



Student Success Community Engagement – 2016



Presented to the BBCC Board of Trustees, March 3, 2016
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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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Student Success

Community Engagement is one of the three core themes of the Big Bend Community College Mission.

In 2016, BBCC began a continuous improvement cycle providing faculty, staff, and trustees with information that addressed each Community Engagement objective and asked for confidential feedback on how well the

college is meeting the objectives and suggestions for improvement.

Faculty and staff met to discuss the feedback and provide direction for the college. A summary of these efforts is found on [page 12](#).

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

Objectives	Indicators
3.1 BBCC works with community and industry partners to support economic development	3.1a Inventory of active partnerships 3.1b Report on economic impact
3.2 BBCC works with K-12 and university partners to provide educational opportunities	3.2a Inventory of current dual credit programs 3.2b Analysis of partnership opportunities
3.3 BBCC practices responsible use of resources, including fiscal and natural resources	3.3a Budget process is tied to strategic goals 3.3b Inventory of sustainable practices is increasing
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a Training opportunities increase multicultural awareness and ability 3.4b Students, employees, and partners report feeling welcome on campus 3.4c Data is disaggregated to show equivalent success for all student groups

Objective 3.1

BBCC works with community and industry partners to support economic development

3.1a Inventory of active partnerships

The college enhances and expands educational opportunities through various partnerships ([Appendix A](#)), which allow the college to provide additional services and leverage resources for various programs. Highlights of these partnerships and college efforts to support service district economic development follow.

Business and Industry Partnerships

During 2014-15, the Center for Business and Industry Services (CBIS) provided training to SVZ, Moses Lake Industries, and General Dynamics through Washington State Job Skills grants (JSP) which completed in June 2015. These grants totaled \$125,000 and allowed CBIS to serve over 250 employees.

In 2015-16, CBIS was awarded Job Skills grant funding for Samaritan Healthcare, REC Silicon, TAKATA Industries, Lineage Logistics, and Moses Lake Industries. Training includes:

- On the job training to support industry expansion
- Supervisor training in an effort to remain competitive and increase the skill level throughout the organization
- Increase core business skills
- Specific skills training for internal promotion and demand to remain competitive
- Skill training to provide internal growth opportunities for employees

We expect these awards to total over \$587,000 and serve nearly 1,500 employees during this grant year.

Other customized training partnerships include Moses Lake Community Health, Family Services of Grant County, Aerotek, FAA, and National Standard to provide needed workforce training services.

CBIS also offers a selection of Community Education personal enrichment training for 2015-16 including: Pottery, Community Choir, Private Guitar and Private Piano lessons.

STEM (Science, Technology, Engineering, and Math)

Numerous local businesses and educational organizations partner with the BBCC STEM grant to develop training certifications and educational programs to support the local workforce.

The STEM advisory committee is the foundation of STEM activities and is comprised of representatives from Akzo Nobel, Columbia Basin Tech Skills Center, Columbia Northwest Engineering, Ephrata School District, Genie Industries, Grant County Economic Development Council, Microsoft, Olympic Steel, Port of Moses Lake, SGL ACF, and Simplot.

The partnerships among STEM, professional-technical programs, and private industry partners developed the outline for a potential new Associate of Applied Science Transfer (AAS-T) degree and a Certificate of Achievement. These partnerships would allow students to enter the workforce with a robust set of skills in order to acquire entry-level employment while taking courses in engineering technology programs at Central and Eastern Washington universities.

Two newly approved pre-engineering transfer degree (Associate of Science-Transfer) pathways – *Computer Electrical Engineering and Mechanical, Civil, Aeronautical, and Material Science Engineering* – are articulation agreements between SBCTC and all major universities in the state of Washington.

Local business partners support STEM pathways through donations, networking for students, and providing facility tours to students to help relate their course work to real-life engineering situations. This collaboration also allows these businesses to connect with potential future engineers.

Outreach Activities

BBCC's (former) Coordinator of Student Recruitment and Outreach, Rita Ramirez, represented BBCC at fall and spring Washington State Council for High School-College Relations (WCHSCR) Outreach Events. Featuring

colleges from across the state, the event allowed high school counselors and potential students to learn more about Washington State colleges.

Fall outreach events included a high school counselor workshop – where counselors received more information and updates from community colleges and university representatives – and a transfer fair that included representatives from the different universities. During the spring WCHSCR event, each college presented a workshop on its own offerings and services.

This year, the fall transfer fair was part of a larger BBCC event, *Get H.E.R.E.*, that partnered with Workforce Education Services and Career Services to provide all students with information regarding BBCC professional-technical programs, campus and community resources, and transfer options.

A number of BBCC staff members represented the college at various community and college events throughout the year. Events included on-campus workshops, various community fairs, service district high school informational events, a citizenship class, and meetings. [Appendix B](#) provides a list of college outreach efforts from June through November, 2015. In addition, BBCC’s Coordinator of Student Recruitment and Outreach provided 15 campus tours to prospective students in 2014-15.

Data from the 2015 National Community College Benchmark Project (NCCBP) – the largest benchmarking initiative for two-year institutions in the United States – shows how we compare to other two-year colleges across the states on various levels. The benchmark measuring high school graduates enrolling at BBCC the following fall has been under the 30th percentile in all four years that BBCC has participated in this study.

Although low on this measure, additional data from the Washington State Education Research & Data Center (ERDC) provides BBCC with insight into college-going trends at specific schools. For example, nearly 50% of recent Moses Lake High School graduates who attended college enrolled at BBCC. Additionally, over 50% of college-going graduates from Warden High School

enrolled at BBCC and 35%-40% of the same group enrolled from Ephrata High School. A detailed table of this information can be found in [Appendix C](#).

3.1b Report on economic impact

Economic Development

Developing a skilled labor pool is a major economic development strategy for communities and states alike. BBCC service district residents have a great need for education and training to prepare them for higher wage jobs. The table below shows that BBCC district residents’ per capita income is nearly two-thirds of Washington State’s per capita income, our poverty rate is much higher, and we have more than 2.5 times more residents who do not have a high school diploma.

BBCC’s professional-technical programs and the CBIS are working to support economic development by providing affordable opportunities for education and job skills training throughout the service district.

In addition, BBCC Board of Trustees and staff members play an active role in local Economic Development Councils (EDC). BBCC Board of Trustees Chair, Stephen McFadden, is the Adams County Economic Development Director and BBCC Vice President for Instruction/ Student Services, Dr. Bob Mohrbacher, is an ex officio member of the Adams County EDC. BBCC Trustee Juanita Richards, Executive Director of the BBCC Foundation LeAnne Parton, and BBCC President Dr. Terry Leas are board members on the Grant County EDC. Richards and Parton serve on the Executive Committee for that group also.

BBCC Foundation

The BBCC Foundation plays an important role in helping district residents attend college. In 2014-15, the BBCC Foundation awarded nearly \$136,450 and disbursed nearly \$116,700 to 82 students, the average award being \$1,423. The cost of tuition and books for a full-time student was approximately \$5,600 (15 credits a quarter) in 2014-15.

	BBCC District	State	US
Per Capita Income	\$ 19,426	\$ 31,233	\$ 28,555
Median Household Income	\$ 46,390	\$ 60,294	\$ 53,482
Persons in poverty, percent	16.3%	13.2%	14.8%
Residents without a high school diploma or alternative	25.8%	9.8%	13.7%

Objective 3.2

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

3.2a Inventory of current dual-credit programs

BBCC offers dual-credit programs to high school students through Running Start, College in the High School, and Tech Prep Programs of Study. The Running Start program continues to experience record enrollment. In fall 2015, 369 district high school students took classes through this program.

Running Start

In the last four years, Running Start enrollment increased 124% (fall 2012 to fall 2015). One contributing factor in 2014-15 was 65 students in the Running Start program at Ephrata High School, in a program similar to College in the High School. In fall of 2014, BBCC also taught Pre-calculus I, Pre-calculus II, and Calculus I at Warden High School. These partnerships are not in place in 2015-16; however, Running Start enrollment continues to rise (chart below).

Running Start enrollment more than doubled over the past four years.
(BBCC Institutional Data)

College in the High School

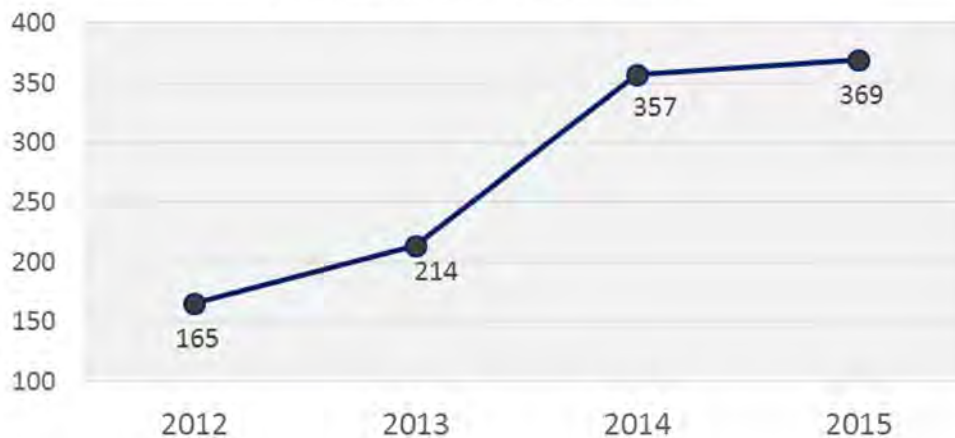
College in the High School courses provide students with advanced study and college credit options while remaining enrolled in their local high school.

BBCC currently offers six courses at Ephrata High School through this program: English Composition I, English Composition II, Introduction to Shakespeare, US History I, US History II, and Introduction to Statistics.

Tech Prep Programs of Study

Tech Prep Programs of Study is a dual-credit program connecting high school students to college technical AAS degrees. High School students can start a two-year professional-technical AAS degree, without leaving their high schools. Programs of Study credits are posted to permanent BBCC transcripts and may be used for many of the college's professional-technical programs or as elective credits.

Running Start Enrollment - Fall Quarter
(unduplicated headcount)



Tech Prep school district partners in 2014-15 were:

- Almira Coulee Hartline
- CB Tech
- Ephrata
- Grand Coulee
- Lind-Ritzville
- Moses Lake
- Odessa
- Othello
- Quincy
- Royal City
- Soap Lake
- Wahluke
- Warden
- Wilson Creek

Columbia Basin Job Corps participates as well.

3.2b Analysis of partnership opportunities

Transfer program analysis

We continue to review course success rates by modality for trends. Traditional classroom courses tend to have higher success rates than the same courses offered online. Hybrid courses have a better success rate than fully-online courses. The balance of traditional, online, and hybrid courses is under review.

The transfer (DTA) degree is attainable by completing evening, online, and hybrid courses. This is a change from the past. While not particularly well organized or advertised in the past, the coursework was available. This year, staff and faculty created a biannual/triannual schedule for the transfer degree on a non-traditional schedule. The next step is to widely advertise it.

Geology and Public Speaking were offered for the first time as hybrid and weekend classes, respectively, in 2014-15. The Public Speaking course was highly enrolled, and the students reported being grateful for the opportunity to take a Saturday class. Based on the success of this class, a Saturday Introduction to Sociology class is being offered in winter 2016. It is fully enrolled and has a wait list.

Staff and faculty continue to work on transfer offerings available in alternative formats (online, hybrid, weekend). Chemistry, music, and English courses are currently under consideration.

Plans for the 2015-16 year include development of several Associate of Applied Science (professional-technical) degree pathways:

- Engineering/Pre-Engineering – enhance student options and capitalize on current BBCC STEM efforts
- Criminal Justice – assist local law enforcement agencies in need of qualified employees
- Medical Simulation Technology – train individuals to operate and repair high-tech medical mannequins

Each of these degrees has a transfer component included to facilitate student transition to a Bachelor's Degree Program.

University Partners

BBCC continues to work with university partners to provide baccalaureate options in Moses Lake. Programs are offered by CWU and Heritage University through our University Center. Both CWU and Heritage University have experienced enrollment challenges in their Moses Lake programs. BBCC administrators have had several meetings with Heritage University on how to strengthen pathways for students and to identify programs that might be of use to local students.

BBCC has signed a reverse articulation agreement with Washington State University (WSU). This will allow students who transfer to WSU without completing an Associate degree at BBCC to apply courses taken at the university toward completion of a BBCC degree. Associate Vice President of Student Services, Candy Lacher, has participated in a statewide work group exploring the development of similar articulation agreements with Eastern Washington University and other institutions.

Objective 3.3

BBCC practices responsible use of resources, including fiscal and natural resources

3.3a Budget process is tied to strategic goals

BBCC's annual operating budget is developed over a period of six months. The process begins when the Vice President (VP) for Finance and Administration requests budget information for the ensuing fiscal year from each department, due the first weeks in February. Each department completes a budget request form and submits it to their supervisor by the third week of February. Supervisors review the forms, prioritize the lists, and submit to the VP for Finance and Administration by the end of February. The VP compiles a summary of the requests for Cabinet.

Cabinet then reviews the prioritized lists, considering the college's mission, vision, and values. Cabinet reviews the proposals numerous times and determines which should be included in a budget recommendation to the Executive Team, submitted by May 1. At this point in the process, the size of the state allocation may not be known. Thus, Cabinet crafts instructions that will result in sufficient information on the recommendation so the Executive Team can create a balanced budget proposal. The proposed budget is prepared in May and presented at the June Board of Trustees Meeting, as long as the state allocation information is received by that time.

Once the college receives a state allocation, tuition and local revenues are added, based on revenue forecasts. Major additions or reductions in funding are taken to the Budget Review Task Force – comprised of faculty, classified staff, and admin/exempt staff – and discussed. Budget Review Taskforce meetings are open to all staff and can be viewed live online through MediaSite or reviewed at a later time.

Because of the statewide budget reductions from 2008 to 2012, a BBCC Budget Review Task Force was formed to discuss budget topics and ideas for budget reductions as well as ideas to generate new revenue. All proposed budget cuts were reviewed with this group before they were presented to the Board of Trustees. The same process is followed when new funding is received from the state.

3.3b Inventory of sustainable practices is increasing

Business Office Efficiencies

The Business Office now generates all checks on campus. Prior to this year, payroll checks were scheduled and generated at the State Board and delivered by daily courier. As a result, the Business Office is able to provide checks sooner to faculty and staff.

The Business Office submitted a proposal to the State Auditor's Office to conduct another Kaizen event at BBCC. The purpose of this LEAN project is to streamline the process for moving grants and contracts through the necessary signature and approval process. The proposal is currently under review and, once it is approved, project targets, boundaries, and timelines will be established.

Custodial Assessment

With the help of the Washington State University (WSU) Energy Program Plant Operations Support Consortium, the college had a comprehensive No-Fault Custodial Effectiveness Assessment performed in late fall 2015.

This assessment outlined several excellent recommendations for custodial improvements concerning health, safety, efficiency, cleanliness, and ergonomics. Recommendations included simplifying the number of products being used, choosing products that are not harmful to human health or the environment, replacing the typical dusters to ones with bendable heads and disposable sleeves, replacing all string mops with flat microfiber heads for wet and dry mopping, switching to two-sectioned mop buckets to reduce contamination when cleaning, and a no-touch cleaning machine for use in restrooms, stairways, and building entrances. The college will implement these sustainable recommendations this fiscal year.

LDS Church

Much of the landscaping on campus is outdated, inappropriate for our climate, and difficult to maintain. BBCC was fortunate enough to be selected as a LDS community service project for the second year in a row. Prior to the project, people from the committee and the college worked together to create a landscaping plan.

Before fall quarter (2015), hundreds of volunteers from the LDS Church in Moses Lake worked two days on landscaping projects to transform the appearance of the campus.

Youth group members of the LDS church came in one evening and tore out old landscaping. A few weeks

later, on a Saturday, members of the community service group came and worked with Maintenance and Operations staff and some BBCC faculty and staff to install landscaping around our Business and Liberal Arts Buildings. The landscape design is low maintenance, requiring little care and water.

Professional Technical Education Center (PTEC)

BBCC is in the pre-design process for PTEC. One major issue is designing the building to be sustainable for 50 or more years. The new facility will be more energy efficient than the current facilities and easier to maintain for Maintenance and Operations staff.

Objective 3.4

BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

3.4a Training opportunities increase multicultural awareness and ability

Last year, BBCC took deliberate action to ensure that the college provides an inclusive environment for all students, staff, and constituents. This began with updates to several policies that set direction for the college, operationalized through a variety of activities. Activities from June 1, 2015, to December 31, 2015, that supported an inclusive environment for students, employees, and partners are described here.

BBCC Multicultural Development Team

The BBCC Multicultural Development Team was assembled in 2015 and consists of 13 members representing faculty, admin/exempt staff, and classified staff. Their work is based on the document, *Multicultural Organizational Development (MCO): Exploring Best Practices to Create Socially Just, Inclusive Campus Communities*, found in [Appendix D](#).

The team developed mission and vision statements (below) and meets twice each month. Team members are currently designing an equity and inclusion page for the BBCC website, reviewing diversity statistics for the

college, and organizing Safe Zone Training for faculty and staff to be held in February 2016.

Diversity of Job Seekers and Current Employees

The Human Resources Department revised the template for job postings with the intention of removing any unintended barriers for diversity candidates. In addition, candidates for positions must now include a personal diversity statement with their application materials.

A comparison of BBCC employees of color between 2014 and 2015 indicates less diversity across the various categories of full-time employees, with the exception of faculty and professional, non-faculty. This is demonstrated in the table on page 9.

Diversity Training

In 2015, BBCC successfully obtained a Working Student Success Network (WSSN) Initiative grant through Achieving the Dream. In addition to helping low-income students reach financial stability and move up the economic ladder, BBCC is working to promote equity through the WSSN initiative to ensure that all students

BBCC Multicultural Development Team

Vision Statement

Cultivate an environment of equity and inclusion.

Mission Statement

Promote equity and inclusion through education, leadership, collaboration, and advocating social justice.

BBCB Percent Employees of Color

Job Category	2014	2015
Executive, Administrative & Managerial	19%	15%
Faculty	8%	12%
Professional, Non-Faculty	21%	29%
Clerical & Secretarial	28%	23%
Technical & Paraprofessional	8%	0%
Skilled Crafts	10%	10%
Service/Maintenance	17%	14%

NOTE: The total number of full-time employees within each job category is relatively small; therefore, a single change can significantly impact the total percent for the group.

benefit from services and that services are delivered in a way that displays cultural sensitivity and inclusion.

Through this initiative, every full-time BBCB employee received a copy of the book, *Blindspot: Hidden Biases of Good People*, this summer (2015) to foster conversations and encourage employees to look deep within themselves to emphasize and recognize equity with regard to race, ethnicity, socio-economic status, age, sexuality, disability status, and gender. ([Appendix E](#))

To follow-up, the Workforce Education Services Department held two workshops this fall quarter (2015) designed to increase awareness of diversity, equity, and inclusion:

- *The Science Behind the Blindspot* – discussion of the science behind the test of the “blind spot” and its validity (32 attendees)
- *Words Matter* – discussion of the misconception of words and how words amplify biases (33 attendees)

Additional discussions and training opportunities related to this will be organized throughout the 2015-16 year.

Faculty and Staff of Color Conference

BBCB participated in the first job fair at the Faculty and Staff of Color Conference in November, 2015.

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

While BBCB consistently meets the indicator for 3.4b, this indicator should be expanded to be more representative of inclusion and equity efforts on campus. Therefore, this indicator will be further developed in the upcoming year.

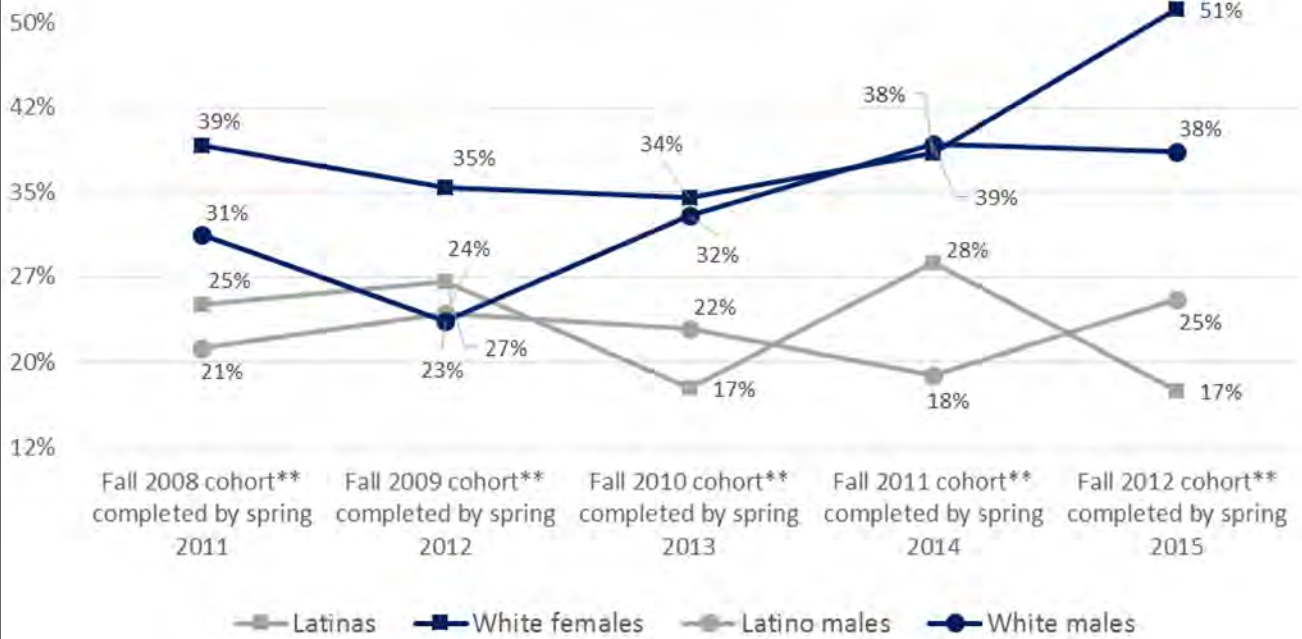
3.4c. Data is disaggregated to show equivalent success for all student groups.

While BBCB has shown a positive trend in overall student success, the data on page 10 show achievement gaps between Hispanic and white students.

While the gap in retention rates for Hispanic and white students has closed in recent years and the Hispanic retention rate is higher than whites, the graduation rate for Hispanic students continues to be below that of whites. Additional research is needed to determine why this occurs and how to close this performance gap.

The Achieving the Dream (AtD) Data Team will further explore reasons as to the completion gap between white and Hispanic students and dive deeper into why it occurs. This gap will be explored as BBCB develops its AtD Implementation Plan this year.

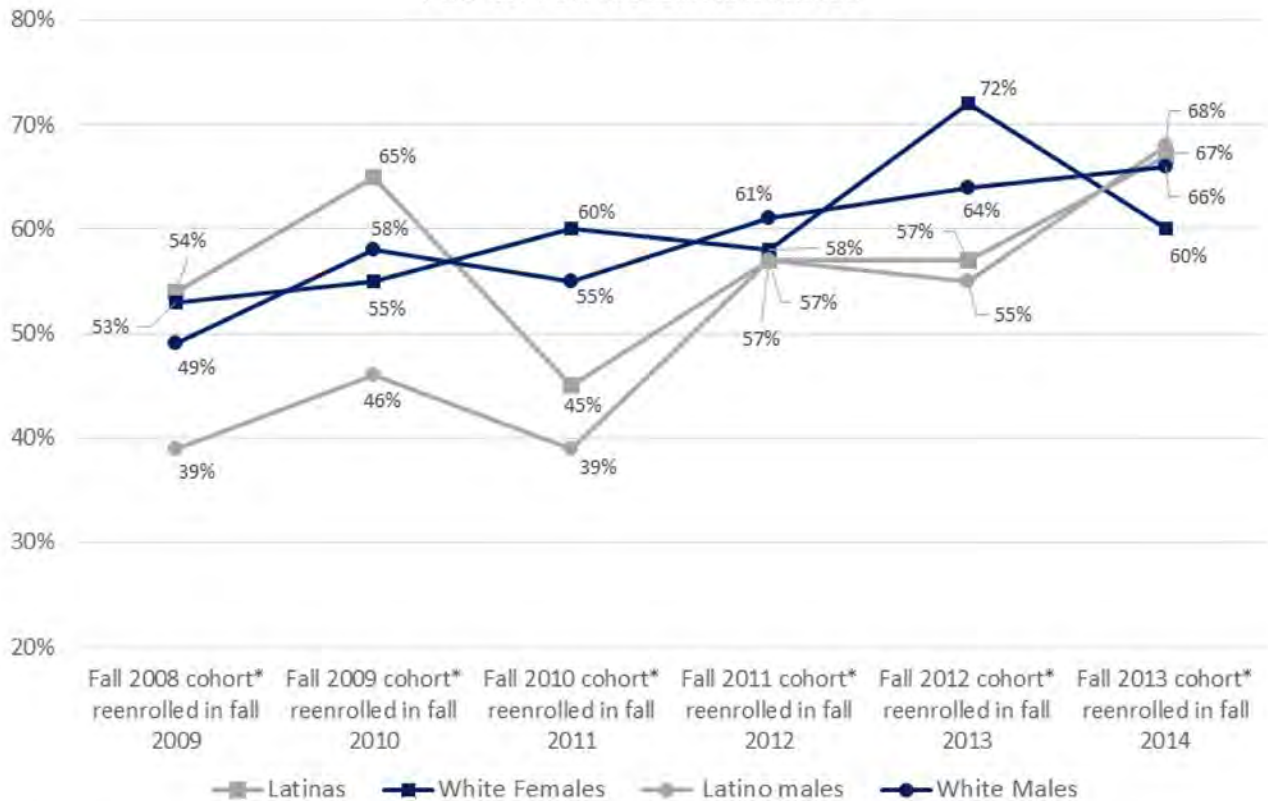
Completion* Rates



*Completions include certificates and degrees

**Cohorts consist of new students in fall quarter with unclear, professional-technical, or transfer intent who provided race/ethnicity and sex information

Fall-to-Fall Retention Rates



*Cohorts consist of new students in fall quarter with unclear, professional-technical, or transfer intent who provided race/ethnicity and sex information

Conclusion

The Community Engagement Report discussion addressed the internal collaborations among student services, workforce, academic, and adult education to improve business and industry training and potential students' knowledge of and access to BCC. Relationships are essential to allow BCC to meet the training and educational needs of the district.






The budget process was discussed and suggestions offered on how to make it open and transparent. The process must demonstrate that the budget is tied to strategic goals to satisfy accreditation requirements.

Faculty and staff have welcomed diversity and inclusion trainings and activities. While noting that cultural change takes time, it is important to continue efforts in this area.





The table on [page 12](#) is a summary of results of the continuous improvement efforts in determining if BCC is meeting the Community Engagement objectives. The rubric below was used to rate progress on each objective and provide a corresponding KPI (below) for continued assessment.

- **5 – Significant success:** Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.
- **4 – Considerable success:** Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve.
- **3 – Approaching success:** Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.
- **2 – Limited progress toward success:** While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized.
- **1 – Not addressed or minimal progress:** The College has not focused on this objective. No significant planning or action has yet occurred; resources have not yet been allocated.

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

BBCC Faculty, Staff, and Trustee Feedback and Priorities

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		
	3.83	<p>Efforts to enhance economic development:</p> <ul style="list-style-type: none"> • Sustain and expand business and industry training through the internal collaboration and outreach with Center for Business and Industry Services, Workforce Education, and Adult Education Programs • Continue to develop and expand training opportunities outside of Moses Lake • Expand awareness of training opportunities by utilizing the Workforce Résumé
Objective 3.2 BBCC works with K-12 and university partners to provide educational opportunities		
	3.58	<p>Strategies to enhance K-12 and university partnerships:</p> <ul style="list-style-type: none"> • Build new and renew old relationships with local K-12 school districts; without them, BBCC will have a difficult time informing K-12 students about educational opportunities. The local school districts still promote universities over Big Bend. • Maintain and expand K-12 outreach collaboration efforts of workforce education, academic disciplines, and STEM • Explore in-service continuing education credits for high school counselors to come to BBCC to learn about higher education opportunities • Promote the “Return on Investment” to parents and students; compare the cost of attending a university for four-years to attending the first two years at BBCC • Alleviate Running Start conflicts and set expectations for students and parents - help students understand the differences between K-12 and a community college and how to navigate BBCC and their high school activities • Utilize successful BBCC alumni as ambassadors to K-12 and community groups
Objective 3.3 BBCC practices responsible use of resources, including fiscal and natural resources		
	3.33	<p>Responsible use of resources:</p> <ul style="list-style-type: none"> • Adopt an open and transparent budget process; the Budget Review Task Force was a crisis management group that dealt with the severe state budget cuts that began in 2008 • Demonstrate that BBCC’s budget process is tied to strategic goals • Perform a cost/benefit analysis before changing processes that appear to be inefficient • Enhance recycling efforts
Objective 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		
	3.53	<p>Efforts to enhance an inclusive environment:</p> <ul style="list-style-type: none"> • Continue to support multi-cultural and diversity training; while recognizing that cultural change takes time • Promote staff diversity through continued changes in hiring processes • Increase cultural diversity classes that are accepted by universities; these classes also promote an awareness of diversity and acceptance • Increase outward commitment to diversity and inclusion by college trustees and leaders • Consider expanding the diversity team to more people

Appendix A

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
Achieving the Dream Initiative	<ul style="list-style-type: none"> • BBCC is rejoining national Achieving the Dream initiative to focus increased completions, transitions of basics skills students, and renewing our commitment to strategic advising • BBCC provides leadership to other Washington State Community Colleges that have become Achieving the Dream Colleges through presentations and by demonstrating how Emporium Math works on campus to other colleges • BBCC was selected by AtD as one of 19 community colleges across the country to partner for the Working Student Success Network (WSSN) initiative. This project serves to mitigate financial barriers for low-income students to help them become self-sufficient.
Adams County Department of Public Works (Othello)	<ul style="list-style-type: none"> • Partnered with BBCC to enroll employees in Traffic Control & Flagging Certification training
Adams County Development Council (ACDC)	<ul style="list-style-type: none"> • Economic development agency that has gained state recognition • BBCC provides support to ACDC through the Professional-Technical and Arts & Sciences divisions, BBCC Foundation, and CBIS • BBCC Board of Trustees Chair, Stephen McFadden, is the Adams County Economic Development Director • BBCC Vice President for Instruction/Student Services, Dr. Bob Mohrbacher, is an <i>ex officio</i> member of the Council
Aerospace Advisory Committee	<ul style="list-style-type: none"> • BBCC provides program support
Aerospace Joint Apprenticeship Committee	<ul style="list-style-type: none"> • “Fighting 147s” (Washington State Aviation Maintenance Technicians Schools (AMTS) Development Force) is working to create one common integrated AMTS curriculum across Washington State • Received Department of Labor grant to expand enrollment in BBCC’s AMT program by 18 students per year. Grant extended into 2014-15 academic year.
AEROTEK	<ul style="list-style-type: none"> • BBCC’s CBIS is working with AEROTEK to provide requested new hire and increased job skills training programs.
Air Rescue Firefighting (ARFF)	<ul style="list-style-type: none"> • BBCC provides one- and five-day training courses in the fall and the spring. Agencies from Washington, Oregon, and Canada are scheduled to participate in 2015-16.
Alaska Airlines	<ul style="list-style-type: none"> • Internship opportunities for Aviation and Aviation Maintenance Technology students
American Association of Community Colleges (AACC)	<ul style="list-style-type: none"> • BBCC’s membership keeps the college apprised of current national educational developments
American Medical Response	<ul style="list-style-type: none"> • Responds to campus emergency situations • Teams with BBCC to conduct emergency planning and training exercises on campus
AMWAY	<ul style="list-style-type: none"> • BBCC’s CBIS is working with AMWAY to identify training needs and provide appropriate onsite job skills training programs
Association of Washington Businesses	<ul style="list-style-type: none"> • Supports workforce training legislation in Legislature

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
Astareal Technologies Inc.	<ul style="list-style-type: none"> • BBCC’s CBIS is working with Astareal to identify training needs in order to provide appropriate job skill training programs • HR Manager has partnered with BBCC Career Services to provide workshops for students on effective resumes and cover letters.
Aviation Technology Services (ATS)	<ul style="list-style-type: none"> • Provides internships and employment opportunities for AMT students
Basin Tree Service & Pest Control, Inc.	<ul style="list-style-type: none"> • Partnered with BBCC to enroll employees in Traffic Control & Flagging Certification training
BBCC Foundation	<ul style="list-style-type: none"> • Provides scholarship funding for students through more than 75 scholarship funds • Partners with many private donors and foundations to provide funding for facilities, equipment, outreach, and staff development at BBCC • Is the U.S. sponsor of the Japanese Agricultural Training Program (JATP) and contracts with BBCC to provide training to JATP trainees • Manages funds for the Exceptional Faculty Awards Endowment for BBCC faculty • Maintains financial accounts for BBCC’s athletic booster club, Phi Theta Kappa (PTK), Nursing Program, ASB, Aviation, and Volunteer Literacy Program • Partners with the Rho Zeta chapter of PTK to pay \$37.50 of \$75 national dues for needy students to join PTK; several of these students have become PTK officers • Owns the Opportunity Center and leases space to the college to provide classrooms and offices for Adult Education and Workforce Education Services. • Leases office space to the Grant County Economic Development Council (EDC), which nurtures partnerships between the college and the EDC • Partners with donors like Weinstein Beverage Company and <i>Raise the Paddle</i> at Cellarbration! to provide intervention scholarships to help students cope with financial emergencies • Started Nursing and Aviation Intervention Scholarships • Partners with the Odessa School District to conduct fundraising basketball games, with proceeds going to a scholarship fund in memory of two students who were from Odessa and attended BBCC • Partnered with local industry to raise funds for the STEM endowment • STEM established a secondary account to support activities or expenses not outlined in the grant proposal • Provide the Library with coffee and cocoa during finals week • New Student Orientation drawing for gift certificates (\$300) • Support community fundraising efforts by attending and providing gift baskets • Board members assist in the hospitality room at the Job and Career Fair

Compiled by Institutional Research

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
	<ul style="list-style-type: none"> • Provides dinner for the Professional Technical advisory committees once a year • Sponsors Cellarbration! the gourmet wine dinner and auction, the primary scholarship support • Sponsors STAR Night an evening where donors have an opportunity to meet scholarship recipients • Helped plan and implement the 50th Anniversary celebrations for the JATP program in Moses Lake • Helped secure two airplanes for the Aviation Maintenance Program • Held a breakfast for our industrial alliance partners to highlight our STEM program • Implemented an online scholarship application for the 2016-2017 academic year which streamlines the application process allowing quicker award times • Created a needs catalog, for the college for expenses that are outside the current budgets, and was able to get the Industrial Electric needs list fulfilled.
Boeing	<ul style="list-style-type: none"> • Donated two airplanes to the BBCC Aviation Maintenance Program • Donated a fire truck for ARFF training at BBCC • Partnering with AMT to address the increased demand within the aerospace production pipeline
Bonneville Power Administration	<ul style="list-style-type: none"> • The Bonneville Power High Voltage Apprenticeship Program is a three-to-four-year paid training program. Students go through steps (each six months) and must pass a review at the end of each step in order to progress to the next level. Training is a combination of progressively difficult on-the-job experiences, classroom study, correspondence courses, and homework. Apprentices are promoted to Journeyman after successfully passing the final step review and are assigned to vacant Journeyman positions as they become available.
Business Support of ASB	<ul style="list-style-type: none"> • Basin Auto, Blue Palm, Burger King, Glass House Dog & Car Wash, Guido's Pizza, McDonald's, Mike's Barbershop, Moses Lake Towing, and Papa John's all donate gift certificates for ASB activities • LakeBowl, J's Teriyaki, Rock Top and Oasis Auto Spa purchased ads for the Student Handbook • ASB events are held at LakeBowl, Lee Theater in Ephrata, Moses Lake Parks & Rec (ice skating) and Surf 'n Slide
Catholic Housing Charities of Yakima	<ul style="list-style-type: none"> • Offer ESL classes to the residence of their low-income housing apartments in Royal City, Warden, and Mattawa
Central Washington Asphalt, Inc./North Central Construction, Inc.	<ul style="list-style-type: none"> • Provided job shadow opportunity for BIM program
Central Washington University (CWU)	<ul style="list-style-type: none"> • Offers upper division classes on the BBCC campus towards: <ul style="list-style-type: none"> ○ Bachelor of Science in Business Administration and Accounting ○ Master of Education, pro-certification program ○ The professional core sequence

Compiled by Institutional Research

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
	<ul style="list-style-type: none"> ○ Bachelor of Science in Flight Technology, Aviation Management Specialization ○ Bachelor of Science in Interdisciplinary Studies, Social Sciences ● Bachelor of Applied Science Information Technology and Administrative Management degree is available to students earning Applied Science degrees at BBCC ● A Dual Admission program to provide a smooth and successful transition for BBCC students to the CWU University Center; students who participate are considered fully admitted to BBCC and conditionally admitted to CWU; the standard \$50.00 application fee is waived for students in this program ● CWU instructor/advisor has an office onsite in the Aviation Building ● Equips two interactive TV rooms on the BBCC campus (Building 1800) that are available for CWU and BBCC instructional and administrative use ● Engaged in an agreement that allows students attending both CWU and BBCC to receive financial aid at CWU based on the sum of credits taken at both schools ● Continual discussions between CWU and BBCC leadership of baccalaureate partnerships between the two schools ● STEM is partnering with Engineering Department faculty to coordinate articulation agreements for: <ul style="list-style-type: none"> ○ Mechanical Engineering Technology ○ Electronics Engineering Technology ● STEM has partnered with the Engineering Technology Department to finalize articulation of courses for: <ul style="list-style-type: none"> ○ Mechanical Engineering Technology ○ Electronics Engineering Technology ● STEM: CWU Engineering faculty continue to support transfer and career-related advising practices by providing program tours and advising to potential transfer students ● Assists in identification and referral of graduate students as potential adjunct instructors
City of Grand Coulee	<ul style="list-style-type: none"> ● Partnered with BBCC in 2014-15 for Traffic Control & Flagging Certification training
City of Moses Lake	<ul style="list-style-type: none"> ● Trails Planning Team (TPT) meets monthly to work on bringing more trails and bike lanes to the Moses Lake area ● Current and former BBCC employees Charlene Rios and Brenda Teals are members of the trail planning team ● Charlene Rios currently serves as Treasurer on the TPT ● Partnered with BBCC in 2014-15 for Traffic Control & Flagging Certification training
Clear Risk Solutions (aka Canfield & Associates)	<ul style="list-style-type: none"> ● Provides job shadow opportunities for BIM program

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
Columbia Basin Allied Arts	<ul style="list-style-type: none"> • Brings the performing arts to BBCC students, staff, and community members • BBCC provides office and performance space
Columbia Basin Development League	<ul style="list-style-type: none"> • BBCC hosts meetings and supports the full development of the Columbia Basin Project
Columbia Basin Job Corps	<ul style="list-style-type: none"> • BBCC is an educational contractor for Job Corps and continues to enroll Job Corps students in college programs and includes on-campus housing for these students • BBCC provides GED testing services for Job Corps students • Participates in emergency planning, training and exercises • Provided job shadow opportunity for BIM program
Community Concerts	<ul style="list-style-type: none"> • Rents space for concerts on campus, providing BBCC students with the opportunity to attend performing art events
Community College Partners	<ul style="list-style-type: none"> • Green River Community College - articulation agreement for students to complete their flight training at BBCC • Wenatchee Valley College – collaborative Ag degree is offered between WVC and BBCC; collaborates with BBCC on basic skills and WorkFirst professional development, collaborated to offer higher level math classes via distance education for advanced students • Columbia Basin College (CBC) <ul style="list-style-type: none"> ○ Collaborating on a Title V Cooperative Grant for rural health science education • Agriculture Center of Excellence, Walla Walla Community College – Dean Berry-Guerin served on 2015 review team • Engineering Consortium between BBCC, Wenatchee Valley College & Walla Walla CC to share online enrollments in low-enrolled STEM courses
Community Knowledge Centers (CKCs)	<ul style="list-style-type: none"> • BBCC partners with various communities to establish Community Knowledge Centers (CKCs) in community schools, civic buildings, or businesses. These centers provide local access to technology needed for place-bound residents to access educational resources. In addition, workshops on computer use are also offered by BBCC staff and/or community volunteers. CKCs in operation in 2015-16 were: <ul style="list-style-type: none"> ○ Odessa Library – six ECE netbooks for participant use at the workshops offered ○ Ritzville Public Library –a server and eight Thin Client computers; BBCC no longer has a tunnel to the server and is not assisting with technology help ○ Warden School Library –Thin Clients (removed fall quarter 2015) ○ Wilson Creek High School – five laptop computers ○ Almira –focused on “bring and learn on your own device” philosophy, although is not currently active • In addition, CKC sites in Mattawa and Othello are now operated by Inspire Centers and CKC sites in Royal City and Quincy are operated by Catholic Family Housing Authority. A CKC site in Grand Coulee is

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
	located at the GCDSD Annex Building. None of these five sites use BBCC computers or require BBCC technology assistance.
Community Partnership Against Substance Abuse	<ul style="list-style-type: none"> • Partnership between BBCC and Central Basin Traffic Safety Task Force to teach the public about effects of drugs and alcohol on people and their communities • Representatives from Grant County Emergency Management, Grant County Sheriff Department, Moses lake Police Department, Grant County Coroner’s Office, Grant County Fire District #5, Moses Lake Fire, and the Washington State Patrol participate in an annual substance abuse awareness event held on the BBCC campus. The event is open to the public, organized by Ryann Leonard (BBCC Faculty), and admission is free
Confluence Health	<ul style="list-style-type: none"> • Provided partial funding to support a nursing faculty position
Department of Corrections (DOC)	<ul style="list-style-type: none"> • Assists BBCC to perform asbestos abatement and demolition
Department of Early Learning	<ul style="list-style-type: none"> • Partner in Early Achievers Grant (new funding source for students through Workforce Education Services). • Provides education and advice support for childcare
Department of Social Health Services (DSHS)	<ul style="list-style-type: none"> • BBCC provides office assistance through the state work study program • BBCC partners and receives funds to facilitate the WorkFirst and Basic Food Employment and Training programs to benefit students. • Off campus State Work Study Opportunities
Eastern Oregon University	<ul style="list-style-type: none"> • Exploring Business articulation opportunities
Eastern Washington University (EWU)	<ul style="list-style-type: none"> • STEM is engaged in discussions between EWU and BBCC leadership of baccalaureate partnerships between the two schools • STEM has partnered with the Engineering Department to finalize articulation of courses and AS-T MRP Degrees for : <ul style="list-style-type: none"> ○ Mechanical Engineering (ME) ○ Mechanical Engineering Technology (MET) ○ Electrical Engineering (EE)
Ephrata Airport	<ul style="list-style-type: none"> • Training site for BBCC Aviation students
Family Services of Grant County	<ul style="list-style-type: none"> • ECE – internship current student
Federal Aviation Administration (FAA)	<ul style="list-style-type: none"> • BBCC Aviation program operates a FAA Computerized Knowledge/Testing Site • BBCC AMT instructor Dan Moore is part of a task force helping the FAA to develop a competency-based curriculum • Provides oversight for Aviation Program’s examining authority which allows the program to issue certificates for the FAA • BBCC Aviation instructors certify students for FAA certificates • Provides air-traffic control services to BBCC through the Grant County Tower • CBIS is working with FAA to identify and provide job skill training programs.
Freeman Holdings, FBO	<ul style="list-style-type: none"> • Partnership that provides mutual support for all parties

Compiled by Institutional Research

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
(Million Air)	<ul style="list-style-type: none"> • Participates in emergency planning, training and exercises
Gates Foundation	<ul style="list-style-type: none"> • Provides funding and oversight for I-DEA grant project to assist low level ESL learners with gaining technology and language skills; funds distributed through State Board for Community and Technical Colleges
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant	<ul style="list-style-type: none"> • Brings 8th graders and parents to BBCC campus for early exposure to higher education <ul style="list-style-type: none"> ○ STEM staff provide presentations and tours of the STEM Center • WSU contracts with BBCC for GEAR UP activities for Soap Lake and Moses Lake • Ephrata, Warden, Soap Lake, Moses Lake are GEAR UP sites
GE Aviation	<ul style="list-style-type: none"> • STEM provided ground level access and an informational lunch for pre-engineering students to network with engineers
General Dynamics	<ul style="list-style-type: none"> • BBCC's CBIS is working with General Dynamics to provide appropriate job skills training programs through 2014-2015, which is funded through a Washington State Job Skills grant.
Genie Industries	<ul style="list-style-type: none"> • Developed and hosted workshops for STEM Summer Institute (Year 2); provided tour of facilities • STEM continues to promote enrollment at BBCC for their employees • STEM actively refers other industry to connect pre-engineering students with professional internships related to engineering pathways • BBCC's CBIS is working with Genie to identify training needs in order to provide appropriate job skill training programs.
Governor's Aerospace Council	<ul style="list-style-type: none"> • Partners with aerospace industry, including BBCC Aviation program • BBCC representatives participate in aerospace-related activities from all community colleges • BBCC regularly reports on aerospace training activity and is included in a community college system report
Grant County	<ul style="list-style-type: none"> • Partners with BBCC in funding the ATEC building • Grant County Health District may use the BBCC Nursing building for the triage and/or short-stay treatment of patients who cannot be treated in regular healthcare settings due to a major public health emergency <ul style="list-style-type: none"> ○ Use of college property will occur only as a result of college closure, unless the property is only accessed to provide an immunization clinic or point of dispensing medication • BBCC is part of the Grant County Health District alert network and receives notifications of local or worldwide problems, including: <ul style="list-style-type: none"> ○ Communicable disease ○ Pandemic incidents ○ Other major health incidents • Grant Integrated Services is a Partner in the Local Planning Area (LPA) organization for WorkFirst efforts

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
	<ul style="list-style-type: none"> • Battalion Chief/Training Officer serves as our ARFF Training Coordinator and Trainer
Grant & Adams Counties Irrigation Partners	<ul style="list-style-type: none"> • BBCC has partnered with Lad Irrigation, Irrigators Inc., Skoan Irrigation, and Elliot Kooy to help provide equipment, materials, and instructors to support the BBCC MIST program (Center Pivot)
Grant County Coroner	<ul style="list-style-type: none"> • Teams with BBCC to conduct emergency planning and training exercises on campus
Grant County Department of Public Works (Ephrata)	<ul style="list-style-type: none"> • Partnered with BBCC in 2014-15 for Traffic Control & Flagging Certification training
Grant County Economic Development Council	<ul style="list-style-type: none"> • Integrated with GCEDC continually working on joint ventures with new and established employers on economic development, training and growth initiatives • Provides consulting for STEM, the CBIS and BBCC regarding potential job skill training opportunities and certifications needed to fill regional demands of private industry • STEM provides direction in designing a program to target high-skilled workers for local industry, the Executive Director is an active member of the STEM advisory committee • BBCC Trustee, Juanita Richards, and Executive Director of the Foundation, LeAnne Parton, serve on the Executive Board and are members of the working Executive Committee • The BBCC President is an ex-officio member of the GCEDC Board.
Grant County Fire District #5	<ul style="list-style-type: none"> • Responds to campus security and emergency situations
Grant County Head Start	<ul style="list-style-type: none"> • Partners with BBCC to present the <i>Family Day</i> and <i>Literacy Night</i> events
Grant County Housing Authority	<ul style="list-style-type: none"> • Partner in the Local Planning Area (LPA) organization for WorkFirst efforts. • Provides resources for BBCC students who are homeless or at risk of homelessness.
Grant County Mental Health	<ul style="list-style-type: none"> • BBCC's CBIS is an active participant in monthly meetings to collaborate and facilitate one-stop employment and job skill services for our Central Basin communities.
Grant County PUD	<ul style="list-style-type: none"> • Provided job shadow opportunity for BIM program
Grant County Sheriff	<ul style="list-style-type: none"> • Primary security responder for the BBCC campus security and emergency situations • The Sheriff's office uses our campus when classes are not in session for some of their drills and trainings • Partners with BBCC to provide the annual Drunk Driving education day • Teams with BBCC to conduct emergency planning and training exercises on campus
Hastings Bookstore	<ul style="list-style-type: none"> • Provides funding for GED testing fees and study materials for students through the Volunter Literacy Program
Head Start - Nespelem	<ul style="list-style-type: none"> • Partnered with BBCC to provide an internship for a Grand Coulee ECE student in 2014-15

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
Healthcare Clinical Site Agreements	<ul style="list-style-type: none"> • Provide BBCC nursing students with opportunities to gain hands-on experience in the medical field • Participating sites: <ul style="list-style-type: none"> ○ Adams County Health Department (Ritzville) ○ Avalon Care Center (Othello) ○ BBCC Childcare Center (Moses Lake) ○ Central Basin Home Health and Hospice (Moses Lake) ○ Central Washington Hospital (Wenatchee) ○ Columbia Basin Health Clinic (Othello) ○ Columbia Basin Hospital (Ephrata) ○ Columbia Basin Secondary School (Moses Lake) ○ Coulee Community Hospital (Grand Coulee) ○ Coventry House Assisted Living Community (Othello) ○ East Adams Rural Hospital (Ritzville) ○ Eastern Washington State Hospital (Medical Lake) ○ 14th Avenue Medical Center (Othello) ○ Fresenius Medical Care DBA M.L. Dialysis (Moses Lake) ○ Grant County Head Start (Ephrata) ○ Grant County Health District (Ephrata) ○ Grant Mental Healthcare (Moses Lake) ○ Hearthstone Inn (Moses Lake) ○ Kennewick General Hospital (Kennewick) ○ McKay Health Care and Rehabilitation (Soap Lake) ○ Moses Lake Community Health Center (Moses Lake) ○ Moses Lake School District (Moses Lake) ○ Odessa Memorial Healthcare Center (Odessa) ○ Othello Community Health Center (Othello) ○ Parkview Pediatrics & Family Medicine (Moses Lake) ○ Quincy Valley Hospital (Quincy) ○ Renal Care Group of Northwest (Moses Lake) ○ Rockwood Clinic (Spokane) ○ Sacred Heart Medical Center (Spokane) ○ Samaritan Healthcare (Moses Lake) ○ Summerwood Alzheimer’s Special Care Center (Moses Lake) ○ Sunbridge Care and Rehab Center (Moses Lake) ○ Sunbridge Special Care/Lakeridge (Moses Lake) ○ Washington State Migrant Council (Moses Lake) ○ Wenatchee Valley Clinic (Moses Lake branch) ○ Yakima Valley Memorial Hospital (Yakima)
Heritage University (HU)	<ul style="list-style-type: none"> • Offers on BBCC campus: <ul style="list-style-type: none"> ○ Bachelor of Arts in Elementary Education with an ESL or Bilingual Education endorsement ○ Bachelor of Social Work ○ Master of Education ○ Various certifications

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
	<ul style="list-style-type: none"> • Dual enrollment agreement with BBCC by which students may enroll in Heritage University while working toward their Associate of Arts degree at BBCC • Engaged in an agreement that allows students attending both HU and BBCC to receive financial aid at HU based on the sum of credits taken at both schools • Continual discussions between BBCC and HU of on-going relationships, including Title V and Title III-F STEM Grant • HU provided STEM resources presentation to BBCC staff and faculty • Partnering with STEM and Ephrata High School to align high school curriculum with BBCC
Horizon Credit Union	<ul style="list-style-type: none"> • Partner to provide financial literacy training • Provides facility and employees for participation in BIM program mock interviews
Inland Helicopter	<ul style="list-style-type: none"> • Partners with BBCC to provide helicopter pilot training in conjunction with the BBCC Commercial Pilot program
Inland Northwest Blood Center	<ul style="list-style-type: none"> • ASB organized two blood drives • M.E.Ch.A organized the Center/Caesar Chavez Blood Drive Event
INSPIRE Learning Centers	<ul style="list-style-type: none"> • In collaboration with the Bill and Melinda Gates Foundation, the State Board for Community and Technical College's (SBCT) Integrated Digital English Acceleration (I-DEA) project builds on the success of the Integrated Basic Education and Skills Training (I-BEST) Initiative. BBCC was one of ten initial recipients of this grant. • Centers are located in: <ul style="list-style-type: none"> ○ Mattawa – Community Knowledge Center site; no technology or technology assistance provided by BBCC ○ Moses Lake –offers ECE student internships ○ Othello – Community Knowledge Center site; no technology or technology assistance provided by BBCC ○ Royal City –offers ECE student internships
Intermountain AmeriCorps	<ul style="list-style-type: none"> • Provides three team members to work in the ECEAP classroom and childcare with the goal of increasing early literacy
Japanese Agricultural Exchange Council	<ul style="list-style-type: none"> • Assisted with training program assessment • Conducts recruitment and orientation to the program in Japan; makes travel arrangements for trainees • Agricultural trainees live in residence halls and eat in the dining hall during their eight weeks of training at BBCC
Japanese Consul General	<ul style="list-style-type: none"> • BBCC maintains close ties to the Japanese government, and Consul General hosts an annual reception in Seattle for JATP graduates
Job & Career Fair	<ul style="list-style-type: none"> • Annual Job & Career Fair is held in the Masto Conference Center on BBCC campus each year • BBCC professional technical programs will showcase their programs • The Employment Resource Center was sponsored by Central WA WorkSource • BBCC students, and BBCC staff volunteered to assist during the event

Compiled by Institutional Research

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
LDSSA Club	<ul style="list-style-type: none"> Helped clean up the area around the 1600 building
Laser Interferometer Gravitational-wavelength Observatory (LIGO)	<ul style="list-style-type: none"> Provides facilities tours to BBCC Engineering Physics class through STEM Grant
Lineage Logistics	<ul style="list-style-type: none"> BBCC's CBIS is working with Moses Lake Industries to provide CDL training programs through 2016, which is funded through a Washington State Job Skills grant.
Microsoft	<ul style="list-style-type: none"> Provides BBCC with an educational discount for software projects used in classrooms, labs, and other college operations Free use of Office 365 to students and staff BBCC's CBIS is working with Microsoft and its contracted partners to identify training needs and provide appropriate onsite job skills training programs
Moses Lake Breastfeeding Coalition	<ul style="list-style-type: none"> BBCC student nurses work with new mothers to research and teach breastfeeding methods
Moses Lake Chamber of Commerce	<ul style="list-style-type: none"> Education committee members include BBCC, Moses Lake School District, Tech Prep, Customized Job Skills Training, Skill Source, and area businesses. Provided job shadow opportunity for BIM program
Moses Lake Community Health	<ul style="list-style-type: none"> BBCC's CBIS is working with Community Health to identify training needs and provide appropriate job skills training programs in 2014-15.
Moses Lake Fire Department	<ul style="list-style-type: none"> Responds to campus emergency situations Teams with BBCC to conduct emergency planning and training exercises on campus Captain serves as an ARFF Trainer
Moses Lake Food Bank	<ul style="list-style-type: none"> Partner to provide food for on-campus food pantry
Moses Lake Industries	<ul style="list-style-type: none"> BBCC's CBIS is working with Moses Lake Industries to provide appropriate job skills training programs through 2014, 2015 and 2016, which is funded through a Washington State Job Skills grant.
Moses Lake Literacy Council	<ul style="list-style-type: none"> Partners with BBCC Regional Literacy Council for training
Moses Lake Parks & Recreation	<ul style="list-style-type: none"> Charlene Rios serves on the Moses Lake Parks & Recreation Board Moses Lake Parks staff provide advice and consultation on projects such as painting the childcare equipment, inter-building communication, and playground equipment Collaborate to offer Lifeguard Training
Moses Lake Police Department	<ul style="list-style-type: none"> Responds to campus security and emergency situations Teams with BBCC to conduct emergency planning and training exercises on campus
Moses Lake Public Library Foundation	<ul style="list-style-type: none"> Tim Fuhrman, Dean of Library Resources, has served on the Moses Lake Public Library Foundation board for over seven years now. The Foundation promotes the use, development, and improvement of the Moses Lake Public Library's services, collections, and facilities.
Moses Lake Senior Living Community	<ul style="list-style-type: none"> BBCC agrees to permit the use of its physical facilities for Moses Lake Senior Living Community residents in the event of a disaster

Compiled by Institutional Research

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
National Association of Workforce Boards	<ul style="list-style-type: none"> • Federal legislative contacts in support of local workforce development council
New Hope	<ul style="list-style-type: none"> • Partner in the Local Planning Area (LPA) organization for WorkFirst efforts. • BBCC’s Gay Straight Alliance (GSA) gathered clothing, toiletries and food for New Hope • Participates in emergency planning, training and exercises • Takes referrals for students in crisis from BBCC
Northwest Agricultural Business Center	<ul style="list-style-type: none"> • “Orchard to Shelf Workshop” to provide options for those looking to expand into new business venues with current/future crops
Off-campus State Work Study Employment Opportunities for Students	<ul style="list-style-type: none"> • Partners include: <ul style="list-style-type: none"> ○ Boys and Girls Club of America ○ Douglas-Chelan Counties Community Action ○ Salvation Army • 21st century Grant
One Stop Partnership	<ul style="list-style-type: none"> • One Stop centers are located in Moses Lake and Mattawa • BBCC rents office space in Moses Lake and provides regular part-time office hours through WorkSource funding • One Stop partners include: WorkSource, DSHS, Grant County Mental Health, North Central/Columbia Basin Workforce Development Council, Opportunities Industrialization Center, Division of Vocational Rehabilitation, Housing Authority of Grant County, WVC, Washington State Migrant Council, Community Action Council, Columbia Basin Job Corps, Goodwill Industries, and SkillSource
Opportunity Industrialization Center (OIC)	<ul style="list-style-type: none"> • Collaborates with BBCC to provide tuition and wraparound support services for basic skills students, including assisting in recruitment and job placement • Provides college tuition assistance for qualified applicants • Works closely with BBCC I-BEST programs • OIC-HEP Program of Washington provides GED study classes (mostly in Spanish) • Partner in the Local Planning Area (LPA) organization for WorkFirst efforts.
Orbis Cascade Alliance	<ul style="list-style-type: none"> • Consortium of libraries from 36 universities, colleges, and community colleges in Oregon and Washington, serving 213,000 students; enables the library to purchase online resources at a significantly discounted price due to large group buying
ORCA Consortium	<ul style="list-style-type: none"> • This partnership includes 17 other Washington State community and technical college libraries that share the cost of operating the Voyager library management system
People for People/Grant Transit Authority	<ul style="list-style-type: none"> • Provide public transportation for students to BBCC, job sites, and daycare • Partner in the Local Planning Area (LPA) organization for WorkFirst efforts.

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
Phi Theta Kappa (PTK) Rho Zeta chapter (local chapter of National Honor Society)	<ul style="list-style-type: none"> • Hosted a Greater Northwest Regional Conference at the BBCC campus during Summer 2014 • Collected books for Better World Books • Assisted at BBCC graduation ceremonies as Grey Gowns • Provide concessions at Allied Arts and ASB's Third Thursday events throughout the year • Recycled aluminum pop cans and collecting pop tabs to be donated to the Ronald McDonald house (Spokane, WA) • Recycled used cell phones, batteries, and computer printer ink toners • Assisted during special events on campus, such as Star Night, Dollar Da\$h, Health/Wellness Fair, New Student Orientations, Career Day, Soup-R-Bowl food drive, and Cellarbration! • Rho Zeta PTK officers have served on probationary/tenure committees for faculty • Presented AED training and stress-anxiety coping skills to Upward Bound Students • Relay for Life • Created AED video on how to use an AED unit • Enhanced recycling on campus • Joint event with BBCC ASB to visit local senior citizen facility
Port Districts and local airports	<ul style="list-style-type: none"> • The Aviation Program uses the airports in Ephrata, Quincy, Warden, Othello, Lind, Odessa, and Moses Lake Municipal
Port of Moses Lake	<ul style="list-style-type: none"> • Backup response to BBCC security and emergency situations • Provides primary response for Aviation Program emergencies on airport • BBCC partners with the Port in the operation of Aircraft Rescue and Fire Fighting (ARFF) training • Partner in economic development of the area • Share sources and resources with the Maintenance Department • Teams with BBCC to conduct emergency planning and training exercises on campus • Director, Richard Hanover, provides consulting for BBCC regarding potential training certifications needed to fill regional demands of private industry • BBCC's CBIS is working with The Port of Moses Lake to provide support in fulfilling their training needs.
Port of Quincy	<ul style="list-style-type: none"> • BBCC participates in Port of Quincy economic development seminars • BBCC working with Port of Quincy to establish course offerings in new Port of Quincy site
Professional-Technical Advisory Committees	<ul style="list-style-type: none"> • Composed of individuals employed or involved in the industry specific to each professional-technical program <ul style="list-style-type: none"> ○ Provide feedback on current industry standards, information on required industry competencies, and guidance for development of new programs and/or alternative direction for current programs

Compiled by Institutional Research

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
Programs of Study Consortium (Tech Prep)	<ul style="list-style-type: none"> • Partnership between BBCC and participating area high schools that allows high school students to earn college credit for articulated high school vocational courses • Grant and Adams counties school districts that participate include: Almira Coulee Hartline, Ephrata, Grand Coulee, Lind-Ritzville, Moses Lake, Odessa, Othello, Quincy, Royal City, Soap Lake, Wahluke, Warden, and Wilson Creek. Columbia Basin Job Corps participates as well.
REC Silicon	<ul style="list-style-type: none"> • Provided ground-level access (first public tour) for STEM Summer Institute (Year 2) and informal access to engineering staff • BBCC/STEM continue to support the “Solar Car Races” in partnership with MLSD, Grant County PUD, and REC • BBCC’s CBIS is working with REC Silicon to provide appropriate job skills training programs which is funded through a SBCTC Job Skills grant.
Relay for Life	<ul style="list-style-type: none"> • A team of BBCC employees, supported by the college and BBCC Foundation, participates in various activities to raise money for the American Cancer Society
Rural Alliance for Student Success	<ul style="list-style-type: none"> • Increase the capacity of students in small and rural school districts to succeed in higher education, including increased communication between school districts and institutions of higher education for college readiness, credit articulation, student access, support and enrollment
Samaritan Healthcare	<ul style="list-style-type: none"> • Provided funding to partially support a nursing faculty position • The BBCC President serves on Samaritan’s Strategic Planning and Finance Committee. • Participates in emergency planning, training and exercises • BBCC’s CBIS is working with Samaritan Healthcare to provide appropriate job skills training programs which is funded through a SBCTC Job Skills grant. • Provides job shadow opportunities for BIM program students
SBCTC IT	<ul style="list-style-type: none"> • BBCC provides secured storage space to Pierce Community College to tape backup storage. BBCC exchanges tapes with the PCC courier and acts as an inventory control agent. PCC pays for a fee for the service. • BBCC provides space and connectivity in its data center for Cascadia Community College to place an offsite backup device. Cascadia pays a fee to BBCC for use of the space, infrastructure and utilities. • BBCC offers make this service available to other SBCTC’s as well.
Service District Schools	<ul style="list-style-type: none"> • Basic Skills classes are offered in classrooms in Soap Lake, Othello, Royal City, Warden, and Quincy. • BBCC either rents or shares space on a quid-pro-quo basis for instruction • BBCC provides reading and math tutors through the federal work-study program, <i>America Reads * America Counts</i>

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
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	<ul style="list-style-type: none"> • Students in all of BBCC’s service district high schools are able to earn high school and college credit simultaneously, working toward high school diplomas and Associate Degrees in Arts and Science and the Associate in Science • Ephrata - staff from BBCC and EHS collaborated on and co-taught math classes in order to increase the knowledge of content in college level courses. • Quincy connects migrants student of all ages with BBCC STEM and Outreach for early exposure to higher education opportunities • STEM Summer Institute participation came from the school districts of: Ephrata, Soap Lake, Lake Roosevelt, Yakima and Moses Lake • BBCC presents financial aid information nights to educate students about the availability of financial aid and the application process, thus increasing access. We work with Moses Lake, Royal City, Warden, Wilson Creek, Ephrata, Mattawa and Quincy school districts. Some of the presentations are made to younger students to help them understand that college can be an affordable possibility for them. • Math and English teachers worked with BBCC staff to establish Placement via High School Transcript procedures • BBCC faculty partner with Columbia Basin Technical Skills Center serving on their advisory committee • Moses Lake School District <ul style="list-style-type: none"> ○ BBCC leases the Automotive Lab space on campus to the Moses Lake School District for their High School Automotive Program; the Moses Lake School District provides instructors for the program ○ BBCC Nursing students provide information on breast and testicular cancer during Cancer Awareness Week ○ Child and Family Education students use MLSD classrooms for hands-on experiences ○ Partner in the Local Planning Area (LPA) organization for WorkFirst efforts ○ Participates in emergency planning, training and exercises, provided job shadow opportunities for BIM program, and provides a work-based professional development opportunity for Jenny Nighswonger ○ Engineering Club mentors the high school robotics class ○ STEM hosted the Solar Car Races for MLSD and the surrounding school districts in the BBCC service area ○ Partnering with CB-Tech Skill Center to align STEM curriculum with BBCC educational pathways in: <ul style="list-style-type: none"> ▪ Pre-Engineering ▪ Allied health careers ▪ Biology and chemistry lab technology ▪ Professional-technical occupations ▪ The Emporium Math model (inverted instruction)
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Compiled by Institutional Research

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
SkillSource	<ul style="list-style-type: none"> • BBCC collaborates with SkillSource on incumbent worker training, primary trainer/contractor worker retraining and basic skills training, providing facilities and adjunct faculty for basic skills classes • SkillSource and BBCC work with the food processing manufacturers to provide employees with skills upgrading to meet employment needs • Contracted with BBCC to offer Business Information Management Program classes at the SkillSource Moses Lake facility for SkillSource clients days and evenings • Provides classroom space in Moses Lake for ABE evening classes • Partner in the Local Planning Area (LPA) organization for WorkFirst efforts • BBCC's CBIS partners with Skillsource in order to increase resources for new hire trainees and provide job skills training services in conjunction with Skillsource. • BBCC's CBIS is active participant in monthly Partner meetings in order to collaborate and facilitate one-stop employment and job skill services for our communities. • Contracted with BBCC to offer Manufacturing Clerk (Logistics Tech) Certificate of Achievement Program classes at the SkillSource Moses Lake facility for SkillSource clients days and evenings
SL Start	<ul style="list-style-type: none"> • A human and health services company focused on a wide range of social, employment and long-term care services • BBCC provides ABE, ESL and employment related short-term training courses for WorkFirst participants enrolled in SL Start programs and space for training in maintenance, information technology, and childcare • Partner in the Local Planning Area (LPA) organization for WorkFirst efforts
Society of Human Resource Managers (SHRM)	<ul style="list-style-type: none"> • BBCC continues to work with SHRM to identify training needs and provide appropriate training programs • Co-Sponsored supervisory skill training this year for local employers' managers
Spokane Falls Community College	<ul style="list-style-type: none"> • Partnering with STEM to later enroll BBCC engineering or mathematics courses (online) as needed • SFCC is part of an eastern Washington engineering consortium sharing courses to ensure that can complete an AS-T MRP degree
St. Paul Lutheran Church (Quincy)	<ul style="list-style-type: none"> • Provides facilities and wireless internet for basic skills classes • Refers adults to basic skills classes
Sunbridge Special Care/Lakeridge (Moses Lake)	<ul style="list-style-type: none"> • Provides Certified Nursing instruction for BBCC WorkFirst students
SVZ	<ul style="list-style-type: none"> • BBCC continues to work with SVZ to identify training needs and provide appropriate training programs
Takata Industries	<ul style="list-style-type: none"> • BBCC's CBIS is working with TAKATA to provide appropriate job skills training programs and On the Job Training to support their 2015-16

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
	expansion, which is funded through a Washington State Job Skills grant.
United States Air Force	<ul style="list-style-type: none"> • Provide training and Q & A opportunity for Aviation students (and BBCC employees) with C-17 visit
United Way	<ul style="list-style-type: none"> • Awarded \$4,000 to assist the Volunteer Literacy Program in funding those in need for GED scholarships (administered through the BBCC Foundation)
University of Idaho	<ul style="list-style-type: none"> • Partnering to coordinate articulation agreement for Agriculture
Viking Booster Club	<ul style="list-style-type: none"> • Supports BBCC athletic program by raising money to help support athletic scholarships and employment for athletes within NWAC guidelines • Provides funding for team recruiting and incidentals
Walla Walla Community College	<ul style="list-style-type: none"> • Partnering with STEM to enroll BBCC engineering students in mechanical engineering prerequisite courses (online) • WWCC is part of an eastern Washington engineering consortium sharing courses to ensure that can complete an AS-T MRP degree
Wal-Mart	<ul style="list-style-type: none"> • Provides funding for GED testing fees and study materials for students through the Volunter Literacy Program
Washington Campus Compact	<ul style="list-style-type: none"> • A College Access Corp volunteer works with K12 students to help students become more actively engaged in their education and prepare for post-secondary education • The AmeriCorps VISTA volunteer coordinates community volunteers to offer basic computer literacy courses throughout the service district at our community Knowledge Centers • The Vet Corps Navigator provides veterans with support services, including admissions and access to financial and other resources
Washington National Guard 161 st Transport Division, Ephrata, WA	<ul style="list-style-type: none"> • The Residence Halls provide housing to this unit during exercises and weekend drills when we have space available. This provides revenue to the college and substantial savings to the State.
Washington State Department of Fish and Wildlife Police	<ul style="list-style-type: none"> • Responds to campus security and emergency situations • Teams with BBCC to conduct emergency planning and training exercises on campus • Provided job shadow opportunity for BIM program
Washington State Library	<ul style="list-style-type: none"> • This partnership allows the coordination of database purchases with other libraries in the state
Washington State Patrol	<ul style="list-style-type: none"> • Responds to campus security and emergency situations • Teams with BBCC to conduct emergency planning and training exercises on campus
Washington State University Tri-Cities	<ul style="list-style-type: none"> • STEM is partnering with Engineering Department faculty to coordinate articulation agreements for: <ul style="list-style-type: none"> ○ Mechanical Engineering Technology ○ Electronics Engineering Technology • Articulation to the Agricultural Program

Continuing or Ongoing Partnerships between BBCC and Community Partners

Partnership	Brief Description
Weinstein Beverage	<ul style="list-style-type: none"> • Provides intervention scholarships to help students cope with financial emergencies • Donates soda for the quarterly ASB sponsored library “campouts” • Gives ASB a discount on bottled water for ASB to sell as a fundraiser during BBCC graduation ceremony
Wenatchee Valley College	<ul style="list-style-type: none"> • Partnering with STEM to enroll BBCC engineering students in post-calculus mathematics courses (online) required to certify into an engineering program and meet AS-T MRP degree requirements • WVC is part of an eastern Washington engineering consortium sharing courses to ensure that can complete an AS-T MRP degree
WorkFirst Local Planning Area Group	<ul style="list-style-type: none"> • Partnership that operates WorkFirst at the local level • Meet regularly to review plans and performance data, discuss program issues, develop strategies to increase outcomes, and solve problems • Primary partners: BBCC, Employment Security, DSHS, and SL Start • Secondary partners: SkillSource, People for People, Grant Mental Health, DVR, OIC, New Hope, and Housing Authority of Grant County
WorkSource and Department of Social and Health Services (DSHS) (includes Economic Services Administration and Division of Vocational Rehabilitation)	<ul style="list-style-type: none"> • A One-Stop partnership is located in Mattawa to provide multiple services through a one-stop facility that supports unemployed and under employed workers in the Mattawa community • Partners in the Local Planning Area (LPA) organization for WorkFirst efforts. • Coordinate referrals, tuition assistance, support services, and other wrap-around supports for WorkFirst, Worker Retraining, and Basic Food Employment and Training program (BFET). • The BBCC President serves on the North Central Washington Workforce Development Council that oversees the One-Stop. • BBCC Prof-Tech, Workforce Education Services, and Career Services employees participated in Rapid Responses as a result of local industry layoffs

Appendix B

BBCC Campus Wide Outreach Efforts Fall 2015

Date	BBCC Campus Rep	Tour/Event	Location	Attendees/ Contacts
7/28/2015	Rita Ramirez & Monica Medrano	Start BBCC Next Quarter Workshop (2 workshops)	BBCC	
8/3/2015	Rita Ramirez	Quincy National Night Out	Quincy	100
8/4/2015	Rita Ramirez & BBCC Student Levi Hare	UW Shades of Color & BBCC Transfer Options	BBCC	8
8/8/2015	Tyler Wallace	Columbia Basin Health Association Clinic Community Health Fair	Othello	100
8/18-8/22/2015	Rita Ramirez, Lora Allen, Laura Warnock, BBCC Student Arnoldo Garcia, Barb Collins, Tana Richins, Phil Richins, Julia Gamboa, Hope Candenozo	Grant County Fair	Moses Lake	200
9/16/2015	Rita Ramirez & Rafael Villalobos	WCHSCHR Fall Counselor Workshop WVC	Wenatchee	50
9/19/2015	Rita Ramirez	Higher Education & Job Training Expo	Kennewick	100
9/24/2015	Rita Ramirez	Royal Gear Up Luncheon Presentation	Moses Lake	10
9/24/2015	Lora Allen	IEP/Transition Meeting	MLHS	6
9/29/2015	Lora Allen	IEP/Transition Meeting	MLHS	14
9/30/2015	Rita Ramirez, Monica Medrano, Bonnie Jeffreys and various BBCC prof/tech programs, clubs and support services	Get H.E.R.E. Event	BBCC	150
10/7/2015	Rita Ramirez	Lake Roosevelt High School College Fair	Coulee Dam	200
10/14/2015	Rita Ramirez	Moses Lake HS Future Day	BBCC & MLHS	200
10/14/2015	Lora Allen	Moses Lake HS Future Day	MLHS	35
10/23/2015	Lora Allen	IEP/Transition Meeting	MLHS	6
10/29/2015	Jaime Garza	Lind Ritzville High School College & Career Week	Ritzville	
11/9/2015	MariAnne Zavala-Lopez	Royal High School College Fair	Royal City	
11/10/2015	Lora Allen	IEP/Transition Meeting	MLHS	7
11/15/2015	Heidi Gephart	Quincy High School College Prep Class Presentation & Tabling	Quincy	

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Appendix C

Postsecondary Attendance Rates of Local High School Students (2013 data)

	Almira Coulee Hartline High School	Ephrata High School	Moses Lake High School	Odessa High School	Othello High School	Quincy High School	Ritzville High School	Royal High School	Wahluke High School	Warden High School	Statewide
WA Public 4-year schools (combined)	30-39%	20-24%	18%	60-79%	25-29%	15-19%	30-39%	25-29%	25-29%	20-29%	31%
Central Washington University	0-10%	0-5%	4%	–	0-5%	0-5%	–	6-9%	0-5%	–	3%
Eastern Washington University	0-10%	6-9%	6%	40-59%	0-5%	0-5%	20-29%	6-9%	0-5%	0-10%	3%
University of Washington	0-10%	0-5%	0-2%	0-20%	0-5%	6-9%	–	6-9%	0-5%	–	11%
Washington State University	11-19%	0-5%	7%	0-20%	10-14%	0-5%	0-10%	6-9%	15-19%	20-29%	8%
WA Public 2-year schools (combined)	40-49%	55-59%	57%	21-39%	55-59%	60-64%	40-49%	55-59%	65-69%	70-79%	45%
Big Bend Community College	11-19%	35-39%	49%	–	15-19%	20-24%	0-10%	15-19%	15-19%	50-59%	0-1%
Columbia Basin College	–	0-5%	0-2%	–	35-39%	0-5%	0-10%	25-29%	15-19%	0-10%	2%
Spokane Community College	0-10%	0-5%	–	21-39%	–	6-9%	11-19%	0-5%	10-14%	–	0-1%
Spokane Falls Community College	0-10%	0-5%	3%	–	–	0-5%	0-10%	0-5%	6-9%	0-10%	2%
Walla Walla Community College	0-10%	0-5%	0-2%	–	–	0-5%	0-10%	–	–	–	0-1%
Wenatchee Valley College	11-19%	0-5%	0-2%	–	0-5%	25-29%	–	0-5%	0-5%	0-10%	0-1%
Yakima Valley College	–	0-5%	–	–	–	–	–	0-5%	10-14%	–	0-1%
WA Private 2-year schools (combined)	0-10%	0-5%	0-2%	0-20%	0-5%	0-5%	0-10%	0-5%	0-5%	0-10%	0-1%
Out of State	11-19%	20-24%	19%	0-20%	10-14%	10-14%	11-19%	6-9%	6-9%	0-10%	18%
Total High School Graduates	30	150	357	12	175	156	29	76	85	50	66,103
% Going to College	70-79%	60-64%	57%	80-100%	50-54%	50-54%	70-79%	70-74%	45-49%	55-59%	62%

Note: The data presented here are consistent with SLDS Technical Brief 3 (NCES 2011-603) to protect personally identifiable information in aggregate reporting. The number of enrollments of high school graduates determines the width of the reported percentage intervals. The greater the uncertainty in the calculated percentage, the greater the width. For example, high schools reporting 10-20 graduates in a given year have percentages reported in interval widths of 20%; high schools reporting 41-100 graduates in a given year have interval widths of 5%.

Data retrieved on 11/13/2015 from the Washington State Education Research & Data Center (ERDC) Report Viewer, online at: http://www.erd.cdata.wa.gov/FRViewer.aspx?Rpt=K12_Feedback_Postsecondary_Enrollment.

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Appendix D

Multicultural Organizational Development (M COD):

Exploring Best Practices to Create Socially Just, Inclusive Campus Communities

AAC&U Conference
*Diversity, Learning, and Inclusive Excellence:
Accelerating and Assessing Progress*

October 17, 2008

Facilitated by:

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A Multicultural Organization

Bailey Jackson and Rita Hardiman

1. Values the contributions and interests of all employees
2. Employees reflect diverse social and cultural groups throughout all levels of the organization
3. Acts on commitment to eliminate all forms of oppression within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
4. Includes all members as full participants in decisions that shape the organization
5. Follows through on broader social and environmental responsibilities

The MCO Goal: Achievement of Social Justice and Social Diversity*

“The MCO is an organization that has within its mission, goals, values, and operating system explicit policies and practices that prohibits anyone from being excluded or unjustly treated because of social identity or status. A multicultural organization not only supports social justice within the organization; it advocates these values in interactions within the local, regional, national, and global communities, with its vendors, customers, and peer organizations.

The MCO is an organization that has within its mission, goals, values, and operating system explicit policies and practices that are intended to ensure that all members of the diverse workforce feel fully included and have every opportunity to contribute to achieving the mission of the organization. This organization also appreciates all forms of social diversity and understands the strengths and advantages that social diversity brings to the local, regional, national, and global communities (pp. 142).”

* **Source:** Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B. B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA, Pfeiffer.

Our Assumptions that are the Foundation of our MCOE Efforts

- People already have a solid foundation in diversity/inclusion concepts, models and tools before they engage in MCOE work.
- All of us have multiple group memberships.
- Society ascribes value/power to these group memberships ~ resulting in dominant and subordinated groups.
- Social justice ~ create an inclusive, oppression-free environment for all identity groups.
- All of us have prejudice and bias ~ resulting in internalized domination and internalized subordination.
- Prejudice is NOT INNATE ~ we believe people are inherently good.
- There is no hierarchy of oppression.
- There are some differences with respect to how oppression impacts, what it looks like...all dynamics of oppression come from the same fabric.
- All of us have Dominant and Subordinated group memberships, or we will...
- It is critical to own and explore the privilege of your Dominant group memberships.
- And to explore and heal from the oppression of Subordinated group memberships.
- We must acknowledge and “own” all of who we are... and engage in continuous learning to deepen our self-awareness and skill development.
- It is critical to form partnerships within groups and across dominant/subordinated groups to create social justice on campus
- It is critical to build authentic relationships within and across group memberships.
- It is critical to “speak your truth to power” and engage in honest authentic dialogue (also critical to recognize there are choices and consequences about the timing and level of honesty)
- It is critical to *stay in the process* ~ just don’t leave! Stay engaged and in relationship with others.

MCOD Developmental Stage Model*

*Sources:

Jackson, B. W (2006). *Theory and practice of multicultural organization development*. In Jones, B. B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA: Pfeiffer.

Jackson, B. W., & Hardiman, R. (1994). Multicultural organization development. In E. Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.), *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 231-239). Arlington, VA: NTL Institute.

Jackson, B. W. and Holvino, E. V. (1988, Fall), Developing multicultural organizations, *Journal of Religion and Applied Behavioral Science* (Association for Creative Change), 14-19.

Stage 1: The Exclusionary Organization

- Openly maintains the dominant group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for subordinated group members
- Monocultural organization

Stage 2: "The Club"

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of dominant culture viewed as the only "right" way: "business as usual"
- Dominant culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

Stage 3: The Compliance Organization

- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge dominant group members
- Efforts to change profile of workforce (at bottom of organization)

- Token placements in staff positions: Must be “team players” and “qualified”
 - * Must assimilate into organizational culture
 - * Must not challenge the system or "rock the boat"
 - * Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization

- Committed to eliminating discriminatory practices and inherent advantages
- Actively recruits and promotes members of groups that have been historically denied access and opportunity
- Provides support and career development opportunities to increase success and mobility
- Employees encouraged to be non-oppressive ~ awareness trainings
- Employees must assimilate to organizational culture

Stage 5: The Redefining Organization

- In transition
- Moving beyond “nondiscriminatory,” “non-oppressive”
- Working to create environment that “values and capitalizes on diversity”
- Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization
- Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.
- Actively works towards developing a multicultural organization
- Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members

Stage 6: The Multicultural Organization

- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

Small Group Worksheet: What does an organization look like at this Stage?

Discuss your assigned Stage of MCOB using the following prompts:

1. What are examples of the organizational policies, practices, norms, unwritten rules, and overall culture?
2. What are the demographics of the student population? and administrators, staff and faculty overall, and by hierarchical level?
3. What are common patterns of behaviors, attitudes, and feelings of members of dominant and subordinated groups on campus?
4. What is the impact on administrators, staff and faculty: morale, productivity, innovation, team work, recruitment, retention/turnover, development of next generation of leadership, career pathing, compensation, service to students, budget, resources (time, focus, \$...), reputation/image, grievances/litigation, inter-group/department conflict, etc.
5. What is the impact on students: recruitment, retention, academic success, student engagement, cross-cultural learning, developing leaders, etc.

Steps to Strategic Organizational Change

1. Gain leadership commitment and support
2. Form an Inclusion Change Team
3. Clarify and communicate the vision and institutional benefits of an inclusive, socially just organization: create a sense of urgency and an expectation for shared responsibility
4. Conduct a Comprehensive Cultural Audit to assess the current campus dynamics and organizational readiness for systems change
 - Develop a deep understanding of the dynamics of dominant and subordinated groups on campus and in the community
 - “Map out” and assess the current campus dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. Identify the “Best Practices” used by other colleges and universities (www.diversityweb.org, listserves)
6. Top leaders and Inclusion Change Team analyze data from Cultural Audit and develop Strategic Plan
7. Implement strategic activities, including accountability structures
8. Evaluate progress and revise Strategic Plan and activities as needed

Facilitating Progress Through the Stages of Multicultural Organization Development*

Directions: Start at the MCOD Stage you have chosen that best reflects the current state of your organization. Review the Strategic Actions and use the following symbols:

- (√) ~ all Strategic Actions that are currently in process in your organization
- (-) ~ any Strategic Actions that are in planning stage
- (?) ~ any Strategic Actions that seem possible and useful in the *short-term*
- (??) ~ any Strategic Actions that seem useful, possibly in the *medium term*

Then review the Stages before and after using the same symbols.

Stage 1: The Exclusionary Organization

Strategic Actions: The goal is to assess the current state, increase safety, decrease exclusionary and discriminatory practices, and make environment far less dangerous for the physical and psychological well-being of members.

- Engage in coalition building ~ develop relationships with other change agents across identity groups
 - * Build a shared understanding of the current exclusionary practices and oppressive behaviors
 - * Identify the negative impact of the status quo on members of the campus community and the reputation of the institution
 - * Collectively strategize next steps
- Identify the self-interest of the top leaders to make changes in status quo
- Gather data about impact of status quo on items of self-interest to top leaders
- Develop ways to “put a face” on the negative impact of the status quo and to make the offenses well known on campus, and possibly regionally and nationally
- Identify any internals and external demands, “levers for change” to shift the status quo (i.e., recent bias incidents, current or potential law suits, drop in enrollment and retention, state legislators, alumni, regional corporations, local communities, national priorities)
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive campus environment
- Identify and communicate clear expectations and boundaries for appropriate behavior and clear responses for inappropriate behavior* (Jackson & Hardiman)
- Create structures to ensure all community members understand the rules for expected behavior on campus and the consequences of exclusionary actions, negligence, etc.
- Ensure that all leaders, managers, and faculty participate in required related trainings, including sexual harassment training, grievance procedures, etc.
- Continually monitor and report on efforts and outcomes to create greater safety for all groups on campus.
- Gather data from peer institutions: best practices and benchmarks (www.diverstyweb.org; listserves)

- Build internal networks across the institution: Human Resources, Legal advisers, Admissions, Student Affairs, Alumni, faculty, Provost Office, Counseling/Health Center, student leaders, Board members, etc.
- Strategize how to influence top leaders through existing relationships and emerging relationships: identify those who are important to involve and assess their level of commitment to creating a safe, inclusive campus
- Identify and work to resolve gaps in current mission/values statements, and policies and reporting procedures (i.e., non-discrimination policy, hate crimes policy, sexual harassment, personnel grievances, etc.)

Stage 2: “The Club”

Strategic Actions: Goals ~ To continue to eliminate discrimination and harassment on campus and institutionalize policies and practices to increase the safety of all community members. To begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive campus environment and (b) successfully recruit, retain and promote faculty and staff who demonstrate the skills and competencies to effectively teach and provide services to an increasingly diverse student population. Increase visibility of top leader commitment.

- Continue and enhance work on all of the Strategic Actions in Stage 1, Exclusionary Organization.
- Create an Inclusion Change Team: Secure top leader support to form an Institutional Inclusion Change Team.
- Form the Change Team ~ Ensure that the membership represents a diagonal slice of the campus. Adjust members’ work load, as needed, to allow their full participation.
- Team development of Inclusion Change Team. Accelerate the skill and group development of the Change Team through retreats, in-depth diversity/inclusion training, and authentic dialogue among members.
- Initial Assessment: Conduct a comprehensive Cultural Audit (including students, staff, faculty, alumni, local community) including climate assessment, data on recruitment, retention, promotion, tenure, development and career pathing, performance ratings, demographics by job position and salary, grievances and hate crimes, assignments of stretch opportunities, infusion of diversity into curriculum and co-curricular activities, etc.
- Feedback Session : Compile the data and conduct a Feedback Session with top leaders to diagnose results of Cultural Audit and discuss ways to ameliorate the exclusion and injustice that exists on campus.
- Examples of actions that could result from the Feedback Session:
 - Assess the current policies, processes, and practices and identify Discretionary Points where bias could enter these processes and create negative differential treatment of students, staff and faculty.
 - Focus on influencing future recruiting efforts to hire leaders and mid-level managers with a demonstrated commitment and track record for creating inclusive, socially just campus environments.

- Revise, as needed, organizational mission, values statement, and Human Resources policies to address issues of inclusion and social justice directly and comprehensively.
 - Increase campus-wide and division/department diversity awareness programs and workshops.
 - Create a Mentoring Program for students, staff, and faculty from subordinated groups ~ match them with staff, administrators and faculty across difference.
 - Increase resources for programs and services that promote the adjustment, retention and academic success of subordinated groups, including support centers, theme housing, academic courses and academic support services, Multicultural student leader retreats, etc.
- Leadership Team Development: Work with the top leaders to increase their capacity to demonstrate effective leadership of this Inclusion Initiative.
 - Continue building coalitions
 - Form relationships with state and local legislators and other influence figures
 - Build coalitions among multicultural student groups
 - Continue to gather relevant data that supports organizational change efforts
 - Stay current on external demand for colleges/universities to graduate students who demonstrate the skills to live and work effectively in increasingly diverse work environments and communities

Stage 3: The Compliance Organization

Strategic Actions: Goals ~ To build and implement a data-based Strategic Plan; increase the numbers of staff, faculty, and administrators from subordinated groups; create structures to ensure they are welcomed and embraced by the campus community.

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, costs of status quo, etc.
- Deepen cultural competencies of Institutional Inclusion Change Team to include MCO theory, organizational change models, strategies to engage resistance, etc.
- President's Cabinet and Institutional Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success identified and communicated widely
- Create meaningful dialogue among President's Cabinet and members of subordinated groups and key allies
- Create a "Reverse Mentoring" Program for President's Cabinet and selected other key leaders ~ match leaders with a subordinated group member ~ goal of mentoring program is to increase cultural competencies of leaders
- Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies
- Clarify and communicate clear expectations for quality of services and quality of campus experience for all students, staff and faculty across group identity
- Identify core cultural competencies expected of all administrators, staff and faculty

- Revise performance system to hold people accountable for demonstrating these cultural competencies
- Implement a comprehensive initiative to increase the cultural competence of all administrators, faculty, and staff
- Integrate cultural competencies into Human Resources and all other training sessions
- Form Diversity/Inclusion Committees in departments/divisions that are linked to the Institutional Diversity/Inclusion Change Team
- Examine and revise policies, practices, and structures to include the goals of inclusion and cultural competencies expected of administrators, faculty, and staff (i.e., job descriptions, department/division mission statements, decision-making processes, protocol to respond to grievances, hate crimes and sexual assaults, performance evaluations, reward structures, marketing materials, recruiting practices, hiring practices, promotional processes, career development processes, etc.)
- Require Diversity/Inclusion Plans from all leaders and managers that identify measurable strategies to meet Diversity Goals
- Implement a Mentoring Program for staff and faculty
- Create meaningful opportunities for members of subordinated groups to meet
- Create developmental opportunities for members of dominant groups to examine privilege, dominant culture, and explore their role in partnering to create change
- Require all Search Committees to participate in a Diversity/Inclusion workshop designed to eliminate discriminatory practices and increase the hiring of candidates who demonstrate core cultural competencies
- Examine and revise, as needed, all on-boarding and orientation/training programs of staff, faculty and administrators to address issues of inclusion
- Stay current on efforts of peer institutions and other organizations

Stage 4: The Affirming Organization

Strategic Actions: Goals ~ To continue to enhance the safety of all groups, and increase the numbers of subordinated group members on campus. Increase attention to access and strategies to ensure success for all faculty, staff administrators, and students. Increase skill and competencies of staff, faculty and administrators to create programs, services, and processes to increase engagement and success of increasingly diverse campus population.

- Annual review by President's Cabinet of Inclusion Plans from all leaders and managers on campus
- Best practices shared across institution
- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals
- President's Cabinet reviews institutional-wide reports on recruitment, retention, development, career pathing, and promotions every 6 months
- 6-month reviews by top leaders of Inclusion Plans from managers in their areas
- Train leaders and managers to identify the "discretionary points" in policies, practices, and unwritten rules where bias and prejudice could result in negative differential impact and exclusion

- Develop the internal capacity of select faculty, staff, and administrators to effectively use a “Diversity Lens” in day-to-day activities
- Develop a group of Internal Trainers/Coaches who can facilitate diversity awareness and skill sessions across campus
- Conduct Cultural Audits for individual departments and divisions
- Conduct Feedback Sessions with leaders, managers, and staff/faculty to diagnose data from Cultural Audits of their area
- Charge existing or develop a Task Force to work directly with leader to address issues raised in department/division Cultural Audits
- Train all staff, faculty, and administrators how to integrate diversity and inclusion into their day-to-day activities
- Create structures that reward faculty who enhance teaching methods to meet the learning needs of all students, and integrate cultural competencies and social justice skills into their courses
- Institute academic courses that teach about social justice and inclusion and create requirements for students to complete set number of credits
- Sponsor Dialogue Groups to facilitate authentic dialogue and understanding among members of dominant and subordinated groups
- Stay current on efforts of peer institutions and other organizations

Stage 5: The Redefining Organization

Strategic Actions: Goals ~ To engage the entire campus community in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.

- New norms of the Inclusive Organization are communicated widely
- Revise performance and reward systems, orientation/on-boarding, and development/training programs to highlight key skills and competencies that support the new norms and inclusive culture
- Annual analysis and revision of all policies, practices and procedures to eliminate any unintended differential impact and exclusion
- Create structures to ensure that a “Diversity Lens” is actively engaged in all planning and decision-making processes across the institution
- Continue to influence all recruiting efforts of leaders, managers, and faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents
- Enhance community outreach efforts and partnership initiatives

Stage 6: The Multicultural Organization

Strategic Actions: Goals ~ To continually reassess current state and organizational needs, and change as needed to ensure social justice on campus.

- Implement Continuous Improvement strategies
- Initiate regional efforts to share best practices, increase inclusion in all regional institutions
- Partner with local and state government leaders
- Stay current on efforts of peer institutions and other organizations
- Conduct regular, comprehensive Cultural Audits
- Revise policies, practices, and norms as needed to maximize inclusion
- Continue to influence all recruiting efforts of leaders, managers, and faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents

***Sources for MCO Theory and Stage Model:**

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Assessing Multicultural Organizations

Directions: Reflect and note what is currently in place in each of these areas that:

- a. values diversity and creates an inclusive, multicultural campus
 - b. creates obstacles to valuing diversity and undermines the creation of an inclusive, socially just multicultural campus
1. mission statement, vision statement on diversity, values and goals about inclusion
 2. top leaders' support for a broad campus commitment to inclusion and social justice
 3. behavioral expectations and policies regarding nondiscrimination, inclusion, and social justice
 4. demographics at all levels of the university: administrators, faculty, staff and students
 5. campus-wide communication about the goals of inclusion
 6. knowledge and competency level among administrators, faculty, staff and students to:
 - understand and appreciate differences
 - recognize and own their multiple dominant and subordinated group memberships
 - communicate effectively across differences
 - work effectively in diverse groups
 - manage dominant and subordinated group dynamics
 - use leadership and teaching styles that serve the needs of the increasingly diverse student population
 - recognize and interrupt harassment and oppressive incidents
 - mediate conflict across differences
 - create organizational change
 7. training and educational opportunities: administrators, faculty, staff and students
 8. degree of safety on campus for students, staff, administrators and faculty from subordinated groups
 - role and level of competency of public safety officers and local police
 9. support systems for students, staff, administrators, and faculty from subordinated groups: networking groups, support centers, etc.
 10. recruitment and search practices
 11. hiring practices: credentials, experiences, styles, and skills that are valued
 12. job requirements related to inclusion: staff, administrators, and faculty
 13. retention programs: reward and promotion practices

14. career development and mentoring programs: students, staff and faculty
15. performance reviews: staff, administrators, and faculty
16. discipline systems; grievances policies and procedures
17. responses systems for harassment and bias incidents
18. assessment structures to measure and report current campus climate and diversity dynamics: surveys, focus groups, exit interviews, etc.
19. current structures to address issues of inclusion in organization: Human Resources, EEO/AA, Compliance, Ombuds, etc.
20. explicit and implicit norms: What does it take to succeed? Be viewed as a key contributor?
21. decision-making processes throughout the university: degree of inclusiveness of staff, students, and faculty across all identity groups
22. history of efforts towards inclusion and social justice
23. curriculum policies and procedures
24. faculty development programs to:
 - encourage infusing diversity into the curriculum
 - improve teaching methods
 - develop skills to manage difficult dialogues
25. academic requirements/electives
26. orientation, programming, social activities, leadership development opportunities, and student organizations for students
27. inclusiveness of general housing practices and policies, such as: roommate and room selection, special housing programs, room decoration, food service, etc.
28. policies and practices of key students services, including:

<ul style="list-style-type: none"> ▪ Counseling Center ▪ Health Center ▪ Admissions ▪ Financial Aid ▪ Academic Support Services ▪ Academic Advising ▪ ESL Services ▪ Career Center 	<ul style="list-style-type: none"> ▪ Office of Multicultural Affairs ▪ Women's Center ▪ Athletics ▪ Student Activities ▪ Residence Life ▪ Service Learning Program/Cooperative Education Program
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Assessing Your Institution's Commitment to Social Justice & Inclusion

What are the historically marginalized groups that exist on your campus?

1. ___ T ___ F My campus has student organizations for historically marginalized groups.
2. ___ T ___ F My campus has faculty and staff organizations for historically marginalized groups.
3. ___ T ___ F Student organizations for historically marginalized groups on my campus are supported by student government funds.
4. ___ T ___ F My campus has courses on the history and experiences of historically marginalized groups.
5. ___ T ___ F A commitment to social justice and inclusion is included in the university's mission statement.
6. ___ T ___ F There is a clear protocol in place for the institution to respond to bias-related incidents on campus.
7. ___ T ___ F Members of historically marginalized groups are equitably represented on the faculty and staff at my institution.
8. ___ T ___ F Women on my campus are involved in making key decisions on the direction of the institution.
9. ___ T ___ F My institution considers non-Christian holidays and celebrations when scheduling events and programs.
10. ___ T ___ F There are openly gay, lesbian, bisexual & transgender faculty and staff at my institution.
11. ___ T ___ F Faculty at my institution regularly participate in a session focused on issues of social justice and inclusion.
12. ___ T ___ F Staff at my institution regularly participate in a session focused on issues of social justice and inclusion.

13. T F Sexual orientation is included in my institution's non-discrimination policy.
14. T F Gender identity/expression is included in my institution's non-discrimination policy.
15. T F Same-sex partner benefits are available on my campus.
16. T F Equal attention is given to all historically marginalized groups on my campus.
17. T F My institution has a strong relationship with local historically marginalized group leaders in the local community/city.
18. T F My institution has a campus-wide committee charged to address access issues (ability/disability).
19. T F Multi-racial/biracial issues are included in discussions on race and racism on campus.
20. T F Native American, Asian American and Latino/a issues receive the same attention on campus as African American issues.

Vernon A. Wall, 2006
<http://www.vernonwall.org>

Conducting an Organizational Environmental Scan

Kathy Obear
Social Justice Training Institute, www.sjti.org

Conducting a thorough Environmental Scan is a critical step to creating a socially just organization. Leaders and staff can use the results of this assessment to continue to build and institutionalize an inclusive and engaging culture where staff across all identity groups are fully engaged and feel they are respected and valued members of the organization. In addition this data can be used to create balanced representation in leadership, promotion, and retention throughout the organization, and ensure the integration of diversity into daily business practices.

Core Components of an Environmental Scan

A diverse cross section of key leaders and staff plan how to conduct the following steps:

- Identify the desired future state for your organization with respect to representation, work climate, cultural competencies, level of employee engagement, etc.
- Assess the current state of diversity and inclusion
- Analyze the gap between the current and desired state
- Identify best practices and recommendations
- Prioritize strategic action steps to attain the desired state
- Use the assessment process to create energy and commitment for positive culture change

This Planning Group designs an organization-wide Environmental Scan that includes the following components:

- A Project Plan that clearly outlines the strategy, tasks, and requirements for a successful Environmental Scan
- Review all existing documentation related to inclusion and social justice, including organization mission, vision, and values; Strategic Priorities work to date; recent assessments and survey data; exit interview data; etc.
- A strategic examination of all major formal and informal policies, practices and procedures, including recruiting, hiring, on-boarding, supervision, employee

development, performance management, communication, decision-making, and talent management.

- Explore the larger context with respect to social justice, including campus and community dynamics
- Gather current data from staff about the organizational culture and work climate using a blend of research methods, including: interviews, focus groups, and employee survey
- Analyze the data from all sources
- Prepare a summary of data
- Report summary of data to top leaders
- Facilitate a participatory, collaborative work session with leaders and select staff to review the data summary, identify key priorities, and recommend next steps

The success of any Environmental Scan is dependent upon how effectively the senior leader provides consistent, visible leadership to the effort, and holds their direct reports and managers accountable to demonstrate their commitment and support of this initiative.

Culture Change requires long-term commitment from leadership and demonstrated willingness to:

- Engage in rigorous, honest dialogue
- Invest staff time and organizational resources
- Invite, listen to, and act on honest feedback
- Engage in conflict until resolution is reached
- Revise current ways of doing business
- Hold all leaders and staff accountable for demonstrating the core cultural competencies required to shift the culture
- Create an organizational structure and strategy to support long term culture change efforts

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10 Myths of Social Justice

- Myth #1** **Social Justice is a “vague” concept with no real scholarly basis.**
- Another thought:** There is much scholarship and research around the concepts of social justice. In their text *“Teaching for Diversity and Social Justice”*, Bell, Adams & Griffin (2007) define social justice as a process and a goal. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure.” (p. 1)
- Myth #2** **Social Justice is just “diversity” and “multiculturalism” renamed.**
- Another thought:** The concepts of social justice move beyond awareness and tolerance toward appreciation and action. They allow us to move beyond conversations about the “other” and focus on how our identities are windows into understanding oppression and creating change.
- Myth #3** Talking about social justice moves us away from conversations on racism, sexism, classism, etc.
- Another thought:** Social Justice concepts allow us to enter into conversations related to all of the “isms” in more effective ways – using the dominant and subordinated groups that make up who we are.
- Myth #4** Student affairs professionals are “good people” and thereby the concepts of social justice are in their nature.
- Another thought:** Even “good people” with “good hearts” can do some very oppressive things in unintentional ways.
- Myth #5** Social Justice does not welcome “conservative” voices and views.
- Another thought:** The “end outcome” of social justice is equity and inclusion. There are many ways in which we can achieve this and we might not always agree on the means by which to get there.

Myth #6 The concepts of spirituality and social justice are not compatible.

Another thought: Most if not all faith communities embrace the concepts of fairness, love, compassion and justice. Looks like a pretty good fit to me.

Myth #7 Social Justice focuses on “action” rather than “personal work”.

Another thought: Social Justice begins with personal work. It is through our understanding of ourselves that we can then engage in authentic dialogue with others and better strategize with others to enact change.

Myth #8 Students who have studied abroad are more aware of social justice issues.

Another thought: Yes, if they know and understand the dynamics of oppression and injustice in the United States before heading to another country. If not, they are just tourists on different soil.

Myth #9 Students aren’t interested in social justice issues.

Another thought: The annual UCLA study on first year students begs to differ. Over the last three years, there has been a constant increase in students reporting interest in civic commitment and social responsibility.

Myth # 10 Social Justice is a “liberal” cause for idealists.

Another thought: Call it what you want, social justice is about making sure that everyone in the campus community feels connected and supported. This allows them to achieve at their greatest potential. This is what the college experience is about.

Vernon A. Wall, 2007
<http://www.vernonwall.org>

Diverse Community Foundations

1. Communities are built through building relationships of trust and commitment
2. We are all doing the best we can (most of the time)
3. We don't know all there is to know
4. Just because you are, doesn't mean you understand: Just because you're not, doesn't mean you don't understand
5. Oppression is pervasive and impacts us all
6. It is not our fault, but we must accept responsibility to create change
7. Conflict and discomfort are often a part of growth
8. Seek first to understand, then to be understood
9. Practice forgiveness and letting go
10. Self-work, healing and self-love are necessary for acceptance of others
11. Acknowledge, Appreciate, and Celebrate Progress
12. There are no quick fixes
13. Individuals and organizations DO grow and change. There is HOPE

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Action Planning

Action Step	Support and resources needed	Timeline

Accountability Partner
Phone
Email
Time/Date to reconnect

Appendix E

Blindspot is a gift for you from the Working Families Success Network Initiative.

As part of our commitment to student success, Big Bend has successfully obtained a Working Families Success Network (WFSN) Initiative grant through Achieving the Dream. The WFSN Initiative was developed to help low-income students reach financial stability and move up the economic ladder by promoting an innovative framework that strategically integrates and bundles three distinct but related service areas:

- **Education and employment advancement**— education, job readiness, training, and placement;
- **Income and work supports**— access to student financial aid, public benefits, tax credits, and free tax assistance; and
- **Financial services and asset building**— financial education and coaching linked to affordable products and services to help families build self-sufficiency, stabilize their finances, and become more economically competitive.

Over the 2015-16 academic year, you will see new services for students that will follow this framework.

In addition to the services, we are working to promote equity through the WFSN initiative, to ensure that all students can benefit from services, and that services are delivered in a way that displays cultural sensitivity and inclusion. We hope that the book *Blindspot: Hidden Biases of Good People* will foster conversations and encourage us to look deep within ourselves in order to emphasize and recognize equity with regard to race, ethnicity, socio-economic status, age, sexuality, disability status, and gender.

Please stay tuned this fall for on this summer read. If you have any questions about the book or the WFSN initiative, contact:
Heidi Summers- heidis@bigbend.edu or
Monica Medrano- monicam@bigbend.edu
in Workforce Education Services

BLINDSPOT: HIDDEN BIASES OF GOOD PEOPLE

BY MAHZARIN R. BANAJI &
ANTHONY G. GREENWALD



THIS BOOK IS A GIFT FOR YOU FROM THE
WORKING FAMILIES SUCCESS NETWORK INITIATIVE

BLINDSPOT: HIDDEN BIASES OF GOOD PEOPLE

In *Blindspot*, Mahzarin Banaji and Anthony Greenwald explore hidden biases that we all carry from a lifetime of experiences with social groups – age, gender, race, ethnicity, religion, social class, sexuality, disability status, or nationality.

“Blind spot” is a metaphor to capture that portion of the mind that houses hidden biases. The authors use it to ask about the extent to which social groups – without our awareness or conscious control – shape our likes and dislikes, our judgments about people’s character, abilities, and potential.

In *Blindspot*, hidden biases are revealed through hands-on experience with the method that has revolutionized the way scientists are learning about the human mind and that gives us a glimpse into what lies within the metaphorical blind spot – the Implicit Association Test.

The subtitle of the book refers to “good people.” They are – according to the authors – the many people who strive to align their behavior with their good intentions. The aim of *Blindspot* is to explain the science in plain enough language to allow well-intentioned people to better achieve that alignment. Venturing into this book is an invitation to understand our own minds.

THE AUTHORS

Mahzarin Banaji and Anthony Greenwald have been collaborating for more than 30 years to understand how minds operate in social contexts. Their special focus has been on the unconscious, automatic, less reflective aspects of the mind and the decisions humans make about themselves and others in society. Their analysis has centered on social categories of gender, race, age, class, sexuality, disability, religion, politics, nationality and the many other social groupings that mark modern societies.

AS YOU READ, PLEASE CONSIDER...

- What do blind spots, hidden biases and “Mindbugs” mean to you?
- Is hidden bias the same as prejudice, or are they different?
- What can you do about your blind spots? Do you feel it is possible to eliminate or work around them?

KEY WORDS IN THE BOOK:

Anchoring Bias
Automatic (Intuitive) Mind
Availability Bias
Blue Lies
Colorless Lies
Cooperative Categorization
False memories
Grey Lies
Implicit prejudice/Implicit bias
Impression Management
Misinformation Effect
Racial and Ethnic Attitudes
Red Lies
Reflective/Rational Mind
Retroactive Inference
Social Mindbugs
Unconscious Inference
Visual Mindbugs
White Lies

Visit spottheblindspot.com for additional information.