



Mission Fulfillment

Student Success

2015



Presented to the BBCC Board of Trustees, October 29, 2015
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Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

BBCC Core Themes

Student Success

Excellence in Teaching and Learning

Community Engagement

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BBCC Mission Fulfillment Workbook and Appendices 2015*	*

***NOTE:** To save resources, the **Mission Fulfillment Workbook and Appendices 2015** will be available in the online version of this report only. To access the online version, visit the following link: <http://www.bigbend.edu/information-center/institutional-research-planning/monitoring-reports/>.

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Mission Fulfillment 2015

In 2014, Big Bend Community College adopted a new Academic Master Plan (AMP) which serves as the strategic plan for the college and outlines BBCC's process for assessing mission fulfillment. The plan reflects the core themes identified in the mission statement that was adopted in 2013. The 2014-15 academic year was the first full academic year under the new AMP.

The core themes address the three broad areas described in the mission:

- Student Success
- Excellence in Teaching and Learning
- Community Engagement

Under each core theme are objectives and indicators identified by the Academic Master Planning Committee. In September 2015, Trustees, faculty division chairs, staff, and administrators were provided information related to each indicator under the core theme objectives. The groups discussed the data, progress of each indicator, and possible strategies to meet the needs of our current and prospective students.

The chart titled *Core Themes Objectives 2015: Importance versus Effectiveness Average Ratings* (page 2) gives a visual depiction of the effectiveness and importance ratings derived from these discussions. The table titled *Mission Fulfillment, Key Performance Indicators - Two Year Comparison*

(page 3) shows the summarized effectiveness ratings from this year compared to last year. The *Mission Fulfillment Meetings Summary 2014-15* (pages 4-5) is a brief summary of discussion items under each objective.

Throughout the mission fulfillment discussions, a number of important insights and ideas were brought forward. The following priorities (focus areas) surfaced repeatedly during the rating and discussion activities

BBCC's Focus Areas 2015-16:

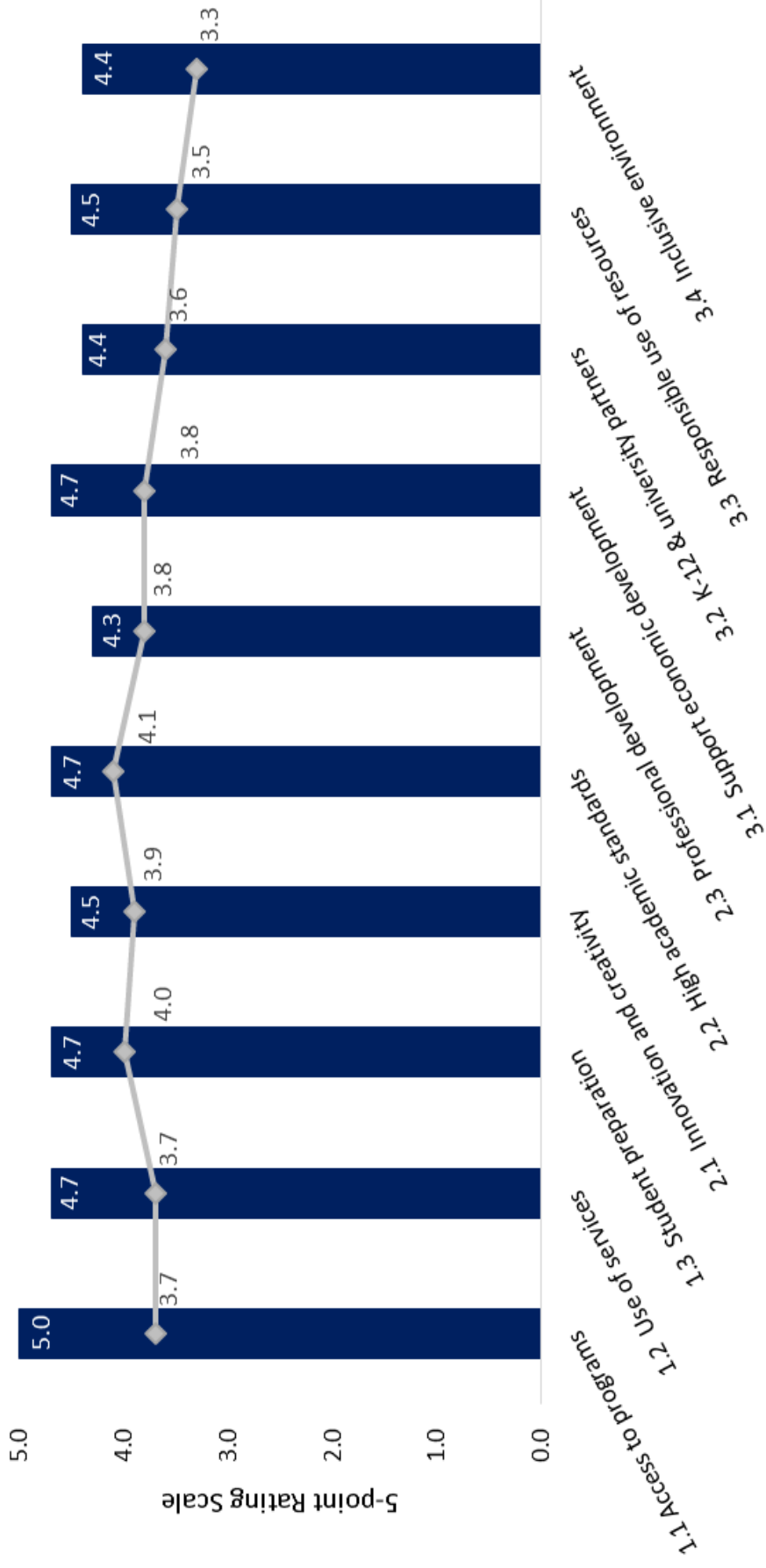
- Create degree pathways and effective tools so students know their progress toward degree completion
- Continue collaborations with industry and Grant and Adams Economic Development Councils to meet area training needs; expand the Agriculture and Business Programs
- Add well-qualified faculty
- Maintain professional development momentum, linking training to best practices in teaching, diversity, and student success
- Expand access to more students; continue development of evening class offerings
- Improve K-12 connection

Plans to address several of these discussion items are in place. The information in this report will help shape planning and activities for the year.























Student Success

Core Theme Objectives 2015: Importance versus Effectiveness* Ratings








*NOTE: Five-point scale, 0 (lowest) to 5 (highest); scores are the average of faculty/staff and trustee ratings







MISSION FULFILLMENT
KEY PERFORMANCE INDICATORS (KPI) – Two Year Comparison

Student Success: BBCC provides access to programs and services that meet the needs of our service district.				
Objectives	2014		2015	
	KPI	Average Rating	KPI	Average Rating
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students		3.5		3.7
1.2 Use of services correlates with success, retention, and completion		3.8		3.7
1.3 Students are prepared to graduate and to transfer or to seek employment		4.1		4.0
Excellence in Teaching and Learning Outcome: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.				
Objectives	2014		2015	
	KPI	Average Rating	KPI	Average Rating
2.1 BBCC implements innovation and creativity in programs and services		3.7		3.9
2.2 BBCC helps students attain high academic standards		3.9		4.1
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		3.5		3.8
Community Engagement Outcome: BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.				
Objectives	2014		2015	
	KPI	Average Rating	KPI	Average Rating
3.1 BBCC works with community and industry partners to support economic development		3.5		3.8
3.2 BBCC works with K-12 & university partners to provide educational opportunities		3.0		3.6
3.3 BBCC practices responsible use of resources, including fiscal and natural resources		3.4		3.5
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		3.4		3.3





Key:

KPI	Progress Toward Target	Average Rating	Action
	Outstanding	4.1 - 5.0	Use as a model, best practice
	Good	3.1 – 4.0	Continue to support this practice
	Satisfactory	2.1 – 3.0	Meets the benchmark, but keep improving so we don't slip
	Needs Improvement	1.1 – 2.0	Develop an action plan
	Not Acceptable	0.0 – 1.0	Take immediate action and commit additional resources

Mission Fulfillment Meetings Summary 2014-15

Rating	Summary of discussion	
Student Success Outcome: BBCC provides access to programs and services that meet the needs of our service district.		
Objective 1.1: BBCC provides access to programs and services that meet the educational needs of our students and prospective students		
	3.7	<p>Areas identified for development or expansion:</p> <ul style="list-style-type: none"> • Expand the Agriculture and Business Programs and add more IBEST type courses in more programs for ELA students • Expand evening, weekend, and online courses and services – and market this to the district, don't cancel low enrolled classes until we've had a few years to establish the night/weekend program. At the same time, find ways to improve online course success rates • Improve professional/technical program facilities, the buildings don't match the quality of the programs • Make outreach a priority
Objective 1.2 Use of services correlates with success, retention, and completion		
	3.7	<p>Services that impact student success:</p> <ul style="list-style-type: none"> • New Student Orientation (NSO), Academic Early Warning (AEW), Student Success Center, STEM Center <p>Opportunities for growth:</p> <ul style="list-style-type: none"> • Expand AEW (dependent on sufficient human resources) • Seek ways to help students who miss assignments or don't participate • Create guided educational pathways that put students on a track to complete
Objective 1.3 Students are prepared to graduate and to transfer or to seek employment		
	4.0	<p>Areas to consider to increase graduation, transfer, and student employment:</p> <ul style="list-style-type: none"> • Mandatory educational pathway advising; this should include a personal scorecard for each student so they know exactly what they've completed and what they need to do next • Develop a system that requires students to take advantage of services and tools • Continue to focus on employment rates working with industry and Economic Development Councils
Excellence in Teaching and Learning Outcome: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.		
Objective 2.1 BBCC implements innovation and creativity in programs and services		
	3.9	<p>Practices that should be continued or taken to scale:</p> <ul style="list-style-type: none"> • Administrative: Opportunities through leadership commitment, continue to incorporate lean practices, focused professional development leads to retention • Instruction: Hire more full-time faculty; strengthen teaching strategies professional development on campus; create educational pathways • Services: Educational pathway advising, keep up with technology advancement and best practices
Objective 2.2 BBCC helps students attain high academic standards		
	4.1	<p>Strategies to help students attain high academic standards:</p> <ul style="list-style-type: none"> • Develop strategies to increase graduation rates • Continuous improvement of student services • Add full-time, high-quality, passionate faculty • Align all professional/technical programs with industry standards
Objective 2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		
	3.8	<p>Professional development initiatives to improve student success:</p> <ul style="list-style-type: none"> • Link professional development to student achievement – hold professional development on campus • Continue diversity training to increase student engagement and success • Make sure all supervisors consistently support staff development

Mission Fulfillment Meetings Summary 2014-15

Rating	Summary of discussion	
Community Engagement Outcome: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.		
Objective 3.1 BBCC works with community and industry partners to support economic development		
	3.8	Efforts to enhance economic development: <ul style="list-style-type: none"> • Collaborate regularly with industry partners and Economic Development Councils • Improve Sodexo food service for ATEC and other campus events • Continue to offer various CBIS courses
Objective 3.2 BBCC works with K-12 and university partners to provide educational opportunities		
	3.6	Strategies to enhance K-12 and university partnerships: <ul style="list-style-type: none"> • Continue outreach efforts showcasing key course offerings and BBCC opportunities and benefits • Improve connections with high school counselors, teachers and other staff • Have joint events with K-12 staff at BBCC • Offer more weekend and night courses
Objective 3.3 BBCC practices responsible use of resources, including fiscal and natural resources		
	3.5	Efforts promoting responsible use of resources: <ul style="list-style-type: none"> • Lean processes could be expanded to other areas of the college • Continue to develop open and inclusive budget process that links budgets to college priorities • Continue excellent support from the BBCC Foundation
Objective 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		
	3.3	Possible approaches to enhance an inclusive environment: <ul style="list-style-type: none"> • Support ASB multi-cultural and diversity events • Work to close achievement gaps between groups of students • Continue to expand diversity and inclusion efforts

Trustee comments are shaded grey

Student Success

Outcome: BBCC provides access to programs and services that meet the needs of our service district.

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

Indicator 1.1a Inventory of programs, modalities, and services

Indicator 1.1b Service area & student demographic data

Indicator 1.1c Class fill rates, wait lists & cancellation data

Indicator 1.1d Feedback from advisory committees

Please post your rating of this outcome:

Overall Ratings

Effectiveness = 3.7

Importance = 5.0

Your Rating (Not at all (1) - Very (5))

Rate how effectively BBCC meets the outcome.	Trustees' average rating = 4.0 Faculty & staff average rating = 3.7
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.8 Faculty & staff average rating = 5.0

Are there areas where we are not fully meeting needs? What changes could we make to meet needs for prospective and current students?

- Recruit more students of color (2)
- Improve success of online courses (4)
- Increase Agriculture offerings (4)
- Fill rates "Business" – low. Excellent teachers fill slots!
- Increased night courses availability and weekend courses (2)
- Increase course availability for disabled students
- Consider targeted satellite workforce development courses
- Continue to work on evening opportunities/options → transfer program completely nights online (8)
- Realize that evening classes and off-time classes may have lower enrollment but are meeting needs for some students – allow them to stay on the schedule. (4)
- Workforce programs need to keep up with local economic demands (2)
- Class fill rates are low
- Expand IBEST offerings – focus on ELA population (3)
- What demographic wants night classes? 42% of cancelled classes with times listed are night classes. Lower class minimums to entice instructors to teach these classes? (2)
- Access is often addressed in impractical ways. Far too many night/online classes are cancelled or under-enrolled (3)

Trustee comments are shaded grey

- Increase Ag offerings (3)
- Increase online success rates (3) → this is nearly a universal issue
- Services to online students (3)
- Peak time processing for late applicants
- Not all students can do online – need to offer same course on-ground (2)
- Facilities for prof/tech programs do not match high quality of those programs (5)
- Continue to assess local job training needs in a changing work environment
- We need to continue to reach out to our district to enroll students of color – to let them know that college is an option and that they can succeed.
- Indicator 1.1b states that the proportion of students of color in the college’s overall student population is significantly lower than the proportion of people of color in the service district population. This is a gap with no solution or plan identified. I don’t think this should effect the overall ratings, but if we are stating a deficiency shouldn’t we identify plans in place to close the gap?
- Night schedule – hybrid, 2 days/week, 1 hour/day with content online
- Students should have to declare some area of study and be matched with the correct advisor
- Parent orientation

What changes in services should be considered to meet needs for prospective and current students?

- Increase community outreach – ads, online presence (2)
 - Identify needed programs to serve community (3)
- AgriBusiness? (2)
- Increase awareness of affordability, convenience with benefits – strengthen the “I can do this” dream for all
- Professional-Technical must stay on cutting edge
- Annual schedule – help students prepare and better able to schedule program (3)
- Advertise individual prof/tech programs (5)
- Expand offerings beyond the few “popular” classes to reach students with different needs.
- Agri-Business (5)
- Affordability
- Look at Business and Aviation – add other Business offerings
- Is the annual schedule posted or published for students? (2)
- The courses listed for a night degree assume three things: 1) community interest enough to fill the classes, 2) availability of instructors, 3) Willingness of Departments/Divisions to schedule classes. None of these are certain enough to demonstrate that we are meeting the goal. Faculty should be primary in this area – not counselors.
- Offer Business Entrepreneur pathway (2)
- Pre-college math continues to be our least successful in terms of pass rates by division. Perhaps placement is a greater part of the problem. (2)
- Advising pathways that are established when students enter (3)

Trustee comments are shaded grey

- Big difference in the quality of online classes. Some instructors do an excellent job with content, assignments, design. Others do not – simply asking students to read chapters and answer study questions. If online, need to be engaging online. (3)
- Add more registration staff to help students. Registration staff always under pressure and, because of that, may not have time to be 100% friendly and helpful.
- Tim and Zach will continue to look at ways to increase student success in online instruction.
- Getting folks like Jaime Garza into the community to recruit. Seeing people “like me” helps.
- In order to better align our students-of-color population with that of the service district, we could coordinate outreach efforts with school districts in our service district that have a high percentage of students of color. I assume we are already doing this but we could state specific efforts.

Trustee comments are shaded grey

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

Indicator 1.2a Course success, retention, and completion rates

Indicator 1.2b Use of services reports

Indicator 1.2c Use of technology and resources ← information lacking

Please post your rating of this outcome:

Overall Ratings

Effectiveness = 3.7

Importance = 4.7

Your Rating (Not at all (1) - Very (5))

Rate how effectively BBCC meets the outcome.	Trustees' average rating = 4.0 Faculty & staff average rating = 3.7
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.8 Faculty & staff average rating = 4.7

What services and resources seem to have the biggest impact on student learning, course success, retention, and completion rates?

- New Student Orientation (3)
- Student Achievement Initiative (2)
- Academic Early Warning System (3)
- Emporium and STEM
- Guidance Counseling
- Tutoring Services (2)
- Services with human interaction (but tutoring decline should be reviewed) (2)
- NSO is consistently increasing rates (11)
 - It's not surprising that students who self-select to attend NSO are more likely to be successful = confounding effect. How do we reach those who don't self-select to attend?
- Emporium math (6)
- Continue with faculty development in online teaching (5)
- Tutoring (7)
- Mentoring, cohort programs (SSS, TRiO) (2)
- Supplemental Instruction (3)
- STEM Center and Student Success Center increase retention = engagement (5)
- Great library services/resources
- Data set is incomplete → continue to examine data that directly relates services (and a combination of services) to success to better answer this question (2)
- English Lab
- Retention is excellent; graduation rates have stagnated
- High-needs students need intensive one-on-one services and they are more successful when they receive them (2)

Trustee comments are shaded grey

- Library needs to be open more during breaks and weekends (2)
- Data should differentiate between types of events: Taco Fest ≠ educational presentation
- Friendly and helpful employees – place greater emphasis on customer service training
- All appear to be helpful. While the services offered by the Student Success Center (SI, mentors, etc.) are useful, I wonder how much the space being open is used/needed.
- I believe we have a lot of valuable resources on campus but will continue to be challenged in getting students involved and connected due to the students' availability.

How can we change enough conditions so that most students succeed?

- Being dynamic – trying new ideas (2)
- Expand Academic Early Warning
- Vigilance
- Missing assignments (29.9%), lack of participation (15.9%) – what can we do to fix this?
- Guided pathways/ “meta” majors (5)
- Mandatory NSO or fast-track sessions to increase engagement (5)
- Expand AEW to be every week until week six – update program for more face-to-face contact (3)
- High touch advising (at least in the first 45 credits) (3)
- Better advising – are high withdrawal rates (BIM) due to students not knowing what they are in for?
- More cohort-style programs. Look at Nursing's use of resources. Students clearly have a good attitude. (2)
- Getting more students connected with and aware of tutoring
- Advising requirements when academic progress is an issue (2)
- Page 9: There has actually been an increase in student success in fully online and somewhat in hybrid courses – 67% to 73% for online and 69% to 73% for hybrid.
- We need to develop better ways of measuring the impact using the library has on student success, in process.
- Why are the 3-year success rates not inclusive of all courses offered consecutively?
- When considering the overall number of students attending, the percentage of students using the Student Success Center is quite low.

Trustee comments are shaded grey

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

Indicator 1.3a Student Achievement Initiative (SAI) data

Indicator 1.3c Transfer rates and transfer success rates (MRTE+ data)

Indicator 1.3b Retention and graduation rates

Indicator 1.3d Employment and certification rates

Indicator 1.3e Annual Assessment Report

Please post your rating of this outcome:

**Overall Ratings Effectiveness = 4.0
Importance = 4.7**

Your Rating (Not at all (1) - Very (5))

Rate how effectively BBCC meets the outcome.	Trustees' average rating = 4.0 Faculty & staff average rating = 4.0
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.6 Faculty & staff average rating = 4.8

What changes can be made to help students make meaningful progress on their educational pathway to graduation and/or to transfer?

- Comment: plenty of data; all useful? (3)
- Flexible offerings – great to see expansion in evening offerings (2)
- Touch points – frequent
- Scorecard – measurement personally – increase student awareness of the reaching the goal
- First Generation students need increased transfer financial advising (2)
- Mandatory advising at benchmark points (7)
- IBEST – increase with team teaching idea, rather than “extra” (5)
- Prof/tech – review how we can get related instruction courses completed to get prof/tech completers (3)
 - Why are they not succeeding or transferring?
- Link to industry scholarships to solve money problem or assist (2)
- Offer more precollege and DVS programs online
- More touch points and high touch services
- Reduce credits, where possible, in prof/tech programs (2)
- Study data to better understand data – why is our graduation rate as low as it is? Are we missing student intent, opportunities to reach out in ways we don’t yet know?
- Pathway advising (4)
- Keep doing what we are doing. Always ways to improve, always room to improve.
- I believe our data is just as good if not better than other community colleges.
- Foster closer relations with area high schools and universities to better fit our courses into the educational continuum. If our students finish an AA and then take up to four more years to complete the BA, we have a major problem at BBCC. We are out of touch with degree areas at universities. The

Trustee comments are shaded grey

dropping GPAs may also indicate that students are not adequately prepared for the rigor of the university.

What can we do to maintain/improve employment rates?

- Continue to work with advisory groups (3)
- Continue to work with EDCs (3)
- Improve facilities (2)
- Make sure the college is offering training/job skills needed by employers (2)
- Share what is trending – creating partnerships – local/nonlocal business
- More targeted employer involvement (PET)

- Good already, continue strong linkage with employers (3)
- Industry partnerships (internships) (5); mentorships
- Ensure we are offering programs that meet needs of community/region (2)
- Look at the small business industry and Ag industry (Ag industry - 5)
- Better data on prof/tech student success rates (certification/retention (2)) instead of just employment. (2)

Trustee comments are shaded grey

Excellence in Teaching and Learning

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

Objective 2.1: BBCC implements innovation and creativity in programs and services

Indicator 2.1a Highlights of program audits, including best practices

2.1a and 2.1b don't speak to the outcomes

Indicator 2.1b Correlation of practices to success, retention, or completion

Please post your rating of this outcome:

Overall Ratings

Effectiveness = 3.9

Importance = 4.5

Your Rating (Not at all (1) - Very (5))

Rate how effectively BBCC meets the outcome.	Trustees' average rating = 4.0 Faculty & staff average rating = 3.9
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.4 Faculty & staff average rating = 4.5

Are there best practices that should be expanded or taken to scale at BBCC?

Administrative

- More full-time faculty
- Focused professional development → leads to retention
- Proactive change in support of new course opportunities (2)
- Excellent opportunities through leadership cmt (commitment?) (5)
- Welcoming environment (4)
- LEAN Academy (4)
- Diversity/inclusion (3)
- This section focused in part on open-source texts. I'd like to see these tracked to determine their effect on student success, if any.
- Guided pathways (2)
- I like that we are focusing on evening and weekend courses and developing those a viable options.

Educational Programs

- AtD
- Grow opportunities → ABE (ex. ESL intermediate linked to high school diploma, re: Running Start model) (2)
- Strengthen professional development on campus for teaching strategies (7)
- AtD, ABE, IBEST (3)
- BIM group advising

Trustee comments are shaded grey

- OER (3)
- Best practices need to be supported with results if we are to recommend expansion (4) – bearing in mind that what works for one instructor/course won't always work with another.
- Increase faculty
- Program-specific CSS classes (3)
- We need to continue to look into OER (especially Canvas commons) as a way to take away a “hurdle” (cost) for students. It can also free-up faculty to customize their courses more easily.

Services

- Open source coursework/books (2)
- Expand best practice usage of technology (3)
- Keep up with technology advancement! (2)
- Interest/needs surveys?
- Think differently - “meta” majors, advising – try something different! (4)
- More open source books (2)
- Pathway advising (7)
- Working Families Success Network - WFSN

Trustee comments are shaded grey

Objective 2.2: BBCC helps students attain high academic and industry standards

2.2a External certification rates

2.2e Full-time faculty ratio

2.2b CCSSE data on academic challenge

2.2f Student-to-faculty ratio – nice, but less enrollments? Good to see!

2.2c NCCBP data on success rates

2.2g Annual Assessment Report

2.2d MRTE data on transfer success

Please post your rating of this outcome:

Overall Ratings

Effectiveness = 4.1

Importance = 4.7

Your Rating (Not at all (1) - Very (5))

Rate how effectively BBCC meets the outcome.	Trustees' average rating = 4.2 Faculty & staff average rating = 4.1
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.5 Faculty & staff average rating = 4.7

Student learning is at the heart of student success, how can BBCC help students achieve high academic standards?

- Transfers? Increase success rate (2)
- Continue to celebrate student success (not just transforming lives) (3)
- Increased graduation rates (3)
- Perfect student support (4)
- More full-time faculty of highest quality and passion (12)
- Don't underestimate the value of admin/exempt who teach, they are also available to serve students.
- Better records/reporting of industry certifications (6)
- Need to address industry standards with more indicators (2)
- Success rates are good, compared nationally
- Align all prof/tech programs with their respective industry standards (5)
- CCSSE data is incomplete. BBCC appears to be dropping in year-to-year comparisons. It only provides one year's worth of data – doesn't allow for examination of where drop is occurring. Thus, the data provided is useless to the task at hand.
- To achieve the results we seek, we need to create an atmosphere of inquiry and ownership – but how? (4)
- Reduction in class sizes; some students are getting lost
- Excellent faculty and student/faculty ratio help students achieve
- Offer more transfer options in prof/tech programs
- Continue to challenge students at all levels. We know high contact and engagement are vital. We need to continue to look at ways to increase these areas.
- The NCCBP data sums up how well we are doing.

Trustee comments are shaded grey

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

Indicators 2.3a and 2.3b Budgets and attendance for professional development

Indicator 2.3c Report on Professional Technical certification plans

Please post your rating of this outcome:

Overall Ratings

Effectiveness = 3.8

Importance = 4.3

Your Rating (Not at all (1) - Very (5))

Rate how effectively BCC meets the outcome.	Trustees' average rating = 4.2 Faculty & staff average rating = 3.7
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.4 Faculty & staff average rating = 4.3

Are there areas where professional development for faculty and staff could be enhanced to improve student engagement and success?

- Currently, I feel great strides are being made to increase/develop engagement and success for faculty and staff.
- Broad, targeted professional development brings new concepts and opportunities for student success
- Continue training/workshops on: diversity (2), equity, generational differences, and use of technology to improve teaching and learning (2)
- Are needs being met? Evaluation of requests – what about professional development for faculty who don't self-initiate? Is this an issue?
- Calendared, staff-centered/needs – linked to student achievement
 - Funds set aside
- Bring people/sessions to campus (8)
- We are so busy traveling to bring stuff back to campus when staff down the hall don't even know what we are doing ON campus (2) → utilize expertise on campus
- Increase release time to go (3)
- Staff development is encouraged/supported differently by different supervisors (7)
- Continue diversity training (inclusion change team) → this will increase student engagement and student success (11)
- Need to ask all employees what they need for their professional development. Not all employees fall into the training that is offered. (2)
- When professional development occurs, need opportunity to share information with others that would benefit (2)
- Faster turnaround and better communication on MOUs/PDUs. Better definition of mentoring standards. (3)
- We know how much we spend on professional development; how can we measure the ROI on that investment?

Trustee comments are shaded grey

- No real data with which to rate (2)
- There is always a need to improve service excellence and there has been great employee interest in this topic. I think our focus on becoming student-ready is an important and significant step in this area.
- Larger budgets for training, especially off-site training
- I think we've made great strides in this area! Additional funds and folks feeling like we can afford to travel and attend trainings and conferences will help.

Trustee comments are shaded grey

Community Engagement

Outcome: BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.

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

Indicator 3.1a Inventory of active partnerships

Indicator 3.1b Report on economic impact

Please post your rating of this outcome:

Overall Ratings

Effectiveness = 3.8

Importance = 4.7

Your Rating (Not at all (1) - Very (5))

Rate how effectively BBCC meets the outcome.	Trustees' average rating = 4.4 Faculty & staff average rating = 3.7
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.5 Faculty & staff average rating = 4.7

How can BBCC expand partnerships to better serve economic development?

- Develop and continue industry alliance meetings (2)
- Participate with Grant's and Adams' EDC (3)
- Look beyond manufacturing and healthcare to other professions/industries in the community. We do a good job with these, but we could expand to other areas, such as service and hospitality. (7)
- More vision outside of Moses Lake/Grant County (8)
- Improve food service Sodexo provides for ATEC/campus events. (10)
- Seek innovative programs that diversify college offerings while contributing (giving back) to the greater community (2)
- Continue/expand meeting with Grant County Industrial Alliance!
- Getting more than our share of JSP grants (2)
- Keep doing what we are doing and find ways to improve.
- BBCC excels in developing and strengthening community partnerships. Nice job on the partnerships matrix!
- Form comprehensive relationships with area schools that destroy the anti-BBCC ethos that continues to permeate among area teachers and principals.

Trustee comments are shaded grey

Because an educated workforce is fundamental to economic growth, how could education and training be enhanced so district residents are prepared for living wage jobs in the local job market?

- Stay up-to-date on current large to medium employers' needs in our immediate and surrounding areas – also state and region
- Satellite campus for workforce training – reduce drive time (3)
- Provide more night classes, but educational and recreational! (3)
- Add more courses through CBIS. Not all residents may want to pursue a degree, but would like to learn more to improve at their jobs (i.e. supervisory skills, leadership skills, etc.) (6)
- Hand-on real-world training (3) → internships, on-the-job training, etc.
- Involvement of local business leaders
- Increase enrollments that reflect service district demographics
- Diverse, active advisory boards throughout programs
- IBEST (2)
- Pathway advising for First Generation students (2)
- New workforce programs to meet the changing needs of our local job market.
- Continue to assess needs for new types of jobs in the region. Can BBCC offer “high tech” manufacturing or management courses?

Trustee comments are shaded grey

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

Indicator 3.2a Inventory of current dual credit programs

Indicator 3.2b Analysis of partnership opportunities

Please post your rating of this outcome:

Overall Ratings Effectiveness = 3.6

Importance = 4.4

Your Rating (Not at all (1) - Very (5))

Rate how effectively BBCC meets the outcome.	Trustees' average rating = 3.8 Faculty & staff average rating = 3.5
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.4 Faculty & staff average rating = 4.4

How can BBCC's partnerships be expanded to increase educational opportunities?

- Continued outreach → availability for opportunities (2)
- Interactive/engaging showcases of key course offerings → more salesmanship to spark interest (2)
- Great job by PIO but continue and expand
- Challenge of our "one sided" relationship with higher ed
- +++ College in the High School
- Links between BBCC → K-12, ex. MESA (science)
- Connection to K-12 could be stronger. Standards at BBCC should be clearer to K-12 partners. Perhaps a conference or training involving local high school teachers – especially for "College in the High School". (9)
- Continue outreach (4)
- Data about high school diplomas issued from BBCC should have also been included.
- Running Start has exploded, but university partners are going away – why? (4)
- Do we need to bring superintendents and guidance counselors HERE? (11)
- Explore, with employers, opportunities to increase evening and weekend classes (2)
- More night courses (5) and have services for night and weekend students (4)
- Examine effectiveness of Tech Prep (2)
- Can we provide more flexible offerings for students to complete prof/tech degrees? Those who have gotten industry certification and found employment.
- We are already seeing this happen with the engineering degree with us sharing classes with Wenatchee and Walla Walla. If these succeed, there will be enthusiasm to do it more and Canvas makes this MUCH easier.
- Last year the STEM department worked with C.B. Tech to get two of our Engineering courses articulated into their pre-engineering department. C.B. Tech students can now get college credit for SOLIDWORKS (ENGR& 112) and Introduction to Science and Engineering (ENGR 110). Chris Whiteman offered these courses last year. We need to follow up to see if any of the students received credit.

Trustee comments are shaded grey

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

Indicator 3.3a Budget process is tied to strategic goals

Indicator 3.3b Inventory of sustainable practices is increasing

Please post your rating of this outcome:

**Overall Ratings Effectiveness = 3.5
Importance = 4.5**

Your Rating (Not at all (1) - Very (5))	
Rate how effectively BBCC meets the outcome.	Trustees' average rating = 3.9 Faculty & staff average rating = 3.4
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.7 Faculty & staff average rating = 4.4

In education today, we are faced with rising education costs, diminishing revenues, and reduced state funding. Does BBCC allocate resources in a way that maximizes student success? What if anything, could be changed?

- BBCC has done an excellent job of trying new programs/tools to be efficient in using resources. Continue the good work. (3)
- LEAN principles/Kaizen events
- Great support from BBCC Foundation (2)
- Continue to keep a clear vision of priorities
- Far too much printing. We expect students to use open source, online texts. Some instructors use print resources wastefully. Arguably, materials for this meeting could have been accessed online.
- Improve how we monitor budgets and report expenditures; establish benchmarks for spending. (3)
- Less travel
- Establish new, more open budget development process (4)
- We print and throw away way too much paper.
- Need better budget process – more inclusive and full overview; it is a mystery to many (5)
- Use funds for students/wages for employees more than current use of funds
- Get more involved than the “elite four” to talk about changes to community and programs
- What we have are efficient uses of resources for the college, but does not improve student success. Renaming “refunds” for financial aid. Look into aid like a paycheck.
- Athletic facilities, which are used by community members, are aging and will need updates soon. (2)
- I trust that our leaders allocate budgets according to the college’s strategic goals, which are focused on student success. However, the process is very veiled and unclear to many. A lot of people are concerned about the budget, but little information is shared with them. The Budget Review Taskforce was a joke – members were never truly involved in any decision making processes and, again, very little information was shared openly.
- I think we are moving toward this being a much more open process. We may need to make hard decisions without new money if we want to add new things like Criminal Justice.

Trustee comments are shaded grey

Are there ways that lean practices can be put into place to streamline services?

- Make sure “lean” does not impact student success
- Conduct LEAN/Kaizen reviews/analyses of processes in admissions, financial aid, business office operations, assignments of classroom and meeting spaces, travel approval and reimbursement processes, etc. (6)
- Student employment, payroll, and HR processes could still be streamlined (4)
- We have to get past the way we have always done something in order to create a better process (7)
- TLR and leave slips
- Support campus-wide recycling for all; our local communities recycle, but we don’t – not a great example.
- ctcLink! It is archaic how our policies are driven by our limited technology!
- Keep working to improve in areas we’ve already started. Success will lead to further application in other areas.
- We need to seriously expand our recycling program to at least match what happens in the library. Look to add green technology (solar, wind, etc.).

Trustee comments are shaded grey

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

Indicator 3.4a Training opportunities increase multicultural awareness and ability

Indicator 3.4b Students, employees, and partners report feeling welcome on campus

Indicator 3.4c Data is disaggregated to show equivalent success for all student groups

Need more indicators here.

Please post your rating of this outcome:

Overall Ratings Effectiveness = 3.3

Importance = 4.4

Your Rating (Not at all (1) - Very (5))

Rate how effectively BCC meets the outcome.	Trustees' average rating = 4.1 Faculty & staff average rating = 3.2
Rate how important the outcome is to the mission of the college.	Trustees' average rating = 4.9 Faculty & staff average rating = 4.3

Are there any groups of students we should focus on for increasing student success?

- Hispanic males (2)
- Identified under-served groups (3)
- Middle class (3)
- Keep working on new programs/methods to help struggling students while continuing support to middle/top demographics (2); need to identify additional indicators (2)
- Middle 50% of high school classes (3)
- Continue to close the gap between Latino and other students (6)
- Students with disabilities and Veterans (3)
- Show less sensitivity/oversensitive to cultural/lifestyle diversity! (3)
- Males
- Part time students
- Online students (2)
- Non-traditional students
- All students (2)
- Middle income – no financial aid (5)
- White males are declining in success
- ASB needs to make multi-cultural and program diversity inclusion a priority. If the rules are preventing participation by students of color, the rules need to change. Students feel discouraged by perceived favoritism. (2)
- Include faculty/staff diversity in impact on student success (3)

Is there professional development that would help BCC maintain an inclusive environment?

Trustee comments are shaded grey

- Continue and expand diversity inclusion efforts – broaden participation (4)
- Continue and expand equity and generational difference workshops (2)
- Find resources with which to administer the IDI and strategies to develop employees' competencies. Creating a culture that values differences goes beyond just offering training opportunities. We do need to provide training but we, as individuals, need to be willing to discuss our biases in order to grow and create an equitable environment for students and employees. (4)
- Ask all employees what they need to improve their skills, not just a select few that think they know what everyone needs. (4)
- Multicultural Development Team – keep it up and move forward (3)
- Let's share information about the Students of Color Conference and other leadership and inclusion opportunities in order to get more BBCC students to attend.
- Keep it coming – variety, looking for ways to improve and add to what is currently going on