



Big Bend
COMMUNITY COLLEGE

Mission Fulfillment Report 2020



June 4, 2020

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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

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Introduction

This Mission Fulfillment Report and Workbook will 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 and set a plan of action for the 2020-21 upcoming year.

The 2019-20 Mission Fulfillment process continued in nearly the same fashion as last year when faculty and staff reviewed BBCC objectives and indicators and provided their feedback on conclusions about the objectives and actions the college should consider taking and rating college progress. However, this year we utilized focused discussion questions to both provide context showing how campus efforts were connected to the college wide data and to elicit focused feedback about current or proposed efforts. This process coincides with the submittal of program level budget requests for the 2020-21 academic year and development of the institutional budget for the following year. Due to financial concerns resulting from the COVID-19 Pandemic, the college cannot consider increases to department budgets and is developing budget cut scenarios. As the financial picture at the state level becomes clearer, the college will finalize a 2020-21 budget.

Report Components:

- Timeline
- Core Theme Indicator dashboard for 2020-21
- 2019-20 Core Themes Indicators Dashboard
- Actions being taken - Staff Feedback from In-service is found in Appendix A
- Additional Influences for the Year Ahead
 - Impact of COVID-19
 - Regional Accreditation
 - New President
- Mission Fulfillment Summary

BBC Planning Timeline 2019-20

	January	February	March	April	May	June
Institutional Self-Evaluation and Planning Process	Institutional Research & Planning sends Mission Fulfillment Workbook to all staff	Staff provide feedback on college progress, and suggest actions	Institutional Research & Planning sends Staff Feedback to all staff	Cabinet adopts next steps	Cabinet adopts indicators for the following year	The Mission Fulfillment Report is presented to the Board
Budget Process	Departments notified to submit budget requests in February	Departments submit budget requests	Budget Review Task Force (BRTF) meets and prioritizes requests	BRTF sends priorities to the President	The President makes permanent and one-time funding decisions from BRTF prioritized lists	The Board reviews and approves the next year's budget
COVID-19 Budget Process	Departments notified to submit budget requests in February WA Governor declares public health emergency	Departments submit budget requests Governor declares State of Emergency in all counties in state First hint that 20-21 state budgets will be reduced	Departments submit budget requests K-12 schools close; parents work from home All classes move to online; all but designated responders work off campus	Departments submit budget requests State Board Community & Technical Colleges (SBCTC) draft 20-21 budget includes cut scenarios deleting all new funds and reducing base allocations up to 10%	SBCTC notifies colleges budget reductions 2-3 times larger than April predictions The Board notified continuing resolution will be presented in June instead of final budget	The Board to review and approve continuing resolution to keep college functioning while waiting for SBCTC state allocation decisions

2019-20 Core Theme Indicators Dashboard

Core Themes & Ends Statements	Objectives	Summary Score & Change	Indicators	Baseline	Target	Score	Change from Prior Year	Rating Scale*					
								Red	Yellow	Green	Blue		
<u>End Statement 1</u> <u>Mission</u>		2.51 ↓											
<u>Student Success</u> <u>End Statement 2</u> <u>Student Success</u>	1.1 BBCC provides access to programs & services that meet the educational needs of our students & prospective students	2.33 ↓	1.1a Student satisfaction with services used	n/a	95%	89%	↓	<85%	85-92%	93-95%	>95%		
			1.1b <i>Total student FTE (Full-Time Equivalent)</i>	2043	2100	2000	↑	<2043	2043-2082	2083-2100	>2100		
			1.1c Enrollment by modality										
	1.2 Use of services correlates with success, retention, and completion	2.17 ↓	1.2a Course success rates based on use of services	n/a	80%	77%	↓	<71%	71-77%	78-80%	>80%		
			1.2b Retention based on use of services	n/a	51%	40%	→	<46%	46-49%	50-51%	>51%		
			1.2c Completion based on use of services	n/a	20%	20%	↑	<13%	13-18%	19-20%	>20%		
	1.3 Students are prepared to graduate & to transfer or to seek employment	2.00 ↓	1.3a <i>IPEDS graduation & transfer rates</i>	45%	55%	52%	↑	<45%	45-52%	53-55%	>55%		
			1.3b New Transfer & Workforce student retention										
			• Fall-to-winter	74%	85%	84%	↓	<74%	74-79%	80-85%	>85%		
			• Fall-to-spring	65%	75%	78%	↓	<65%	65-72%	73-75%	>75%		
			• Fall-to-fall	48%	60%	66%	↓	<48%	48-56%	57-60%	>60%		
			1.3c SAI progression & completion										
			• ABE transition to college	9%	15%	3%	↓	<9%	9-13%	14-15%	>15%		
			• 1st 15 credits	22%	30%	20%	↓	<22%	22-28%	29-30%	>30%		
	• 1st 30 credits	17%	25%	16%	↓	<17%	17-23%	24-25%	>25%				
• 1st 45 credits	12%	20%	14%	→	<12%	12-18%	19-20%	>20%					
• Retention	28%	35%	24%	↑	<28%	28-33%	34-35%	>35%					
• Completion	10%	16%	12%	→	<10%	10-14%	15-16%	>16%					
1.3d <i>Gap between A/W and HUG in course success rates in first quarter</i>			3.5%	0%	4.0%	↑							
1.3e Former student survey responses about employment													

2019-20 Core Theme Indicators Dashboard

Core Themes & Ends Statements	Objectives	Summary Score & Change	Indicators	Baseline	Target	Score	Change from Prior Year	Rating Scale*			
								Red	Yellow	Green	Blue
Excellence in Teaching & Learning End Statement 3 <u>Excellence in Teaching & Learning</u>	2.1 BBCC implements innovation & creativity in programs & services	2.50 ↓	2.1a Student engagement in co-curricular activities	n/a	35%	58%	↑	<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%	74%	↓	<71%	71-84%	85-90%	>90%
			*Students satisfied with advising	n/a	95%	88%	↓	<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	3.00 →	2.2a External certification rates	n/a	80%	93%	→	<71%	71-77%	78-80%	>80%
			2.2b Course success rate	76%	80%	79%	→	<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	2.80 ↑	2.3a Employee responses indicate likelihood of changing practices as a result of training	n/a	8 out of 10 rating	7	→	<6	7	8	>8	
		2.3b Employees' training participation rates									
		2.3c Professional development offerings related to strategic goals and priorities									

2019-20 Core Theme Indicators Dashboard

Core Themes & Ends Statements	Objectives	Summary Score & Change	Indicators	Baseline	Target	Score	Change from Prior Year	Rating Scale*				
								Red	Yellow	Green	Blue	
Community Engagement End Statement 4	3.1 BBCC works with community & industry partners to support economic development	3.33 ↑	3.1a Alignment of economic sectors with BBCC services									
			3.2 BBCC works with K-12 & university partners to provide educational opportunities	2.25 ↓	3.2a Transfer rate based on National Clearinghouse data	36%	45%	36%	↑	<36%	36-42%	43-45%
Community Engagement End Statement 5	3.3 BBCC practices responsible use of resources, including fiscal & natural resources	2.00 ↓	Race/Ethnicity									
			3.3a Clean financial audits		100%	100%	→	<100%		100%	n/a	
			3.3b Reduce energy use intensity 5% from 210.235 EUI kBtu/ft2		199.72 EUI kBtu/ft2	190.6 EUI kBtu/ft2	↑	>210.235	210.235-202.875	202.874-199.72	<199.72	
Community Engagement End Statement 5	3.3 BBCC practices responsible use of resources, including fiscal & natural resources	2.00 ↓	3.3c Clean Clery Audits		100%	100%	→	<100%		100%	n/a	
			3.4a BBCC provides a classroom environment where students feel safe to express their opinions	n/a	95%	94%	↑	n/a	0-92%	93-97%	>97%	
			3.4b Full-time employee turnover rate	n/a	≤12%	11%	↑	>19%	19-14%	13-12%	<12%	
			3.4c Number of safety reported incidents									
			3.4d Diversity of candidate pool (gender, race/ethnicity)									
			3.4e Employee exit survey - BBCC is recommended as a good place to work?									
			3.4f New employees follow-up survey									
3.4g Community members indicate BBCC provided a respectful and collaborative environment												
Community Engagement End Statement 5	3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	2.67 ↓	3.4g Community members indicate BBCC provided a respectful and collaborative environment									

2019-20 Core Theme Indicators Dashboard

Rating Scale*

Core Themes & Ends Statements	Objectives	Summary Score & Change	Indicators	Baseline	Target	Score	Change from Prior Year	Rating Scale*			
								Red	Yellow	Green	Blue

Key		Rating Scale
Color Code	Description	
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.

Red font indicates the data is new or is a non-annual data source

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

Actions Being Taken

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		
Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
<p>Focused discussion questions: How can we make planning schedules more useful for our students and our advisors? What are the challenges that people are facing with advising? – transfer degree maps How do we best integrate career exploration and advising into our work?</p>		
<p>Continue with efforts to offer evening & online classes and services, build annual schedule, market the college, improve advising & case management system</p>	<p>Secured approval of (Bachelor of Applied Science) BAS statement of need Launched nursing Direct Transfer Agreement (DTA) degree Prepared outline of Ag Mechanics degree Established 2 year course rotations and published in catalog Continued college marketing efforts Sustained Advising Coordinator position post-grant. Advising Coordinator established advisor training. Piloted expanded health care advising. Updated advising maps to fillable pdfs Made some changes to career exploration in the updated new student intake process.</p>	<ul style="list-style-type: none"> - Plan additional updates to career exploration and advising with the intent of implementing changes for new students entering fall 2021 - Post an annual schedule permitting students to plan their schedules for the entire year - Online advising options will be utilized for students - Students will be able to revisit topics covered in the Online Orientation - Utilize Starfish for students to schedule advising appointments - Develop an ongoing annual advising training schedule - Develop a general advising site that advisors can use as a template to create their own advising sites for their program or area of interest
1.2 Use of services correlates with success, retention, and completion		
Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
<p>Focused discussion questions: What do you know and what do you need to know about Basic Education for Adults (BEa) programs so you can be student ready for helping BEa students transition into college? What kinds of solutions and services could be addressed for students using an Online One-Stop page on the website? What support services should we provide students in the evening, online, and in the weekend?</p>		

<p>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</p>	<p>Implemented evening schedule with common class start times. Piloted evening hours of operation for some college services. Implemented live chat and delivery of student services online. Offered all services remotely in Spring 2020. Developed live chat and Zoom rooms for delivering services. Developed a common curricular and delivery approach to BEdA classes and began revamping courses. Added Open Doors (OPD) funded BEdA and Workforce Education Services (WES) positions to support BEdA students Made updates to webpage to support advising and student navigation.</p>	<ul style="list-style-type: none"> - Create a One-Stop web page that students can use for all of their needs. Categorize resources so they are easier to find on one page. This page will marketed through venues such as News Flush, included in acceptance emails, CANVAS, Starfish interface, at Inservice, etc. Create a separate resource guide for faculty and staff - Support for evening, online, and weekend students will be available through online chat and Zoom rooms - Investigate the development of a chatbot - Refine online service delivery based on spring 2020 usage and student feedback - Increase BEdA program awareness through a marketing video posted on the college website and distributed to staff, develop an annual presentation/workshop for in-service meetings, present to the Board of Trustees, and increase social media BEdA celebrations
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1.3 Students are prepared to graduate and to transfer or to seek employment

Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
<p>Focused discussion questions: The BEdA program would like to transition students to college-level courses and has developed a “Transitional Bootcamp” class. What skills do you feel would be essential to embed into this course to help ensure that BEdA students are successful in college-level courses? Review and respond to proposed changes to the new student intake process.</p>		
<p>Continue with efforts to improve advising including summer advising, updates to CSS 100 - College Success Skills, 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</p>	<p>Created and launched online new student orientation. Revised and implemented new student intake process. Created high school completion curricula contextualized to manufacturing. Developed a Transitional Bootcamp class for BEdA students to transition to college. Set up Starfish and began piloting</p>	<ul style="list-style-type: none"> - Restructure "Transitional Boot Camp" to "Navigation 101". This will be a mandatory class for all students and include Areas of Interest exploration as they enter into Transitional Studies. - Contextualize Geometry and Algebra into Areas of Interest - Create a Blended Learning Model for HS21+/OPD (high school completion programs) and create curriculum, grading rubrics, checklist - Simplify the New Student Intake process and make it more web-based; remove the admissions fee; include career exploration, advising, website resources, online orientation

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.

2.1 BBCC implements innovation and creativity in programs and services

Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
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Focused discussion questions:
 What in the heck is eSports and how on earth could the college benefit sponsoring and eSports team? Who would we reach and how would this increase our enrollment?
 Staff only: After reviewing other department evaluations, what are some ideas about you can improve the process in your department?

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	Researched strategies to launch eSports Expanded accelerated English efforts Developed contextualized math classes Adjusted timing and reporting of department evaluations for staff to simplify the process	<ul style="list-style-type: none"> - Wait to make a decision about moving forward with eSports until after the new president has settled in and the college’s budget situation normalizes - Continue to promote professional development activities and allow staff time to incorporate what they learned into their daily practices
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2.2 BBCC helps students attain high academic standards

Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
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Focused discussion questions:
 Faculty only - How does the assessment you've done in past years connect or fail to connect to the NWCCU Assessment of Student Learning rubric?
 Faculty only - How does your assessment this year connect to the NWCCU Assessment of Student Learning rubric?

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	Adjusted the timeline of assessment activities as defined in Faculty Negotiated Agreement. Implemented common assessment activity for an institutional learning outcome. Simplified and updated the assessment process to reflect new accreditation standards. Allocated time during in-services for faculty to conduct assessment work. Created assessment training videos.	<ul style="list-style-type: none"> - Refine efforts to implement a common assessment activity for an institutional learning outcome - Provide timely feedback to faculty on assessment reports - Provide ongoing support and training for faculty around assessment
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2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		
Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
<p>Focused discussion questions: After reviewing a list of employee trainings provided in the previous year, what went well, what could be improved, what should we do more of? How can we design interactions in which students can search for the answers themselves? How can we empower students to be in charge of their learning and progress?</p>		
Provide academic and case management advisor training, support leadership development training	Offered advisor training, Starfish training to staff conducting case management activities, leadership training to supervisors, and communication training to all employees	<ul style="list-style-type: none"> - Offer trainings at a variety of times to accommodate staff's varying schedules - Expand the professional development survey to those who attended non-BBCC offered trainings to better understand the impact of the professional development
<p>Core Theme: <i>Community Engagement</i> – BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.</p>		
3.1 BBCC works with community and industry partners to support economic development		
Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
<p>Focused discussion questions: What do you think of elements of our new website? What are the different communities we serve and what are ways that we can reach each one? (Communities can be defined as a demographic group or geographical area.)</p>		
Improve marketing efforts including updates to the website, support outreach for workforce programs	Developed a new college webpage Refined outreach efforts to focus on key local communities Adjusted JATP staffing	<ul style="list-style-type: none"> - Launch new web site incorporating student and staff feedback

3.2 BBCC works with K-12 & university partners to provide educational opportunities		
Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
<p>Focused discussion questions: How can we improve the transition of high school students to Big Bend? How can we do a better job of transfer advising?</p>		
<p>Conduct targeted outreach to specific communities, strengthen relationships with local high schools, strengthen transfer advising practices</p>	<p>Created a dual enrollment coordinator position Hosted a meeting for superintendents of all feeder schools in the district Hosted a symposium for high school guidance counselors and administrators Expanded College in the High School to Warden and Mattawa Established program policies and procedures for Open Doors program Piloted alternate Running Start (RS) eligibility requirements Continued plans with Columbia Basin Tech to start a high school aviation maintenance program in fall 2020 Coordinated with Central Washington University (CWU) to launch the CWU elementary education program at the Big Bend location. Coordinated with CWU to improve transfer advising to CWU.</p>	<ul style="list-style-type: none"> - Remove the \$30 Admissions fee which is a barrier for students - Continue with efforts to increase follow up to those who have expressed an interest in BBCC - Make connections with middle school and high school students who attend events on campus; use BBCC swag as prizes - Expand use of Starfish to connect students to staff - Continue to build relationships with high school staff established/enhanced during COVID-19

3.3 BBCC practices responsible use of resources, including fiscal and natural resources		
Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
<p>Focused discussion questions: What spaces on campus are being underutilized? Over utilized? What can we do to balance usage? Are roving security officers in place at the right times? When do we need to increase or decrease security staffing?</p>		
<p>Sustain conservation and ethical stewardship efforts</p>	<p>Complete construction of (Workforce Education Center (WEC) and new Aviation Maintenance Technology (AMT) buildings Made plans to re-allocate space once the WEC and new AMT buildings are completed and occupied. Stayed on track with ctLink implementation schedule Adjusted schedule of security personnel so that one is scheduled at any time when BBCC classes are scheduled or the college is hosting an event. Terminated contract relationship with Sodexo.</p>	<ul style="list-style-type: none"> - Identify other food service options and ways to use the commercial kitchen and dining space - With the upcoming completion of the WEC and AMT buildings, review and re-allocate space across campus in an effort to improve services to students and co-locate related departments. - Increase security training opportunities - Continue to prepare for ctLink implementation

3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		
Next Steps for 2019-20	Actions Taken in 2019-20	Next Steps for 2020-21
<p>Focused discussion questions:</p> <p>The Leadership Workgroup is committed to providing training that is available to all college faculty and staff. How we can make this logistically possible? What is your preferred times of the year/time in the day (morning, afternoon, Fridays) and modality (large group, departmental, online, etc) to participate in upcoming trainings?</p> <p>As part of the Campus Climate Action Plan, there is a workgroup that is developing workplace standards. What steps should BBCC take to make this part of who we are and how we interact with our students, coworkers, and campus visitors?</p> <p>What questions should be included in the 90 day new employee survey?</p>		
<p>Develop and implement action plans based on the campus climate report with a focus on communication, accountability, and community.</p>	<p>Conducted leadership training for supervisors. Developed Campus Climate Action Plan and began implementation</p> <ul style="list-style-type: none"> - 3 workgroups – leadership, workplace norms, new employee orientation - Leadership user guide bios - Thursday thoughts - President’s quarterly meetings - Summary of Shared Governance Council & Cabinet meetings - 1 on 1 meetings with Executive leadership - Communication training - Update to Administrative Process 4200 Communications/Grievance Procedure - Adoption of Board Policy 1025 Statement on Diversity, Equity, Inclusion - Revise new employee survey - Develop & adopt process for orientation of new employees with assigned mentor - Handwritten thank-you notes from leadership - Monthly employee years of service and birthday celebration events - Fall employee welcome back activity 	<ul style="list-style-type: none"> - Continue with the onboarding program, creating a centralized portal location for basic campus procedures - Vary training times, offer multiple sessions to accommodate different schedules, online training is preferred because it allows employees to review and re-watch trainings - Include Workplace Norms expectations in onboarding and supervisor training - Add part-time and adjunct faculty to the survey, survey new employees at the various milestones: 1st week, 1st month, etc. - Develop a separate new faculty survey

Additional Influences for the Year Ahead

In addition to the different strategic actions the college is taking that are described earlier in this document, actions taken by the college will also be influenced by three other major things in the upcoming year. Specifically, the impact of COVID-19, the beginning of a new regional accreditation cycle, and arrival of a new college president will each significantly influence college actions in 2020-21.

Impact of COVID-19

Like every other institution of higher education, Big Bend is just beginning to experience major impacts resulting from the COVID-19 pandemic. While we do not yet know all the ways the pandemic will impact the college, we are certain the impacts will influence the college for years to come. Three immediate impacts are an increased use of distance learning technology, budget reductions, and unstable enrollment.

The college had to quickly adopt distance learning tools to move instruction and student services online in the spring of 2020. This accelerated a longstanding trend of offering more online and hybrid classes. It also accelerated the college's strategic efforts to better support students enrolled in online and evening hybrid classes. The college will continue a predominantly online class schedule at least through summer and fall quarters of the upcoming year. At the same time, employees will work to improve online and hybrid instruction as well as deliver online and technology based support services to students.

State and nationwide economic shutdowns in response to COVID-19 have resulted in huge declines in state revenues. The college is preparing to address significant funding shortfalls for the 2020-21 academic year. It is too early to know how long the funding difficulties will continue but for at least the upcoming year the college will examine a variety of strategies for managing budget cuts that could have far reaching impacts. Fortunately for Big Bend, the college has taken a conservative approach to managing its finances so the college has some reserves to help mitigate the current economic crisis.

Enrollment in spring quarter 2020 dropped precipitously following three years of year after year enrollment declines. These enrollment trends are consistent with what other colleges around the state and nation are facing. Under normal circumstances the college would expect to see enrollment increases because of rising unemployment numbers resulting from the economic slowdown. However, the current situation is very unusual and it is too early to predict the impact on enrollment over the next year. The college is proactively reaching out to recent high school graduates, collaborating with local school districts to serve dual enrollment students, and promoting distance learning classes and supports. Additionally, the college is expanding its efforts to retain students through its strategic efforts to strengthen academic advising and use Starfish to monitor student success and support students.

Regional Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) adopted new accreditation standards in 2020 and Big Bend elected to address those standards in its upcoming comprehensive Evaluation of Institutional Effectiveness report and visit. The visit is scheduled for October 12-14, 2020. The culmination of the current accreditation cycle and adoption of the new standards has at least three interrelated implications for the college in the upcoming year, namely, refining its use of disaggregated data, comparison to peer institutions, and updating the institution's mission and planning process.

Because of its membership in the Achieving the Dream network, Big Bend has a history of disaggregating its student success data. Over the past several years the college has focused on addressing the achievement gap between historically under-represented groups (HUG) of students with Asian and white (A/W) students. The primary student success efforts the college is currently pursuing are designed to address achievement gaps between HUG and A/W students. Big Bend is well positioned to address new accreditation requirements for collecting, analyzing, and disaggregating student achievement data and using the data to drive institutional change. The BBCC Office of Institutional Research & Planning is also developing its capacity to use Tableau software to create dynamic dashboards. The way in which the college defines its focus for the next seven year accreditation cycle will drive decisions about what data to track and how to disaggregate it. Regardless of the focus, the college is well positioned to meet accreditation expectations for producing and using disaggregated data.

Under the new NWCCU accreditation standards, Big Bend will need to compare its student performance data with regional and national peers. Because of the strong community college system that exists in Washington State, Big Bend already has access to comparison data for peer colleges across the state. Beginning with this monitoring report, BBCC will begin including summarized peer comparison data in the monitoring report and using it to inform decisions about areas of strength and improvement for BBCC. (See Appendix B - Comparing Big Bend Community College to Peer Institutions) This Peer Institution Comparison includes key milestones and success measures that are disaggregated to learn if there are any student groups that not succeeding at the same rate of others as well to help BBCC determine if it is closing achievement gaps between groups.

During the 2020-21 academic year BBCC will conclude the current regional accreditation cycle and launch another one. It will be an opportunity for the college to critically examine its recent past and immediate future including a careful review of its current mission statement, strategic planning documents, and annual planning and improvement process. Under the new NWCCU accreditation requirements institutions can choose whether or not to adopt core themes. BBCC will need to determine whether it will continue to use, adapt, or completely retire the three core themes it is currently using. The decisions made in this process will have far reaching implications about the student success foci the college will adopt, strategies used to support student success, disaggregated data used to measure student success, and how peer data is used to inform its efforts.

New President

After serving as the ninth president of BBCC since 2012, Dr. Terrence Leas will retire at the beginning of the 2020-21 fiscal year. He leaves a legacy of leading the college in becoming more “student ready”. His successor, Dr. Sara Thompson Tweedy, will lead the college in implementing the next steps described in this report. She will also play a pivotal role in leading the college to define its future direction as it launches a new accreditation cycle and grapples with the impacts of COVID-19.

Mission Fulfillment Summary

Over the past several years the college has followed a simple four step process in determining mission fulfillment.

1. BBCC employees review quantitative and qualitative data provided in the Mission Fulfillment Workbook and discuss areas of strength as well as opportunities for improvement for the college.
2. BBCC employees evaluate the progress of the college in meeting each of the college's 10 objectives by ranking the college's performance for an objective on a scale of one to five.
3. The mission fulfillment score for each objective is an average of all scores given for that objective.
4. The mission fulfillment score for the college is the average of all mission fulfillment scores

The mission fulfillment score for the 2019-20 year is 2.51. According to the descriptors for the scale, this means BBCC is fulfilling its mission, but needs to keep improving. The college is making progress and implementing strategies in an on-going effort to achieve the success it aspires to reach. There are several areas of strength where the college is doing well and other areas where it can improve.

Areas of Strength

- Non state funded enrollment continues to grow
- Students who utilize tutoring and support services have a higher retention and completion rate than those who do not
- The Integrated Postsecondary Education Data System (IPEDS) completion rate has improved over the past eight years
- Fall to Fall retention of students has improved over the past eight years and the gap between HUG and A/W students has narrowed
- Historically Underrepresent Group (HUG) Students of Color student attainment of first 15 and 45 credits has improved and gap with Asian/white (A/W) students has narrowed
- Student engagement in co-curricular activities has increased due to intentional activity planning by the Associated Student Body (ASB)
- Students completing BBCC workforce programs earn industry certifications at a high rate
- Course success rates are high and have improved dramatically for web enhanced and hybrid classes over the past eight years
- The college continues to manage financial resources in a responsible and ethical manner
- The college is increasing its energy efficient management of facilities
- The college provides a classroom environment where students feel safe expressing their opinions
- The college is taking several strategic student success efforts to scale including an online orientation process for new students, launching of Starfish as a tool to identify and support struggling students, and offering courses and all student services online

- The college is nearing the completion of two new facilities and has come close to meeting its fundraising goal to offset some of the construction costs
- The college developed and began implementation of a Campus Climate Action Plan

Areas of Improvement

- Student satisfaction with college services including advising has declined
- State funded enrollment continues to decline
- Transfer rates have not improved*
- Course success and completion gaps between HUG and A/W students have not closed satisfactorily*
- Fall to Winter and Fall to Spring retention rates have not improved as hoped*
- Adult Basic Education students' transition to college has declined*
- Student Achievement Initiative point attainment for students earning first 15, 30, and 45 credits has not appreciably improved*
- Student success in first quarter has not improved*
- More improvements to campus safety are needed**
- The full-time employee turnover rate is higher than desired
- Improvements to the campus climate are still needed

*These areas of improvement correspond with objective 1.3, which received a low ranking of 2.0. BCC is engaged in several strategies designed to address these concerns such as developing contextualized math courses, peer mentoring, revisions to the new student intake process, improvements to the advising process, re-launching early Academic Early Warning, and making curricular and student support changes in the Adult Basic Education program.

** Concerns about safety seem to be the primary reason for the low score for objective 3.3 especially since each of the indicators for the objective had a blue rating the highest possible. Over the past few months when some of the safety concerns were raised, the college has adjusted the schedule for security personnel to address gaps in coverage and increased safety related training. Additional safety related training opportunities are scheduled.

As Big Bend Community College moves forward it will build on the strengths and accomplishments from the current year to address the many challenges it will face in the 2020-21 Academic Year while always keeping a clear-eyed focus on helping students succeed.

Appendix A - Staff Feedback from Inservice

1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students			Ave Rating 2.33	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What are the challenges that people are facing with advising?				
Jennifer Deleon, Debbie Simpson, Matthew Sullivan, Jasmine Martinez	There is a decline in satisfaction in services on campus. What is the reasoning behind this, are there things we can do now to improve? The target populations report different satisfaction, less satisfaction is coming from HUGs.	Consider online advising, using tools such as Zoom to have students present it caters to them, making sure advisors are becoming familiar with BBCC tools such as student kiosk/degree audit/registration	3	advisor feedback, platform feedback versus emailing, student feedback
Rhonda Kitchens, John Anderson, Teresa Curran, Octaviano Gutierrez, Ethan Tonnemaka, Reza Sharifi, Jasmine Martinez (Facilitator), Mattias Olshausen	What are the challenges that people are facing with advising? What people? Based on table data, people = students. Data has declining satisfaction. But was the question specific to advising? Seemed general. The historically under-represented groups are the most dissatisfied. If we had anon narrative boxes could we get genuine responses we could construct actionable responses to. 2019 we have a serious wide gap between Asian/white and under-represented. Question if survey has an NA option that might skew results. Sort of got into a convo on need for ENGs to integrate library services and resources. Scarcity of advisor times for students with different schedules. The under 30 credit drama of not having open classes and long waiting lists. Under 30 code needed students need more options. Some are nervous. How can we be more accessible.	The mass advisor email should be standard and encouraging. We need a set of Best practices. The mountains of informal information needs to be formal. Learning practice and IRL training for advisors. Students do not use Bigbend.edu and it is a FERPA issue to communicate with them off our .edu, We need a new communication platform that is more rich and engaging PLUS Ferpa appropriate. We are not sure the advisee question is answered by under 30 credit or over. We need more qualitative information. Advisors are not all confident. Should advising be more department specific? There's a student difficulty in building advisor relationships. Concern about serving students in saving money and maximizing their time in context of their complex lives. classes like Bio 160 that is Fall only hurts students. Opening classes to maintain enrollment versus moving students through the pipeline is a problem. Waiting lists should drive classes opening.	3	Student feedback- qualitative. Advisor feedback. Who are the advisee maps FOR? Not students. Not advisor? better easier pathways.

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Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Terry Pyle, Jenn Deleon, Traci Bartleson, Kathleen Duvall, Dick Wynder, Julia Gamboa	Not doing as well, more students answering survey, We have room for improvement. Student services has gone down. VA assistance has gone down. Disability services tanked. Why, is it staff turn over, relationships with new people make it less comfortable?	mandatory cutoff for instructors, no more changes to schedule. classes being taught each quarter, consistency, catalog to show when courses are offered, make changes in programs to reflect any new changes in future if possible, difficult for students to plan when schedule works around faculty, look at programs and what is needed for students to get through there schedule, for example it is difficult for a student to take a class in morning, one in afternoon, and one in evening. Faculty deciding they don't want to teach an 8am class and we hire someone new and then in makes it difficult when other programs have the class at 8:00am to not interfere with students other courses. Schedule should be based on program needs for students and not when the faculty want to teach. Finding out the name of the instructor early enough for students to know what books to buy. Limit changes once a catalog is put out. We need faculty committed to annual schedule; Are we getting enough data to be able to answer this information. Are we talking to the students that did not stay. Dont let faculty dictate the schedule. Difficult when we have adjunct faculty with other jobs. We have to use them and at least offer the courses needed. Our first focus should be students because our purpose here is to help students succeed.	2	Consistent drop, the satisfaction surveys were helpful to see what was happening, Annualized total stayed steady and yearly enrollment in face to face dropped. Is it just because convenience. We cannot determine until we look at success rates for all.

1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students			Ave Rating 2.33	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
How do we best integrate career exploration and advising into our work?				
Veronica Guadarrama James Ayers Jody Bortz	Career advising is not at the forefront of the college's effort. It is not embedded in the culture. Our employment rates are extremely low. Do advisors know what types of careers there are out there? And how to correctly refer students to different careers. The degrees aren't tied to what happens in the actual job. Who is career advising? The undecided students are asked to do a career path assessment, but we do not do anything with it. There is no culture for the undecided students to do more career exploration. Students need a career plan. Students are not allowed to come to on-campus jobs events because of class.	We need more experiential learning, industry tours, job shadow. Training for students. What is career services? What does the career center do? Combine divisions to do advising and share information. Have alumni come in and give presentations to students (inside and outside of the classroom). A pre-quarter industry experiential coursework. Pathway industry panels in classrooms or in Mastro. The college staff does not know what industry in our region is. We need to discuss careers in more as meta-majors instead of one specific career. More post-graduation advising as well. Are we turning out quality students? The college should consider shared courses with our surrounding training options such as Walla Walla, Wenatchee, etc. More proficiency challenges for students. Some way for career and on-campus career events to be sent to student emails or canvas.	2	1.3, 1.1

1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students			Ave Rating 2.33	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
MariAnne Zavala-Lopez Veronica Guadarrama Shawn McDaniel Ammon Mulligan Sarah Phillips Allison Palumbo Matt Sullivan	Based on the data: We are still underserving our HUGS. In every measure, they are below the responses of AW students. *The website needs work--satisfaction is tanking *The Data should speak more directly to careers. There isn't enough data to address these fully--no assessment of career center, for example in the data.	*Too much text on the website *Be proactive with outreach Increase resources (rather than placing the onus on students) Create time for employees to do more outreach. Employees are spread so thin that it makes it difficult to do the ind of outreach that would provide more student support, services, etc... Build a culture (from the bottom) that deals with this from scratch--so that studentns can seek it, but aso so that faculty and staff are aware and can provied (too many "hidden secrets" regarding the resources available for students. Make these resources readily available: etutoring link, for example. Tech/search issues; Knowledge base for faculty and staff Culture of service, knowledge--a systemic approach (to break the crust and refresh). Consider hiring someone like a Navigator to centralize and clarify for the whole campus. *A premade module on Canvas (Module 0.0) that all faculty could provide in classes with pages for available resources, tutoring, laptops, library hours, important announcements. (Possibly a Canvas class that ALL students are enrolled in with necessary resources and information. (include announcements for) *On the website, there should be something about different careers for each department--more intentionality in the connection between programs/depts and real-world jobs. Students need to see and be reminded of this information. *Faculty should be encouraged to spend time in each class discussing potential for further study or careers in the field for students who are drawn to the class--perhaps by adding a Canvas page with resources, etc... *Ask students in the academic/transfer side whether they are being given enough career info in their classes *****This is happening in little pockets, but there should be a more concerted/holistic campus-wide approach	2	*page 31--the survey questions about employment/careers (1.3) *data for 1.1

1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students			Ave Rating 2.33	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
How can we make planning schedules more useful for our students and our advisors?				
Arthur Wanner Susan Workman Elsa Pruneda MariAnne Zavala-Lopez Kathleen Duvall	Enrollment by Program: Appears that pre-college math and English FTE's are going down. ABE/ESL/HSC/OPD increasing Workforce FTE going down Academic transfer has increase (although a dip in 2017) Enrollment by Modality: Increase in online, web enhanced and Hybrid classes Decrease in face-to face	Needs: Data regarding the availability of classes that meets students needs. Data regarding academic support services for students enrolled in online courses. Student success information for online learning (for example clear expectations on syllabus). Teaching standards for faculty teaching online classes (for example video conference, Q & A). Annual schedule: Needs to be easy to access and read. All programs should include when classes are offered for two years. Systemic view of conflicting course offerings in the annual schedule. Need computerized online schedule to catch schedule conflicts.	2	1.1.2 1.1.3

1.2 Use of services correlates with success, retention, and completion			Ave Rating 2.17	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What do you know and what do you need to know about BEdA programs so you can be student ready for helping BEdA students transition into college?				
Octaviano Gutierrez Reza Sharifi Brent Carter Jennifer Castro	Lack of knowledge of programs and enrollment. No knowledge of the Open Doors program and its student base. More knowledge of curriculum and how it prepares the student for transition.	More counselling and capstone efforts as students graduate and think about college options.	2	Only indicator is transitions to college. The group felt more interaction with the students and college programs would increase these metrics.
Michelle Reeves Jenny Nighswonger Jennifer Castro Lora Browning Sarah Darling	Information on transition practices, ways the staff/faculty help facilitate that practice. More curriculum knowledge of what it takes to graduate, to assist college placement. Overall, Transitional Studies has a low level depth of information knowledge.across campus.	More in-service presentations to front line and advising staff for knowledge of the BEdA programs. Increase knowledge/availability of tools to increase literacy.	2	We were challenged to find indicators other than the ABE Transitions to College indicators.

1.2 Use of services correlates with success, retention, and completion			Ave Rating 2.17	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What support services should we provide students in the evening, online, and in the weekend? What have you seen students struggle with ? What helped them succeed?				
Barbara Riegal Mattias Olshausen John Anderson Rebecca Ozuna Lyubov Konovalchuk Angela Weber Starr and Rita - facilitators	What changed in the writing center to increase the percentages from one year to the next? Hours extended, usage etc? STEM center data, students seek out help from people who are from their same groups (ethnic). BBCC staffing numbers are not equal to that of our HUG populations and so that may impact HUG students using these services and success. SAI completion points, overall we are moving towards reaching the target.	How could the college encourage students to use the services? For ELL students, providing staff who can help them in there language may encourage students to seek out services more. Promote e-tutoring to student more as not many student or staff/faculty know about this, keep in mind how would this service be useful to ELL students. The college should think about how offering a BA degree might mean offering support services like childcare during evening/night. Off evening hours for support services during that first week of class. Provide a one stop shop for students so they can get admitted and testing and access to other support services. We need perform focus groups for students for each group on campus/online/evening to ask what services they need, when they are needed, what services they use, why they don't use etc.	2	Can we break up this data by program to see who is using the services more and how we can increase use to those programs that use it less. What services does the writing center offer? Online students, instructors may be using a third party app that other staff may not know about or how to support, so how we assist these students? Why are not students accessing these services, do they not know they are there-perform focus groups.

1.2 Use of services correlates with success, retention, and completion			Ave Rating 2.17	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Luis Alvarez Tiffany Sukola Marbely Sanchez Kate Shuttleworth Courtney Rollins Starr and Rita - facilitators	Students that are utilizing the writing center are successful in there English course. It is open and available to students on a more consistent basis and easily accessible. Those using the writing center are reaching the target. STEM center, for specialized courses are there enough tutors/services offered for these classes? Specifically, there is an 11% different between A/W and HUGs on college level classes. For SAI completion data, HUGs have increased closer to target. What has changed to cause the drops and difference between groups? Does this mean there are intentional services for these students? For SAI retention data, HUGs and A/W are increasing closer to target but overall lower than a couple of years ago. Other services that were brought up in the discussion included the library, food pantry, and e-tutoring.	Writing center could try to offer hours over the weekend but put more time and effort on Thursday evenings. Increased security on evening and weekends especially for those that live on campus or provide phone kiosks. Students should feel safe and welcomed and it is a very different feeling after regular office hours. Also, students may not seek other resources on campus after dark due to not feeling safe. Advertising e-tutoring online more to students so they can seek help on evenings and weekends. Tutoring seemed to be a major concern, other avenues.	2	Staff said they would like to look at the usage of services during certain times to look at trends. When are the services being used more or less? We could use this to help us figure out when to offer more services. Staff would like more data about online students and what services they can access online. This could help us determine what we should be offering online and how often. Should chat service be offered?

1.2 Use of services correlates with success, retention, and completion			Ave Rating 2.17	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What kinds of solutions and services could be addressed for students using an Online One-Stop page on the website? -				
Sarah Phillips, Ammon Milligan, Ryann Leonard	- we should capture TRIO-like intensive services data - expand on marketing (ie News Flush) - need to capture more accurate data (ie CJ vs DTA)	- develop email templates for student use - services or one-stop added to courses (Starfish) - improve intake process to assess needs and refer services sooner - link the graduation application to the kiosk - how to get an official transcript HOW TO on kiosk - add thumbnails/icons to kiosk - make current/future webpage icons LARGER (ie portal, canvas, password) - video series - CANVAS promotion of one-stop (highlighted services - video) for STUDENTS - CANVAS shell of resources for INSTRUCTORS - "how to" on setting up receiving notifications - identify methods to help students self-advocate (model it in a video for students - Andre or Rafa - by a person that identifies with them) - identify opportunities to create community (activities, recreation, PE, BJJ, minute to win it games, sports, etc.)	2	data that represents this specific item - ONE STOP - focus groups, surveys, etc.
Christy Kunkel Edwin Castro Elise Warren Kristin Young Sarah Schutt Jody Bortz Rafael Villalobos	Students (& faculty/staff) do not know what resources are available (food pantry, writing center, emergency funds, etc); information not easy to find or available on website. Language used is not recognized or understood by students - what is student success? ABOD? Degree audit not being updated/maintained Students not meeting targets in pre-college level math (Math 080, 094, etc) - Many students do not know how to prep for math placement test or know that they can re-take	- Creating a clear list of resources available for students (on & off campus). - Adding kiosks on campus to highlight services available to students for visibility - Short informational videos; featured weekly topics on website with links to other services. - Train faculty/staff (including custodial staff) on resources to be able to refer students - highlight services at inservice where all faculty/staff can be trained on specific resources - Training of faculty/staff (supervisors) on hiring processes for student employment Adding one-stop shop to Starfish interface - Embed mandatory checkpoints into one-stop - Using Starfish to add Kudos for students who reach specific landmarks/checkpoints in academics. - Academic/financial/career plans catered to individual students - involving experts in each category to ensure student success in all necessary areas Better advertisement/explanations of how specific programs would be a great opportunity/relevant for specific students Create bootcamp for pre-college level placement tests, direct students to math videos Making kiosk more appealing - add photos and descriptions to links - Expanding categories	3	

1.3 Students are prepared to graduate and to transfer or to seek employment			Ave Rating 2	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Review and respond to proposed changes to the new student intake process.				
Elise Warren, Sarah Schutt, Kristin Young, Angela Garza, Barb Collins, Diana Villafana, Jessica Strickland	Answered in next column	<p>1.) The Step Plan for tuition should be online 2.) BBCC creates too many barriers for student success, i.e. scholarships require the foundation application first, which is confusing. 3) The first contact with students is a request for the \$30 application fee - we can make a better first impression. Wait to require the application fee until they receive their acceptance letter, and then include the fee. 4) Implement ctclink already 5) Partial waiver for application fee - students pay \$15 instead of \$30 if they meet certain indicators. 6) The admission fee is a barrier, but not everyone was on board with getting rid of the fee all together. 7) Request \$3000 from the Foundation for a partial waver of admission fee. 8) Students should be able to request a follow-up meeting after taking the career center aptitude test. Sitting down with an interested student to explain what some of these jobs the aptitude test reveal. 9) Encourage and HELP students to explore careers, instead of just telling them to do their own research. 10) "You don't know what you don't know" = career exploration. Need more one-on-one opportunities for students. This should be a pre-req before Guided Pathways 11) For career exploration, more partnership with community for job shadowing. 12) Longevity of transferable skills for any job - teach students how to market themselves. 13) Historically Underrepresented Groups need to be better recognized and to put some buffers in place to help them succeed, i.e. college-level math. Accessibility and emergency funding training for instructors. 14) Require advising for students throughout the process, not just the 30 credit rule - this is debilitating students. 15) Short, 45 second videos explaining information to students on our website instead of blocks of text that appears overwhelming. 16) Does BEdA use eTutoring? Instructors need to be informed across all departments. 17) More guest speakers geared towards talking to our high school students for career exploration. 18) Academic, financial, and career plans and the students have to complete these within the first quarter and use for advising - College Survival Class could do this. 19) Where is the achievement gap coming from between Asian/White students vs. Historically Unrepresented Groups? Why did it get so much bigger from last year to this year? 20) The college needs to be ready to adapt for when technology takes over retail, food services, truck driving, and call center jobs. How will we cope at the college? 21) Even high profile jobs, such as in law, may be automated within the next decade. BBCC needs to adapt. 22) Why don't we have a solar and wind power program? We have the industry, but why isn't BBCC training students? Let's explore this. 23) Transitional Studies Dept. needs a "Bridge to College" program to actually transition the students to BBCC.</p>	2	1) Admission fee 2) Less barriers 3) More transparency between departments

1.3 Students are prepared to graduate and to transfer or to seek employment			Ave Rating 2	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Cheryl Brischle, Guillermo Garza, Vanessa Botts, Anna Parton, Diana Villafana, and Jessica Strickland	Answered in next column	1.) Why can't the students just pay the admission fee online? Stop overwhelming them right out of the gate. 2.) Students should receive a SID number in between the Testing Process and New Student Registration Process. 3) When students arrive to take the placement test, are they already considered students? 4) This format is too much information (feedback about visual aid at table) 5) If orientation is online, make it so students cannot fast forward or skip ahead in the process to make sure they do hear all of the information. Make a "final checklist" for students so they can review what they've done. Another option could be a small quiz at the end each section. 6) Is the Application process really 45 days? That is too long and needs to be shortened. Students could find a different college in that amount of time. 7) Would it be possible to give them a student ID when they receive their acceptance notification? 8) This is overwhelming for a student, so career exploration at this point is too much. Just let the students register and start, and then in courses we can work on career exploration. Perhaps have a workshop for new students about career exploration after the first month of classes. 9) Your career goal doesn't matter until it's time to select classes. 10) Have flyers or a website for all majors with a list of required classes and allow students time to look at the information as part of career exploration to choose a guided pathway. This would encourage self exploration of careers. On these websites, allow them to compare careers/majors next to each other so they can easily see the differences, like comparing nursing and engineering. 11) Students should be aware of waiting lists for classes for transparency purposes. 12) Create videos for every major of study 13) Needs to be transparent to students what employers seek our students for employment, i.e. CDL or Nursing. Help our students find jobs after graduation. 14) Tuition should be allowed to be paid online. Why can't students pay online for all fees - admission, tuition, books? The new website needs to have this available to students. What are the other community colleges doing?	2	1) Online payments needed 2) Make process easier for students; less complicate things. 3) Online orientation needs to make sure students are held accountable for all sections and they can't just skip around.

1.3 Students are prepared to graduate and to transfer or to seek employment			Ave Rating 2	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
<p>The BEdA program would like to transition students to college-level courses and has developed a "Transitional Bootcamp" class. What skills do you feel would be essential to embed into this course to help ensure that BEdA students are successful in college-level courses?</p>				
Teresa Sweeney Dawnne Ernette Jonie Walker Rosemary Parsons Vanessa Botts Anna Parton CarlaLouise Christian	No data. Rephrase the question:How can the college help BEdA students succeed in transitioning into college-level classes. The original question was seen as "silo-ing."	form coalition from across campus, faculty & support, to provide input, Math and English throughout the BEdA curriculum because 3 weeks in a boot camp isn't enough to "get them there." Get them using the college's services "STEM" and Writing Centers from day one.	2	NA
Theresa Calip Debbie Simpson Rebecca Ozuna Tim Fuhrman Rosemary Parsons	There is no data for the BEdA "Transitional Bootcamp" at this point. Have folks from the various areas on campus actually do the presentations to increase comfort levels.	add a parent night help them set new goals in their lives beyond the immediate need to get a job, either into transfer or vocational areas, promote self-advocacy/self-reliance but be comfortable asking for help Establish a baseline and a final assessment/survey at the end for each student. What worked/didn't/suggestions for improvement. Much of what was discussed is already in the curriculum. It seems to be time to actually teach this class so we can measure the impact.	2	NA

2.1 BBCC implements innovation and creativity in programs and services		Ave Rating 2.5		
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Jeremy Kelley - BBT	This is just an observation/suggestion I have that I wanted to bring up. Do we ask students what their preferred method of communication is with the college? (SMS / text / email etc)? Seeing as many 'kids' prefer to text, why are we not taking the opportunity to communicate with them via the method they prefer? We create email accounts for all students which is said to be the 'official communication channel', but being the email administrator, I can tell you that the usage of email accounts for students is VERY little compared to staff. There are systems/services that would allow us to communicate with students via SMS/Text ... either with auto-responder technology, person to person texting, or both. Just curious if we've ever asked students via survey if they had a choice, what method would they prefer to communicate with BBCC?	See comments above	1	See comments above
Jody Quitadamo	Based on the indicator data, BBCC has is approaching this objective. For example, 74% of students believed that BBCC develops "academic plans with help from college staff," which is a sizable percentage. However, the college's goal in 90%. Likewise, students are 88% satisfied with advising, but the college's goal is 95%.	I believe that many students with less than 30 credits are confused by the advising process. In my experience, they are confused by the dual titles (faculty and adviser), and have been frustrated when advisers are not available throughout the day (due to teaching responsibilities). More clear instruction on the advising process would be helpful for these students (e.g. communicating with them that advisers are also instructors). It might be worth discussing the possibility of integrating an advising day each term in which class time is replaced with advising time.	3	BBCC has seen a decrease in this indicator since last year. However, the college is not far from it's goal.

2.1 BBCC implements innovation and creativity in programs and services			Ave Rating 2.5	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Staff only: After reviewing other department evaluations, what are some ideas about you can improve the process in your department?				
Tony Lidbetter, Dr. Leas, Annita Deleon, Edgar Zamora,	Collaboration does work and maybe should be the way to go We can learn from each other. Daily task can sometimes take away from improving so maybe its better to have work suffer a little now so that long time output is better. Onboarding across departments should not be about throwing people on the deep end. Have a central knowledge base on the portal so that staff can access on Installing software resetting passwords - Culture changes so that people get the right training from their supervisors before calling BBT Have people get on list servers so that people have connections so they can reach out Having dedicated time periods of where people can devote time to develop skills or something else they received from events/webinars/conferences etc. Supervisors are charged with the responsibility of encouraging people to develop skills and grow as a worker The ability to integrate ideas from conferences with current workflow is difficult because people get back into their workflow Making sure that job descriptions are up to date and meet what you are doing currently so you efficient and not overworked If there isn't money within the budget there are also free alternatives to growing Have a professional development form within staff evaluation so that there is growth	Have investment opportunity start from above and not be another task added to the pile Make it relate to everyone in terms of professional development If staff say they don't have maybe make time for them Getting outside input to bounce ideas off and share employees because we each have a wealth of knowledge to share among each other Having a dialogue among departments to advance ideas Embrace changes throughout the organization and not just from top down	3	2.1.2

2.1 BBCC implements innovation and creativity in programs and services		Ave Rating 2.5		
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Edgar Zamora, Anita Deleon, Joe Auvil, Dale Casebolt, Tana Richins, Tina Roeder, Peter Stout, Jason F	How open is Big Bend to innovation? Administration is very open to new ideas, but it can sometimes vary depending on who their administrator is. If an opportunity comes up people will give it a try which is something people appreciate however for those who have experienced a rejection previously are hesitant or don't want to try again. The overall appreciation is that administration and supervisors like for people to improve. Lower ladder people feel as if their opinions are not heard.	-Advising Need a clearer picture in what some of these measures are Understand why there are not satisfied in advising More qualitative data to understand what is the specific reason for not being satisfied with advising Maybe consider presenting information of why they unsatisfied rather than their satisfaction like unemployment Participation in events Sometimes there are issues with connecting to the indicator Is this information really helpful because it does not account for other factors Needed more Maybe consider what event they went to? Overall it shows they invested in college because they are attending some kinds of events Attending events without SID happens so maybe having a constant way of recording students is needed Requiring students to get a student ID is the way to go so that students do not lose hope or desire Have student ID center at the bookstore or admission/registration and maybe hire a student worker to fill the needs to avoid overworking these departments.	3	2.1a, 2.1c, 2.1d

2.1 BBCC implements innovation and creativity in programs and services			Ave Rating 2.5	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What in the heck is eSports and how on earth could the college benefit sponsoring and eSports team? Who would we reach and how would this increase our enrollment?				
Tiffany F, Mackenzie N, Katie R, Yvonne P, Tony B, Patrick S, Brandy S, Tana R	- STEM would really like eSports to help boost enrollment, to fill up computer classes, attract people that we don't normally have on campus, - Get sponsorship to help cover the startup cost and build a facility, develop scholarships to help cover tuition costs - Meet students where they are, give them options, could it be something they get credits for?, is this something we could build off academically; tie it into existing classes - Might make running start students feel like they're actually a part of the college - If students don't have a console, how can they be part of it? We should be offering a few of them at least, especially since our service district is a low income - May be able to use as a retention & enrollment tactic at some point - How to get buy-in from students: eSports lunch fest (hold small tournament at lunchfest), have a free food and meeting in ATEC, pick a day in a visible facility (dunk tank with faculty, have faculty play video games) and hold a small tournament to generate interest, have a small prize,	- Reaching out to local partners to help fund the startup costs of it - Find a facility on campus (WEC building?) - Invite people who are interested in learning more about eSports to check it a collection of information that is gathered (student survey results, what it is, may help generate interest for both students and potential advisers) - Look into grants for startup money; can any of our existing grants help cover the cost of startup? - Hold a small tournament that we invite community to with a small prize, generate some revenue	2	1) Student survey results 2) Student participation in co-curricular activities 3) Potential partnerships in the community

2.1 BBCC implements innovation and creativity in programs and services		Ave Rating 2.5		
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Robin A, Karen O, Gary B, Amber J, Tom W, Arthur W, Patrick S, Brandy S	Some confusion about this as to whether or not eSports it would fall under athletics, would they be giving out scholarships for this, what would be the requirements, etc. The startup cost as well as a coordinator, full time, is a concern. 4100 has had a lot of improvements, specifically in the technology area. Gaming is a minute thing compared to the other things we could be doing that we know work. Have competitions with people in the community, like at Raspberry Jam, to help bring more students in. Travel plans - where the nearest competition could be, how they could raise funds to get to these places, how are they going to pay for travel, etc. Programs about how to learning how to write their own games may be beneficial to this club and finding colleges for transfer degrees that have game development programs.	If this is started up, starting it out as a club would be a great idea. Forcing it to be a team activity so students could engage and interact. This should be part of Gear Up day to show younger students and engage them. First thing should be to find an adviser who is interested / passionate / and qualified to run this club.	2	1) Table believes this is a good idea but there is a lot of confusion about how this would be started and maintained 2) Starting this as a club and finding an adviser, who is passionate about the topic, is necessary 3) Figure out what the marketing plan is, figure out the facility issues (time frame, where this is taking place, etc), where the funding is coming from, how is student recruitment.

2.2 BBCC helps students attain high academic standards			Ave Rating 3	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Faculty only - How does the assessment you've done in past years connect or fail to connect to the NWCCU Assessment of Student Learning rubric?				
Ryan Duvall Terry Pyle Mike Andresen Facilitators: Sean Twohy and Lindsay Groce	We were surprised by the hybrid success rates (closer to the face-to-face success rate than to the online success rate). There is a challenging balance between making assessment easy versus making assessment meaningful. We're hopeful that by changing the process to where everyone is focusing on the same objective that we will have better alignment with the NWCCU standards. There is a sense that people are fighting the process less - feel more onboard and part of the assessment process. Before, it was desperate and trying to keep our accreditation, but now it has shifted to the point that we just want to do better. Sean and I asked the participants if their assessment in the report reflected both the intention of their report and the objective that we put it under - people seemed ok with the way they were used (this included BIM, For Lan, Dev English, Art). We DO NOT get enough feedback on our assessment reports - good, bad, or otherwise. If we don't get feedback, then we don't know if we're doing a good job. (also, not enough time to do this - maybe this would be a good workgroup/training opportunity, too). Need more "just-in-time" feedback. Will help from a report writing perspective, as well.	Because the assessment process has changed a lot, it would be nice to have a number of years where the process doesn't change. For example, we're trying the pre-packaged this year - even if it doesn't go well, try again next year. Need consistency of the process. Currently, we only talk about assessment at in-service. Is there a way that we could have more regular trainings/work group/work time during the quarter? Helps to keep process moving - collaborate and chat about how things are going - maybe once a month - to help with logistics, talk progress, shape plans, etc. There is imbalance in assessment workload between workforce and transfer - it would be helpful to have more resources available to help - better representation on the assessment committee? more support for completing assessment? trainings/work group meetings? co-chairs of the assessment committee (where one person HAS to be from transfer and the other HAS to be from workforce)?	3	

2.2 BCC helps students attain high academic standards			Ave Rating 3	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Rie Palkovic Dawnne Ernette Zach Olson Angie Leavitt Facilitators: Sean Twohy and Lindsay Groce	Narratives given in this year's report show better linkage to the NWCCU standards than has been done in past years. There is cross program linkage between developmental English and the Program Outcomes for Workforce Education - more intentionality for English classes that specifically feed into programs with those outcomes. In past, we weren't as clear about what the standards were (and the standards have changed), so there seems to have been less of a focus on linking to NWCCU standards. Dev English discussed looked at GPAs for students that accelerated (placed into 98 and accelerated to 99 or 101) and found that the majority had what the state calls success (2.0 or above) as they moved forward in their coursework. This seems like a good quantitative way to show that students are attaining high academic standards through accelerated coursework (which gets them college credit faster, increases retention, etc.). There are still concerns about students transferring skills from one class to another - we discussed that it would be important to reinforce skills and expectations in every class (not to just assume that they can do it - i.e. citing sources, plagiarism) Would be nice to have a "cultural expectation" that the syllabus is a contract and it has very clear expectations about assignments - this could lead to greater success for students and will also reinforce that we will be holding the students to the standards that they will benefit from when they transfer. Need better ways to evaluate if we're holding our students to high standards - it's a hard idea to measure given the data we currently collect.	Would be nice to have a "cultural expectation" that the syllabus is a contract and it has very clear expectations about assignments - this could lead to greater success for students and will also reinforce that we will be holding the students to the standards that they will benefit from when they transfer. We don't have a sense of how rigorous ("hard") our courses are - would like to see success rates at the transfer institutes that our students go to. Would be more useful to track how students do when they transfer (more useful than just looking at course success rates) Designating writing courses (with a W or something) - courses with significant amounts of writing in them - with the goal of making sure every student takes a certain number of W designated writing courses (with the goal of increasing student success in transfer institutions - prepping the students for university level writing). Not linked to the data, specifically, but from anecdotal experience. Working on standards for online teaching - success rates are lower than the benchmark. Should be better advising (maybe even an assessment to determine whether a student could be successful taking online courses) around students taking online classes.	3	Certificates for Workforce - cut and dried way to show their students are meeting high standards

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Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Faculty only - How does your assessment this year connect to the NWCCU Assessment of Student Learning rubric?				
Gary Baker, John Swedberg, John Gillespie, Ben Altrogge, Aaron Linthicum, Ethan Tonnemaker	Adequate certification and completion rates, but assessment is still daunting and somewhat undefined.	Simplify assessment by creating a uniform and reliable procedure and activities for all faculty.	3	2.2b, 2.2c, 2.2d
Dan Moore, Preston Wilks, Erik Borg, Ben Altrogge, James Ayers	The data shows that we are doing decent in external certification rates and course success rates, but HUGs are still not doing as well as A/W. As far as assessment is concerned there is little data, but we know from experience that we have a long ways to go.	Craft a consistent set of assessment procedures and methods so that we can learn by repeating. As it is now we are constantly going in a different direction and it is difficult to make a positive impact.	3	2.2a, 2.2b, 2.2c

2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes			Ave Rating 2.8	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
<p style="color: red;">How can we design interactions in which students can search for the answers themselves? How can we empower students to be in charge of their learning and progress?</p>				
<p>ALLISON Palumbo, Daniel Mayhugh, Eric Fleming, Johanna Doty, Zach Olsen, Rhonda kitchens, Theresa Calip, Valerie Parton</p>	<p>None. No real data - is one idea. looking at training offered - no a lot of them relate to the student experience or engagement. We are supposed to be student ready. Only the 7 Habits and Gatekeeping correlate to student engagement. Gatekeeper knowledge vs real learning. In service doesn't actually connect with student experience. The in service experience is data laden and does not address the issues with student focus. However, another POV, we need to engage everyone in student success data collection. POV switch we need a qualitative approach not quantitative. There is a hunger to reflect on pedagogy, active learning, and improve teaching. This would be open ended conversations with other instructors. We also need to capture these conversations. People at table say they have been assigned to the same objective every year. This doesn't require a table conversation. That could be a data collection device. The table conversations are a great opportunity to share and craft student engagement initiatives via conversations. Let's talk about our classes and facilitate our strategic goals in terms of cross disciplinary transparency and skill building. POV shift: we need data and conversations. BUT do we need all this at the table?</p>	<p>in other institutions there are standard and open places to talk about teaching and share conference ideas. However, there needs to be a balance so faculty are not overload. Faculty needs room to work on teaching. Perhaps an informal conference with mini sessions. Or sessions where we address a single topic. Class observations provide limited feedback. The only time we are asked to concentrate on pedagogy is in the tenure process. That process isn't set up to teach us that. OR the process is uneven. Some faculty do use tenure process in a more rich fashion. ANSWER: include a retired CANVAS training students. And later faculty. Have CANVAS shell that is support services and auto announcement that teaches students something new. CANVAS is a platform students and faculty have to use and has a captive audience. Backend could be existing website and content. How can faculty empower students in their learning...in an environment when where student expectation of having clearly outlined processes. In essence, the part of education pathway where the scaffolding starts to be removed. Questions about Running start process-explained. Students often lack pre-college education and experience. There's some change in WA edu where students should be thinking about classes in about 9th grade. Redirect to students need prep and support. How do we include that in BBCC experience. THEN part of this is self responsibility as an adult independent learner. Discussion about explicit teaching. A key part of learning is "figuring it out." Discussion of having and sharing teaching foundation(s) for teaching approaches. POV a move to cross disciplinary work. POV Share a topic for year. Discussion about Math in Society with ENG. Move from One and Done..to transformation process as movement to self sustaining learning. Poster presentations (Eng..Groce/chem..now Eng) share learning experiences - felt to be successful. Some big student achievement day.</p>	<p>2</p>	<p>No. Not visible. Table showed we weren't doing much. The highest attendance was in the trainings offered about teaching. Not all trainings were captured on this table (like advising training)....</p>

2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes			Ave Rating 2.8	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Mike Andresen, Nataliya Yushchuk, Mackenzie Noyola Lyubov, Angela Weber, Carmen Ramirez, Astrid Chen	Only three trainings offered focused on being student ready; trainings should be offered multiple times so staff have an opportunity to go; training for childcare staff or for BBCC as a whole that have direct contact with student parents regarding resources BBCC offers and the community - trainings regarding what each department does for students; department shadowing	Develop a resource pamphlet; Trainings regarding what each department does that supports students - cross-departmental trainings; Trainings offered multiple times so departments are not left unsupervised - more Friday trainings; Monthly Birthday Celebration/Recognition being offered on Thursday afternoons are a busy time for staff; List of which program advisers; Keep website updated (i.e. directory and program pages); Prof/Tech night; Student Handbook (i.e. is there one, where is it?); Bring back the Welcome Center; Require CSS earlier in a student's academic plan; Continue to provide a list of upcoming trainings; Training regarding how to use the new website; More student readiness trainings; "Now that you are a student page" i.e. make appointment with your adviser, etc. (based on Getting Started page)	3	Kim's list of upcoming trainings is extremely valuable as it helps staff coordinate to try to attend more trainings; Table of page 68

2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes			Ave Rating 2.8	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
After reviewing a list of employee trainings provided in the previous year, what went well, what could be improved, what should we do more of?				
Mikaela Pinger, Terry Haws, Edwin Castro, Dan Moore, David Holliday, Kim Garza, Christy Kunkel, Shawn McDowell	Need to record training or allow for Zoom participation especially for training. Required training for faculty should be on an in-service day. Need to have training on the new WEC building. What are the procedures for turning on, locking, accessing things - what are the general procedures for the building. Where is first aid and AED located. Spread out training opportunities, rather than clump a number of them over a short period of time. Training on resources for students at faculty in-service. Training on technology in the building - things have changed from the old building to the new building. Procurement and travel good for new employees, more opportunities for other trainings that would interest long-term faculty. More on student mental health. Training reported does not meet the needs of faculty. Training on how we place responsibilities on students for safety in the lab. Can we have an industrial hygienist come in. Please focus on recording and uploading training for faculty and staff. Not all faculty and staff have the ability to attend a session during the day.	All of previous items noted below. Staffing affects whether or not people can attend a session. Shutting down the office to attend training isn't an option. Please move to online training. Fridays are easiest for training staff. Doesn't work for faculty. Multiple offerings of the training on different days and times. Need to be more consistent in tracking the data - figure out how to survey other trainings that happen on campus. Want more training or opportunity for training on ctcLink. Hire a person who can convert training to online and close caption it. Need training on Neogov - how to use and what we have to use. More training for supervisors of student workers. Periodic announcements to students of how to access job postings for students.	3	List of trainings to have, number of attendees. Also table discussion was very helpful.
Jim Hamm, Barb Collins and Byron Will-Noel		Is the training shown all of the training we did? Based on the numbers attending supervisor training, more supervisors need to attend trainings. Is the time of training conducive to attendance at trainings?	3	

2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes			Ave Rating 2.8	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Dave Bomstad, Andrew Sheppard, Nancy Rakoz, Jason Ronish, Katie Long, Lisa Johnson, Darrell Templeton, Brendan Abonyi	We are trying to improve both the campus and ourselves. Spring and summer break because we have no classes to clean up after. Summer break is challenging also because of vacation that is being taken as well. Many take Monday and Friday - so Tuesday through Thursday may or may not be better. No custodial trainings on products or conference. Only training for custodial is for negative consequences - we like departmental training not administration training. More choices and engage in fun activities during trainings.	Summer is the best. Winter and spring break aren't always long enough. Small groups to keep in the same departmental. Keeping within the same goal - like the building occupants. Like the custodian in 1200 - would like to enact with the building occupants in that building versus what the occupants are in different buildings.. Fridays are fine during break time. We need trainings that are done by professionals - yes college has increased offering for professional development opportunities but not for custodians because of the time that the trainings are offered.	3	Attendance at the training data. More product training - what can make our job better or quicker.

3.1 BBCC works with community and industry partners to support economic development			Ave Rating 3.33	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What are the different communities we serve and what are ways that we can reach each one? (Communities can be defined as a demographic group or geographical area.)				
Vanessa Pruneda Jordan Shipley Beth Laszlo Amber Jacobs Karen Okerlund Robin Arriaga Tom Willingham Dawn Geiger	-Communities have different needs and how are we meeting their needs to build that bridge for the students to come to BBCC -Demographically, when economy is good our enrollment is low, when economy is bad our enrollment is high -BBCC is in need in another Outreach person/ or individual outreach person per program -Stop working in Silos -Institutional collaboration for Industry and program focus	-Target family events(farmers market, Moses Lake Business Expo, Soap Lake maskers theater community events) -Work with BBCC Alumni (Chandera from Foundations) - Other ways to share the information aside from tabling events (Mary Jo Ibarra, promodora community connection with Computer Science program example) -Phi Theta Kappa involvement -Improve Industry and College Networking by finding what the industry needs are for students to be trained to fulfill their need -Develop a workgroup to improve in building the connections with the industries to help students have jobs ready for them after they graduate from BBCC or current workers to have the opportunities for apprenticeships/internships, up-skilling the incumbent worker - Develop a K-12 to 4 year pathway through BBCC and industries -BBCC as a whole program/department to collaborate in having the same messaging -develop an ambassador program utilizing the foundation alumni	3	Lack of data, lack of coordinated efforts and lack communication of networking efforts and outreach based on needs.
Vanessa Pruneda John Gillespie Aaron Linthicum Mikaela Pinger Terry Haws John Swedburg	-alumni connections biggest recruiter for aviation program - Most events are a public relations opportunity to be known in the community	-maintain presence through events -expanding exposure to othello possible through offering college in the high school courses	3	There was not enough data to work with other then using FTE results and own outreach experiences.

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Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What do you think of elements of our new website?				
Jordan Shipley Beth Laszlo Jennifer Starr Dawn Geiger Terry Leas Matt Killebrew Elijah Bozin Cheryle Brischle Astrid Chen Carmen Rivera Natalya Yuschek Richard	<p>The changes in the current website and the upcoming re-design are going to bring a much-needed professional appearance and user experience that BBCC is in desperate need of. This is/will impact students, faculty, staff, and the community.</p> <p>As far as pages go:</p> <ul style="list-style-type: none"> • Everyone favored the page with the four buttons on the top. However, they wanted the navy blue buttons to have a green background so they would be easier on the eyes. • Use more “drop downs” on the mobile versions removing the full class schedules. • Put all of the most important or interactive portions of the pages closer to the top. • Everyone like the larger picture on the top of the page • Asked for the page names “Art” to be a little larger. • Combine all of the contact information into one location (don’t break it up). • Like the contact information layout on version 3 	Employing a full-time webmaster to manage new website so it stays a positive resource for the college and does not slowly become a liability.	4	1.1a - student satisfaction with services used 2.1b - Innovative strategies supporting strategic priorities 3.4g - Community members indicate that BBCC provided a respectful and collaborative environment

3.2 BBCC works with K-12 & university partners to provide educational opportunities		Ave Rating 2.25		
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
How can we do a better job of transfer advising?				
Jim Hamm Chris Riley Rie Palkovic Anne Ghinazzi Jaime Garza	Can the transfer page be linked to other sites within BBCC web page; for example, ADP and Degree Audit. Provide more detailed notes in ADP so that other advisers are aware of what advise they received from another adviser. Starfish will help with reaching out students to help support them academically and with social/emotional issues. BBCC institutes a standard advising model Mandatory advising for the entire career of the student (more than 30 credits) BBCC no longer has a Student Success Center, PAC is no longer in place, and AEW is no longer in place. Transfer information is not being distributed consistently throughout our campus. When is the admissions application due, scholarships due, what should a student complete the FAFSA/ WASFA application due.	BBCC needs to institute a standard advising model More advising training for new and current advisers Create an advising system	2	In house survey for advisers providing information regarding what advisers are currently doing when advising students. Breaking down the data to show 1st generation transfer rate What colleges/ universities are students transferring to?
Anne G, Tyler W., David M., Eric F., Johanna D., Jill F., Ryann L., Jaime G.	A/W seems to be hitting the target.	The data may not be accurate based on the fact that some DTA degrees are program specific but are not accounted for in the data when students apply for graduation. Finding a way to track running start students in our data because they are not accounted for with the transfer data and they are. New faculty should not have advisees. Being that faculty contracts require advising, advising training should count for there advising requirements rather them throwing them in immediately with students. There is not adequate information for them. Specific advisers for undecided degree students. HUG's might need to have more TRIO type opportunities. Form emails that could help students get information on transfer. Building better relationships with universities. Flyers in classrooms for students.	2	we were only given one and it was not the most helpful

3.2 BBCC works with K-12 & university partners to provide educational opportunities		Ave Rating 2.25		
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
<p>1. What do you know about our current outreach and application processes for high school students? 2. What would you do to make improvements to those processes, especially if there were no limits on money and staffing?</p> <p>Subtopics within the conversation included:</p> <ul style="list-style-type: none"> • How do we make our presence more known to high school students so they see us as a viable option? • How do we make the application process easier? • How do we let them know what we have to offer (beyond the transfer degree) – things such as the workforce education programs, small class size, caring atmosphere? 				
Jennifer Starr, Nichelle Reeves, Tina Roder, Jenny Nighswonger, Tyler Wallace, Edger Montoya, Marbely Sanchez, Kerri Furman	We need to get more info out to HS and middle schools and more often. Outlying schools feel that BBCC has forgotten them but WVC and CBC are recruiting there. We need to be more intentional in our outreach and marketing. We have had too many gaps due to staff attrition - takes time to rebuild network. Vanessa Pruneda is spread way too thin.	\$30 app fee - remove or more waivers. Waiver if you apply by ___ date. Other way to indicate real interest in BBCC other than pay fee. Get more info to HS and middle schools. Kids like the swag - more swag. Additional staff in outreach. Need ways for students to connect who are too shy to approach table at big events. Increase connections with CTE directors. TV commercials, more social media, more BBCC people in their classrooms to help them apply. Team with HS teachers. Early in app process, assign to a BBCC person who can help them connect to BBCC. Recruiter follows them through the process until hand-off to advisor. They need a PERSON! Workforce ed has an advantage in building those relationships, but others don't have this."One click shopping" - the more they have to click the more likely they are to stop - pop-up "Hi, I'm ___ and I will be connecting with you..." Push notifications. Picture of person, "Hi, I;m your advisor. Please contact me for an appointment." Field trips for HS21+ students who are in outlying areas. Include Saturday option for visits. Buses to bring students for a visit from outlying areas. Word of mouth marketing - good or bad - makes a difference. More tour guides. More social media, virtual tours, posted hours when outreach person is at each HS, Need to get the word out there that we are small, personal, and offer a lot of student support. Mock classes for visiting students or spend some time in an actual class. Don't just tour buildings, help them make connections. This is a community - the teachers care, the custodians care, everyone cares."BBCC Cares" campaign.	3	

3.2 BBCC works with K-12 & university partners to provide educational opportunities		Ave Rating 2.25		
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Salah Abed, Dennis Knepp, Nancy Leach, Elsa Bruneda, Sue Workman, Kerri Furman, Edgar Montoya	We need more high school outreach, more info about the application process and fewer barriers to admission process.	Dont assume students know how to get started. \$30 app fee is a barrier, use a variety of social media and personal contacts, more staffing in Outreach including student ambassadors so there can be more personal follow-up on leads, bring them to campus through arts & other events and leadership camps and visitation days - spend a day attending BBCC classes. Need to balance personal connection with automation. Scholarship opportunities for HS increased # or at least increased promotion. Improved connection with HS counselors. More 1 on 1 assist with app process. Better/quicker info on "what;s next" - have Apply Now button lead to checklist rather than just app. Virtual tours, not just pix on social media. Fix up Wallenstein to draw more outside events which draw HS students.Emphasize prof/tech not just transfer - can get a degree and go back and work in your local community.	2	

3.3 BBCC practices responsible use of resources, including fiscal and natural resources			Ave Rating 2	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What spaces on campus are being underutilized? Over utilized? What can we do to balance usage?				
Dave Bomstad, Andrew Sheppard, Nancy Rakoz, Jason Ronish, Katie Long, Lisa Johnson, Darrell Templeton, Brendan Abonyi	No indicators to really have the opinion.. Wallenstein - yoga classes.. Governance class - flow of classes for music changes with no FT instructor. It is a joke in the Wallenstein. Technology is horrible. Stage is scary. CWU rooms are under utilized because of technology issue - not tied into our network. 7700 is a challenge - Foundation doesn't want to put money into it. Low in STEM center is losing student occupants - why are we keeping it up during regular time - during mid and final weeks it is packed.	No indicator. Student flow and count. Meeting Room Manager. 1200 - evenings offerings are dropping. 1600 overutilized - night classes are killing the opportunity to clean. ATEC is under utilized - more events. Masto has down - quality of service and food have gone down over the past 7 years. Building needs help. Rug, furniture, walls - advertising needs more but why promote it when it is getting gross - Sodexo is gross. Need to advertise more - why do students want to come here - what is our pull. We need to offer more offering.	2	Data on building usage - depreciation on building and nutrition for students. Quantity of students and promote school to increase revenue.
Joe Auvil, Dale Casebolt, Nancy Leach, Dick Wynder, Traci Bartleson, Julia Gamboa, Jeremy Kelly, Scott Carsey	Classroom that have been turned to 24 and that isn't enough because we have made them into lab space. Most classes have 30 students. Room 1601 is a wasted space because class is too small. 1800 - CWU space don't use for BBCC faculty because they don't use the same technology. No real indicator. need to redo building 1600. Faculty agreement only want to teach between 9-1 and just not enough classrooms during that time room.. No one is willing to teach in the gym because of the noise and so far away from other classrooms.	Meeting room manager - schedule use - 80-90% accurate?? Software that also maybe useful 25 Live.. Technology in classrooms not useful for some of the classrooms that are on our network because of the time offer. They feel that student may be the issue - students don't want to take afternoon or evening classes - they are programmed to take classes between 9-1. Why can't we start using the classroom in the back of the library?? Southside of 1600 are just to small of classrooms - need classrooms that can hold more than 25 student. Will 1000 still b utilized after the thought of them moving to the new building.. What is the intent of the 2nd floor of 3700.. Need to get 4100 to stop being the dumping building. Start now with 25 Live - we are already paying for it - why wait regardless of ctcLink.. Wallenstein sits more students but acoustics are horrible and nothing to write on for students. Daily someone from BBT has to get technology to work for a class. Yoga class in lobby is fine but crowded. Parking is an issue - we definitely need more. Faculty member actually said that we should be blessed because we don't pay for parking.	2	25 live, Meeting Room Manager - need some data - but when classes are getting moved need to be sure it do it in MRM - need to staggering classes but no one will teach on Thursday afternoons or evenings.

3.3 BBCC practices responsible use of resources, including fiscal and natural resources			Ave Rating 2	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Linda Schoonmaker, Heidi Bratch, Deena Westerman, Jonie Walker, Tony Bergen, Kathrine Christian	Timing is an issue - some have peak times and other times it is completely empty. Understanding the flow. Ask occupants of each building for time 9-12 and 12-5. Specialized space - more informal space for students with new space. Spring is a time for tight space with JATP is on campus. Parking is a bigger issue - not enough but we also aren't used to walking to anyways. Class schedule is part of the problem because the majority of the classes are scheduled in the mornings - 8-12.. Few have all day classes. Event space is about right - not under or over utilized. But could be a quicker turn about with the bulk of the tables that we currently use. Storage is the issue. Summer mini sessions for the 6 weeks - to utilize more space when it is dead. Lots of this will depend on faculty agreement. Still like our small size classes - don't really want space for larger classes. Like our 25-35 class size after that we lose the quality of the education - hard to keep them engaged. Wallenstein is being underutilized but the building itself is not ready to really be useful - it isn't ready technology wise. Not a focus of the college - we don't have the resources or time to invest in a space that the college doesn't really have a program that utilize.	More data on building usage. Provide more parking. More class offerings in the afternoon. Possibly more offerings on weekend. More classrooms for rotated offerings - no faculty is assigned to just one classroom. Mobile furniture - eco plastic table that are lighter. Review how classrooms are assigned. Computer labs are a waste of space - do more with labtops - making any classroom a lab. But one really hates laptops.. Design any new classrooms that are more wide versus longated.	2	Lift trip meters for traffic - what is the actual usage. What times of day are the buildings being used. Student flow of building usage.
Are roving security officers in place at the right times? When do we need to increase or decrease security staffing				
Heidi Bratsch Katherine Christian Kyle Foreman Jason Fry Dennis Knepp Salah M. Abed Linda Schoonmaker Deena Westerman	Addressing not having enough security between 5 pm to 7 pm. 1700 building has mainly females in the building during those times (domestic violence issues, mentally ill). 1700 does not have doors that lock from the inside only outside locking by key. Discussing changing the time and lack of security during crucial times of classes. 1600 having issues with classroom doors locking from inside. Wallenstein theater is not safe especially for fire safety purposes. Is there a way to track incidents during off times for security. Obtaining DV packets and other resources. Communicating to staff after hours from a classroom.	College should hire more security and extend hours. Do an assessment of each building and dept. to see where the security flaws are and what can be improved. Improve noise levels for the theater and safety. Will adjust security hours to be around during certain evening classes in 1700. DV packets will be sent out to assist departments. Also having a radio for after hour classes to connect with M & O when situations arise.Fixing the sound & visual issues in the theater.	2	

3.3 BBCC practices responsible use of resources, including fiscal and natural resources		Ave Rating 2		
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
davidfrueh, Jim Tincher, Mikey Cooley, Todd Cesario, Jeff Robnett, Jennifer Reames Zilliox, Kyle Foreman	There is not a roving security on campus between 0600 - 1800, which is when the higher rate of incidence occurs. high rate of incidence in open doors (7700). As it is at the moment M/O is expected to provide coverage to campus when there is gaps in the security officer schedule. 1 daily gap is between 5-7 pm and Monday 11am-7 pm	1.0 FTE weekday security officer. Cover the gaps in security!! Multiple officers on campus. encourage county police to roam through or run dogs when schedule allows (large county)	2	incidence reports location of incidents staffing schedule

3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community			Ave Rating 2.67	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
Jody Quitadamo	There appears to be a consensus that BBCC provides classroom environments in which students feel safe to express their opinions (94%). This represents an increase from last year. The target is 95%, indicating there is still room for improvement. Overall, I believe BBCC is successful in this area.	Actions may include: 1) in-service training on strategies to ensure inclusion in the classroom, 2) diversity awareness/training, 3) training on how to facilitate powerful and purposeful discussions that allow for a diversity of opinions.	4	1) The college increased its percentage of success since last year. The goal is 95%, and BBCC is currently at 94%.
As part of the Campus Climate Action Plan, there is a workgroup that is developing workplace standards. What steps should BBCC take to make this part of who we are and how we interact with our students, coworkers, and campus visitors?				
Trudy Roy, Guillermo Garza, Faviola Barbosa, Sarah Bauer	Turnover rate -- would common norms or expectations reduce turnover or safety issues? How does tension/stress on campus impact our students' sense of inclusiveness? Could norms affect this? Frustrating in employee experience indicates need to continue to improve onboarding AND supervisor training.	Develop way to take data on current (as opposed to new) employee experience. Finish draft and relay to employees for feedback. Consider more training for supervisors (based on employee surveys) and consider additional or separate norms/best practice for supervisors in addition to campus-wide ones. Brainstorm how to provide supervisory experience to faculty who are interested in advancement. Maybe for chairs.	2	New employee survey Safety report
Tony Lidbetter, Jeremy Kelly, Ken (from the internet), David Gillette, Barbara Regal, Faviola Barbosa, Scott Carisey, Sarah Bauer	It looks like we are being able to express students opinions in the classroom well. Less turnover for full-time. Is this reflective of better environment or other factors or how the data is incomplete? Comments were made that the technology department does NOT feel included on campus, that they are not treated as part of the college. "The forgotten department." No job descriptions. Pay/title cuts without explanation.	Comment was made regarding responding to students' concerns/emails and how that impacts inclusiveness. Are we taking data on the employee experience to look for changes? Take steps to make sure all people Norms to consider including-- anticipating and report problems, taking ownership, assuming the best	3	We struggled to relate the data to our question as it related to the objective. We need surveys from employees to track changes or otherwise see if we are improving in this capacity.

3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community			Ave Rating 2.67	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
<p>The Leadership Workgroup is committed to providing training that is available to all college faculty and staff. How we can make this logistically possible? What is your preferred times of the year/time in the day (morning, afternoon, Fridays) and modality (large group, departmental, online, etc) to participate in upcoming trainings? -</p>				
Eric Borg, Phil Stout, mikey cooley,dave frueh,todd cesario, jim tincher, jeff robnett, and leanne parton.	The data is a little more accurate this year with some previous numbers to compare with., diversity is getting better, new employee hiring for 2019 data was lacking in participation on there surveys	the mentor program is good, Continue with the onboard program its seems a positive.	3	3.4.4 was helpful 3.4.2 was good 3.4.6.good
LeAnne Parton, Yvonne Ponce, Katie Ralph, Angela Garza	No prior year data on 3.4.1 and 3.4.3 so it's difficult to assess if there is improvement. 3.4.1 Is there a "no" option on? If the "did not answer" can be read as "no" then that's still an issue. Otherwise this looks positive. 3.4.4 Would like to see a breakdown of sex & race/ethnicity by category for existing employee population between years as well. It would be interesting to know how these percentages match our service district. We do think we are improving in the employee population diversity and think it is good to continue to strive. 3.4.6 We think there is a lot of positive data. We are excited that we are working on this to make a better first impression for employees. We are concerned about the fact that 4 of 12 employees wanted to leave within 90 days, but we are hopeful that some of the work currently being done will improve this data. 3.4.7 We have "insider" information that those who interact with our campus through facility rentals have highly praised Deena's efforts and the M&O crew for their good work. Kudos to them!	For training: Friday training works well because, with fewer students and faculty on campus, we aren't pulled in as many directions. Afternoons are preferred to mornings as there are certain tasks that have to be done by a specific time, so mornings create issues. Online training preferable to in-person because, even if we are interrupted, we can go back and re-watch. Preferred, if in person, that multiple sessions are offered so that everyone has the opportunity to participate while still being available to serve students and staff. Not in lunch hours from 11:30-1:30. Would be interested in training on how to ask the right questions.	4	3.4.4, 3.4.2, 3.4.6

3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community			Ave Rating 2.67	
Names of participants:	What conclusions can you make about this objective based on a review of the combined indicator data and the discussion at your table?	Based on the indicator data and the discussion at your table, what actions should the college consider taking?	Rating	Please list up to three indicators that provided the most valuable data about this objective.
What questions should be included in the 90 day new employee survey?				
Luis Alvarez, Byron Will-Noel, Courtney Rollins, Jennifer Reames Zilliox, Heidi Gephart, Tammy Napiontek, Jill Farmin	Why not part-time or adjunct?, The questions are irrelevant to faculty as well as the timeliness of the survey (90-days), Why 90-days? How does this survey have impact? Will the feedback from this in-service go back to the work groups or drive changes in the on-boarding process,	once the survey determines that it is a faculty member answering it should take the employee to the appropriate set of questions. What's the point of the question if it's not going instigate change?, so heavily populated with associate faculty and if they are completing the survey we would have more data, necessary to have different surveys for staff and faculty., If people know how the data is being collected and how it will be communicated back to the campus they will have buy-in, more anonymity by removing the category of employee--would improve honesty	2	employee survey results
Trudie Roy, Ryan Duvall, Chris Reilly, Heidi Gephart, Tammy Napiontek	Very few are completing the 90-day survey. Strongly disagree category are all about the supervisor indicating a need for supervisor training with regard to on-boarding a new employee. Uncertainty about who should do the 45-day or sooner check-in. Perhaps HR since there is some discord between Deans and VP with faculty.	How do we get more participation? This needs to be something considered in the design of the survey or in the on-boarding work group. Is the category of employee an optional question? In order for an employee to answer they need to understand the org chart. The questions are meaningless for faculty. Faculty don't receive feedback until the end of the first quarter. An entirely different survey is necessary for faculty. For faculty need a wellness check sooner than 45-days. It really needs to be a troubleshooting session. Deans are really to busy to lead by walking around. This is incredibly necessary to ensure there are open and timely communication with faculty needs. Employee development position Is critical to ensure needs are met in the onboarding process, responsible for wellness checks, bringing in professional development for all areas of the college--kind of like an ombudsman. Give the survey in chunks over the course of the 90-days rather than all at once The table felt it was necessary to conduct this survey with all staff NOW. So many never completed this survey at their 90-day point.	2	the employee survey data. Would like to see this broken down further.

Appendix B Peer Institution Comparison

NWCCU 2020 Standards state that each college must do the following: “Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps). 1.D.2”

This Peer Institution Comparison includes key milestones and success measures that are disaggregated to learn if there are any student groups that not succeeding at the same rate of others as well to help BBCC determine if it is closing achievement gaps between groups. By using comparison colleges, BBCC is able to measure student achievement of various student groups to determine if our students have similar achievement levels.

Regional and national college comparisons were summarized into two separate comparison groups so that individual college data is not identifiable.

Regional Peer Institution Comparison Group

The regional comparison group was selected based on institution size, rural location, local economy, and Hispanic Serving Status. The SBCTC provided a data set from three colleges that met that criteria without identifying individual colleges. The colleges included in the regional comparison group were Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College. Students included in this group were all new Workforce or Transfer students (including Dual Enrollment Students) who started in fall quarter.

National Peer Institution Comparison Criteria - 2020 IPEDS

Introduction

The following document outlines and articulates why we selected specific colleges as national peers and why we rejected others. The goal was to select colleges that best match Big Bend Community (BBCC). Ten criteria were identified to help identify peer colleges. Below is an explanation of each criteria as defined by the Integrated Postsecondary Education Data System (IPEDS) data dictionary which can be found at their site.

Criteria

1. Sector of institution

This variable offers nine different categories divided into control categories and level categories. Control categories define the type of institution, whether it be public, private, private not-for-profit, or private for-profit. The level categories determine the typical length of attendance for a student which include 4 year or higher (4 year), 2-but-less-than 4-year (2 year), and less than 2-year. For example: public, 2 year-institution or private for-profit, 4-year. The categories we used were “public” and “2-year” institutions.

2. Degree of urbanization

The degree of urbanization variable is operationalized into 4 categories (City, Suburb, Town, and Rural)

with each consisting of 3 subcategories for a total of 12 possible codes that help determine the level of urbanization where the school is located. The methodology for assigning codes is developed by the U.S. Census Bureau's Population Division. Based on the 12 possible codes, we determine that BBCC was best described as either located in a *Town: Remote* or *Town: Distant*. *Town: Remote* is defined as a "territory inside an urban cluster that is more than 35 miles from an urbanized area" while a *Town: Distant* is defined as a "territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area".

3. Institutional category

The institutional category is derived by classifying institutions based on their level offerings which range from *not applicable* to *degree-granting* with a number of different levels within each larger group. For example there may be a pair of institutions that grant degrees, but one may focus primarily on baccalaureate degrees or above while others offer associate degrees and certificates. The criteria we used was "associate degrees and certificates."

4. Institutional size category

The institutional size category refers to the total number of students enrolled for credit. It should be noted that the size of an institution will be less than what an institution reports since IPEDS does not include dual enrollment students. The size category we used was 1,000 to 9,999.

5. 12-month unduplicated headcount, total: 2017-18

12-month unduplicated headcount indicates how many individuals an institution has served over a 12-month period for the 2017-18 academic year. We selected institutions that served between 2,000 – 5,500 students.

6. Percent of undergraduate enrollment that are Hispanic/Latino

Percent of undergraduate students that are Hispanic/Latino in the fall of the academic year. This variable is derived from the enrollment component that is collected in the winter and spring IPEDS surveys. We selected institutions with a student body between 35% - 50% Hispanic.

7. Geographical Cross-section

We elected to include a geographically dispersed number of colleges with no more than one college from one state so that policies in one state would not skew data.

8. Similar economic base; Top Industries (<https://datausa.io>)

Colleges in communities with similar primary economic sectors as those of Grant and Adams Counties were selected

9. Community Population Growth (<https://www.census.gov>)

Colleges in communities with a population that was stable and/or growing were selected while colleges in communities with a declining population were excluded.

10. Percent full and part-time students

Preference was given to colleges with a high percentage of full-time students versus a high percentage of part-time students.

Determining values

1. Sector of institution
2. Degree of urbanization
3. Institutional category
4. Institutional size category
5. 12-month unduplicated headcount, total: 2017-18
6. Percent of undergraduate enrollment who are Hispanic/Latino
7. Geographical Cross-section
8. Similar economic base
9. Community population growth
10. Percent full and part-time students

The Colleges selected in the national comparison group were Barstow Community College in Barstow, California; Eastern New Mexico University-Roswell Campus in Roswell, New Mexico (this is a two-year college); and Garden City Community College in Garden City, Kansas.

During the 2020-21 Academic Year, the Data Committee will provide an analysis of the regional and national comparative data and provide it to the campus to be considered in decisions to increase student success.

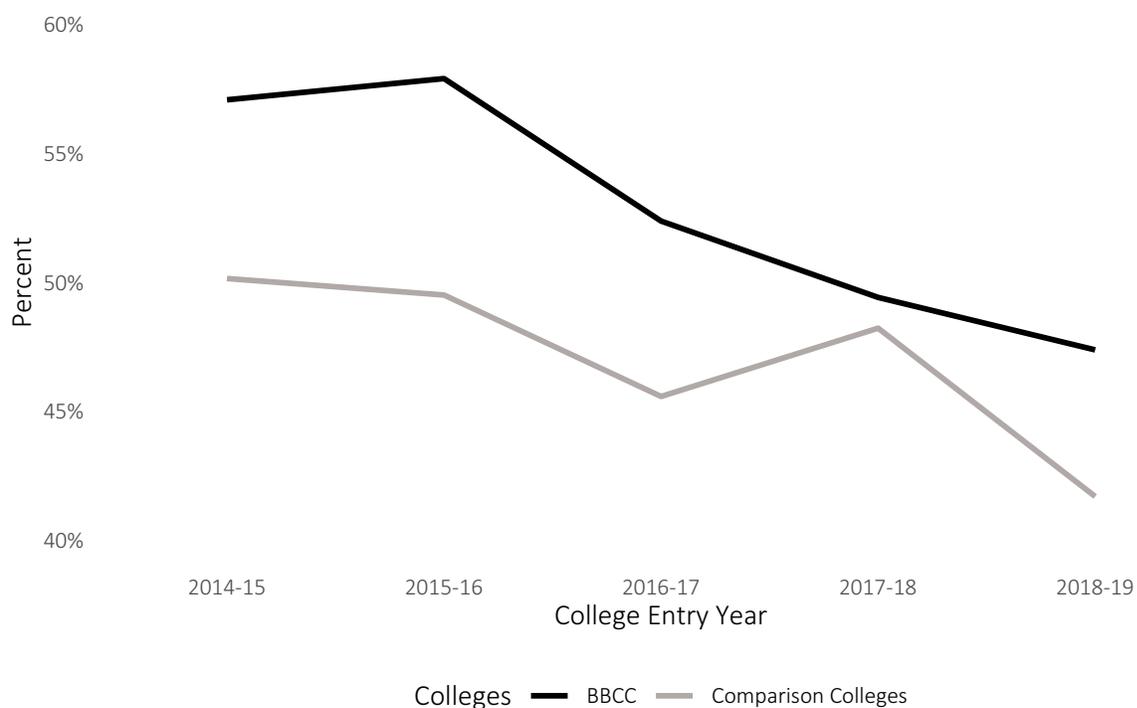
Regional Peer Institution Comparison

Big Bend Community College and Regional Peer Institution Comparison

June 04, 2020

Completion of College-Level English in First Year

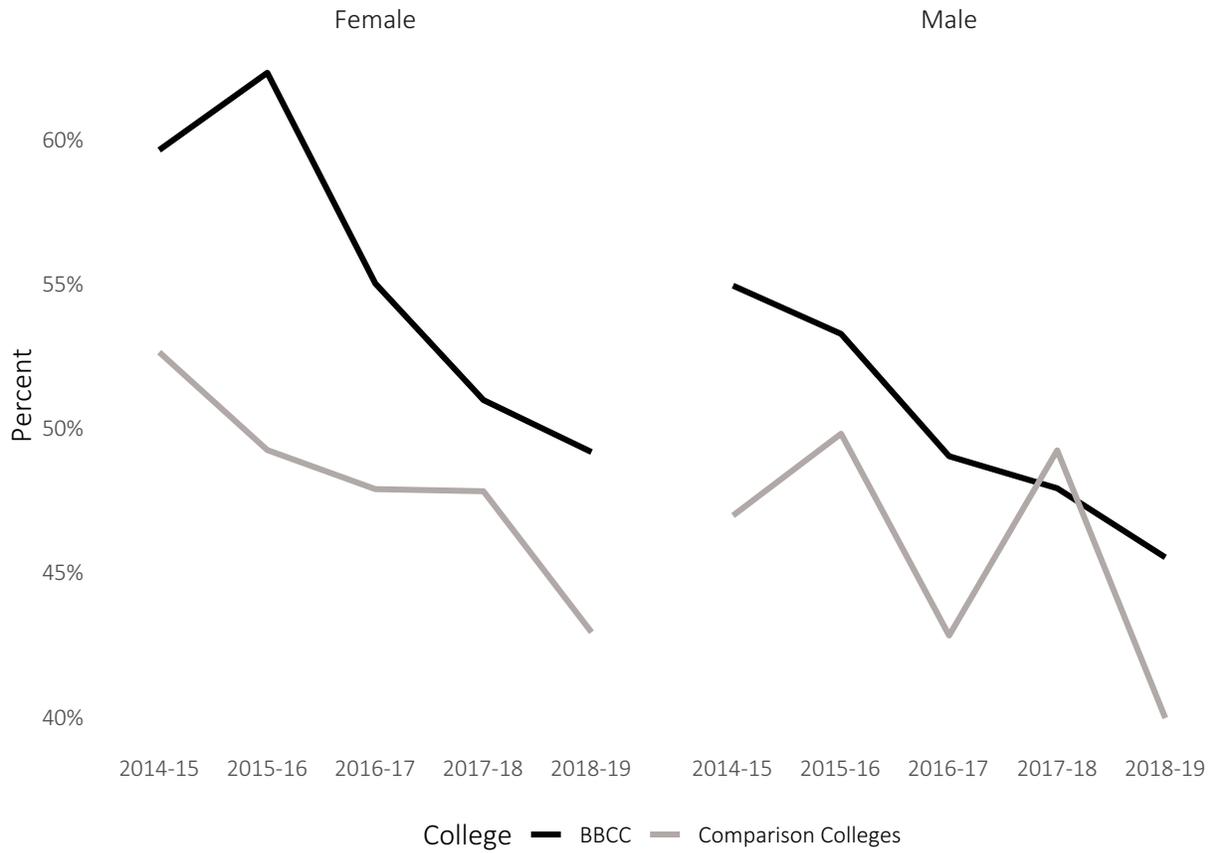
Overall



College	College Entry Year	Total Students	% with English
BBCC	2014-15	678	57.1%
BBCC	2015-16	658	57.9%
BBCC	2016-17	588	52.4%
BBCC	2017-18	520	49.4%
BBCC	2018-19	479	47.4%
Comparison Colleges	2014-15	2887	50.2%
Comparison Colleges	2015-16	2478	49.5%
Comparison Colleges	2016-17	2152	45.6%
Comparison Colleges	2017-18	1810	48.2%
Comparison Colleges	2018-19	1544	41.7%

Sex

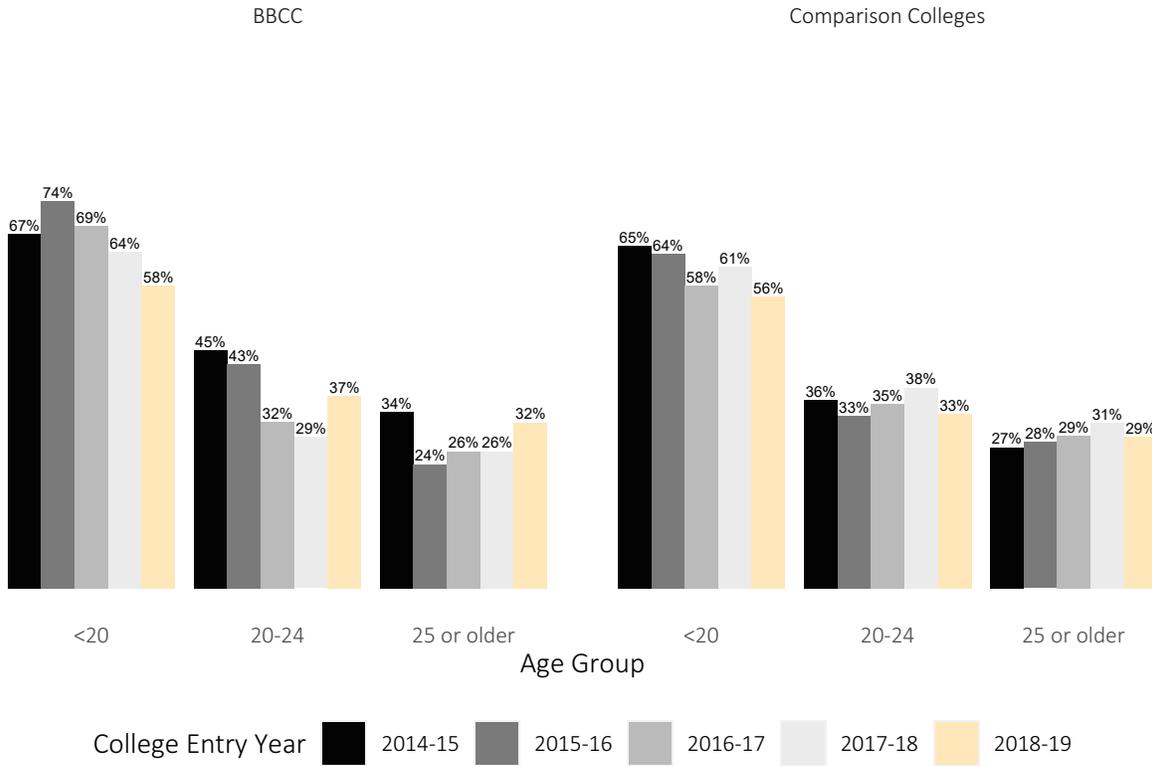
Completion of College-Level English in First Year



College	College Entry Year	Sex	Total Students	% with English
BBCC	2014-15	Female	332	60%
BBCC	2014-15	Male	344	55%
BBCC	2015-16	Female	337	62%
BBCC	2015-16	Male	321	53%
BBCC	2016-17	Female	329	55%
BBCC	2016-17	Male	259	49%
BBCC	2017-18	Female	255	51%
BBCC	2017-18	Male	265	48%
BBCC	2018-19	Female	244	49%
BBCC	2018-19	Male	235	46%
Comparison Colleges	2014-15	Female	1611	53%
Comparison Colleges	2014-15	Male	1275	47%
Comparison Colleges	2015-16	Female	1397	49%
Comparison Colleges	2015-16	Male	1076	50%
Comparison Colleges	2016-17	Female	1188	48%
Comparison Colleges	2016-17	Male	927	43%
Comparison Colleges	2017-18	Female	987	48%
Comparison Colleges	2017-18	Male	788	49%
Comparison Colleges	2018-19	Female	864	43%
Comparison Colleges	2018-19	Male	653	40%

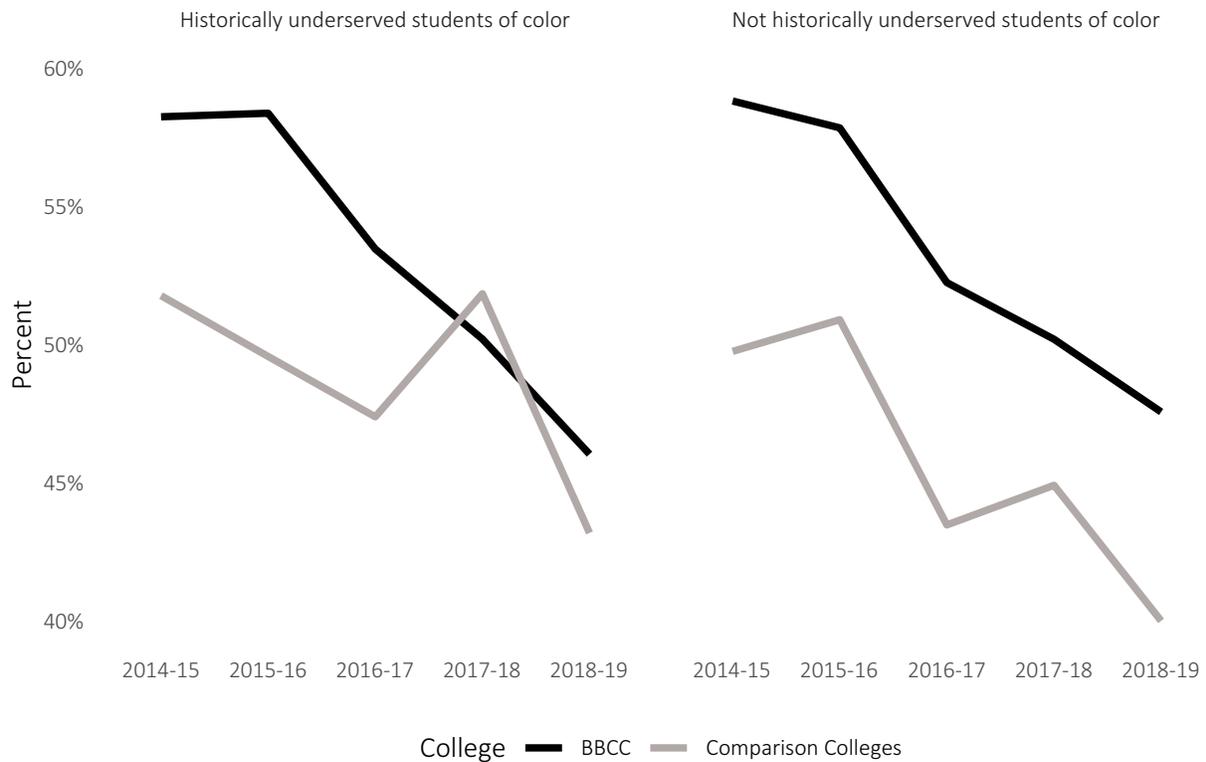
Age

Completion of College-Level English in First Year



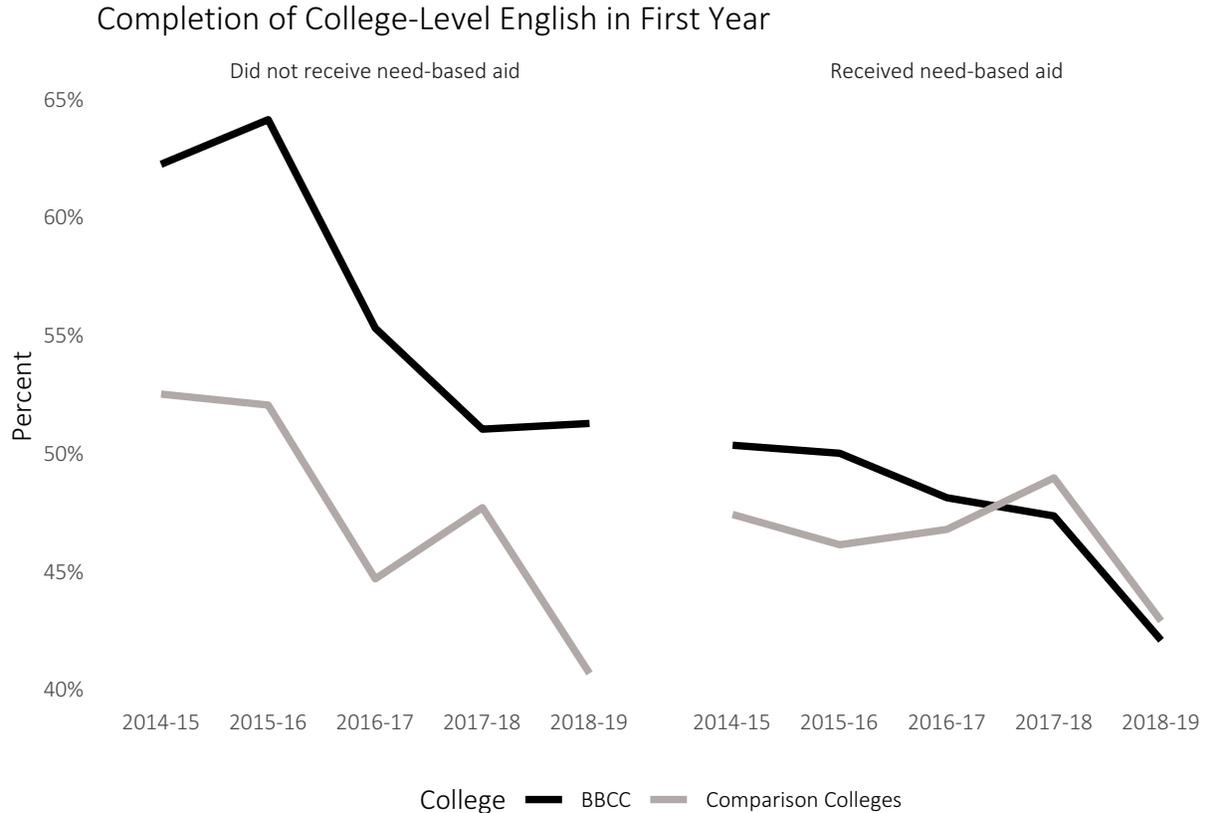
Historically Underserved vs. Not Historically Underserved Students of Color

Completion of College-Level English in First Year



College	College Entry Year	Historically Underserved Student Indicator	Total Students	% with English
BBCC	2014-15	Historically underserved students of color	261	58%
BBCC	2014-15	Not historically underserved students of color	369	59%
BBCC	2015-16	Historically underserved students of color	257	58%
BBCC	2015-16	Not historically underserved students of color	370	58%
BBCC	2016-17	Historically underserved students of color	260	53%
BBCC	2016-17	Not historically underserved students of color	289	52%
BBCC	2017-18	Historically underserved students of color	239	50%
BBCC	2017-18	Not historically underserved students of color	247	50%
BBCC	2018-19	Historically underserved students of color	228	46%
BBCC	2018-19	Not historically underserved students of color	227	48%
Comparison Colleges	2014-15	Historically underserved students of color	1267	52%
Comparison Colleges	2014-15	Not historically underserved students of color	1483	50%
Comparison Colleges	2015-16	Historically underserved students of color	1071	50%
Comparison Colleges	2015-16	Not historically underserved students of color	1267	51%
Comparison Colleges	2016-17	Historically underserved students of color	981	47%
Comparison Colleges	2016-17	Not historically underserved students of color	1007	43%
Comparison Colleges	2017-18	Historically underserved students of color	839	52%
Comparison Colleges	2017-18	Not historically underserved students of color	828	45%
Comparison Colleges	2018-19	Historically underserved students of color	736	43%
Comparison Colleges	2018-19	Not historically underserved students of color	662	40%

Received Need-based Aid v. Did Not Receive Need-based Aid



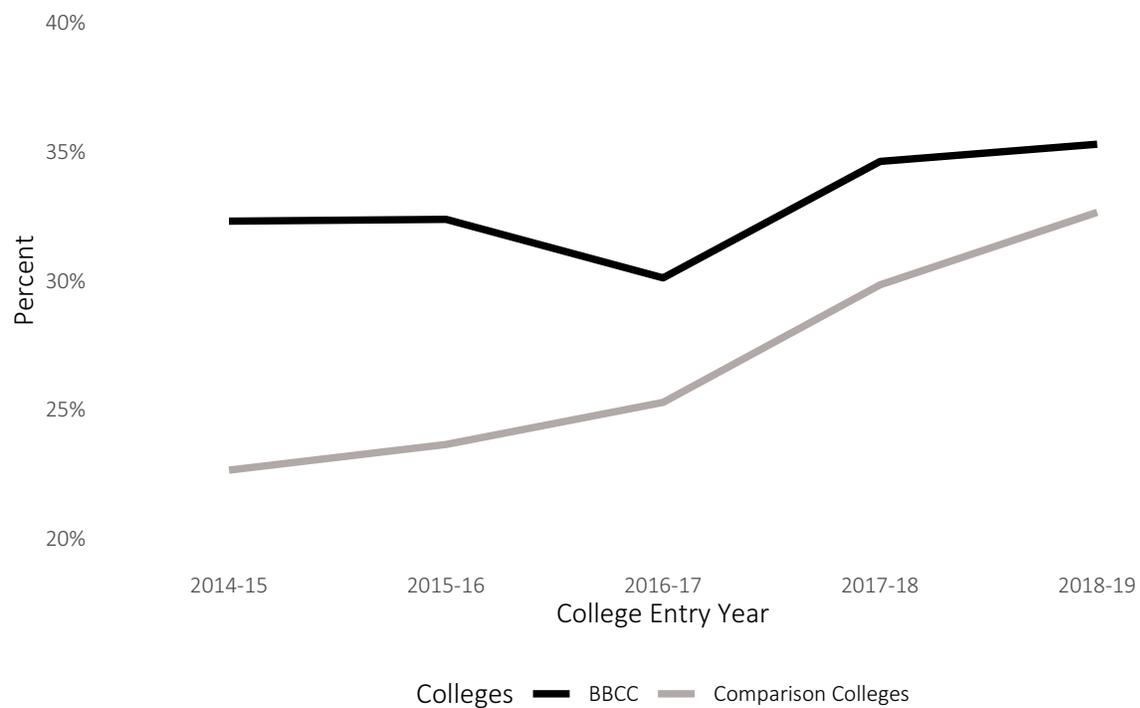
College	College Entry Year	Received Need-based Aid	Total Students	% with Math
BBCC	2014-15	Did not receive need-based aid	384	62%
BBCC	2014-15	Received need-based aid	294	50%
BBCC	2015-16	Did not receive need-based aid	368	64%
BBCC	2015-16	Received need-based aid	290	50%
BBCC	2016-17	Did not receive need-based aid	349	55%
BBCC	2016-17	Received need-based aid	239	48%
BBCC	2017-18	Did not receive need-based aid	294	51%
BBCC	2017-18	Received need-based aid	226	47%
BBCC	2018-19	Did not receive need-based aid	277	51%
BBCC	2018-19	Received need-based aid	202	42%
Comparison Colleges	2014-15	Did not receive need-based aid	1556	53%
Comparison Colleges	2014-15	Received need-based aid	1331	47%
Comparison Colleges	2015-16	Did not receive need-based aid	1420	52%
Comparison Colleges	2015-16	Received need-based aid	1058	46%
Comparison Colleges	2016-17	Did not receive need-based aid	1222	45%
Comparison Colleges	2016-17	Received need-based aid	930	47%
Comparison Colleges	2017-18	Did not receive need-based aid	1042	48%
Comparison Colleges	2017-18	Received need-based aid	768	49%
Comparison Colleges	2018-19	Did not receive need-based aid	826	41%
Comparison Colleges	2018-19	Received need-based aid	718	43%

Big Bend Community College and Regional Peer Institution Comparison

May 28, 2020

Completion of College-Level Math in First Year

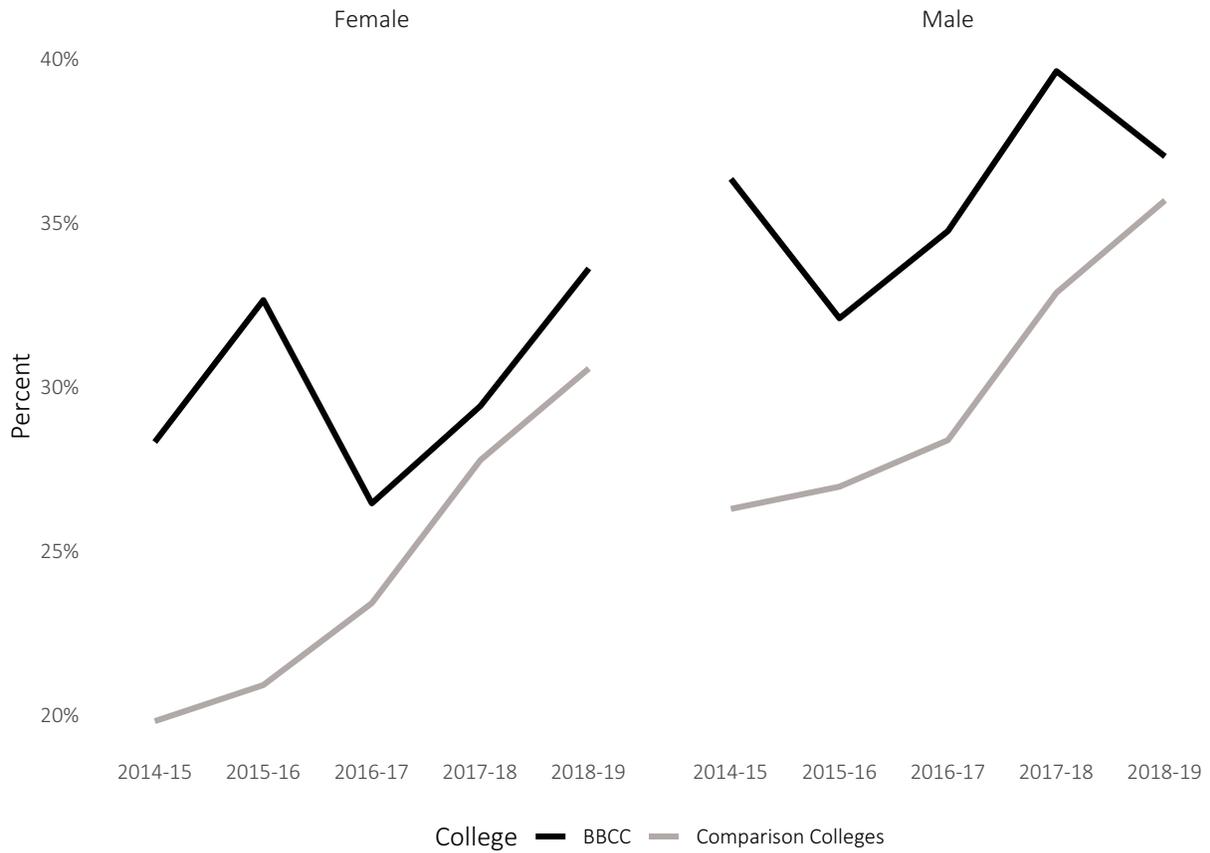
Overall



College	College Entry Year	Total Students	% with Math
BBCC	2014-15	678	32.3%
BBCC	2015-16	658	32.4%
BBCC	2016-17	588	30.1%
BBCC	2017-18	520	34.6%
BBCC	2018-19	479	35.3%
Comparison Colleges	2014-15	2887	22.7%
Comparison Colleges	2015-16	2478	23.6%
Comparison Colleges	2016-17	2152	25.3%
Comparison Colleges	2017-18	1810	29.8%
Comparison Colleges	2018-19	1544	32.6%

Sex

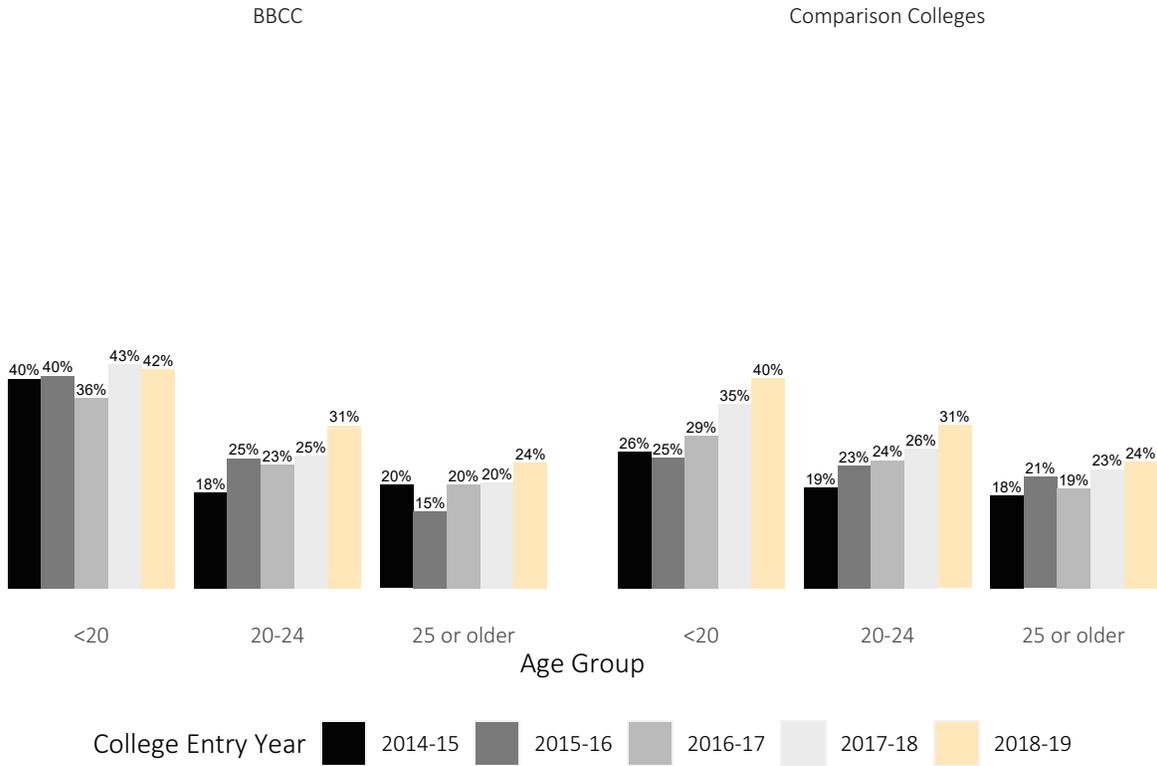
Completion of College-Level Math in First Year



College	College Entry Year	sex	Total Students	% with Math
BBCC	2014-15	Female	332	28%
BBCC	2014-15	Male	344	36%
BBCC	2015-16	Female	337	33%
BBCC	2015-16	Male	321	32%
BBCC	2016-17	Female	329	26%
BBCC	2016-17	Male	259	35%
BBCC	2017-18	Female	255	29%
BBCC	2017-18	Male	265	40%
BBCC	2018-19	Female	244	34%
BBCC	2018-19	Male	235	37%
Comparison Colleges	2014-15	Female	1611	20%
Comparison Colleges	2014-15	Male	1275	26%
Comparison Colleges	2015-16	Female	1397	21%
Comparison Colleges	2015-16	Male	1076	27%
Comparison Colleges	2016-17	Female	1188	23%
Comparison Colleges	2016-17	Male	927	28%
Comparison Colleges	2017-18	Female	987	28%
Comparison Colleges	2017-18	Male	788	33%
Comparison Colleges	2018-19	Female	864	31%
Comparison Colleges	2018-19	Male	653	36%

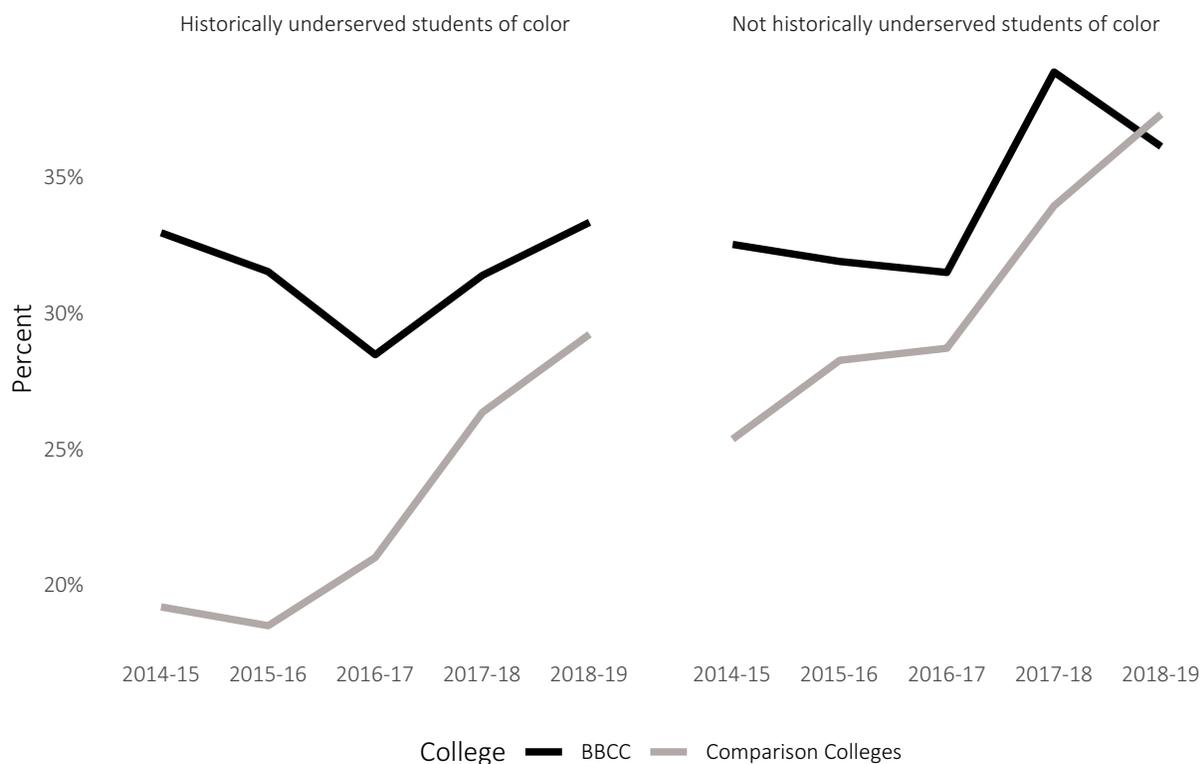
Age

Completion of College-Level Math in First Year



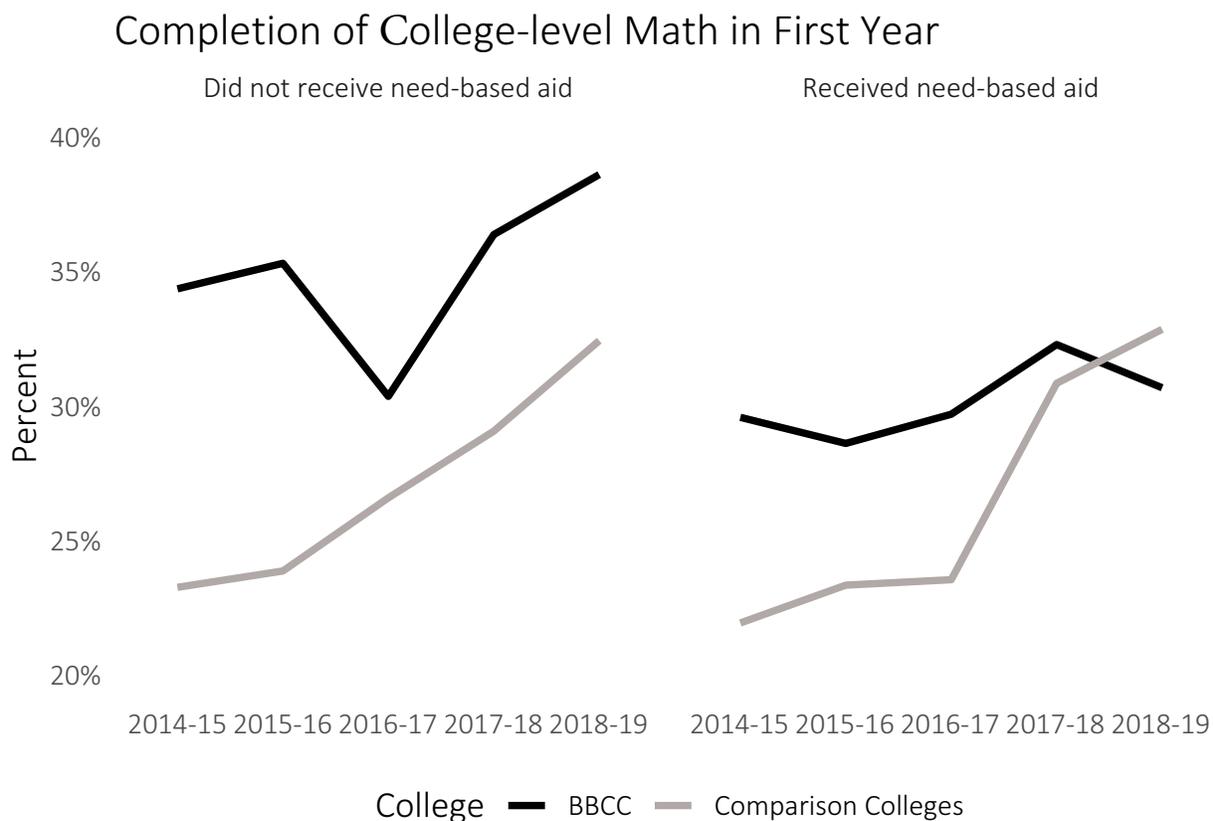
Historically Underserved vs. Not Historically Underserved Students of Color

Completion of College-Level Math in First Year



College	College Entry Year	Historically Underserved student indicator	Total Students	% with Math
BBCC	2014-15	Historically underserved students of color	261	33%
BBCC	2014-15	Not historically underserved students of color	369	33%
BBCC	2015-16	Historically underserved students of color	257	32%
BBCC	2015-16	Not historically underserved students of color	370	32%
BBCC	2016-17	Historically underserved students of color	260	28%
BBCC	2016-17	Not historically underserved students of color	289	31%
BBCC	2017-18	Historically underserved students of color	239	31%
BBCC	2017-18	Not historically underserved students of color	247	39%
BBCC	2018-19	Historically underserved students of color	228	33%
BBCC	2018-19	Not historically underserved students of color	227	36%
Comparison Colleges	2014-15	Historically underserved students of color	1267	19%
Comparison Colleges	2014-15	Not historically underserved students of color	1483	25%
Comparison Colleges	2015-16	Historically underserved students of color	1071	18%
Comparison Colleges	2015-16	Not historically underserved students of color	1267	28%
Comparison Colleges	2016-17	Historically underserved students of color	981	21%
Comparison Colleges	2016-17	Not historically underserved students of color	1007	29%
Comparison Colleges	2017-18	Historically underserved students of color	839	26%
Comparison Colleges	2017-18	Not historically underserved students of color	828	34%
Comparison Colleges	2018-19	Historically underserved students of color	736	29%
Comparison Colleges	2018-19	Not historically underserved students of color	662	37%

Received Need-based Aid vs. Did Not Receive Need-based Aid



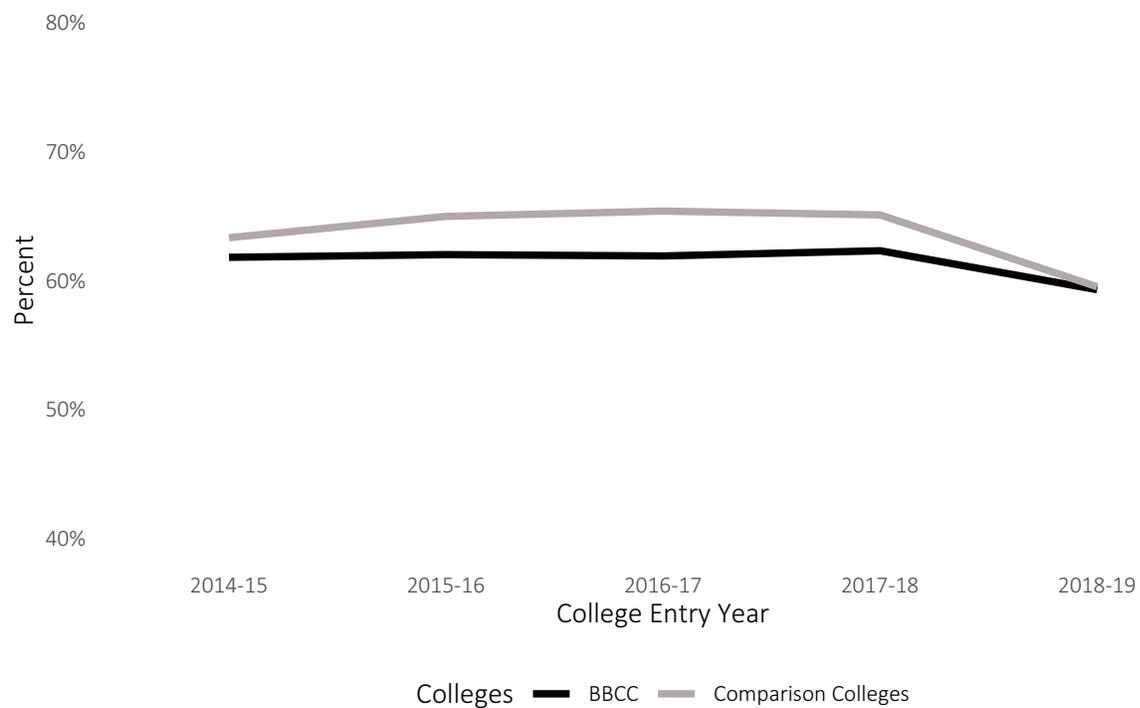
College	College Entry Year	Received need based aid	Total Students	% with Math
BBCC	2014-15	Did not receive need-based aid	384	34%
BBCC	2014-15	Received need-based aid	294	30%
BBCC	2015-16	Did not receive need-based aid	368	35%
BBCC	2015-16	Received need-based aid	290	29%
BBCC	2016-17	Did not receive need-based aid	349	30%
BBCC	2016-17	Received need-based aid	239	30%
BBCC	2017-18	Did not receive need-based aid	294	36%
BBCC	2017-18	Received need-based aid	226	32%
BBCC	2018-19	Did not receive need-based aid	277	39%
BBCC	2018-19	Received need-based aid	202	31%
Comparison Colleges	2014-15	Did not receive need-based aid	1556	23%
Comparison Colleges	2014-15	Received need-based aid	1331	22%
Comparison Colleges	2015-16	Did not receive need-based aid	1420	24%
Comparison Colleges	2015-16	Received need-based aid	1058	23%
Comparison Colleges	2016-17	Did not receive need-based aid	1222	27%
Comparison Colleges	2016-17	Received need-based aid	930	24%
Comparison Colleges	2017-18	Did not receive need-based aid	1042	29%
Comparison Colleges	2017-18	Received need-based aid	768	31%
Comparison Colleges	2018-19	Did not receive need-based aid	826	32%
Comparison Colleges	2018-19	Received need-based aid	718	33%

Big Bend Community College and Regional Peer Institution Comparison

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Fall to Fall Retention or Completion

Overall



College	College Entry Year	Total Students	% Returned
BBCC	2014-15	419	62%
BBCC	2015-16	408	62%
BBCC	2016-17	364	62%
BBCC	2017-18	324	62%
BBCC	2018-19	284	59%
Comparison Colleges	2014-15	1828	63%
Comparison Colleges	2015-16	1610	65%
Comparison Colleges	2016-17	1407	65%
Comparison Colleges	2017-18	1178	65%
Comparison Colleges	2018-19	919	60%

Sex

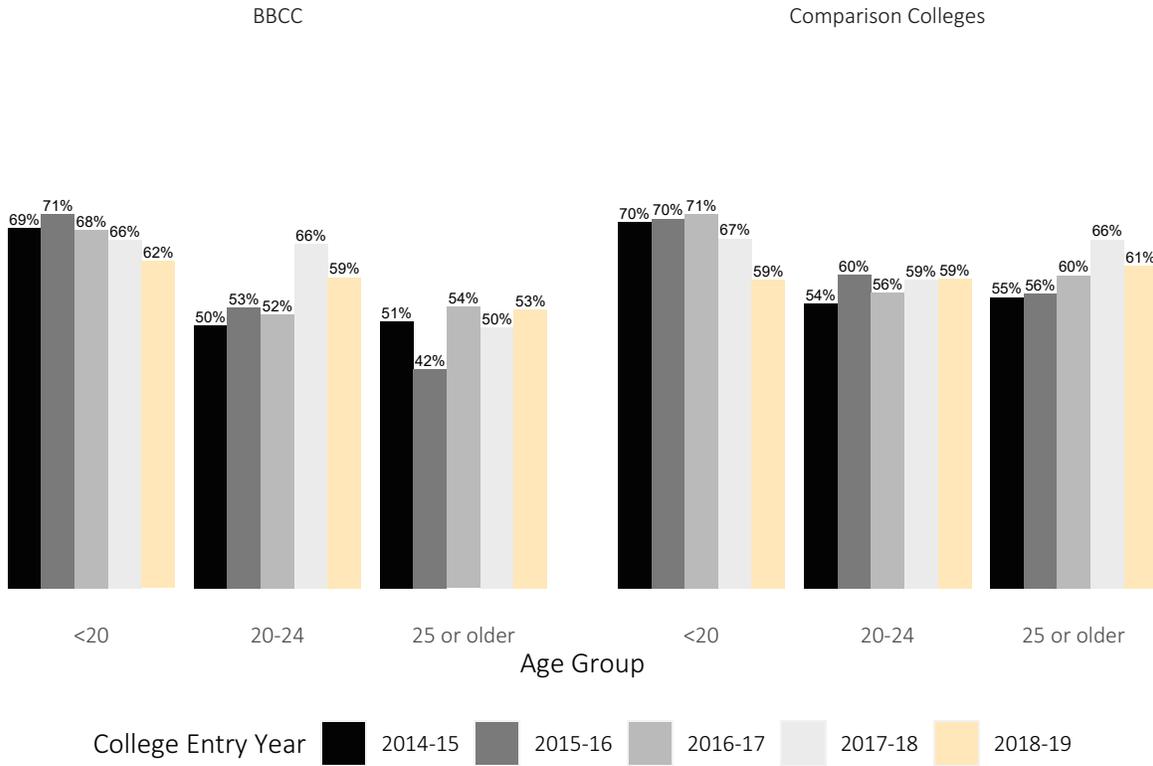
Fall to Fall Retention or Completion



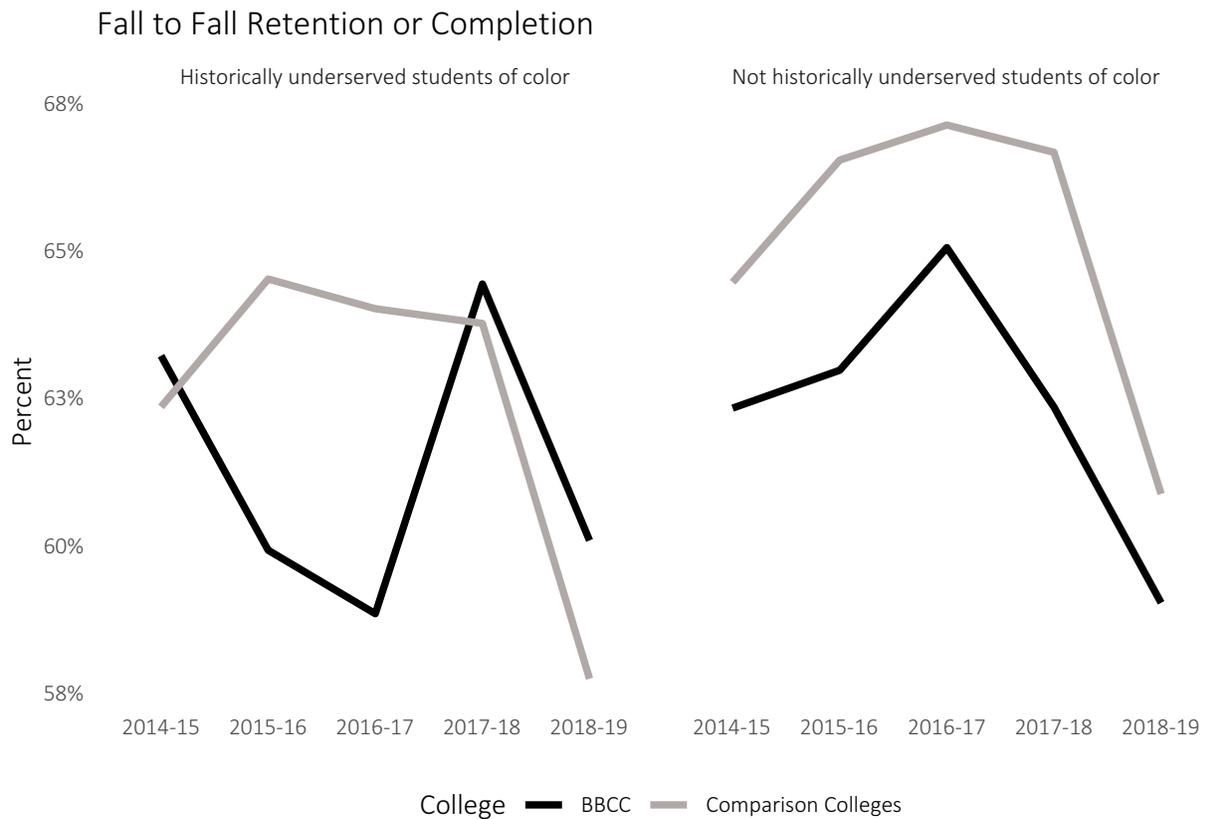
College	College Entry Year	Sex	Total Students	% Returned
BBCC	2014-15	Female	332	65%
BBCC	2014-15	Male	344	59%
BBCC	2015-16	Female	337	62%
BBCC	2015-16	Male	321	62%
BBCC	2016-17	Female	329	64%
BBCC	2016-17	Male	259	60%
BBCC	2017-18	Female	255	62%
BBCC	2017-18	Male	265	63%
BBCC	2018-19	Female	244	57%
BBCC	2018-19	Male	235	62%
Comparison Colleges	2014-15	Female	1611	63%
Comparison Colleges	2014-15	Male	1275	64%
Comparison Colleges	2015-16	Female	1397	65%
Comparison Colleges	2015-16	Male	1076	64%
Comparison Colleges	2016-17	Female	1188	67%
Comparison Colleges	2016-17	Male	927	63%
Comparison Colleges	2017-18	Female	987	67%
Comparison Colleges	2017-18	Male	788	63%
Comparison Colleges	2018-19	Female	864	62%
Comparison Colleges	2018-19	Male	653	57%

Age

Fall to Fall Retention or Completion

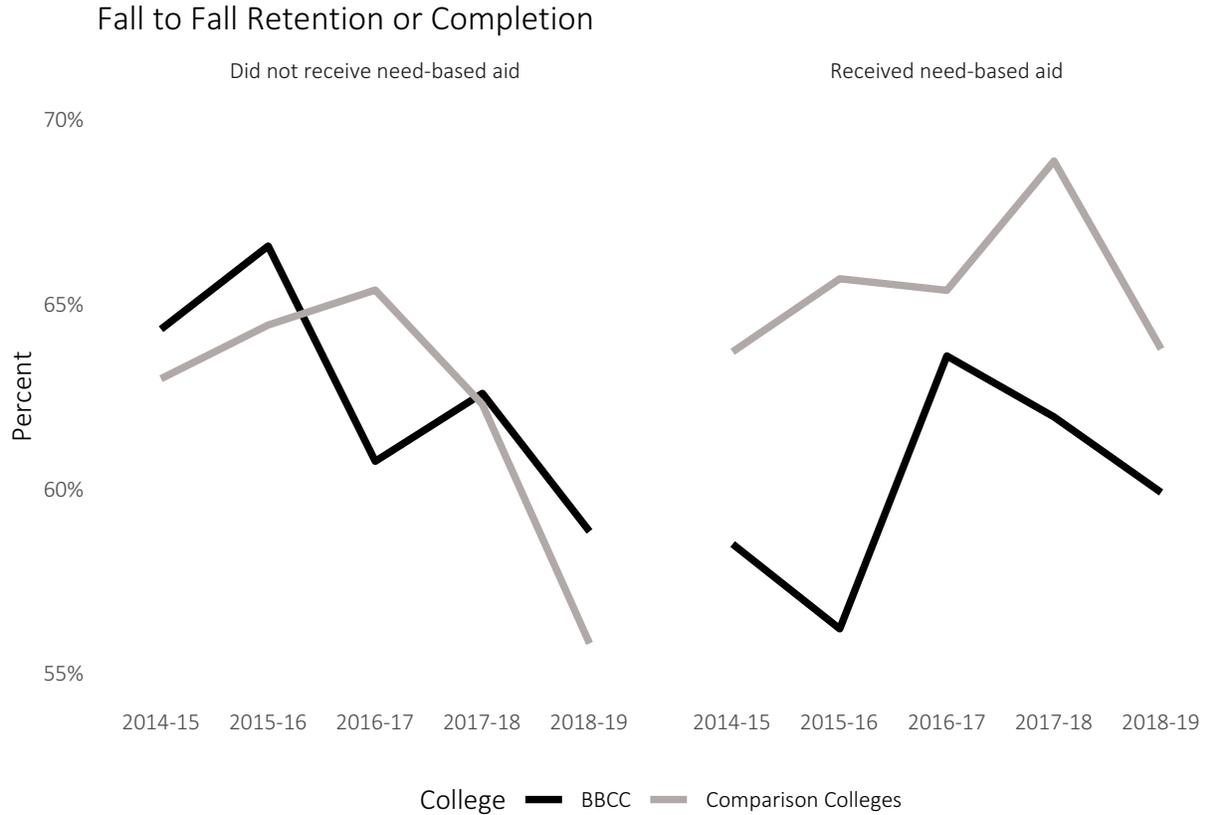


Historically Underserved vs. Not Historically Underserved Students of Color



College	College Entry Year	Historically Underserved student indicator	Total Students	% Returned
BBCC	2014-15	Historically underserved students of color	261	63%
BBCC	2014-15	Not historically underserved students of color	369	62%
BBCC	2015-16	Historically underserved students of color	257	60%
BBCC	2015-16	Not historically underserved students of color	370	63%
BBCC	2016-17	Historically underserved students of color	260	59%
BBCC	2016-17	Not historically underserved students of color	289	65%
BBCC	2017-18	Historically underserved students of color	239	64%
BBCC	2017-18	Not historically underserved students of color	247	62%
BBCC	2018-19	Historically underserved students of color	228	60%
BBCC	2018-19	Not historically underserved students of color	227	59%
Comparison Colleges	2014-15	Historically underserved students of color	1267	62%
Comparison Colleges	2014-15	Not historically underserved students of color	1483	64%
Comparison Colleges	2015-16	Historically underserved students of color	1071	65%
Comparison Colleges	2015-16	Not historically underserved students of color	1267	67%
Comparison Colleges	2016-17	Historically underserved students of color	981	64%
Comparison Colleges	2016-17	Not historically underserved students of color	1007	67%
Comparison Colleges	2017-18	Historically underserved students of color	839	64%
Comparison Colleges	2017-18	Not historically underserved students of color	828	67%
Comparison Colleges	2018-19	Historically underserved students of color	736	58%
Comparison Colleges	2018-19	Not historically underserved students of color	662	61%

Received Need-based Aid vs. Did Not Receive Need-based Aid



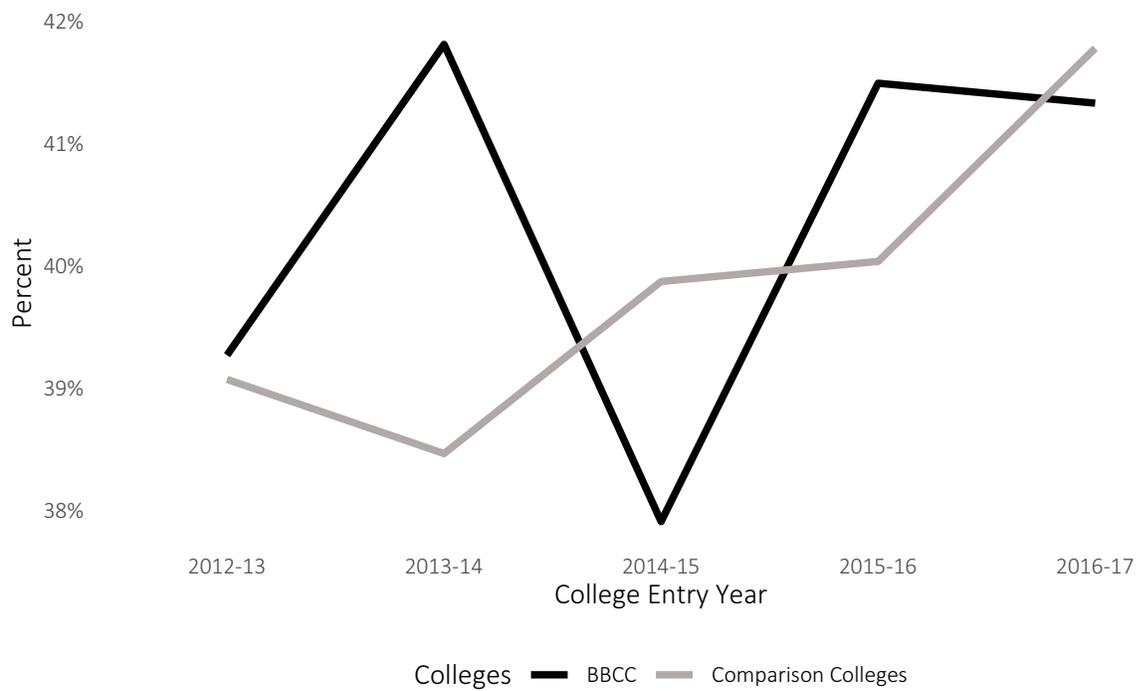
College	College Entry Year	Received Need-based Aid	Total Students	% Returned
BBCC	2014-15	Did not receive need-based aid	384	64%
BBCC	2014-15	Received need-based aid	294	59%
BBCC	2015-16	Did not receive need-based aid	368	67%
BBCC	2015-16	Received need-based aid	290	56%
BBCC	2016-17	Did not receive need-based aid	349	61%
BBCC	2016-17	Received need-based aid	239	64%
BBCC	2017-18	Did not receive need-based aid	294	63%
BBCC	2017-18	Received need-based aid	226	62%
BBCC	2018-19	Did not receive need-based aid	277	59%
BBCC	2018-19	Received need-based aid	202	60%
Comparison Colleges	2014-15	Did not receive need-based aid	1556	63%
Comparison Colleges	2014-15	Received need-based aid	1331	64%
Comparison Colleges	2015-16	Did not receive need-based aid	1420	64%
Comparison Colleges	2015-16	Received need-based aid	1058	66%
Comparison Colleges	2016-17	Did not receive need-based aid	1222	65%
Comparison Colleges	2016-17	Received need-based aid	930	65%
Comparison Colleges	2017-18	Did not receive need-based aid	1042	62%
Comparison Colleges	2017-18	Received need-based aid	768	69%
Comparison Colleges	2018-19	Did not receive need-based aid	826	56%
Comparison Colleges	2018-19	Received need-based aid	718	64%

Big Bend Community College and Regional Peer Institution Comparison

May 28, 2020

Completion by Third Year of Enrollment

Overall



College	College Entry Year	Total Students	% Completed
BBCC	2012-13	545	39%
BBCC	2013-14	653	42%
BBCC	2014-15	678	38%
BBCC	2015-16	658	41%
BBCC	2016-17	588	41%
Comparison Colleges	2012-13	2854	39%
Comparison Colleges	2013-14	2860	38%
Comparison Colleges	2014-15	2887	40%
Comparison Colleges	2015-16	2478	40%
Comparison Colleges	2016-17	2152	42%

Sex

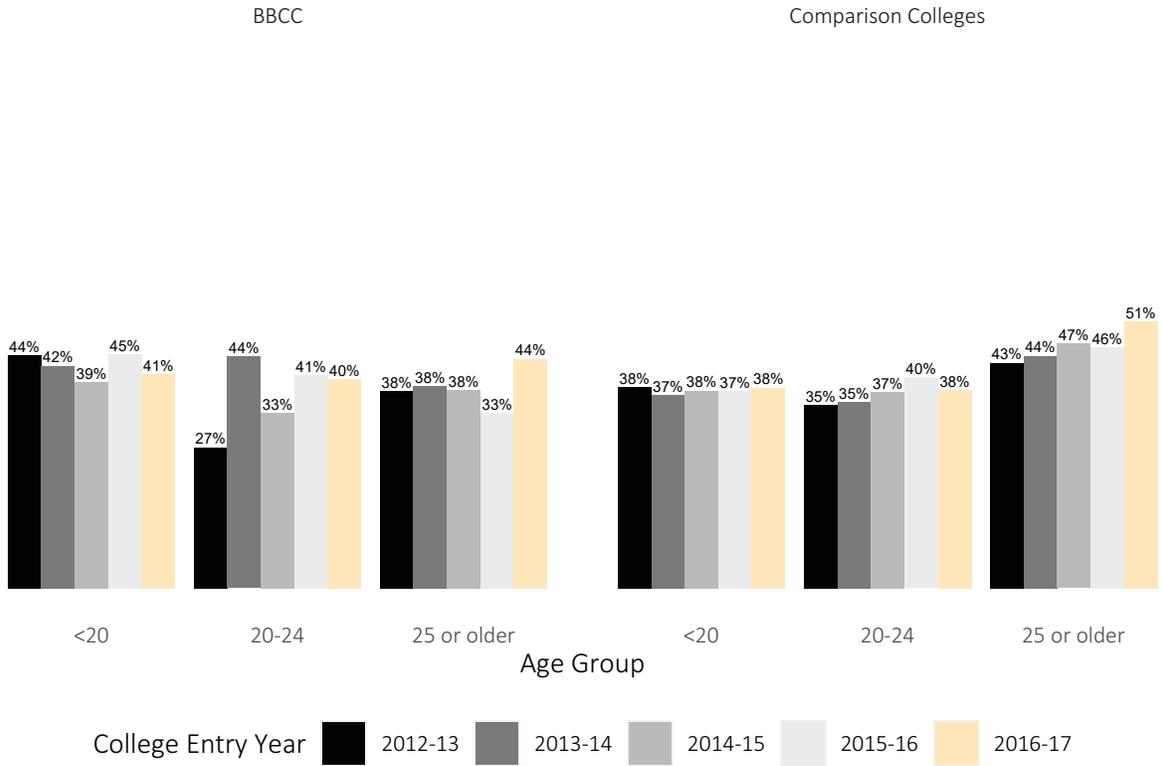
Completion by Third Year of Enrollment



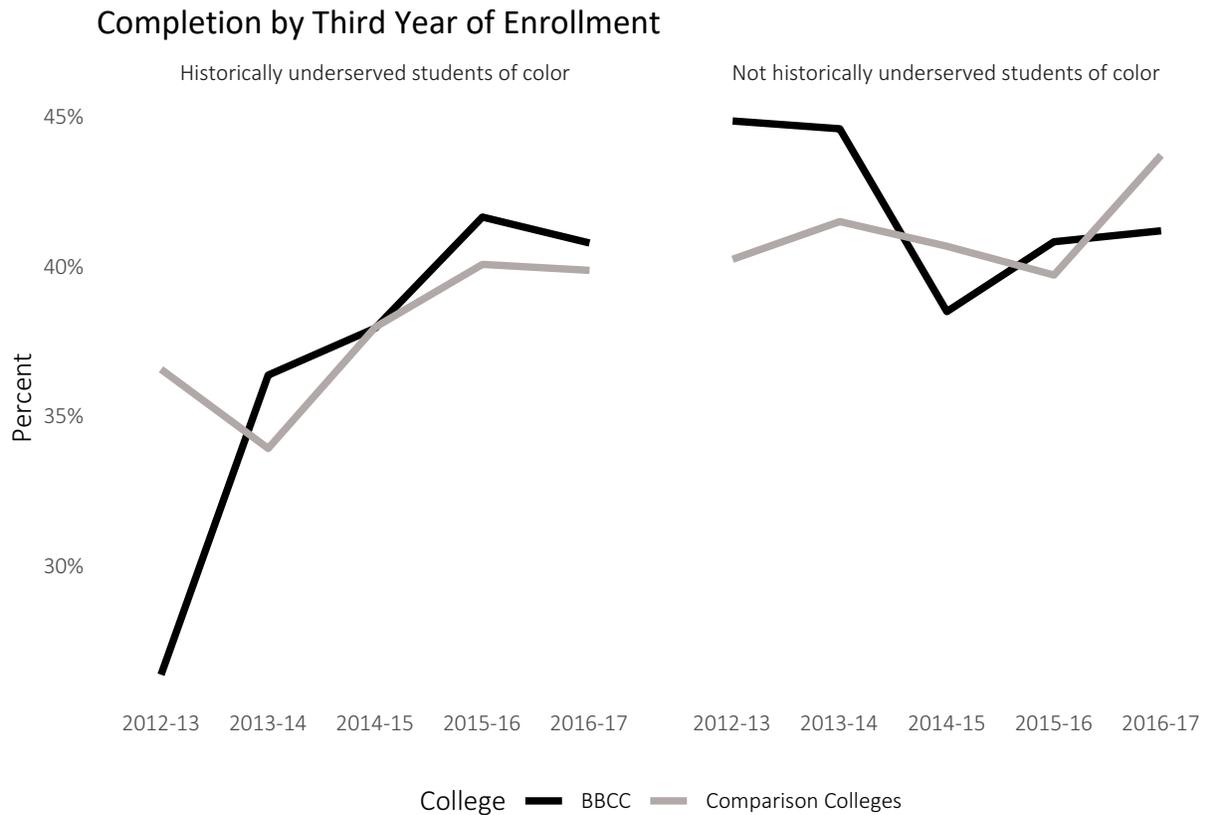
College	College Entry Year	Sex	Total Students	% Completed
BBCC	2012-13	Female	272	41%
BBCC	2012-13	Male	272	37%
BBCC	2013-14	Female	351	43%
BBCC	2013-14	Male	302	40%
BBCC	2014-15	Female	332	40%
BBCC	2014-15	Male	344	36%
BBCC	2015-16	Female	337	43%
BBCC	2015-16	Male	321	40%
BBCC	2016-17	Female	329	45%
BBCC	2016-17	Male	259	37%
Comparison Colleges	2012-13	Female	1590	40%
Comparison Colleges	2012-13	Male	1263	37%
Comparison Colleges	2013-14	Female	1608	40%
Comparison Colleges	2013-14	Male	1249	36%
Comparison Colleges	2014-15	Female	1611	42%
Comparison Colleges	2014-15	Male	1275	37%
Comparison Colleges	2015-16	Female	1397	43%
Comparison Colleges	2015-16	Male	1076	36%
Comparison Colleges	2016-17	Female	1188	45%
Comparison Colleges	2016-17	Male	927	38%

Age

Completion by Third Year of Enrollment



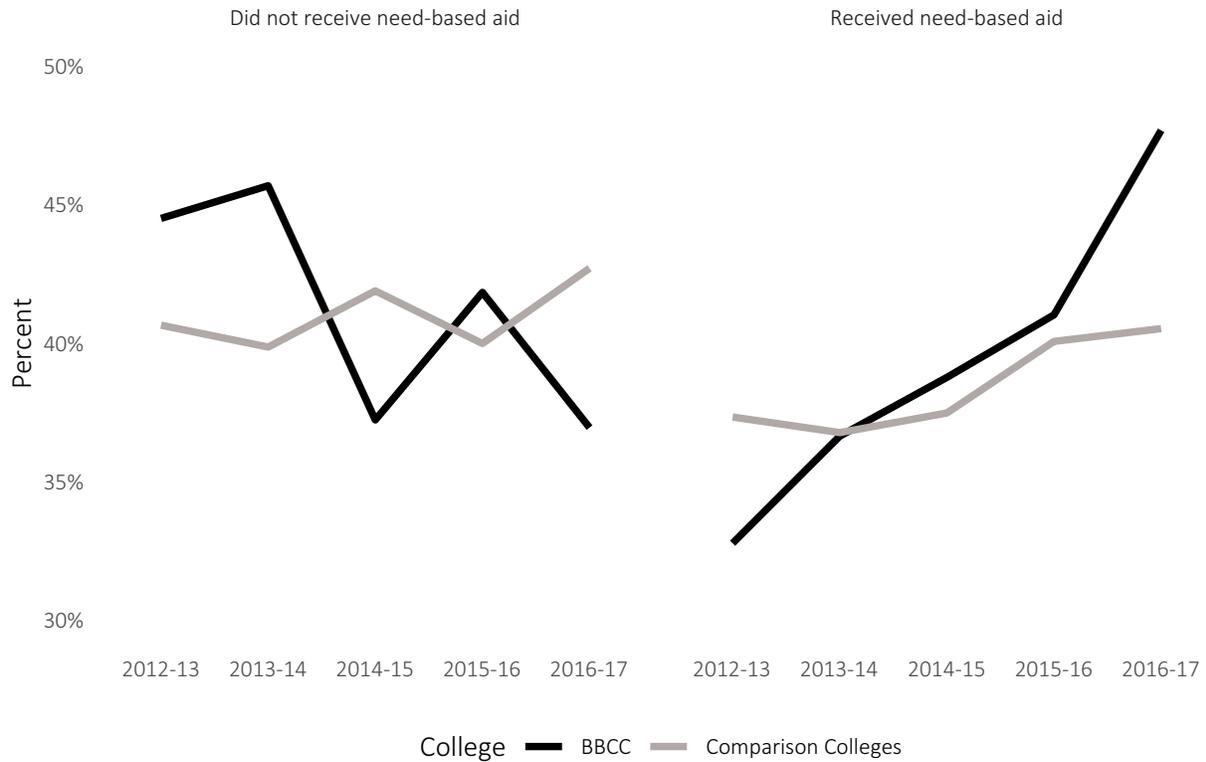
Historically Underserved vs. Not Historically Underserved Students of Color



College	College Entry Year	Historically Underserved student indicator	Total Students	% Completed
BBCC	2012-13	Historically underserved students of color	182	26%
BBCC	2012-13	Not historically underserved students of color	339	45%
BBCC	2013-14	Historically underserved students of color	209	36%
BBCC	2013-14	Not historically underserved students of color	415	45%
BBCC	2014-15	Historically underserved students of color	261	38%
BBCC	2014-15	Not historically underserved students of color	369	38%
BBCC	2015-16	Historically underserved students of color	257	42%
BBCC	2015-16	Not historically underserved students of color	370	41%
BBCC	2016-17	Historically underserved students of color	260	41%
BBCC	2016-17	Not historically underserved students of color	289	41%
Comparison Colleges	2012-13	Historically underserved students of color	982	37%
Comparison Colleges	2012-13	Not historically underserved students of color	1765	40%
Comparison Colleges	2013-14	Historically underserved students of color	1138	34%
Comparison Colleges	2013-14	Not historically underserved students of color	1591	41%
Comparison Colleges	2014-15	Historically underserved students of color	1267	38%
Comparison Colleges	2014-15	Not historically underserved students of color	1483	41%
Comparison Colleges	2015-16	Historically underserved students of color	1071	40%
Comparison Colleges	2015-16	Not historically underserved students of color	1267	40%
Comparison Colleges	2016-17	Historically underserved students of color	981	40%
Comparison Colleges	2016-17	Not historically underserved students of color	1007	44%

Received Need-based Aid vs. Did Not Receive Need-based Aid

Completion by Third Year of Enrollment



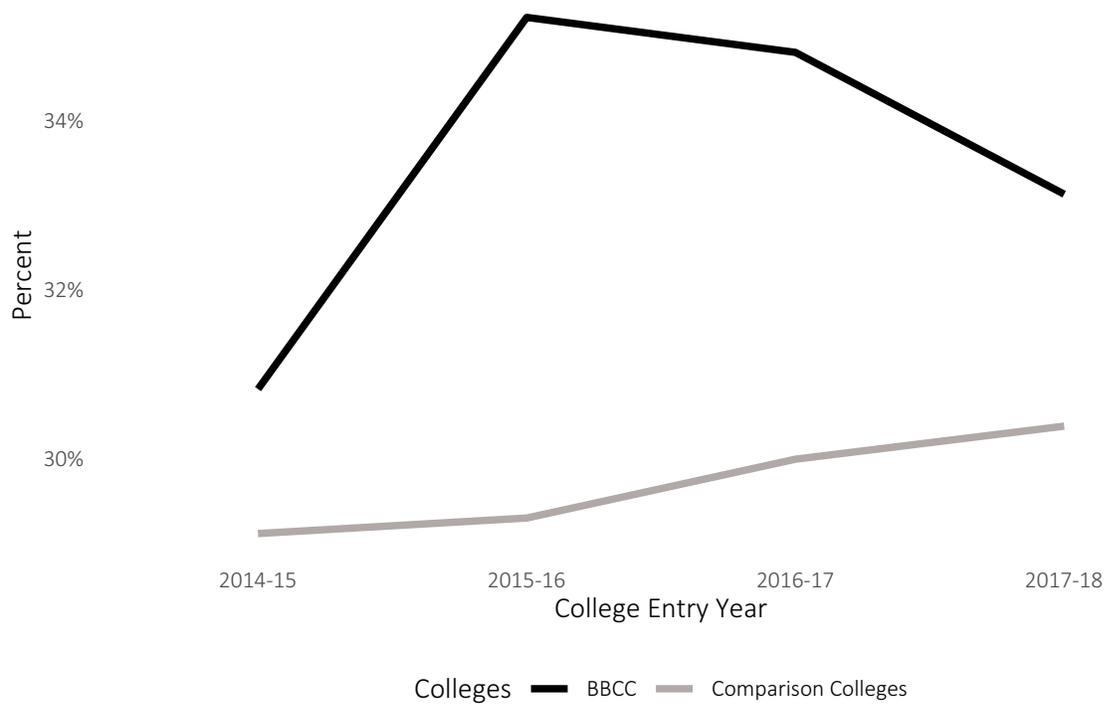
College	College Entry Year	Received need based aid	Total Students	% Completed
BBCC	2012-13	Did not receive need-based aid	301	45%
BBCC	2012-13	Received need-based aid	244	33%
BBCC	2013-14	Did not receive need-based aid	372	46%
BBCC	2013-14	Received need-based aid	281	37%
BBCC	2014-15	Did not receive need-based aid	384	37%
BBCC	2014-15	Received need-based aid	294	39%
BBCC	2015-16	Did not receive need-based aid	368	42%
BBCC	2015-16	Received need-based aid	290	41%
BBCC	2016-17	Did not receive need-based aid	349	37%
BBCC	2016-17	Received need-based aid	239	48%
Comparison Colleges	2012-13	Did not receive need-based aid	1483	41%
Comparison Colleges	2012-13	Received need-based aid	1371	37%
Comparison Colleges	2013-14	Did not receive need-based aid	1555	40%
Comparison Colleges	2013-14	Received need-based aid	1305	37%
Comparison Colleges	2014-15	Did not receive need-based aid	1556	42%
Comparison Colleges	2014-15	Received need-based aid	1331	37%
Comparison Colleges	2015-16	Did not receive need-based aid	1420	40%
Comparison Colleges	2015-16	Received need-based aid	1058	40%
Comparison Colleges	2016-17	Did not receive need-based aid	1222	43%
Comparison Colleges	2016-17	Received need-based aid	930	41%

Big Bend Community College and Regional Peer Institution Comparison

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Transferred to a 4 Year Institution Within Four Years

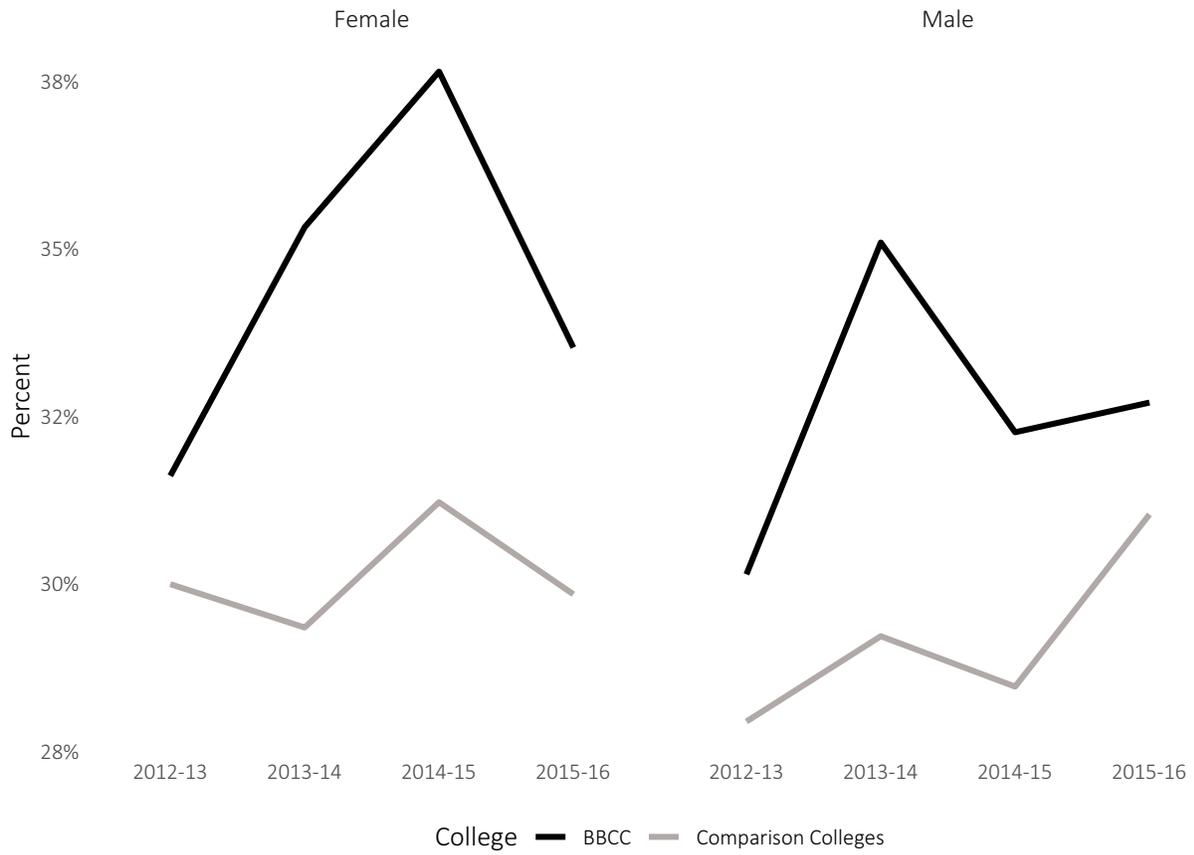
Overall



College	College Entry Year	Total Students	% Transferred
BBCC	2012-13	545	31%
BBCC	2013-14	653	35%
BBCC	2014-15	678	35%
BBCC	2015-16	658	33%
Comparison Colleges	2012-13	2854	29%
Comparison Colleges	2013-14	2860	29%
Comparison Colleges	2014-15	2887	30%
Comparison Colleges	2015-16	2478	30%

Sex

Transferred to a 4 Year Institution Within Four Years



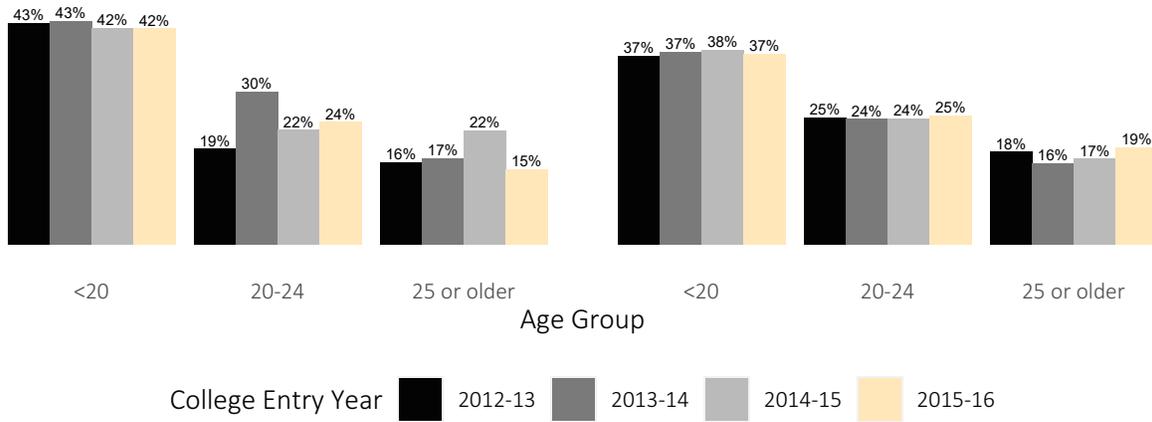
College	College Entry Year	Sex	Total Students	% Transferred
BBCC	2012-13	Female	272	32%
BBCC	2012-13	Male	272	30%
BBCC	2013-14	Female	351	35%
BBCC	2013-14	Male	302	35%
BBCC	2014-15	Female	332	38%
BBCC	2014-15	Male	344	32%
BBCC	2015-16	Female	337	34%
BBCC	2015-16	Male	321	33%
Comparison Colleges	2012-13	Female	1590	30%
Comparison Colleges	2012-13	Male	1263	28%
Comparison Colleges	2013-14	Female	1608	29%
Comparison Colleges	2013-14	Male	1249	29%
Comparison Colleges	2014-15	Female	1611	31%
Comparison Colleges	2014-15	Male	1275	28%
Comparison Colleges	2015-16	Female	1397	30%
Comparison Colleges	2015-16	Male	1076	31%

Age

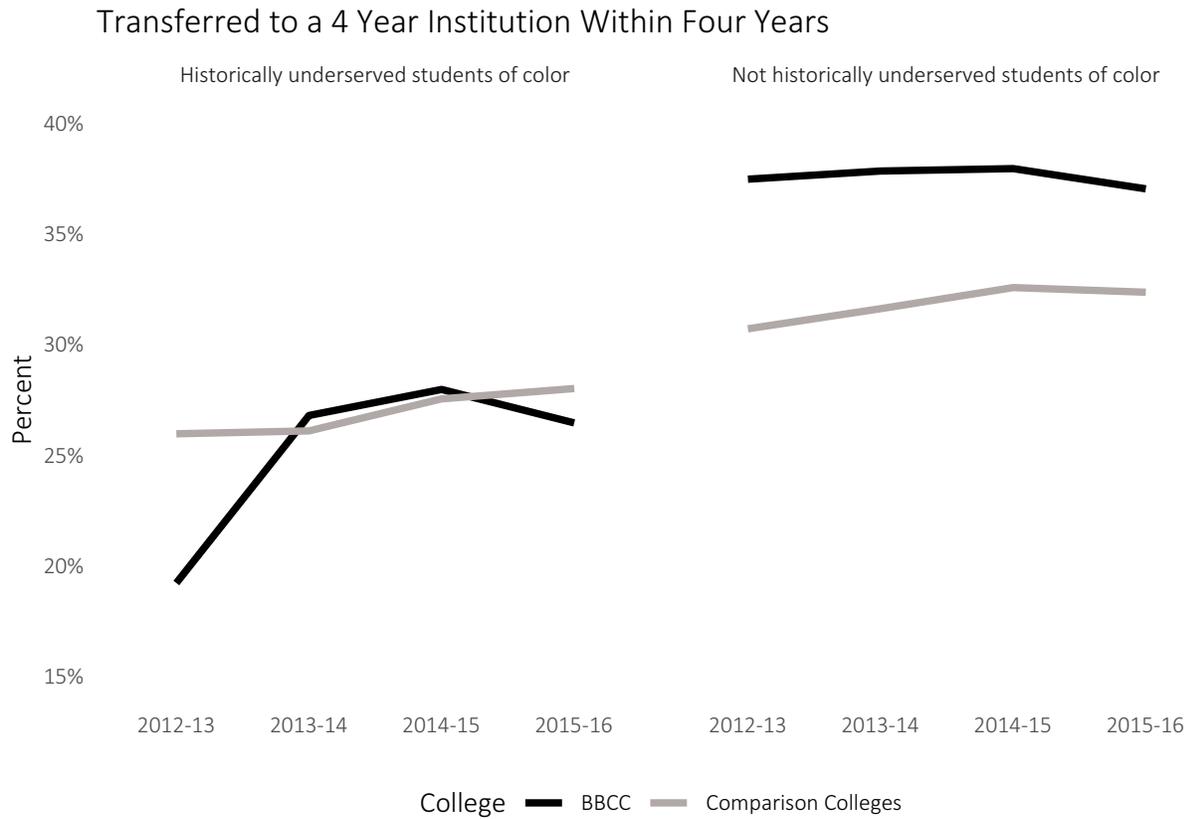
Transferred to a 4 Year Institution Within Four Years

BBCB

Comparison Colleges

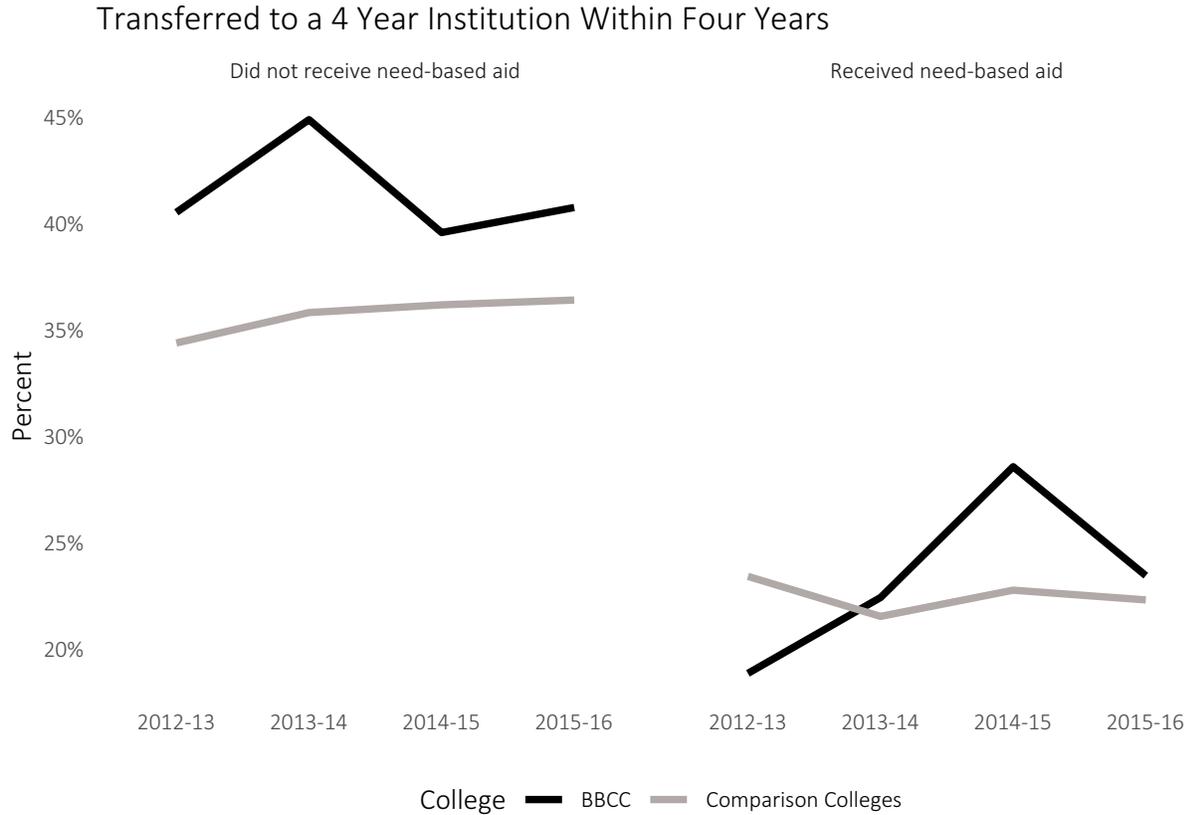


Historically Underserved vs. Not Historically Underserved Students of Color



College	College Entry Year	Historically Underserved student indicator	Total Students	% Transferred
BBCC	2012-13	Historically underserved students of color	182	19%
BBCC	2012-13	Not historically underserved students of color	339	37%
BBCC	2013-14	Historically underserved students of color	209	27%
BBCC	2013-14	Not historically underserved students of color	415	38%
BBCC	2014-15	Historically underserved students of color	261	28%
BBCC	2014-15	Not historically underserved students of color	369	38%
BBCC	2015-16	Historically underserved students of color	257	26%
BBCC	2015-16	Not historically underserved students of color	370	37%
Comparison Colleges	2012-13	Historically underserved students of color	982	26%
Comparison Colleges	2012-13	Not historically underserved students of color	1765	31%
Comparison Colleges	2013-14	Historically underserved students of color	1138	26%
Comparison Colleges	2013-14	Not historically underserved students of color	1591	32%
Comparison Colleges	2014-15	Historically underserved students of color	1267	28%
Comparison Colleges	2014-15	Not historically underserved students of color	1483	33%
Comparison Colleges	2015-16	Historically underserved students of color	1071	28%
Comparison Colleges	2015-16	Not historically underserved students of color	1267	32%

Received need-based aid vs. Did not receive need-based aid



College	College Entry Year	Received need based aid	Total Students	% Transferred
BCC	2012-13	Did not receive need-based aid	301	41%
BCC	2012-13	Received need-based aid	244	19%
BCC	2013-14	Did not receive need-based aid	372	45%
BCC	2013-14	Received need-based aid	281	22%
BCC	2014-15	Did not receive need-based aid	384	40%
BCC	2014-15	Received need-based aid	294	29%
BCC	2015-16	Did not receive need-based aid	368	41%
BCC	2015-16	Received need-based aid	290	23%
Comparison Colleges	2012-13	Did not receive need-based aid	1483	34%
Comparison Colleges	2012-13	Received need-based aid	1371	23%
Comparison Colleges	2013-14	Did not receive need-based aid	1555	36%
Comparison Colleges	2013-14	Received need-based aid	1305	22%
Comparison Colleges	2014-15	Did not receive need-based aid	1556	36%
Comparison Colleges	2014-15	Received need-based aid	1331	23%
Comparison Colleges	2015-16	Did not receive need-based aid	1420	36%
Comparison Colleges	2015-16	Received need-based aid	1058	22%

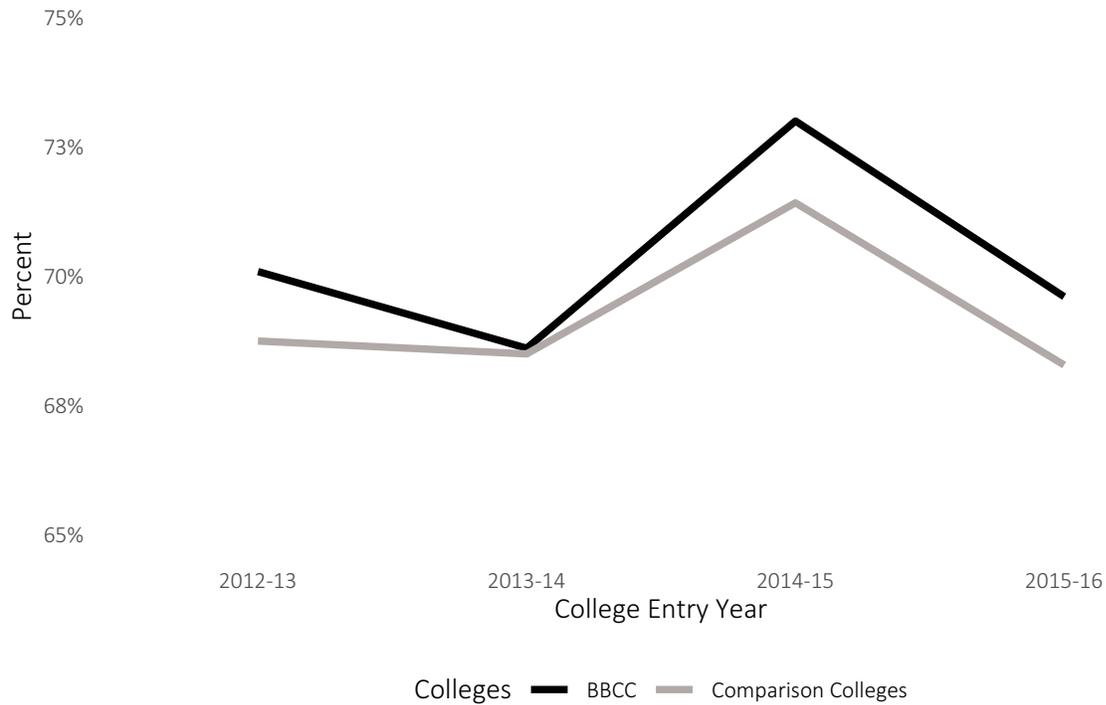
Big Bend Community College and Regional Peer Institution Comparison

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Earnings Within 4 Years of Enrollment

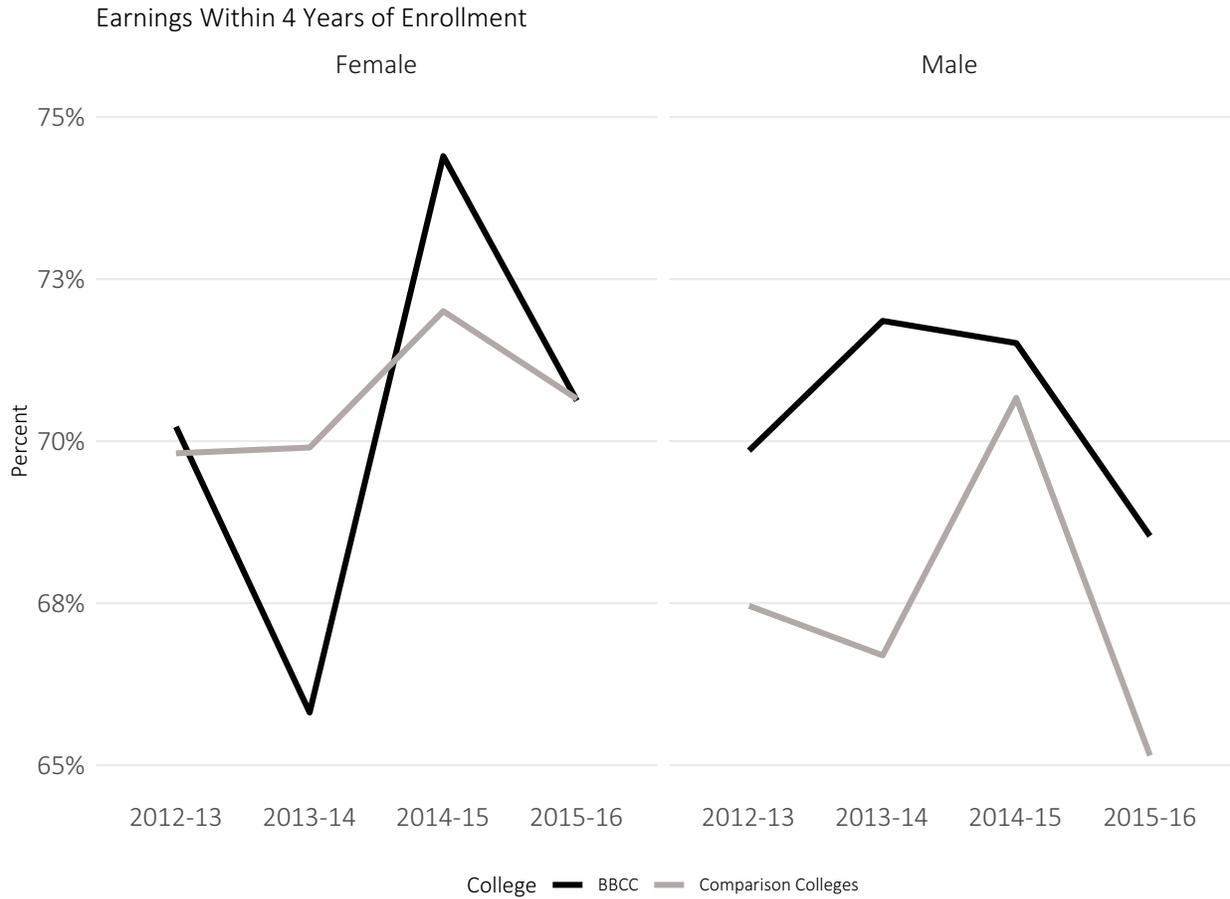
Data is only available from 2012 through 2015 since this measures earnings four years after students first enter college.

Overall



College	College Entry Year	Total Students	% with Earnings
BBCC	2012-13	545	70%
BBCC	2013-14	653	69%
BBCC	2014-15	678	73%
BBCC	2015-16	658	70%
Comparison Colleges	2012-13	2854	69%
Comparison Colleges	2013-14	2860	68%
Comparison Colleges	2014-15	2887	71%
Comparison Colleges	2015-16	2478	68%

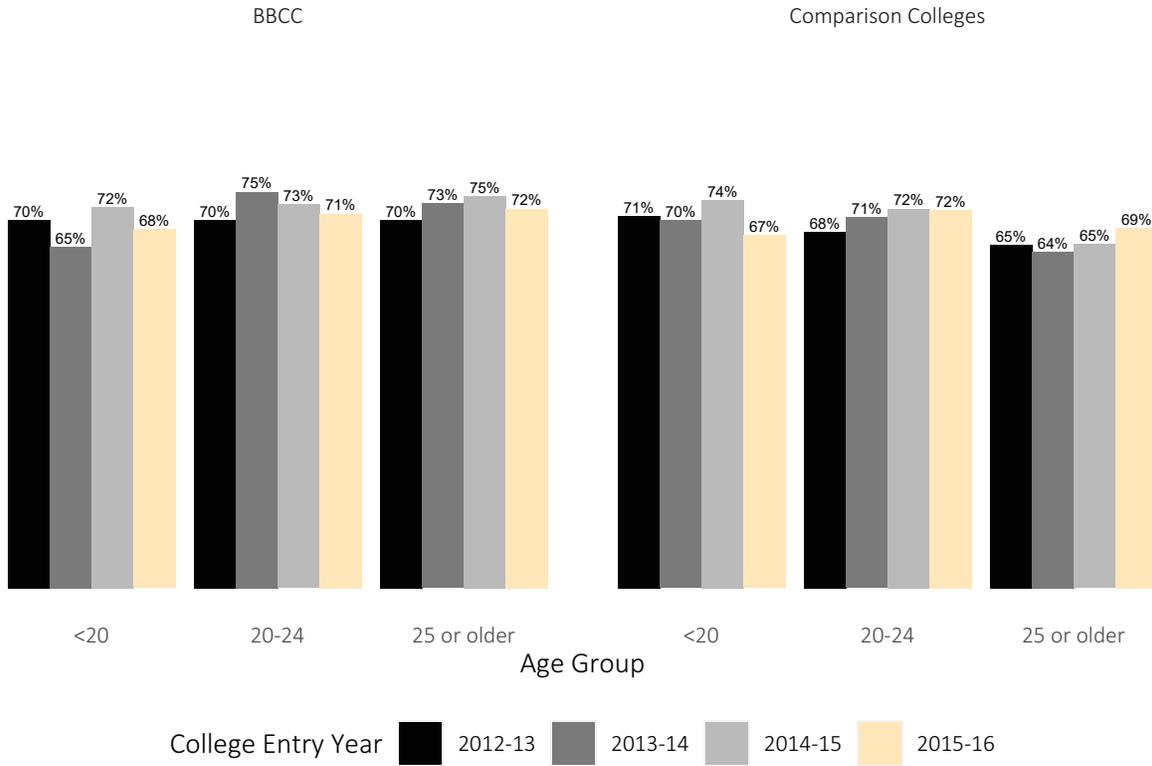
Sex



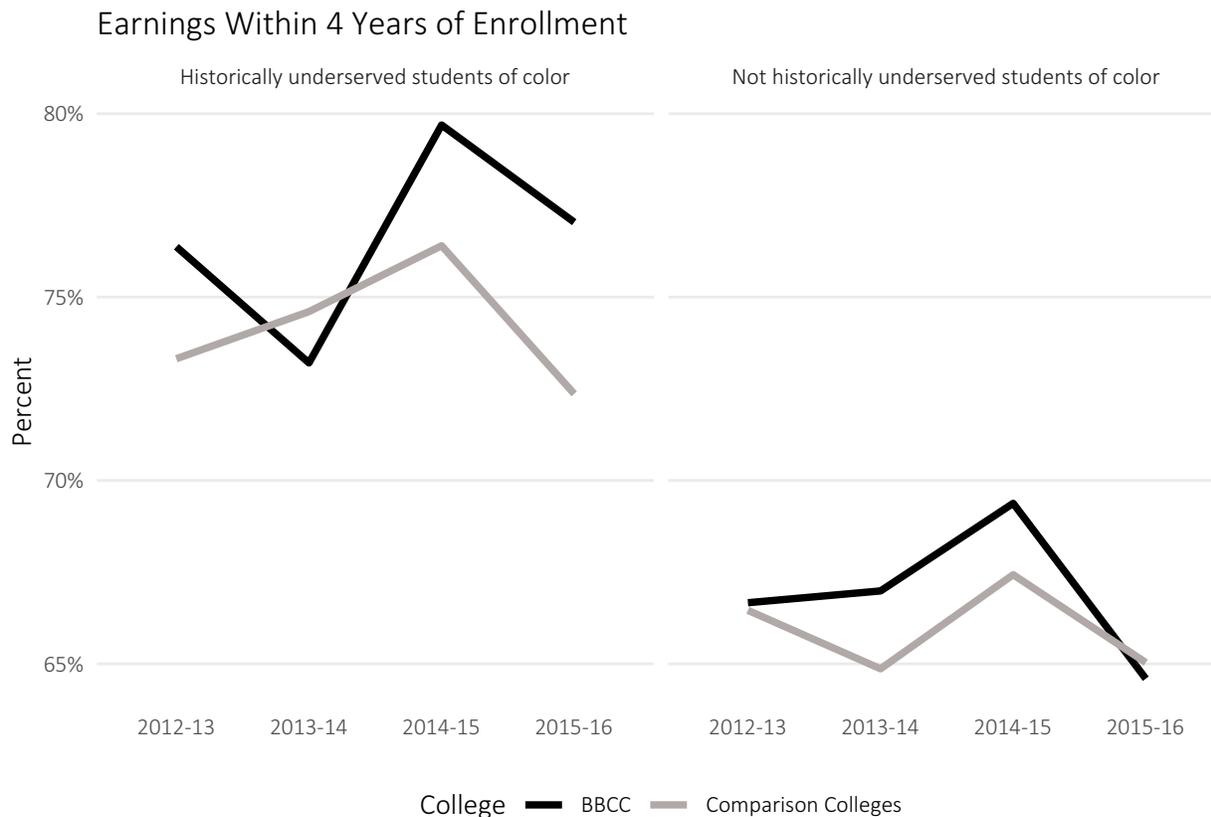
College	College Entry Year	Sex	Total Students	% with Earnings
BBCC	2012-13	Female	272	70%
BBCC	2012-13	Male	272	70%
BBCC	2013-14	Female	351	66%
BBCC	2013-14	Male	302	72%
BBCC	2014-15	Female	332	74%
BBCC	2014-15	Male	344	72%
BBCC	2015-16	Female	337	71%
BBCC	2015-16	Male	321	69%
Comparison Colleges	2012-13	Female	1590	70%
Comparison Colleges	2012-13	Male	1263	67%
Comparison Colleges	2013-14	Female	1608	70%
Comparison Colleges	2013-14	Male	1249	67%
Comparison Colleges	2014-15	Female	1611	72%
Comparison Colleges	2014-15	Male	1275	71%
Comparison Colleges	2015-16	Female	1397	71%
Comparison Colleges	2015-16	Male	1076	65%

Age

Earnings Within 4 Years of Enrollment



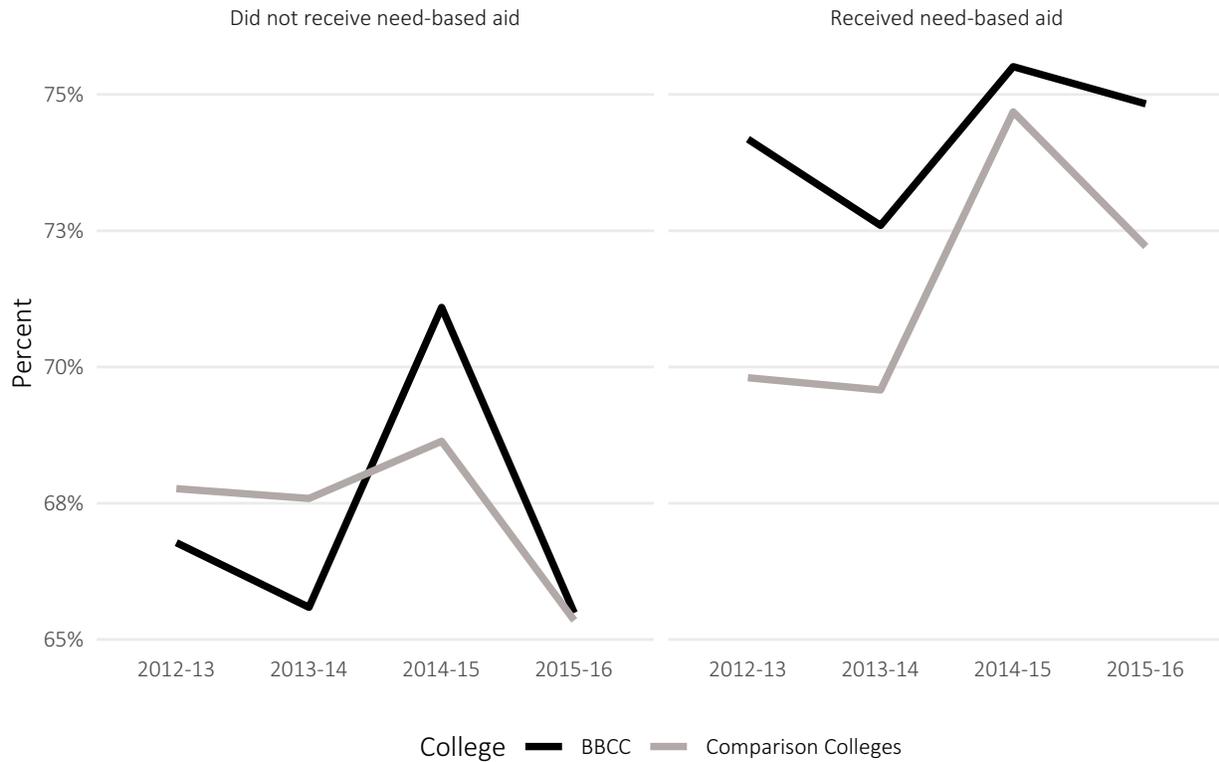
Historically Underserved vs. Not Historically Underserved Students of Color



College	College Entry Year	Historically Underserved student indicator	Total Students	% with Earnings
BBCC	2012-13	Historically underserved students of color	182	76%
BBCC	2012-13	Not historically underserved students of color	339	67%
BBCC	2013-14	Historically underserved students of color	209	73%
BBCC	2013-14	Not historically underserved students of color	415	67%
BBCC	2014-15	Historically underserved students of color	261	80%
BBCC	2014-15	Not historically underserved students of color	369	69%
BBCC	2015-16	Historically underserved students of color	257	77%
BBCC	2015-16	Not historically underserved students of color	370	65%
Comparison Colleges	2012-13	Historically underserved students of color	982	73%
Comparison Colleges	2012-13	Not historically underserved students of color	1765	66%
Comparison Colleges	2013-14	Historically underserved students of color	1138	75%
Comparison Colleges	2013-14	Not historically underserved students of color	1591	65%
Comparison Colleges	2014-15	Historically underserved students of color	1267	76%
Comparison Colleges	2014-15	Not historically underserved students of color	1483	67%
Comparison Colleges	2015-16	Historically underserved students of color	1071	72%
Comparison Colleges	2015-16	Not historically underserved students of color	1267	65%

Received Need-based Aid vs. Did Not Receive Need-based Aid

Earnings in fourth year by need-based aid awarded

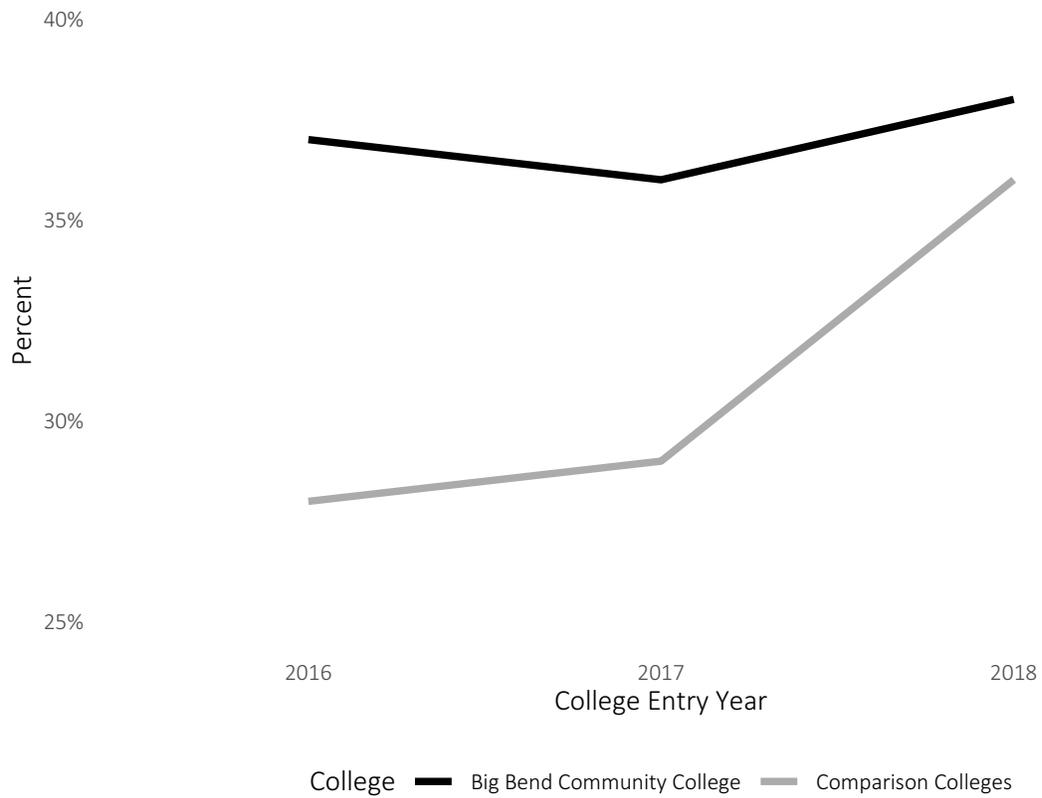


College	College Entry Year	Received need based aid	Total Students	% with Earnings
BBCC	2012-13	Did not receive need-based aid	301	67%
BBCC	2012-13	Received need-based aid	244	74%
BBCC	2013-14	Did not receive need-based aid	372	66%
BBCC	2013-14	Received need-based aid	281	73%
BBCC	2014-15	Did not receive need-based aid	384	71%
BBCC	2014-15	Received need-based aid	294	76%
BBCC	2015-16	Did not receive need-based aid	368	65%
BBCC	2015-16	Received need-based aid	290	75%
Comparison Colleges	2012-13	Did not receive need-based aid	1483	68%
Comparison Colleges	2012-13	Received need-based aid	1371	70%
Comparison Colleges	2013-14	Did not receive need-based aid	1555	68%
Comparison Colleges	2013-14	Received need-based aid	1305	70%
Comparison Colleges	2014-15	Did not receive need-based aid	1556	69%
Comparison Colleges	2014-15	Received need-based aid	1331	75%
Comparison Colleges	2015-16	Did not receive need-based aid	1420	65%
Comparison Colleges	2015-16	Received need-based aid	1058	72%

National Peer Institution Comparison

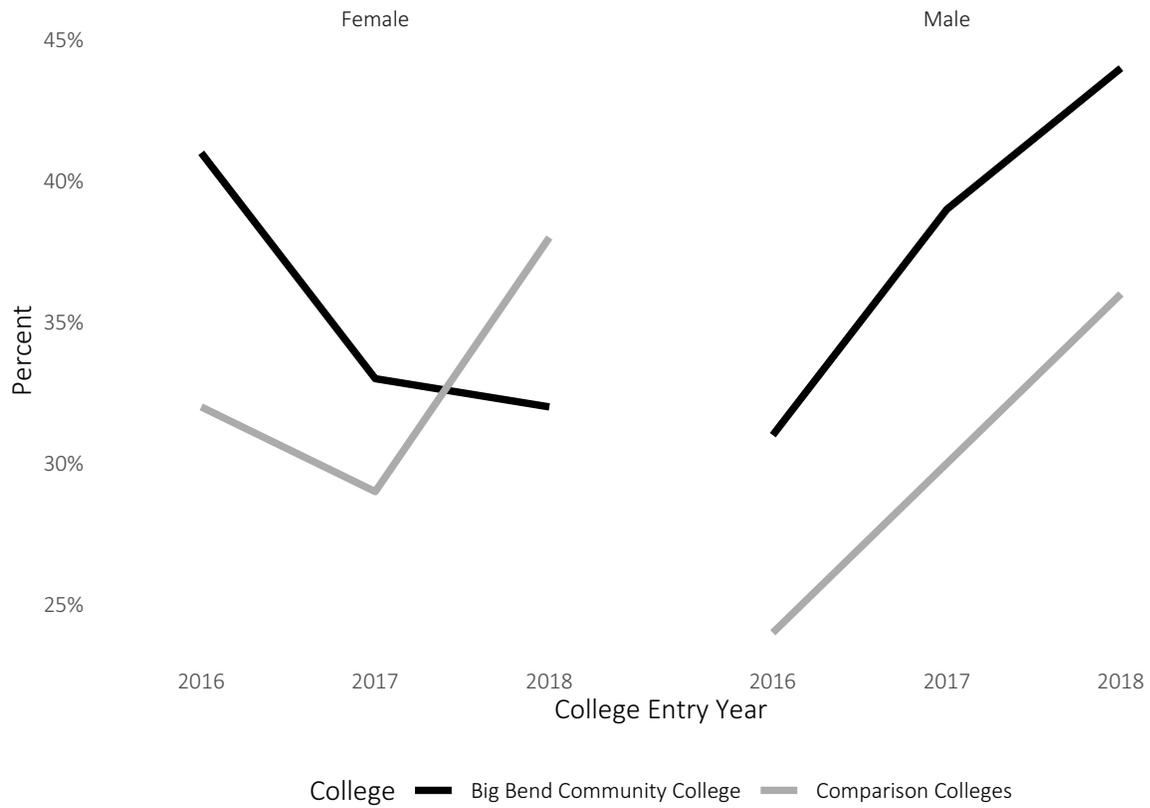
National Comparison

Overall Graduation



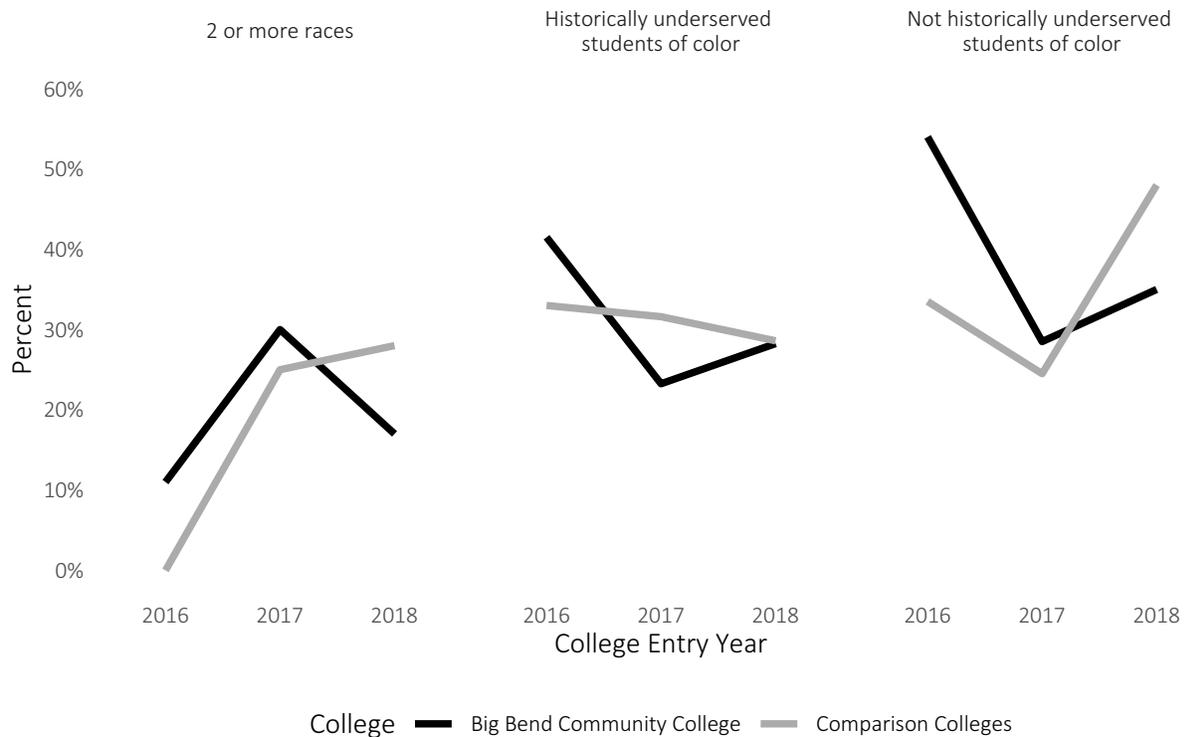
School	2016	2017	2018
Big Bend Community College	37%	36%	38%
Comparison Colleges	28%	29%	36%

Graduation Rate for Female and Male Students



School	Graduation Rate Male 2018	Graduation Rate Male 2017	Graduation Rate Male 2016	Graduation Rate Female 2018	Graduation Rate Female 2017	Graduation Rate Female 2016
Big Bend Community College	44%	39%	31%	32%	33%	41%
Comparison Colleges	36%	30%	24%	38%	29%	32%

Graduation Rate For Historically Underserved vs. Not Historically Underserved Students of Color

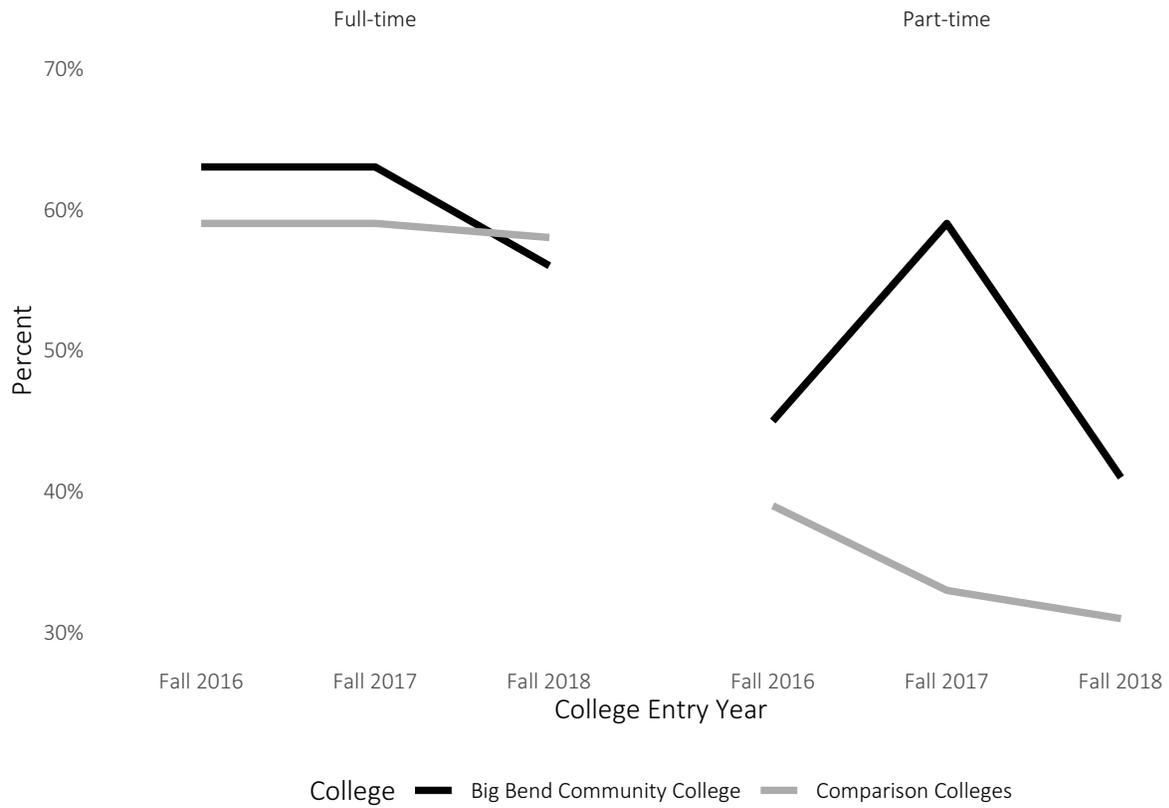


Not Historically Underserved Students of Color = Asian and/or White

Historically Underserved Students of Color = African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students

School	College Entry Year	2 or more races	Historically underserved students of color	Not historically underserved students of color
Big Bend Community College	August 2016	11%	42%	54%
Big Bend Community College	August 2017	30%	23%	28%
Big Bend Community College	August 2018	17%	28%	35%
Comparison Colleges	August 2016	0%	33%	34%
Comparison Colleges	August 2017	25%	32%	24%
Comparison Colleges	August 2018	28%	29%	48%

Full-time Retention and Part-time Retention



School	Retention Rate Full-time 2018	Retention Rate Part-time 2018	Retention Rate Full-time 2017	Retention Rate Part-time 2017	Retention Rate Full-time 2016	Retention Rate Part-time 2016
Big Bend Community College	56%	41%	63%	59%	63%	45%
Comparison Colleges	58%	31%	59%	33%	59%	39%