

**Board/Administrative Retreat
Pillar Rock Grill
August 23, 2012**

Trustees Present: Mike Wren
Jon Lane
Anna Franz
Stephen McFadden
Mike Blakely

Present: President Leas, Kim Garza, Bob Mohrbacher, Gail Hamburg, Doug Sly, Valerie Kirkwood, Starr Bernhardt, Melinda Dourte

The meeting convened at 7:00 a.m.

Academic Master Plan (AMP) Outcomes

Dean of Institutional Research Valerie Kirkwood explained that there are posters around the room for Trustees to note their ratings and comments of the outcomes. If rating any of the outcomes was awkward the Institutional Research (IR) department can add or revise data for next year. The AMP Committee and Cabinet reviewed and analyzed this information and recommended revisions before presentation to the Trustees.

The recently submitted NWCCU Accreditation report was provided for each Trustee, and it includes core themes based on the Trustees' End Statements. After the Accreditation visit in October, BBCC will begin the cycle again with Standard 1 and working to have the AMP (strategic plan) and accreditation report connect full circle with minimal duplication of effort. Each Trustee was asked to complete the green outcomes rating sheets provided to them in advance. The information from the green sheets will be transferred to the posters today. Trustee Stephen McFadden commented that this is a difficult task to rate after only being on the Board a short time.

Chair Mike Wren encouraged everyone to ask questions throughout the exercise this morning. This is a good time to reevaluate and talk about what we are measuring. President Leas stated there are themes described in the workbook that are common to other institutions. He plans to listen closely to the context of the information to deepen his understanding of Big Bend Community College. Staff members are here to answer questions. Some discussions may result in revisions to the AMP in 2014.

VP Bob Mohrbacher stated there are two kinds of assessment; summative (rating) or formative (talking through sharing information). This rating exercise feels summative, and it is also formative. If anyone feels highly critical of an outcome, it is important to talk through that and be honest with low scores. Dean Kirkwood stated it is great to have new Trustees and staff also to share new perspectives on the data. This exercise helps set direction and work plans for college staff. Trustees noted their ratings on the posters.

President Leas complimented IR Dean Valerie Kirkwood and Analyst Starr Bernhardt for their work on the data gathering and formatting into more understandable information. The references to additional pages within the text were very helpful.

Chair Mike Wren officially welcomed President Leas.

Outcome A.1 Use of college resources improves student success

(Trustees' written comments in *italics*.)

Ratings 17-24

Overall is there adequate use of college resources?

Yes, there is adequate use of college resources, should still continue to raise the bar.

Which services and resources impact student success?

New Student Orientation (NSO), TRiO, grant funding, direct contributions (Pell Grants).

The organization is doing all it can do. It's up to the students to take advantage (Grants, SSS, NSO).

Interactive resources seemed to be the most effective, e.g. labs and orientation. Counseling formal and informal, Student Success Center, great Library staff/facilities, on-line Lectures, NSO.

The group discussed this outcome. During BBCC's Achieving the Dream Initiative, the first year experience was set as a priority resulting in New Student Orientation. This effort continues to be successful. Other items that would be helpful include retention of data tracking progress of students receiving Pell grants and retention of scholarship recipients. Consistently, receiving a Pell grant is the best predictor of retention in all AtD schools. There is pressure at the federal level to eliminate the Pell grant. This will be a substantial loss for many of our students.

The Academic Early Warning (AEW) System started in 2012. Faculty refer the names of students who are lagging behind early in the quarter. BBCC staff contact each student and talk to them or leave a voice mail. VP Mohrbacher commented we do not have a baseline yet. The tracking software is from Walla Walla Community College and Clark College. It is easy to track the contact attempts, but the specifics of the student contact are not easily tracked. That portion of the software will be rewritten.

Trustee Mike Wren talked about what we are trying to ask with this outcome: are enough people using the resource? Are the people using the resource doing well? Dean Kirkwood stated this outcome is used to help determine where to put resources to support student success.

Suggested outcome questions revision: Which are the most effective college resources? What is the effect on students who access those resources? What do we want to measure?

VP Mohrbacher stated ASB event attendance data showed more male students attend events with food. Will providing food at other events increase the males' attendance? Students who attend NSOs are tracked to follow their progress.

Trustee Mike Wren said collecting data to support the two sub-questions listed above will help identify the portion of the environment over which we have control. TRiO serves 200 students, and they are very successful.

On the bottom of page 3 of the Outcomes workbook are data on seven items from the CCSSE survey. Eighty-one (81%) of the students polled feel they are receiving the support they need to succeed. That is great information, but the remaining 19% who do not feel we are providing support need to have follow-up questions to determine what would be helpful to them. We are doing well compared to other colleges. Follow-up questions could be added to the CCSSE survey by BBCC. We've done CCSSE two years in a row funded by Title V. Dean Kirkwood indicated we get more information from our spring enrollment survey. She would like to refine the spring survey. Retention, success, and completion are the focus of our efforts. As resources shrink, can community colleges be the place to explore, or is our first priority to serve those students who have a plan and specific goal? How do we balance the two groups?

Staff rated this outcome: average 20, range 15-22. The same high-touch services were listed as having the highest impact.

A.2 Increased college contact with potential students leads to increased enrollment

(Trustees' written comments in *italics*.)

Ratings: 15-20

Does BBCC have adequate contact throughout the service district?

Yes 1, No 2.

Are there specific areas in which we should focus recruitment and outreach efforts?

1) FTE target #'s imply "yes" but it "feels" otherwise, 2) "Activity" doesn't always indicate pass/fail. 3) What is the best measurement of this? If FTE – then "25." More continuity from high schools to BBCC, - "Going Rates" – Do we ask why/why not BBCC? Is Moses Lake data so much higher because of physical or relational proximity?

Students in outlying areas are selecting other community colleges, why? That means there is a segment of the market we are not reaching- better delivery of our message, marketing, presence.

Tailor marketing message to different target demographics, e.g. online courses for outlying areas, how does the general public learn about BBCC and programs without direct mailing?

Joint meetings with local school boards/counselors and teachers that influence college choice.

Trustee Stephen McFadden suggested mailing post cards directing people to the website as an alternative to mailing the class schedule. It is important to market BBCC's online courses.

President Leas asked about internet access for the service district population. The Grant County trends website has that data. The community knowledge centers are intended to help provide internet in our outlying communities. Discussed sharing the BBCC message about the community knowledge centers over coffee and donuts at community events. Beth Laszlo, Title V Coordinator, will begin providing training. The

new Outreach Advisor, Ms. Erika Morales, has a revised job description, which includes centralizing outreach and communication and working with social media. Many daily newspapers are moving to publishing four days a week as a result of internet connectivity. BBCC's large geographic area makes outreach a daunting task. BBCC is well known in Moses Lake, Ephrata, Quincy and Othello, but other communities are disconnected. High visibility throughout the entire service district is important. Why are BBCC athletes recruited from outside our area? BBCC staff need to connect with the high school teachers, counselors, etc. Counselors and school district staff need to be polled about their interaction with us. How could we strengthen our relationships with the teachers and counselors?

Legislators made it clear that we should not use resources to compete against other community colleges. We need a message that celebrates our students' successes consistently. The nursing program has a 100% pass rate on the first try of the NCLEX exam. This is a huge mark of success; we need to emphasize BBCC's reputation for excellence in learning. Trustee McFadden said the new Ritzville Hospital CEO doesn't know BBCC. Is there a BBCC app for smart phones? Need to be able to connect from cell phones. Need to convince area newspapers that BBCC is local by sending information related to students from their areas. Our students have a great social time on our campus; are we more than a commuter campus? Students report they want informal areas on campus to meet; this is being incorporated and more tables are in the hallways at ATEC. Need more areas for socializing. Staff and faculty had similar comments using faculty and students to connect with other

A.3 Meet or exceed state FTE target

(Trustees' written comments in *italics*.)

Ratings 20-25

Staff ratings were lower.

Maximize efficiencies, increase tuition revenues, maximize quality and quantity, how do we exceed FTE target, what is our growth strategy?

Is this a good outcome? Do we need to raise the bar? FTE is impacted by many external factors. BBCC needs to be in tune to the economic development of Grant and Adams counties. What trainings do our communities need, and how much expansion will there be? Do we service our counties or WA state? This outcome is tied to our legislative funding. Two years ago, we reached 108% of our target FTEs and had to close some classes based on budget. Qualified instructors and classroom space is also an issue. We may fall below the target this year.

Maybe A.2 is the balancing act of A.3. Comments for A.3 may be more appropriate to A.2.

Are we adding value to the experience of our students? Are we retaining students? We don't want BBCC's open door to be a revolving door. The goal should always be above the target to provide a margin, and there is always room for improvement. Do we have a growth strategy? Are we meeting or exceeding the needs of the college district? Educational attainment in the service district is low.

We know the legislature is cutting back on state funding and the revenue from increased enrollment is critical. It is difficult for our less affluent student population to

afford increased tuition revenue. Why are we measuring this? If we don't meet the target, funding is taken away.

We need to grow our communities by growing our student base. Want to preserve access to learners and provide supportive services and quality experience; state of the art equipment, labs, shops, and instruction make this more possible. Successful students are prepared to transfer to a four- year school or enter gainful employment. There is a delicate balance between quality and quantity.

BBCC provides 10% of the tuition revenue (up to our FTE target) back to SBCTC for capital projects. All excess enrollment (above the FTE target) revenue stays at BBCC. Most instructors can handle 30 students. There is a point at which the excess enrollment no longer pays for itself because we have to open more classes. The break over point is around 110% of the FTE target. Where do we maximize quality and quantity? SBCTC is working on the 2013-15 operating budget and wondering about additional FTEs funded at \$10,000 each. Presidents felt \$10,000 was too much and suggested the FTEs be funded at \$5,000-\$7,500. The Proprietary Budgets and Financial Statements will be presented during the September 20 Board meeting, and excess enrollment revenue will be detailed.

President Leas stated he has seen institutions save money and starve programs.

Board Chair Mike Wren announced a five-minute break at 9:17 a.m.

The group reconvened at 9:22 a.m.

B.1 Students complete courses with a grade of passing or 2.0 grade point or better

(Trustees' written comments in *italics*.)

Ratings 13-19, staff ratings 14-22

Overall success rate of 73% is not adequate.

Dean Kirkwood explained that the 2.0 grade is nationally known as the standard for success in the next level class.

Are there areas of concern or best practices we should focus on?

Areas like math need improvement – concerning as the problem involves core subjects.

Pre-college math and English.

How much control do we have over students' ultimate grade? – see Tab B1 Seven point drop since 2007/2008, why?

Math/Science success rates, why are they slumping more/struggling.

Trustee Blakely indicated Quincy High School is not emphasizing science because they are focused on reading and math. Some reasons for low success rates in this area include part-time teachers, high school graduates not well prepared, no practical application of math problems, and adults returning to school after extended time away.

There is ongoing discussion with faculty about where the benchmark should be. If a "C" is an average grade and 73% of students are above average that is okay, but if the students are not prepared to move to the next level that's a problem. The nursing students in allied health excel. Are there divisions or student groups that are more

representative of the problem? The pre-college math issue has been on-going, but we think the emporium math classes are helping; there has been an 8% jump this year in this area. It is critical not to have those students swirling and retaking math classes. When students succeed in the math class and move on, that opens a seat for the next student.

President Leas asked if we believe as an institution that 100% of our students are capable of success. With open-door enrollment, we do not limit enrollment based on education level. The placement tests help redirect students to adult basic education classes when appropriate.

Many faculty members believe the high schools are not preparing students for college. BBCC fills a need for students who cannot get into four-year schools directly from high school.

Dean Kirkwood asked if we want to continue to look at the aggregate data or specific courses. She referred to the 30 highest enrollment classes list (tab N). Faculty want to be sure we do not lose rigor and keep grade inflation down. Resource prioritization needs to be directed toward gatekeeper courses. Defining success as earning a 2.0 grade pushes toward competency based, and that is happening more and more.

Some classes have pre-requisites. Some classes have rubrics and standards (e.g., nursing) others do not; varies from one instructor to the next.

Every learner should be able to succeed. The Student Achievement Initiative (SAI) ties performance to the funding. SAI funding is based on student progression. We have a high needs population.

Consider revising the B.1 outcome?

B.2 Advising and counseling lead to improved student retention and success

(Getting students to go to advising!)

(Trustees' written comments in *italics*.)

Ratings 17-20, staff ratings 14-22

Are overall advising efforts adequate?

Yes, with specific areas we can target for improvement.

No.

Are there any groups of students that are falling behind? If so, please list:

Hispanic males.

Where or what can we improve in our advising efforts?

How much outreach is made to students who don't use advising resource?

Mandatory new student orientation.

"Try" to track all advising efforts.

Shows to be very effective in the area that needs it most..."students with no clear intent" (11% increase).

Hispanic males- what techniques can close the gaps?

Better attendance at NSO.

Focusing on tracking all advising efforts this year. Students without intent need advising.

Mandatory NSO is coming this year. Title V is working on online NSO to accommodate students who can not attend on campus. The advisor data portal software will facilitate tracking and will be installed by IT soon. We know counseling helps with student success; how do we get students to utilize advising? Previously we had mandatory advising, and we have a current policy for students with less than 30 credits requiring mandatory advising. Mandatory will be most effective when students see the value of thinking about their educational paths. Faculty have suggested providing more training for advisors/counseling staff. Need to encourage our male students with the right message. Every student should get a phone call from staff.

B.3 Students persist to attain completions, certificates or degrees

(Trustees' written comments in *italics*.)

Ratings 10-21, staff ratings 12-23

Is our graduation rate adequate?

No. First impression: we want a higher success rate.

In addition to the IPEDS graduation rate, what other measures should we use to gauge our completions success?

Certificates awarded. Try to determine the students' educational goals.

Are there any groups of students who are falling behind?

Should we establish a "hard number" goal vs. "better than...?"

45% increase in AA completion is awesome!

Why the trend drop (page 91)?

We're not falling behind, this is the time to strive for better accomplishment rates.

Ever vigilant, not comfortable or satisfied.

Completions have gone way up. Page 93 shows progress with groups. The cohort information on page 91 is from the IPEDS information and includes new students in the fall 2008. It shows if they completed a degree or certificate by spring 2011. BBCC is consistently higher than comparison groups in completions.

Part of the community college mission is to provide training that does not necessarily lead to a degree. Students gaining skills for a better job are considered successful even if they do not complete a degree or certificate. Ninety-five percent (95%) of students test into developmental math. When students "swirl" in developmental math rather than progress through the levels, it really slows their completion rate.

Retention rates are rising; all students are on the upward trend right now. There are more males in the educational pathways. In the last 5-7 years, the grants have had an accumulative and systemic impact on our students by funding the Student Success Center, mentoring, and more.

C.1 Resource awareness and recruiting activities result in increased enrollment in specified groups

(possible subset of A.2)

(Trustees' written comments in *italics*.)
Ratings 17-20,

Are there specific programs that need to set new enrollment goals?

When we reach/approach a goal, benchmark. Then it's time to raise the bar. To strive for more enrollment to ensure sustainability. Review/assessment of what works or doesn't.

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

Transfer students, promote the success that BBCC students have when they complete AA/AS degrees then transfer.

Tab "T" some groups successful, but overall...not so much, contributing factors? Want Running Start students, they become disenchanted when they don't get into classes.

The CDL, aviation, industrial systems, and nursing program students are very successful. The medical assistant program dropped and Early Childhood Education (ECE) reduced their offerings. Efforts in these programs are paying off. AMT enrollment increased after staff contacted potential students on other community college waiting lists.

There was discussion comparing Outcome A.2 (Increased college contact with potential students leads to increased enrollment) and C.1 (Resource awareness and recruiting activities result in increased enrollment in specified groups). C.1 is at the program level and a subset of A.2.

Running Start kids are motivated, and we want those kids. They often cannot get the classes they want.

These outcomes have been effective. The Board discussed merging Outcomes A.2 and C.1 and agreed that it was a good idea. Having our counselors and outreach people out in the communities makes a difference.

C.2 Utilization of technology and eLearning lead to student engagement and success

(Trustees' written comments in *italics*.)
Ratings 17-20, staff ratings 10-20

What do you notice about trends in eLearning-enrollment and/or success?

eLearning is most successful when combined with one on one meeting/monitoring by qualified faculty/staff.

Immediate/specific feedback is critical.

Enrollment (when adjusted for sections offered) trend is positive, can't tell about trend for success with only 1 year data shown. Love emporium math!

eLearning is area ripe for growth.

Need to understand why various subjects/divisions are more/less successful.

Are you aware of other technology utilization that may be impacting student engagement and success?

Our cell phones- 24 hour connections, a benefit and a curse.

Faculty members have commented that some classes require face-to-face interaction. There are specific skills for online instruction, and faculty members need to attend online instructor training. The BBCC website also needs to be enhanced.

The next step for elearning includes making online classes more participatory and multi-faceted. It is hard to collect data on equipment being used by faculty. Online textbooks will change students' interactions. More resource awareness for faculty is important. This outcome is developing and led by instruction.

The Emporium math model shows the approach to get people up to speed and then back to traditional lecture classes. But in the future, even though it may be counter culture, it is important to pursue what is successful for the students.

People make the difference at BBCC. The Trustees ratings and staff ratings are more closely aligned this year. Refining outcomes and gathering good data facilitates good assessment activities.

Dean Kirkwood and Starr will sift through the faculty, staff, and trustee comments and detail the items. The summary comments and monitoring report can be added to the redbook during the November 1 Board meeting.

Some faculty and staff see outreach as everyone's job, and others see it as not their job.

BBCC has joined the National Community College Benchmarking Conference, which aggregates higher education data nationally. BBCC will receive data comparing us to other schools in the areas of retention, financial, and human resource information. Financial and success data will be merged. Many groups on campus will be able to use the data.

Trustees discussed the value of hearing the personal stories of faculty and students at Board meetings. The Foundation Board have added a BBCC employee presentation to their agenda, and it has been well received.

The Board recessed to attend the Grant County Economic Development Center luncheon held in the Masto Conference Center at 11:00 a.m.

The Special Board meeting reconvened at 1:15 p.m. in the Hardin Community Rm.

All Trustees were present.

Chair Mike Wren asked the Trustees to transfer their ratings and comments regarding their Board goals from their green sheets to the posters around the room.

President's Evaluation

The Trustees reviewed the President's evaluation tool. They discussed meeting with the President in executive session during every other meeting for evaluation feedback and then a more formal evaluation at the six-month point.

Trustee Jon Lane asked President Leas about his former evaluation process. He set goals for the year in consultation with his administrative team and presented them to his Chancellor. There were also system goals imposed on all of the Minnesota community college presidents, i.e., improve access for minority students. The data regarding the goals were provided at the end of the year, and the President and Chancellor reviewed it together.

Trustee Mike Blakely stated it will be difficult to accomplish everything within six months. Trustee Mike Wren shared three primary goal areas:

1. Board/President interact as a team
2. Spend time building credibility with the BBCC employees
3. Community outreach

The Trustees discussed using President Leas' transition plan and the three points listed above for the first year and then using the more elaborate evaluation tool during President Leas' second year at BBCC. Terry Leas agreed that his initial primary goals are to build relationships with the Board, staff, college community, external community, school districts, and higher education institutions. This will be a formative evaluation. President Leas said he recognized an up-to-date marketing plan is important.

Trustee Stephen McFadden asked about a timeline for President Leas to develop a vision for BBCC and generate improvement ideas. Is six months enough time?

Trustee Jon Lane asked if President Leas plans to give a State of the College address or some other avenue for informing the public about BBCC progress.

Trustee Mike Wren stated the "honeymoon" during the first year provides a unique opportunity to make changes with less resistance.

Trustee Anna Franz commented she would like to understand how President Leas' goal of creating a "culture of evidence" will impact policies.

In six months, the Board will evaluate President Leas based on the following three criteria. The Board will also meet with President Leas in executive session every other meeting to provide feedback.

1. President's transition plan
2. President's relationship with the board
3. President's relationship with college staff

President Leas or the Board may tweak the evaluation process as needed.

Board Goals

The Board reviewed their goals. The Trustees agreed to keep all goals as they are currently written. Each Trustee agreed to adopt one of the five Board goals to champion.

#1 INNOVATION/PARTNERSHIPS - *The Board will establish and foster business, industry, and community connections to the college, which will lead to innovation and new or expanded programs arising from those connections. The Board will establish*

and maintain policies that promote regular college interaction with business and industry to enhance the economic health of the district. The Board will continue its practice of formal recognition of business/industry support of college students and programs, coordinating that recognition where appropriate.

This goal was rated between 15-20 on a 0-25 scale; the average rating is **18**. The area for improvement noted was “more participation.” Trustee Mike Wren will champion this goal. Ideas shared to move forward with this goal included developing a matrix of criteria to recognize people/organization, involve the Foundation, and public recognition. The Board wants to publicly recognize individuals and organizations that support the college.

#2 ACCESS- *The Board will establish and maintain policies to ensure open access and opportunity for all students, employees, employers, and communities, communicating those policies to the district. The Board will endeavor to hold meetings, both on campus and off campus with stakeholder groups throughout the college district such as school district boards, county commissioners, city officials, economic development organizations, etc. The purpose of the meetings is to allow Trustees to participate in information exchange and problem solving.*

This goal was rated between 20-23 on a 0-25 scale. The average rating is **21**. Trustee Anna Franz will champion this goal. There was discussion about scheduling joint school district meetings and meetings with other community organizations “listening sessions.” This policy was characterized as “right on target.”

#3 STUDENT ACHIEVEMENT- *The Board will recognize and promote student success, continuing the practice of sending written acknowledgement to students to recognize their achievement. In addition to Commencement, Trustees will endeavor to attend other ceremonies and meetings to recognize and celebrate student success.*

This goal was rated between 10-25 on a 0-25 scale; the average rating is **20**. Trustee Mike Blakely will champion this goal. The Trustees will sign notecards for individuals at Board meetings. A Trustees’ activity calendar will be shared in order for Trustees to “sign up” to attend college events ensuring Board representation; the Board members want to be present to show their support of student success.

#4 COLLEGE CLIMATE - *The Board will establish and maintain policies that promote a safe, welcoming environment for students, employees, and citizens for college activities throughout the district. The Board will encourage events and activities on campus to recognize staff achievement and bring more people to our campus for exposure to the college.*

This goal was rated between 21-23 on a 0-25 scale; the average rating is **22**. Trustee Jon Lane will champion this goal. The Trustees will sign notecards for individual staff members to recognize achievement and be supportive of BBCC employees. An area needing additional supportive activities is campus security. The Board acknowledged the hiring of Kyle Foreman was a very positive step.

#5 RESOURCES - *The Board will establish and maintain policies that pursue funding for programs, capital improvement, personnel, and equipment. Board members will be*

involved at the local, regional, state, national, and international levels to identify opportunities to secure additional resources for the college.

This goal was rated between 19-21 on a 0-25 scale; the average rating is **20**. Trustee Stephen McFadden will champion this goal. Exposure to other community college campuses during the President's search revealed how far behind BBCC is in capital projects. The Trustees and President Leas will accompany VP Hamburg on a campus tour to detail the needs of the campus. Trustee McFadden and President Leas will accompany VP Gail Hamburg to a capital projects meeting.

The Trustees will begin to evaluate Policy Governance during the Study Session on September 20.

The meeting adjourned at 2:50 p.m.

Mike Wren Chair

ATTEST:

Terrence Leas, Secretary