

Big Bend

COMMUNITY COLLEGE

Mission Fulfillment Report



June 2024

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Mission Fulfillment Summary 2024

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

During the May Shared Governance Meeting staff received the Mission Fulfillment reviewed progress being made in each of the strategic priorities. At the Shared Governance Council Retreat, actions and next steps will be cross-walked to the strategic plan.

2024-25 Next Steps

Student Success	Employer of Choice
<ul style="list-style-type: none">• Develop and begin implementing updates to advising processes• Continue with Starfish improvements• Develop and implement student equity training• Fully implement curriculum management function in Clean Catalog• Pilot equity and assessment training for faculty• Refine English placement process• Review college placement practices and make Testing Center adjustments• Identify needs for dual language supports and pilot services• Establish a Transfer & Career Center• Prepare to launch BAS in behavioral health• Develop and implement improvements in manufacturing, agriculture, automotive, and welding programs• Explore rural nursing program expansion	<ul style="list-style-type: none">• Continue to enroll supervisor cohorts in the Managing with Heart & Mind series.• Complete work on the revisions to the existing leadership competencies. These changes will inform supervisor expectations and accountability, the internal 360 feedback process and future leadership development offerings.• Improve employee participation in system-wide development such as the Cross-Institutional Faculty of Color Mentorship Program, the Faculty and Staff of Color Conference, and the Social Justice Leadership Institute.• Develop a comprehensive training plan with a focus on equity training, cultural competency, mental health, and personal development. In-house training will include basic tools/information such as leave management, discipline and performance developments, screening committee training, LGBTQIA+/Safe Space training, and supervisor best practices.• Revise the evaluation process for supervisors to incorporate 360 feedback elements.• Relaunch the Leadership Development Committee.• Review the results of the 2024 PACE Climate Survey and engage the college community in developing interventions.• Develop a decision-making framework that encompasses various levels of decisions and how those decisions are

Student Success	Employer of Choice
	<p>made. The framework must consider how change affects the campus community.</p> <ul style="list-style-type: none"> • Collaborate with CEID to launch two (2) Employee Resource Groups (ERGs) - Faculty & Staff of Color and LGBTQIA+. • Develop a structured onboarding and orientation plan for all employees based on the 4 C's model of onboarding – compliance, clarification, culture, and connection.

Forward Looking Infrastructure	Enrollment Growth and Diversification
<ul style="list-style-type: none"> • Continue to increase usage of electronic access for each of our buildings • Complete the renovation project of several classrooms in building 1600 to enlarge class capacity • Complete the landscaping upgrades project for xeriscaping reducing our consumption of water for irrigation • Upgrade and repair various physical capital facility infrastructure elements • Continue the biennium-funded project of minor repairs to various HVAC, storefronts, entry doors, etc. • Continue to improve the internet capacity and reliability on campus • Continue work towards completion of conversion from desktops to laptops and docking stations • Implement replacement schedule of library checkout laptops for students and replacement schedule for employee laptops • Continue CyberSecurity training, preventive techniques, and education for employees and students • Maintain financial practices that continue our unqualified audits 	<ul style="list-style-type: none"> • Improve CiHS and CTE Dual Credit offerings and processes • Expand college offerings and staff support in Othello & Mattawa • Improve & expand collaboration with school districts • Complete gym updates for wrestling and wrestling teams compete successfully in NJCAA • Expand healthcare outreach efforts to build a larger student pipeline into healthcare programs • Further develop BEdA to college pathway through curricular changes and student supports • TRIO EOC and HEP grants achieve grant goals • Expand partnership with NCWTech Alliance

Mission Fulfillment Workbook

Big Bend Community College began the new accreditation cycle in 2021. The strategic plan guides the work of the college over the next five years.

Vision:

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

Mission:

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

Guiding Principles:

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

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

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

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

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

Mission Fulfillment Scorecard

Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2022-23	Target
Completion	2020-2023			2020-2023	
3 year completion rate	38%	45%		49%	46%
Persistence				2022-23	
Course Success Rate	N/A	80%		79%	80%
15 college credits 1st year	76%	76%		78%	77%
45 college credit 1st year	31%	25%		29%	26%
Percent of Assigned Program Audits Completed				89%	100%
Retention	Fall 2022 start			Fall 2022 start	
Fall to Winter Retention	85%	84%		85%	86%
Fall to Fall Retention	65%	62%		65%	64%
Post-Graduate Success	Fall 2019 Start			Fall 2019 Start	
Transfer rate in 4th year - Transfer Students only	40%	42%		37%	43%
Employment rate in 4th year - WF Students only	75%	79%		73%	81%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2023	Target
Turnover Rate				2023	
FT Employee Turnover Rate		10.74%		15.03%	<12%
	Pace Nat'l Small 2-yr Col Comparison	BBCC Baseline PACE Survey	Trend	BBCC Indicator Score 2024	Target
People Development	2024	2021			
Supervisor provides timely feedback on work	3.86	3.53		3.49	3.79
Supervisor provides appropriate feedback on work	3.90	3.67		3.67	3.82
Supervisor clarifies work outcomes	3.83	3.57		3.57	3.78
The college holds everyone equally accountable for performing their job duties	N/A	2.91		2.73	3.12
Employee Experience				2024	
Employees recommend BBCC as a great place to work	N/A	3.78		3.58	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2022-23	Target
Financial Status - Unqualified opinion - 0 Findings		100%	100%	100%	100%
Budget Status - Year End Remaining Budget		7.42%		12.40%	3%-10%
Facilities - Capital Projects Completed on Time				100%	100%
ENROLLMENT GROWTH & DIVERSIFICATION		BBCC Baseline	Trend	BBCC Indicator Score 2022-23	Target
Total FTE		1995		1649	2045
State Funded FTE		1511		1247	1549
Running Start Headcount		446		478	457
Meets or Exceeds Goal - Achieving desired improvements					
Meets historical performance - less than 2.5% below baseline					
Needs significant improvements below baseline					

Mission Fulfillment Scorecard Background

Student Success

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

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

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

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

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

Post-Graduate Success

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

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

HSI Comparison Colleges

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

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

Baseline

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

Target Scores

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

Employer of Choice

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

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

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

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

Baseline

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

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

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

Target Scores

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

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

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

Forward Looking Infrastructure

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

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

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

Baseline

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

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

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

Target Scores

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

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

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

Enrollment Growth & Diversification

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

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

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

Baseline

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

Target

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

Strategic Priorities

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

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

Major Activities from the Strategic Plan

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

- Accomplishments:
 - Made multiple improvements to Starfish implementation including updating roles and access, close the loop training for Early Alert, reduced advising appointment reasons, preferred name sync with ctcLink, preferred phone number and email sync with ctcLink, updated video how to's with BBCC branding, updated message templates for flags - coming from "Your BBCC Success Network" instead of instructors/flag raiser, text option for appointment reminders and flag notifications, updated info in Success Network, added "Raise Your Hand" options for students to request info/assistance, new flag and kudo available based off faculty feedback, updated attributes based off advisor feedback, and advisor training on using the "outcomes" feature.
 - WES filled new Benefits Navigator position
 - WES added additional services including gas cards, laptops and bags, diapers and baby items, and funding for books, software, and testing fees. WES also launched a quarterly WES New Student Orientation. WES partnered with DSHS Mobile Services to provide SNATP, TANF, Childcare, and Medical services to students and with Renew to provide mental health workshops.
 - WES was recognized by the Northwest Commission on Colleges and Universities (NWCCU) with the Beacon award for the department's success in supporting student retention and completion
 - BEdA was able to fund and fill 3 Educational Planner positions
 - Developed peer mentoring videos and began a peer mentoring pilot that connects students on academic probation with a peer who helps provide tools in areas that include time management, goal setting, stress management, creating good habits and routines, and how to get involved on campus.
 - TRiO SSS Classic Grant – At the end of fall quarter, 85.4% of students were in good standing, at the end of winter quarter, 86% were in good standing. Fall to winter persistence was 81.75% and winter to spring persistence was 84.5%
 - TRiO STEM Grant – At the end of fall quarter, 78.51% of students were in good standing, at the end of winter quarter 86.75% were in good standing. Fall to winter persistence was 83.14% and winter to spring persistence was 78.31%
 - Accommodation and Accessibility Services smoothly transitioned to using AIM software, through which students can request and access accommodations. Thirty seven students with accommodations are using Glean, a notetaking software, and 70% (26/37) report that it is helpful and user-friendly.

- Writing Center smoothly transitioned to only using student tutors. Two of the six tutors are in the BAS-AM program.
- AskALibrarian had 7,119 chats and had a student rating of 3.73/4
- Conducted DEI student focus groups in Feb 2024 and began analyzing results in Shared Governance Committee
- Athletics Department launched the Viking Grill, providing inexpensive lunches Monday – Thursday
- ASB advocated for, designed, and equipped the Viking Lounge, opening it on April 2, 2024.
- Installed multilingual signage and wayfinding across campus
- BBT expanded the number of days and weeks when providing evening technology support hours
- BBCC partnered with NCWTech Alliance to provide computer literacy classes to students in Othello and Mattawa.
- Library created Technology @ Big Bend training site to help new students with basic technology issues.
- Next Steps 2024-25
 - Continue making technical and usage improvements to Starfish as well as training of advisors
 - Grow the partnership with NCWTech Alliance to begin providing used laptops to students
 - Make necessary adjustments in Financial Aid department to mitigate the impacts of federal changes in the application process
 - Implement Good Jobs Challenge grant that will provide supports for students in Computer Science
 - Develop and implement student equity training
 - Identify and implement changes in response to student focus groups. Improvement could be in areas of cultural awareness/events, social events/making connections, and/or communication about services/supports. Implement associated listening & feedback sessions with students to gauge progress.

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

- Accomplishments:
 - Advising Workgroup provided advisor training at each quarterly In-service
 - Began developing a 2nd year completion support strategy
 - Began implementation of Clean Catalog software, including significant clean-up of the college catalog.
 - WES converted a position into an academic advisor for students receiving WES services
 - Updated content of some advising maps
 - Advising Workgroup began developing a vision, mission, goals, and assessment plan for advising.

- Next Steps 2024-25

- Work with faculty and staff to develop and begin implementing updates and improvements to advising process
- Refine and potentially pilot the 2nd year experience
- Establish a Transfer & Career Center
- Expand CSS course offerings
- Restore Career Services
- Fully implement curriculum management function in Clean Catalog

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

- Accomplishments:

- Launched Online and Hybrid Instruction trainings
- One instructor completed ESCALA training
- Held equity focused sessions in Winter and Spring In-services - Honoring Our Role as an HSI: Strategies for working with ELA students in Winter and Panel Discussion About Equitable Instructional Strategies in Spring
- Instructional Improvement Workgroup offered 3 trainings at fall in-service and had 23 faculty participants
- Provided training on course success dashboard. Data from the dashboard was used in some assessment reports and program audits.
 - Example from English: In doing my assessment, I noticed that the average student success rates for white students at the college, in the last five years, is around 81.4%, whereas it was around 79.6% for the previous five years. Average student success rates for non-white students, in the last five years, is around 77.2%, whereas, for the previous five years, it was around 76%. The increase in average student success rates for white students is around 1.8%, and for non-white students is around 1.2%.
- Instructional designer working with faculty to establish common Canvas course design in BEdA and manufacturing programs
- Implemented a refined assessment process that includes providing assessment report feedback, program audit presentations in Instructional Council, and tracking of assessment plans.
- Completed Postsecondary Data Partnership (PDP) dashboard development

- Next Steps 2024-25

- Complete common Canvas course design BEdA & manufacturing programs. Explore application in other programs.
- Develop sustainable equity training model for faculty to replace ESCALA training
- Continue Online and Hybrid Instruction training
- Train faculty on PDP to support assessment and program audit completion

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

- Accomplishments:
 - The math department redesigned pre-college math curriculum to be more pathways focused. In this process, the number of courses for many students was reduced by one, decreasing the number of courses a student may need to complete their college level math. The department also piloted the updated curriculum.
 - The majority of students in the accelerated English (around 75%) accomplish ENGL& 101 and continue to do well in their classes. Those who do not tend to be those who either do none of the course work, or those with specific learning barriers that necessitate more time to learn (taking both ENGL 099 and then ENGL & 101). Online students seem to be as successful as on-campus students—but that requires close involvement via required conferences, for example. Labor-based grading practices have helped make sure that all students are assessed objectively rather than subjectively, and students appreciate being involved in that assessment process. They feel heard and valued, and this is essential in helping them develop strong self-esteem as well as learn how to be independent, self-directed learners.
 - Dawnne Ernette, Developmental English Instructor, named the Washington Education Association Community and Technical College Educator of the Year
 - Developed math placement for Vanguard HS students
 - BEdA developed English and math placement procedures in partnership with the Developmental English and Math Departments
- Next Steps 2024-25
 - Develop more videos to support the updated developmental math courses
 - Refine English placement process
 - Review college placement policies

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

- Accomplishments:
 - Experimentation, training, and expansion of the use of ThingLink
 - Created two diversity courses – HIST&219 Native American History and ENGL 223 Banned Books in Literature: A Cultural Approach
 - Piloted a new Student Course Survey that may replace Student Course Evaluations
 - eLearning held 3 Open Canvas Lab days to support students and faculty, closed 97 Canvas support tickets, and responded to 189 course merge requests.
 - STEM Center piloted using bilingual (English/Spanish) tutors
 - STEM Center introduced tutors directly within classes, established a bulletin board for campus clubs. STEM Center usage increased 257% from the prior year!
 - Program audits completed in Bachelors Applied Science -Applied Management, Business Information Management, Criminal Justice, History/Political Science, Nursing,

Psychology, and Sociology/Anthropology. The program audit in welding was not completed. Program audits are underway in Agriculture, Aviation Maintenance Technology, Computer Science, ECE, English and Developmental English, Humanities, and Welding.

- Program audits were key sources of information that resulted in a very successful Mid-Cycle visit from NWCCU.
- Tyler Wallace, Math Instructor received the 2024 Washington State Association of College Trustee Faculty Award.
- Improvements to LIB 101 supported an increase of course success rates from 65% to 79%
- Early Childhood Education Program
 - Moved online course offerings and/or all face to face classes in the evenings to accommodate our working students, increased focus on content rather than delivery of perfect APA formatted papers (especially in classes with no ENG 101 pre-req)
 - Began using diverse assignment formats to reduce burden of essay writing in English for our non-native English speakers and pre- Eng 101 students (videos, YellowDig posts, slide shows, infographics, etc.)
 - Added case studies and “real-life” scenarios and experiences for students.
- Next Steps 2024-25:
 - Determine next steps for Student Survey tool
 - Conduct program audits in Aviation Commercial Pilot, Accounting/Business, Biology, Chemistry, CDL, Economics, Mathematics, and Physics
 - Continue making course and program improvements based on assessment and program audit data
 - Continue pilot of dual language tutoring in STEM Center.
 - Identify areas of need for dual language supports and potential implementation strategies such as learning communities.

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

- Accomplishments:
 - Researched elements of a proposed CPL policy and procedure
 - Expanded and systematized CPL practices in BEdA
- Next Steps 2024-25:
 - Finalize and CPL implement policy and procedure for college level courses

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

- Accomplishments:
 - Secured final NWCCU approval for the BAS-AM degree.

- Spring 2023 graduated first cohort of students with a 77% (23/30) completion rate
- Fall-to-fall retention of 2nd cohort was 87% (26/30).
- In Fall 2023 launched two classes of students with 55 students in the program's 3rd cohort.
- The percentage of Hispanic students in cohort 3 is 52%, a 180% increase from the prior year.
- Piloted Career Readiness Success Coaching, mock interviews, and a capstone course
- Strong collaboration with the library in MGMT 460 Capstone course.
- Implemented BAS-AM Instructor's Guide to streamline and systematize program offerings and services.
- Updated BAS-AM Handbook to include steps for earning credit for prior learning.
- Added a diversity requirement to the BAS-AM program.
- Implemented Excel supplemental instruction.
- Piloted quarterly assigned student groups in program core courses.
- Next Steps 2024-25:
 - Finalize post-grant sustainability plans for the BAS-AM including implementation of a program fee on all upper division program courses

Increase transfer rates while reducing equity gaps

- Accomplishments:
 - Continued collaboration with the Community College Research Initiatives (CCRI), including a round of focus groups addressing advising and transfer for STEM students.
 - Developing 2nd year completion model with a transfer element
 - Hosted transfer recruiters on campus
 - STEM Center collaborated with EWU and CWU for a soldering workshop and rocket building event.
 - Two teams working on the STEM grants (one with CWU and one with EWU) have been working on increasing transfer to those institutions for STEM programs.
 - TRiO SSS held a 2-day transfer event on September 6-8 which contained conference-like workshop sessions for students on transferring. Hosted nine colleges/universities for a transfer fair (WSU Pullman & Tri-Cities, EWU, UW, CWU, WWU, Whitman College, Gonzaga, and GCU, BBCC BAS-AM). We had 23 TRiO students and a couple of Gear Up students in attendance.
- Next Steps 2024-25:
 - Continue collaborating with EWU and CWU
 - Refine and potentially pilot the 2nd year experience
 - Establish a Transfer & Career Center

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

- Accomplishments:

- Retired industrial electrical and uncrewed systems programs
- Finalized subcontract with Sila and working with Sila and Group 14 on manufacturing program curriculum
- Began partnership with Wenatchee Valley College (WVC) to jointly launch a BAS in Behavioral Health. Thriving Together, a community-based organization, secured a Career Connected Washington grant to support BBCC and WVC in developing the BAS in Behavioral Health.
- Began researching Electric Vehicle (EV) curriculum to make updates in Auto program
- Made updates in Medical Assisting, BIM, Computer Science, Manufacturing programs
- Agriculture program and Manufacturing programs partnered to create a mini farm bot
- Agriculture program increased active-learning through multiple new assignment-based labs in AG courses by incorporating a plant growth lab, grow light banks, and sensor technologies (AGR 110 (Water Management), AGR 265 (Crop Production), and AGR 251 (Pest Management). Added more industry on-site visits/tours for Crop Production (AGR 265), Water (AGR 110) and Pest Management (AGR 251) to improve industry networking and “real-world” experiences. Added more computer-based learning labs for the Precision AG course (AGR 120). Actively searched and applied for funding of Greenhouse Learning Center to improve student success and engagement.
- Early Childhood Education Program updated articulation with EWU to include better science options for ECE transfer students, updated several existing courses to include new research about childhood trauma and brain development as well as improved instructional strategies and formatting, added two new courses: HUM220 Diversity in Education (as an additional option for students to complete their HUM requirement and diversity req.) and ECED 122 Science and Math for young children, and worked with Assoc Faculty to update content and instruction.
- Next Steps 2024-25:
 - Prepare to launch BAS in behavioral health in fall 2025
 - Implement manufacturing partnership with Sila
 - Secure funding for a greenhouse to be used by the agriculture program
 - Explore rural nursing program opportunities
 - Develop EV curriculum in automotive program
 - Explore opportunities to relaunch ag mechanics program

Student Success Lessons Learned

- Intrusive advising and case management has a noticeable impact on student retention, persistence, and completion. The addition of staff who can do this work would have a significant impact on student outcomes while also improving workload for multiple employees.
- Tech literacy and technology support are critical to student success, especially in BEdA.
- There is a need to teach navigation and college success strategies. Mandatory CSS 100 enrollment for new students could meet that need.
- Program audits are an effective program improvement tool, provide great support for accreditation efforts, and the presentations in Instructional Council are very informative.

- The BAS-AM was more successful than anticipated in regards to enrollment, retention, and completion.
- Student survey and focus group feedback has been consistent over the past few years requesting improvements around cultural awareness/events, social events/making connections, and communication about services/supports
- College faculty and staff are doing wonderful work as they seek to understand student needs and make improvements to address those needs. The very positive NWCCU Mid-Cycle visit is evidence of the great work.

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

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

Major Activities from the Strategic Plan

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

- Accomplishments:
 - Renewed our connection with Nash Leadership Consulting by enrolling a small cohort of supervisors in the Managing with Heart & Mind series.
 - Renewed our connection with Cultures Connecting by enrolling college leaders in the Hiring a Diverse Workforce and Leading Diversity, Equity, & Inclusion Efforts workshops.
 - 91.83% of full-time faculty and staff completed the Microaggressions online training module. 91.79% of full-time faculty and staff completed the Accommodating Abilities online training module.
 - Twelve (12) employees completed Search Advocate Training and two (2) employees recertified their Search Advocate training. The college has sixteen (16) trained Search Advocates available to serve on screening committees.
 - Three (3) employees participated in the 2023 Washington State DEI Conference.
 - 2023 Completion rates for classified staff performance evaluations improved by 25.85% over the 2022 completion rates.
- Next Steps 2024-25
 - Continue to enroll supervisor cohorts in the Managing with Heart & Mind series.
 - Complete work on the revisions to the existing leadership competencies. These changes will inform supervisor expectations and accountability, the internal 360 feedback process and future leadership development offerings.
 - Develop a tool to gather information on professional development completed outside the institution.
 - Improve employee participation in system-wide development such as the Cross-Institutional Faculty of Color Mentorship Program, the Faculty and Staff of Color Conference, and the Social Justice Leadership Institute.
 - Develop a comprehensive training plan with a focus on equity training, cultural competency, mental health, and personal development. In-house training will include basic tools/information such as leave management, discipline and performance developments, screening committee training, LGBTQIA+/Safe Space training, and supervisor best practices.
 - Revise the evaluation process for supervisors to incorporate 360 feedback elements.
 - Relaunch the Leadership Development Committee.
 - Transition to a new online training platform as Get Inclusive was purchased by Vector Solutions.

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

- Accomplishments:
 - Hired a Director of Recruitment, Retention & Equity.
 - The Committee for Equity, Inclusion & Diversity (CEID) completed work on a Common Language Glossary. The glossary includes intentional, thoughtfully researched terminology to help minimize misunderstanding and misrepresentation. The glossary is on the college's website.
 - The Human Resource Office implemented changes in the recruitment process to reduce implicit bias to include the redaction of Personally Identifiable Information (PII) from applications, cover letters, resumes, and transcripts and automatic scoring of minimum qualifications in NEOGOV.
 - Realized a reduction in the college's turnover rate from 2021 (19.262%) to 2023 (15.025%). The 2024 year-to-date turnover rate is 4.455%.
 - The college partnered with the Belk Center for Community College Leadership and Research to conduct the PACE Climate Survey.
 - Fully deployed the onboarding portal for new employees, including student workers. Current employees also have access to the onboarding portal and information. 275 new employees, including students, have been onboarded since 7/1/23.
 - Launched an off-boarding portal to provide guidance to employees transitioning out of the college.
- Next Steps 2024-25
 - Review the results of the 2024 PACE Climate Survey and engage the college community in developing interventions.
 - Develop a decision-making framework that encompasses various levels of decisions and how those decisions are made. The framework must consider how change affects the campus community.
 - Collaborate with CEID to launch two (2) Employee Resource Groups (ERGs) - Faculty & Staff of Color and LGBTQIA+.

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

- Accomplishments:
 - Current admin/exempt and classified position descriptions are available on the BBCC Portal
 - The HR Office completed a salary review for admin/positions exempt from Civil Service. The review included a comparison with a benchmark group of nine colleges in the CTC system. An internal salary comparison based on gender was also completed.
 - Extended bilingual premiums to cover employees fluent in Ukrainian and/or Russian as well as bilingual, English/Spanish Tutors in the STEM Center.

- The 2023 time-to-fill rate for full-time positions was 61 days. This is a 29.89% decrease from the 2022 time-to-fill rate of 87 days.
- Next Steps 2024-25
 - Develop DEI Competencies for all employees (staff, faculty, supervisors, and executive leadership).
 - Develop a structured onboarding and orientation plan for all employees based on the 4 C's model of onboarding – compliance, clarification, culture, and connection.
 - Develop detailed onboarding plans for supervisors to follow with their new employees.
 - As positions become vacant, review department structures with hiring managers and the Appointing Authority to determine if the current structure is meeting the needs of the college; if roles can be combined; and determine if roles are in-person, fully remote, or hybrid.

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

- Accomplishments:
 - Around the Bend (AtB) continues to be the primary vehicle for communication to the campus community.
- Next Steps 2024-25
 - Utilize employee feedback from the PACE Survey, exit interviews, and new employee surveys to develop additional methods for communicating with the campus community.

Employee Experience Lessons Learned

- While the college realized a reduction in the turnover rate from 2022 to 2023, the turnover rate continues to be higher than our goal of 12%. High turnover continues to take a toll on employees through increased workloads, a loss of institutional knowledge, and additional time spent training new employees.
- Turnover patterns have shifted in the past few years. Prior to 2018, retirement was listed as the primary reason for leaving the college. Since that time, the most common reasons for leaving BBCC include compensation, relocation, career change, remote work, management, decision-making, inclusion, and workload.
- While the focus has been on recruitment and hiring, the college needs to transition to a focus on retention. Utilizing employee feedback from the 2021 and 2024 PACE survey along with exit interview data, new employee feedback, and conducting listening and feedback sessions with employees will help determine retention priorities and implementation timelines for the next cycle.

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

Major Activities from the Strategic Plan

Implement ctcLink Project

- Accomplishments:
 - ctcLink users continue to attend training and Q&A sessions in their respective pillars to share knowledge
 - We are learning new refinements as a statewide System and adjusting our processes to accommodate new methods
 - We can work in our pillars and get information in and out successfully, building on our skillsets
- Next Steps 2024-25
 - continue training and sharing expertise within the Community and Technical College (CTC) system, building on our own expertise

Capital Projects/Facility Upgrades

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

- Accomplishments:
 - Completed electronic access controls on at least one exterior door on all our buildings—with all six north/south exterior doors on each of the Residence Hall buildings becoming electronic access controlled.
 - Completed Fire Panel and Boiler replacements.
 - Completed the 1400 remodel to create additional offices for meeting with students.
 - Completed various HVAC, storefront, switchgear and transformer, and other miscellaneous capital projects
 - Began work to upgrade and repair various capital facility infrastructure elements
 - In permitting stage at Grant County for renovating classrooms in building 1600 to enlarge classroom capacity and create xeriscaping across the central quad area and surrounding 1600.
- Next Steps 2024-25
 - Continue to advocate for more major capital projects to be funded each biennium—with the potential for our Health Sciences & Performing Arts Major Capital Project to begin sooner than a decade or more from now.

- Continue working towards the Clean Buildings Act standards from the state legislature as Department of Commerce refines the guidelines.
- Complete the 1600 classroom remodeling and the xeriscape landscaping project.

Technology Upgrades:

- Accomplishments:
 - Increased internet capacity (bandwidth) coming into campus from 1gig to 3gig for everything except for the Residence Halls.
 - Completed the conversion from desktops to laptops and docking stations for employees across campus
 - Testing the viability of replacing both library checkout laptops and employee laptops on an annual 25% cycle (4-year replacement cycle)
- Next Steps 2024-25
 - Continue work with expanding and improving WIFI for the Res Halls as vendors can accommodate
 - Continue Cybersecurity training, preventive techniques, and educating employees and students in continuing to exercise caution before clicking on links and attachments from unknown parties.

Annual Budget Process

- Accomplishments:
 - Finished the year within our budget without having to use reserves due to an increase in enrollments and a decrease in expenditures.
- Next Steps 2024-25
 - Continue to monitor budgeted revenues and expenditures closely. Look for ways to maximize value in the proviso and earmark state funding.

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

- Accomplishments:
 - Successful completion of the Financial Statement Audit for FY2022-23 with an unqualified opinion.
 - Each year since formal Financial Statements have been produced, the audit has resulted in an unqualified opinion (clean audits) that the college is fairly representing in all material respects, its annual financial status.
- Next Steps 2024-25
 - Begin preparations for the FY2023-24 Financial Statements due to SAO for audit by end of November/first of December 2024 timeframe.

- Continue financial practices that maintain unqualified financial audits.

Forward Looking Infrastructure Lessons Learned

- Be nimble with capital repair/replacement projects.
- Expanded Wi-Fi capabilities and stronger bandwidth for our online and hybrid instructional offerings is necessary, and we continue to look for ways to provide students and staff with technology that meets.

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

Major Activities from the Strategic Plan

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

- Accomplishments:
 - Made revisions and updates to online New Student Orientation
 - WES advisor began participating in and supporting New Student Enrollment sessions
 - Admissions/Registration collaborated with Advising to develop and implement a strategic communication plan to provide weekly informative and engaging text messaging about BBCC services and processes to new incoming students via email and/or text message from the time they sign-up for a New Student Enrollment session until after they attend that session. The campaign connects with students early and keep them engaged with BBCC. The effort is expanding to include returning students after enrolling in classes and continuing students. How's it going? There have been over 3,268 contacts with an amazing 48.7% engagement rate and only a 1.3% opt out rate.
 - Simplified Admissions messaging: Through fall 2023, Admissions/Registration would email newly admitted students a letter with *five* (plus one optional) getting started steps, including 1) activating their ctclink account (which is required for any student enrollment activity). After receiving many customer help calls/emails from students who were unable to complete some of their getting started steps, we noticed that many students had not set-up their account yet. Starting in winter 2024, we adapted our new student email/letter to have only *two* steps: 1) set-up their account, then 2) retrieve the rest of their getting started steps directly from within their ctclink account Message Center. This simplifies the process for newly admitted students and ensures that they actually do set-up their ctclink account and become familiar with navigating the system before enrolling in classes.
 - Financial Aid department has sent out messaging to students regarding FAFAS completion
 - Launched the We Are Vikings (WAV) event for new students in Fall 2023. The WAV event is an engaging, fun, educational event that will empower all students and has the aim to foster a welcoming, inclusive environment that promotes connection and a positive transition into their academic journey.
- Next Steps 2024-25:
 - Refine and improve messaging to strategies for new and continuing students
 - Implement WAV event with adjustments based on what was learned last year

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

- Accomplishments:
 - Continued serving cohort of students in Mattawa
 - Expanded College in the High School (CiHS) offerings to Mattawa and Othello. Worked with Quincy for implementation next year.
 - BEdA expanded instruction into Royal and Warden
 - Hired Southern Site Manager position to provide support and leadership for instruction in Othello and Mattawa
 - Rented offices for college staff in Mattawa & Othello
 - Established a full-time staff person in Othello as well as Mattawa
 - Started a “Limitless” grant partnership with Quincy school district to focus on improving transition of Quincy high school graduates into BBCC
- Next Steps 2024-25:
 - Launch CiHS classes and improved CTE Dual Credit classes with Quincy High School
 - Improve CiHS and CTE Dual Credit offerings and process with Othello High School
 - Teach an ECE Spanish cohort in Othello & Mattawa
 - Offer CDL classes in Mattawa and/or Othello
 - Further establish roles of Southern site manager, full-time staff, and lead instructors in Mattawa and Othello
 - Complete DTA cohort in Mattawa
 - Improve collaboration with Quincy School District through the “Limitless” grant and dual enrollment partnership

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

- Accomplishments:
 - Joined the National Junior College Athletic Association (NJCAA) for men’s and women’s wrestling starting in the 2024-25 season. Successfully appealed a lifting of the post-season competition ban for both sports.
 - Hired new head coaches for volleyball, men’s wrestling, women’s wrestling, men’s basketball, and softball teams
 - Made updates in the gym to support athletic teams in the facility, with a focus on wrestling
 - Implemented live streaming for baseball & softball
 - Developing a BAS in behavioral health
 - Updating manufacturing program
 - Used ARPA funding to complete minor remodel to nursing lab, make some updates with SIM equipment, and begin healthcare outreach activities
 - Partnered with Central Washington Area Health Education Center (CWAHEC) to host a scrubs camp promoting healthcare programs
 - Began developing nursing program marketing materials

- Next Steps 2024-25:
 - Build BAS in behavioral health
 - Implement updated manufacturing programming
 - Complete gym updates
 - Recruit full rosters of men's and women's wrestling teams and compete in NJCAA for first season
 - Recruit full rosters in all sports teams
 - Expand healthcare outreach efforts to build a larger student pipeline into nursing and medical assisting

Expand total enrollment by strengthening pipelines into college

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

- Develop an educational plan that includes dual enrollment credits and maps a path to completion at BBCC, and
 - Help students navigate the BBCC intake process and connect to resources.
- Next Steps 2024-25:
 - Expand presence of Outreach staff in smaller communities, especially Coulee Dam
 - Improve and implement dual enrollment policies and practices for both CiHS and CTE Dual Credit so they operate smoothly and in a sustainable fashion
 - Further develop BEdA to college transition with a focus on workforce programs, college advising & support model, and establishing a BEdA transcript
 - Recruit more international students

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

- Accomplishments:
 - Title V HEART, HEP, TRiO EOC, ARPA, Title V E3, and Limitless grants supported outreach efforts
 - Implemented new Open Doors contract with Quincy and Soap Lake school districts
 - HEP grant recruited a full cohort of students
 - BEdA held ELA classes in partnership with Genie and are exploring partnerships with other employers.
 - TRiO UB had 44 student participants in the Summer Academy 2023 and 18 students completed the Academy with a 4.0. One TRiO UB student was selected as a national Dell Scholar for a \$20,000 scholarship, one of 500 nationwide! 53% (30/57) junior and senior TRiO UB students enrolled as BBCC Running Start students.
 - Established an HSI seal and implemented bilingual marketing materials
 - Manufacturing program started a Mechatronics Club
 - The BBCC AG program met with 14 high school AG programs in our service district to help increase enrollment and provide collaborative opportunities, helped facilitate the Future Farmers of America (FFA) event hosted by BBCC, worked with the Mechatronics Club and manufacturing program to build an active-learning “mini-farmbot” to engage and draw in potential program candidates at outreach events.
 - Faculty in multiple departments and programs participated in outreach and recruitment events both on and off campus
 - Began legislative advocacy to support dual enrollment
- Next Steps 2024-25
 - Work with SBCTC to develop a dual enrollment legislative package and advocate for it with state legislators
 - HEP grant meet all of its grant objectives
 - TRiO EOC grant meet all of its grant objectives
 - Expand program-specific marketing

Enrollment Growth & Diversification Lessons Learned

- The college needs more robust staffing and program policies and procedures to expand dual enrollment offerings. CiHS did not have the procedural infrastructure needed for large, rapid expansion.
- Building and sustaining relationships is essential when working with partners and within the organization
- BEdA to college transition efforts show promise. Next steps need to focus on building policies and procedures more than program growth.
- Joining the NJCAA and making facility improvements had a large positive impact on the recruitment of wrestlers.
- Communication strategy with new students shows great promise.

































Appendix A - Student Success Disaggregations

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

		BBCC Baseline	BBCC Data					Trend
<u>Persistence</u>			2018-19	2019-20	2020-21	2021-22	2022-23	
ALL	Course Success Rates	80%	80%	80%	77%	78%	79%	
AW	Course Success Rates	82%	82%	84%	79%	80%	81%	
HUG	Course Success Rates	77%	77%	76%	75%	76%	77%	
NR	Course Success Rates	81%	81%	78%	77%	76%	82%	
ALL	15 Credits 1st Year	76%	75%	77%	77%	74%	78%	
A/W	15 Credits 1st Year	79%	77%	81%	81%	77%	83%	
HUG	15 Credits 1st Year	71%	73%	73%	75%	70%	74%	
N/R	15 Credits 1st Year	63%	80%	67%	63%	88%	-	
ALL	45 Credits 1st Year	25%	24%	26%	28%	29%	29%	
AW	45 Credits 1st Year	31%	30%	32%	29%	30%	34%	
HUG	45 Credits 1st Year	19%	19%	21%	28%	27%	24%	
N/R	45 Credits 1st Year	21%	18%	17%	25%	39%	-	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	84%	87%	85%	83%	85%	
AW	Fall to Winter Retention	87%	83%	88%	85%	85%	86%	
HUG	Fall to Winter Retention	85%	84%	87%	86%	81%	83%	
NR	Fall to Winter Retention	77%	91%	67%	75%	88%	N/A	
ALL	Fall to Fall Retention	63%	63%	64%	65%	63%	65%	
AW	Fall to Fall Retention	66%	62%	68%	66%	65%	64%	
HUG	Fall to Fall Retention	62%	64%	60%	67%	61%	65%	
NR	Fall to Fall Retention	56%	65%	50%	50%	50%	N/A	
<u>Completion</u>			2016-2019	2017-2020	2018-2021	2019-2022	2020-2023	
ALL	3 Year Completion Rate	45%	42%	47%	45%	45%	49%	
AW	3 Year Completion Rate	46%	42%	50%	47%	47%	48%	
HUG	3 Year Completion Rate	43%	43%	42%	42%	44%	51%	
NR	3 Year Completion Rate	45%	28%	56%	45%	33%	38%	
<u>Post-Grad Success</u>			<u>2015 start</u>	<u>2016 start</u>	<u>2017 start</u>	<u>2018 start</u>	<u>2019 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	45%	41%	43%	44%	37%	
AW	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	51%	46%	50%	47%	43%	
HUG	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	35%	36%	36%	32%	40%	33%	
NR	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	-	38%	-	55%	N/A	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	79%	73%	79%	74%	
AW	Emp Rate in 4th year - WF Stu only	76%	77%	73%	64%	72%	63%	
HUG	Emp Rate in 4th year - WF Stu only	82%	80%	83%	85%	86%	86%	
N/R	Emp Rate in 4th year - WF Stu only	-	-	-	70%	-	-	

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

Big Bend Community College - Student Success
Breakdown by Age Groups

		BBCC Baseline	BBCC Data					Trend
<u>Persistence</u>			2018-19	2019-20	2020-21	2021-22	2022-23	
ALL	Course Success Rates	80%	80%	80%	77%	78%	79%	
<20	Course Success Rates	80%	80%	80%	77%	79%	79%	
20-24	Course Success Rates	77%	78%	77%	76%	77%	77%	
>24	Course Success Rates	83%	83%	84%	80%	80%	79%	
ALL	15 Credits 1st Year	76%	75%	77%	77%	74%	78%	
<20	15 Credits 1st Year	80%	78%	82%	78%	76%	81%	
20-24	15 Credits 1st Year	56%	63%	57%	76%	57%	60%	
>24	15 Credits 1st Year	54%	55%	57%	61%	61%	71%	
ALL	45 Credits 1st Year	25%	24%	26%	28%	29%	29%	
<20	45 Credits 1st Year	28%	24%	30%	30%	30%	31%	
20-24	45 Credits 1st Year	13%	19%	10%	24%	28%	27%	
>24	45 Credits 1st Year	16%	22%	15%	13%	18%	12%	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	84%	87%	85%	83%	85%	
<20	Fall to Winter Retention	90%	87%	91%	87%	85%	86%	
20-24	Fall to Winter Retention	72%	73%	76%	80%	74%	74%	
>24	Fall to Winter Retention	65%	66%	70%	61%	77%	87%	
ALL	Fall to Fall Retention	63%	63%	64%	65%	63%	65%	
<20	Fall to Fall Retention	68%	67%	68%	67%	67%	65%	
20-24	Fall to Fall Retention	49%	48%	48%	58%	43%	54%	
>24	Fall to Fall Retention	41%	45%	39%	48%	49%	70%	
<u>Completion</u>			2016-2019	2017-2020	2018-2021	2019-2022	2020-2023	
ALL	3 Year Completion Rate	45%	42%	47%	45%	45%	49%	
<20	3 Year Completion Rate	47%	43%	49%	45%	46%	50%	
20-24	3 Year Completion Rate	34%	28%	36%	38%	21%	33%	
>24	3 Year Completion Rate	38%	47%	35%	52%	61%	45%	
<u>Post-Grad Success</u>			2015 start	2016 start	2017 start	2018 start	2019 start	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	45%	41%	43%	44%	37%	
<20	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	51%	45%	47%	46%	39%	
20-24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	13%	16%	10%	16%	16%	4%	
>24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	24%	18%	21%	27%	-	-	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	79%	73%	79%	74%	
<20	Emp Rate in 4th year - WF Stu only	80%	75%	83%	73%	85%	73%	
20-24	Emp Rate in 4th year - WF Stu only	77%	82%	85%	70%	74%	78%	
>24	Emp Rate in 4th year - WF Stu only	81%	84%	69%	79%	65%	72%	

Big Bend Community College - Student Success

Breakdown by Receiving or Not Receiving Need-based Aid

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

		BBCC						Trend
		Baseline	BBCC Data					
<u>Persistence</u>			2018-19	2019-20	2020-21	2021-22	2022-23	
ALL (no RS)	Course Success Rates	80%	80%	80%	77%	77%	78%	
Rec'd N Aid	Course Success Rates	78%	79%	78%	77%	78%	77%	
Did Not Rec N Aid	Course Success Rates	81%	81%	81%	78%	77%	78%	
ALL (no RS)	15 Credits 1st Year	66%	64%	70%	66%	64%	73%	
Rec'd N Aid	15 Credits 1st Year	66%	64%	66%	70%	64%	71%	
Did Not Rec N Aid	15 Credits 1st Year	65%	64%	73%	60%	66%	75%	
ALL (no RS)	45 Credits 1st Year	19%	17%	23%	20%	22%	22%	
Rec'd N Aid	45 Credits 1st Year	16%	15%	17%	20%	20%	19%	
Did Not Rec N Aid	45 Credits 1st Year	22%	19%	27%	21%	24%	26%	
<u>Retention</u>								
ALL	Fall to Winter Retention	80%	79%	83%	79%	78%	82%	
Rec'd N Aid	Fall to Winter Retention	83%	81%	85%	83%	77%	83%	
Did Not Rec N Aid	Fall to Winter Retention	77%	77%	80%	73%	79%	80%	
ALL (no RS)	Fall to Fall Retention	58%	58%	59%	62%	57%	59%	
Rec'd N Aid	Fall to Fall Retention	57%	61%	56%	67%	59%	58%	
Did Not Rec N Aid	Fall to Fall Retention	56%	55%	62%	57%	55%	60%	
<u>Completion</u>			2016-2019	2017-2020	2018-2021	2019-2022	2020-2023	
ALL (no RS)	3 Year Completion Rate	38%	39%	36%	39%	38%	39%	
Rec'd N Aid	3 Year Completion Rate	40%	41%	39%	41%	33%	40%	
Did Not Rec N Aid	3 Year Completion Rate	38%	36%	33%	36%	43%	39%	
<u>Post-Grad Success</u>			2015 start	2016 start	2017 start	2018 start	2019 start	
ALL (no RS)	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	33%	30%	26%	31%	27%	25%	
Rec'd N Aid	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	25%	24%	27%	29%	28%	15%	
Did Not Rec N Aid	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	43%	38%	24%	35%	27%	34%	
ALL	Emp Rate in 4th year - WF Stu only	79%	77%	79%	72%	79%	74%	
Rec'd N Aid	Emp Rate in 4th year - WF Stu only	82%	78%	84%	75%	79%	79%	
Did Not Rec N Aid	Emp Rate in 4th year - WF Stu only	74%	76%	74%	69%	79%	69%	

Big Bend Community College - Student Success
Breakdown by Gender

		BBCC	BBCC Data					Trend
		Baseline	2018-19	2019-20	2020-21	2021-22	2022-23	
<u>Persistence</u>								
ALL	Course Success Rates	80%	80%	80%	77%	78%	79%	
Female	Course Success Rates	81%	81%	81%	78%	79%	80%	
Male	Course Success Rates	78%	79%	78%	76%	77%	79%	
ALL	15 Credits 1st Year	76%	75%	79%	77%	74%	78%	
Female	15 Credits 1st Year	87%	91%	93%	78%	76%	74%	
Male	15 Credits 1st Year	75%	73%	78%	76%	72%	83%	
ALL	45 Credits 1st Year	26%	24%	27%	28%	29%	29%	
Female	45 Credits 1st Year	23%	23%	23%	29%	28%	26%	
Male	45 Credits 1st Year	26%	24%	31%	28%	30%	35%	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	84%	87%	85%	83%	85%	
Female	Fall to Winter Retention	88%	86%	91%	88%	87%	83%	
Male	Fall to Winter Retention	84%	82%	85%	84%	81%	87%	
			2018-19	2019-20	2020-21	2021-22	2022-23	
ALL	Fall to Fall Retention	63%	63%	64%	65%	63%	65%	
Female	Fall to Fall Retention	70%	69%	73%	69%	68%	64%	
Male	Fall to Fall Retention	60%	60%	60%	65%	63%	65%	
<u>Completion</u>			2016-2019	2017-2020	2018-2021	2019-2022	2020-2023	
ALL	3 Year Completion Rate	45%	42%	47%	45%	45%	49%	
Female	3 Year Completion Rate	48%	45%	50%	50%	50%	52%	
Male	3 Year Completion Rate	40%	36%	42%	36%	40%	44%	
<u>Post-Grad Success</u>			<u>2015 start</u>	<u>2016 start</u>	<u>2017 start</u>	<u>2018 start</u>	<u>2019 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	45%	41%	43%	44%	37%	
Female	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	45%	42%	46%	49%	48%	
Male	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	39%	44%	38%	41%	35%	32%	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	79%	73%	79%	73%	
Female	Emp Rate in 4th year - WF Stu only	82%	77%	80%	75%	80%	80%	
Male	Emp Rate in 4th year - WF Stu only	76%	77%	79%	69%	78%	69%	

Appendix B - State, Regional and National Comparison Data

Big Bend Student Success with State, Regional, and National Peer Institutions

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

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

Comparison Institutions Selected based on IPEDS Data Feedback Report 2023 with degree of urbanization, student headcount, and percent Hispanic.

Fall 2022		Campus Setting	Student Headcount	Percent Hispanic
Big Bend Community College	WA	Town: Remote	1736	44

Statewide Comparison Schools

Walla Walla Community College	WA	City: Small	2662	27
Wenatchee Valley College	WA	City: Small	2529	42
Yakima Valley College	WA	City: Small	3279	59

Regional Comparison Schools

College of Eastern Idaho	ID	City: Small	2333	15
Great Basin, Elko	NV	Town: Remote	3197	25
Treasure Valley	OR	Town: Distant	1329	27

National Comparison Schools

Clovis Community College	NM	Town: Remote	2303	46
Garden City Community College	KS	Town: Remote	1914	51
Lake Tahoe Community College	CA	Rural Fringe	2519	31

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

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

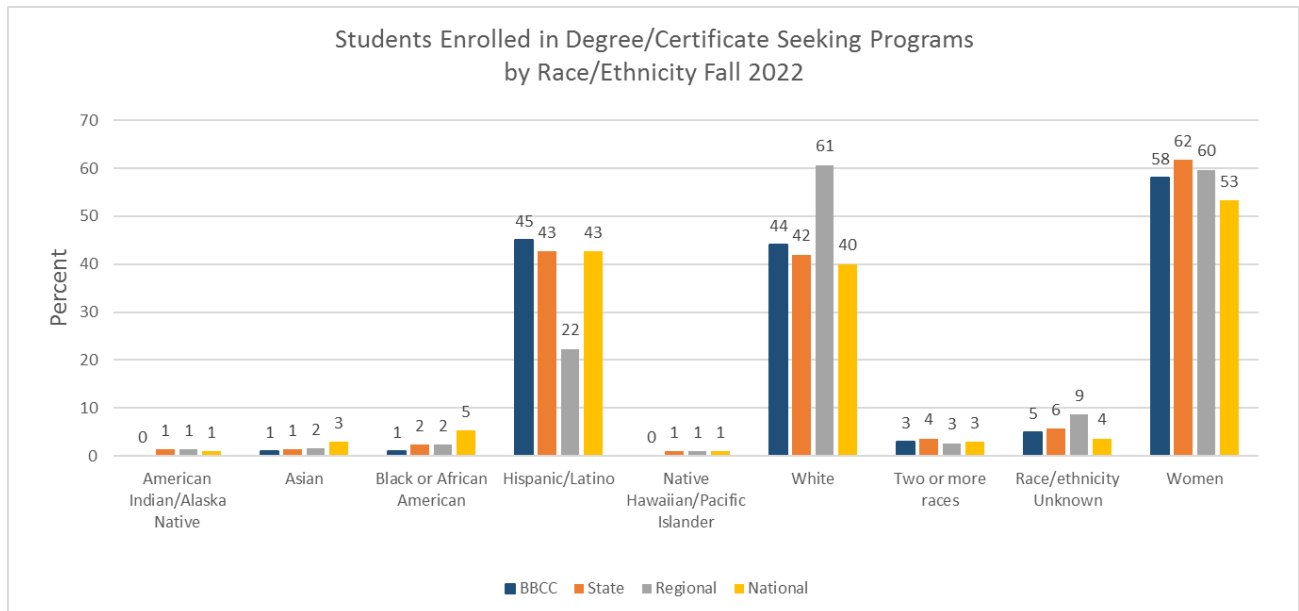
Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

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

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

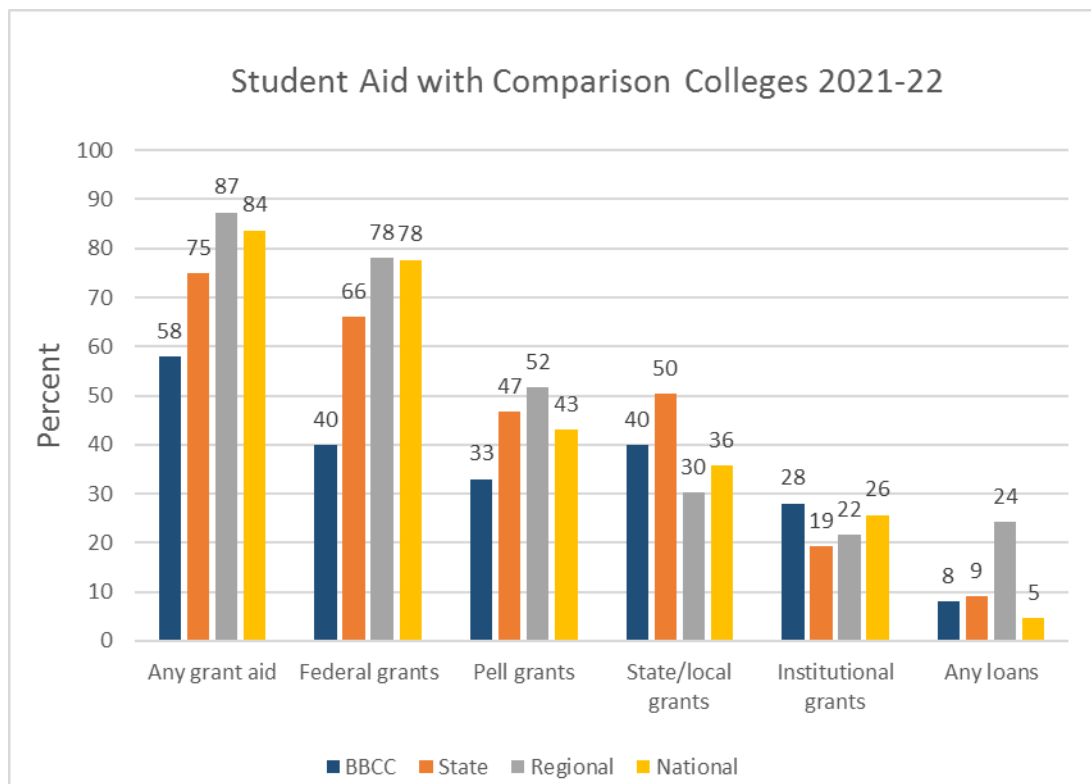
Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Fall 2022 Race/Ethnicity



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

Student Aid



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

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

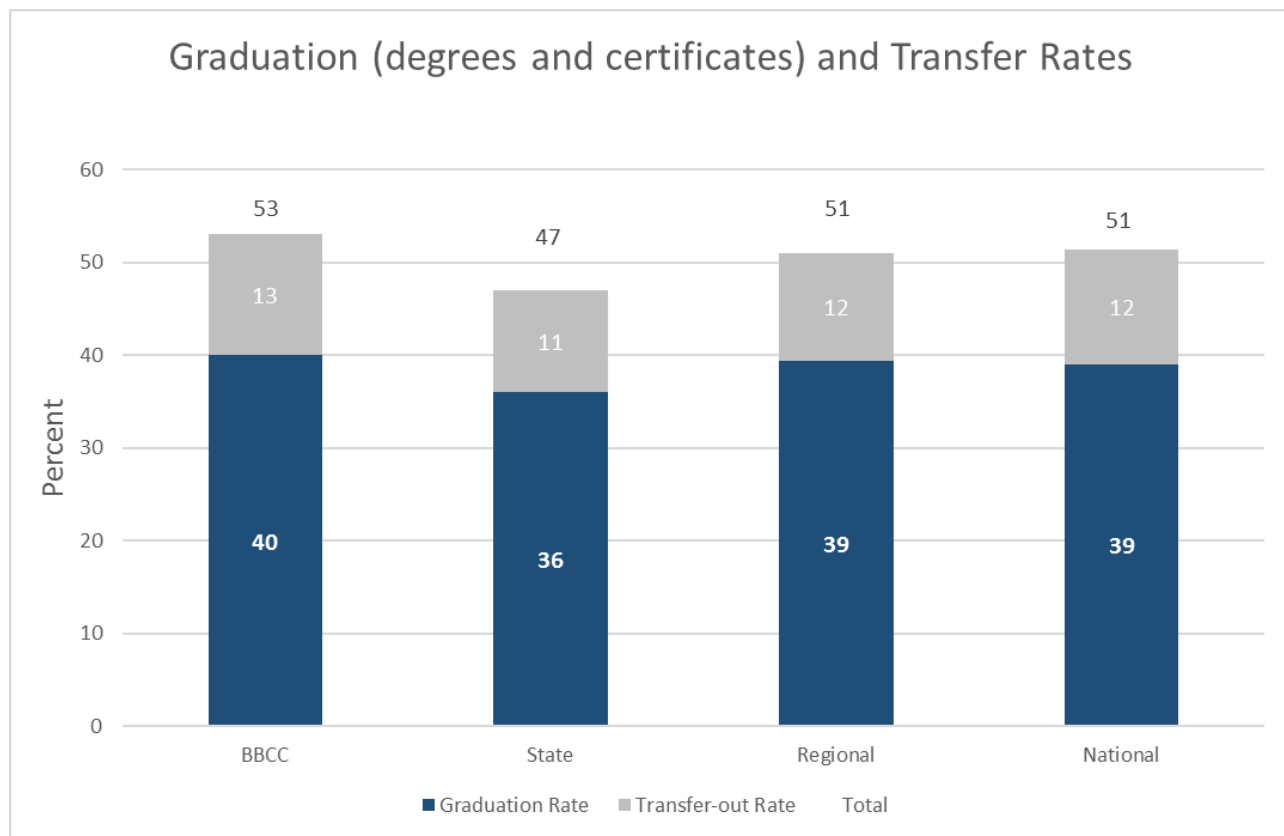
Pell grants are federal grants and the primary source of financial aid for most students.

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

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

This provides the college with information on potential opportunities for improvement. BBCC has a much lower higher percentage of students who receive State/Local and Institutional grants. Eight percent of BBCC students receive loans. BBCC Financial Aid doesn't package loans into a student's financial aid package. If a student wants a loan they have to apply for it.

Graduation and Transfer Rates



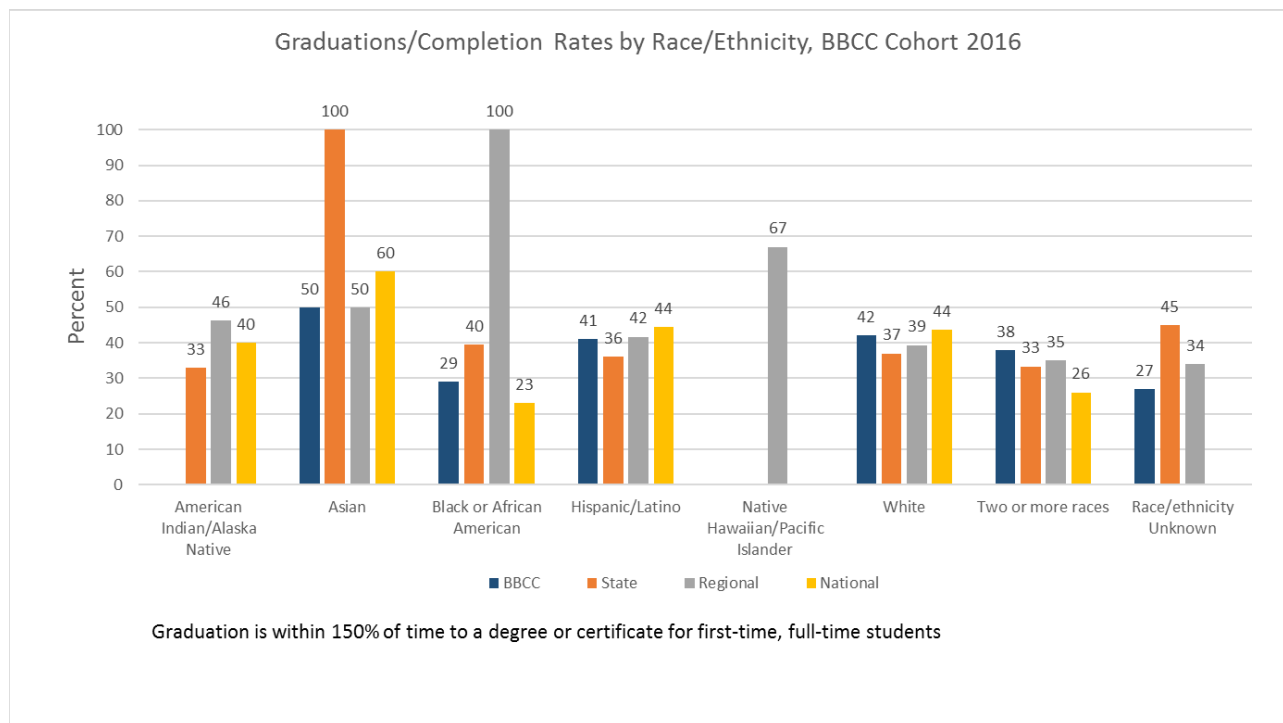
Graduation (degrees and certificates) and Transfer Rates for Full-time, first-time students, IPEDS Report 2023, BBCC 2016 Cohort

	Big Bend	State	Regional	National
Graduation	40%	36%	39%	39%
Transfer	13%	11%	12%	12%
Total	53%	47%	51%	51%

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

The IPEDS Report in 2023 had BBCC's graduation rate at 40% for full-time, first-time students within 150% of time to degree. The national and regional comparison colleges were at 39%. However, when you add the transfers to the graduation rate, BBCC was at 53%, two percent higher than the national and regional comparison colleges and six percent higher than State Hispanic-Serving Comparison colleges.

Graduations/Completion Rates by Race/Ethnicity



BBCC's Hispanic Graduation/Completion rate is higher than state Hispanic-serving comparison colleges 41% vs 36%, however; regional and national comparison colleges were at 42% and 44 % respectively. This provides the college with information on potential opportunities for growth.

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

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

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

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to	Status
	Provide training and support for academic advisors		In Progress
	Refine advising practices for second year students, completion, transfer, and career advising		Planning
	Develop transition to campus and college advising for dual enrollment students	Advising Workgroup, BEdA, Workforce Ed. Coordinator	Planning
Improve completion rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups	Professional development around online instruction (e.g. use of technology, engaging students, communication with students) combined with implementation support for faculty and training support for students	Instructional Improvement Workgroup, Title V Grant Team	In Progress
	Implement large scale ESCALA training for faculty	Title V Grant Team	In Progress
	Implement large scale instructional design training for faculty	Instructional Designer	In Progress
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to course success & student success metrics	Title V Grant Team, IR	In Progress
	Implement instructional changes based on assessment of student learning results	Deans & Faculty	In Progress
Improve student persistence while reducing equity gaps by increasing students earning college level math & English credits with accelerated Math & English courses	Refine accelerated English & math instruction	English & Math Departments	In Progress
	Review and update math & English placement practices	English & Math Departments, Testing Center Coordinator	Completed

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to	Status
<u>Improve student persistence & retention</u> while reducing equity gaps by implementing different instructional strategies	Explore & expand accelerated, flipped, modularized, competency-based learning options - Identify courses to develop or redesign, connect faculty with professional development opportunities activities, redesign courses	Instructional Designer, BAS faculty, Title V Grant Team, Instructional Improvement Workgroup	Planning
	Increase options for diversity, equity, and inclusion course offerings	Instructional Council	In Progress
	Explore undergraduate research, service learning, subject matter immersion, internship, work-based learning and other active learning opportunities. Secure grant funding to support pilots, engage interested faculty, identify needed staff to support	Dean of Arts & Sciences, Math & Science Division, Social Science Division, Career Services, Workforce Education Coordinator, Workforce Faculty, Library, A&AS	Planning
	Align academic support services with instruction	STEM Center, Writing Center, BAS Program, BEdA, Library, eLearning	In Progress
	Implement instructional changes based on assessment of student learning and program audit results	Deans & Faculty	In Progress
<u>Improve student retention and persistence</u> while reducing equity gaps by strengthening procedures and expand opportunities for awarding Credit for Prior Learning (CPL)	Document procedures and fee structure, develop CPL opportunities for BAS classes, explore additional CPL opportunities across all college courses	Workforce Education Coordinator, BEdA, BAS Coordinator	In Progress
<u>Improve student persistence & completion & enrollment</u> while reducing equity gaps by launching a Bachelor of Applied Science in Applied Management (BAS-AM) degree	Secure regulatory approvals, market degree, recruit students, develop courses, develop and implement student support model, teach first cohort, complete 2023 NWCCU site visit, start second cohort, expand to off-campus locations	Title V Grant Team, BAS Program	Completed

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to	Status
Increase transfer rates while reducing equity gaps_	Establish working partnerships with our primary transfer schools (CWU, EWU, WSU) to develop four year advising maps for top transfer majors from BBCC, establish dual admissions, reduce redundant degree requirements, co-advise, etc. Develop second year student advising experience	Advising Coordinator, Dean of Arts & Sciences, Workforce Education Coordinator, Advising Workgroup	In Progress
<u>Improve student persistence, completion & post graduate success</u> while reducing equity gaps through workforce program development &/or redesign	Launch Agriculture Mechanics Degree	Dean of WF Education, Ag Coordinator, Ag Mechanics Coordinator	On Hold
	Revise Industrial Systems Technology electrical program to train students to a higher level	IST faculty	In Progress
	Secure distance learning approval for Aviation Maintenance Technology degree	AMT faculty	Completed
	Stay current with industry changes and update programs accordingly	Dean of WF Education, WF faculty	In Progress

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to	Status
People and Leader Development	Annual training plans/calendar for leadership development.	HR, Title V, and Leadership Development Work Group	In process
	Review and update leader competencies	HR, Title V, and SGC	In Process
	Supervisor Expectations & Accountability	E-Team and Cabinet	In Process
	Review and update 360 feedback process	HR and SGC	In Process
	Improve performance evaluation completion rates	E-Team and Cabinet	Improved completion rates for classified staff evals, but not for Admin/Exempt
Climate and Community	Implement workplace norms	E-Team, Cabinet, SGC	Planning
	Onboarding & Orientation	HR and Supervisors	In process
	Conduct employee satisfaction survey	HR	Completed
	Assess employee survey results and develop plan	E-Team, Cabinet, SGC	In Process
	Develop diversity plan as required by OFM	HR, CEID, Cabinet	Completed
	Negotiate 2021-2023 Faculty CBA	HR, Instruction, Faculty Association	Completed
	Adopt Telework Guidelines as Administrative Procedure	E-Team, Cabinet, SGC	Completed
Improve Internal Communication	Develop BBCC decision-making framework	E-Team, Cabinet, SGC	Planning
Implement ctcLink for HR & Payroll	Implement ctcLink for HR & Payroll	HR/Payroll	Completed

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to	Status
Improve overall campus climate through Position Alignment	Position descriptions available on Portal	HR	Completed
	Position descriptions reviewed and updated annually by employee and supervisor	HR & supervisors	Ongoing
	Communicate salary structures for employee groups	HR	In Process
	Transition part-time hourly jobs to new structure	HR & Supervisors	Completed
	Communicate position review/allocation process	HR	In Process
	Reduce Time to Fill rate for open positions	HR & Screening Committees	Completed

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

Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to	Status
Continuity of Operations Plans (across campus)	Develop plans	All departments	In Process
Develop Dashboards	Identify dashboards to develop to support strategic plan & implementation strategies, develop dashboards	IR & Title V staff	

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

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to	Status
	Expand number of students transitioning from dual enrollment programs into college level classes	High School Relations Workgroup	In Progress
	Grow dual enrollment programs	Workforce Education Coordinator, BEdA, Student Services	In Progress
	Grow enrollment in existing programs	Dean of Workforce Education, Dean of Arts & Science, Director of Nursing, BEdA Director, Division Chairs	In Progress
	Strengthen relationships with feeder high schools to improve transition of high school students to Big Bend	High School Relations Workgroup, Outreach & Recruitment, Workforce Education Coordinator	In Progress
	Create a sustainable international studies program	Director of JATP	Planning
Expand <u>state-funded and dual enrollment</u> by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students	Identify key communities & demographics and focus outreach efforts	Outreach & Recruitment, WES Director	In Progress
	Identify employers with tuition reimbursement for employees	CBIS Director, WES Director	Planning
	Develop outreach and marketing strategies for specific communities	BEdA Director, WES Director, Outreach & Recruitment, BEdA Director, Public Information Office	In Progress
	Conduct family focused outreach for high school age students (focus to dual credit students)	Outreach & Recruitment, WES Director,	Planning
	Develop outreach and marketing strategies for working adults	WES Director, BEdA Director, Public Information Office, BAS Coordinator	In Progress
	Market student support resources and give examples of how they help students	Public Information Office, Library	In Progress

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to	Status
	Clarify admission process steps, due dates, technology needed and implement student communication plan	Dean of Student Services, Director of Enrollment & Registrar, Title V Grant Team, Starfish Coordinator, WES Director	In Progress
	Provide support and resources to allow a shorter turnaround time between when students ask a question and when they receive a response	Dean of Student Services, Director of Enrollment & Registrar	In Progress
	Use marketing messages that showcase what makes BBCC a 1st choice - BBCC cares about students and their success, has great programs and resources, is a great place to get started	Public Information Office	Completed

Acronyms

AA&S - Accommodation & Accessibility Services
AP - Administrative Process
APA - American Psychological Association
ARPA - American Rescue Plan Act
ASB - Associated Student Body
AtB - Around the Bend
BAS-AM - Bachelor of Applied Science-Applied Management
BBT - Big Bend Technology
BEaA - Basic Education for Adults
BP - Board Policy
CAMP (grant) - College Assistance Migrant Program
CCRI - Community College Research Initiatives
CEID - Committee for Equity Inclusion and Diversity
CiHS - College in the High School
CPL - Credit for Prior Learning
CTE - Career and Technical Education
CTC - Community and Technical College
CWU - Central Washington University
DSHS - Department of Social and Health Services
DEI - Diversity Equity and Inclusion
DTA - Direct Transfer Agreement
E3 - Expanding Equitable Education
EOC - Educational Opportunity Center
ERG - Employee Rescue Group
ESL - English as a Second Language
EV - Electric Vehicle
EWU - Eastern Washington University
FCS - Facility Condition Survey

FERPA - Family Educational Rights and Privacy Act

GCU - Grand Canyon University

HCM - Human Capital Management

HEERF - Higher Education Emergency Relief Fund

HEP (grant) - High School Equivalency Program

HEART - Healthcare, Enrollment, Academic Retention, and Technology

HEP - High School Equivalence Program

HR - Human Resources

HSI - Hispanic Serving Institution

ICRC - Intercollege Relations Commission

IR - Institutional Research

IST - Industrial Systems Technology

JATP - Japanese Agriculture Training Program

LGBTQIA+ - people who identify as lesbian, gay, bisexual, transgender, queer (or questioning their gender), intersex, asexual, (or their allies)

M&O - Maintenance & Operations

MCO - Master Course Outline

NCW Tech Alliance - North Central Washington Tech Alliance

NEOGOV - Human Resources Software for Government and Public Sector

NSE - New Student Enrollment

NWCCU - Northwest Commission on Colleges and Universities

PDP - Post Secondary Data Portal

SAO - State Auditor's Office

SBCTC - State Board for Community and Technical Colleges

SGC - Shared Governance Council

SNAP - Supplemental Nutrition Assistance Program

SSS - Student Support Services

STEM - science, technology, engineering and math

TANF - Temporary Assistance for Needy Families

UB - Upward Bound

USDE - United State Department of Education

UW - University of Washington

VOIP - Voice over Internet Protocol

WES - Workforce Education Services

WPEA - Washington Public Employees Association

WVC - Wenatchee Valley College

WWU - Western Washington University