

Strategic Plan 2021-2026

Vision:

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

Mission:

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

Guiding Principles:

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



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ACKNOWLEDGEMENTS

A strategic plan, much like a map, can only be effective when the development process is collaborative and iterative as community members contribute their talents, insights, and perspectives to shape the process. Our collaborative process, while time consuming, provided the Big Bend community members opportunities to contribute to the planning process and add their voice, perceptions, and feedback to improve the plan and move our college forward.

The Strategic Planning Committee members spent many hours meeting, analyzing, and connecting information. Led by President Sara Thompson Tweedy, the committee included: Daneen Berry-Guerin, Dean of Workforce Education; Kathleen Duvall, Dean of Arts & Science; Kerri Fuhrman, Credentials Evaluator 3; Kim Garza, Vice President of Human Relations & Labor; André Guzman, Dean of Students; Bryce Humpherys, Vice President of Learning & Student Success; Matt Killebrew, Director of Communications; Tony Lidbetter, IT Customer Support; Zachary Olson, Faculty; Melinda Owens, Executive Asst to the President; Dr. Allison Palumbo, Faculty/CEID Co Chair; LeAnne Parton, Director of the Foundation; Valerie Parton, Dean of Institutional Research; Charlene Rios, Executive Director of the Business Office; Linda Schoonmaker, Vice President of Finance and Administration; Kelsey Sorenson, ASB; Patrick Steele, Director of BBT; Savana Stephenson, ASB; and MariAnne Zavala-Lopez, Faculty/Counselor/CEID Co Chair. The process of building the Strategic Plan was an iterative one and included multiple opportunities to incorporate feedback from the larger campus community through In-Service activities, which began with a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis during an All Staff In-Service in early 2021.

A college's strategic plan must include the critical element of student voice, and several student focus groups contributed their frank observations and experiences to inform us of our strengths and weaknesses. The Data Committee analyzed student data and input that contributed to the core of the strategic plan; Starr Bernhardt, Registrar; Linda Chadwick, Executive Assistant to the VP of Learning and Student Success; Johanna Doty-Fleming, Faculty; Kathleen Duvall, Dean of Arts & Science; Lindsay Groce, Faculty; André Guzman, Dean of Students; Dan Moore, Faculty; Tammy Naptiontek, Director of Title V Grants; Valerie Parton, Dean of Institutional Research; Terry Pyle, Faculty; Suzanne Reilly, Faculty; Rafael Villalobos, Grant Director; Edgar Zamora, Data Analyst; and MariAnne Zavala Lopez, Faculty Counselor. The Strategic Planning Committee sought the Director of Title V, Tammy Naptiontek to lead the Mission, Vision, Guiding Principles Work Group comprised of Sarah Bauer, Faculty; Jody Bortz, Interim BEdA Director; Anita DeLeon, TRiO Director; Jaime Garza, Faculty Counselor; Chandra Rodriguez, Program Assistant Foundation; Rafael Villalobos, Grant Director; and Tom Willingham, Workforce Education. After many hours of meetings to create draft statements, this workgroup led a fun and interactive wordle project for an All Staff In-Service which provided another opportunity for the community to shape the Vision, Mission, and Guiding Principles. The result was the creation of inspirational, directive, and aspirational statements that represent the current and future work of the college.

The new mission, vision, guiding principles, and Strategic Planning document reflect this community's commitment to serve our students and the residents of our service area in an effort to educate all.

INTRODUCTION

Our students, the heart of Big Bend Community College (BBCC), and our employees, the soul, are of vital significance as we move forward intentionally and fearlessly creating a college where all feel they belong, all people are represented, and each has received the recognition and support needed to thrive. Central to our intentions are to distinguish our role as a Hispanic-serving institution, not just a Hispanic-enrolling institution.

To become our communities' first choice to dream, learn, and succeed weighs heavy in this moment when we are facing external challenges that create tremendous instability and uncertainty. Yet we continued to ask our service district members how BBCC can help and serve them. We are listening because we realize each story provides an important opportunity to learn about one another, to see one another overcome, and to understand how to support one another. Our students, our employees, and our service district communities standing together will ensure our future prosperity. Their story is our story and our futures are inextricably linked.

As we orient our work to ensure that all our actions align with our four strategic priorities, we find inspiration in our aspirations

*To Improve Student Success,
To be an Employer of Choice,
To provide Forward Looking Infrastructure,
To experience Enrollment Growth and Diversification.*

These strategic priorities are backed by activities and tasks that are intended to move us beyond aspiration to fulfillment.

BBCC is manifesting a movement. Our strengths cannot always be quantified, but we can still leverage them effectively to do the work. BBCC's guiding principles raise the question, how will our work be different by embedding these into the very fabric of who we are and how we do our work? The guiding principles set a standard for how we interact with each other, represent BBCC in the community, and serve students. These principles are intended to guide us:

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

Manifested, our strategic priorities and our guiding principles serve as a call to action and clarify our mission to:

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

THE STRATEGIC PLANNING PROCESS

The Strategic Planning Process began by documenting the projects and efforts to enhance the student and employee experience to which Big Bend Community College was already committed. In consideration of a newly awarded Title V grant of \$3 million over five years, the ctcLink information management system implementation, state supported guided pathways work, capital projects, an ongoing commitment as a Hispanic Serving Institution to reducing equity gaps in student achievement, as well as previously initiated efforts to improve the campus climate and accelerate diversity, equity, and inclusion efforts, the President and Vice-Presidents believed that the new strategic planning process should include consideration of this work and organize it into priorities. The strategic priorities were then created to reflect the ongoing and future commitments and efforts that would lead to better outcomes for students; close equity gaps; create a campus climate and culture that is safe and dynamic; provide infrastructure that supports proactive and innovative practices; and strategically expand student enrollment to ensure that no one in our service district is underserved by the college. Within the strategic priorities, major activities/goals as well as the tasks for fulfilling those activities were identified and documented.

The Strategic Priorities, Major Activities and Tasks underwent a collaborative and iterative process of refinement by the Strategic Planning Committee based on feedback from students and employees.

Strategic Priorities

Improving Student Success: BBCC seeks to make improvements in student retention, persistence through the college curriculum, and completion of college credentials while reducing performance gaps between student groups. In addition, the college seeks to support students who leave BBCC to either continue their higher education journey or secure meaningful employment.

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

Forward Looking Infrastructure: BBCC seeks to provide access to physical and organizational infrastructure that supports proactive and innovative student and employee success.

Enrollment Growth and Diversification: BBCC seeks to strategically expand student enrollment with an emphasis on addressing educational needs of students throughout the college’s large service district while ensuring the fiscal stability of the institution.

The Strategic Plan

Priority 1: Improving Student Success

The ultimate measure of student success, though not the only one, is graduation with a certificate or degree. The college seeks to continuously improve student outcomes while reducing gaps in performance by historically underserved populations. A Title V grant was awarded to BBCC in 2020 and serves as the cornerstone of our efforts to improve success rates by our students, particularly students who are underserved historically by higher education and society. As an Hispanic Serving Institution, our emphasis on closing equity gaps includes creating a culture where students feel they belong and have the support to succeed.

Major Activities	Tasks to fulfilling activity	Target Deadline
Improve completion rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups	Professional development around online instruction (use of technology, engaging students, communication with students, availability) combined with implementation support for faculty and training support for students	Yearly grant targets to 2025
	Implement large scale ESCALA training for faculty	Yearly grant targets to 2025
	Implement large scale instructional design training for faculty	Yearly grant targets to 2025
	Develop specific equity-informed and HSI training foci, identify training opportunities (internal, external), link training to course success & student success metrics	Ongoing, starting 2021
	Implement instructional changes based on assessment of student learning results	Ongoing

Improve student retention & reduce retention equity gaps by refining and expanding college navigation services	Refine Starfish Early Alerts & Referrals, develop and implement Success Plans, integrate Starfish use into case management work of departments, provide direct services to students, ongoing training of employees, Starfish technical integration with ctclink	2022, 2023 Subscription paid through 2024
	Provide TRIO-like support services for students and address workload questions	Ongoing starting in 2022
	Provide a resource guide to new students that also illustrates how resources, including financial supports, will help students succeed.	2021, 2022
	Develop specific equity-informed and HSI training, identify training opportunities (internal, external), link training to department performance & student success metrics	Ongoing starting in 2022
	Provide students with trainings about how to utilize technology used in their classes	Ongoing, starting Fall 2022
	Provide evening technology support to students	Fall 2022
	Establish peer mentoring opportunities for students	2022, 2023
	Expand the number of students receiving financial support who need it	Ongoing
Improve student persistence while reducing equity gaps by increasing students earning college level math & English credits	Refine accelerated English & math instruction	2021, 2022, 2023 targets
	Review and update math & English placement practices	2021, 2022

Increase transfer rates while reducing equity gaps	Increase transfer rates while reducing equity gaps, establish working partnerships with our primary transfer schools (CWU, EWU, WSU) to develop four year advising maps for top transfer majors from BBCC, establish dual admissions, reduce redundant degree requirements, co-advise, etc. Develop second year student advising experience	Ongoing, starting with CWU in 2021
Improve student persistence & completion & enrollment while reducing equity gaps by launching a Bachelor of Applied Science in Applied Management (BAS-AM) degree	Secure regulatory approvals, market degree, recruit students, develop courses, develop and implement student support model, teach first cohort, complete 2023 NWCCU site visit, start second cohort, expand to off-campus locations	Yearly grant objectives to 2025
Improve student persistence, completion & post graduate success while reducing equity gaps through workforce program development &/or redesign	Launch Agriculture Mechanics degree	2021, 2022, 2023
	Revise Industrial Systems Technology electrical program to train students to a higher level	2022, 2023, 2024
	Secure distance learning approval for Aviation Maintenance Technology degree	2022
	Stay current with industry changes and update programs accordingly	Ongoing
Improve student persistence & retention while reducing equity gaps by implementing different instructional strategies	Explore & expand accelerated, flipped, modularized, competency-based learning options - Identify courses to develop or redesign, connect faculty with professional development opportunities activities, redesign courses	Yearly grant objectives to 2025

	Increase options for diversity, equity, and inclusion course offerings	2021, 2022, 2023
	Explore undergraduate research, service learning, subject matter immersion, internship, work-based learning and other active learning opportunities. Secure grant funding to support pilots, engage interested faculty, identify needed staff to support	Ongoing starting 2022
	Align academic support services with instruction	2022, 2023
	Implement instructional changes based on assessment of student learning and program audit results	Ongoing
Improve student retention and persistence while reducing equity gaps by strengthening procedures and expand opportunities for awarding Credit for Prior Learning (CPL)	Document procedures and fee structure, develop CPL opportunities for BAS classes, explore additional CPL opportunities across all college courses	Yearly grant objectives to 2025
Improve student retention & persistence while reducing equity gaps by strengthening advising services Improve student retention & persistence while reducing equity gaps by strengthening advising services	Improve advising services year-round with ctcLink tools, the website, and other tools	Ongoing
	Continue improving annual course planning schedules	Ongoing
	Provide training and support for academic advisors	2021, 2022, 2023
	Review & update existing advising maps	2022-2023, 2025-2026
	Refine advising practices for second year students, completion, transfer, and career advising	Ongoing starting 2023
	Develop transition to campus and college advising for dual enrollment students	2022, 2023

Priority 2: Employer of Choice

The Executive leadership of the college has made an intentional effort to create a safe and dynamic culture where all employees are supported, engaged, and valued. This effort has been propelled by a work group who identified norms that would contribute to the creation of a positive workplace environment. Those norms are: Communication, Community, and Accountability. These norms were adopted by the Shared Governance Council on January 8, 2021 and are being implemented as part of a major activity to improve the climate at BBCC. Other major activities that are listed fulfill state mandates, aid with the transition of an information management system, and/or improve practices that impact employees of the college.

Major Activities	Tasks to fulfilling activity	Target Deadline
People and Leader Development	Develop calendar of annual training and professional development offerings to support the different career stages of employees and the mission and vision of the college.	Yearly grant targets from 2023-2025
	Review and update leader competencies. These competencies will be used to guide the creation of professional development offerings.	Jun-22
	Set clear expectations for supervisor performance and accountability through performance management series.	Sep-22
	Review and update the college's 360 assessment process to provide timely and useful feedback to help individuals improve their performance.	Sep-22
	Improve performance evaluation completion rates to ensure employees receive feedback on their work performance and the college remains in compliance with accreditation standards, collective bargaining agreements, and state regulations.	Ongoing
Climate & Community	Develop transformation plan to embed workplace norms into the college's daily operations.	Ongoing
	Continue building onboarding and orientation structure that focuses on the 4 Cs - Compliance, Clarification, Culture, and Connection.	Ongoing

	Conduct employee satisfaction survey and use data to develop benchmarks and major activities for strategic plan.	Feb-21
	Develop quarterly pulse survey for ongoing check-in with employees on topics such as employee satisfaction, communication, supervision, and work environment.	Jun-22
	Develop a strategic Diversity, Equity, and Inclusion (DEI) plan covering areas of recruitment, retention, climate, and development.	Jul-22
	Support negotiations with WPEA and the Faculty Association	Oct-22
	Provide ongoing options for telework and remote work through formal approval of a new Administrative Procedure.	Dec-21
Improve Internal Communication	Develop equity-minded framework for decision-making and communication.	Dec-22
Implement ctcLink for HR & Payroll	Implement ctcLink for HR & Payroll with ongoing updates to existing business practices.	Oct-21
Position Alignment	Ensure position descriptions are available to employees and supervisors.	Dec-22
	Position descriptions reviewed and updated annually by employee and supervisor.	Ongoing
	Develop bilingual pay guidelines and testing process.	Jul-22
	Transition part-time hourly jobs to new structure determined by statute.	Jan-23
	Provide training for employees and supervisors on the position review/allocation process.	May-22
	Reduce Time to Fill rate for open positions	Ongoing

Priority 3: Forward Looking Infrastructure

This strategic priority aims to maintain facilities and technology as well as support proactive and innovative student and employee success. Infrastructure plays an important role in the satisfaction of students and employees. Maintaining equipment, updating technology, being responsive to failures in the network and facilities, and providing good service are all key contributors to safety and satisfaction in our workplace.

Major Activities	Tasks to fulfilling activity	Target Deadline
Implement ctclink Project		GO LIVE OCT 2021
Facility Upgrades	Upgrades to Science Labs in 1200 building	2021
	Renovation of theater in Wallenstein 1100 building	2022
	Install new gym floor	2021
	WEC & AMT Building Completion	2021
Technology Upgrades	Improve network infrastructure across campus	2023, 2025
	Replacement of laptop/docking stations for all employees versus desktop hardware	2022
	Deployment of software-Office 365, Teams; Upgrades to SharePoint	2023
	Technology Plan Update	2021

Annual Budget Process	Document process and integrate with newly developed BBCC decision-making framework	annual
Financial Statement Audit (Annual)	Maintain clean audits by being fiscally responsible	annual
Facilities Master Plan - update	Facilities Master Plan - update	2022
Continuity of Operations Plans (across campus)	Provide assistance to departments in documenting how they will continue to operate effectively when normal operations are disrupted in different ways.	2022
Develop Dashboards	Identify dashboards to develop to support strategic plan & implementation strategies, develop dashboards	Yearly grant targets to 2025

Priority 4: Enrollment Growth and Diversification

In recent years, the college has experienced steady declines in traditional post-high students who are state funded based on Washington State’s Allocation Model while experiencing increases in Running Start students—high school students who take college level courses. Additionally, an intentionally increased awareness of inclusivity has raised questions about who in our service district is underserved by the college. The major activities and tasks in this strategic priority are designed to stabilize enrollment, diversify types of enrollment, and ensure that BBCC is accessible to and supporting all residents of our service area.

Major Activities	Tasks to fulfilling activity	Target Deadline
Bolster total enrollment by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly	Utilize technologies such as live Chat, the website, & Signal Vine to improve communication with students	2021, 2022
	Refine and expand services offered in online and hybrid modalities, including the new student intake process	2021, 2022
	Provide students information about required technology, access to needed technology and information on how to use technology tools	2022, 2023
Increase state-funded and dual enrollment by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa	Establish partnerships with key collaborators in target communities, identify programs to deliver and delivery strategy, provide needed services using virtual and hybrid modalities, identify facility and staffing needs, pilot operations in 1-2 locations, develop focused outreach & marketing strategy for specific communities	2022, 2023

Expand state-funded enrollment with student programs that will attract state-funded students Expand state-funded enrollment with student programs that will attract state-funded students	Investigate additional academic programs and activities that will attract state-funded students	annual
	Launch Agriculture Mechanics program	2022, 2023
	Explore launching an eSports program and/or track & cross country teams	2024, 2025
	Grow wrestling programs and recruit full rosters for all athletic teams	2021, 2022, 2023
Expand total enrollment by strengthening pipelines into college Expand total enrollment by strengthening pipelines into college	Expand number of students transitioning from Basic Education of Adults (BEaA) program into college level classes	Ongoing
	Expand number of students transitioning from dual enrollment programs into college level classes	Ongoing
	Grow dual enrollment programs	2022, 2023
	Strengthen relationships with feeder high schools to improve transition of high school students to Big Bend	Ongoing
	Create a sustainable international studies program	Ongoing

Expand state-funded and dual enrollment by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students	Identify key communities & demographics and focus outreach efforts	Ongoing
	Identify employers with tuition reimbursement for employees	Ongoing starting 2023
	Develop outreach & marketing strategies for specific communities	Yearly grant targets to 2025
	Conduct family focused outreach for high school age students (focus to dual credit students)	Ongoing starting 2022
	Develop outreach & marketing strategies for working adults	Yearly grant targets to 2025
	Market student support resources and give examples of how they help students	Ongoing starting 2022
	Clarify admission process steps, due dates, technology needed and implement student communication plan	2022, 2023
	Provide support and resources to allow a shorter turnaround time between when students ask a question and when they receive a response	2022, 2023
	Use marketing messages that showcase what makes BBCC a 1st choice - BBCC cares about students and their success, has great programs and resources, is a great place to get started	2022, 2023

Appendix A: Score Card

Measures of Success and Achievement

Some measures of our success are quantifiable, while others are not. We do strive to create clear measures of our success for each strategic priority. The Scorecard provides the indicators that will be monitored and reviewed to help the college community gauge our success.

Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Completion	2018-2021			2018-2021	
3 year completion rate	36%	45%		45%	46%
Persistence					
Course Success Rate	N/A	80%		77%	80%
15 college credits 1st year	76%	76%		77%	77%
45 college credit 1st year	31%	25%		28%	26%
Institutional Learning Outcome Assessment			(to be developed)		
Retention					
	Fall 2020 start			Fall 2020 start	
Fall to Winter Retention	84%	84%		87%	86%
Fall to Fall Retention	60%	62%		65%	63%
Post-Graduate Success					
	2017 start			2017 start	
Transfer rate in 4th year - Transfer Students only	38%	42%		40%	43%
Employment rate in 4th year - WF Students only	69%	79%		73%	79%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2021	Target
Turnover Rate					
FT Employee Turnover Rate		10.74%		19.26%	<12%
People Development					
	PACE Nat'l Small 2-year College Comparison	BBCC Baseline PACE Survey 2021	Trend	BBCC Indicator Score 2021	Target
Supervisor provides timely feedback on work	3.79	3.53	N/A	3.53	3.79
Supervisor provides appropriate feedback on work	3.82	3.67	N/A	3.67	3.82
Supervisor clarifies work outcomes	3.78	3.57	N/A	3.57	3.78
The college holds everyone equally accountable for performing their job duties	3.12	2.91	N/A	2.91	3.12
Employee Experience					
Employees recommend BBCC as a great place to work	N/A	3.78	N/A	3.78	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Financial Status					
Budget Status - Year End Remaining Budget		Unqualified opinion - 0 findings		Unqualified opinion - 0 findings	Unqualified opinion - 0 findings
Facilities - Capital Projects Completed on Time		7.42%		12.24%	3%-10%
Enrollment Growth & Diversification					
		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Total FTE		1995		1816	2045
State Funded FTE		1511		1215	1549
Running Start Headcount		446		477	457

Met or Exceeds Goal - Achieving desired improvements

Meeting historical performance - less than 2.5% below baseline

Need significant improvements below baseline

Appendix B: Mission Fulfillment Scorecard Background

STUDENT SUCCESS MEASURES

Completion is a lagging measure of students who earned a BBCC formal credential within three years. This measure includes first-time, first-year college students who started in the summer or fall and includes Running Start students.

- **Persistence** is a leading measure that monitors students' progress to a degree by tracking student milestones of successful passing of classes and earning credits towards their degree.
 - Course Success is defined as a 2.0 GP higher or a "P" in a class. All students are included in this measure.
 - Credits towards students' degrees is a snapshot of students who completed 15 and 45 credits in the first year. This measure includes first-time, first-year college students who started in the summer or fall and includes Dual Enrolled Students (Running Start and College in the High School).
- **Retention** is a leading measure of the number of students who are retained into the following term or year at BBCC. This measure includes first-time, first-year college students who started in the summer or fall, and includes Running Start students.

Post-Graduate Success is defined by student transfer and employment rates.

- **Transfer Rate** is a measure of the number of students who transfer to a four-year college or university within four years of starting at BBCC. This measure includes first-time, first-year college *transfer intent only* students who started in the summer or fall, and includes Running Start students.
- **Employment rate** in fourth year, first-time, first-year college *workforce intent only* students who started in the summer or fall and are employed within four years of starting.

HSI Comparison Colleges

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

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

BBCC Baseline

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

Trend

The trend lines include the last 4 years of data.

- Completion rates include students who started in and completed a credential within three years; the years covered include students starting fall 2015 through fall 2018.
- Course Success rates cover all students in academic years 2017-18 through 2020-21.
- Retention rates are fall to winter and fall to fall beginning with fall 2017 through fall 2020.
- Post-graduate success covers students' transfer rates (for transfer intent students) or employment rates (for workforce students) for fall starts of 2014 through 2017.

BBCC indicator Score 2020-21

The indicator score shows the college performance for the designated academic year.

Target

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

EMPLOYER OF CHOICE

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

People Development refers to a culture shift from boss to coach and also a focus on investing in, advocating for, and committing to personal professional development for all employees. The following measures help to determine if BBCC's culture has shifted:

- Supervisor provides timely feedback on work,
- Supervisor provides appropriate feedback on work,
- Supervisor clarifies work outcomes,
- The college holds everyone equally accountable for performing their job duties.

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

Survey responses from the 2021 PACE Climate Survey were used to develop major activities and metrics for the People Development and Employee measures.

PACE National Small 2-year college comparison

The People Development National Small Colleges comparison group is comprised of colleges with fall enrollment data of 500-1999 FTEs at Associate degree-granting institutions. The score is the mean value of the colleges' responses.

BBCC Baseline

- The Turnover Rate baseline is the three-year average prior to the 2020 accreditation cycle which includes 2018, 2019, 2020.
- The People Development and Employee Experience baseline is based on specific question responses from the 2021 PACE Climate Survey results.

Trend

- The Turnover Rate trend covers 2017- 2021.
- People Development and Employee Experience do not have a trend since the PACE survey was administered for the first time in 2021. As the survey is administered in the future a trend will be shown.

BBCC Indicator Score 2020-21

- The Turnover Rate in 2021 is reported on the scorecard.
- People Development and Employee Experience are mean scores from the PACE survey.

Target

- The Turnover Rate target is a turnover rate less than twelve percent.
- The People Development and Employee Experience target is the baseline score with a 2.5% increase.

FORWARD LOOKING INFRASTRUCTURE

Financial Status refers to the annual audited financial statements, management discussion, and analysis with results of an ‘Unqualified opinion’ from the auditors performing the audit.

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

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

BBCC Baseline

- Financial Status: Unqualified opinion since we started preparing Financial Statements for audit Fiscal Year 2014 through Fiscal Year 2020
- Budget Status: 3% to less than 10% budget remaining Fiscal Year 2013 through Fiscal Year 2020
- Facilities: Capital Projects completed on time Fiscal Years 2015-17 through Fiscal Years 2019-21

Trend

- The Budget Status trend is based on years 2017-18 through 2020-21.
- The Facilities Capital Projects are based on results from 2018-19 through 2020-21.

BBCC Indicator Score 2020-21

- Audit findings from 2020-21
- Budget Status from 2020-21 year end
- Facilities – Capital Projects completed on time in 2020-21.

Target

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

- Budget Status: Green (target) budget remaining is 3% - 10%; Yellow (approaching target) 0%-2.99% of budget remaining or 10% or higher; Red = <0% budget remaining
- Facilities: Capital Projects Completed on time Green (target) projects completed within the capital budget biennium period; Yellow (approaching target) projects not expected to complete within the budgeted period-putting state funding at risk; Red (needs improvement) projects failed to complete within budgeted period and local funds required to complete.

ENROLLMENT GROWTH AND DIVERSIFICATION

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

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

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

Baseline

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

Trend

The trend includes academic years 2017-18, 2018-19, 2019-20, and 2020-21.

BBCC Indicator Score 2020-21

The indicator score shows the college performance for the designated academic year.

Target

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

Appendix C: Timeline of the Process

In early 2021, the strategic planning development process officially launched with the introduction of the four strategic priorities to the campus community, which were developed from a compilation of employee/student feedback and assessment of current major activities. There was also a SWOT analysis of those priorities by the campus community on February 5, 2021 at a college-wide in-service event. The Strategic Planning Committee was formed and met officially for the first time on February 16th, 2021. Representation from all areas of college life were included (students, faculty, administrative-exempt staff, classified staff).

The Strategic Planning Committee reviewed the input from the college community's SWOT analysis and mapped the input back to the activities and tasks within the strategic priorities when possible. If input did not align with one of the major activities/goals, then the committee considered if the input should be included. Additionally, the same exercise was performed with student input. The intention is to ensure that the college community has been meaningfully engaged in creating the Strategic Plan's activities. At the May 7, 2021 campus wide in-service event, the college community was provided a presentation on how the input at the previous in-service had been utilized by the Strategic Planning Committee in an effort to "close the loop." The major activities and tasks that relate respectively to each strategic priority have been reviewed and, when appropriate, revised based on faculty, staff, and/or student input as deemed appropriate by the Strategic Planning Committee.

The Strategic Planning Committee also created a Mission and Vision workgroup and the college president charged these individuals with reviewing and possibly drafting a new mission and vision statements in light of the new strategic priorities. This workgroup presented their draft to the Strategic Planning Committee on June 15, 2021. The Strategic Planning Committee provided feedback to the workgroup and the workgroup made revisions based on that input. Those revisions were presented to the Strategic Planning Committee on September 7, 2021. The revised Vision, Mission, and Guiding Principles were presented to the college community on September 13, 2021 at an All-Campus In-service Event. Activities were conducted during the in-service to gauge the college community's reaction to the vision, mission, and guiding principles. Additionally, the new vision, mission, and guiding principles were mapped to the major activities and tasks in the Strategic Plan.

The Vision, Mission and Guiding Principles were adopted by the Strategic Planning Committee on September 28, 2021 and by the President's Cabinet on the same day, by the Shared Governance Council on October 1, and by the Board of Trustees on October 28, 2021.

The Strategic Plan was adopted by

- The Strategic Planning Committee on April 19, 2022.
- The President's Cabinet on April 19, 2022.
- The Shared Governance Council on May 13, 2022.
- The Strategic Plan was reviewed by the Board of Trustees on June 9, 2022.