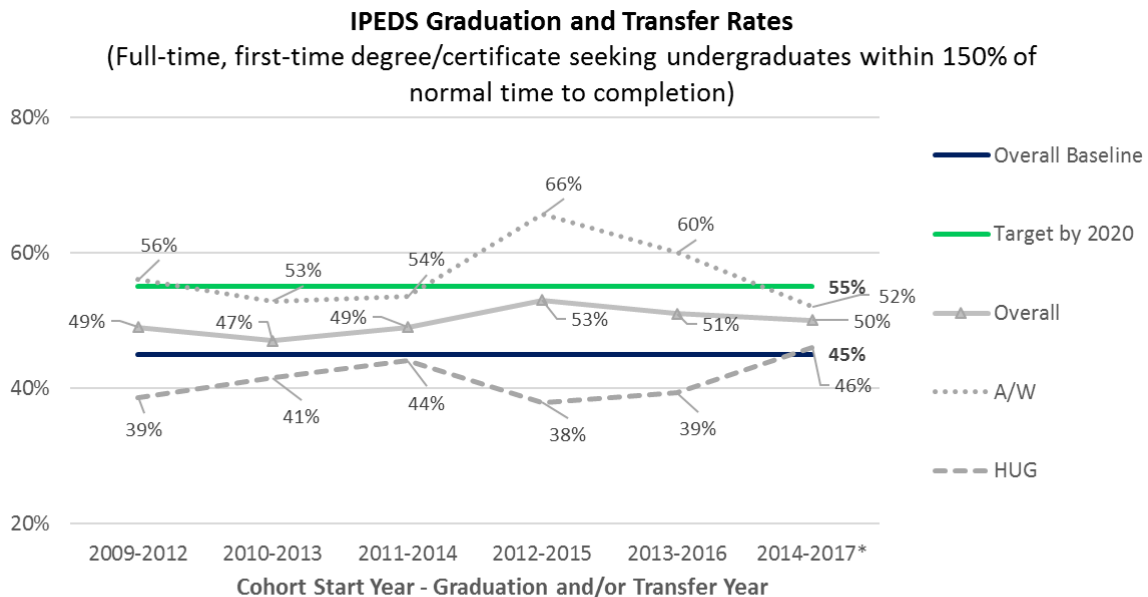
Indicator 1.3a IPEDS graduation & transfer rates

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

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

*Students who graduated may also have transferred.

**Student did not receive a credential prior to transferring.



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

A/W = Asian and/or White

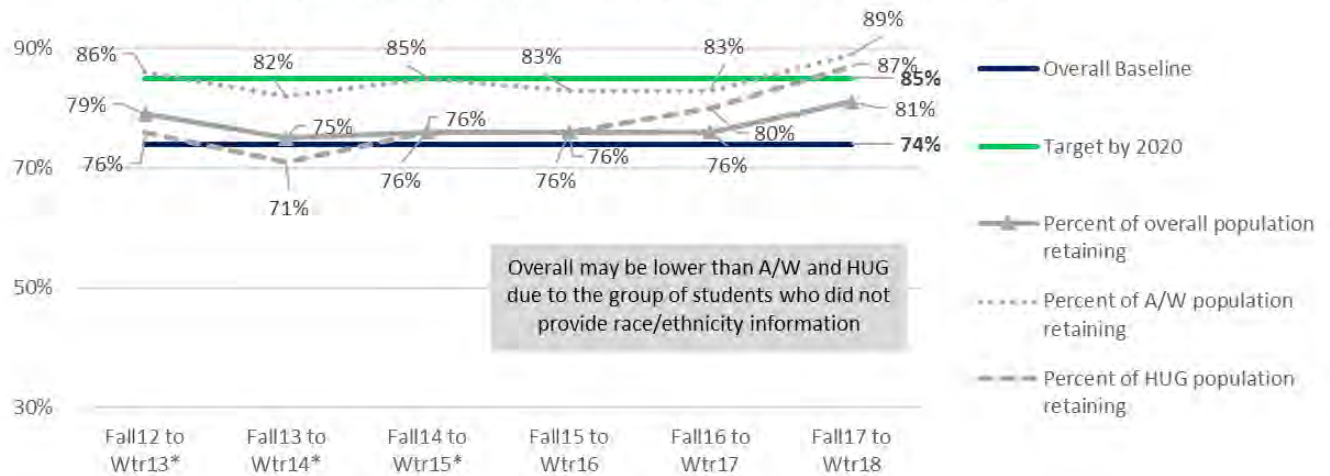
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

Fall to Winter Retention - Transfer and Workforce Students

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

Fall to Winter Retention – Transfer and Workforce Students



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

A/W = Asian and/or White

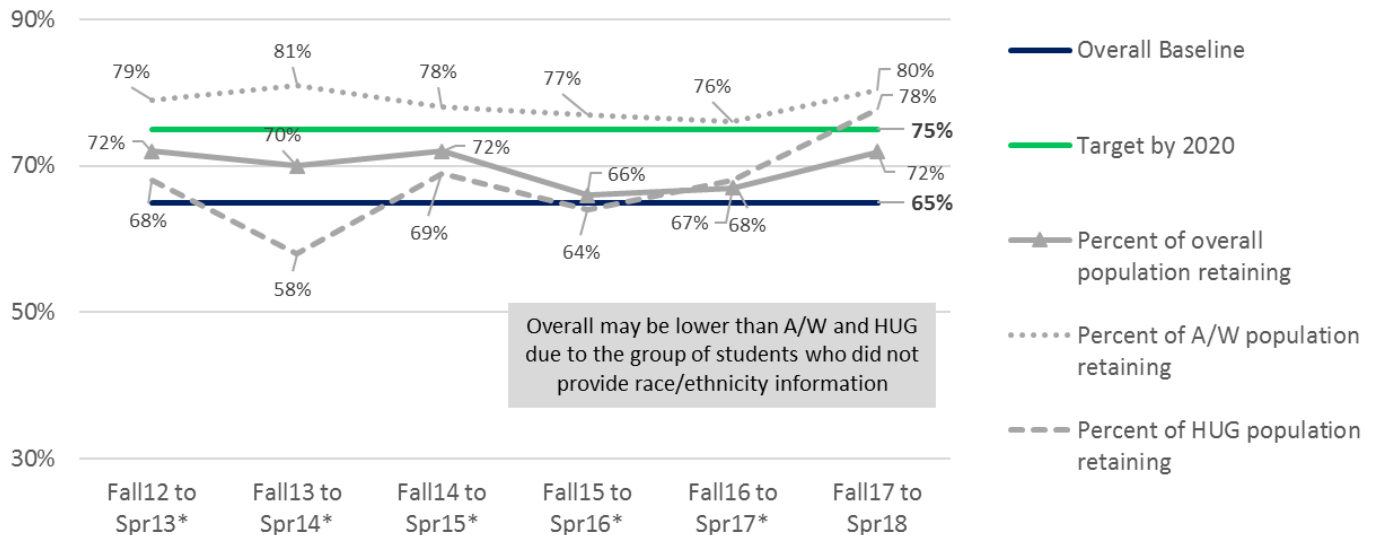
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

Fall to Spring Retention - Transfer and Workforce Students

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

Fall to Spring Retention – Transfer and Workforce Students



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

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

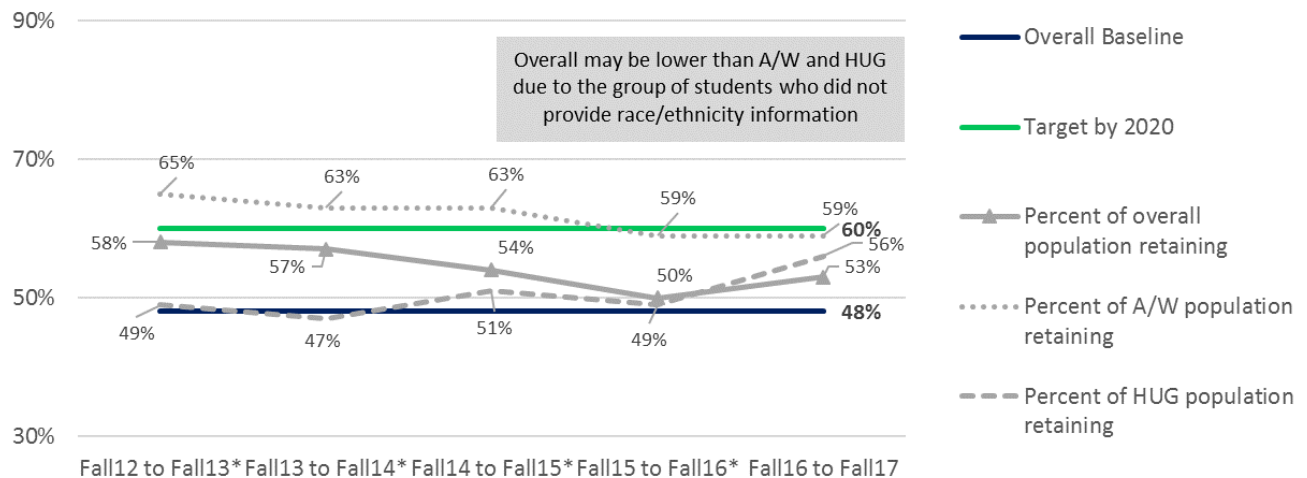
Indicator 1.3b New Transfer & Workforce student retention (fall-to-fall)

Fall to Fall Retention - Transfer and Workforce Students

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

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

Fall to Fall Retention – Transfer and Workforce Students



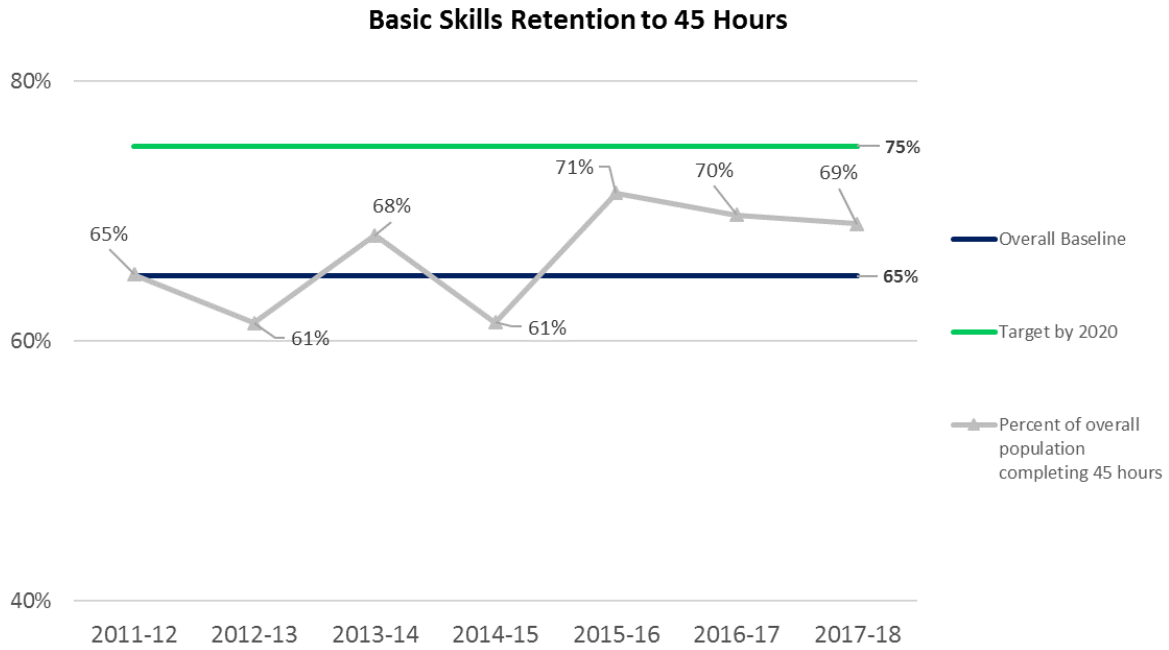
*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3c Basic Skills retention to 45 hours

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



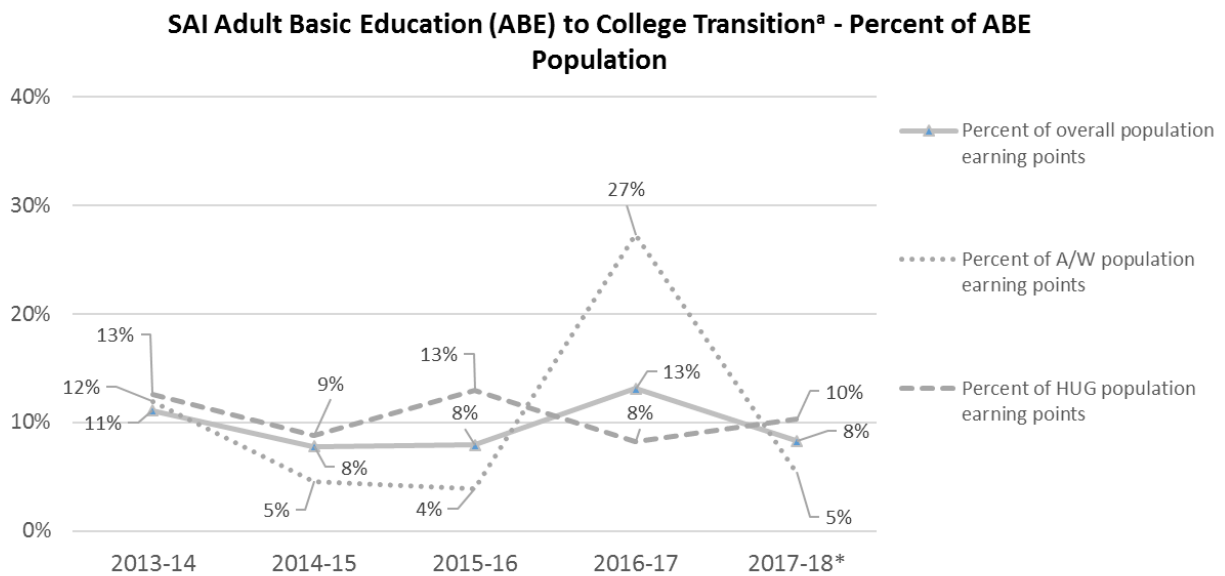
Indicator 1.3d Student Achievement Initiative (SAI) progression & completion

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

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

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

Percent of ABE population earning SAI points - ABE to college transition					
	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	12%	5%	4%	27%	5%
HUG	13%	9%	13%	8%	10%
Ethnicity not reported	3%	9%	5%	8%	8%
Overall	11%	8%	8%	13%	8%



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

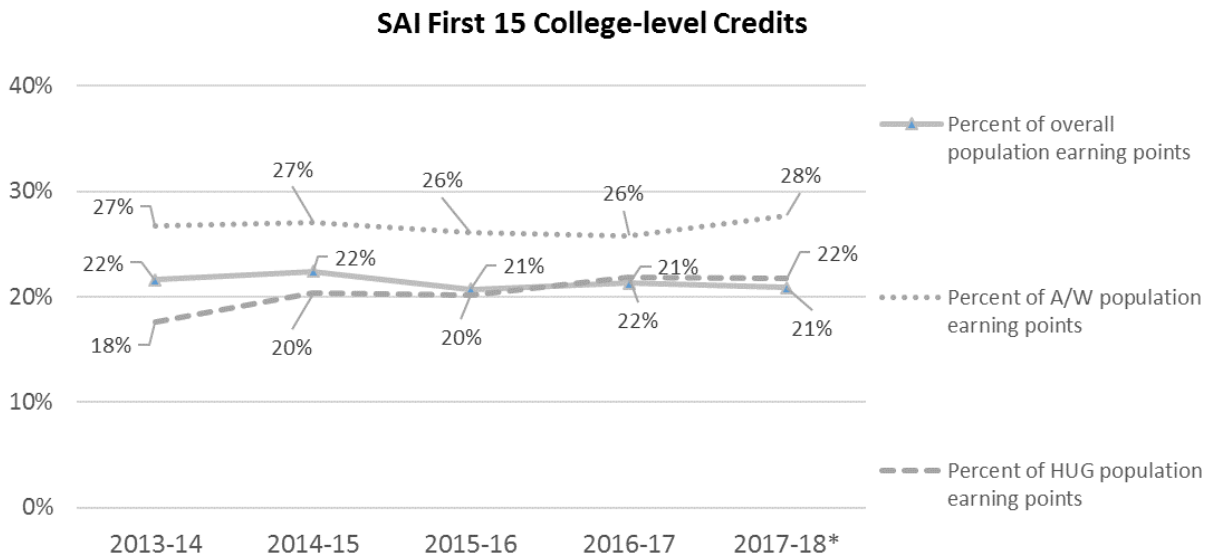
^aStudent coded as workforce or transfer in the current year *and* was formerly a basic skills student

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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



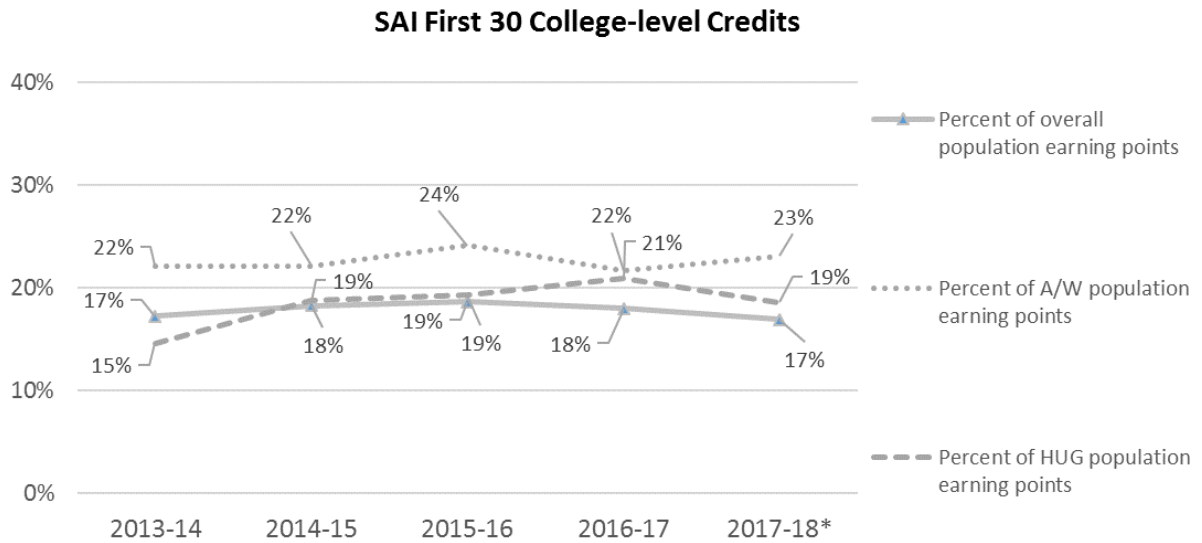
*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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



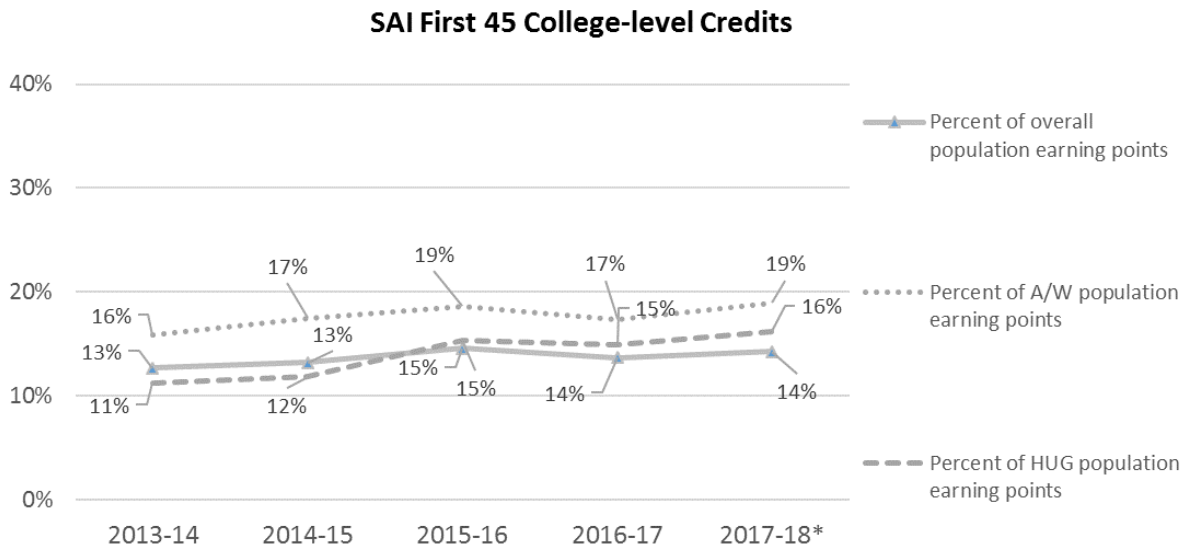
*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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



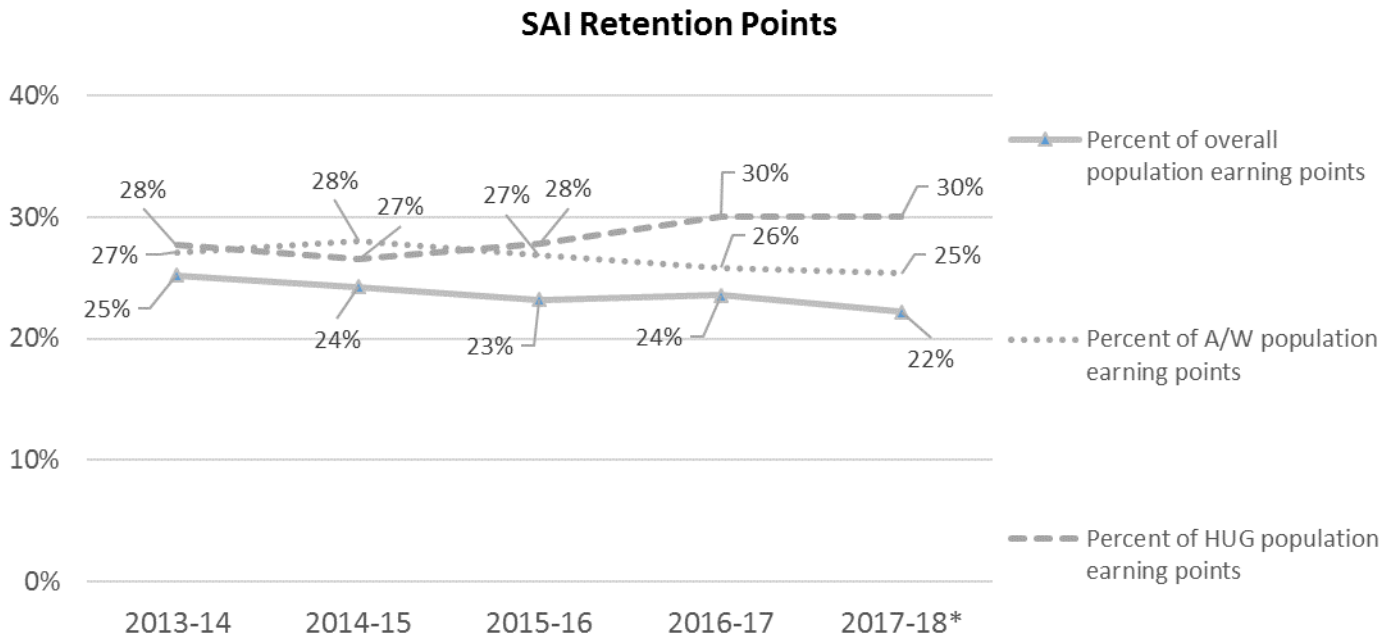
*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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



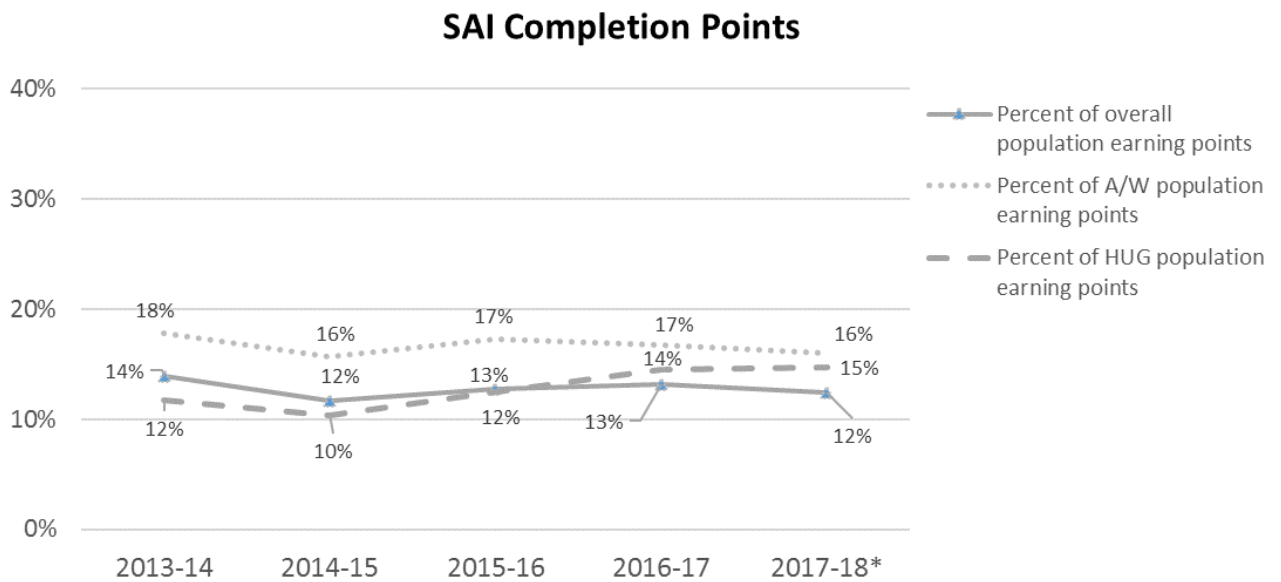
*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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



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

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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

New Students' Course Success Rates in the First Quarter

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

New Students' Course Success Rates in the First Quarter



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

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3f Graduate employment

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

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

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

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

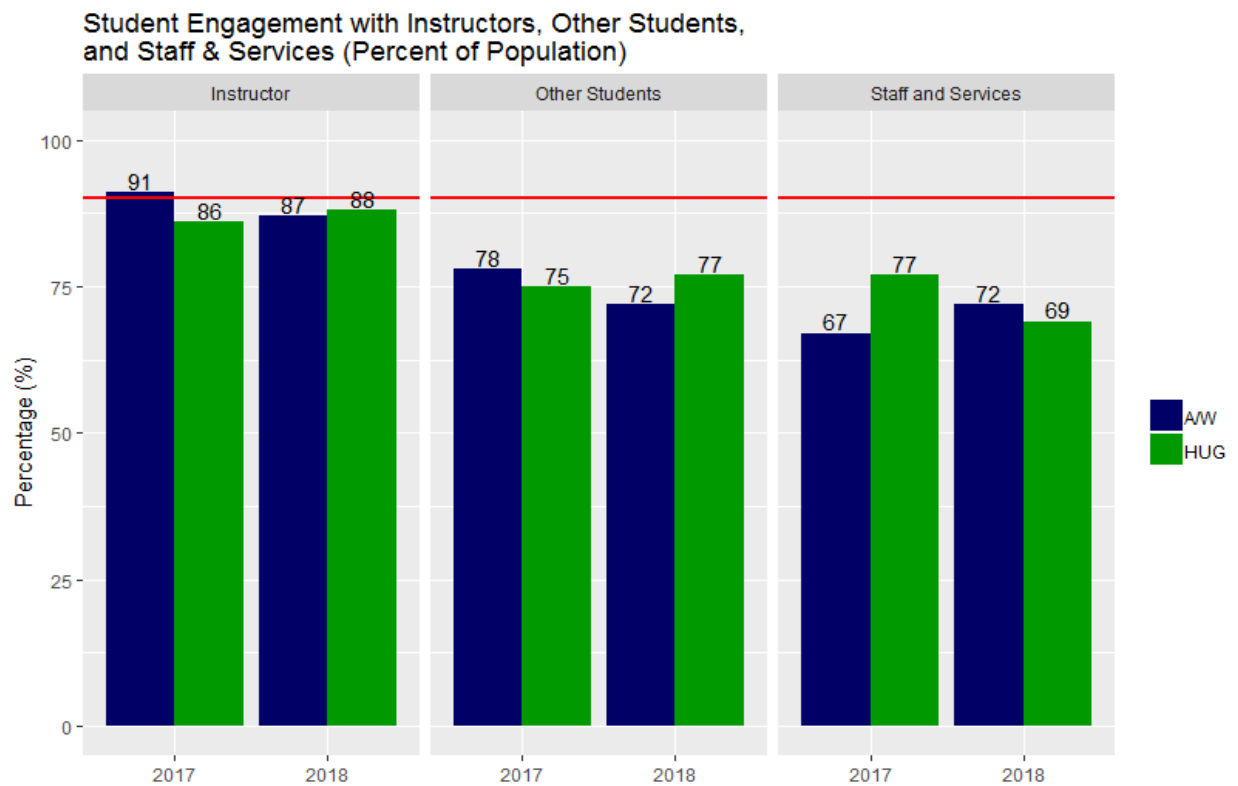
Program Degrees, Certifications, 45+Credits and 2.0 GPA are not reported in groups of less than five to protect students' identity but are included in the summary of all workforce students

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

Objective 2.1 BBCC implements innovation and creativity in programs and services

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

Indicator 2.1a Student engagement with others



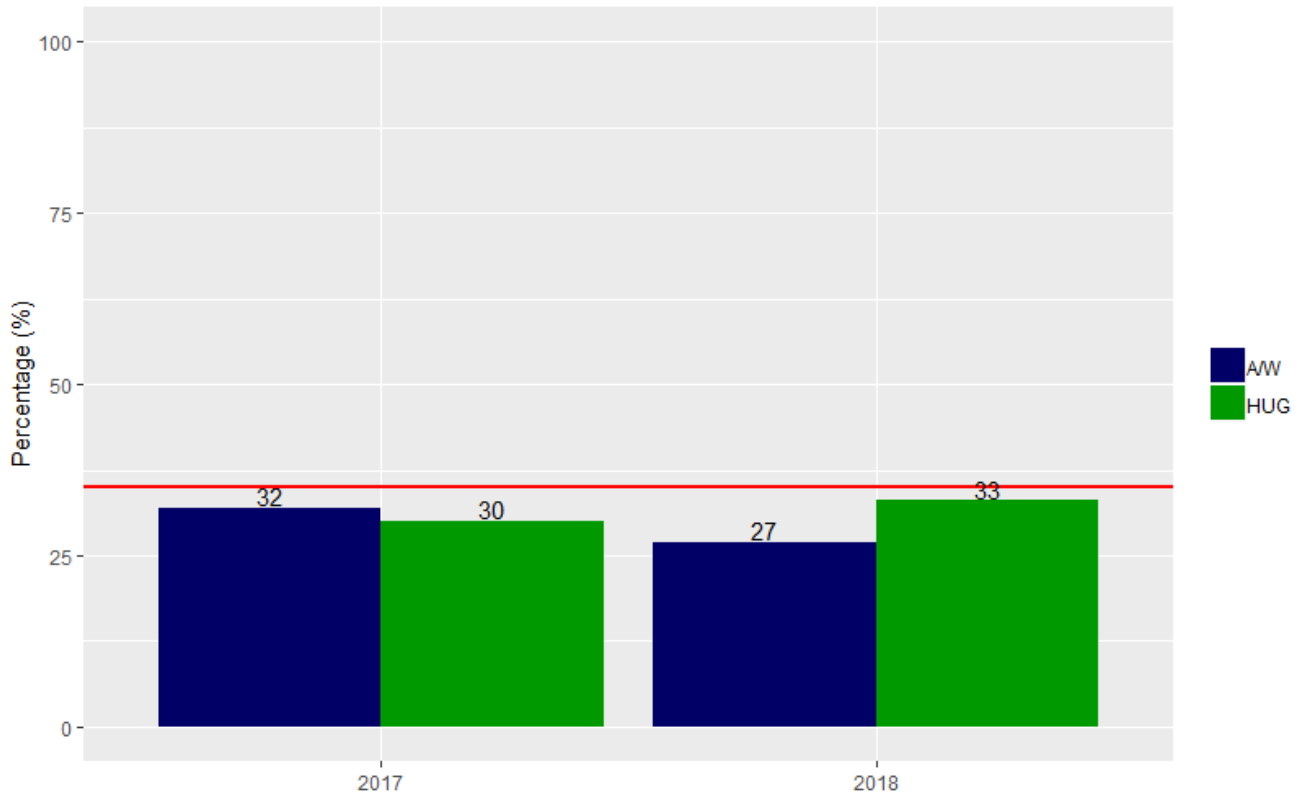
The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.1b Student engagement in co-curricular activities

Student Involvement with Co-curricular Activities
(Percent of Population)



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

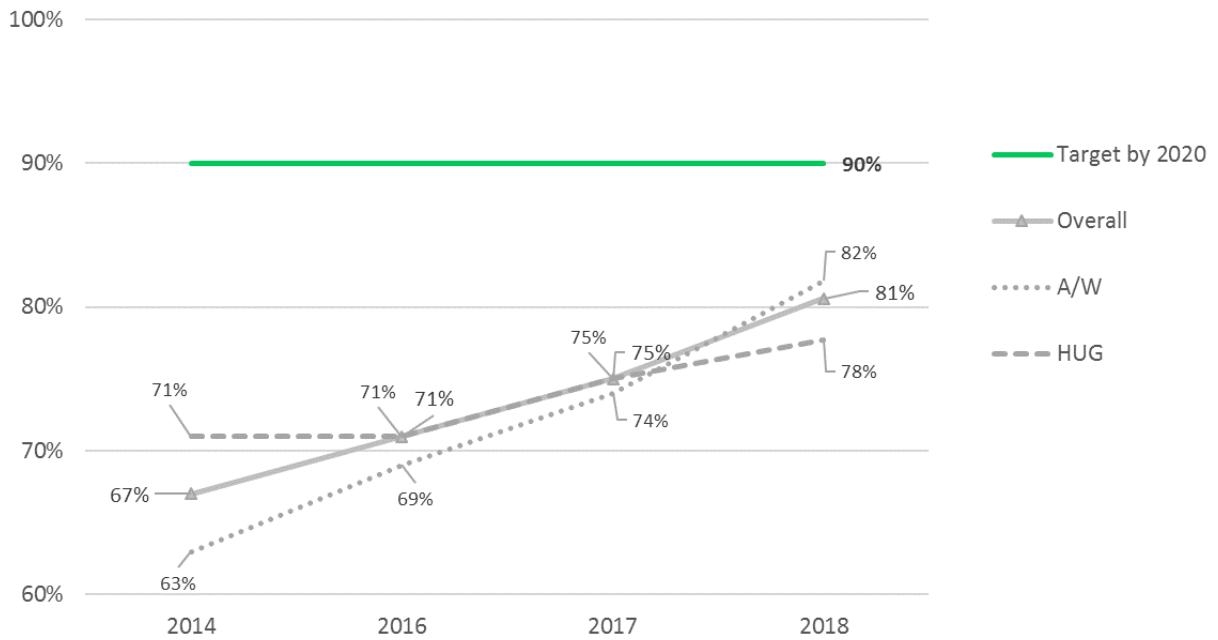
A/W = Asian and/or White

HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

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

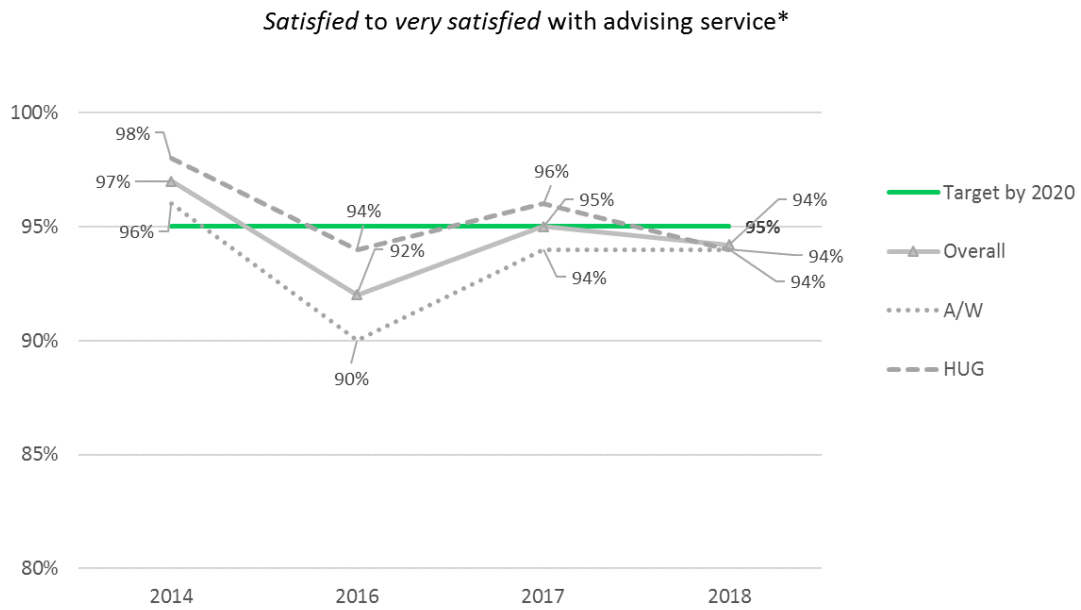
An advisor/counselor or faculty member helped me develop my plan



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

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

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



*On a 5-point rating scale ranging from *very satisfied* (5) to *very dissatisfied* (1)
A/W = Asian or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

Accelerated Learning Classes in 2017-18

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

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

Continued progression of students who accelerated into English 101:

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

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

Indicator 2.1d Course level assessment

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

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

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

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

Arts & Sciences:

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

Workforce Education:

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

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

Transitional Studies:

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

Indicator 2.1e Department evaluation

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
Admissions & Registration	Effectiveness of cross training with financial aid department in 11 areas	Tracked how served people – 166/210 were served by one employee	All affected employees have mastered 3 areas but more training is needed in the areas of Running Start and Placement	Continue cross training, develop a contact list for other departments
A TEC Conference Center	Maintain or increase number of attendees and outside events from prior year	Number of attendees is up 8% and number of outside events is up 6.5%	Need to assess data more often. Making information more accessible to clients could streamline requests and lead to more attendees and events.	Monthly accountability of data. Make updates on the web and make general information available to potential customers. Collect data on types of reservations and repeat customers.
Athletics	<ol style="list-style-type: none"> 1. Student athlete GPA above 3.0 2. Returning coach win percentage over 50% 3. Two community service events 4. Fundraising of \$25K 	<ol style="list-style-type: none"> 1. Combined GPA of 3.01, (higher than average of 2.55 for transfer students) 2. Women’s basketball win percentage of 67% 3. Four community service events 4. Raised about \$30K 	<ol style="list-style-type: none"> 1. Student athletes out performing peers 2. Women’s basketball successful 3. Athletic department actively engaged in the community 4. Fundraising goal met 	Continue with student athlete academic monitoring and advising plan. Expand community service activities. Increase fundraising.

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

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

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

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

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

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

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
	ASB Officers will be able to demonstrate intentionality in creating and sponsoring campus programming.	<p>ASB developed a Purposeful Programming Form and implemented for six events.</p> <p>Onsite survey results showed 75% enjoyed the event, almost 80% would likely attend the event again and almost 80% were likely to recommend the event to a friend. 71% responded that they were able to name two campus clubs, which was one of the student learning outcomes on the form.</p>	<p>compared to the previous Fall Quarter.</p> <p>Food events are draining us financially. There was an increase in attendance at the food themed events. However, of the five food themed events in which attendance was recorded, ASB is spending 33% more per person for their successfully attended food themed events.</p>	forms, tying in their mission statement's objectives with learning outcomes for each event. They can start targeting their events more towards underrepresented student populations. ASB should be targeting their events more towards HUG students, especially HUG females. Find out why certain groups are underrepresented at ASB events.
TRiO Upward Bound	<ol style="list-style-type: none"> 1. Enroll and serve 117 qualifying high school students each year 2. 80% of participants will have a 2.5 cumulative GPA or higher 3. 70% of UB seniors will achieve proficiency on state assessments in language arts and math 4. 85% of participants will continue in school or graduate 	<ol style="list-style-type: none"> 1. Need to accept 34 more students by 3/30/18 2. We have collected 1st semester grades and are waiting for completion of 2nd semester 3. 91% (29/32) of seniors have passed the Smarter Balanced Assessment in ELA & Math 4. Will not know the retention of participants or graduation from high school until the end of the school year 	<p>TRiO Upward Bound is exceeding most of its targets</p> <p>The department is doing well in promoting students to take rigorous coursework such as AP, College in the High School, and Running-Start</p> <p>We need to strengthen advising and use a proactive mindset vs reactive</p> <p>Need a more comprehensive early academic warning system that is not voluntary</p>	<p>Begin recruiting earlier by beginning in November. Create a standard of early warning interventions. Create a pathway checklist of recommended courses at each target high school. Host an all-day workshop for seniors exiting the program. Create a TRiO graduate group with the Remind App.</p>

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

Objective 2.2 BBCC helps students attain high academic standards

Indicator 2.2a External certification rates

Industry Certifications 2017-18

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

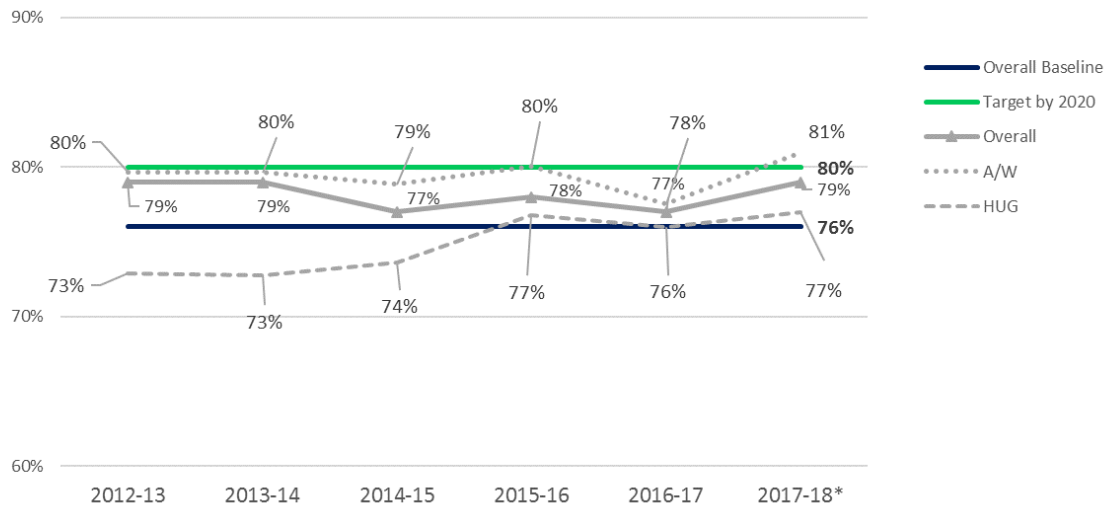
Indicator 2.2b Course success rate (Overall)

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

Overall Course Success Rates

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

Overall Course Success Rates



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

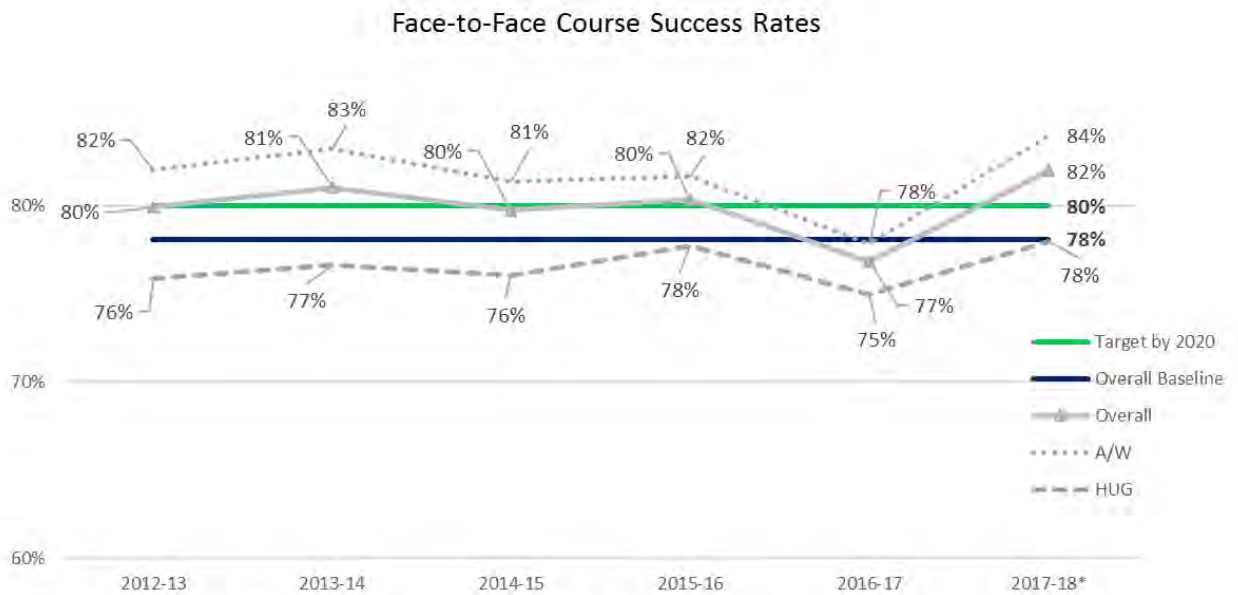
A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

Face-to-face Course Success Rates

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



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

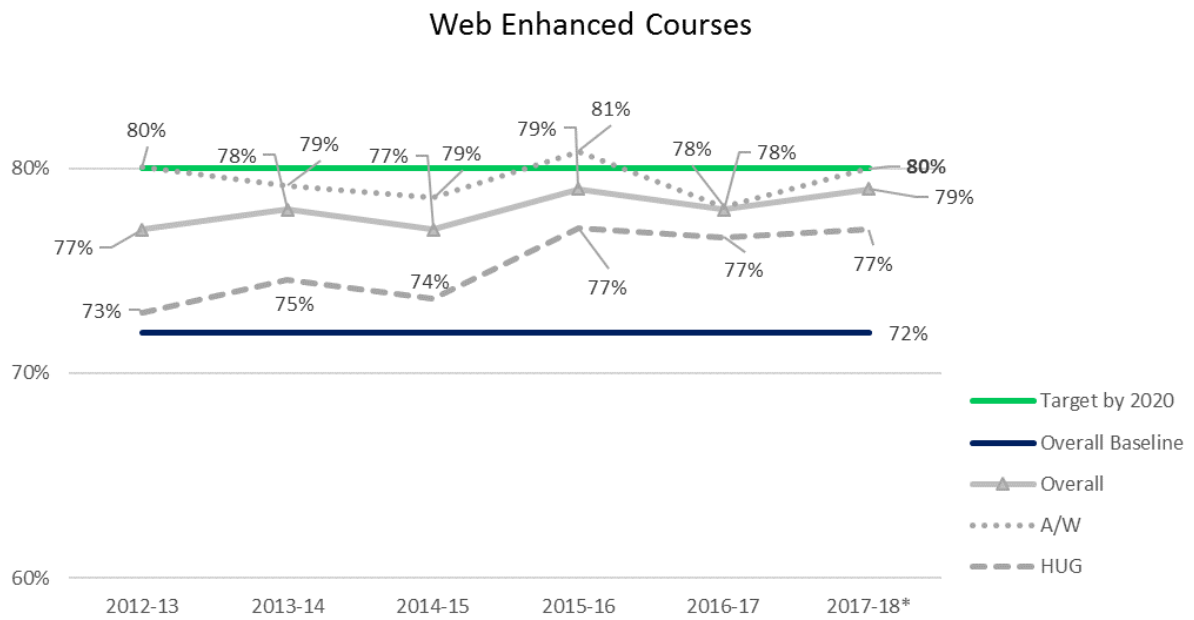
A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Web Enhanced)

Web Enhanced Course Success Rates

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



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

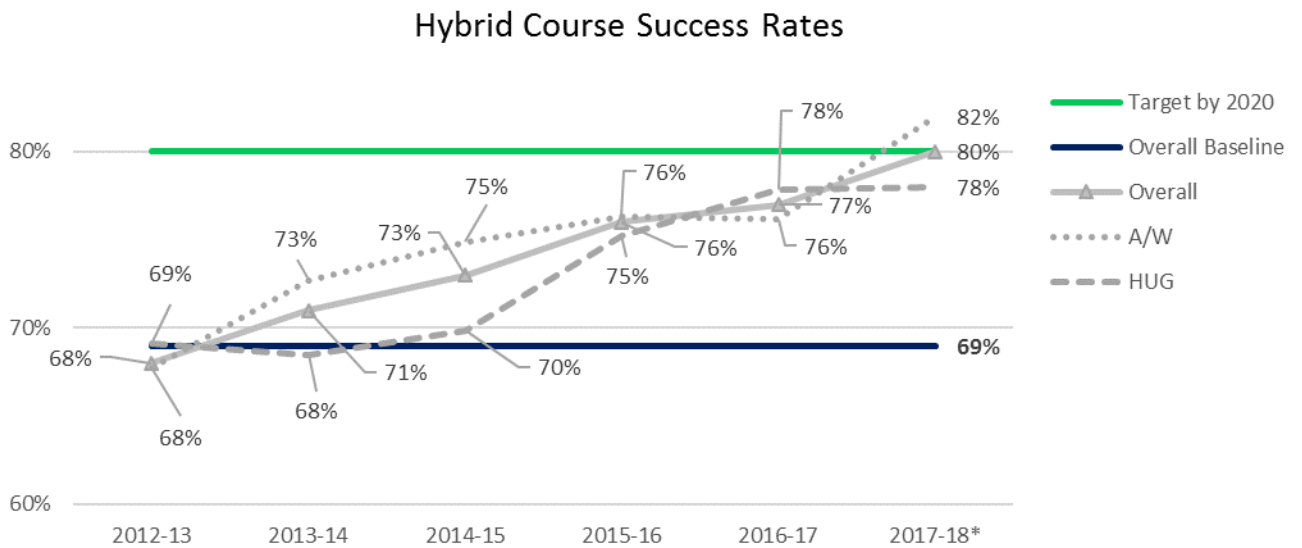
A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Hybrid)

Hybrid Course Success Rates

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



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

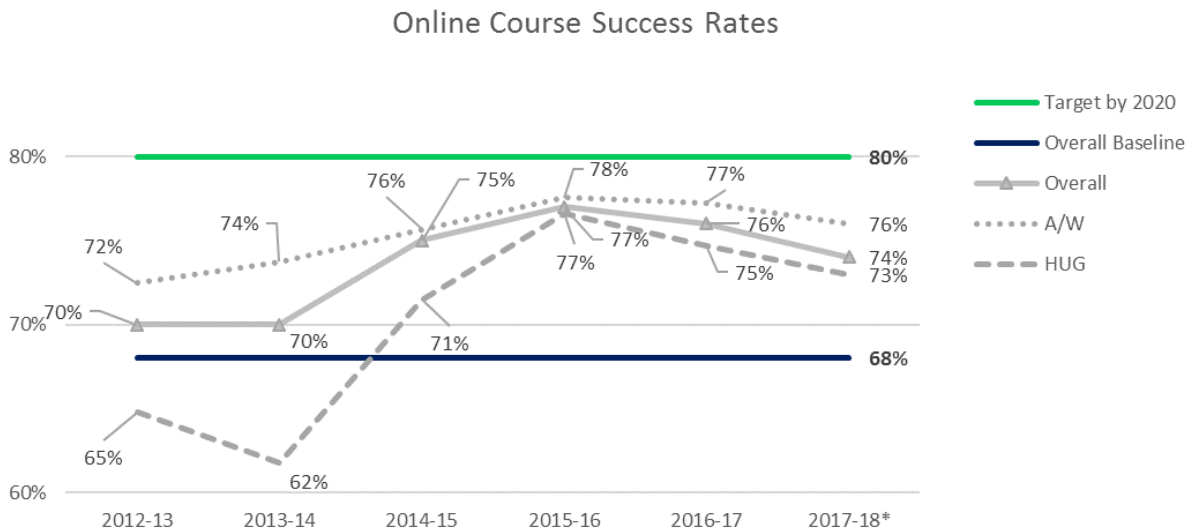
A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Online)

Online Course Success Rates

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



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

A/W = Asian and/or White

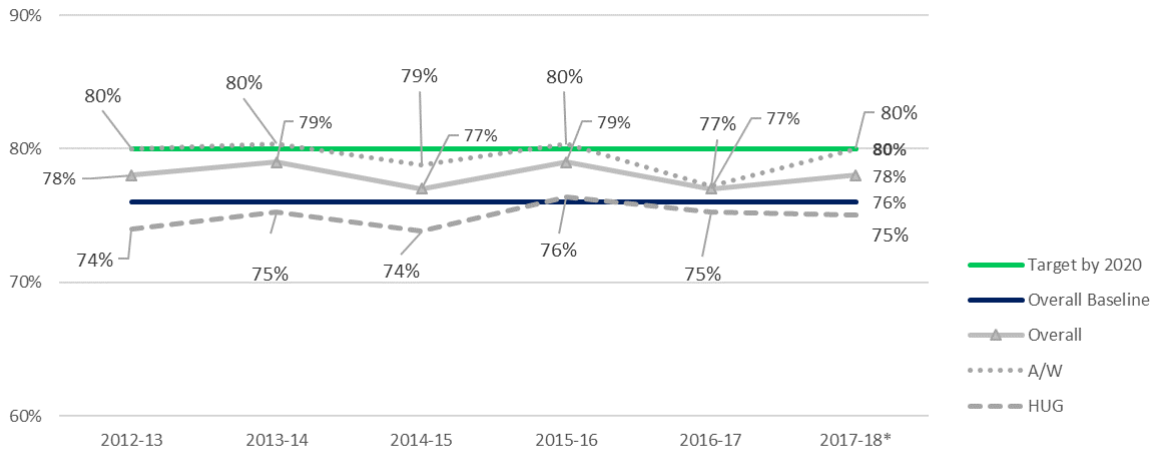
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Day)

Day Course Success Rates

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

Day Course Success Rates



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

A/W = Asian and/or White

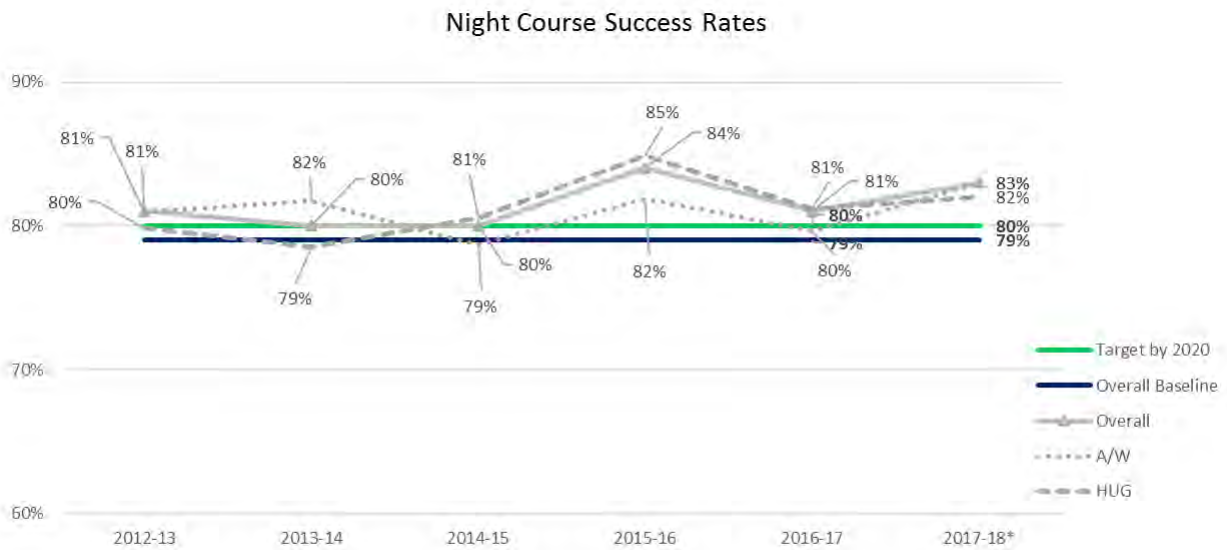
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Night)

Night Course Success Rates

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

Night courses started at 5:00 pm or later.



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

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2c Gen Ed assessment

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

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

The assessment committee feels this change should:

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

Similar changes were made to Program assessment planning.

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

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

Other examples of Gen Ed assessment include:

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

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

Indicator 2.2d Program assessment

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

This year:

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

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

Examples of Program Level Assessment include:

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

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

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

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

Training in 2017-18

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

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

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

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

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

Indicator 3.1a Alignment of economic sectors with BCC services

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

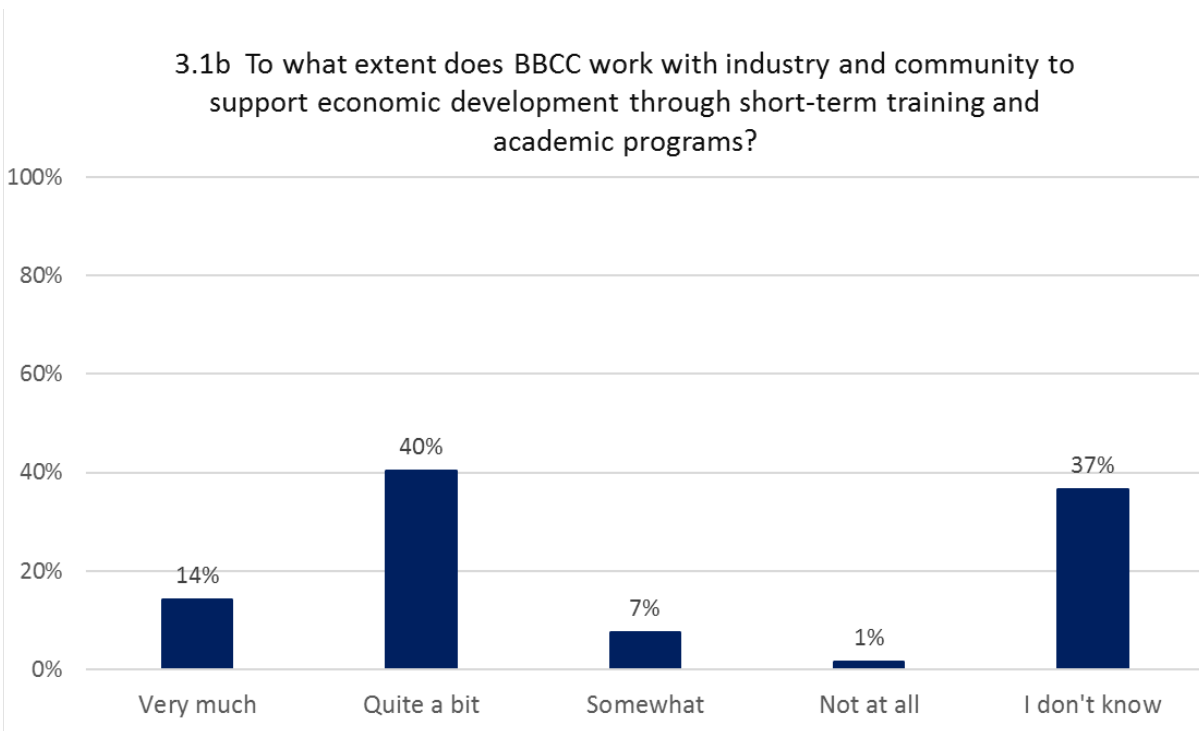
Industry	BCC Programs	CBIS Training	BCC Testing Services
Agriculture, forestry and fishing	<ul style="list-style-type: none"> • Agriculture • Aviation • Aviation Maintenance • Commercial Driver’s License (CDL) • Mechatronics • Unmanned Aerial Systems • Industrial Systems Technology • Welding 	<ul style="list-style-type: none"> • CDL Certification • Agriculture Leadership Development Program. First year development of Tree Fruit Advisor Certificate, yearlong cohort. Partners to include: WSDA, Washington State Tree Fruit Assoc., Washington State Dept. of Labor & Industries, Employment Security, WSU, WorkSourceWA, OIC and SkillSource. 	<ul style="list-style-type: none"> • Commercial Driver’s License (CDL) Certification • Federal Aviation Administration (FAA) Airframe & Powerplant • FAA Commercial Pilot • FAA – Part 107 Remote Pilot Certification (Unmanned Aerial Systems, UAS) • WSDA Pesticide (Washington State Department of Agriculture/Pesticide) exams – provides initial certification and continuing education for pesticide applicators, dealers, consultants, and structural pest inspectors. • WABO – Washington Association-Building Officials Welder Certification
Local government	<ul style="list-style-type: none"> • Accounting • Administrative Professional Services • Commercial Driver’s License • Computer Science • Criminal Justice • Early Childhood Education • Homeland Security 	<p>Several local governments participate and attend our Flagging Certification. City of Moses Lake, City of Ephrata</p> <p>Air Rescue Fire Fighting Certification Courses offered region wide. 40 hour practical and in class Certification and 8 hour live fire practical recertification training. In Partnership with the Port of Moses Lake and Federal Aviation Administration.</p>	<ul style="list-style-type: none"> • CDL Certification • Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional Flagging Certification • Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
		<p>Coordinated Upskill Backfill efforts with Workforce Development councils, manufacturing industries, ports, employment security, SkillSource and economic development entities.</p>	<ul style="list-style-type: none"> • QuickBooks Certified User (QBCU) • NES - National Evaluation Series test – fulfills the content knowledge requirement for candidates seeking an endorsement to a Washington teaching certificate. • WEST-B – (Washington Educators Skills Tests-Basic) - assesses basic writing, reading, and mathematics skills to ensure the necessary minimum level of basic knowledge for prospective teachers or out-of-state candidates applying for a Washington State teaching certificate. • WEST-E (Washington Educator Skills Test) – provides an endorsement to a new or existing Washington State teaching certificate. • GED – (General Education Development/Diploma) – HS equivalency test • DSST – allows a person to demonstrate knowledge acquired outside of the classroom to earn college credit. • PAN (Performance Assessment Network) – provides pre-employment assessments to those seeking jobs with such agencies as the TSA, FBI, or CBP (Customs Border Patrol). • Nextec/Castle - provides certification and licensure testing for certification boards, government agencies, corporations, educational institutions, and trade and professional associations. • CLEP (College-Level Examination Program) a College Board program - demonstrates students’ mastery of college-level material to earn college credit. • CASAS (ESL) - measures the level of adult literacy. • Test proctoring - serves distance learners in the general public or agencies (example: coroner’s office or insurance agencies) requiring testing services.

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
Manufacturing (includes food processing plants)	<ul style="list-style-type: none"> • Automotive • Industrial Systems Technology • Mechatronics • Welding 	<ul style="list-style-type: none"> • Arc Flash • Change Management • Communications • Failure Mode and Effects Analysis • Microsoft Office - Progressive Training • Organizational Effectiveness • Root Cause Analysis • Teambuilding/Leading Teams • Electrical CEU's • NEW HIRE TRAINING • HR on the Job • Communications • Japanese Business Law 	<ul style="list-style-type: none"> • Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional • Flagging Certification • Microsoft Office Specialist (MOS) Certification • WABO – Washington Association-Building Officials Welder Certification
Retail Trade	<ul style="list-style-type: none"> • Accounting • Administrative Professional Services 		<ul style="list-style-type: none"> • Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification • QuickBooks Certified User (QBCU) • Fundamental Technology Associate series – measures knowledge among students seeking a career in technology.
Health Services	<ul style="list-style-type: none"> • Medical Assistant • Medical Office and Billing Services • Medical Simulation • Nursing 	Participated in Healthcare Sector Partnership with Regional Healthcare Providers, North Central Workforce Development Council and SkillSource.	<ul style="list-style-type: none"> • Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional NREMT & Paramedic - National Registry Emergency Medical Technicians • AMT/RMA - American Medical Technologists • Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification • QuickBooks Certified User (QBCU) • TEAS (Test of Essential Academic Sills) – assesses students' preparedness entering health science fields.

Indicator 3.1b Employer survey responses

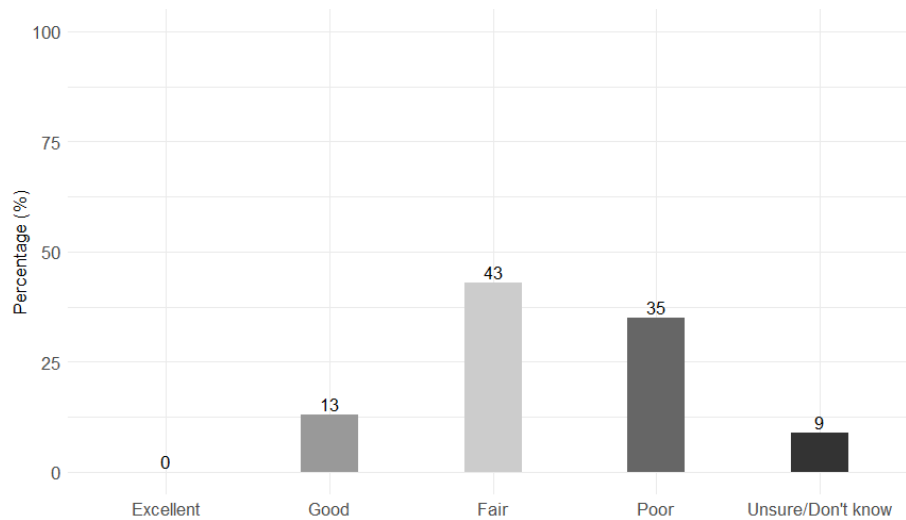
The Employer Survey was an online survey sent to individuals who have been involved with hiring events, job fairs, or other area work-related events. In fall 2018, 147 completed the survey, (42% response rate) for a 90% confidence level and a 5% margin of error. This Employer Survey return rate is the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



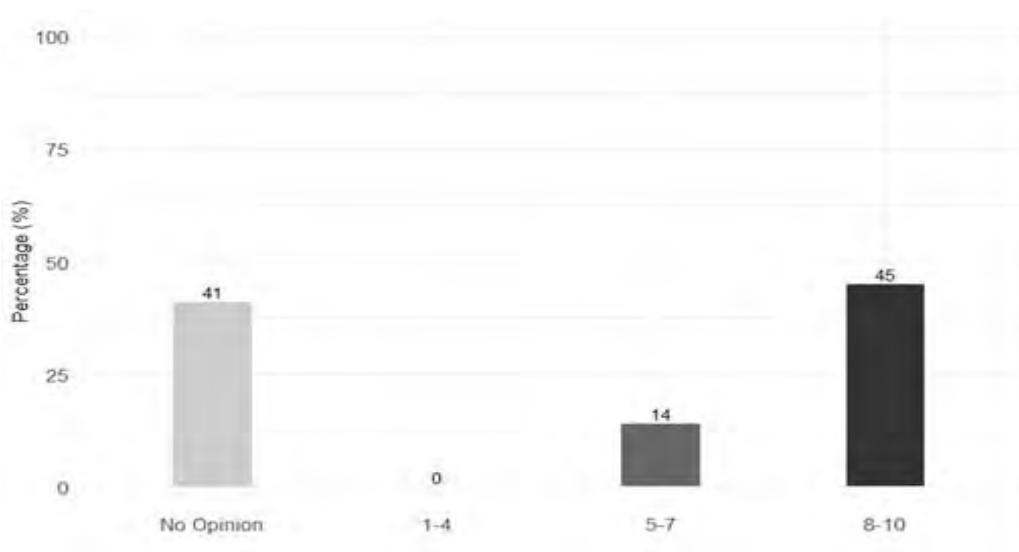
Indicator 3.1c Foundation supporter feedback

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

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



How do you rate the effectiveness of the BBCC workforce training programs on a scale of 1-10 (1 = Not very effective, 10 = Very effective)

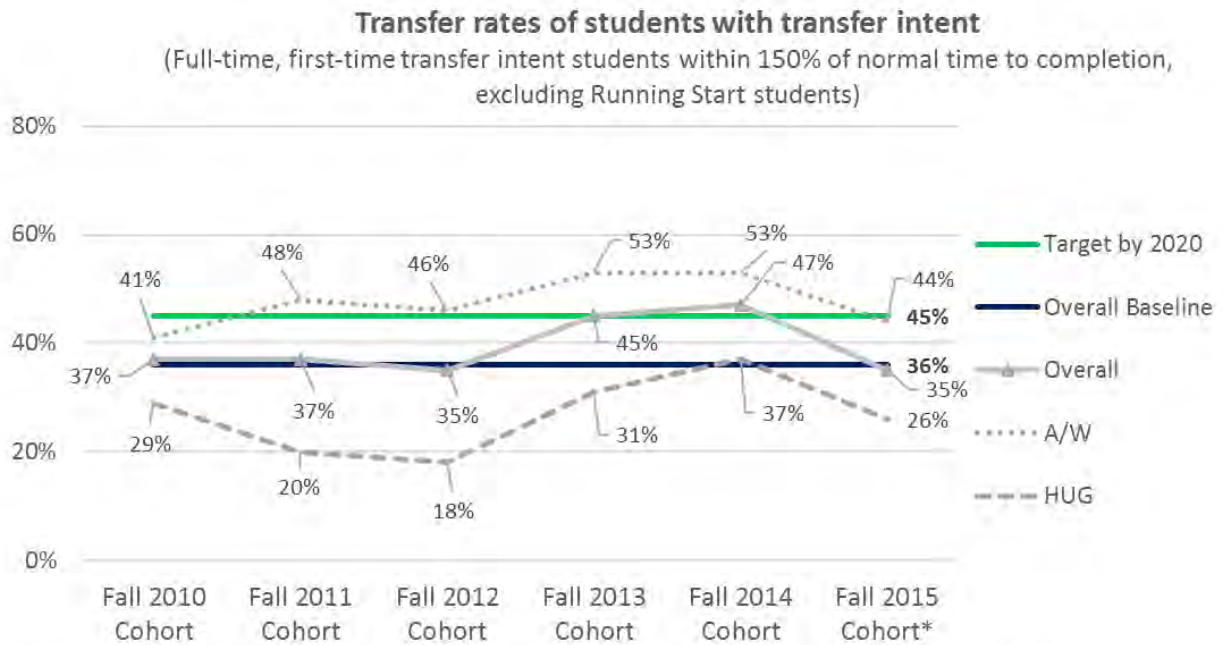


Objective 3.2 BBCC works with K-12 & university partners to provide educational opportunities

Indicator 3.2a Transfer rate based on National Clearinghouse data

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

Cohort	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
A/W	41%	48%	46%	53%	53%	44%
HUG	29%	20%	18%	31%	37%	26%
Ethnicity not reported	40%	0%	50%	100%	60%	0%
Overall	37%	37%	35%	45%	47%	35%



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

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 3.2b Percent of local high school graduates attending BBCC

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

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

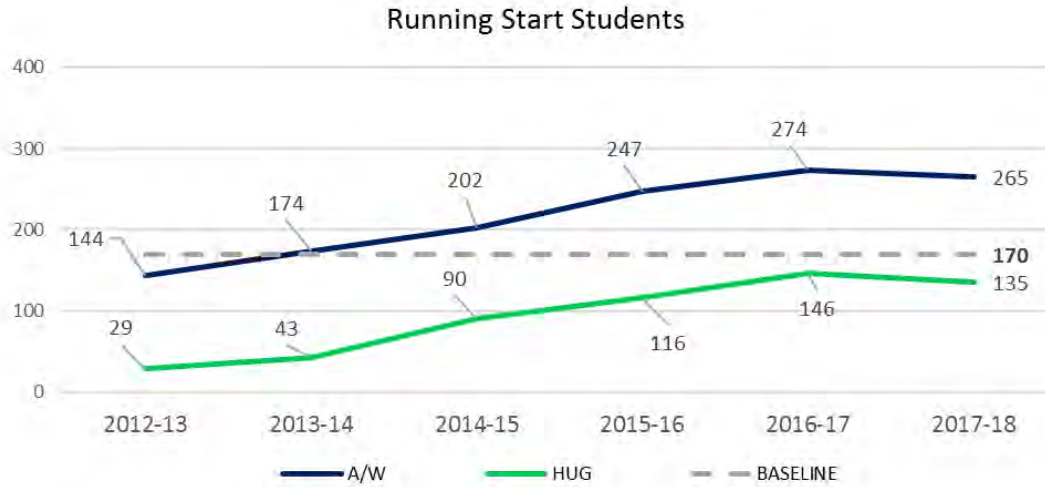
Note: The data presented here are consistent with SLDS Technical Brief 3 (NCES 2011-603 <http://nces.ed.gov/pubs2011/2011603.pdf>) to protect personally identifiable information in aggregate reporting. The number of enrollments or high school graduates determines the width of the reported percentage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

Education Research & Data Center <http://www.erdccdata.wa.gov>

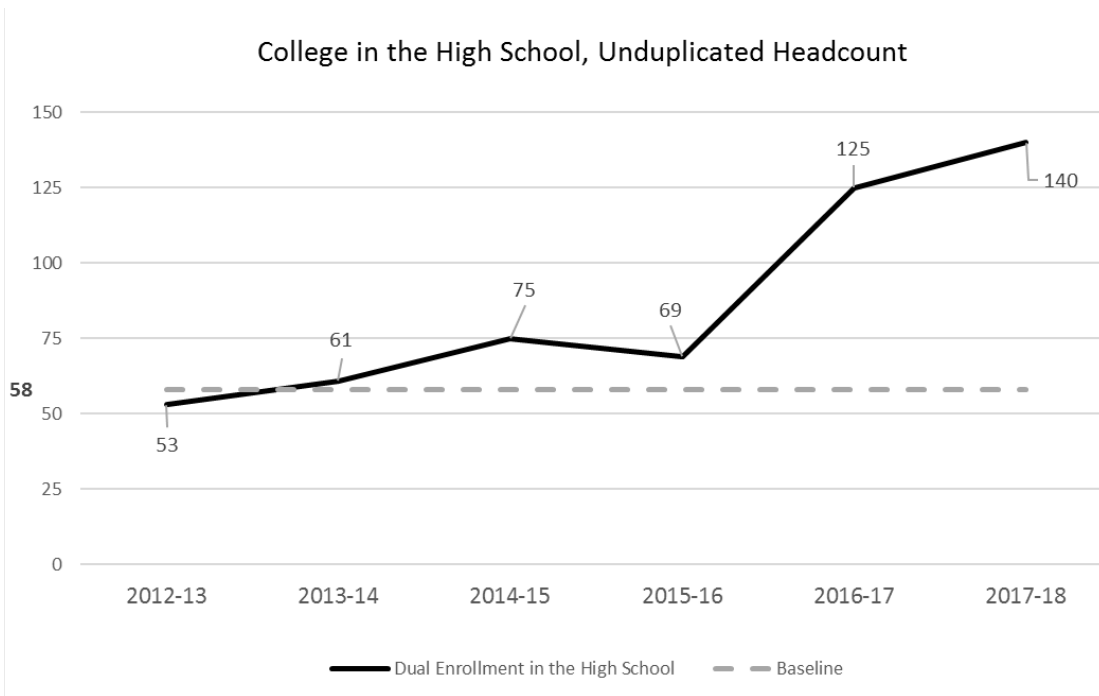
2016 data retrieved on 10/10/2018

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

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



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



Objective 3.3 BBCC practices responsible use of resources, including fiscal and natural resources

Indicator 3.3a Clean financial audits

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

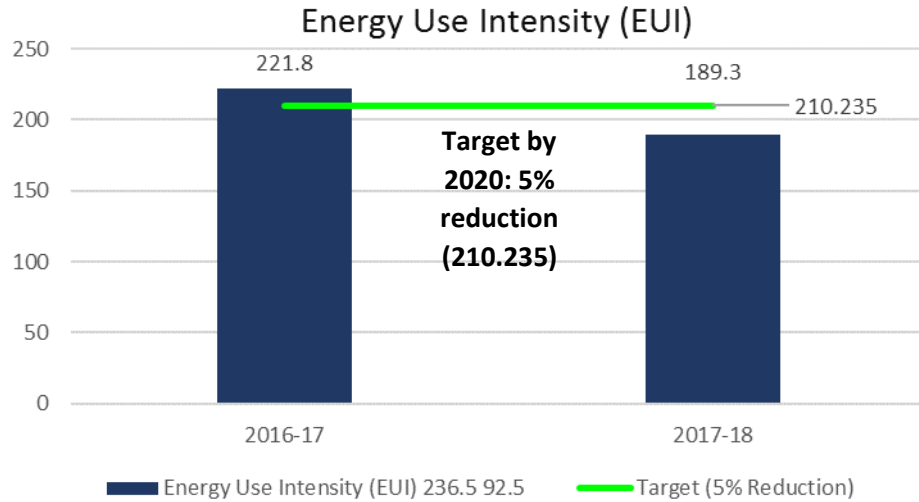
The FY 2013-14 audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. The results of the audit were that the financial statements fairly presented the financial position of the college and disclosed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

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

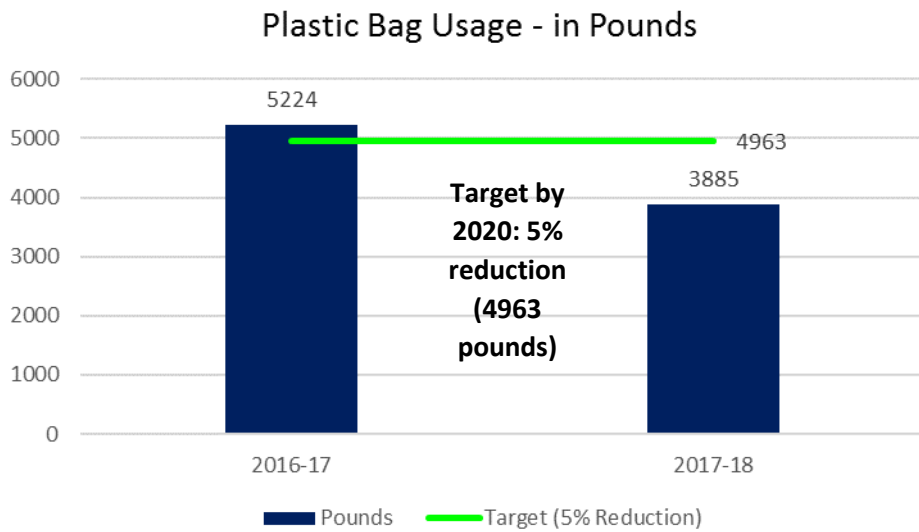
In FY 2015-16, no new GASB statements were implemented. The annual audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. Results of the FY 2015-16 audit were that the financial statement fairly presented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

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

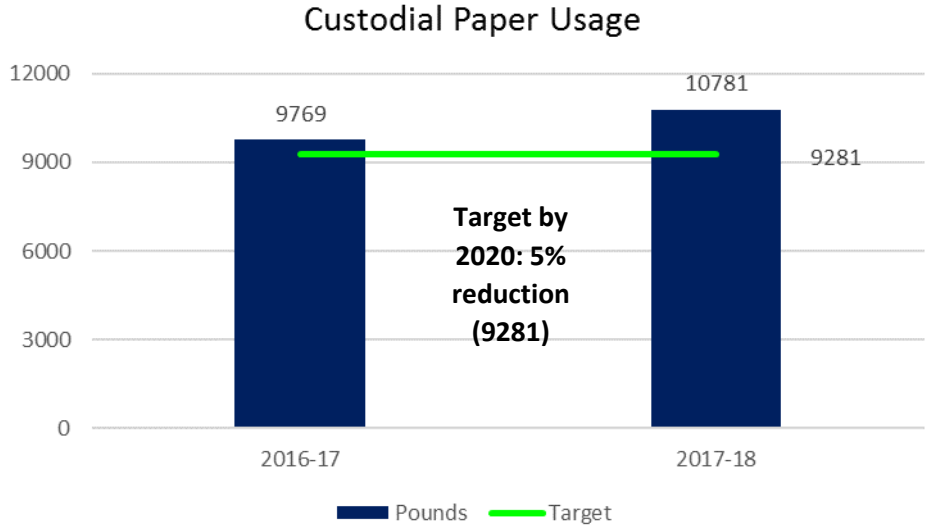
Indicator 3.3b Reduce energy use intensity



Indicator 3.3c Reduce plastic bag use



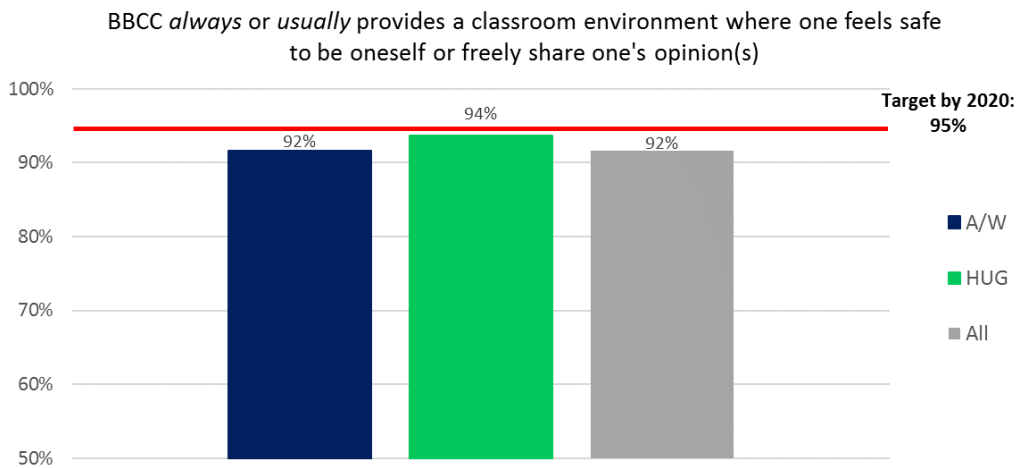
Indicator 3.3d Reduce custodial paper use 5% from 9280.74 lbs



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

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

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



Differences between student groups are not statistically significant using chi-square test, $p < .05$

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 3.4b Full-time employee turnover rate

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

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

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

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

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

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

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

Indicator 3.4d Number of safety reported incidents

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

Criminal Offenses												
	ON CAMPUS			RESIDENCE HALLS			PUBLIC PROPERTY			NONCAMPUS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Murder/Non-negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses - Forcible	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses - Non-forcible	0			0			0			0		
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle theft	0	1	1	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Domestic Violence	0	1	0	0	1	0	0	0	0	0	0	0
Dating Violence	1	0	0	1	0	0	0	0	0	0	0	0
Stalking	0	1	3	0	0	0	0	0	0	0	0	0
Hate Crimes Any crimes reported to have occurred that manifested evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity/national origin, gender identity or disability. ^[1]												
There were zero hate crimes reported in 2015, 2016 and 2017.												
Arrests for each of the following crimes ^[2]												
	ON CAMPUS			RESIDENCE HALLS			PUBLIC PROPERTY			NONCAMPUS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Illegal Weapons Offense	0	0	0	0	0	0	0	0	0	0	0	1
Drug Law Violation	0	2	0	0	1	0	0	0	0	0	0	11
Liquor Law Violation	0	0	0	0	0	0	0	0	0	0	0	7

Disciplinary Actions/Judicial Referrals^[3] for each of the following law violations. (These figures are not included in the arrest figures.)												
	ON CAMPUS			RESIDENCE HALLS			PUBLIC PROPERTY			NONCAMPUS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Illegal Weapons Offense	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law Violation	12	1	2	2	1	2	0	0	0	0	0	0
Liquor Law Violation	1	4	4	0	4	4	0	0	0	0	0	0
Unfounded Crimes^[4]												
There were zero unfounded crimes reported in 2015, 2016 and 2017.												
[1] Requirement: Hate crimes must be recorded by category of bias, 34CFR668.46(c)(4)												
[2] Requirement: Arrests and referrals citation, 34CFR668.46(c)(1)(ii)												
[3] Requirement: Arrests and referrals citation, 34CFR668.46(c)(1)(ii)												
[4] Requirement: An institution must report to the Department of Education and disclose in its annual security report statistics the total number of crime reports that were "unfounded" and subsequently withheld from its crime statistics during each of the three most recent calendar years, 34CFR668.46(c)(2)(iii)(A)												

Additional non-Clery incidents 2017

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

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

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

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

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

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

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

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

Indicator 3.4g New employees follow-up survey

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

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

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

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

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

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

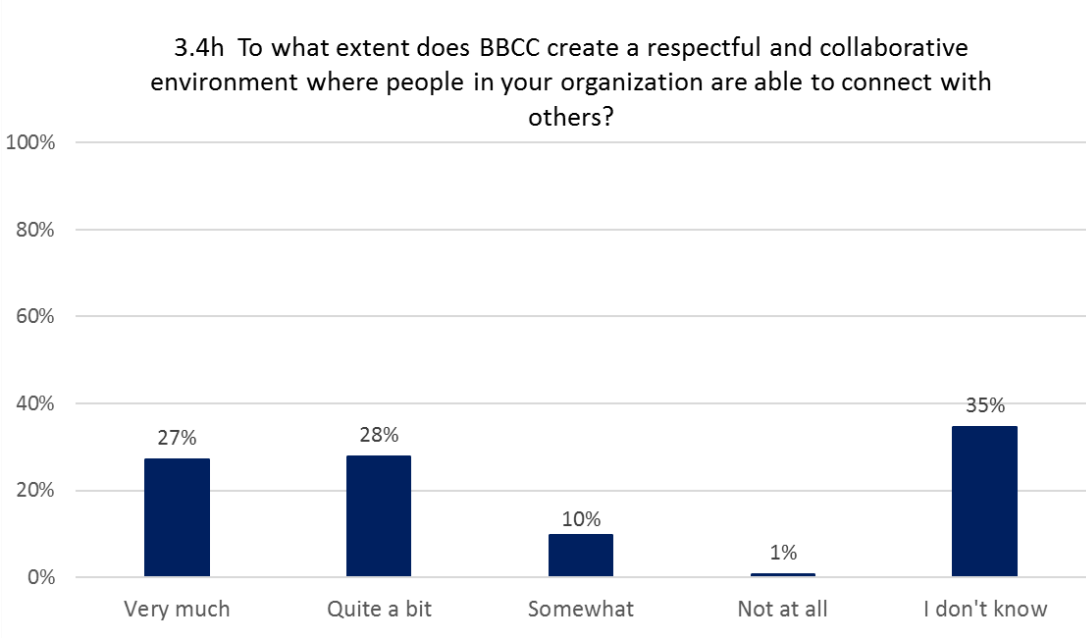
- My workspace was clean, functional, and ready for occupancy.
- My workspace was organized and I had everything I needed to start working (or knew where to get it).
- My IT equipment (computer, email access) was ready for use on my first day.
- My phone and voicemail were ready for use on the first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

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

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

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

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



Appendix A - Annualized FTEs

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

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

^lSIM Tech added in 2016-17

^jARFF no longer counted in division FTEs, 2012-13

Aviation											
Aviation	30.59	40.59	36.29	35.38	46.71	48.11	54.72	63.33	46.95	45.02	55.91
Aviation Maintenance ^k										38.18	32.06
Mechatronics											1.78
Unmanned Aerial Systems ⁱ										1.38	3.38
Total	30.59	40.59	36.29	35.38	46.71	48.11	54.72	63.33	46.95	84.58	93.13

ⁱUAS and Mechatronics added in 2016-17

^kAviation Maintenance moved to Aviation Division in 2016-17

Professional Studies (formerly Business)^m											
Accounting	26.72	24.80	27.33	33.49	26.64	29.67	25.66	25.78	26.20	29.33	24.16
Agriculture ⁿ										7.78	6.09
Business	36.98	31.31	46.20	43.69	54.07	33.87	37.29	45.33	49.20	40.84	44.69
Early Childhood Education ^o										59.55	43.09
Office Information Technology ^a	92.20	81.51	93.88	91.99	5.53						
Business Information Management ^a					65.15	61.44	56.37	37.72	32.93	34.74	30.67
Computer Science ^b	55.46	45.49	21.33			21.71	31.20	32.13	33.64	33.87	39.33
Economics	27.76	19.11	20.34	23.34	26.56	21.45	24.89	26.67	31.33	33.00	32.33
Total	239.12	204.49	211.93	197.02	181.66	168.14	175.41	167.63	173.30	239.11	220.36

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

^bThe Computer Science program was not offered in 2010-11 or 2011-12.

^oEarly Childhood Education was moved to the Professional Studies Division in 2016-17

^mBusiness Division renamed Professional Studies in 2016-17

ⁿAgriculture moved to Professional Studies Division in 2016-17

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

^cBasic Math moved to ABE in 2015-16

^oDevelopmental Division renamed Academic Support in 2016-17

Humanities											
Art	41.26	40.96	43.82	44.60	44.34	41.04	39.58	54.44	44.40	56.74	51.87
English/Humanities/Drama	131.06	145.69	155.59	167.75	181.71	162.71	173.64	191.02	188.22	189.89	178.93
Foreign Language/ASL	42.88	32.55	44.00	50.56	49.11	43.78	48.56	51.12	48.33	47.78	42.78
Journalism	4.13	3.40	3.00	2.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Music	15.84	15.71	18.87	24.29	20.18	13.38	13.67	16.93	32.25	35.89	37.49
Philosophy/Religion	52.00	54.78	73.56	83.44	64.67	57.33	57.00	48.44	61.78	44.44	40.33
Speech/Communications	46.71	48.16	61.63	60.35	65.40	65.87	69.27	70.71	74.51	69.82	69.79
Total	333.88	341.26	400.47	433.92	425.41	384.11	401.72	432.66	449.49	444.57	421.19

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

^dIndustrial Electrical and Maintenance Mechanics were combined into Industrial Systems Technology in 2010-11.

^kAviation Maintenance moved to Aviation Division in 2016-17

ⁿAgriculture moved to Professional Studies Division in 2016-17

^pIndustrial Technology Division renamed Trades & Industry in 2016-17

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

^eIn 2011-12, Applied Math FTE were broken out and reported by specific department and division.

Social Science											
Applied Math (Early Childhood Education) ^f					4.36						
Anthropology	4.55	8.89	5.45	8.45	5.89	6.44	6.78	10.22	6.67	10.22	9.56
Criminal Justice	13.40	16.24	21.32	21.45	12.22	13.11	22.44	27.56	31.22	26.00	29.69
Child and Family Education ^g	31.06	27.16	36.33	49.15							
Early Childhood Education ^g					31.77	34.07	34.01	38.46	42.60		
History	33.56	35.11	40.33	39.56	47.33	42.00	54.67	54.67	60.44	73.45	65.00
Homeland Security & Emergency Management ^q										2.36	5.04
Parent Education ^h	15.83	18.23	21.09	3.18							
Political Science	15.22	17.56	19.44	24.11	19.89	20.11	18.78	19.67	24.00	27.89	23.67
Psychology	45.85	39.67	44.78	36.45	56.67	54.56	65.22	61.44	87.45	86.55	81.21
Sociology	30.67	41.89	45.78	40.34	31.78	32.78	33.22	35.89	50.45	45.11	40.73
Social Work								2.56	3.11	0.89	0.00
Total	190.14	204.74	234.52	222.69	209.91	203.07	235.12	250.47	305.94	272.47	254.90

^fBeginning in 2012-13 Early Childhood Education students now take Math in Society (Math& 107) to fulfill the related instruction math

Professional Studies Division in 2016-17

^hThe Parent Education program was eliminated in 2010-11 due to budget cuts.

^qHSEM added in 2016-17

Overall Total FTE	1790.54	1864.98	2083.68	2134.28	1983.22	1899.57	1939.77	1979.28	2085.95	2064.31	1946.22
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Appendix B – Acronyms

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



2017-2020 Strategic Plan



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

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 *Mission*

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

E-2 *Student Success*

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

E-3 *Excellence in Teaching and Learning*

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

E-4 *Community Engagement*

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

E-5 *Integrity and Stewardship*

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

E-6 *Inclusion and Climate*

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

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

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

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

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

1. Student-Ready Instructional & Operational Practices

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

2. Comprehensive Advising & Student Support

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

3. Employee Experience

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

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

Values & Lenses

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

Values

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

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

Lenses

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

Student-Ready Instructional & Operational Practices Priority

Background

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

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

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

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

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

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

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

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

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

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

Implementation Strategies

1. Targeted Marketing, Outreach and Recruitment

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

2. Expanding Evening and Online Courses and Services

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

3. Strengthen High School Relations and Expand Dual Credit Options

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

4. Expand and Improve Accelerated Learning Strategies

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

5. Develop Strategies to Serve Adult Students

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

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

6. Expand Opportunities for Student Engagement

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

Evaluation Plan

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

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

Comprehensive Advising & Student Support Priority

Background

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

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

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

Implementation Strategies

1. Areas of Interest

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

2. New Student Intake

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

3. Advising Process

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

4. Advising Maps

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

5. Annual Course Schedule

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

6. Comprehensive Supports

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

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

7. Technology

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

Evaluation plan

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

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

Employee Experience Priority

Background

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

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

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

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

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

Implementation Strategies

1. Communication

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

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

2. Culture & Voice

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

3. Training

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

4. Accountability

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

5. Physical Resources

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

6. *Recruitment*

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

7. *Development*

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

Evaluation Plan

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

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

BBCC will also use the following data elements:

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

Appendix A: President's Charge

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

Some of the ideas underlying this approach are:

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

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

Appendix B: External Influences

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

Economic Changes

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

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

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

BBCC should

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

Demographic Shifts

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

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

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

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

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

BBCC should

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

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

Public Policy

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

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

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

BBC should

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

Private Sector Influences

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

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

BBCC should

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

Technology Advances

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

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

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

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

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

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

BBCC should

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

Appendix C: Internal Influences

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

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

Student Demographics

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

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

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

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

BBCC should

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

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

Programs and Services

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

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

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

BBCC should

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

Employee Turnover

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

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

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

BBCC should

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

Physical Infrastructure

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

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

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

BBCC should

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

Appendix D: Institutional Capacity Assessment Tool (ICAT)

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

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

Leadership and Vision

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

Summary

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

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

Themes from World Café

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

Data and Technology

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

Summary

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

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

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

Themes from World Café

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

Equity

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

Summary

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

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

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

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

The college has not identified useful equity measures.

Themes from World Café

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

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

Teaching and Learning

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

Summary

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

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

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

Themes from World Café

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

Engagement and Communication

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

Summary

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

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

Themes from World Café

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

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

Strategy and Planning

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

Summary

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

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

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

Themes from World Café

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

Policies and Practices

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

Summary

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

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

Themes from World Café

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

Appendix E: Alignment of Terms

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

Appendix F: Glossary of Terms

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

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

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

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

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

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

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

Student Success

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

Excellence in Teaching & Learning

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

Community Engagement

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

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

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

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

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

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

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

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

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

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

Appendix G: Annual Progress Reports and Goals

2016-17 Advising Priorities, Work Groups and Accomplishments

Work Group #1

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

Task(s):

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

Accomplishments:

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

Work Group #2

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

Task(s):

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

Accomplishments:

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

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

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

Work Group #3

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

Task(s):

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

Accomplishments:

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

Work Group #4

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

Task(s):

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

Accomplishments:

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

Work Group #5

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

Task(s):

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

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

Accomplishments:

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

Work Group #6

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

Task(s):

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

Accomplishments:

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

General Accomplishments

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

Emerging Questions and Next Steps

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

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

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

Academic Advisor Training Work Group

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

Task

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

Accomplishments

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

New Student Experience Work Group

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

Task

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

Accomplishments

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

Advising Maps & Department Web pages Work Group

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

Task

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

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

Accomplishments

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

Comprehensive Supports Work Group

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

Task:

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

Accomplishments

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

High School Relations Work Group

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

Task:

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

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

Accomplishments

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

Student-Ready Practices Work Group

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

Task:

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

Accomplishments

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

Employee Experience Work Group

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

Task:

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

Accomplishments

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

CEID Committee

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

Accomplishments

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

Data Committee

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

Accomplishments

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

1000.1 ENDS**E-1 Mission Statement**

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

BBCC Goals

The College provides learning opportunities that include;

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

BBCC Characteristics

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

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

1000.2 EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

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

EL – 2 Respect For Students

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

The President may not:

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

EL – 3 Respect For Community Members

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

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

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

EL – 4 Respect For Employees

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

The President may not:

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

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

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

EL – 5 Ethical Conduct

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

The President may not:

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

EL – 6 Asset Protection

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

The President may not:

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

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

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

EL – 8 Financial Condition And Activity

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

The President may not:

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

EL – 9 Communication And Support To The Board

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

The President may not:

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

EL – 10 Emergency Executive Succession

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

1000.3 GOVERNANCE PROCESS

GP – 1 Governance Commitment

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

GP – 2 Governing Style

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

The board will:

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

GP – 3 Board Job Descriptions

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

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

- D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.
- 3. The assurance of the President's performance (against 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 Chairperson's Role

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

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

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

GP – 5 Board Members Code Of Ethics

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

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

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

GP – 6 Cost Of Governance

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

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

GP – 7 Naming Of Facilities

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

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

GP – 8 By Laws Of Community College District #18

INTRODUCTION

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

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

OFFICES OF THE BOARD OF TRUSTEES

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

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

MEETINGS OF THE BOARD OF TRUSTEES

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

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

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

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

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

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

OFFICERS OF THE BOARD

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

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

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

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

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

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

RESTRICTIONS OF INDIVIDUAL AUTHORITY

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

FISCAL YEAR OF THE BOARD OF TRUSTEES

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

SEAL AND NAME OF THE COLLEGE DISTRICT

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

BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

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

DELEGATION OF RESPONSIBILITY

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

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

1000.4 BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

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

BSL - 2 Delegation To The President

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

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* 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 Evaluating Presidential Performance

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

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

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

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

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

E-1 Mission

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

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

Achievements
Areas of Improvement
Other Comments

E-2 Student Success

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

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

Achievements
Areas of Improvement
Other Comments

E-3 Excellence in Teaching and Learning

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

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

Achievements
Areas of Improvement
Other Comments

E-4 Community Engagement

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

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

Achievements
Areas of Improvement
Other Comments

E-5 Integrity and Stewardship

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

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

Achievements
Areas of Improvement
Other Comments

E-6 Inclusion and Climate

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

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

Achievements
Areas of Improvement
Other Comments