

Big Bend
COMMUNITY COLLEGE

Mission Fulfillment Report



June 2023

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Mission Fulfillment Summary 2023

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

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

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

2023-24 Next Steps

Student Success	Employer of Choice
<ul style="list-style-type: none">• Determine the impact of Starfish on student retention, persistence and completion• Develop spaces on campus that support building student community• Install bilingual campus signage• Adjust processes to seamlessly enroll College in the High School and BEdA students in college• Refine technology literacy efforts• Launch peer mentoring program• Implement updated assessment process• Implement "Clean Catalog"• Provide equity training to faculty• Develop contextualized BEdA curriculum• Implement Spanish language course support• Update Emporium Math courses• Make program updates to several programs to meet industry needs	<ul style="list-style-type: none">• Improve performance evaluation completion rates for classified and admin/exempt employees• Work with Committee for Equity Inclusion and Diversity (CEID) to develop Diversity Equity and Inclusion (DEI) competencies for staff, faculty, supervisors, and executive leadership• Implement best practices for retention and recruitment of faculty and staff• Implement the Search Advocate program at BBCC• Develop premium pay guidelines and testing process for Russian/Ukrainian bilingual positions• Provide a position allocation informational session for classified staff and supervisors• Incorporate an equity-minded framework into decision-making and communication

Forward Looking Infrastructure	Enrollment Growth and Diversification
<ul style="list-style-type: none"> • Provide electronic access controls on at least one exterior door on all our buildings • Renovate a few classrooms in building 1600 to enlarge class capacity • Assess and design landscaping upgrades for xeriscaping • Upgrade and repair various physical capital facility infrastructure elements • Begin the biennium-funded project of minor repairs to various HVAC, storefronts, entry doors, etc. • Increase the internet capacity on campus • Work towards completion of conversion from desktops to laptops and docking stations • Plan for replacement schedule of library checkout laptops for students and a replacement schedule for employee laptops • Continue Cybersecurity training, preventive techniques, and education for employees and students • Continue financial practices that maintain unqualified audits 	<ul style="list-style-type: none"> • Include WES and Outreach staff in NSE implementation • Continue to expand dual enrollment options with high schools across the service district • Offer college level programs in Mattawa, Othello, and Quincy • Outreach staff work individually with all dually enrolled high school students across the district to develop BBCC educational plans using dual enrollment credit • Develop contextualized BEdA to college curricular pathways • Outreach staff work with students at all high schools in the service district to help seniors apply to college, complete financial aid applications, and support students in enrolling at the college • Use bilingual marketing • Expand video production and highlighting student successes in marketing materials. Showcase college resources and how to make college affordable

Introduction - Mission Fulfillment Workbook

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

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

Vision:

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

Mission:

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

Guiding Principles:

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

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














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

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

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

Mission Fulfillment Scorecard

Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2021-22	Target
Completion	2019-2022			2019-2022	
3 year completion rate	38%	45%		45%	46%
Persistence					
Course Success Rate	N/A	80%		78%	80%
15 college credits 1st year	72%	76%		74%	77%
45 college credit 1st year	29%	25%		29%	26%
Percent of Assigned Program Audits Completed				75%	100%
Retention	Fall 2021			Fall 2021	
Fall to Winter Retention	82%	84%		83%	86%
Fall to Fall Retention	57%	62%		63%	64%
Post-Graduate Success	2018 start			2018 start	
Transfer rate in 4th year - Transfer Students only	38%	42%		44%	43%
Employment rate in 4th year - WF Students only	74%	79%		79%	81%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2022	Target
Turnover Rate				2022	
FT Employee Turnover Rate	N/A	10.74%		18.45%	<12%
	PACE Nat'l Small 2-year College Comparison	BBCC Baseline PACE Survey 2021	Trend	BBCC Indicator Score 2021	Target
People Development					
Supervisor provides timely feedback on work	3.79	3.53	N/A	3.53	3.79
Supervisor provides appropriate feedback on work	3.82	3.67	N/A	3.67	3.82
Supervisor clarifies work outcomes	3.78	3.57	N/A	3.57	3.78
The college holds everyone equally accountable for performing their job duties	3.12	2.91	N/A	2.91	3.12
Employee Experience				2022	
Employees recommend BBCC as a great place to work	N/A	3.78	N/A	4.20	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2021-22	Target
Financial Status - Unqualified opinion - 0 Findings		100%	100%	100%	100%
Budget Status - Year End Remaining Budget		7.42%		13.41%	3%-10%
Facilities - Capital Projects Completed on Time				100%	100%
ENROLLMENT GROWTH & DIVERSIFICATION		BBCC Baseline	Trend	BBCC Indicator Score 2021-22	Target
Total FTE		1995		1556	2045
State Funded FTE		1511		1102	1549
Running Start Headcount		446		465	457
Meets or Exceeds Goal - Achieving desired improvements					
Meets historical performance - less than 2.5% below baseline					
Needs significant improvements below baseline					

Mission Fulfillment Scorecard Background

Student Success

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

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

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

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

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

Post-Graduate Success

Transfer in fourth year, first time, first year college transfer intent and Running Start students who started in the summer or fall, and transfer within four years of starting.

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

HSI Comparison Colleges

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

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

Baseline

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

Target Scores

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

Employer of Choice

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

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

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

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

Baseline

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

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

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

Target Scores

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

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

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

Forward Looking Infrastructure

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

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

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

Baseline

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

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

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

Target Scores

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

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

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

Enrollment Growth & Diversification

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

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

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

Baseline

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

Target

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

Strategic Priorities

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

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

Major Activities from the Strategic Plan

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

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

- Next Steps 2023 Next Steps
 - Starfish: Continue to improve use of kiosks; establish clear workflows for early alert, kiosks, and referrals; launch success plan for case management.
 - Quantify impact of Starfish and impact of academic and support services on student retention, persistence, and completion.
 - Develop a Starfish dissemination plan.
 - Provide at least four equity related training opportunities for staff.
 - Administer a campus climate survey with students.
 - Develop spaces on campus that support building student community.
 - Install bilingual campus signage.
 - Refine technology literacy efforts.
 - Diversify ASB officers and expand number of students involved in student government.
 - Launch peer mentoring program.
 - Improve the process of connecting new students to WES services.
 - Track and analyze Financial Aid outreach pilot data.
 - Work with BBT to identify a list of data points for currently enrolled students to facilitate automatic messages through Signal Vine on a quarterly basis.

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

- Accomplishments:
 - Expanded coverage for Live Chat and aligned hours of the service with key student services offices.
 - Adopted Clean Catalog, an electronic catalog and curriculum management software.
 - Made staffing adjustments to reflect changing workloads based on ctclink implementation.
 - Advising workgroup adopted a philosophy of Appreciative Advising, developed a quarterly Advisor Checklist, updated the Canvas advising site, and provided training during quarterly in-services as well as monthly advisor trainings.
 - Assessment report on communication to students around advising.
 - Updated most advising maps.
 - Received Title V grant with funding to support the development of a second year advising and completion model.
 - Developed a model for outreach staff to support dual enrollment students transitioning to college.
- 2023 Next Steps
 - Continue with advisor training.
 - Finish updating advising maps.
 - Implement Clean Catalog.
 - Develop a second-year completion model.
 - Identify adjustments to the enrollment process for high school graduates who have College in the High School credits.

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

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

- Accomplishments:

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

- Next Steps:

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

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

- Accomplishments:

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

- Began offering more in-person accelerated English classes and saw acceleration rates exceed 50%.
 - Piloted just-in-time math classes and acceleration rates were not high.
 - Began collaboration with Vanguard High School to create an alternate transcript placement process.
 - Piloted self-guided challenge placement process in English and found high success rates for students who placed into ENGL&101.
- Next Steps:
 - Analyze math and English success based on placement.
 - Implement strategies for increasing engagement of students enrolled in accelerated English classes.
 - Math department update emporium math courses instead of pursuing just-in-time math classes.
 - Finish development of transcript placement for Vanguard students.
 - Develop guided self-placement in math.

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

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

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

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

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

- Accomplishments:
 - Researched a model for awarding CPL, fee structures, and policies that are in keeping with sister institutions and align with Intercollege Relations Commission (ICRC) handbook.
- Next Steps:
 - Finalize CPL policies and procedures, adopt, communicate, and implement.
 - Expand CPL options across the curriculum.

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

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

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

Increase transfer rates while reducing equity gaps

- Accomplishments:
 - Supported cohorts of students taking Central Washington University (CWU) classes on campus to earn an elementary education degree.
 - Hosted transfer recruiters and advisors from partner universities.
 - Updated the Transfer Resources web page.
 - Added a "Transfer Information" section to the Canvas Advising site.
 - Coordinated with CWU to facilitate an advisor training about the CWU Early Admissions Plus program.
 - Received two grants through the Community College Research Initiatives (CCRI) at the University of Washington (UW) and began implementing activities to support the transfer of STEM majors to Eastern Washington University (EWU) and CWU.
- Next Steps:
 - Continue with CCRI grant activities.
 - Develop Second Year Advising and Completion Model that supports a smooth university transfer. Develop four year advising maps for key transfer programs with CWU, continue developing and implementing supports for students pursuing elementary education and interdisciplinary studies degrees on BCC campus

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

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

- Made updates to Business Information Management (BIM) and Accounting programs in response to industry changes and to ensure general education courses are transferrable.
- Next Steps:
 - Launch revamped medical assisting program.
 - Continue to explore ways to expand the number of students enrolled in the nursing program.
 - Make updates to aviation maintenance technology, computer science, industrial electrical, and manufacturing programs to meet industry needs.
 - Research needed changes in the automotive program.

Student Success Lessons Learned

- Many students who experienced high school online learning during the pandemic are not prepared to function successfully in college and need additional support.
- Starfish can have a positive impact on student persistence and retention.
- Students report a desire for opportunities to create a sense of community.
- In-person instruction is ideal for teaching accelerated English and emporium math classes.
- Targeted marketing works and the use of dual languages and student testimonials is a solid marketing strategy.
- It is possible to fill a full cohort of BAS students each year.
- With a solid instructional design and support for students (as seen in BAS-AM program), we can retain and graduate a high percentage of students.
- Community health clinicals were successful in the nursing program.
- There is a tremendous need by employers for BBCC graduates and it is critical that the college keep programs current with industry needs.
- Faculty benefit from receiving additional support on completing assessment work.

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

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

Major Activities from the Strategic Plan

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

- Accomplishments:
 - Implemented a new online training platform, Get Inclusive, for employees and students. This new platform enables the college to deploy regulatory compliant training modules in the areas of Title IX, Sexual Harassment, Mandatory Reporting, Anti-Hazing, Drug/Alcohol, FERPA, and Implicit Bias.
 - Return of the supervisor training series, a multi-session training opportunity covering supervisor roles, time and leave, performance evaluations, corrective/disciplinary action, ethics, and public records.
- Next Steps: Continue efforts to improve performance evaluation completion rates for classified and admin/exempt employees in preparation for the upcoming accreditation mid-cycle review. Work with Committee for Equity Inclusion and Diversity (CEID) to develop Diversity Equity and Inclusion (DEI) competencies for staff, faculty, supervisors, and executive leadership.

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

- Accomplishments:
 - Successful negotiations with the Washington Public Employees Association (WPEA) and the BBCC Faculty Association occurred in 2022.
 - BBCC revised Administrative Process (AP) 1005, Emeritus Status and Board Policy (BP)/AP 6120 Hazing Prevention.
 - The college continues to use a virtual onboarding platform to provide new employees with access to paperwork, procedures, and training. Configuration of the offboarding platform is complete. The college is working with the NEOGOV Technical Support team to upload current position data and employee data. Once the upload and data testing is complete, current employees will have access to the onboarding and offboarding portals.
 - The HR and Payroll Offices continue to complete training pertaining to processes in the Human Capital Management (HCM) module of ctLink. The focus for both departments has been to stabilize the ctLink system and continue to align work processes with module assignments.

- The college added a “Faculty/Staff” navigation option to the public website. A link to the New Faculty Teaching Academy is available through this navigation. Options exist to deploy forms and other information specific to employees through this navigation option.
- The college developed a Diversity, Equity, and Inclusion (DEI) Strategic Plan for the period of 2023-2028. Goals of the plan include culturally appropriate student outreach, implementation of peer mentoring, a faculty and staff diversification program, people and leader development, and building and maintaining an inclusive campus community. Feedback from faculty, staff, and students was collected through activities at fall 2022 and winter 2023 in-service, facilitated feedback sessions in fall 2022 and winter 2023. A campus climate assessment for students is scheduled for spring quarter 2023. CEID reviewed the feedback provided by faculty, staff, and students and shared recommendations for the DEI Strategic Plan with the Executive Team.
- Next Steps: Continue to implement best practices for retention and recruitment of faculty and staff. Implement the Search Advocate program at BBCC. Review the recommendations and feedback regarding the DEI Strategic plan and determine what edits are needed.

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

- Accomplishments:
 - Implemented new rules for temporary positions. Transitioned positions from temporary to permanent.
 - Designated nine (9) staff positions as eligible for bilingual (Spanish) premium pay of 5%. Designated bilingual employees work in Admissions/Registration, Workforce Education Services (WES), and High School Equivalency Program (HEP).
- Next Steps: Develop premium pay guidelines and testing process for Russian/Ukrainian bilingual positions. Provide a position allocation informational session for classified staff and supervisors.

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

- Accomplishments:
 - The college conducted a virtual community forum in April 2022 covering the topics of the bookstore closure and student vaccination mandate.
 - The college president provides a weekly video update and newsletter, Around the Bend (AtB).
 - Informational presentations were added to the Shared Governance Council agenda. The purpose of the presentations was to highlight programs and resources within the campus community. Presentations included the Nursing Program, Workforce Education

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

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

Employee Experience Lessons Learned

- The ongoing pandemic continued to take a toll on the campus community. The college's ability to build and foster a thriving community was impacted by the COVID vaccination and reporting requirements, low student enrollment, and a workforce that was either fully in-person, fully remote, or hybrid/remote.
- The college continued to experience a higher than normal turnover rate (18.445%) for calendar year 2022. This is slightly lower than the 2021 turnover rate of 19.262%. Employees leaving BBCC have an opportunity to complete an exit survey. Twenty-four employees completed the exit survey for the period of 7/1/21 to 6/30/22. Seventy-nine percent (79.17%) of survey respondents indicated they would recommend BBCC as a great place to work.
- The high rate of turnover coupled with lower than normal candidate pools created challenges in filling positions in a timely manner.

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

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

Major Activities from the Strategic Plan

Implement ctcLink Project

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

Capital Projects/Facility Upgrades

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

- Accomplishments:
 - Completed electrical updates and a new roof for the Wallenstien theater
 - Completed window and boiler replacements in building 1700
 - Completed various concrete and asphalt repairs around campus
 - We made it on to the CTC's Capital Project List! Successful completion of our Project Request Report for a replacement building for Performing Arts, Health Science, and TRiO Upward Bound (replaces Wallenstien and buildings 1700 and 1000). We are in a long line of Capital project requests and most likely won't see the beginning of the Design Phase for this project for 10-12 years.
- Next Steps:
 - Continue to advocate for more capital projects to be funded each biennium—with the potential for our Health Science & Performing Arts project to begin sooner than a decade or more from now.
 - Work towards the new Clean Buildings directives from the state legislature
 - For our 2023-25 biennium Minor Works capital project, we will provide electronic access controls on at least one exterior door on all our buildings that do not have it now—with six exterior doors on each of our Residence Halls becoming electronic access controlled.

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

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

Technology Upgrades:

- Accomplishments:

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

- Next Steps:

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

Annual Budget Process

- Accomplishments:

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

- Next Steps:

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

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

Financial Statement Audit: Each year the college has its formal Financial Statements audited by the State Auditor's Office (SAO), beginning in Fiscal Year 2014. In addition, the BBCC Foundation has been audited annually since 2013 by Angela Pratt, CPA, Petersen CPAs and Advisors, PLLC.

- Accomplishments:
 - Each year since formal Financial Statements were produced, the audit has resulted in an unqualified opinion (clean audits) that the college is fairly representing in all material respects, its annual financial status.
 - BBCC Foundation's 2021 audit and all previous audits did not result in any findings (clean audits).
- Next Steps:
 - Continue financial practices that maintain unqualified financial audits.

Forward Looking Infrastructure Lessons Learned

- We continue to learn where our students want their instruction and how they want it delivered. The outcome of these modalities is less physical space is used to its capacity. We have an abundance of general classroom space. We continue to experience a decline in physical presence of both our employee and student populations.
- Expanded WiFi capabilities and stronger bandwidth for our online and hybrid instructional offerings is necessary and we continue to look for ways to provide students and staff with technology that meets their needs now and in the immediate future.
- Cybersecurity and keeping our online presence secure and safe is imperative. We have had several of our Washington community and technical colleges experience incidents of cyber-attacks and we do not wish to join their number. We continue to educate our staff about phishing emails and the need to review attachments and links before clicking on them.
- While we do have less population on campus, we have a need for inviting study and gathering spaces on campus. We have various places on campus underutilized, either due to not knowing it is there and available for daily use, or not having an inviting appearance to attract use. We are looking at what we can do to increase the knowledge of where these spaces are and how to make them more inviting.

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

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

Major Activities from the Strategic Plan

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

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

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

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

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

- Ran Commercial Driver’s License, Early Childhood Education, and pre-elementary education classes in Mattawa in addition to BEdA classes.
 - Offering Early Childhood Education and transfer courses in Othello.
 - Entered into Open Doors contract with Quincy School District.
 - Outreach staff working weekly in Othello, Quincy, and Mattawa. One staff member is stationed in Othello.
 - Admission & Registration and Financial Aid offices supporting the enrollment of students in Mattawa and Othello.
 - Received HEP grant, which will provide high school completion to migrant and seasonal farm workers across the service district, with significant benefits for Othello, Mattawa, and Quincy. The grant is fully staffed with one staff assigned to work in Mattawa.
 - Communications department partnered with Univision to promote college offerings in communities across the service district.
 - Held community outreach events in Mattawa and Othello.
- Next Steps:
 - Continue to expand dual enrollment options with high schools in Mattawa, Othello, and Quincy.
 - Offer college level programs in all three communities.
 - Outreach staff work individually with all dually enrolled high school students in all three communities, help all seniors compete financial aid and college applications.
 - Sustain BEdA offerings in all three communities.
 - Explore Open Doors contract with Wahluke school district.
 - Develop plans for a learning center in the southern part of the service district.

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

- Accomplishments:
 - Received American Rescue Plan Act (ARPA) funds from Grant County to expand healthcare program options.
 - Surveyed healthcare employers about employment needs.
 - Exploring behavioral health BAS through a survey of employers, a convening of local employers, and market research.
 - Expanded BEdA offerings across the service district.
 - Athletics department introduced standardized forms and processes for each sport.
 - Operated full athletic seasons.
- Next Steps:
 - Expand recruitment of student athletes on all teams.
 - Expand healthcare programming using ARPA funds.
 - Pursue additional human services program options in partnership with local employers.

Expand total enrollment by strengthening pipelines into college

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

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

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

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

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

Enrollment Growth & Diversification Lessons Learned

- Constant refinement of processes that touch students and associated webpages is a must.
- Signal Vine and Message Center are valuable tools for communicating with students.
- Staff in WES and TRiO departments can play key roles in supporting their colleagues in managing student processes.
- Ongoing outreach, building relationships with key partners, and sustaining a presence in Mattawa, Othello, and Quincy is going to be critical to expanding the college's presence in those communities.
- Establishing Open Doors agreements is still a viable option for partnering with school districts.
- Dual language marketing can be effective.
- Outreach staff need to understand BBCC program options and how high school dual enrollment opportunities feed into specific college programs.
- Athletics works best when coordinating closely with other college departments.
- School districts are happy to work with BBCC when the college has a clear message and can articulate Win, Win, Win partnerships (student, college, high school).
- Helping students enrolled in CiHS classes complete the college's residency requirement is a big deal.
- The college needs clear curricular pathways and parallel student support processes that help students transition from high school and BEdA to college.

Appendix A - Student Success Disaggregations

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

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

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

Big Bend Community College - Student Success
Breakdown by Age Groups

		BCC	BCC Data					Trend
		Baseline	2017-18	2018-19	2019-20	2020-21	2021-22	
<u>Persistence</u>								
ALL	Course Success Rates	80%	79%	80%	80%	77%	78%	
<20	Course Success Rates	80%	80%	80%	80%	77%	79%	
20-24	Course Success Rates	77%	76%	78%	77%	76%	77%	
>24	Course Success Rates	83%	82%	83%	84%	80%	80%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	74%	
<20	15 Credits 1st Year	80%	81%	78%	82%	78%	76%	
20-24	15 Credits 1st Year	56%	48%	63%	57%	76%	57%	
>24	15 Credits 1st Year	54%	50%	55%	57%	61%	61%	
ALL	45 Credits 1st Year	25%	26%	24%	26%	28%	29%	
<20	45 Credits 1st Year	28%	30%	24%	30%	30%	30%	
20-24	45 Credits 1st Year	13%	12%	19%	10%	24%	28%	
>24	45 Credits 1st Year	16%	9%	22%	15%	13%	18%	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	87%	84%	87%	85%	83%	
<20	Fall to Winter Retention	90%	93%	87%	91%	87%	85%	
20-24	Fall to Winter Retention	72%	69%	73%	76%	80%	74%	
>24	Fall to Winter Retention	65%	59%	66%	70%	61%	77%	
ALL	Fall to Fall Retention	63%	63%	63%	64%	65%	63%	
<20	Fall to Fall Retention	68%	68%	67%	68%	67%	67%	
20-24	Fall to Fall Retention	49%	49%	48%	48%	58%	43%	
>24	Fall to Fall Retention	41%	39%	45%	39%	48%	49%	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	2019-2022	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	45%	
<20	3 Year Completion Rate	47%	49%	43%	49%	45%	46%	
20-24	3 Year Completion Rate	34%	38%	28%	36%	38%	38%	
>24	3 Year Completion Rate	38%	31%	47%	35%	52%	52%	
<u>Post-Grad Success</u>			<u>2014 start</u>	<u>2015 start</u>	<u>2016 start</u>	<u>2017 start</u>	<u>2018 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	39%	45%	41%	43%	44%	
<20	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	43%	51%	45%	47%	46%	
20-24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	13%	12%	16%	10%	16%	16%	
>24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	24%	33%	18%	21%	27%	-	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	73%	79%	
<20	Emp Rate in 4th year - WF Stu only	80%	91%	75%	83%	73%	85%	
20-24	Emp Rate in 4th year - WF Stu only	77%	72%	82%	85%	70%	74%	
>24	Emp Rate in 4th year - WF Stu only	81%	77%	84%	69%	79%	65%	

Big Bend Community College - Student Success

Breakdown by Receiving or Not Receiving Need-based Aid

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

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

Big Bend Community College - Student Success
Breakdown by Gender

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

Appendix B - State, Regional and National Comparison Data

State, Regional, and National Peer Institution Comparison

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

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

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

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

Statewide Comparison Schools

Walla Walla Community College	WA	City: Small	3084	24
Wenatchee Valley College	WA	City: Small	2661	42
Yakima Valley College	WA	City: Small	3643	59

Regional Comparison Schools

College of Eastern Idaho	ID	City: Small	2156	17
Great Basin, Elko	NV	Town: Remote	3414	24
Treasure Valley	OR	Town: Distant	1417	29

National Comparison Schools

Clovis Community College	NM	Town: Remote	2162	44
Garden City Community College	KS	Town: Remote	1962	49
Lake Tahoe Community College	CA	Rural Fringe	2024	35

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

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

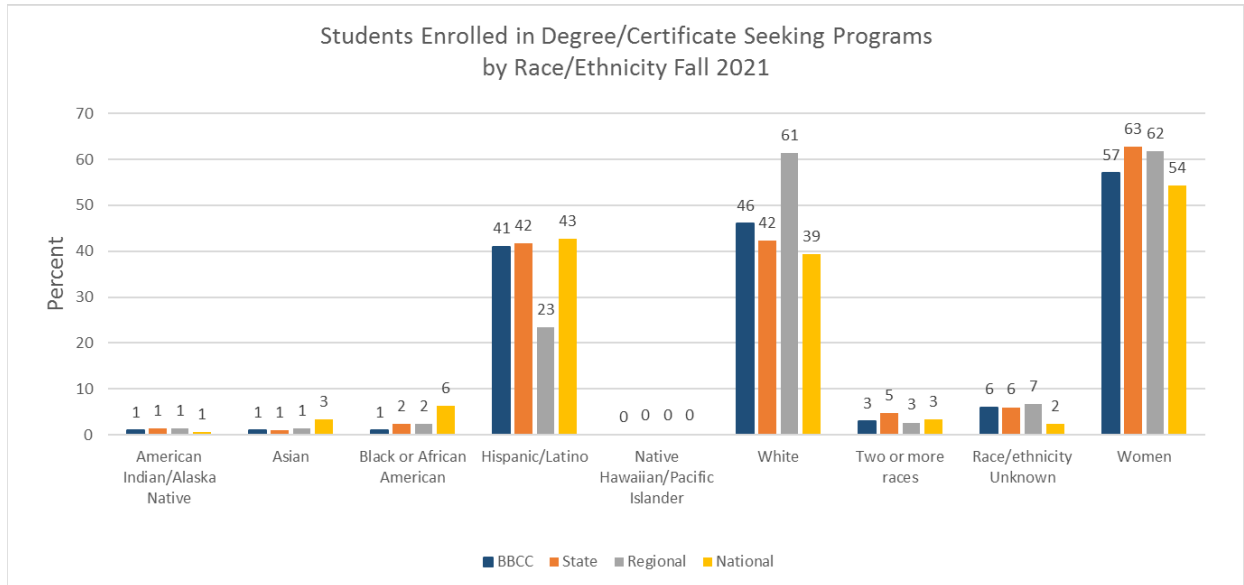
Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

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

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

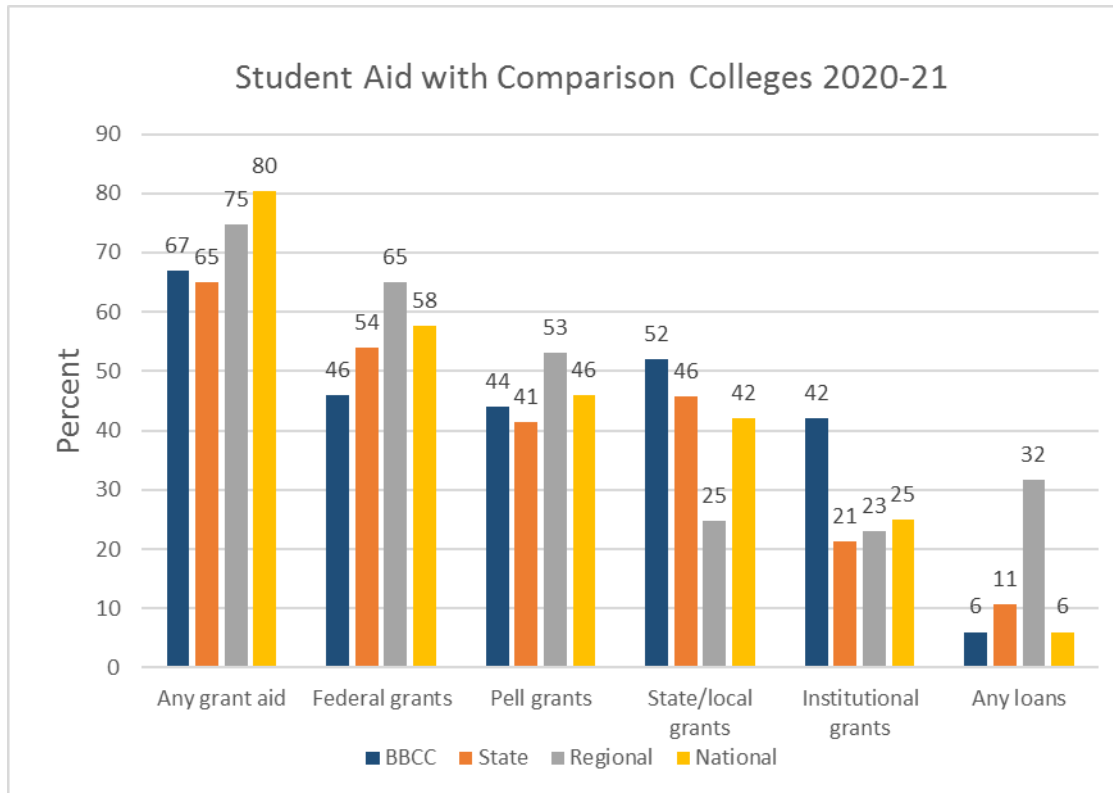
Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Fall 2021 Race/Ethnicity



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

Student Aid



Grants are categorized by their funding source into federal, state and local, and institutional grants.

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

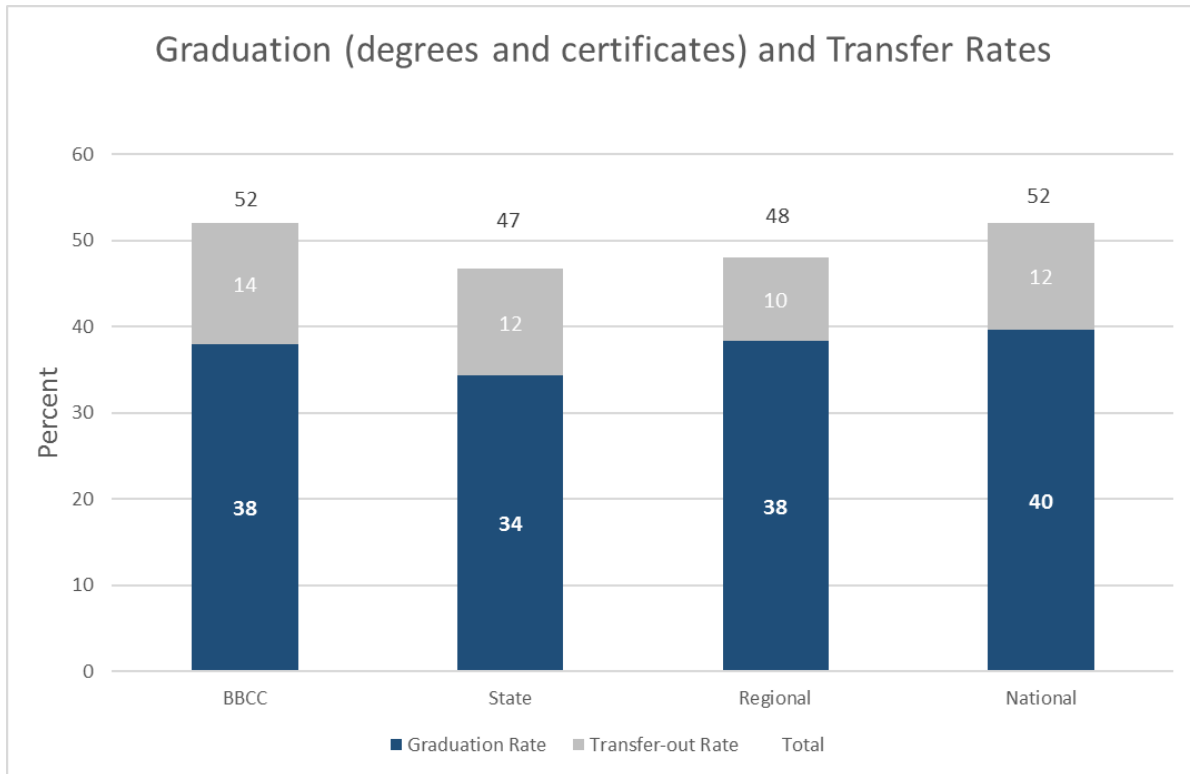
Pell grants are federal grants and the primary source of financial aid for most students.

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

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

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

Graduation and Transfer Rates

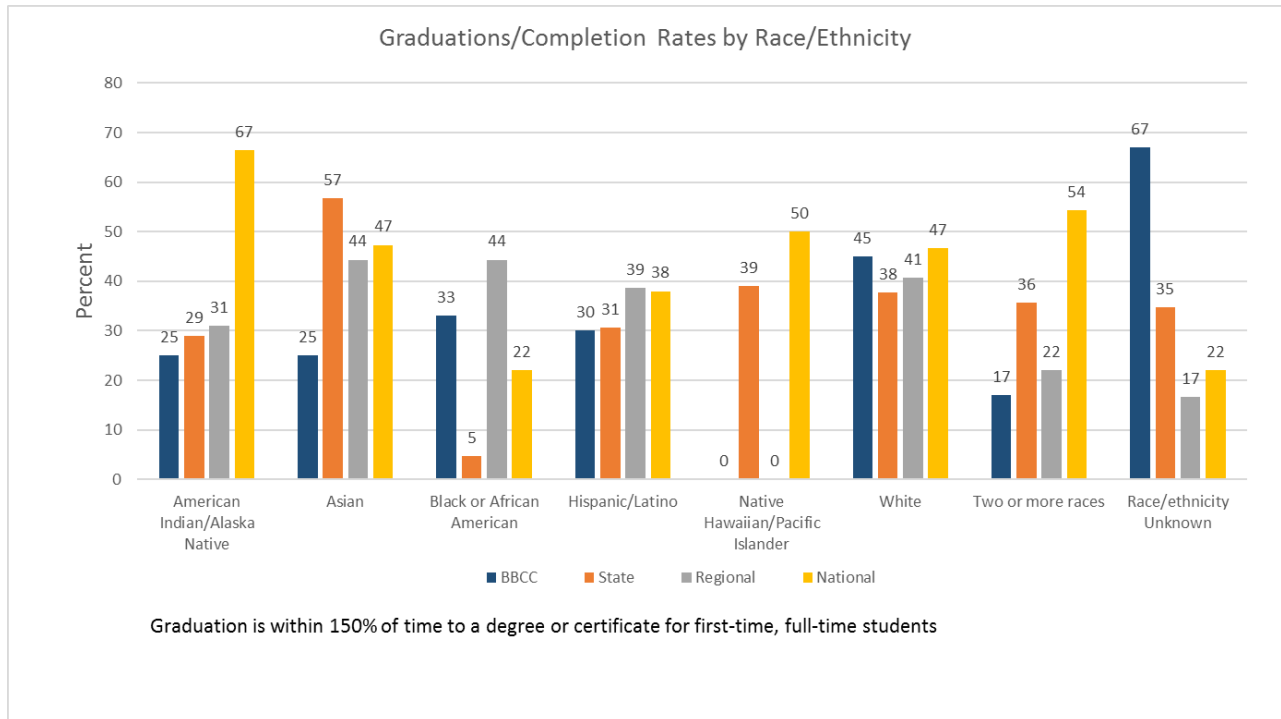


	Big Bend	State	Regional	National
Graduation	38%	34%	38%	40%
Transfer	14%	12%	10%	12%
Total	52%	46%	48%	52%

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

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

Graduations/Completion Rates by Race/Ethnicity



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

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

Appendix C - Major Activities, Tasks for Fulfilling Activities, Persons Responsible

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

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

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

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

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

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

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

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

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

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

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

Acronyms

AA&S - Accommodation & Accessibility Services

AP - Administrative Process

AtB - Around the Bend

BAS-AM - Bachelor of Applied Science-Applied Management

BBT - Big Bend Technology

BEaA - Basic Education for Adults

BP - Board Policy

CAMP (grant) - College Assistance Migrant Program

CCRI - Community College Research Initiatives

CEID - Committee for Equity Inclusion and Diversity

CiHS - College in the High School

CPL - Credit for Prior Learning

CTE - Career and Technical Education

CTC - Community and Technical College

CWU - Central Washington University

DSHS - Department of Social and Health Services

DEI - Diversity Equity and Inclusion

EOC - Educational Opportunity Center

ESL - English as a Second Language

EWU - Eastern Washington University

FCS - Facility Condition Survey

FERPA - Family Educational Rights and Privacy Act

HCM - Human Capital Management

HEERF - Higher Education Emergency Relief Fund

HEP (grant) - High School Equivalency Program

HR - Human Resources

ICRC - Intercollege Relations Commission

IR - Institutional Research

IST - Industrial Systems Technology

JATP - Japanese Agriculture Training Program

M&O - Maintenance & Operations

MCO - Master Course Outline

NEOGOV - Human Resources Software for Government and Public Sector

NSE - New Student Enrollment

NWCCU - Northwest Commission on Colleges and Universities

SAO - State Auditor's Office

SBCTC - State Board for Community and Technical Colleges

SGC - Shared Governance Council

SSS - Student Support Services

STEM - science, technology, engineering and math

VOIP - Voice over Internet Protocol

USDE - United State Department of Education

WES - Workforce Education Services

WPEA - Washington Public Employees Association