



Big Bend Community College

Fifth-Year Interim Report For Reaffirmation of Accreditation

October 2007

**Prepared for
Northwest Commission On Colleges and Universities**

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Mission Statement

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including:

- courses and training for university and college transfer
- occupational and technical programs
- basic skills and developmental education
- community and continuing education
- pre-employment and customized training for local business and industry
- support services for students

BBCC Goals

The College provides learning opportunities that include;

- critical thinking and problem solving
- computation
- communication
- workplace skills and values
- awareness and sensitivity to cultural diversity
- arts enrichment and cultural activities

BBCC Characteristics

Big Bend Community College maintains a working and learning environment with the following:

- a discrimination-free environment which promotes diversity and staff and student success
- a service-oriented environment which provides access and support services to all students, including those who are physically and mentally challenged yet have the ability to benefit
- a climate which encourages safety, individual wellness, and human dignity
- facilities and equipment to support student learning
- continual assessment of student outcomes

Board of Trustees Ends Statements

Mission

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its district.

Access

BBCC provides quality resources and affordable access to the diverse population of its entire district.

Partnerships

BBCC works with organizations and agencies to enhance access and service for our district population.

Student Achievement

BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

Climate

BBCC provides and maintains a climate of purpose, respect, and safety for our students, staff, and partners.

Cultural Enrichment

BBCC will encourage the development of culturally rich programs for the college and community, and offer the lifelong learning opportunities for the residents of community college district.

PART A--GENERAL RECOMMENDATIONS

Introduction

The fall 2007 interim visit by representatives from NWCCU will provide Big Bend Community College (BBCC) with the opportunity to report how we have built upon the progress noted in the Focused Accreditation Progress Report from April of 2004. (Exhibit 1.3) The first of the three general recommendations from the Full Scale Visit in 2002 pointed to related instruction (i.e. our consistency in identifying related instruction courses and instructor qualifications in teaching mathematics). Those reported changes, now firmly in place for almost three years, have provided consistency and validity in the application of mathematics to Professional Technical skills training. The second recommendation involved Big Bend's Academic Master Plan (AMP). As noted in the 2004 Focused Accreditation Progress Report and in the following detail, BBCC's Board of Trustees, provided via their "Ends Statements," the device needed to link planning, evaluation, and mapping of progress of our strategic direction. In this way, they are actively involved in determining, monitoring, and changing college direction. The third recommendation addressed a "...lack of consistency in educational program planning and effectiveness across the curriculum..." This recommendation has been met with a college response that has resulted in substantial improvement in understanding the lexicon of educational assessment across campus and in developing and using educational outcomes assessment.

General Recommendation 1:

"The committee recommends that related instruction be reviewed for all professional and technical programs to ensure that programs of 45 quarter credit hours of (sic) 30 semester hours or more in length contain the required components and are taught by qualified faculty. (Policy 2.1 – General Education/Related Instruction)". (Exhibit 1.2)

This general recommendation triggered an immediate re-review of all related instruction requirements as listed in our catalog. We believe that our related instruction requirements with respect to communication and human relations are consistently stated and the appropriate courses are taught by qualified instructors. Our improvement efforts then turned to address a potentially confusing series of mathematics classes which were intended to meet the computation requirement. The Professional Technical division, in collaboration with the college mathematics department, revisited the computation requirements and completely revised all offerings related to the computational component of our general education requirements.

These changes were discussed and approved by our faculty through the Instructional Council and are presently incorporated in all curricula with related instruction requirements. A key to these changes and an integral part of the collaboration is to use only qualified applied mathematics instructors in each of these courses, with occasional courses team-taught by Mathematics and Professional Technical instructors, to keep the mathematics curriculum in harmony with the technical discipline.

The math department, the Vice President of Instruction and the Dean of Professional Technical Education worked as a team to recommend only those instructors who had the skills and abilities necessary to teach the class along with the expertise required in the given Professional Technical field. Instructors will have a minimum of a bachelor's degree in math or a mathematically-related field or a bachelor's degree and extensive experience utilizing applied

mathematics in a Professional Technical field or meet the college certification criteria for Professional Technical math instructors as developed by math and Professional Technical faculty. (Appendix A)

The collaboration between the Professional Technical division and the Math department has given each computation course a better defined focus that is appropriate for the discipline and is taught by qualified applied mathematics instructors.

Another component to the recommendation is clarification of related instruction language and detail in the catalog and consistent awareness by counselors, advisors, and faculty of these requirements. To that end, we have revised how our catalog/degree presentations describe related instruction. All faculty, counselors, and advisors dealing with related instruction are now up to date on the actual requirements.

General Recommendation 2:

“BCC is engaged in planning activities and is using the Academic Master Plan for identifying campus-wide strategic initiatives. The committee recommends that the Academic Master Plan clearly includes planning and evaluation of the college’s progress in fulfilling its mission and goals and demonstrates that the results of that evaluation are used for continuous improvement (Standard 1.B – Planning and Effectiveness).” (Exhibit 1.2)

The Big Bend Academic Master Plan (AMP) is a five-year living document. (Exhibit 1.5) At the time of the evaluation team visit, the AMP was being revised. A significant change in this revised AMP was occasioned by the adoption of a form of policy governance by the Big Bend Community College Trustees the previous spring. Spurred on by the general recommendation, the faculty and staff incorporated the Board’s Ends Statements as the core of the revised AMP, developing goals, strategies, and outcomes based on direction from the Board. The various assessment tools and strategies to verify the outcomes of the AMP produce six monitoring reports presented to the Board at open meetings throughout each academic year. (Exhibit 6.3)

The assessment results are used to produce the monitoring reports. These results are also used by faculty and staff at the program and service level throughout the year to modify and enhance courses and programs. Annually, at the return to campus fall in-service, the assessment portion of the program provides the opportunity to formally record the use of the assessment results for program improvement.

The monitoring reports represent the assessment of the AMP and instructional program outcomes in support of the college mission as described in the Ends Statements. Board discussions following receipt of the monitoring reports give directives for adjustments or enhancements of the college mission and goals based on these assessment activities.

General Recommendation 3:

“The committee recommends that BCC address the lack of consistency in educational program planning and effectiveness across the curriculum by reviewing all programs to ensure that all academic programs are continuously assessed and that the results of this assessment are used for improvement (Standard 2.B-Educational Program Planning and Assessment; Policy 2.2-Educational Assessment).” (Exhibit 1.2)

Conventional wisdom advises that an institution should not be surprised by the general recommendations of the evaluation team following a visit. Such was this observation. At the time of the visit the materials in the self-study and the accompanying exhibits reflected a lack of consistency in program planning, and limited use of program outcomes and assessment plans. The following current assessment program will demonstrate a measurable improvement in this situation, campus-wide. Clearly we have instructional areas which are exemplary in this regard. While we are still not at our desired level of consistency, we believe we now have goals, outcomes, and assessment tools in place everywhere. Our task has been, and will continue to be, to challenge our faculty and staff to reach in setting performance levels for the outcomes and to acknowledge the use of assessment information for program improvement.

The result of this effort is a uniform college-wide exercise of assessment tools measuring clearly stated outcomes. Our plan is to strengthen this activity at every program level with the completion of each succeeding assessment cycle.

The policy governance operating procedures of the Board of Trustees has demonstrated to the entire college community that the Board sets policy direction and the college community responds with implementation of strategies to follow the policy. More fundamentally, at the institutional level, both the staff and Board can routinely demonstrate the collection and use of assessment information to shape, confirm, and guide the development and maintenance of college policy. At the same level, staff members have demonstrated several arenas in which student outcomes have been monitored and, when necessary, process adjustments have been made to enhance student performance.

All areas of instruction have established program outcomes with appropriate tools in place to monitor student and institutional performance. Close observation shows two areas in which staff must continue to devote attention in this overall process of assessment of student outcomes.

The first area is at the discipline/skill level. Our challenge is to relate the almost daily flow of assessment information collected in the classroom to formally stated student outcomes. Clearly, many of our departments have already accomplished this, but there are areas where we are still supporting development of this concept.

The second area is the establishment of student outcome benchmarks. Admittedly, many of our initial goals were developed prior to the establishment of a referent group of colleges. Several of our institutional outcomes are now benchmarked at the Community and Technical Colleges of Washington system level. We are working to identify our cohort colleges, both regionally and nationally, so that we can better judge our accomplishments from a perspective outside of our college district and state. To that end, our participation in "Achieving the Dream-Community Colleges Count" can establish cohort college benchmarks on a national level. (Exhibit 3.2)

Chronologic Overview of Assessment at Big Bend Community College

Assessment Project Design:

In fall of 2003, BBCC instituted a refinement of its system of assessment which would create a stronger sense of unity among departments, while encouraging individual instructors to incorporate changes in their courses which addressed any shortcomings revealed by the assessment process. We instituted a rubric system (Exhibit 2.10) using a standardized form asking departments to isolate expected outcomes of representative courses and to follow

through by assessing whether the outcomes were reached and what is to be done with the information gained. (Exhibit 1.6)

Definitions:

- Outcomes: Departmental assessment coordinators (faculty members selected by the various departments) identified learning goals for individual courses and generated predicted outcomes related to those learning goals.
- Tools: Coordinators described the tools to be used to assess each course's fulfillment of predicted outcomes.
- Results: Individual instructors provided data showing the extent to which the courses fulfilled the predicted outcomes.
- Use of Results: Description of changes needed to improve results for the next year's assessment. (Exhibit 1.6)

Overall management of the assessment plan is the responsibility of the Institutional Research and Planning Office, which compiles the data into Excel, Word and PDF formats which can easily be reviewed (Outcomes/Tools/Results/Use of Results rubric), and the Assessment Committee, which reviews the information generated each year to ensure that departments are completing assessment tasks. (Assessment Committee meeting minutes can be found in Exhibit 2.15. Note that the Assessment Committee is provided for in a separate article (Article XXIX) in the Negotiated Agreement. (Exhibit 4.2) This is a fifteen-member committee that is chaired by a faculty member. Ten of the fifteen committee members are faculty. (Appendix B) Application of the assessment data takes place at the departmental level, with each department compiling an annual report which details changes made in courses, alteration to assessment procedures, analysis of outcomes and recommendations for changes in the upcoming year. These reports are to be completed before fall term so that instructors will have access to the information when planning their fall courses.

Internal application of the departmental assessment data takes place at two points during the term: during the compilation of the abbreviated data for the Outcomes/Tools/Results/Use of Results rubric, and during the completion of the annualized report in the Departmental Assessment folder. Recommendations regarding specific courses take place at the first departmental meeting of the year, which is usually held during the fall in-service.

Assessment Project Implementation:

From 2003 to 2005, BBCC focused attention on increasing faculty involvement in assessment and determining which means of assessment are most appropriate for each department. Many departments found that the tools that they had implemented did not produce the predicted results. Two of the main problems encountered were:

- Tools were readily available and easily applied, but were inappropriate because they were not designed for the class that was being assessed.¹
- Tools were specifically created to assess a course, but were inappropriate because they did not adequately reflect the progress made by students in the courses being assessed.²

¹ Two examples of this are the two pretests used by the English Department and the Office Information Technology Department. In both cases, the departments abandoned the attempt to implement existing test data and began generating data internally using their own custom-designed methodologies and test designs.

Faculty received feedback through detailed emails and conversations on their tentative assessment plans from the Faculty Assessment Chair. For the most part, this consisted of objective analysis of tools rather than evaluation of the outcomes themselves. The Faculty Assessment Chair worked with departments whose tools seemed subjective or tautological, and encouraged instructors to begin using a system based in objective standards which are clearly stated and easily understood by those outside of the department. Ideally, departments are to use a rubric system or some other form of assessment which makes use of a recorded standard for assignments, broken down into performance areas with clear descriptions of the features of assignments which meet a specific level of proficiency.

By fall of 2004, each department had submitted an assessment plan. During the 2004-05 school year, departments worked on setting reasonable goals and developing tools which accurately measured outcomes. Unfortunately, some of the departments which had expressed dissatisfaction with the assessment tools in previous years simply failed to turn in any results for 2004-2005. By the end of the year, it was apparent that we needed to take a new approach to assessment which would encourage all departments to participate.

Assessment Project Re-Direction:

By the end of the 2006 academic year, more than 80% of departments were regularly submitting assessment test data and using the data to make changes in courses. However, as noted in the 2002 Accreditation Committee Evaluation report, some departments still seemed to “view assessment activities as time diverted from their real work with students.” In response to this problem, we started the 2006-2007 academic year with an attempt to balance the two major aspects of assessment which address the committee’s General Recommendation #3:

- To regularize modes of assessment to achieve a more objective set of overall standards.
- To make the best possible use of instructors’ existing assignments and tests as a means of increasing each instructor’s sense of control over and commitment to assessment.

Many departments have made very effective and far-reaching changes in their testing methods, with the goal of ensuring objectivity in course assessment. However, perhaps the greatest progress made in 2006-2007 was the increase in departmental involvement in assessment. This resulted in an increased submission of complete results and an increase in the usefulness of the data generated. Much of this progress comes from individual consultation by the Faculty Assessment Chair with instructors and department heads, ascertaining what forms of assessment are already being used in the classroom and designing test methodologies, which they feel, are appropriate for assessing the courses as they are designed. Some of the results of our new direction include:

Implementation of Rubrics: Many courses use newly designed rubrics to describe expected outcomes in precise detail, ensuring that assignments used for assessment are objectively analyzed. Departments which use these rubrics maintain copies in their Departmental Assessment Notebooks, which are maintained by each department’s Assessment Coordinator.

² Examples of this are seen between 2003-2004 and 2005-2006 evaluations of Foreign Languages and Philosophy, both of which show that faculty made significant changes in their original tools used to generate data.

Involvement of Extra-Departmental Evaluators: An increasing number of departments have implemented the use of external evaluators to apply their rubrics, resulting in a more objective analysis of student data. These are described in Appendix C.

Increased Feedback: The Faculty Assessment Chair and Institutional Research and Planning staff have placed priority on reducing the amount of subjective information included in the outcomes and increasing the number of representative courses used to evaluate each department. This is accomplished through individual conferences with instructors to discuss course goals, current assessment techniques, and possible changes that could be made. Some of the changes to assessment tools that have been made are documented in Appendix D, while meetings with individual instructors and department representatives are documented in Exhibit 2.16.

Ongoing assessment strategies:

1. Diversifying Departmental Assessment

- Currently, some departments are evaluating only a few of their courses. To capture full departmental and program outcomes, instructors will determine whether additional classes should be included in the assessment strategies of certain departments. This will be one of the major focus points of the September 2007 fall in-service.
- The Office of Institutional Research and Planning is currently in the early stages of evaluating modes of assessment used by departments by coding current outcomes. The evaluation includes a color-coding methodology which breaks down modes of evaluation into categories, documenting which departments currently use multiple modes of evaluation, and which departments may wish to broaden their use of different modes of assessment. (Exhibit 2.7)

2. Encouraging Instructor Involvement

- In the few cases where resistance to assessment remains, the Faculty Assessment Chair is providing individualized meetings and consultations to reduce instructor resistance and to demonstrate easily interpreted methods of assessment that fit well with instructors' current teaching methods.

3. Demonstrating a Framework for the Application of Results

- The 2007 fall in-service will include a workshop to encourage departments to seek feedback from instructors based on the "Use of Results" section of the annual assessment outcomes, and to make recommendations for specific courses. An outline of the workshop's focus and the materials to be used can be found in Appendix E.

4. Regularizing Use of Rubrics

- BBCC departments are widely using formal assessment tools which provide objective assessment of student-generated assignments. BBCC will continue to document departmental assessment standards through the use of assessment rubrics in order to enable external observers to comprehend the standards being

used and to assess the validity of the results. Departments currently using rubrics include English, Speech, Physical Education, Philosophy and History.

5. Facilitating Review and Appraisal

- The 2007 fall in-service will introduce a new strategy for departmental assessment. The forms currently being used do an excellent job of establishing a workable assessment methodology. During the 2007 fall in-service, we will introduce a tracking system which documents changes made as a result of assessment outcomes.

Additional Strategies intended to Facilitate Course Assessment and Pedagogical Improvement:

1. Monetary incentives from Instructional Deans
 - During the past term, instructional deans have made funds available for course revision and improvement. Instructors who have taken advantage of this program have begun to make changes in their courses based on assessment data. (Appendix F)
2. Centrally-facilitated college programs such as Title V and “Achieving the Dream”
 - Many instructors have made significant changes in their teaching based on grant-funded programs which are administered college-wide. An overview of course changes based on Title V can be found in Appendix G.

PART B—ADDITIONAL INSTITUTIONAL CHANGES

Mission

Many governing boards, including Big Bend’s Board of Trustees, have found the adoption of and adherence to the principles of John Carver’s Policy Governance protocols is an effective way to maintain focus on mission, goals, and policy. The Big Bend trustees have demonstrated their essential role in this respect through the use of annual monitoring reports on each of six Ends Statements. By establishing highly visible expectations of college direction and performance via receipt and discussion of data sets for each Ends Statement, the board has clearly articulated their policy directions to the campus and community.

Following the 2002 accreditation visit, the format of BBCC’s cornerstone strategic planning document, the Academic Master Plan (AMP), was revised to use the Board Ends Statements as the basis for all strategic and long range planning. (Exhibit 1.5) This has provided a focus on institutional outcomes from two directions, the preparation and review of the monitoring reports, and the annual correlation of the monitoring reports with the outcomes and strategies of the AMP.

The Academic Master Plan is a five year strategic plan, monitored annually and revised biennially. In a given year, the plan is subjected to review by the AMP Committee, the Cabinet,

and the Board, using the assessment data assembled for the six monitoring reports. (Exhibit 6.3)

Instruction and Educational Programs

Much growth and revision of curriculum, programs, and degrees has taken place since our accreditation visit in 2002. Each change has been responsive to students, community, employer, and state requirements or interest. Exhibit 2.2 is a summary of new and discontinued degrees and classes.

New Programs, Degrees, and Instructional Design

A Medical Assistant Program was developed following a needs analysis conducted throughout the BBCC service district. An advisory committee of area healthcare professionals was formed and met frequently to develop the curriculum for a certificate of achievement and associate in applied science degree. The program was approved by the State Board for Community and Technical Colleges in December of 2006 and new courses were offered in the spring.

Recently, BBCC met with staff from Moses Lake High School (MLHS) and visited the culinary training program at the Tri Tech Skills Center in Kennewick, WA. The Dean of Professional Technical Education is exploring the creation of a partnership with Sodexho, MLHS, and the college to fully utilize the kitchen and dining area on BBCC campus to start a culinary program with MLHS. This program would be a support to Sodexho and the food operation on campus. The Center for Business and Industry Services (CBIS) administered a survey to a limited number of community members, which indicated a need for a culinary arts program. A comprehensive needs analysis will be performed this fall to verify community need.

BBCC is currently offering Integrated Basic Education Skills Training (I-BEST) for the Commercial Driver's License (CDL) and welding programs. This program has been a great success, as all graduates of the CDL program have obtained CDL licenses and most former students are working in the industry. The I-BEST welding program has also seen success, in that students are getting WABO certified and continue working toward a degree in the welding program.

BBCC and Wenatchee Valley College (WVC) have developed an agriculture program partnership. This program is being offered through interactive television between BBCC and WVC. Articulation agreements have developed between BBCC, WVC and Washington State University (WSU). The agriculture program directly transfers to the WSU Agriculture program.

In the summer of 2007, BBCC offered HDV 100 (College Survival Skills) as an intersession course specifically targeting Running Start students. The start date corresponded with local high school start dates and the class continued until the start of BBCC's fall quarter. This three week period of time allowed high school students to get a head start on college curriculum and learn valuable college "survival" skills prior to the start of the regular quarter. The goal of this course is to provide a foundation that will help improve student persistence, retention, and success—all strategies concurrent with the Achieving the Dream initiative.

To provide BBCC students with a Biology DTA (Direct Transfer Agreement) degree option, BBCC will begin offering a three-quarter sequence of biology classes in fall quarter of 2007. These courses are required for all life science majors (students interested in transferring to a four year college in the fields of pre-medicine, pre-dentistry, pre-veterinarian, biology, pre-pharmacy, microbiology, and related science fields) and will provide students with a valuable

head-start to their four year program. This follows-up on a suggestion from the 2002 Evaluation Report.

The following classes are now offered online through BBCC's web site. The list of classes offered will continue to grow as more faculty members design online curriculum.

BUS 251, 252, 253 – Principles of Accounting I, II, III

NUT 116 – Nutrition

ENG 099 – English Skills

OFF 173 – Microsoft Word Level I

OFF 190 – Microsoft Excel Level I

OFF 273 – Microsoft Word Expert Level

Mediasite

This new program will enable instructors to digitally record their lectures for either archived use or live video streaming on the BBCC web site. This program will be available in the fall of 2007 and use of it will continue to grow as more instructors utilize the equipment.

Interactive Television (ITV)

In response to communication with communities and school districts, BBCC's district ITV course offerings continue to grow as do the number of sites. In fall of 2007, BBCC will have six active ITV sites an increase of four sites over: Grand Coulee (which has moved to the Lake Roosevelt High School), Mattawa, Othello, Soap Lake, Warden, and Royal City. (Appendix H) BBCC continues to increase evening course availability both on campus and via ITV sites.

Technology in the Classroom

BBCC continues to add technology to lecture rooms. With only a few exceptions, most lecture rooms are equipped with an Internet capable computer and projector for instructors to use during their lectures.

Online (Portal) Courses

Big Bend Technology (BBT) continues to improve Big Bend Portal online course programming. With the addition of an "assignment drop-box", available by fall of 2007, in-house development of online college courses will continue to grow. BBCC currently offers nine courses on the Portal, developed and administered by BBCC faculty. One more course will be offered in fall of 2007.

Courses offered at non traditional times or through non traditional modes of delivery Big Bend Community College Fall 2007

	Moses Lake Evening	Online	Portal	Outlying Interactive
ABE/ESL	31	9	0	0
All other courses	106	17	6	36

This is a duplicated section count, many classes are clustered

Specialized Industry Training

Big Bend Community College and SkillSource have partnered to provide skills training for local food processors. During summer quarter, 2007, a course for maintenance mechanics and a leadership course were offered. This training is designed to give current food processing employees new skills they can use on the job.

BBCC offers training to employees of Genie Industries in the welding field, providing training on equipment and metal that Genie donates to the college. Students get quality hands-on training that will provide them with the skills needed to meet certification requirements for Genie Industries and to upgrade to be certified welders.

There is now a short-term demand for skilled workers that is being met with employer recruitment from outside of the area, and growing short-term contract training at the college for local employers. Major recruiting efforts for employees and students are being coordinated by a community based Operations Task Force (OTF). The OTF is also working to identify local employment opportunities and training needs for those jobs.

Short-term training needs are being handled by current college programs at both the certificate and degree levels and with a growing contract effort. Long-term training needs are being addressed with increased off-campus and district outreach visits by faculty, counselors, administrators, trustees, and foundation board members, all designed to create an awareness of employment opportunities among the K-12 student population and their parents. A boost to this effort is a major advertising contract with the local newspaper for constant, visible information about college resources, programs, and student success.

The expectation is that these efforts will coordinate the efforts of several local agencies, school districts, proprietary schools, and the college, to advertise and recruit for these short-term and longer term positions and their required skill set training. This should result in an increased volume of local training for local employers each year, as measured against a yet-to-be-determined benchmark.

Modularized Classes – Building Bridges Grant

Standard early childhood education offerings were divided into modules and taught using a supportive and applied model (mentor assigned to class for phone calls, assistance with homework, and evaluation of learning as it is applied in the childcare setting). These offerings were available to home-based and center-based childcare providers. Eligible students received free tuition and books.

Course and Course Catalog Review for Improved Transferability

BBCC requested a review of courses and the course catalog by the Ongoing Articulation Review (OAR) Committee of the Intercollegiate Relations Commission (ICRC) to assess BBCC’s compliance with the ICRC guidelines for transferable degrees and courses. The results of the review resulted in course changes to strengthen degrees and improve transferability. (Exhibit 2.11)

FTE Generation

Since 2002, FTEs have remained reasonably steady, but have not been consistent with our state FTE targets.

FTE’s

	2002-03	2003-04	2004-05	2005-06	2006-07
State FTEs	1604.37	1687.83	1552.86	1543.62	1605.94
Total FTEs	1859.66	1929.59	1772.72	1699.03	1709.64

(Exhibit 2.4)

The difficulty in correction of this decline in enrollment growth relative to our state targets has been exacerbated by major economic growth in the college district, including two counties

historically declared by the state as depressed. In the last two years, both Adams and Grant counties have reported record low unemployment rates. Our primarily agricultural economy has been bolstered with successful diversification efforts to recruit non-agricultural business and industry to the region. This successful effort of the local economic developmental council, in which BBCC has been an active member for 12 years, has provided unprecedented employment opportunities to the 21 to 35 year old age group in the region. This age group has traditionally made up the bulk of our enrollments in the Professional Technical programs. Additionally, recent efforts at the federal level on combating illegal immigration, have hit our agricultural community at a time when commodity prices are also at an all time high.

Student Services

This section documents growth and revision of student services that has taken place since the accreditation visit of 2002. Each change has been responsive to students, community, employer, and state requirements or interests.

Orientation

New student orientation has been continually updated and revised to model state and national best practices related to enrollment, persistence, and retention. Currently, new student orientation is split into advising/registration sessions during the summer and orientation activities including workshops, tours, and meeting faculty advisors in September.

Achieving the Dream

BBCC has been awarded a four year Achieving the Dream (AtD) grant worth \$400,000, funded by College Spark Washington. AtD is a multiyear, national initiative to help more community college students succeed at their educational goals. BBCC's AtD priorities are to increase the successful completion rate in developmental math courses and to increase the retention rates of first quarter students by improving the first year student experience. (Exhibit 3.2)

Opportunity Grant

BBCC's state funded Opportunity Grant program serves low-income students who experience multiple educational obstacles. These include Adult Basic Education (ABE) and English as a Second Language (ESL) students, first-generation college students, and students engaged in pre-college coursework. Opportunity Grant pathways include Welding, Office Information Technology, Allied Healthcare, Industrial Electrical Technology, Maintenance Mechanics Technology, and Nursing. Student support is provided for tuition, books, educational supplies and materials, childcare, fuel, and living expenses. In the first year of the pilot, we have achieved a fall to winter persistence rate of 81%.

Faculty Advising Loads

Students are assigned to advisors based on their indicated area of study. Undecided students are assigned to counselors and faculty advisors as evenly as possible. Beginning in fall faculty advisors will be provided with an updated list of advisees each quarter, along with transfer and program changes. This increase in information and dialog about advising has helped to modify some advising loads.

Transfer Advising

Transfer advising has been improved with the cooperation of the four major baccalaureate partners to which most BBCC students transfer. Heritage University, a regionally accredited liberal arts institution with offices in the Paul Lauzier University Center on the Big Bend campus,

has developed a dual enrollment agreement with BBCC to provide on-campus, updated advising information as well as registration services to students dually matriculated. Central Washington University also has offices on campus in the University Center with a full-time coordinator to provide on-campus, updated advising information as well as registration services for locally delivered classes. A Washington State University (WSU) representative is also on campus weekly, to provide advising information and registration services. WSU will soon have a video classroom in the University Center. Finally, an Eastern Washington University representative is on campus once a month to provide advising services. These efforts to improve transfer advising and transfer preparation are in response to transfer student focus groups conducted annually.

Disability Services

In an effort to provide more comprehensive services to disabled students, a full-time Disability Services Coordinator/Student Advisor position has been added. The office is in the Financial Aid/Counseling Center and is wheelchair accessible. Student interviews and survey responses indicated difficulty in dealing with a part-time employee in this position.

Catalog

The BBCC course catalog is now printed annually and is available online to provide more up-to-date information to prospective and returning students.

EdPlans

An online educational planning tool developed by a sister community college will be available for advisor and student use beginning fall quarter 2007.

Tuition Waivers

BBCC offers non-resident tuition waivers for US citizens who live out-of-state, as authorized by the Washington State Legislature and the State Board for Community and Technical Colleges (SBCTC).

Financial Aid

The financial aid office now notifies students of financial awards via postcard. The postcard refers students to a secure website. This has lowered postage costs and conserved time and effort by financial aid staff by removing the need to stuff envelopes.

Job Placement Center

Due to funding issues, WorkSource (Washington State Department of Employment Security) is no longer co-located on the BBCC campus. BBCC has created a college Job Placement Center Coordinator, who is available on campus 19 hours a week. Consideration is being given to increasing these hours even further, given growing employment opportunities.

Destination: Healthcare

This is an early outreach to K-12 students in the BBCC service district, providing them with advanced information about careers in healthcare.

GEAR UP

BBCC participates with Washington State University and Central Washington University in the GEAR UP program. BBCC, CWU, and WSU staff members arrange on-campus tours and information sessions for middle school students and parents throughout the BBCC service district and meet with GEAR UP staff to provide services that meet the goals of the program.

Bookstore

The Bookstore has expanded into the area that was formerly the snack bar. The Bookstore more than doubled its space and now stores all of its items in the new back room.

Residence Halls

The residence halls now have a full time manager. Students can now pay for a single or double occupancy room without a required meal program. This change came from informal exit interviews from students leaving the residence halls to go live in apartments or elsewhere. They complained that the residence halls were too expensive for the amenities provided.

For the 2006-2007 academic year, the college dropped the mandatory meal plans and made the residence hall fees housing-only. Three small kitchens were installed in the residence halls to provide students with cooking facilities. This allowed BBCC to reduce the quarterly cost of living in the residence halls from an average of \$1800 to \$930. This also made the residence halls more accessible to students from low income families. This has increased occupancy and reduced attrition between quarters. Occupancy figures are as follows:

	2005-06 Occupancy	2006-07 Occupancy
Fall	61	81
Winter	49	66
Spring	36	64
Summer	7	21

(52% increase in residence halls between 2005-06 and 2006-07)

Student Activities

The Associated Student Body Officers expanded their office space, allowing for better student access to officers.

Athletics

The BBCC Board of Trustees approved new scholarship amounts for BBCC athletes as recommended by the Washington Community College Presidents and the Northwest Athletic Association of Community Colleges (NWAACC).

Faculty

This section documents growth and changes in faculty since the accreditation visit in 2002. Each change is responsive to students, community, employer, and state requirements and interests, and is consistent with the Academic Master Plan.

Overall, faculty positions have grown modestly over this time period. Much of this activity has been due to turnover. True growth that has occurred has followed the recommendations of the Academic Master Plan. New faculty members have been added to Business/Accounting, Mathematics, Nursing, Computer Science, Social Science, and Welding. Labor relations between the Board and faculty have been positive with the successful negotiation of a new Salary Index Matrix (SIM) [salary plan] as a major highlight. Into the third year of using the SIM, the objectives of the new process seem to have been accomplished. The SIM was intended to provide more consistent initial placement with credit for pre-employment accomplishments. The goals in developing the SIM were to drive as much money as is available to as many faculty as possible and to develop a process that recognized seniority among the faculty and stimulated continued professional staff development.

Language for a Negotiated Agreement Article on Assessment (Article XXIX), recognizing the shared responsibility for institutional accountability, was agreed upon. In this Article, faculty and administrative responsibilities for outcomes-based assessment are spelled out. The annual assessment process at BBCC is also described. (Exhibit 4.2)

Full-time faculty members are evaluated consistent with Standard 4 and the BBCC Negotiated Agreement. We have adjusted a three-year evaluation cycle of full-time faculty to the Commission standard of five years and are confident in the quality of the process. BBCC also has an equally comprehensive process for part-time faculty evaluation. The instructional deans have re-visited our process to now ensure that all part-time faculty members are being evaluated according to the approved process and that the results of the evaluations are made known to each part-time instructor and are included in his/her personnel files.

Information Resources and Services

BBCC has taken steps to position themselves as a leader in the area of technology in the last five years. Being one of the smallest schools in the state of Washington can no longer be held as an excuse to deliver less than the very best in technological tools and systems to enhance the learning experience.

Beginning in the spring of 2003, a vision and planning document was developed called the Information Communication Initiative. This was implemented as the college vision for technology at the fall 2003 administrative retreat. The vision describes a plan to leverage technologies within our service district to better connect the college sites in outlying communities as well as the process for building a foundation that could grow and expand as the needs of our student population changes. In the winter of 2003-04 the college used this document along with partnerships throughout the BBCC service district to write for and acquire a \$500,000 Rural Utilities Service Grant from the United States Department of Agriculture. With this grant, the college tripled service to more place-bound communities using video conferencing technologies and dramatically enhanced existing services. BBCC gained the reputation of being a pioneer in Video over Internet Protocol technologies as a result of this grant and has since refined and strengthened its distant programs utilizing the foundation set in place by following the initial vision of the Information Communications Initiative.

Each year following the initial release of our vision document, through 2006, BBCC has revised and updated this initiative. This activity has allowed BBCC to remain consistent in the drive to provide the most robust and scalable technology architecture. The BBCC vision is to continue to eliminate the barriers of access that keep individuals from following their educational dreams. By changing focus from that of building silos between modalities of delivery to focusing on the needs of the student, BBCC has a more diverse set of human technologies that enable faculty and students to connect and learn, regardless of residential barriers. To that end BBCC partnered with Bellevue Community College, Cascadia Community College and Microsoft to develop portal technologies that would destroy common thinking around mode-of-delivery and create an environment of collaboration. In the spring of 2004, BBCC became the first community college in the state to offer a web collaboration site for every section offered on our schedule. These have become known as "My Class" sites and are easily navigated through when students and faculty log into the BBCC Portal. At that site, faculty have a rich set of tools for discussion, collaboration, and reviewing. Beginning in winter quarter 2007, BBCC began using this

technology to deliver classes exclusively through the Portal and has continued to develop web parts to enhance the use of the Portal for class delivery.

In January of 2004, BBCC additionally built up its technology by deploying Voice over IP (VoIP) campus wide. By deliberately deploying VoIP technology that utilizes the Sessions Initiation Protocol (SIP), BBCC has set the stage for the next generation of collaboration technologies. SIP will act as the bridge for the use of communication tools as diverse as telephony, email, instant messaging and portal technologies, allowing these technologies to work seamlessly together to strengthen the bond of faculty and student communication without regard for geography.

The year 2007 will represent a milestone for technology at Big Bend Community College. With new tools to use on the portal class sites and the integration of rich media broadcasting and instant messaging, BBCC will realize the vision laid forth in the Information Communication Initiative. This fall will demand a re-evaluation of vision and planning that will result in a new initiative to guide and drive technology forward. BBCC technology has grown exponentially since the visit in the fall of 2002. All communication services have been centralized and a central technology department, known as Big Bend Technology (BBT), was formed. BBT has provided a stable and growing list of services to the college without a great increase in staff. In 2002, BBT had five full-time equivalents (FTE) in staff. Presently, there are seven FTE. Since 2002, BBT assumed responsibility for all audio, visual, and voice support. While this has stretched the BBT team, it has demonstrated that the answers to demands for technology are not always increased budgets and staff, but are rather determination, solid planning, and a vision strategy. BBT will continue to monitor the needs of faculty and students in a technology driven world. New visions and planning guidelines will be established, allowing BBCC to continue to be the leader in adopting more efficient and data driven decisions around the use of technology.

Library/Information Resources

This section documents growth and revision of information resources and services that have taken place since the accreditation visit in 2002. Each change has been responsive to student and community interests, and is consistent with the Academic Master Plan.

The Director of the Library has been elevated to the level of Dean of Information Resources. This essentially brings the library into all leadership discussions.

A suggestion in the 2002 visit resulted in the library developing a Bibliographic Instruction (BI) Session Request form and a Library Post Test. The Session Request includes scheduling details as well as notes regarding the instructor's objectives for the session, space for the visiting instructor to make comments following the session, and notes from the librarians regarding results of the Library Post Test. The library also requests a copy of the course syllabus, which is attached to the form.

The Post Test addresses five primary areas library faculty would like users to be familiar with: the catalog, the library's primary journal index, interlibrary loan, basic reference resources such as encyclopedias and dictionaries, and basic Internet use. This test is given to over 90% of the classes that come to the library for instruction.

The results of the test and student and instructor comments are collected, matched with the BI Session Request form when used, and kept in a binder. Library faculty members discuss the

findings and comments with participating faculty, and modify instructional techniques as appropriate.

This has brought about interesting discussions between the librarians as they go over the results of their classes and discuss possible changes. The current test's objectives are valuable. The ultimate goal of the library's instructional sessions is for students to feel comfortable in approaching library staff for whatever their needs might be. Results from college-wide surveys indicate that the library is succeeding in this – former academic and Professional Technical students consistently rate the library at the top of all college services. (Exhibit 2.12, 2.13) Adding some kind of query to the Library Post Test document to assess success of test objectives is being considered for the 2007-08 school year, but will not be finalized until faculty return in September.

Library Budget Adequacy and Stability

The library's purchasing budget has remained stable since 1998, but its purchasing power has increased significantly. Approximately 90% of the print and media materials purchased by the library are now selected from "used" vendors through Amazon.com. This has resulted in a significant increase in paperwork, but the library has seen a savings of between 40 to 97 percent on each purchase. The savings for the 2006-07 fiscal year totaled nearly \$7,000, which was added to the materials purchasing budget. Quality has not been lowered as the vast majority of materials received are new or nearly new.

In keeping with the college's Academic Master Plan, and in conjunction with the move to the new facility in the winter of 2005, the library received funding for a full-time library technician and an additional part-time technician. This has allowed the library to spread the workload in serials and cataloging, increasing processing speed and providing adequate staffing for a facility three times the size of its former location.

The funding for the purchase and maintenance cost of a college level appropriate library management system was also received in 2005, meeting another goal of the BBCC Academic Master Plan. The library now shares the cost of the Voyager system with 16 other Washington State community colleges.

The purchase of online resources is a challenge for all libraries. Some funds to support purchases have moved from the serials budget and the library's purchasing power is significantly augmented through consortia purchasing via the Statewide Database Licensing group or the Bibliographical Center for Research (BCR).

In an environment where more and more research is performed online, vendor pricing keeps the cost of many resources out of the reach of community college libraries. The vast majority of vendors charge per FTE, so—although a resource may be specialized to the point of being useless to all but five percent of the college's students—the library would be charged for 100% of the college's FTE. This puts BBCC students at a disadvantage compared to students at larger community colleges or four-year institutions that can afford to offer their students additional online resources simply because of large budgets due to sheer numbers of students or higher funding per FTE. To help "even the playing field" the Dean of Information Resources has worked closely with other community college library directors to establish the Digital Library Project, the development of a fund to support the purchase of a core set of online resources that would be available to all community college students, statewide. This would allow libraries to focus their purchases on resources particular to their individual campuses and needs.

The Digital Library Project has broad support on all levels of the community college system. The library directors are working with their supporting groups to develop funding for the project with hopes of implementing the project within the next three years.

The library continues to enjoy the support of the college's administration and has seen continued growth in personnel and funding for library systems. Library staff members work diligently to make quality purchases at the lowest possible price to continue to provide users with resources to meet their needs. It remains an ever changing environment, focusing on providing resources and training its users.

The declining cost of computing technology has allowed the library to replace the Title III systems without additional funding. At least two new laptops are purchased each year. Due to the small number available, laptops continue to be circulated only to faculty and staff. Students are permitted to use them on short-term loan, usually no more than a week or two, with instructor permission. The library now has the circulating laptops and LCD projectors on a three-year replacement cycle, as with other computing equipment.

The new library offers wireless access throughout, allowing users with wireless capable laptops to do their work in any part of the facility. The library is actively looking into opportunities to acquire more student laptops so that they may more fully utilize the resources the library has to offer.

The library continues to look for ways to implement additional measures for quality, accessibility and use of all the information resources provided. This effort was made a lower priority while the planning, building and relocation of the library took place over the past five years. With that enormous task completed and being settled into the new facility, the staff is turning its attention back to this issue. Preliminary discussions have begun with the college's institutional research staff to investigate the possibility of assessing this area in conjunction with tools currently in use by the college and avoid giving users "survey burnout." The library's Dean has also begun querying other libraries as to the methods they utilize.

The new BBCC Library opened its doors for the first time on January 3, 2005. Constructed with \$7.5 million of state funding, it is the first completely new facility on campus built with state funds. The library had been housed in what was once the Larson Air Force Base's cafeteria (9,000 square feet). The new facility has 27,000 square feet of space designed specifically for library services. The library's staff spent many months researching all aspects of library design and worked closely with the architects and the interior designer in the development of this new facility. This new library will serve BBCC staff, students, and those living in our service district for many years.

New Online Resources:

ARTstor, a collection of over 500,000 images that can be used for papers and presentations. ARTstor is developing a digital library of images covering art, architecture and archeology from museums, libraries and private collections all over the world. This is the first online resource purchased with student technology fee funds. (added Spring 2007)

CultureGrams offers concise, reliable, and up-to-date information on the cultures of the world. CultureGrams go beyond mere facts and figures to offer an insider's perspective on daily life and culture, including the history, customs, and lifestyles of the world's people. It includes World Edition (182 country reports), Kids Edition (66 country reports), and States

Edition (50 states and District of Columbia)--plus photo and recipe collections, biographies of famous people, customizable and extremes data tables, maps, and more.

eLibrary offers more than 1,500 full-text journals, 230 national and international newspapers, more than 190 reference books, and over 1.3 million radio and TV transcripts, plus find over 5,000 topological, historical, thematic, and interactive maps, 500,000 images, 160,000 web links, and more than 17,000 audio/video files.

Health and Wellness Resource Center (HWRC) delivers magazines, journals and newsletters, newspapers, pamphlets, and reference (medical dictionary and encyclopedia, drug finder) materials. This Resource Center is used to find articles, definitions, directories, and information on: fitness, pregnancy, medicine, nutrition, diseases, public health, occupational health and safety, alcohol and drug abuse, prescription drugs, etc. HWRC also offers links to diet, cancer, and health assessment sites, as well as government databases.

Health Reference Center Academic is an integrated collection of general interest health and fitness magazines, medical and professional periodicals, reference books and pamphlets designed for nursing and allied health students, as well as consumer health researchers.

Testing and Education Reference Center offers users information about colleges and graduate schools, entrance exams, and scholarships. It also includes a wide variety of resources for test preparation, including a collection of ebooks and online practice tests covering subjects from GED, civil service and military entrance exams, licensing tests for law enforcement, real estate, the postal service, and many other fields.

The librarians attended a special Immersion Program specifically focused on community colleges here in Washington State. This program provided instruction, with the opportunity to work intensively for four-and-a-half days on all aspects of information literacy. Librarians were provided with the intellectual tools and practical techniques needed to help build or enhance the library's instruction program, resulting in new methods of instruction and increased student participation.

Library Staffing

New Fulltime Library Technician

- 2nd person for evening coverage
- Lessened workload for cataloger by taking over interlibrary loan
- Lessened workload for dean by taking over serials processing

New Part-time Library Services Assistant

- 12 hrs per week, fall, winter and spring quarters
- 2nd person for evening coverage
- Assists with cataloging and mending

Governance and Administration

Occasioned by the adoption of the Board of Trustee's policy governance model, regular Board evaluation has become a highlight of the Board's stewardship of BBCC resources. Each year at an off-campus retreat, consultants and staff lead the Board through a detailed review of all data collected over the academic year pertaining to Board Ends Statements and Board goals. The review process challenges Board members to evaluate themselves in terms of the role of an

effective board member. This, in turn, leads to a discussion of the overall evaluation of the effectiveness of the Big Bend Board in terms of trustee interaction and Board goals.

Also included in the evaluation process is a review of all of the monitoring reports for the year and reassessment of college performance and, therefore, performance of the President. This is due to inclusion in the retreat of a review of the evaluation tool for the President. This past year the Board invited a consultant to lead a discussion on evaluation of the President, with a goal of reviewing and updating the existing process. A significant revision of the process following this consultation was the implementation of district-wide focus groups to be used in commenting on the strengths and challenges of the college in terms of the Board's achievement of the objectives of the Board Ends Statements.

The Board has continued to travel off-campus to visit with each of the 13 school district boards of directors throughout the BBCC service district, listening to the unique needs and strengths of each of these rural districts while explaining the resources and abilities offered by the college. This activity has extended to active participation of the Trustees in both state and national trustee organizations.

Finance

Big Bend Community College continues to be in a healthy financial condition, despite meager enrollment growth. (Exhibit 7.1)

Physical Facilities

BBCC continues to have strong budgets for physical plants, as supported by legislative and student fees. Major capital projects and improvements include the Flight Center, Library and ATEC, AMT engine run station, childcare building, remodel of old library into the Nursing Center, remodel and expansion of the Bookstore, and remodel and creation of the Computer Science Center. A new Fine Arts Building is in initial stages of construction. The college has become more selective in projects involving remodel and will usually opt for new construction as funds are available.

Equipment replacement schedules now exist for all major maintenance and operations systems and technology equipment, including major instructional components. (Exhibit 8.1)

2001-03	Replacement, Maintenance & Improvements	217,200
	Roofs - Buildings 3000 & 3400	208,870
	HVAC - 1100,3100(Boiler),3300&3200	376,294
	Minor Improvement Addition - Aviation Phase I (Appropriation)	483,870
	Replacement - Library (Appropriated not completed)	<u>7,497,000</u>
		\$8,783,234
2003-04	RMI (Total Appropriation for 2003 - 2005)	277,000
	HVAC - Welding lab	50,000
	Minor Improvement Addition - Aviation Phase II (Completed Phase I & Phase II)	426,488
	Preventive Facility Maintenance and Repairs	<u>170,000</u>

		\$ 923,488
2004-05	Library/GCATEC - New Building \$7,500,000 Library - \$6,600,000 ATEC	6,600,000
	AMT Engine Run Station (Emergency fund appropriation \$47,325 with \$50,000 match from RMI Approp. Above)	47,325
	Childcare New Building	400,000
	Preventive Facility Maintenance and Repairs	167,200
		<u>7,214,525</u>
2005-06	Remodel Old Library - Create Nursing Center	150,000
	Library/GCATEC - New Building Warranty, Repair & Punch list	
	Childcare New Building - Flood Damage Repair (Insurance Claim)	70,000
	Asbestos Abatement/Demolition Building 9000 & 9100	110,000
	Gym Emergency Light Repair	150,000
	Preventive Facility Maintenance and Repairs	353,027
		<u>683,027</u>
2006-07	HVAC - Buildings 1200&1600	544,914
	Remodel/Expand Bookstore	300,000
	Remodel Old Dining Hall - Create Computer Science Center	242,986
	Remodel Theater	240,000
	Design Fine Arts Addition	30,000
	Demolish Service Station/Replace with Garage	60,000
	Infrastructure Installation for Fine Arts Addition	70,000
	Emergency Repairs to Dorm Heating/Hot Water	40,000
	Preventive Facility Maintenance and Repairs	84,173
		<u>1,612,073</u>
2007-08	Construct New Fine Arts Addition	\$3,367,593

Integrity

Founded in 1961 as a locally supported public community college, BBCC came under state sponsorship with legislation enacted in 1967. With that control, came an ever-growing schedule of policy and oversight designed to demonstrate public accountability.

Perhaps spurred by an often onerous intrusion of bureaucrats, regulators, and evaluators, the college capitalized on the annual process of board self-evaluation and policy review to keep itself, the staff, and the community better informed of the quality of their stewardship of the state, federal, and local resources that represent the fiscal, physical, and personnel assets of the college. Excerpts of these observations are provided in the annual "State of the College," presented publicly by the college President each year. A transcript of the address from each year can be found on the BBCC web site at:

<http://www.bigbend.edu/aboutbigbend/admin/president/Pages/StateoftheCollege.aspx>. The college also notes that its fiscal and performance audits, internal and external, state and federal, document an efficient and legal operational history.

Further, the Board's Ends Statement on Climate documents a high level of personal satisfaction among students, staff, and visitors to the campus, with college policies and processes. Personnel grievances and external complaints, the few that there are, are approached in a timely fashion. The Board monitors institutional outcomes from two directions: the preparation and review of the monitoring reports and the annual correlation of the monitoring reports with the outcomes and strategies of the AMP.

Concluding Statement

We are confident that the commission will find that Big Bend Community College has successfully devoted substantial effort and resources to improve our use of data in decision making and planning at the institution. We believe that developments and improvements in programs, curriculum, facilities, and planning are consistent with our vision and dedicated to providing opportunities for all the residents of our district. Our students and our communities can count on continued efforts at improvement of our resources and services.

APPENDICES

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Appendix A

Certification Criteria for Professional Technical Math Instructors

The following evaluation criteria is to be used to certify a Professional Technical instructor to teach mathematics courses relevant to their discipline in the case where they do not already meet established state and accreditation commission criterion.

1. Each math instructor in the Professional/Technical programs will have a minimum of ten quarter credits (or equivalent) in academic transfer, college level, pre-calculus mathematics subject to the following conditions:
 - a) All courses will have a mathematics prefix;
 - b) Survey courses such as 'History of Mathematics', 'Survey of Mathematics', 'Mathematics for elementary education', etc. cannot be used to meet this requirement.
 - c) All courses will be evaluated by the mathematics department to ensure that the college level content is met.
2. The math instructor will have the full-time equivalent of five years experience in any combination drawn from the following:
 - a) Professional licensing or certifications relevant to the areas taught;
 - b) Professional experience practicing in the field in an area where mathematical principles are used;
 - c) Teaching experience in a professional capacity. Team teaching with a qualified mathematics instructor can count towards this qualification.
3. There will be two classroom observations performed by members of the BBCC mathematics department to evaluate the individual's instructional skills in mathematics. The tenure track evaluation form used in the tenure process will be adequate to report the observation. This observation may be combined with observations for the tenure process if a member of the math department is on a probationer's tenure committee.
4. A report demonstrating how the instructor meets the above requirements will be written by the math department and placed in the instructor's permanent file in the Human Resources office.

Appendix B

Assessment Committee 2006-07

Members	Division
Close, Steve Assessment Committee Chair	Humanities
Anderson, Rachel	Dean of Arts & Science
Berry-Guerin, Daneen	Business
Erickson, Gail	Developmental Studies
Gillespie, John	Aviation
Kirkwood, Valerie	Institutional Research & Planning
McDaniel, Shawn	Industrial Technology
Moos, Holly	Administrative Services
Peterson, Jim	Math/Science
Rasmussen, Clyde	Dean of Professional/Technical Education
Spooner, Ed	Allied Health
Starr, Kathy	Business Office
Thimot, Linda	Social Science
Whitney, Barbara	Math/Science
Zavala-Lopez, Maryann	Counseling

Appendix C

Description of Extra-Departmental Evaluation Procedures

The following examples represent some of the extra-departmental evaluation procedures being used at BCC.

Department	Tool	Evaluator	Methodology
Aviation Maintenance Technology	FAA written, oral and practical exams.	Nationally-regulated test administered by course instructor	Standardized nationwide exam used to evaluate all students before completion of program.
Chemistry	ACS General Chemistry Examination	Nationally-regulated test administered by course instructor	Standardized nationwide exam used to evaluate all CHM 107 students.
Commercial Driver's License	CDL written tests for Class A, Double and Triple, tanker and hazardous materials endorsement tests	Department of Licensing 3rd-part tester	Standardized state-wide exam used to evaluate all students before completion of program.
Commercial Pilot	FAA Knowledge Tests	Nationally-regulated test administered by course instructor	Standardized nationwide exam used to evaluate all students before completion of program.
Developmental English	Developmental English portfolio rubric applied to End of Course Portfolio	Paid Evaluator	Anonymous student-submitted portfolios featuring a range of assignments.
English	Written Communication Rubric applied to Pre-Post Essay Test	Paid Evaluator	Anonymous paired assignments.
Music	(In Progress) Rubric applied to Student Journals	Paid Evaluator	Anonymous journal notebooks.
Nursing	National Council Licensure Examination	Nationally-regulated test administered by course instructor	Standardized nation-wide exam used to evaluate all students before completion of program.
Physics	Force Concept Inventory	Nationally-regulated test administered by course instructor	Standardized nationwide exam used to evaluate all PHY 201 students.
Welding	WABO certification test	State-regulated test administered by course instructor	Standardized state-wide exam used to evaluate all students before completion of program.

Appendix D

Documentation of Changes in the “Tools” Section of Annual Reports

The following reflect some of the improvements in assessment tools between 2003 and 2006.

Department	2003 Tools	2006 Tools
Art	Portfolio Evaluations (ranked 1-4)	Portfolio Evaluations (A portfolio criteria sheet was created for each class to clarify grading criteria.)
Early Childhood Education	Goals Statement Assignment	Goals Statement Assignment (Will assign numeric values to grading rubric.)
English	English Pre & Post Tests	Sample of 10 pre- & Post-essay sets from each of three English 101 courses, graded by outside observer according to written communication rubrics.
Music	80% of students, completing the theory sequence, will be able to sight sing an eight measure melody.	In class sight-reading assessment (Instructor is currently designing a rubric that will allow for the objective assessment of pre-post testes, involving student journals that describe interpretation of music.)
Philosophy and Religious Studies	Philosophy and Religious Studies Assessment Questionnaire/Survey	Philosophy and Religious Studies Assessment Questionnaire/Survey (refine results through use of an improved rubric for student self-evaluation which covers both academic and personal goals. Two new areas of evaluation have been added for next year.)

Appendix E

Outline of Assessment Section of In-Services for September 2007

Fall In-Service Workbook
Departmental Assessment Folders

Step 1: Individual Classroom Assessment What Kind of Assessor Are You?

- 1) There is no such thing as a person who doesn't "do assessment"
 - We tend to differentiate between "classic assessors" who approach assessment from a mathematical or scientific perspective, and "non-assessors" who make changes in courses based on intuition, observation, or trial and error.
 - Traditional assessment tends to favor classic assessors, often alienating those who use more "seat of the pants" styles of assessment.
 - Both styles are valid, and can be understood through the application of definitions of "deductive reasoning" and "inductive reasoning."
- 2) Deductive assessors apply modes of assessment which originate in established rules that are understood throughout their discipline. Assessment determines how a classroom environment adheres to these rules.
 - Deductive assessors often have access to standardized tests which are recognized within a field as being universal
 - Deductive assessors can also create their own standardized tests, which again rely on established rules related to course outcomes.
- 3) Inductive assessors, sometimes falsely labeled "non-assessors," tend to apply modes of assessment which originate in observation of a classroom environment. Assessment determines what rules can be extrapolated through the observation of trends within the classroom
 - Inductive assessors may have limited access to standardized tests, or even a universal sense of acceptable and testable course outcomes. They tend to focus on the classroom's educational process, rather than course outcomes.
 - Inductive assessors frequently find it impossible to create stable standardized tests, and prefer testing methods which are more flexible.
- 4) Both inductive and deductive assessment methods are valid means of course assessment, and both should be included in departmental assessment plans.
 - In departments which favor inductive assessment methods, there is a need to eventually create a set of standards or outcomes which can be applied consistently.
 - In departments which favor deductive assessment methods, there is a need to question the utility of the universal standards being applied in the classroom.

Finding the Inductive and Deductive Aspects of Course Changes

- 1) We all make changes in our classrooms based on *inductive* or *deductive* methodologies.
 - Most of us are familiar with the Assessment Report rubric, which asks us to report predicted outcomes, tools, results, and use of results. This is more geared toward deductive styles of assessment, and focuses on the "tools" and "use of results" columns. Most classroom changes that are currently used as part of a departmental Assessment Report are based on deductive methodologies.
 - The Assessment Report rubric can also be used to track more inductive changes in courses, by tracking classroom changes through a focus on changes in the "tools" and "expected outcomes" columns.
- 2) Even if you haven't been tracking classroom changes specifically for purposes of assessment, most of you are aware of changes you have made since 2002.
 - "Seat of the pants" changes aren't always included in assessment reports.
 - These small changes are often the exact kind of data that assessors are looking for.

- Formally analyzing these changes—the “hunch” that led to the change, the result, your choice to maintain the change as part of your class—tells assessors a lot about you.

3) The purpose of this presentation is to get each instructor to take an inductive approach to several changes made in the classroom, to examine the effect of the changes, and to explain whether the policy is still part of the design of the class.

Here’s an example from my class:

Hunch: Eng 101 needs to change. Students fail or drop at a high rate early in the term.

Course of Action: Begin with assignments from Developmental English curriculum, modified to suit 101, but maintain final project in the same form.

Outcome: Student retention improved, and despite the initial assignments being at a lower level, students eventually achieved the necessary level of proficiency.

New “rule”: While exit skills cannot be compromised, I can make changes in my assumptions about entry-level proficiency.

In this case, if I began with a traditional style of assessment—a predicted outcome that incoming Big Bend Eng 101 students *should* be able to successfully accomplish the same range of tasks as incoming composition students from other schools, it would be difficult for me to take any action. In this case, inductive assessment allows for a new approach to a difficult problem.

Instructor: _____ Department: _____

Worksheet: Addressing your "Hunches" and Courses of Action

Write down a four things:

Hunch: The sense you got that something in the classroom wasn't working

Course of Action: The change you made in the classroom

Outcome: How your class went after the change was made

Rule: What did you figure out from making this change in how the course is taught?

1: The Hunch:

2: The Course of Action:

3: The Outcome:

4: The Rule:

Step 2: Departmental/Division Assessment: Are you “Rule Bound?”

- 1) All Departments have participated in assessment
 - Results are reported on the annual departmental rubrics
 - Rubrics contain boxes which ask for “use of results”
 - Often, the “Use of Results” column contains only “goal met” or “tools being changed.”
- 2) The majority of departments have made changes in tools and methodologies, but not in pedagogy
 - The information gained should be useful in changing classroom interaction
 - Rather than verifying the efficiency of a department as a whole, the “use of results” column should highlight specific pedagogical strategies which either:
 1. address shortcomings with a strategy for next year’s classes, or
 2. make reference to specific strategies which led to a positive result
- 3) Frequently, the lack of change shows a failure to reconsider whether a department is using an appropriate set of “rules”
 - Some results are “circular,” simply stating that a goal has been met without addressing the appropriateness of the goal
 - Even results which seem to be based in completely objective and appropriate rules should be reconsidered. You need to verify that your predicted outcomes and tools are well matched to the goals of the course and the subject matter as a whole.
- 4) In the future, all departments should include the following in their annual updates of the assessment workbook
 1. A description of the standard being used to measure student progress
 - Rubrics which assess individual assignments and how they are applied
 - Descriptions of standardized tests, and how they are applied
 - Descriptions of intended concrete outcomes such as certifications, employment percentages, etc. and how they are measured
 2. An assessment of the standard itself
 - What makes you certain that it still applies
 - What other standards are you considering
 3. A description of how the standard helps individual instructors make teaching changes
 - Examples from the classes of individual instructors
 - Recommended department-wide changes that help students fulfill expectations

Writing your Department Assessment Folder

“Care should be taken to avoid gathering data that are not put to a constructive use.”

Accreditation Handbook, pg 15

The “Assessment Report”

- 1) **Basic expectations for Assessment Report.** What goes in the document?
Focus Area: Academics and student performance.
Specific Focus: “Student Achievement.” Potential areas for Assessment Report
 - A. Full description of predicted outcomes, including why they were chosen
 - B. Full description of tool design, describing methodology and theory behind the specific tools chosen
 - C. Full description of tools, including copies of actual surveys or test prompts
 - D. Full description of implementation of tools. How were they administered? Were there any problems? Any progress?
 - E. Full description of outcomes—breakdowns of actual results, spreadsheets, etc. All raw data must be included here.
 - F. Full description of “use of results.” If you claimed “no changes warranted,” explain why. Align results with course goals.
 - 2) **Further recommendations:** Beyond academics
Focus Area: “Mission” and “Access”: Writing up departmental changes that aren’t covered in rubrics.
Specific Focus 1: Mission Goals and methodologies:
 - Academic/Transfer
 - Prof/Tech
 - Adult Basic Ed**Specific Focus 2:** Access and Retention
 - Any departmental affiliations with Access or Retention-focused programs
 1. Achieving the Dream
 2. Title V
 3. Technology-enhanced teaching
 4. Gear-Up
 5. Other examples of affiliations**Specific Focus 3:** Subjective information—things you do that aren’t covered above.
 - Addition of new courses
 - Changes in departmental policies
 - 3) **Departmental Assessment Goals: Expansion**—adding additional classes to assessment. Determining whether you are adequately assessing the range of your classes.
 - A) Overall description of the breadth of your department and the range of classes being taught
 - B) Possible justifications for the breadth of assessment you’re currently using to represent your department
 - C) Suggestions for possible future assessment of new courses or expansion of existing modes of assessment to include new courses
-

Appendix F

Course Revision and Improvement

Year	Course or Curriculum	Faculty
2004	Develop History 102 Online	Chris Riley
2004	Develop Applied Math Courses for Professional Technical Programs	Brinn Harberts
2005	Develop Workplace Spanish	Angela Leavitt
2006	Develop English 099 Online	David Hammond
2006	Develop Business 251 Online	Preston Wilks
2006	Develop Business 253 Online	Preston Wilks
2007	Rewrite Philosophy 220 Handbook	Dennis Knepp
2007	Develop Political Science 102 Online	Chris Riley
2007	Develop Psychology 100	Linda Thimot
2007	Develop Psychology 101 Online	Linda Thimot
2007	Develop Art 218 (History of Art)	Rie Palkovic
2007	Redesign Washington Online Intro to Art	Fran Palkovic
2007	Automotive Technology Curriculum Change to meet NATEF certification	Chuck Cox/Mike O'Konek
2007	Office Information Technology Curriculum change to meet Office 07 Training Needs	Pat Teitzel/Daneen Berry-Guerin

Appendix G

Overview of Title V Changes Course Revisions

July 2007

Within the last two years, as a result of the work being propagated through Title V, twenty-one BBCC faculty members have received training in Intercultural, Student-Centered, Technological Course/Curriculum redesign. As to date, a total of twenty-seven courses have been revised to include teaching and learning strategies that focus upon student-centered learning via intercultural and technological pedagogical methods.

The goal of Title V for the current 2007-2008 school year is to provide Intercultural, Student-Centered, Technological Course/Curriculum training for ten more BBCC faculty members. Title V is strongly committed to seeing that each of these ten faculty members revise two courses for a total of twenty additional completed course revisions for this year. In addition, Title V is currently working on revisiting faculty from previous cohort years and endeavoring to obtain an additional course revision from those who had not originally completed a second course revision.

The Title V course revision process has had a great impact on how faculty members are reflecting upon and adapting their own teaching methods and achieving student success. Below, you will find examples of adaptations that faculty have included into their classes in efforts to become more intentional teachers that first focus upon the needs of their students, both academically and personally, as well as focusing on what they believe their students should learn, the best way for them to learn it, and the best way for them (the teacher) to implement it so that all students can be successful.

Examples of Intercultural, Student-Centered, Technological adaptations implemented into BBCC courses

- ❖ **Service Learning Project for a Sociology course:** Prior to course revisions, students would read about social problems and discuss them. Afterwards, students now go into the community, identify a social problem/human need, form teams to investigate how to meet those needs, discover the resources available in the community that will help to meet these needs, and then create a plan that will address the particular social problem within their own community and with their community's resources. It's definitely a much more hands on approach and one which student's greatly enjoyed doing and found extremely beneficial!
- ❖ **Literature/Text Book Selection:** Much more thought has been put into what pieces of literature and what authors are presented into a class. Literary pieces are much more reflective of a variety of cultures, ethnicities, and underrepresented groups. In addition, faculty are choosing text books that offer various intercultural perspectives.
- ❖ **Use of the Portal System:** The portal system is being utilized much more effectively as a means for students to access course work, form course discussion groups with other students, and to examine samples of other students' work to check for personal understanding.

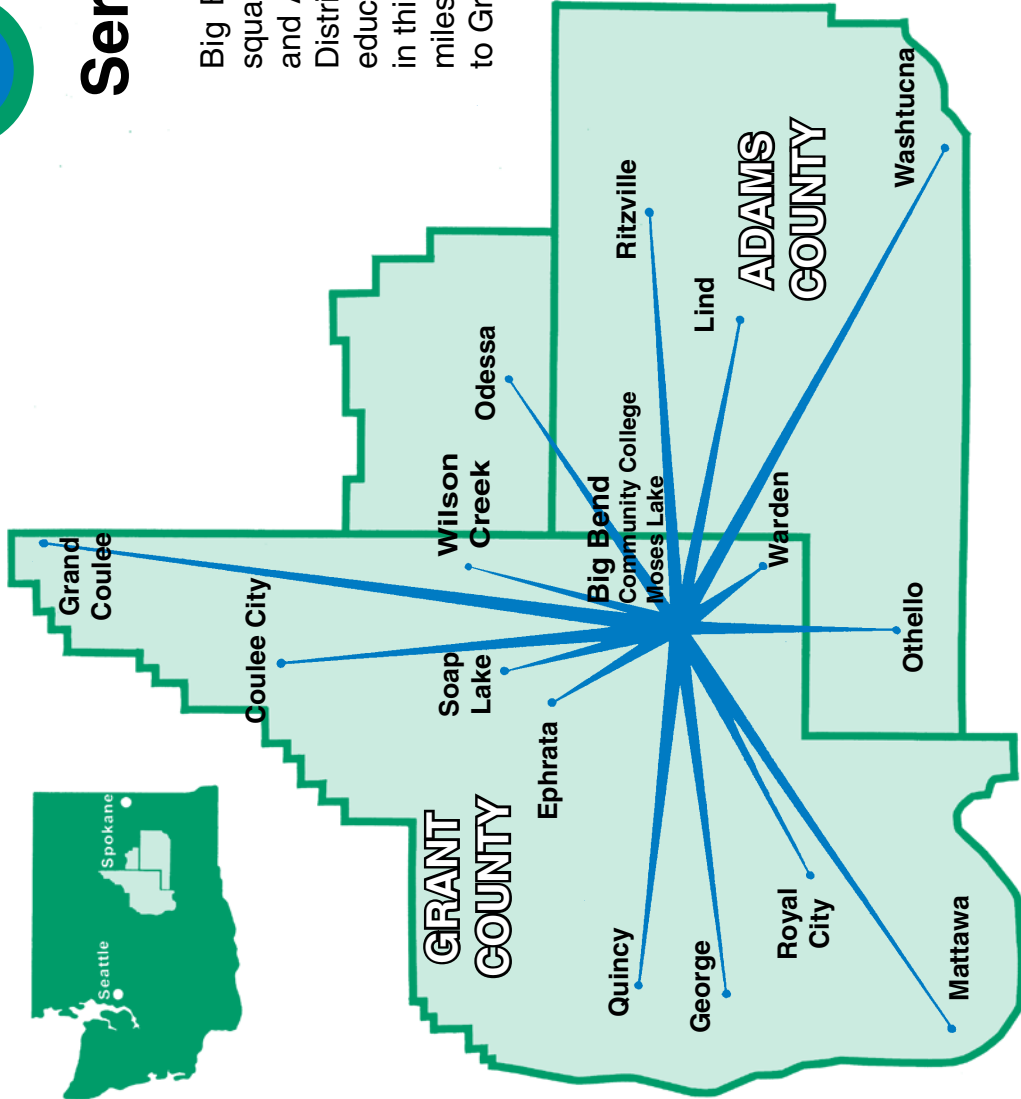
- ❖ **Cooperative Learning Groups:** Many of the revised courses have implemented more opportunities for students to work and learn in cooperative learning groups. Faculty are beginning to move away from the traditional “stand and deliver” approach of teaching by allowing students to become more accountable for and participatory in their own learning as a part of a cooperative learning group. Students work in small and large groups in efforts to problem solve, critically think and analyze, and share ideas. This approach helps many at-risk students who may not feel comfortable raising their hand in class, but find themselves more willing to do so in a small group. Faculty are finding too that cooperative learning groups are driving class discussions into new and interesting areas that allow for the course subject to be viewed from a new perspective; such as, the female perspective, various religious and cultural perspectives, and various political perspectives.
- ❖ **“Create your own law” project for a Criminal Justice course:** Prior to course revisions, students collected information about attitudes/support towards a new law of their creation. They collected info from equal numbers of age and gender groups. Afterwards, students had to collect the info from two different racial groups. This adaptation to the course allowed for students to observe how culture and race influence the support and implementation of laws. This activity allows students to look at the law from a different perspective and also allows for them to interact with people in the community of different races/cultures. This project too was definitely a much more hands on approach and one which students greatly enjoyed doing and found extremely beneficial and insightful in understanding the cultures within their community!
- ❖ **Lifetime Wellness/Principles of Fitness Course:** After course revisions, students approach these courses in terms of their own culture/race/ethnicity. Students examine the health issues/diseases commonly associated with their culture. This approach makes learning much more relevant and beneficial to students. This course is definitely student-centered and addresses the needs of students.

In general, faculty members who have gone through the course revision training are finding themselves to be much more reflective and intentional teachers. These faculty members are asking themselves the important questions: who are my students, what do they know/what don't they know/what do they need to know, how can I teach them in a meaningful/relevant manner, how can I address intercultural issues, how do I incorporate technology into teaching and learning, and finally, did they learn it and if not, what can I do next time. Faculty, in general, are becoming more aware of their teaching, how students respond to it, and how they can adapt to facilitate student success so that all students can achieve the dream of higher education.



Service District No. 18

Big Bend Community College has a 4,600-square-mile service district, including all of Grant and Adams counties, and the Odessa School District in Lincoln County. The College provides educational services in 15 primary communities in this rural district. The campus is located five miles north of Moses Lake on 153 acres adjacent to Grant County International Airport.



Driving Distance From BBCC:

Coulee City	40 miles
Grand Coulee	75 miles
Ephrata	15 miles
George	36 miles
Lind	42 miles
Mattawa	65 miles
Odessa	50 miles
Othello	33 miles
Quincy	35 miles
Ritzville	46 miles
Royal City	43 miles
Soap Lake	22 miles
Warden	18 miles
Wilson Creek	32 miles
Washtucna	74 miles

Appendix I

Acronyms

ABE	Adult Basic Education Classes
AMP	Academic Master Plan
AMT	Aviation Maintenance Technology
ANT	Anthropology Classes
A&P	Airframe & Powerplant Certification
ARFF	Aircraft Rescue & Fire Fighting
ART	Art Classes
ASB	Associated Student Body
ASE	National Institute for Automotive Service Excellence
ASL	American Sign Language
ASME	American Society of Mechanical Engineers
AST	Astronomy Classes
AtD	Achieving the Dream
ATEC	Advanced Technologies Education Center
AUT	Automotive Technology
AVF	Aviation (Commercial Pilot)
BCC	Big Bend Community College
BBT	Big Bend Technology
BCR	Bibliographical Center for Research
BI	Bibliographic Instruction
BIO	Biology Classes
BOT	Botany Classes
BUS	Business
CAD	Computer Aided Drafting
CAX	Commercial Pilot - Airplane Test
CBIS	Center for Business and Industry Services
CDL	Commercial Driver's License
CET	Civil Engineering Technology
CHM	Chemistry Classes
CRJ	Criminal Justice Classes
CSC	Computer Science Classes
CWU	Central Washington University
DLOA	Data Linking Outcomes Assessments Database
DRA	Drama Classes
DTA	Direct Transfer Agreement
DVS	Adult Basic Education Classes
ECE	Parent Education Classes
ECO	Economics Classes

Acronyms

EDU	Child & Family Education Classes
EGR	Engineering & CAD Drafting
ELC	Industrial Electrical Technology
ENG	English
ENV	Environmental Science Classes
ESL	English as a Second Language
EWU	Eastern Washington University
FAA	Federal Aviation Administration
FAD	First Aid Classes
FAST	Foundation and Skills Training
FCAW	Flux-cored Arc Welding
FIR	Aircraft Rescue & Fire Fighting
FTE	Full-time Equivalent
FTEF	Full-time Equivalent Faculty
FRE	French Classes
FWP	Farm Worker Program
GCATEC	Grant County Advanced Technology and Education Center
GED	General Equivalency Diploma
GGR	Geography
GLY	Geology
HED	Medical Assistant Classes
HDV	Human Development Classes
HIS	History Classes
HU	Heritage University
HUM	Humanities Classes
HVAC	Heating, Ventilating, and Air-conditioning
HWRC	Health and Wellness Resource Center
I-BEST	Integrated Basic Education Skills Training
ICRC	Intercollegiate Relations Commission
IET	Industrial Electrical Technology
INS	Inertial Navigation Systems Test
IR&P	Institutional Research and Planning Department
IT	Industrial Technical Program
ITV	Interactive Television
JOU	Journalism
LCD	Liquid Crystal Display
MLHS	Moses Lake High School
MMT	Maintenance Mechanics Technology
MPC	Pre-College Math
MRP	Major Related Pathway

Acronyms

MTH	Math Classes
MUS	Music Classes
NCLEX	National Council Licensure Examination Nursing Test
NUT	Nutrition (current)
NUR	Nursing Classes
NTR	Nutrition (past)
NWAACC	Northwest Athletic Association of Community Colleges
NWCCU	Northwest Commission on Colleges and Universities
OCR	Office of Civil Rights
OAR	Ongoing Articulation Review
OFF	Office Classes
OIT	Office Information Technology
OTF	Operations Task Force
PEH	Physical Education & Health
PHL	Philosophy Classes
PHY	Physics Classes
POL	Political Science Classes
PSY	Psychology Classes
PVT	Private Pilot Test
REL	Religion Classes
RMI	Replacement, Maintenance, and Improvements
SBCTC	State Board for Community and Technical Colleges
SCI	Science Classes
SIM	Salary Index Matrix
SIP	Sessions Initiation Protocol
SMAW	Shielded Metal Arc Welding
SOC	Sociology Classes
SPA	Spanish Classes
SPH	Speech Classes
VoIP	Voice over Internet Protocol
WABO	Washington Association of Building Officials
WLD	Welding Classes
WSU	Washington State University
WVC	Wenatchee Valley College

EXHIBITS

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Exhibit 2.9	General Education Outcomes, General Education Analysis
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Exhibit 6.1	Organizational Chart
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Exhibit 7.1	Operating Budgets 2003-04, 2004-05, 2005-06, 2006-07, 2007-08
Exhibit 8.1	Equipment Replacement Schedule