

Big Bend COMMUNITY COLLEGE

Mission Fulfillment Report



June 2025

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Mission Fulfillment Report

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 2023-24	Target
Completion	2021-24			2021-2024	
3 year completion rate	38%	45%		48%	46%
Persistence					
Course Success Rate		80%		79%	80%
15 college credits 1st year	79%	76%		80%	77%
45 college credit 1st year	32%	25%		32%	26%
Percent of Assigned Program Audits Completed				89%	100%
Retention	Fall 2023 start			Fall 2023 start	
Fall to Winter Retention	88%	84%		86%	86%
Fall to Fall Retention	66%	62%		66%	64%
Post-College Success	2020 Start			2020 Start	
Transfer rate in 4th year - Transfer Students only	50%	42%		54%	43%
Employment rate in 4th year - WF Students only	74%	79%		76%	81%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2024	Target
Turnover Rate				2024	
FT Employee Turnover Rate		10.74%		18.76%	<12%
People Development		Baseline PACE Survey 2021	Trend	BBCC Indicator Score 2024	Target
Supervisor provides timely feedback on work		3.53		3.49	3.79
Supervisor provides appropriate feedback on work		3.67		3.67	3.82
Supervisor clarifies work outcomes		3.57		3.57	3.78
The college holds everyone equally accountable for performing their job duties		2.91		2.73	3.12
Employee Experience				2024	
Employees recommend BBCC as a great place to work		3.78		4.27	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2023-24	Target
Financial Status - Unqualified opinion - 0 Findings		100%	100%		100%
Budget Status - Year End Remaining Budget		7.42%		11.9%	3%-10%
Facilities - Capital Projects Completed on Time				100%	100%
Employees recommend BBCC as a great place to work		BBCC Baseline	Trend	BBCC Indicator Score 2023-24	Target
Total FTE		1995		1974	2045
State Funded FTE		1511		1423	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-College 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:
 - Admissions/Registration: Expanded use of Signal Vine, updated Getting Started steps so students create their ctcLink account, launched a Family/Friends Orientation in fall 2024, updated Academic Standing AP and a group working on updating associated process
 - Conducted student focus groups about the experiences of students going through the academic probation and/or suspension process
 - eLearning: Updated website, created new guides, created announcements with links to training materials
 - Library: Used Signalvine, 8x8, Canvas messenger to reach diff groups of students, added slide to New Student Orientation about library services, developed technology usage video tutorials, supported laptop labs in 3700 building, managed laptop replacements, held multiple student events: 2 Passion Projects, 2 Zines & Za, 2 poetry events, chocolate decadence day, food for finals
 - CEID Committee: supported the HSI workgroup, communicated on current events impacting vulnerable students, supported events like the unveiling of Coming Out Art, "Sameness in Diversity," the "Favorite Poem Project," and "Poetry in the Quad", supported a positive campus where students feel a sense of inclusion during difficult times
 - Accommodations & Accessibility Services: Sent out Letters of Accessibility within 5 days of start of quarter, tracked communication through AIM software
 - Creation and successful start of the course materials position
 - Athletics: 85% of athletes who exhausted eligibility, graduated
 - BEdA: State board recognized BBCC program for student file maintenance, data collection, improved Measurable Student Gains, and program delivery,
 - Financial Aid: Successfully navigated through changes and updates for state and federal financial aid processes → survived FAFSA simplification
 - Institutional Research & Planning: Created summaries & analysis of former student surveys, gave survey analysis to CEID & Data committee for further review, identified themes from 2021-2024 student focus groups
 - STEM Center: built student community in STEM Center by promotion of STEM classes, guest speakers & activities, food, a club board for campus clubs, updated wall décor; promoted STEM Center with Communications office; upgraded laptops, software, & docking stations; held tutor refreshers for emporium math; tutors connected with students through Canvas; embedded tutor support in biology, chemistry, math; trained tutors with real-life scenarios from former tutors

- Communications Office & HEART Grant: Implemented Tuesday Tips campaign for students
- TRIO UB: 60% of UB grads complete college degree within 6 years, 69.5% of 2018 grads attained a degree
- WES: expanded grant funding from 5-14 fund sources, expanded community partnerships to include 7 partners, established benefits navigator position to serve all students, received BEACON Award from NWCCU, increased staffing from 4 to 7 positions, presented at BEdA State forum on ORIA contract, WES Department recognized at SBCTC Student Supports Forum as a leader for community partnerships, expanded to 7 food stations across campus and 1 satellite pantry, launched WES New Student Orientation, expanded WES/TRIO SSS partnership by co-enrolling students & bridge services, WES web page updated
- Student Activities: Held a club showcase, added a club liaison role to ASB officers, hired 4 peer mentors & embedded them in CSS classes, held multiple ASB events
- HSI Workgroup: cohosted the “Honor Our Role as an HSI” event in partnership with ASB, at the Winter 2024 in-service presented on the topic of “Honoring Our Role as a Hispanic-Serving Institution” sharing strategies for positively connecting with our Latinx students
- Starfish: Filled Starfish Coordinator position, began making technical and usage improvements to Starfish, began using Starfish in BEdA
- Implemented Good Jobs Challenge grant that provides supports for students in Computer Science & manufacturing
- Implemented student equity training
- Conducted RFP process and selected a new food service vendor to operate out of the college cafeteria
- Conducted focus groups with Shared Governance Council Members to review themes from student focus groups, identify areas of improvement, and began implementing changes:
 - developed schedule building parameters and researching ways to improve the process of building the annual schedule,
 - began identification of best practices for communicating with students,
 - developing training materials for BBCC forms & processes and posted them on the college website
- Next Steps 2025-26:
 - Expand peer mentoring to support students on academic probation
 - Implement changes to the annual schedule building process for the 2025-26 annual schedule

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

- Accomplishments:
 - Updated messaging to students & advisors about advising weeks
 - Provided Starfish training at in-service
 - Refined Signal vine messaging

- Hosted first & second WAV event
- Added 3 academic advisor positions
- Updated online Viking Orientation
- Updated advising mission, vision, & outcomes
- Advising Director awarded Certified Appreciative Advisor Status
- Number of advisors using Starfish for scheduling increased 8.5%
- Added Financial Aid, Residence Halls, and Accommodations & Accessibility Services to New Student Enrollment sessions and added a family session
- Developed a BEdA advising model
- HEART grant: Developed and began the pilot of a 2nd Year advising & completion model
- WES: established a WES advisor position
- Began discussions around a mandatory CSS class and preparations to pilot it
- Launched Advising Committee to develop and begin implementing updates and improvements to advising process
- Began planning a mandatory CSS pilot
- Launched Transfer & Career Center
- Fully implemented curriculum management function in Clean Catalog
- Next Steps 2025-26:
 - Pilot mandatory CSS course for new students
 - Fully implement Transfer & Career Center
 - Define role of Pathway SMEs and implement
 - Establish advising professional development strategy
 - Adjust advising loads for faculty
 - Create exploratory pathway for undecided students
 - Identify potential alternate times for advising and group advising strategies
 - Assess advising practices and professional development and recommend improvements
 - Determine sustainability process for tools developed or supported by E3 Title V Grant

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:
 - NWCCU Mid-cycle went smooth and outstanding recommendation was resolved. Dean of IR&P gave a presentation on how to prepare for a successful report & visit
 - Data Committee conducted analysis of student success measures
 - Persistent gap in course success between AW (82%) and HUG (76%) students
 - Running Start students have made steady progress in reduced equity gaps on key success measures except course success
 - First-Time in College students have similar completion rates between AW and HUG students, but males with transfer intents complete at a lower rate than their female counterparts and females with workforce intents complete at a lower rate than their male counterparts
 - Accommodation & Accessibility Services: Provided personalized support services, implemented GLEAN note taking technology

- Writing Center: Increased contact with instructors, especially by peer tutors increased ELA level gains from 186 to 497, HEP graduations increased from 11 to 31 and on track to graduate 40 by June 2025
- BEdA: Met federal WIOA outcomes for first time since before 2017, exceeded WIOA outcome of earnings 2 quarters post exit, increased diplomas awarded from 55 to 108, increased ELA level gains from 186 to 497, HEP graduations increased from 11 to 31 and on track to graduate 40 by June 2025
- eLearning: Coordinator adjusted schedule to work 2 evenings/week to meet needs of students and faculty in courses with different modalities, became familiar with backend software packages, implemented new course evaluations
- Library: Added notes to checkout system to identify BEdA and WES students to they would receive the right laptops, worked on getting BEdA accounts loaded into checkout system, shared library circulation system shared with STEM Center for calculator checkout, connected Primo with Okta so students can see online their check outs
- STEM Center and HSI Workgroup: Piloted bilingual Spanish tutoring service
- TRIO SSS: Academic Good Standing - 93% Classic, 95% STEM; Persistence - 56% Classic, 65% STEM
- Instructional designer provided Online & Hybrid Instruction training as well as accessibility training & support
- Instructional Designer supported faculty in different programs to build common courses in Canvas.
 - BEdA: Washington State Government and History, United States Constitution and Government, Contemporary World Events, Advanced ELA/English, Occupational Education, The Art of Poetry, General Science-Lab; General Science, ELA-HS Reading/Writing, ELA – DVS 33 Advanced, ELA – DVS 32 Intermediate, ELA-DVS 31 Beginning, GED Math (New)
 - Manufacturing: IST170 (new), MPT145 33817 Intro to Coordinate Metrology, MPT 135 (new), IST 100 (new), OSHA 30 (new)
 - Medical Assisting: HED 119, HED 121, HED 122, HED 123, HED 239
 - BAS-BH: PSYC&220 (New)
 - As a part of the OHI training, faculty reviewed the following courses for accessibility and quality design, using the WA Checklist: BIM 180- Introduction to Microsoft Office , MATH&141 , French Spring 2023, ENGL&102-Composition II , Math 151 28114 (Fall 2024) , English 235 (Technical Writing)
- Assessment results
 - Adopted a renewed focus on assessing program outcomes vs course outcomes. This should streamline and simplify assessment for programs/departments.
 - Began using a Microsoft form instead of Access database to collect assessment reports
 - 2023-24 was the last year in our seven-year cycle and a “catch all” year meaning programs/departments were assess any missing POs not assessed in the previous years.
 - Provided dedicated assessment work during Week Zero, allowing faculty to review feedback on assessment reports submitted the prior year, reflect, look at

institutional data, update 7-year plans, and develop assessment plan for the year.

- Over 40% of assessment reports focused on either connecting to institutional or program/departmental data, institutional or program/departmental goals, or professional development.
- Over half of the programs/departments assessed for improvement in either a specific course or as a program/department as a whole.
- The Political Science and Chemistry departments both compared data between years, noting effects in both teaching and learning post pandemic with changing modalities, growth in student learning, and continuing to increase more student directed practice.
- The nursing program continued to revise curriculum to better address the communication needs, connections between theory and practice, and continued use of tools and simulation.
- The computer science program changed the style of assessments used and the amount of high vs low stakes assessments.
- The aviation program used the course success data dashboards to compare with previous years and noted the impacts of smaller enrollments, weather issues, and aircraft availability contributed to lower completion rates compared to previous years. To help improve program outcomes and address these issues, the college is hiring a director of operations for aviation.
- Basic Education for Adults (BEA) program looked at institutional data for the program and noticed Latinx males had a greater equity index grade gap than non-Latinx students in spring 2023 possibly due to less peer connection and limited digital literacy skills.
- The BAS-AM program used teacher-made videos as a feedback tool. Students greatly improved in subsequent assignments and needed less continued or repeated feedback. A lack of skills relating to library resources and Excel were noted. The program plans to connect with the BBCC Library in the future and encourage the use of Excel in the pre-requisite mathematics and business courses.
- The World Languages department implemented daily pronunciation practice words and sentences in Spanish 121 to help students consistently use correct Spanish pronunciations, specifically regarding vowels. On a pre-and post-assessment, students showed improvement from an average of 67% to 85%. Based on these results, the change will be continued going forward and made to the whole Spanish language series.

- Next Steps 2025-26:

- Increase use of Writing Center by students in composition classes and referrals from instructors through increase collaboration between English instructors and WC Coordinator
- Expand number of programs using common Canvas designs
- HEP grant accomplish all grant objectives
- Assessment Committee Goals:

- Use 2024-25 as an open year for assessment and then two years to assess each of the three IOs
- Continue focus on assessing program rather than courses
- Continue to assess for improvement
- Make use of campus data in designing assessment plans for the program/department by identifying an equity gap to focus on and try to intentionally synthesize work with Program Audit to make it more meaningful
- Assessment Committee provide 1 on 1 support to faculty in doing assessment work

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

- Accomplishments:
 - Piloted an English self-guided placement process
 - Math department developed supplemental videos for each lesson in developmental math courses to help provide students a variety of learning opportunities and styles in the hope that the additional resource would help students be successful in the computer-based instructional classroom. However, initial data suggests that success rates were not significantly changed.
 - Developed math & English placement based on GED scores
 - Relaunched the Testing Center in a new location in the Library
- Next Steps 2025-26:
 - Launch guided self-placement in English in spring 2025 with full implementation over the summer
 - Pilot developmental math courses where students will have an option to earn their math credits in a traditional classroom with active learning strategies that are away from the computer screen and the "online learning" feel

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

- Accomplishments:
 - Science lab: Updated & maintained lab protocols & prep sheets, set up BIO 160 labs correctly every time
 - Writing Center: All tutors now peer tutors, tutors help students navigate technology needs
 - Flight maintenance reduced maintenance time: B19 - 7 days, C23 - 4.3 days, PA28-161 - 9.5 days, PA28-181 - 4.4 days, F33A - 7.75 days, Citabre-17 & C-180 - 34 days
 - BEdA: set up Canvas shells developed for most HS+ courses, adjusted contact hours and variable credit on MCOs
 - eLearning: updated Canvas help menu items, provided guidance to faculty about accessibility & Canvas topics, worked on building relationships with faculty
 - Library: did a faculty survey about library services
 - Implemented Student Survey tool in all classes

- Held annual Stemposium with more programs represented than ever before
- Held AI training for faculty by colleagues from Clover Park Technical College
- Held first Assessment & Equity summit for faculty as a replacement for ESCALA
- Developed a plan for supporting faculty in making courses accessible
- 2023-24 Program audit findings
 - Agriculture: students perform better in hybrid or in-person than strictly online; student success concerns for younger, 1st generation, male students as well as fall and spring quarters; assessment focused on increased active learning and in response implemented weekly math skills review, labs in the field and classroom, more hand-on learning, more visits by industry experts, and purchase of greenhouse
 - Automotive: Doing more hybrid instruction, implemented textbook and laptop lending, concluded that instructor needs close scrutiny of student lab work, clear due dates in Canvas, and frequent non-punitive assessments
 - AMT: Developed some new curriculum to address FAA rule change, new faculty based on retirements who are making curriculum adjustments
 - Computer Science: Narrowing course success gap between white and Hispanic students with the main gap between females and males, revamped System Admin degree & certs, implemented hi-flex teaching
 - English/Dev Eng: FILM101 accepted by local high schools to meet fine arts credit for high school graduation, growth in online offerings, increased use of rubric-based grading, adopted GED English placement, desire for supplemental instruction in composition classes, concerned about AI and teaching loads
 - Art: Adopted guided critique framework, analyzed transferability of art courses to university partners and found a concern with ART 140, hired associate faculty to consistently teach some classes, displayed high school student art
 - Music: Student achievement is lower in spring, added complicated guiding questions to elicit deeper thinking from students, offered interactive music lectures, increased presence in the County through performances, working to update equipment, built strong relationships with high schools,
 - Philosophy/Rel Studies: Changed textbooks in an effort to better address student learning, retired unnecessary courses, adjusting teaching to address use of AI
 - ECE: Partnership with EWU for a BA pathway in ECE presented at two national conferences, offered evening hybrid model in combination with online offerings. Assessment focused on gaps in topics and quality of student interactions resulting in re-writing classes to include missing topics, changed structure of classes to require more interaction with the instructors and re-ordered classes to scaffold teaching and learning
 - World Languages: Assessments focused on importance of the individual in the global community and ability to communicate in the target language, concerns about soft enrollment

- In 2024-25 conduct program audits in Aviation Commercial Pilot, Accounting/Business/Economics, Biology, Chemistry, CDL, Mathematics, Medical Assisting, and Welding
- Next Steps 2025-26:
 - Conduct 2025-26 program audits in BAS-AM, BEdA, Business Information Management, Criminal Justice, History/Political Science, Nursing, Psychology/Sociology/Anthropology, and Manufacturing
 - Reduce maintenance time for the aviation fleet
 - Increase collaboration between the Library and academic programs
 - Improve accessibility of all college courses using Canvas to an Ally score at or above 85%
 - Continue making course and program improvements based on assessment and program audit data
 - Nursing program complete ACEN (Accreditation Commission for Education in Nursing) report and visit

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

- Accomplishments:
 - BEdA created a prior learning crosswalk for awarding high school credits to ensure consistent application of awarding credit across staff and site locations
- Next Steps 2025-26
 - Finalize and implement CPL policy, procedure, and fee 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:
 - 67% of cohort 2 graduated
 - Hispanic % increased to ~50% in cohort 3
 - Success coach gave BAS students support and workshops virtually
 - Library worked with BAS faculty on course materials
 - Partial course fee & some research for BAS
- Next Steps 2025-26:
 - Finalize & implement financial sustainability approach for BAS-AM program to include course fees and use of BAS tuition to cover program operation costs
 - Update feeder & BAS courses

Increase transfer rates while reducing equity gaps

- Accomplishments:
 - Institutional Research & Planning: Supported grants with new student enrollment & transfer data

- STEM Center: Held CCRI STEM grant sponsored activities in partnership with CWU & EWU clubs. Included speakers, trip to EWU , rocket making & gingerbread house making competition
- TRIO SSS: 52% graduated & 21% transferred from Classic grant, 42% graduated & 15% transferred from STEM grant, held a transfer event on Sept 6-8, 2023 with 23 TRIO student participants
- Re-applied for and secured CCRI 2.0 grants
- HEART grant: Developed and began the pilot of a 2nd Year advising & completion model
- Launched Transfer & Career Center
- Next Steps 2025-26:
 - Fully implement Transfer & Career Center
 - STEM Center implement CCRI grants 2.0: EWU & engineering, CWU & environmental science, geology, and physics

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

- Accomplishments:
 - Aviation program: purchased 2 new Piper Archer aircraft with autopilot and ordered two more, added Flight Program Director position
 - Spanish language ECE in Mattawa, Othello, Quincy
 - Manufacturing & Process Technology: Continued implementation of manufacturing partnership with Sila, secured a new federal Strengthening Community Colleges Training grant in partnership with Spokane Community College
 - Agriculture: Secured funding for and purchased greenhouse
 - Aviation Maintenance: began making curricular updates based on FAA rule changes
- Next Steps 2025-26:
 - Complete installation of greenhouse and begin using it
 - Continue with implementation of grants supporting MPT
 - Complete program updates for AMT, Automotive, Welding & BIM programs

Student Success Lessons Learned

- Course materials position can provide valuable support to students and faculty
- Multiple departments are successfully leveraging technology tools to communicate with and case manage students
- Instructional Designer position provides very valuable support to faculty
- Faculty and staff departments are doing great work in assessing instruction and services and then making adjustments that support student learning and success
- Program audits can be a valuable learning experience for faculty as they work to strengthen their programs
- Keeping instructional programs current is essential

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:
 - Partnered with Nash Leadership Consulting to provide Positive Workplace Culture training to all employees and Managing with Heart & Mind (4-part series) to all supervisors.
 - Diversity, Equity, Inclusion & Belonging (online training module) was assigned to all employees during Fall quarter 2024. Completion rates for this module are 91% for full-time faculty, 39.9% for part-time faculty, 93% for admin/exempt employees, and 89.5% for classified staff.
 - Implicit Bias & Microaggressions (online training module) was assigned to all employees during Fall quarter 2024. Completion rates for this module are 92.9% for full-time faculty, 30.8% for part-time faculty, 90.7% for admin/exempt employees, and 89.5% for classified staff.
 - Spokane Colleges provided in-person Search Advocate training for twenty-one (21) employees. The college has forty (40) trained search advocates. Language was negotiated in the Faculty Negotiated Agreement to allow for search advocates to serve on faculty screening committees.
 - A new standing committee, the Employee Excellence and Leadership Development (EELD) Committee, was formed with 13 active members, consisting of 6 classified employees and 7 admin/exempt employees. The EELD is committed to fostering a more engaged, inclusive, and development-focused workplace at BBCC. The committee’s first priority is to create a sustainability plan for the Managing with Heart & Mind and Positive Workplace Culture training. Additional areas of focus include:
 - Employee Recognition: Developing and implementing programs to acknowledge and celebrate employee achievements across the college.
 - Professional Development: Identifying and promoting training opportunities that align with the college’s strategic goals and support employees’ personal and professional growth.
 - Leadership Strategies: Proposing leadership development initiatives that foster growth, accountability, communication, and collaboration within the college community.
 - Workplace Norms: Recommending policies and practices that enhance communication, community, and accountability, contributing to a positive workplace culture.
 - Established Thursday afternoon safety training sessions. Sessions are open to all employees and cover a variety of safety topics.

- Launched a new online training platform, Vector Solutions. This platform provides access for employees and students to training that complies with state and federal regulations. The platform also provides the ability to create custom courses for both employees and students.
- Next Steps 2025-26:
 - Develop and implement a search advocate program.
 - Incorporate updated leader competencies into the performance review process.
 - Implement sustainability plan for Managing with Heart & Mind and Positive Workplace Culture.
 - Revise the admin/exempt performance evaluation form.
 - Develop a tool to gather information on professional development completed outside the institution.

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:
 - BBCC has 14 employees volunteering to help establish the BBCC Staff & Faculty of Color Employee Resource Group (ERG) and the LGBTQIA+ ERG. This workgroup will define key expectations, including meeting frequency, the purpose and goals of meetings, event expectations, and member responsibilities. The BBCC Foundation has provided funding to support networking events, social gatherings, educational materials, branded items, event decorations, and administrative costs such as event planning, meeting facilitation, and communication.
 - Four (4) employees attended the Faculty & Staff of Color Conference. One employee attended the Fall Washington Colegas Symposium and three (3) employees attended the Winter Washington Colegas Symposium.
- Next Steps 2025-26:
 - Continue to support the implementation of Employee Resource Groups (ERGs).
 - Create a periodic “temperature check” employee survey to gather feedback between formal PACE employee surveys.
 - Review the effectiveness of a mentorship program for admin/exempt and classified staff.

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

- Accomplishments:
 - Four (4) position reviews were completed, and ten (10) positions were restructured to better meet the needs of the department.
 - The year-to-date Time to Fill rate for full-time positions is 49.55 days. This is an 18.77% decrease from the 2024 time to fill rate of 61 days.
- Next Steps 2025-26:
 - Revise classified staff position descriptions to incorporate major functions and the percentage of time spent in each functional area.

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

- Accomplishments:
 - Launched the online Guide to BBCC Processes and Tools. The guide is located on the college's website and is available to all BBCC faculty and staff. Resources available in the guide include general orientation information, purchasing, travel, keys, work orders, event coordinator, employee leaves and accommodations.
 - Updated the weekly Around the Bend (AtB) communication. Noted that AtB serves as the official communication channel from the BBCC President to employees.
- Next Steps 2025-26:
 - Implement and sustain the shared decision-making model introduced in the Managing with Heart & Mind training.
 - Continue to expand the online Guide to BBCC Processes and Tools to ensure all employees have access to standardized processes and forms.

Employee Experience Lessons Learned

- The turnover rate continues to exceed our annual goal of 12%. We finished 2024 with a turnover rate of 18.758%. The breakdown of separation reasons includes 12-Other Job, 4-Personal Reasons, 2-Relocation, 7-Retirement, 7-Resignation and 7-Involuntary. The high turnover rate places a strain on employees by increasing workloads, reducing institutional knowledge, and requiring additional time for onboarding and training new hires. It is imperative that departments develop processes, standardized workflows, and engage in cross-training to mitigate the loss of institutional knowledge and provide a positive experience when onboarding new employees.
- Feedback from the 2024 PACE Employee Survey indicates that of the four (4) climate factors, the area with the greatest opportunity for improvement is Institutional Structure. To improve Institutional Structure and support employee retention, the college has prioritized addressing "pain point" issues identified by President's Cabinet. Some successes have been realized, including improvements in course materials and printing, the return of food services to campus, and training initiatives such as Positive Workplace Culture and Managing with Heart & Mind for supervisors (promoting a supportive work environment). Continued efforts in these areas – improving communications, clarifying decision-making processes, and addressing workload concerns – are expected to strengthen employee engagement and retention.

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 trainings and Q&A sessions in their respective pillars
 - We continue to learn as a statewide system and adjust our processes to accommodate new methods
- Next Steps 2025-26:
 - Continue training to build our expertise

Capital Projects/Facility Upgrades

- Accomplishments:
 - Re-landscaped childcare buildings 1300 A&B to make it more suitable for the children. Also various landscaping alongside school roads to extend pavement life.
 - Clean Buildings Act (CBA) contract has been secured with an Energy Service Company (ESCO).
 - We have also volunteered to host a fellowship intern for a 10-month contract in support of clean buildings.
 - Propane sub-meters were installed at 6 locations in support of CBA requirements.
 - Completed Bldg. 1400 office additions using outdated space.
 - Sidewalks have been shaved and multiple slabs/panels replaced in support of ADA compliance.
 - Bldgs. 1000 and 4100 have had water mains replaced (Utilities).
 - Bldg. 2000 (gym) had a total lighting upgrade from fluorescents to LED'S. A rebate was provided by the PUD.
 - Kitchen reinstated to provide food services to the college.
 - Bldg. 1800 LED Art display installed.
 - 1600 classroom remodel and quad xeriscape landscape project expected completion end of May.
 - TV HEART Grant, 1400 building capital projects, Workforce Education Services and the Career and Transfer Center
 - Student Activities opened the Viking Lounge
- Next Steps 2025-26:
 - Fire system and panel install in 1300 A&B.

- Remodel Bldg. 1500 classrooms and restrooms.
- Bldgs. 2000 and 1700 to have water mains replaced (Utilities).
- Building 30x72 Greenhouse with supporting utilities.
- Continued concrete/panel repairs as funding allows in support of ADA.

Technology Modernization, Enhancements, and Security

- Accomplishments:
 - The department has strengthened information security by retiring legacy systems, initiating a comprehensive security assessment, and developing incident response documentation. Additionally, a new cybersecurity position has been approved and is in the recruitment process, while the ongoing SharePoint migration to Office 365 is set for completion by the end of the fiscal year, further enhancing data security and system resilience.
 - The department has advanced the standardization of classroom technology by creating a comprehensive inventory of classrooms and their technology, collaborating with the Instructional Council to define requirements, upgrading classrooms to ensure a consistent set of technologies, and documenting configurations to maintain uniformity and ease of support.
 - Big Bend Technology (BBT) made significant improvements to disaster recovery capabilities, including cloud-based disaster recovery and backup of cloud data.
 - BBT was able to downsize and eliminate all servers in the 1700 and 1900 buildings through the purchase of new server hardware.
 - Multiple network projects were completed across campus for better connectivity and speed.
 - Help Desk hours were extended to provide additional support to students and staff at the start of each quarter.
 - The college's website was updated to include accessibility information and our process for ensuring compliance with Title II. These pages will continue to be updated as new information and resources become available.
 - Title V HEART Grant upgraded the technology in 1601
- Next Steps 2025-26:
 - Complete the recruitment process to fill the new IT Security-Journey position.
 - Complete network upgrades in the 1200, 1400, and 1800 buildings.
 - Continued work in cloud migration to reduce the on-campus data footprint.
 - Continued focus on improving cybersecurity.
 - Continued work on compliance with Title II and accessibility to include revisions to the BBCC website

Annual Budget Process

- Accomplishments:
 - Finished the year within budget without having to use reserves, due to an increase in enrollments.

- Next Steps 2025-26:
 - Continue to monitor budgeted revenues and expenditures closely and look for ways to maximize value in state funding

Financial Statement Audit

- Accomplishments:
 - The college is undergoing an accountability audit, and the report will be updated with the results once they are available.
- Next Steps 2025-26:
 - Continue financial practices that maintain unqualified financial audits

Facilities Master Plan - update

- Accomplishments:
 - The Facilities Master Plan was updated in 2022 to prioritize future capital projects. It builds on the 2014 plan's goals and completed projects while incorporating changes in higher education, Washington State, and the local region. The plan was also shaped by the Strategic Vision (2021), Academic Master Plan (2017-2020), and the COVID-19 Pandemic.
The 2022 plan includes:
 - Plan Overview
 - Environmental Scan
 - Space Utilization
 - Campus, Infrastructure & Facility Conditions
 - Design Standards
 - Recommendations
- Next Steps 2025-26:
 - SBCTC will conduct a Facility Condition Survey in Spring 2025. These biennial surveys help identify and budget for capital repairs and inform plan updates.

Continuity of Operations Plans

- Accomplishments
 - An update of the Emergency Operations Plan (EOP) has been drafted. The EOP contains a Continuity of Operations (COOP), which will outline how each department will maintain critical and essential functions during disruptions to normal operations.
 - Science Lab: Continuity of Operations plans: safety talks in department meetings, attended campus safety meetings – secretary, training for OSHA 360, RCRZ for hazardous waste mgmt., key to 1200 building fire and active shooter drills.
- Next Steps 2025-26
 - Develop the COOP Appendix and finalize the EOP ensuring all departments have documented operational procedures for continuity during disruptions.

Develop Dashboards

- Accomplishments:
 - Two budget dashboards are in Beta testing mode, built using Columbia Basin College's code as the foundation. The code has been adjusted to align with Big Bend's business processes, which differ from other colleges in the Washington CTC System.
- Next Steps 2025-26:
 - A ctcLink query has been identified that will allow tracking of grant budgets. However, a challenge has been that Institutional Research is developing the dashboards without in-depth knowledge of the data structure or business processes within the ctcLink Financial Management Pillar.

Forward Looking Infrastructure Lessons Learned

- Water and sewer lines on campus are owned by the City of Moses Lake. Strengthen relationship and advocate for more responsive permitting system. Engage with permitting agencies early to help mitigate project delays.
- Ensure multiple employees are trained in budget and financial statement development/analysis to enhance institutional resilience and prevent knowledge gaps.
- Maintain open and transparent communication regarding BBCC's budget to build trust, improve decision-making, and foster collaboration.

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:
 - Admissions & Registration and Advising: Developed and implemented a communication strategy to help new students through the admissions process
 - Implemented a partnership with NCWTech Alliance that aligned their basic technology classes with locations of BBCC BEdA classes
 - Developed a workflow and webpage for returning students including Signal Vine messages & a ctclink group code
 - Converting student laptop domain image to support students attending off campus locations
- Next Steps 2025-26
 - Begin looking at ways to leverage AI technology

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

- Accomplishments:
 - Expanded BEdA class offerings into Royal City
 - Offered Initial ECE Certificate in Spanish in communities of Mattawa, Othello, Quincy
 - Piloting CTE+ in computer science with Quincy high school
 - Expanded CiHS and CTE dual enrollment offerings
 - Developed standardized BEdA staff work schedules and coverage for Warden, Othello, Mattawa, Royal, and Quincy sites to ensure consistent coverage and support for students at those sites
 - Worked to improve CiHS and CTE Dual Credit offerings and processes with Othello High School
 - Continued with Limitless grant activities with Quincy School District
- Next Steps 2025-26
 - Offer ECE short certificate in Spanish in Mattawa and Othello
 - Expand CTE+ to at least one additional school
 - Systematize dual enrollment processes with Othello HS

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

- Accomplishments:
 - Athletics: Installed fully functional irrigation system at baseball field, successfully secured admission of men's & women's wrestling in NJCAA with postseason competition

- ban waived, secured \$40K state grant for wrestling program, recruited largest class of student athletes for Men's and Women's wrestling teams
 - CBIS: Worked with new industries (Sila Nanotechnologies, Group14, REC Silicon) to educate about continuing education opportunities, planned and implemented a clean energy event with partners across the state
 - BAS-BH program: Received Letter of Intent and Statement of Need and Program Proposal approval from Washington State Board, received change approval to offer the degree from NWCCU, collaborated with Wenatchee Valley College to develop and secure curriculum committee approval program courses, began recruiting students for a fall 2025 program launch, received two grants through partners to support program launch
 - Rural Nursing: Began partnership with Rural Nursing Education Program (RNEP) to launch a rural nursing education program, secured grant funding from Washington State Department of Health to support program implementation
 - Launched focused program promotion efforts for Medical Assisting, Manufacturing, Nursing, and Computer Science
- Next Steps 2025-26
 - Recruit full rosters in ALL sports
 - BAS-BH: Finalize operating agreement with WVC, admit students, launch program in all 2025
 - Rural Nursing: Support students through pre-req courses
 - Grow enrollment in Manufacturing, Medical Assistant, Nursing, and Computer Science programs using program-specific marketing & outreach

Expand total enrollment by strengthening pipelines into college

- Accomplishments:
 - Dual enrollment Coordinator: Began preparation for National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation by developing faculty credentialing framework, program procedures, and menu of course options for schools
 - BEdA: Improved BEdA data accuracy through cross training, improved admissions and registration processes in partnership with SASS for BEdA students transitioning into college, BEdA and Student Administrative Support Services (SASS) presented at biennial conference on collaborative work practices, updated AP 6101 and developed a tuition waiver implementation procedure, identified college level courses for BEdA student enrollment in different program pathways
 - CBIS (Center for Business and Industry Services): Conducted Aircraft Rescue and Fire Fighting (ARFF) training with Canadian partners, offered community education classes in Art & Music, hosted Girl Scouts coming to BBCC with focus on aviation, made updates with Ed2Go that doubled online registration for some trainings, fully utilized Campus Continuing Education software, served 85 secondary students with work readiness, self-advocacy, and work based learning
 - TRIO Upward Bound: Served 118, 85% of students have a 2.5 GPA or better, 60% seniors proficient in language & math on state test, 100% of seniors graduating, 62% of seniors had rigorous HS program, 93% of UB graduates will enroll in college, 48% of UB students

enrolled in Running Start, 10 High School graduates earned Direct Transfer Agreements, 57% grads will attend university and 36% community college, 44 students in summer academy and two courses added

- International Program: Served 30 Japanese Agriculture Training Program (JATP) trainees, hosted 12 international students in 2023-24 and 12 for 2024-25, preparing to host students from Chubu University on campus in summer 2025

- Next Steps 2025-26

- Dual enrollment: Develop CiHS and Career & Technical Education dual credit to college advising & support process, apply for NACEP accreditation for College in the High School (CIHS)
- BEdA to college: Complete final details of BEdA to college pathway including advising and marketing resources
- International Studies: Continue JATP, host successful visit of students and professors from Chubu University, expand number of international students attending BBCC

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

- Accomplishments:

- Partnered with North Central Washington Tech (NCWTech) Alliance for NCWTech to hire a staff to support financial aid outreach
- Outreach: worked 1 on 1 with students in schools & on campus (including referrals from other departments) on admissions, scholarships, and financial aid applications
- Financial Aid: Worked with Outreach and NCWTech Alliance to complete FAFSA applications
- STEM Center: Increased STEM outreach through 1200 building tours, hands-on demos, STEM outreach video, STEM Center website update, development of outreach materials, attendance at a STEM night at Warden HS
- Communications: Installed wayfinding signage across campus, dual-language advertising, digital/social media marketing with a focus on enrollment growth, faculty posters, Spanish marketing for Medical Assisting and Spanish Early Childhood Education cohort, BEdA signage
- TV HEART Grant: helped train Outreach coordinators, developed marketing ads, supported preview days
- EOC Grant: 851 participants (62% low income, 47% secondary school diploma, 58% FA applications, 77% postsecondary admissions, 1.5% post-secondary enrollment)
- Workforce Program Specialists began making presentations in high school classes to promote workforce programs
- Held multiple outreach events: Scrubs Camp in partnership with Central Washington AHEC, Mechatronics Meltdown, College and Career Expo, Energy Science Days
- HEP grant served 69 students, exceeding enrollment objective of serving 60 students
- Updated a marketing plan that extends from January through August

- Next Steps 2025-26

- EOC grant meet all objectives, both enrollments and percentages

- Increase collaboration between Outreach, BEdA, Workforce Education, and Communication departments and staff to implement comprehensive outreach efforts

Enrollment Growth & Diversification Lessons Learned

- Collaboration and communication across departments are vital for the success of outreach and enrollment management efforts
- Enrollment management efforts are ongoing and continuous
- New grant directors need substantive and ongoing support to succeed

2025-26 Next Steps

Student Success	Employer of Choice
<ul style="list-style-type: none"> • Implement changes to the annual schedule building process. • Improve accessibility of college courses using Canvas to an Ally score at or above 85%. • Pilot mandatory CSS course for new students. • Expand peer mentoring to support students on academic probation. • Increase use of Writing Center by students in composition classes and through referrals from instructors. • Advising: Implement Pathway Subject Matter Experts, establish advising professional development strategy, adjust advising loads for faculty, create exploratory pathway for undecided students, identify potential alternate times for advising and group advising strategies. • Complete program updates for AMT, Automotive, Welding & BIM programs. • HEP grant: accomplish all grant objectives. • Finalize & implement financial sustainability approach for BAS programs & E3 grant supported activities. • Nursing program accreditation. 	<ul style="list-style-type: none"> • Develop and implement a search advocate program. • Incorporate updated leader competencies into the performance review process. • Implement sustainability plan for Managing with Heart & Mind and Positive Workplace Culture. • Revise the admin/exempt performance evaluation form. • Develop a tool to gather information on professional development completed outside the institution. • Continue to support the implementation of Employee Resource Groups (ERGs). • Create a periodic “temperature check” employee survey to gather feedback between formal PACE employee surveys. • Review the effectiveness of a mentorship program for admin/exempt and classified staff. • Review the effectiveness of a mentorship program for admin/exempt and classified staff. • Revise classified staff position descriptions to incorporate major functions and the percentage of time spent in each functional area. • Implement and sustain the shared decision-making model introduced in the Managing with Heart & Mind training. • Continue to expand the online Guide to BBCC Processes and Tools to ensure all employees have access to standardized processes and forms. • Continue to expand the online Guide to BBCC Processes and Tools to ensure all employees have access to standardized processes and forms.

• Forward Looking Infrastructure	• Enrollment Growth and Diversification
<ul style="list-style-type: none"> • Continue training to build our ctcLink expertise. • Install fire system and panel in 1300 A&B. • Remodel Bldg. 1500 classrooms and restrooms. • Replace water mains (utilities) in Buildings 2000 and 1700. • Complete building of a 30x72 Greenhouse with supporting utilities. • Continue concrete/panel repairs as funding allows in support of ADA. • Complete the recruitment process to fill the new IT Security-Journey position. • Complete network upgrades in the 1200, 1400, and 1800 buildings. • Continue work in cloud migration to reduce the on-campus data footprint. • Continue focus on improving cybersecurity. • Continue work on compliance with Title II and accessibility to include revisions to the BBCC website. • Continue to monitor budgeted revenues and expenditures closely and look for ways to maximize value in state funding. • Conduct a Facility Condition Survey in Spring 2025. • Develop the Continuity of Operations Plan Appendix and finalize the Emergency Operations Plan, ensuring all departments have documented operational procedures for continuity during disruptions. • Continue to refine the budget dashboard to support grants and departments with their specific accounting needs. 	<ul style="list-style-type: none"> • Start exploring opportunities to leverage AI technology. • Dual enrollment: Develop CiHS and CTE dual credit to college advising & support process, apply for NACEP accreditation for CiHS, expand CTE+ dual credit pilot. • Complete final details of BEdA to college pathway. • Offer ECE short certificate in Spanish in Mattawa and Othello. • Recruit full rosters in ALL sports. • BAS-BH: Finalize operating agreement with WVC, admit students, launch program in all 2025. • Rural Nursing: Support students through pre-req courses. • EOC grant: meet all objectives. • Increase collaboration between Outreach, BEdA, Workforce Education, and Communication departments to implement comprehensive outreach efforts.

Appendix A - Student Success Disaggregations

Student Success Disaggregations

The Data Committee met to review student progress to understand how individuals from diverse demographic backgrounds are advancing in their academic journey. The analysis focuses on two key student groups: First-Time in College students (FTIC) and Running Start (RS) students.

Data is broken down by race, age group, gender, and financial aid status to provide deeper insights into student progress. The following data is further detailed when differences between groups are identified.

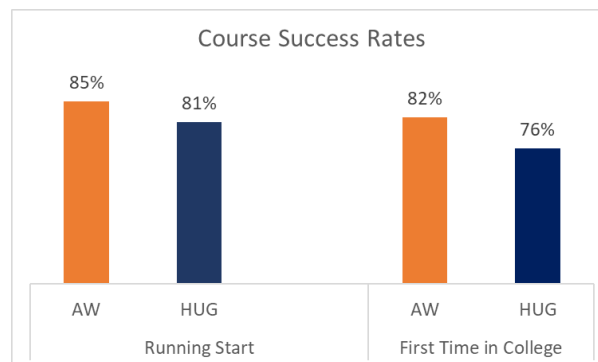
Running Start students have made steady progress in success measures. At this point there is no difference between AW and HUG with the exception of course success over the last five years.

The Student Success Measures used were:

- Course Success Rates
- College-level Credits Completed in First Year
- Retention (Fall to Fall)
- Completion by 3rd Year
- Transfer by 4th Year
- Employment by 4th Year

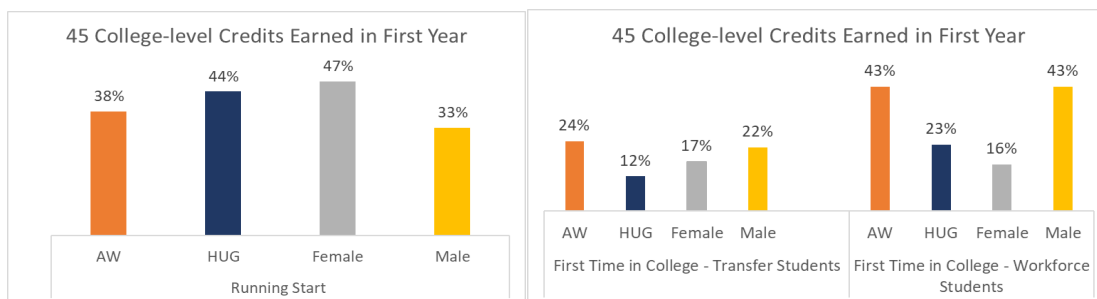
COURSE SUCCESS – 2.0 GP or Pass

There is a persistent equity gap in course success between Asian/White (AW) and Historically Underrepresented Groups (HUG) which includes Black or African American, Hispanic, and Native American or Alaskan Native



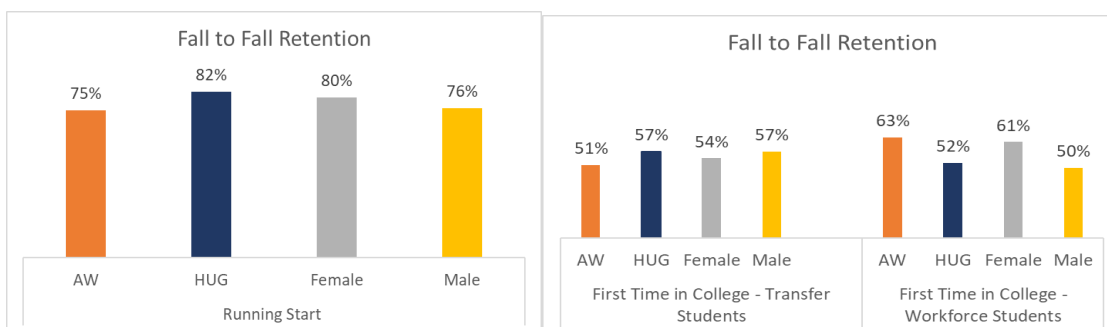
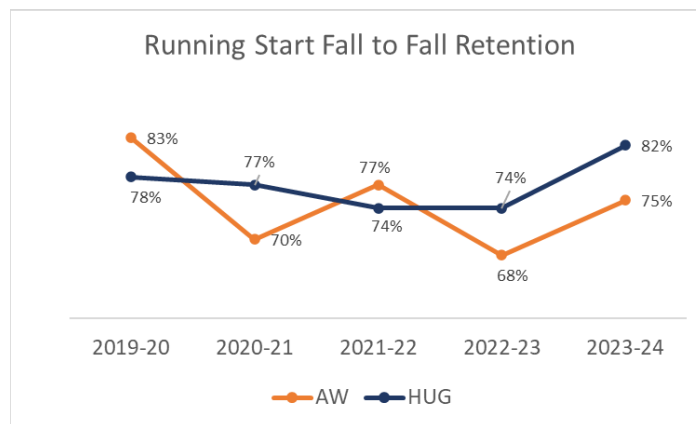
College-level Credits Earned in First Year

Earning college-level credits is a key milestone in a student's educational journey, laying the foundation for academic success. The Data Committee will further break down the data to determine whether differences in FTIC are linked to full-time or part-time status and whether credits earned through Prior Learning Assessment (Credit by Exam, Advanced Placement, and College Level Examination Program) contribute to variations in Running Start outcomes.



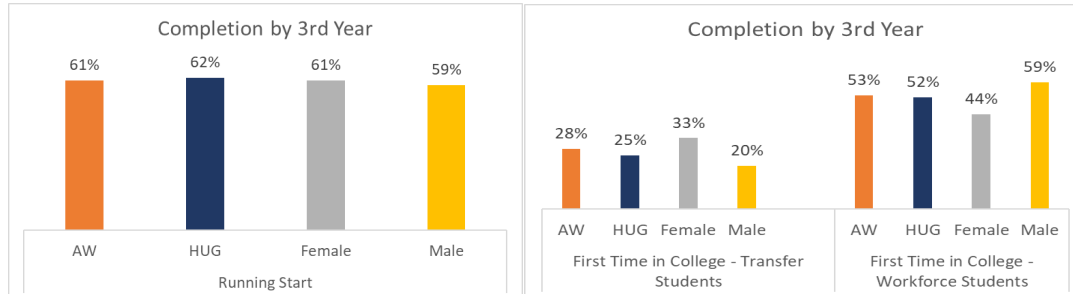
Fall to Fall Retention

Retention rates for FTIC students show little variation across race, age group, gender, and need-based financial aid recipients. However, over the past five years, Running Start retention rates have declined for AW students while increasing for HUG students.



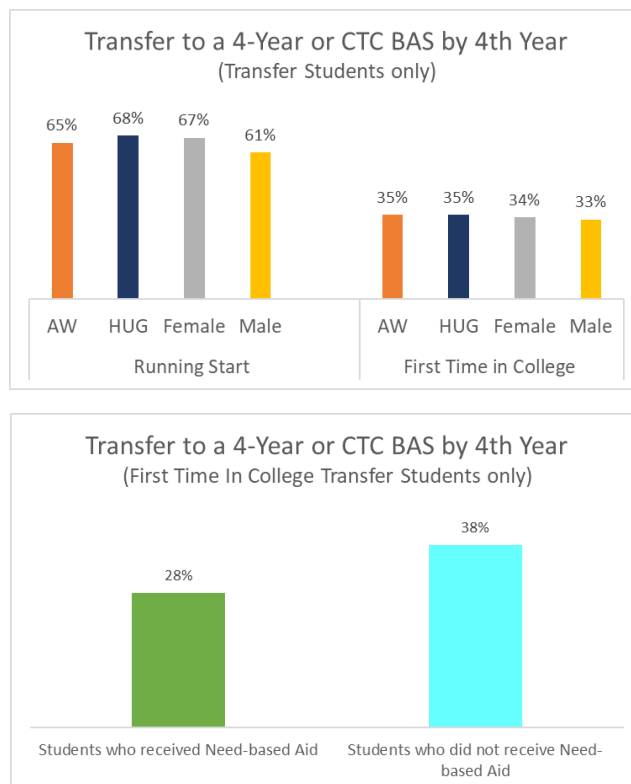
Completion by 3rd Year

Running Start students have a 60% completion rate. The primary difference is between females, 61%, and males, 59%. The following charts show completion rates.



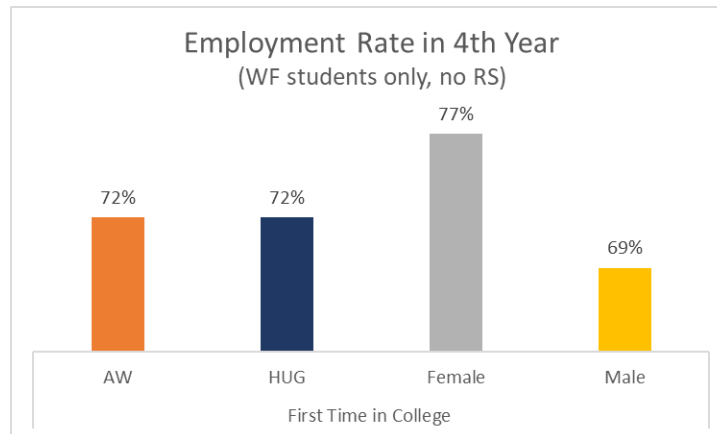
Post College Success

This cohort began in 2020, with six students enrolling in the BBCC BASAM program. Currently, AW and HUG students each transferred at 35%. This marks the first time in the past decade that the percentage of AW students transferring has not exceeded that of HUG students. The BASAM program eliminated the gap.



Employment Rate in 4th Year (WF students only, no RS)

There are limitations to this measure. It only captures students employed in Washington state with social security numbers.



Key Takeaways

- Support FTIC HUG and economically disadvantaged students
- Bridge gender gaps in credit completion and workforce success
- Strengthen pathways for FTIC to degree completion
- Enhance support for male students in transfer program
- Support FTIC Economically Disadvantaged Transfer gap

The Data Committee will continue analyzing the data to identify differences within workforce and transfer programs to determine where students are stopping out before completing their programs.

Taking Action to Address Gaps in Student Success

- Working to improve the annual class schedule
- Launched the Career and Transfer Center with a focus on the second-year experience
- Exploring a mandatory College Success Skills class
- Process to transition students from BEdA into college
- Pathways from CiHS and CTE Dual Credit to college
- Improvements to our Academic Advising processes

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

		BBCC	BBCC Data					Trend
<u>Persistence</u>			2019-20	2020-21	2021-22	2022-23	2023-24	
Passed course w/ P or 2.0 GP or higher								
ALL	Course Success Rates	80%	80%	77%	78%	79%	79%	
AW	Course Success Rates	82%	84%	79%	80%	81%	82%	
HUG	Course Success Rates	77%	76%	75%	76%	77%	76%	
NR	Course Success Rates	81%	78%	77%	76%	82%	83%	
ALL	15 Credits 1st Year	76%	77%	77%	74%	78%	80%	
A/W	15 Credits 1st Year	79%	81%	81%	77%	83%	83%	
HUG	15 Credits 1st Year	71%	73%	75%	70%	74%	76%	
ALL	45 Credits 1st Year	25%	26%	28%	29%	29%	32%	
AW	45 Credits 1st Year	31%	32%	29%	30%	34%	35%	
HUG	45 Credits 1st Year	19%	21%	28%	27%	24%	28%	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	87%	85%	83%	85%	86%	
AW	Fall to Winter Retention	87%	88%	85%	85%	86%	88%	
HUG	Fall to Winter Retention	85%	87%	86%	81%	83%	84%	
ALL	Fall to Fall Retention	63%	64%	65%	63%	65%	66%	
AW	Fall to Fall Retention	66%	68%	66%	65%	64%	65%	
HUG	Fall to Fall Retention	62%	60%	67%	61%	65%	67%	
<u>Completion</u>			2017-2020	2018-2021	2019-2022	2020-2023	2021-2024	
ALL	3 Year Completion Rate	45%	47%	45%	45%	49%	48%	
AW	3 Year Completion Rate	46%	50%	47%	47%	48%	50%	
HUG	3 Year Completion Rate	43%	42%	42%	44%	51%	47%	
NR	3 Year Completion Rate	45%	56%	45%	33%	38%	48%	
<u>Post-College Success</u>			2016 start	2017 start	2018 start	2019 start	2020 start	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	41%	43%	44%	38%	54%	
AW	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	46%	50%	47%	45%	56%	
HUG	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	35%	36%	32%	41%	33%	54%	
NR	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	38%	-	55%	-	53%	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	73%	79%	73%	72%	
AW	Emp Rate in 4th year - WF Stu only	76%	73%	64%	72%	63%	72%	
HUG	Emp Rate in 4th year - WF Stu only	82%	83%	85%	86%	86%	72%	
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	BBCC Data					Trend
		Baseline	2019-20	2020-21	2021-22	2022-23	2023-24	
<u>Persistence</u>								
ALL	Course Success Rates	80%	80%	77%	78%	79%	79%	
<20	Course Success Rates	80%	80%	77%	79%	79%	80%	
20-24	Course Success Rates	77%	77%	76%	77%	77%	77%	
>24	Course Success Rates	83%	84%	80%	80%	79%	79%	
ALL	15 Credits 1st Year	76%	77%	77%	74%	78%	80%	
<20	15 Credits 1st Year	80%	82%	78%	76%	81%	83%	
20-24	15 Credits 1st Year	56%	57%	76%	57%	60%	74%	
>24	15 Credits 1st Year	54%	57%	61%	61%	71%	43%	
ALL	45 Credits 1st Year	25%	26%	28%	29%	29%	32%	
<20	45 Credits 1st Year	28%	30%	30%	30%	31%	35%	
20-24	45 Credits 1st Year	13%	10%	24%	28%	27%	21%	
>24	45 Credits 1st Year	16%	15%	13%	18%	12%	13%	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	87%	85%	83%	85%	86%	
<20	Fall to Winter Retention	90%	91%	87%	85%	86%	88%	
20-24	Fall to Winter Retention	72%	76%	80%	74%	74%	80%	
>24	Fall to Winter Retention	65%	70%	61%	77%	87%	67%	
ALL	Fall to Fall Retention	63%	64%	65%	63%	65%	66%	
<20	Fall to Fall Retention	68%	68%	67%	67%	65%	69%	
20-24	Fall to Fall Retention	49%	48%	58%	43%	54%	53%	
>24	Fall to Fall Retention	41%	39%	48%	49%	70%	50%	
<u>Completion</u>								
			2017-2020	2018-2021	2019-2022	2020-2023	2021-2024	
ALL	3 Year Completion Rate	45%	47%	45%	45%	49%	48%	
<20	3 Year Completion Rate	47%	49%	45%	46%	50%	49%	
20-24	3 Year Completion Rate	34%	36%	38%	21%	33%	38%	
>24	3 Year Completion Rate	38%	35%	52%	61%	45%	61%	
<u>Post-College Success</u>								
			<u>2016 start</u>	<u>2017 start</u>	<u>2018 start</u>	<u>2019 start</u>	<u>2020 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	41%	43%	44%	38%	54%	
<20	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	45%	47%	47%	40%	57%	
20-24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	13%	10%	16%	16%	4%	17%	
>24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	24%	21%	27%	-	-	-	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	73%	79%	74%	76%	
<20	Emp Rate in 4th year - WF Stu only	80%	83%	73%	85%	73%	74%	
20-24	Emp Rate in 4th year - WF Stu only	77%	85%	70%	74%	78%	68%	
>24	Emp Rate in 4th year - WF Stu only	81%	69%	79%	65%	72%	-	

Big Bend Community College - Student Success
Breakdown by Gender

		BBCC Baseline						Trend
			2019-20	2020-21	2021-22	2022-23	2023-24	
<u>Persistence</u>								
ALL	Course Success Rates	80%	80%	77%	78%	79%	79%	
Female	Course Success Rates	81%	81%	78%	79%	80%	79%	
Male	Course Success Rates	78%	78%	76%	77%	79%	79%	
ALL	15 Credits 1st Year	76%	79%	77%	74%	78%	80%	
Female	15 Credits 1st Year	87%	93%	78%	76%	74%	80%	
Male	15 Credits 1st Year	75%	78%	76%	72%	83%	79%	
ALL	45 Credits 1st Year	26%	27%	28%	29%	29%	32%	
Female	45 Credits 1st Year	23%	23%	29%	28%	26%	33%	
Male	45 Credits 1st Year	26%	31%	28%	30%	35%	33%	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	87%	85%	83%	85%	86%	
Female	Fall to Winter Retention	88%	91%	88%	87%	83%	86%	
Male	Fall to Winter Retention	84%	85%	84%	81%	87%	85%	
ALL	Fall to Fall Retention	63%	64%	65%	63%	65%	66%	
Female	Fall to Fall Retention	70%	73%	69%	68%	64%	67%	
Male	Fall to Fall Retention	60%	60%	64%	63%	66%	64%	
<u>Completion</u>			2017-2020	2018-2021	2019-2022	2020-2023	2021-2024	
ALL	3 Year Completion Rate	45%	47%	45%	45%	49%	48%	
Female	3 Year Completion Rate	48%	50%	50%	50%	52%	51%	
Male	3 Year Completion Rate	40%	42%	36%	40%	44%	45%	
<u>Post-College Success</u>			2016 start	2017 start	2018 start	2019 start	2020 start	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	41%	43%	44%	38%	54%	
Female	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	42%	46%	50%	49%	57%	
Male	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	39%	38%	41%	36%	32%	50%	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	73%	79%	73%	76%	
Female	Emp Rate in 4th year - WF Stu only	82%	80%	75%	80%	80%	77%	
Male	Emp Rate in 4th year - WF Stu only	76%	79%	69%	78%	69%	69%	

Big Bend Community College - Student Success

Breakdown by Receiving or Not Receiving Need-based Aid

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

		BBCC Baseline	2019-20	2020-21	2021-22	2022-23	2023-24	Trend
<u>Persistence</u>								
ALL (no RS)	Course Success Rates	80%	80%	77%	77%	78%	77%	
Rec'd N Aid	Course Success Rates	78%	78%	77%	78%	77%	76%	
Did Not Rec N Aid	Course Success Rates	81%	81%	78%	77%	78%	78%	
Rec'd N Aid	15 Credits 1st Year	66%	66%	70%	64%	71%	67%	
Did Not Rec N Aid	15 Credits 1st Year	65%	73%	60%	66%	75%	73%	
Rec'd N Aid	45 Credits 1st Year	16%	17%	20%	20%	19%	21%	
Did Not Rec N Aid	45 Credits 1st Year	22%	27%	21%	24%	26%	29%	
<u>Retention</u>								
Rec'd N Aid	Fall to Winter Retention	83%	85%	83%	77%	83%	80%	
Did Not Rec N Aid	Fall to Winter Retention	77%	80%	73%	79%	80%	75%	
Rec'd N Aid	Fall to Fall Retention	57%	56%	67%	59%	58%	55%	
Did Not Rec N Aid	Fall to Fall Retention	56%	62%	57%	55%	60%	55%	
<u>Completion</u>			2017-2020	2018-2021	2019-2022	2020-2023	2021-2024	
Rec'd N Aid	3 Year Completion Rate	40%	39%	41%	33%	40%	37%	
Did Not Rec N Aid	3 Year Completion Rate	38%	33%	36%	43%	39%	40%	
<u>Post-College Success</u>			<u>2016 start</u>	<u>2017 start</u>	<u>2018 start</u>	<u>2019 start</u>	<u>2020 start</u>	
Rec'd N Aid	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	25%	27%	29%	29%	15%	28%	
Did Not Rec N Aid	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	43%	24%	35%	31%	35%	38%	
Rec'd N Aid	Emp Rate in 4th year - WF Stu only	82%	84%	75%	79%	79%	75%	
Did Not Rec N Aid	Emp Rate in 4th year - WF Stu only	74%	74%	69%	79%	69%	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 2024 with degree of urbanization, student headcount, and percent Hispanic.

Fall 2023		Campus Setting	12-month Enrollment	Percent Hispanic
Big Bend Community College	WA	Town: Remote	2584	47

Statewide Comparison Schools

Walla Walla Community College	WA	City: Small	3920	28
Wenatchee Valley College	WA	City: Small	3518	42
Yakima Valley College	WA	City: Small	4711	61

Regional Comparison Schools

College of Eastern Idaho	ID	City: Small	3465	13
Great Basin, Elko	NV	Town: Remote	4472	26
Treasure Valley	OR	Town: Distant	2650	26

National Comparison Schools

Clovis Community College	NM	Town: Remote	3299	47
Garden City Community College	KS	Town: Remote	2640	49
Lake Tahoe Community College	CA	Rural Fringe	8526	29

*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.

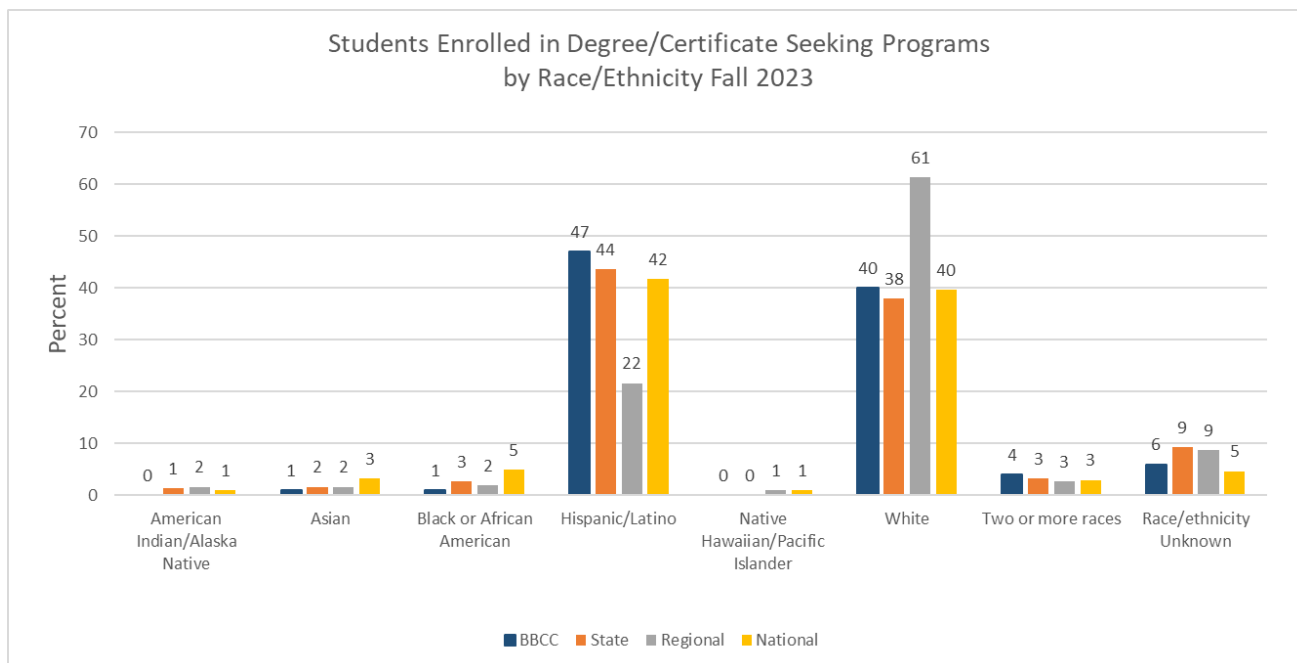
Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

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.

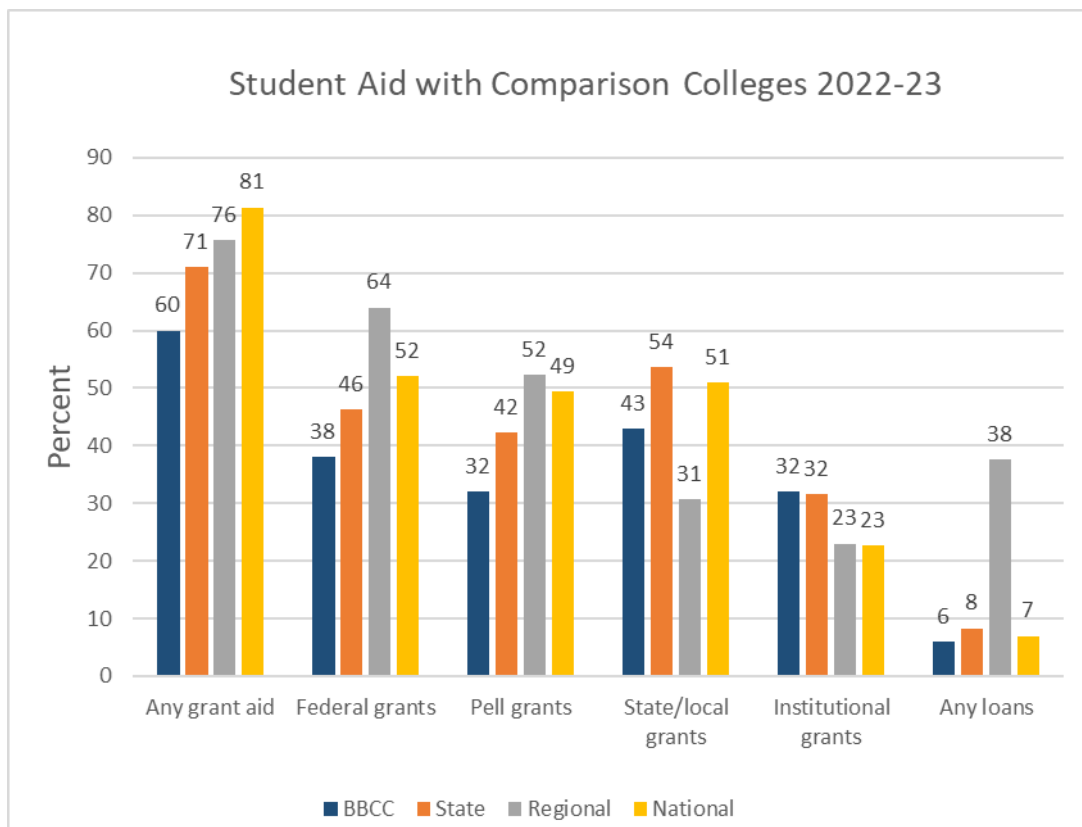
Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Fall 2023 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.

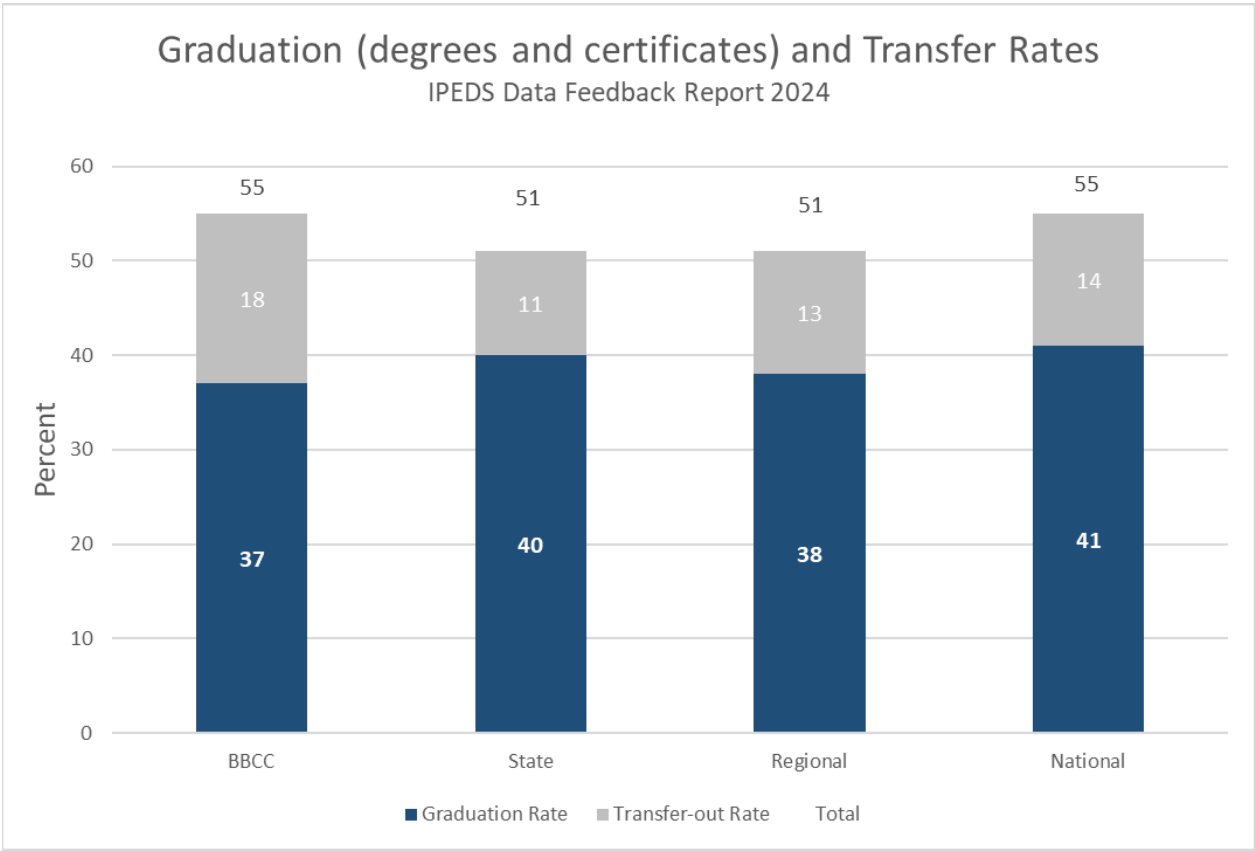
Pell grants are federal grants and the primary source of financial aid for most students.

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 percentage of students who receive Federal grants. Only six 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 apply for it.

Graduation and Transfer Rates



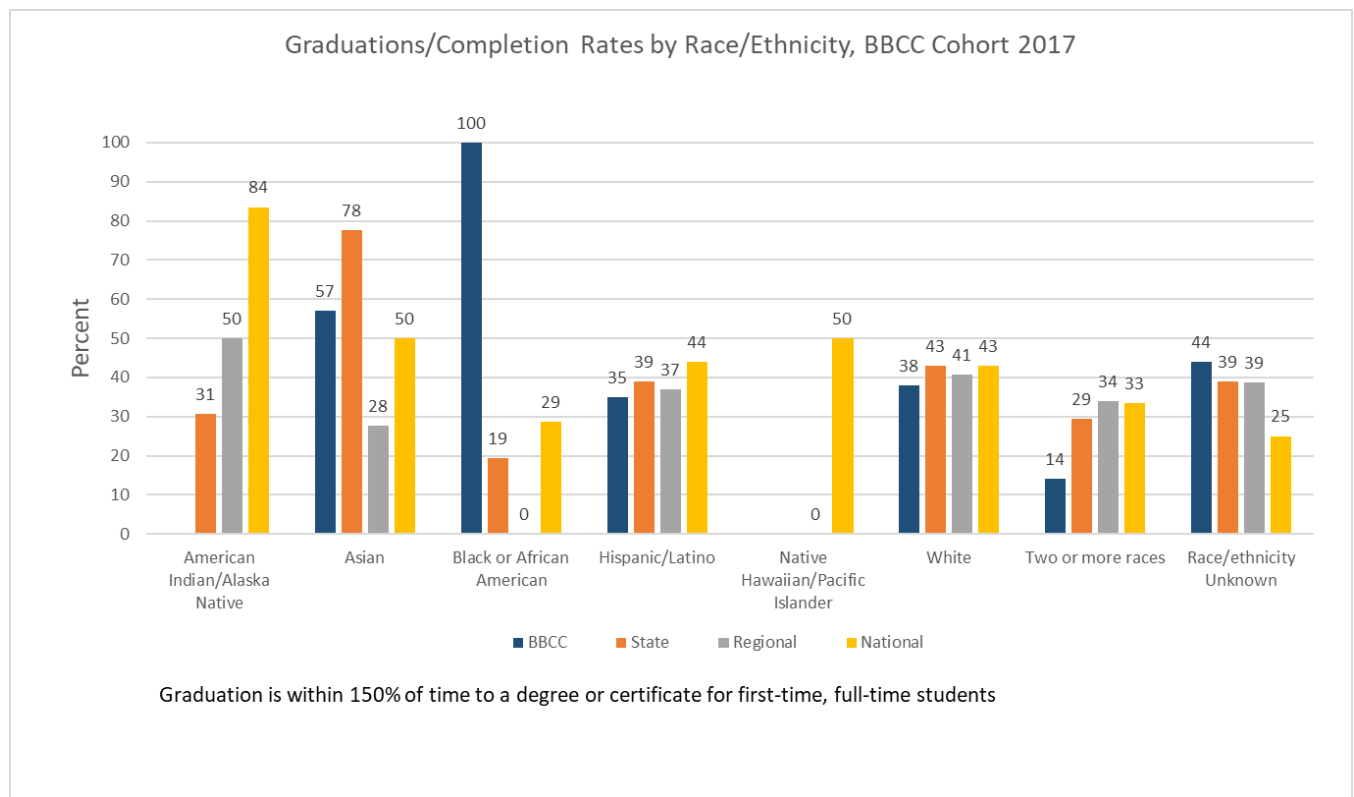
Graduation (degrees and certificates) and Transfer Rates for Full-time, first-time students, IPEDS Report 2024, BBCC 2017 Cohort

	Big Bend	State	Regional	National
Graduation	37%	40%	38%	41%
Transfer	18%	11%	13%	14%
Total	55%	51%	51%	55%

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.

BBCC’s combined graduation and transfer rate of 55% was higher than the State and Regional Peer Institutions and equal to the National Peer Institutions.

Graduations/Completion Rates by Race/Ethnicity



Hispanic and White students comprise nearly 87% of BBCC's student population. However, their graduation rates have fallen below those of our Peer Comparison Institutions. Despite this decline, a significant portion of this cohort transferred out before earning a credential. When factoring in both transfer-out and completion rates, Hispanic students reached 50.4%, while White students were at 57.8%.

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	Director of Advising & Retention, Starfish Coordinator, 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	E3-Title V Grant Team, IR	In Progress
	Provide students with trainings about how to utilize technology used in their classes	eLearning, Library, BEdA	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, advisors	In Progress
	Improve advising services year-round with ctcLink tools, the website, and other tools	Director of Advising & Retention, Advising Committee, HEART Grant Team	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		In Progress
	Develop transition to campus and college advising for dual enrollment students	Advising Workgroup, BEdA, Dual Enrollment 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, E3-Title V Grant Team	In Progress
	Implement large-scale ESCALA training for faculty	E3-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	E3-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, E3-Title V Grant Team, Instructional Improvement Workgroup	In Progress
	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	Math & Science Division, STEM Center Coordinator Career Services Coordinator, Workforce Faculty	In Progress
	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	Director of Admissions/Registration, 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	E3-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	Director of Advising & Retention, Retention Coordinator	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	MPT 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, EELD	In Process
	Review and update leader competencies	HR, EELD	In Process
	Supervisor Expectations & Accountability	EELD	In Process
	Review and update 360 feedback process	HR and EELD	In Process
	Improve performance evaluation completion rates	E-Team and Cabinet	Ongoing
Climate and Community	Implement workplace norms	E-Team, Cabinet, SGC	In Process
	Onboarding & Orientation	HR and Supervisors	Completed
	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	In Process
Implement ctcLink for HR & Payroll	Implement ctcLink for HR & Payroll	HR/Payroll	Completed
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

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to	Status
	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 & E3-Title V staff	In Process

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	Director of Admissions & Registration, Director of Advising & Retention, WES, E3-Title V Grant Team, BEdA	In Progress
	Refine and expand services offered in online and hybrid modalities, including the new student intake process	Director of Advising & Retention, 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, Deans of Transfer & Workforce	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	Dual Enrollment Coordinator, Director of Admissions & Registration	In Progress
	Grow dual enrollment programs	Dual Enrollment Coordinator	In Progress
	Grow enrollment in existing programs	Dean of Workforce Education, Dean of Transfer & Allied Health, BEdA Director, Public Information Office	In Progress
	Strengthen relationships with feeder high schools to improve transition of high school students to Big Bend	BEdA, Outreach, Dual Enrollment 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, WES Director, Dean of Workforce	In Progress
	Identify employers with tuition reimbursement for employees	CBIS Director	Planning
	Develop outreach and marketing strategies for specific communities	BEdA Director, WES Director, Outreach Director, Public Information Office	In Progress
	Conduct family focused outreach for high school age students (focus to dual credit students)	BEdA, Outreach,	Planning
	Develop outreach and marketing strategies for working adults	WES Director, BEdA Director, Public Information Office, Director of Title V & Other Grants, Outreach	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	Director of Admissions & Registration, Director of Advising & Retention	In Progress
	Provide support and resources to allow a shorter turnaround time between when students ask a question and when they receive a response	Director of Admissions & Registration, E3 Title V Grant Team, Director of Advising & Retention	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	In Progress

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

BEdA - Basic Education for Adults

BP - Board Policy

CAMP (grant) - College Assistance Migrant Program

CCRI - Community College Research Initiatives

CEID - Committee for Equity Inclusion and Diversity

CiHS - College in the High School

CPL - Credit for Prior Learning

CTE - Career and Technical Education

CTC - Community and Technical College

CWU - Central Washington University

DSHS - Department of Social and Health Services

DEI - Diversity Equity and Inclusion

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

LBGTQIA+ - 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