Information and data provided in the institutional self-study are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide the Commission and the members of the evaluation committee with current data for the year of the visit.

After the self-study report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-study distributed to Commissioners, the Commission office, and members of the visiting committee.

To enable consistency of reporting, please refer to the glossary in the 1999 Accreditation Handbook for definitions of terms.

**Institution:**

Name: BIG BEND COMMUNITY COLLEGE

Address: 7662 CHANUTE STREET

City: MOSES LAKE  State: WA  ZIP: 98837-3299

Highest Degree Offered: Doctorate _____ Masters _____ Baccalaureate _____ Associate X Other (specify) _______

Type of Institution: Comprehensive X Specialized _____ Health-related _____ Religious-based _____ Tribal _____

Other (specify) ____________

Institutional control: Public _____ City _____ County _____ State X Federal _____ Other (specify) ____________

Private/Independent _____ Non-profit _____ For Profit _____

Institutional calendar: Quarter X Semester ___ Trimester ___ 4-1-4 ___ Continuous term ___ Other (specify) _______

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the Council for Higher Education Accreditation (CHEA). (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</tr>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Revised August 2001
Full-Time Equivalent (FTE) Enrollment. State the formula used by the institution to compute FTE: 15 CRS = 1 FTE.

### Official Fall Term Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dates: Fall 2001</td>
<td>Dates: Fall 2000</td>
<td>Dates: Fall 1999</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1489.5</td>
<td>1460.8</td>
<td>1363.6</td>
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<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified + ABE/ESL</td>
<td>345.6</td>
<td>253.6</td>
<td>322.1</td>
</tr>
<tr>
<td>Total all levels</td>
<td>1835.1</td>
<td>1714.4</td>
<td>1685.7</td>
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</tbody>
</table>

Full-Time Unduplicated Headcount Enrollment. Count students enrolled in credit courses only.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dates: Fall 2001</td>
<td>Dates: Fall 2000</td>
<td>Dates: Fall 1999</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1198</td>
<td>1137</td>
<td>1021</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
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<tr>
<td>Professional</td>
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<tr>
<td>Unclassified</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total all levels</td>
<td>1198</td>
<td>1137</td>
<td>1021</td>
</tr>
</tbody>
</table>

Numbers of Full-Time and Part-Time Instructional Faculty & Staff and Numbers of Full-Time (only) Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>51</td>
<td>96</td>
<td>-</td>
<td>4</td>
<td>9</td>
<td>28</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of instructional staff added for current year: 6

Number of instructional staff who were employed previous year but not reemployed: 4

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>$43,938</td>
<td>10</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 2001-2002

Reporting of income: Cash Basis _____  Accrual Basis __X___

Reporting of expenses: Cash Basis _____  Accrual Basis __X___

### BALANCE SHEET DATA

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates: 01/02</th>
<th>One Year Prior to Last Completed FY Dates: 00/01</th>
<th>Two Years Prior to Last Completed FY Dates: 99/00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>2,324,389</td>
<td>2,057,070</td>
<td>1,732,578</td>
</tr>
<tr>
<td>Investments</td>
<td>10,251,279</td>
<td>9,331,192</td>
<td>8,174,133</td>
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<tr>
<td>Accounts receivable gross</td>
<td>678,935</td>
<td>541,201</td>
<td>518,553</td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td>&lt;8,576</td>
<td>&lt;7,800</td>
<td>&lt;7,285</td>
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<tr>
<td>Inventories</td>
<td>164,518</td>
<td>108,319</td>
<td>116,938</td>
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<tr>
<td>Prepaid expenses and deferred charges</td>
<td>19,361</td>
<td>36,421</td>
<td>40,107</td>
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<tr>
<td>Other (identify) Booked Leave</td>
<td>810,277</td>
<td>751,873</td>
<td>725,777</td>
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<tr>
<td>Due from</td>
<td>665,211</td>
<td>834,467</td>
<td>749,044</td>
</tr>
<tr>
<td>Total Unrestricted</td>
<td>14,905,394</td>
<td>13,652,743</td>
<td>12,049,755</td>
</tr>
<tr>
<td>Restricted</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>9,027,203</td>
<td>7,724,354</td>
<td>6,207,478</td>
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<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify) Perkins Loans Received</td>
<td>1,231,269</td>
<td>1,100,087</td>
<td>1,009,211</td>
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<tr>
<td>Less Allowance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td>360,211</td>
<td>237,596</td>
<td>216,084</td>
</tr>
<tr>
<td>Total Restricted</td>
<td>10,618,683</td>
<td>9,062,037</td>
<td>7,432,773</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>25,524,077</td>
<td>22,714,780</td>
<td>19,482,528</td>
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<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
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<td></td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td>-0-</td>
<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
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<td></td>
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<tr>
<td>Unexpended</td>
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</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td>-0-</td>
<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td>Investment in Plant</td>
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</tr>
<tr>
<td>Land</td>
<td>46,200</td>
<td>46,200</td>
<td>46,200</td>
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<tr>
<td>Land improvements</td>
<td></td>
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<tr>
<td>Buildings</td>
<td>6,817,249</td>
<td>7,101,578</td>
<td>7,386,079</td>
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<tr>
<td>Equipment</td>
<td>260,857</td>
<td>562,706</td>
<td>726,482</td>
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<tr>
<td>Library resources</td>
<td>1,645,311</td>
<td>1,624,484</td>
<td>1,607,740</td>
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<tr>
<td>Other (identify) Infrastructure</td>
<td>370,014</td>
<td>426,236</td>
<td>139,213</td>
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<tr>
<td><strong>Total investments in plant</strong></td>
<td>9,139,631</td>
<td>9,761,204</td>
<td>9,905,714</td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other plant funds (identify) Construction in progress</td>
<td>114,788</td>
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<tr>
<td><strong>TOTAL PLANT FUNDS</strong></td>
<td>9,254,419</td>
<td>9,761,204</td>
<td>9,905,714</td>
</tr>
<tr>
<td><strong>OTHER ASSETS (IDENTIFY)</strong></td>
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<tr>
<td><strong>TOTAL OTHER ASSETS</strong></td>
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</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>34,778,496</td>
<td>32,475,984</td>
<td>29,388,242</td>
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</tbody>
</table>
## BALANCE SHEET DATA (continued)

<table>
<thead>
<tr>
<th>LIABILITIES</th>
<th>Last Completed FY Dates: 01/02</th>
<th>One Year Prior to Last Completed FY Dates: 00/01</th>
<th>Two Years Prior to Last Completed FY Dates: 99/00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
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</tr>
<tr>
<td>Unrestricted</td>
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</tr>
<tr>
<td>Accounts payable</td>
<td>214,838</td>
<td>261,624</td>
<td>168,207</td>
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<tr>
<td>Accrued liabilities</td>
<td>389,953</td>
<td>353,444</td>
<td>284,491</td>
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<td>Students’ deposits</td>
<td>27,193</td>
<td>31,045</td>
<td>30,273</td>
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<td>Deferred credits</td>
<td>480,604</td>
<td>245,827</td>
<td>214,693</td>
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<td>Other liabilities (identify) Misc.</td>
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<td>275</td>
<td>9,452</td>
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<td>Due to</td>
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<td>9,561,687</td>
<td>8,066,809</td>
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<td>3,015,887</td>
<td>3,198,841</td>
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<tr>
<td><strong>Total Unrestricted</strong></td>
<td>14,905,394</td>
<td>13,652,743</td>
<td>12,049,755</td>
</tr>
<tr>
<td>Restricted</td>
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<tr>
<td>Accounts payable</td>
<td>757,973</td>
<td>688,154</td>
<td>643,129</td>
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<tr>
<td>Other (identify) COP Current</td>
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<td>14,209</td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td>360,211</td>
<td>237,596</td>
<td>216,084</td>
</tr>
<tr>
<td>Fund balance</td>
<td>9,486,290</td>
<td>8,122,078</td>
<td>6,559,351</td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>10,618,683</td>
<td>9,062,037</td>
<td>7,432,773</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
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</tr>
<tr>
<td>Quasi-endowed</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td>-0-</td>
<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexpended</td>
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<td></td>
<td></td>
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<tr>
<td>Accounts payable</td>
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<td></td>
<td></td>
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<tr>
<td>Notes payable</td>
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</tr>
<tr>
<td>Bonds payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
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<tr>
<td><strong>Total unexpended</strong></td>
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<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mortgage payable</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other liabilities (identify) COP Long-term</td>
<td>47,184</td>
<td>57,590</td>
<td>78,124</td>
</tr>
<tr>
<td>Due to</td>
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<td></td>
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<tr>
<td>Other plant fund liabilities (identify)</td>
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<td></td>
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</tr>
<tr>
<td><strong>TOTAL INVESTMENTS IN PLANT FUND</strong></td>
<td>47,184</td>
<td>57,590</td>
<td>78,124</td>
</tr>
<tr>
<td><strong>OTHER LIABILITIES (IDENTIFY)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OTHER LIABILITIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>13,069,084</td>
<td>11,451,451</td>
<td>9,725,471</td>
</tr>
<tr>
<td><strong>FUND BALANCE</strong></td>
<td>21,709,412</td>
<td>21,024,533</td>
<td>19,662,771</td>
</tr>
</tbody>
</table>
# Current Funds, Revenues, Expenditures, and Other Changes

**PROJECTED**

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Last Completed FY Dates: 01/02</th>
<th>One Year Prior to Last Completed FY Dates: 00/01</th>
<th>Two Years Prior to Last Completed FY Dates: 99/00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>4,578,896</td>
<td>4,325,226</td>
<td>4,289,968</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td>-0-</td>
<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td>State appropriations</td>
<td>7,970,142</td>
<td>7,799,977</td>
<td>7,345,260</td>
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<tr>
<td>Local appropriations</td>
<td>-0-</td>
<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>6,709,454</td>
<td>6,034,154</td>
<td>5,411,077</td>
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<tr>
<td>Endowment income</td>
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<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>1,654,726</td>
<td>1,619,239</td>
<td>1,654,282</td>
</tr>
<tr>
<td>Other (identify) Interest/Income property/misc</td>
<td>558,200</td>
<td>549,474</td>
<td>426,582</td>
</tr>
</tbody>
</table>

**EXPENDITURE & MANDATORY TRANSFERS**

### Educational and General
- Instruction: 9,022,878, 8,643,822, 8,354,741
- Research: -0-, -0-, -0-
- Public services: 661,650, 604,989, 556,386
- Academic support: 1,479,222, 1,446,038, 1,435,396
- Student services: 1,894,132, 1,857,546, 1,686,107
- Operation and maintenance of plant: 3,408,021, 3,300,075, 3,128,420
- Other (identify)
- Mandatory transfers for:
  - Principal and interest: 6,200, 6,710, 6,865
  - Renewal and replacements
- Loan fund matching grants Perkins
- Total Educational and General: 17,926,666, 17,240,255, 16,502,884

### Auxiliary Enterprises
- Expenditures: 1,664,600, 1,631,961, 1,564,900
- Mandatory transfers for:
  - Principal and interest
  - Renewals and replacements
- Total Auxiliary Enterprises: 1,664,600, 1,631,961, 1,564,900

**TOTAL EXPENDITURE & MANDATORY TRANSFERS**

- Educational and General: 19,591,266, 18,872,216, 18,067,784
- Auxiliary Enterprises: 1,664,600, 1,631,961, 1,564,900

**OTHER TRANSFERS AND ADDITIONS/DELETIONS**

- (identify)
- Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]: 1,880,152, 1,455,854, 1,059,385

### Institutional Indebtedness

<table>
<thead>
<tr>
<th>Total Debt to Outside Parties</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>61,393</td>
<td>71,799</td>
<td>92,333</td>
</tr>
<tr>
<td>For Operations</td>
<td>604,791</td>
<td>615,068</td>
<td>452,698</td>
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</tbody>
</table>

5
Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered.

**Degree Programs** – list the names of degree programs that can be completed at the site.
**Degrees Awarded** – report the number of degrees (by program) awarded at the location last year.
**Academic Credit Courses** – report the total number of academic credit courses offered at the site.
**Student Headcount** – report the total number (headcount) of students currently enrolled in programs at the site.
**Faculty Headcount** – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES**

<table>
<thead>
<tr>
<th>Location of Site</th>
<th>Degree Programs</th>
<th>Degrees Awarded</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Coulee, WA 99116</td>
<td>N/A</td>
<td>N/A</td>
<td>8</td>
<td>94</td>
<td>8</td>
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<tr>
<td>Othello, WA 99344</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
<td>135</td>
<td>3</td>
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<tr>
<td>Ritzville, WA 99169</td>
<td>N/A</td>
<td>N/A</td>
<td>4</td>
<td>32</td>
<td>3</td>
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<tr>
<td>Warden, WA 98857</td>
<td>N/A</td>
<td>N/A</td>
<td>6</td>
<td>103</td>
<td>6</td>
</tr>
</tbody>
</table>

(Numbers reported are for the 2001-02 year)
Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases.

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Degrees Awarded** – report the number of degrees (by program) awarded at the location last year.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Degrees Awarded</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
BIG BEND COMMUNITY COLLEGE
INSTITUTIONAL SELF STUDY
2002

Accreditation Report
Prepared for the Commission on Colleges and Universities
of the Northwest Association of Schools and Colleges

President
William Bonaudi

Board of Trustees
Erika Hennings
Katherine Kenison
Larry Nickell
Felix Ramon
Patricia Schrom
BIG BEND COMMUNITY COLLEGE

OUR MISSION:

TO PROVIDE EDUCATIONAL OPPORTUNITIES IN:

- University and college transfer programs
- Professional/Technical programs
- Community and Developmental Education
- Pre-employment and customized training
- Support services for students

TO PROVIDE LEARNING OPPORTUNITIES IN:

- Critical thinking and problem solving
- Computation and Communication
- Workplace skills and values
- Sensitivity to cultural diversity
- Art and cultural enrichment

TO MAINTAIN AN ENVIRONMENT THAT:

- Is free of discrimination
- Is service and student oriented
- Encourages safety, wellness and dignity
- Provides facilities and equipment for learning
- Continually assesses student outcomes
INTRODUCTION

Ten years is a long time, isn’t it? That’s how long it has been since Big Bend Community College hosted a full-scale accreditation visit. Interestingly, many of the staff who were around for that visit are still with us today. And, while they recall the hard work back then to produce an introspective look at ourselves, it is this core group who seem most impressed with our current effort showing how far the college has come.

Predictably, the effort to produce this comprehensive self-study was hard work, as it is to all institutions. Nevertheless the self-study process, as intended, challenged all of us to sharpen our focus, cut through myth and legend, and produce an accurate self-portrait.

After the initial reaction about how “This picture really doesn’t look like me!” we settled down and came to the collective opinion that it really is a good likeness of the college, our community, and our family. We feel good about what we do well and challenged to serve our students, our community, and our college family even better. In that same context we are not pleased to see that we’re not perfect either.

We are a better institution as a result of this effort and are focused on continuous improvement. We await the opinions of our colleagues who serve on the accreditation team. They will seek to verify our self-assessment, discover anything we may have overlooked, and finally they will provide us with their commendations and recommendations.

The family of Big Bend Community College is proud to share this document with our community and anyone else who expresses an interest. As we visit with communities, agencies, and people throughout our district the accreditation process will be a major component of our focused discussions.

Dr. William Bonaudi
President
ACCRREDITATION TEAMS

STEERING COMMITTEE
Maryanne Allard  Student Services, and Liaison with Integrity Committee
Chuck Cox  Automotive, and Liaison with Educational Program Committee
Tim Fuhrman  Library
Edith Hansen  Engineering/Drafting
Barbara Jacobs  Biology/Accreditation Coordinator
Russ Beard  Information Systems
Kim Jackson  Student Programs, and Liaison with Physical Resources Committee
Valerie Kirkwood  Assessment Coordinator
Candy Lacher  Dean of Enrollment Services, and Liaison with Students Committee
Rie Palkovic  Art, and Liaison with Faculty Committee
Charlene Rios  Financial Aid Office, and Liaison with Finance Committee
Brenda Teals  History, and Liaison with Institutional Mission, Goals, Planning and Effectiveness
Barbara Whitney  Math, and Liaison with Governance and Administration Committee
Preston Wilks  Dean of Arts and Sciences

STANDARD ONE: INSTITUTIONAL MISSION, GOALS, PLANNING AND EFFECTIVENESS

Marsha Asay  Nursing, Co-chair
Mike Lang  VP of Instruction and Student Services, Co-chair
Dale Casebolt  Central Stores
Gail Erickson  Developmental Education
Pete Hammer  Aviation
Karen Harwood  Early Childhood Specialist

Kim Helvy  Payroll Office
Pat Nobach  Office Information
Bonnie Russell  Career Counseling
Chris Riley  History
Brenda Teals  History, Liaison
Carmen White  Financial Aid Office

STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Stephen Lane  Math, Co-chair
Mary Shannon  Career Counseling, Co-chair
Robin Arriaga  Human Resources
Donna Brown  Mathematics
Laurie Busse  WorkForce Programs
Sue Cornett  Aviation Office
Chuck Cox  Automotive, Liaison
Barbara Craig  Instruction Office
Stephanie Eloff  CBIS
Barbara Guiland  English
Dave Owens  English

Rita Jordan  Financial Aid
Val Kirkwood  Assessment
Dennis Knepp  Philosophy
Randy Miller  Commercial Drivers License
Dan Moore  Aviation Maintenance Tech
Loretta Nickel  Student Support Services
Pat Palmerton  College Bound
Linda Thimot  Psychology
Jan Williams  Grand Coulee Learning Center
Linda Wrynn  Nursing

STANDARD THREE: STUDENTS

Candy Lacher  Dean of Enrollment Services, Chair/Liaison
Max Heinzmann  Counseling
Kathy Aldrich  Library
Ruth Alvarado  Student Support Services
Laura Andersson  Chemistry
Megan Conrad  Student

Gene Donat  Economics
Kara Garrett  Dean of Ed, Health, Language Skills
Michael Goudy  Student
Marci Herrin  Bookstore
Sherry Keeler  Financial Aid
Richard Larson  Dean of Professional/Technical Ed
## STANDARD FOUR: FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Chair/Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Hamm</td>
<td>Science</td>
<td>Marsha Nelson, Counselor</td>
</tr>
<tr>
<td>Barbara Boykin</td>
<td>Instruction Office</td>
<td>Mike O’Konek, Automotive</td>
</tr>
<tr>
<td>John Carpenter</td>
<td>English</td>
<td>Rie Palkovic, Art. Liaison</td>
</tr>
<tr>
<td>Greg Crane</td>
<td>Aviation</td>
<td>Connie Rodriguez, Instruction Office</td>
</tr>
<tr>
<td>Gale Haley</td>
<td>Science</td>
<td>Kathy Tracy, Child and Family Education</td>
</tr>
<tr>
<td>Barb Boykin</td>
<td>Instruction Office</td>
<td></td>
</tr>
<tr>
<td>John Carpenter</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Greg Crane</td>
<td>Aviation</td>
<td></td>
</tr>
<tr>
<td>Gale Haley</td>
<td>Science</td>
<td></td>
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</table>

## STANDARD FIVE: LIBRARY AND INFORMATION RESOURCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Chair/Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Fuhrman</td>
<td>Library</td>
<td>Carolyn Riddle, Library</td>
</tr>
<tr>
<td>Russ Beard</td>
<td>Information Systems</td>
<td>Janet Schafer, Word Services</td>
</tr>
<tr>
<td>Cheryl Brischle</td>
<td>Financial Aid</td>
<td>Marla Stephens, Big Bend Technology</td>
</tr>
<tr>
<td>John Gillespie</td>
<td>Aviation</td>
<td>Ed Spooner, Physical Education</td>
</tr>
<tr>
<td>Van Jorgensen</td>
<td>Computer Science</td>
<td>Lance Wyman, Library</td>
</tr>
<tr>
<td>Margie Lane</td>
<td>Registration</td>
<td>Valerie Wade, Adult Basic Skills</td>
</tr>
<tr>
<td>Bill Looney</td>
<td>Farm and Ranch</td>
<td>Jonie Walker, Foundation</td>
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## STANDARD SIX: GOVERNANCE AND ADMINISTRATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Chair/Contact</th>
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<tbody>
<tr>
<td>Barbara Whitney</td>
<td>Mathematics</td>
<td>Irene Osumi, Aviation</td>
</tr>
<tr>
<td>Cynthia Calbick</td>
<td>Child and Family Ed</td>
<td>Pat Patterson, Music</td>
</tr>
<tr>
<td>Kathy Arita</td>
<td>Bookstore</td>
<td>Joy Ricks, President's Office</td>
</tr>
<tr>
<td>Kellie Crane</td>
<td>Instruction Office</td>
<td>Joe Rogers, Social Science</td>
</tr>
<tr>
<td>Jack Gibson</td>
<td>CBIS</td>
<td>MariAnne Zavala-Lopez, Counseling</td>
</tr>
<tr>
<td>Ginger Haring</td>
<td>Registration/GED</td>
<td>Diane Russo, Parent Education</td>
</tr>
<tr>
<td>Karen Olson</td>
<td>Student Programs</td>
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</tbody>
</table>

## STANDARD SEVEN: FINANCE

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Chair/Contact</th>
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<tbody>
<tr>
<td>Terri Morris</td>
<td>Controller</td>
<td>Frank Concha, Big Bend Technology</td>
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<tr>
<td>Traci Bartelson</td>
<td>Registration</td>
<td>Charlene Rios, Liaison</td>
</tr>
<tr>
<td>Gail Hamburg</td>
<td>Purchasing Office</td>
<td>Barbí Schachtschneider, Liaison</td>
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<tr>
<td>Anita Hughes</td>
<td>Mathematics</td>
<td>Chris Mathis, Accounting Office</td>
</tr>
<tr>
<td>Lew Mason</td>
<td>Aviation</td>
<td>Ken Slininger, Office Information</td>
</tr>
<tr>
<td>Steve Matern</td>
<td>Industrial Electrical Tech</td>
<td>Doug Sly, Foundation</td>
</tr>
<tr>
<td>Karen Okerlund</td>
<td>Personnel</td>
<td>Preston Wilks, Dean of Arts and Sciences</td>
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## STANDARD EIGHT: PHYSICAL RESOURCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Chair/Contact</th>
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<tbody>
<tr>
<td>Ken Turner</td>
<td>VP of Administration</td>
<td>Glen Johnson, Activities Center Coordinator</td>
</tr>
<tr>
<td>John Anderson</td>
<td>Library</td>
<td>Terry Kinzel, Adult Basic Skills</td>
</tr>
<tr>
<td>Bill Autry</td>
<td>Maintenance Mechanics Tech</td>
<td>Kim Jackson, Liaison</td>
</tr>
<tr>
<td>Barbara Collins</td>
<td>Tech Prep</td>
<td>Val Harvey, Instruction Office</td>
</tr>
<tr>
<td>Jerry Dobson</td>
<td>Commercial Drivers License</td>
<td>Hope Strnad, Accounting Office</td>
</tr>
<tr>
<td>Makoto Enokizono</td>
<td>Welding</td>
<td>Anita Valdez, College Bound</td>
</tr>
<tr>
<td>Vic Gilliland</td>
<td>Biology</td>
<td>Bill Wilkie, Maintenance and Operations</td>
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## STANDARD NINE: INSTITUTIONAL INTEGRITY

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Chair/Contact</th>
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<tbody>
<tr>
<td>Barbara Jacobs</td>
<td>Biology/Math</td>
<td>Nancy Leach, College Bound</td>
</tr>
<tr>
<td>Maryanne Allard</td>
<td>Student Services/Athletics</td>
<td>Holly Moos, Human Resources, Liaison</td>
</tr>
<tr>
<td>Tony Dillon</td>
<td>Word Services</td>
<td>Anita Mundy, Nursing</td>
</tr>
<tr>
<td>Lynn Dineen</td>
<td>Foundation</td>
<td>Mark Poth, Speech/Athletics</td>
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<tr>
<td>Erik Borg</td>
<td>Aviation Maintenance</td>
<td>Kathy Starr, Accounting</td>
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<td>Kate Holestine</td>
<td>Public Relations</td>
<td>Pat Teitze, Office Information Tech</td>
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<table>
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<tr>
<th>Acronym</th>
<th>Description</th>
<th>Acronym</th>
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<td>AA &amp; S</td>
<td>Associate in Arts and Science</td>
<td>GCATEC</td>
<td>Grant County Advanced Technologies Center</td>
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<td>AAS</td>
<td>Associate in Applied Science</td>
<td>GCLC</td>
<td>Grant County Learning Center</td>
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<td>ADN</td>
<td>Associate Degree in Nursing</td>
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<td>General Education Development</td>
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<td>AGS</td>
<td>Associate in General Studies</td>
<td>GER</td>
<td>General Education Requirement</td>
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<td>AMT</td>
<td>Aviation Maintenance Technology</td>
<td>IAD</td>
<td>Instructional Assessment Data</td>
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<tr>
<td>AS</td>
<td>Associate in Science</td>
<td>IC</td>
<td>Instructional Council</td>
</tr>
<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars and Admissions Officers</td>
<td>ICRC</td>
<td>Intercollege Relations Commission</td>
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<td>ABE</td>
<td>Adult Basic Education</td>
<td>IET</td>
<td>Industrial Electrical Technology</td>
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<tr>
<td>ABS</td>
<td>Adult Basic Skills</td>
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<td>Information Technology</td>
</tr>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
<td>ITV</td>
<td>Interactive Television/Video</td>
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<tr>
<td>AMP</td>
<td>Academic Master Plan</td>
<td>JATP</td>
<td>Japanese Agricultural Training Program</td>
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<tr>
<td>ASB</td>
<td>Associated Student Body</td>
<td>LAN</td>
<td>Local Area Network</td>
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<td>ASGS</td>
<td>Arts &amp; Sciences Graduate Survey</td>
<td>LC</td>
<td>Learning Center</td>
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<td>AYR</td>
<td>Academic Year Report</td>
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<td>Machine Maintenance Technology</td>
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<td>BBT</td>
<td>Big Bend Technology</td>
<td>M&amp;O</td>
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<td>BP/AP</td>
<td>Board Policy and Administrative Process</td>
<td>MSRC</td>
<td>Math/Science Resource Center</td>
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<td>NWAACC</td>
<td>Northwest Athletic Association of Community Colleges</td>
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<td>CBIS</td>
<td>Center for Business and Industry Services</td>
<td>NWASC</td>
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<td>Community College Student Experiences Questionnaire</td>
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<td>Opportunity Center</td>
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<tr>
<td>CDA</td>
<td>Child Development Associate</td>
<td>OFM</td>
<td>Office of Financial Management</td>
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<tr>
<td>CDL</td>
<td>Commercial Driver’s License</td>
<td>OIT</td>
<td>Office Information Technology</td>
</tr>
<tr>
<td>CET</td>
<td>Civil Engineering Technology</td>
<td>OSHA</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>CFE</td>
<td>Child and Family Education</td>
<td>OSPI</td>
<td>Office of the Superintendent of Public Instruction</td>
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<td>CIS</td>
<td>Center for Information Services</td>
<td>PIO</td>
<td>Public Information Officer</td>
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<tr>
<td>CWU</td>
<td>Central Washington University</td>
<td>RCW</td>
<td>Revised Code of Washington</td>
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<td>EFL</td>
<td>English as a Foreign Language</td>
<td>SBCTC</td>
<td>State Board for Community and Technical Colleges</td>
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<td>ELO</td>
<td>Expected Learning Outcome</td>
<td>SSS</td>
<td>Student Support Services</td>
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<td>EMTF</td>
<td>Enrollment Management Task Force</td>
<td>UW</td>
<td>University of Washington</td>
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<td>English as a Second Language</td>
<td>WABERS</td>
<td>Washington Adult Basic Education Reporting System</td>
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<td>ETI</td>
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<td>WAC</td>
<td>Washington Administration Code</td>
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<td>Eastern Washington University</td>
<td>WAOL</td>
<td>WashingtonOnline</td>
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<td>Federal Aviation Administration</td>
<td>WISHA</td>
<td>Washington Industrial Safety and Health Administration</td>
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<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
<td>WSU</td>
<td>Washington State University</td>
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<td>FMP</td>
<td>Facilities Master Plan</td>
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<td>FTW</td>
<td>Families That Work</td>
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<td>FTE</td>
<td>Full-Time Equivalent</td>
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<td>FTEF</td>
<td>Full-Time Equivalent Faculty</td>
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STANDARD ONE
INSTITUTIONAL MISSION AND GOALS,
PLANNING AND EFFECTIVENESS
INPUT CYCLE: ASSESSMENT

Assessment Office and Committee conduct Institutional Research

Departmental & Service Area Program Plans

Tenured and Probationary Faculty Evaluations

Evaluation by Affected Departments, Services, Instructional Council and/or Administrators as per Policy

New Issues or Projects Indicated are considered For AMP inclusion

Challenges Addressed

ACADEMIC MASTER PLAN PROCESS

Consensus is Reached on College Needs & Goals, and Resources are Prioritized as directed by MISSION STATEMENT

Participants: AMP Committee, Board, Cabinet, Community, Facilities Master Plan Committee, Instructional Council, Staff

OUTPUT CYCLE: PLANNING

ACADEMIC MASTER PLAN

Evaluation of Projects stemming from AMP. Consensus Recommendation. Participants: Cabinet and IC

Final Decision, Implementation by VPs and Deans

President

(Information Only)

BBCC Institutional Assessment and Planning Cycle

PI Office (Public) Board of Trustees Administrative Council State of the College & President’s Breakfast (Staff)
Standard One

INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Big Bend Community College relies on its institutional mission and goals to plan for current and future effectiveness in meeting the educational needs of its rural service district. Assessment efforts focus on determining the extent to which BBCC achieves its mission and goals, which in turn affect every aspect of the college—its educational activities, its students, its staff, and its role as an institution of higher learning.

1.A MISSION AND GOALS

1.A.1 Derivation, Adoption, and Reexamination of Mission and Goals
As a result of BBCC’s planning efforts, the institutional mission and goals have been reviewed and revised on six separate occasions since the October 1992 accreditation visit by the Commission on Colleges and Universities of the Northwest Association of Schools and Colleges. These reviews occurred in 1993, 1995, 1997, 1998, 1999, and most recently in Spring 2000. Faculty and staff have provided the content for each revision of the mission statement. After each appraisal, the Instructional Council, student government officers, and college administrators have reviewed drafts of the revised statements. Each revision was then presented to the Board of Trustees for review and approval. See Exhibit I-1 for a record of recent mission statements.

In preparation for this self-study, a review and revision of the mission statement occurred during Spring 1999 as the Standard One Committee evaluated the document in light of current enrollment patterns, changes in service district demographics, and changes at the institution. A draft was reviewed by the Accreditation Steering Committee and sent back to the Standard One Committee with suggested revisions. A new mission statement was presented to the Board of Trustees at the May 1999 Board meeting.

During a campus-wide workshop on institutional effectiveness and student outcomes assessment, presenter James O. Nichols, author of A Practitioner’s Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation, suggested to BBCC’s faculty and staff that the college mission statement was too broad because the goal outcomes would be difficult to assess. Taking this evaluation from an external expert seriously, the Standard One Committee met again at the end of Winter Quarter 2000 to focus on writing more measurable goals to improve the mission statement. A revised mission statement was taken to the Accreditation Steering Committee for review and was subsequently approved by the Board of Trustees on September 26, 2000. See Exhibit BOARD for the BBCC Official Board Minutes (1999-2002), which also contain imbedded agendas.

A large number of faculty, staff, and students were given the opportunity to participate in the evaluation and review of the two most recent revisions of the college mission statement. Members of the Standard One Committee, the Accreditation Steering Committee, all standard committee chairs, the President’s Cabinet, and the Associated Student Body (ASB) Executive Officers reviewed the document before it was sent to the Board of Trustees for approval. Therefore, the mission statement and goals are derived from the ideals, values, and goals which faculty, staff, students, and Trustees have established from their interpretation of the services that a comprehensive community college should provide to its service district.

1.A.2 Adopted Mission in Print
The mission statement has been made public by its inclusion in the BBCC Course Catalog (Exhibit CATALOG, BBCC Course Catalogs since 1991). The mission statement is periodically published in the quarterly Class Schedule mailed to all resident postal customers in the service district. The Class Schedule is also given to each college student, taken to prospective students at district high schools, placed at the Moses Lake WorkSource office,
and made available to community members at the Grant and Adams County Fairs and Ritzville’s Wheatland Community Fair. See Exhibit SCHEDULE, quarterly Class Schedules for the last two years. Since 1995, the mission statement has been included in the Academic Master Plan (AMP) (Exhibit AMP), in the Classified Staff Handbook, in the (full-time) Faculty Handbook, and in the Part-Time Faculty Handbook. It will be included in the next issue of the BBCC Student Handbook. In addition, the mission statement is posted on BBCC’s website at http://www.bigbend.edu/, and mission statement posters are located in all campus buildings and extension sites. The Human Resource Office also includes the mission statement in the New Employee Orientation Packet given to each new full-time hire. See Exhibit NEW-EMP.

1.A.3 Mission and Goals Progress Documented and Made Public
In-house statistics documenting BBCC’s progress in meeting its mission and goals is tracked through the Assessment Coordinator’s office. In 1991, BBCC employed an Assessment Assistant responsible for institutional assessment, and in 1999 the college hired the current full-time Assessment Coordinator. Progress is also documented through State Board for Community and Technical Colleges’ (SBCTC) reports; awards of donations and grants; feedback from employers, alumni, and baccalaureate institutions; and outstanding student achievements. Progress is reported by the President and/or his staff at Board of Trustees meetings, as recorded in the official Board meeting minutes.

BBCC uses several methods to share the institution’s accomplishments with the community. For example, public presentations made to the Board of Trustees are usually reported in the local newspaper. Other methods of reporting progress include the college President’s address to staff, students, and community members at the annual Star Night (which honors student scholarship recipients and donors); the President’s State of the College address given annually to community members and staff; the President’s annual report to faculty and staff at the beginning of each academic year; press releases written by BBCC’s Public Information Officer; articles in the local newspaper about new programs and campus events; and information published in the quarterly Class Schedules, which contain program details and college activities/special events. See Exhibit PRESS for press releases since 1997. Other college information is included in instructional program brochures published by the college. Accomplishments and newsworthy events are also posted on BBCC’s website, published in “FYI” (the college’s newsletter that is distributed to all faculty and staff), and documented in the minutes of various committee and Board meetings. Minutes of the Board of Trustees meetings, President’s Cabinet meetings, Instructional Council meetings, and Administrative Council meetings are made available to college staff via email through the campus listserv called “info.” See Exhibit MEETINGS for committee meeting minutes.

Another method used to share accomplishments and progress toward meeting program goals is through involvement by representatives from local industry on the professional/technical advisory committees. At advisory committee meetings, instructors have the opportunity to discuss program successes, to convey program goals, and in general to review program information with leaders from the community. BBCC takes every opportunity to share this information with staff, community members, and prospective students and their parents. See Exhibit 1-2 for sample advisory committee meeting minutes.

1.A.4 Goals Consistent with Mission and Resources
Institutional goals are an outgrowth of faculty and staff planning efforts, which are grounded in the experience they have gained while teaching and providing services to students. Goals are internalized as faculty, staff, students, and administrators evaluate BBCC’s progress in fulfilling its institutional mission as a comprehensive community college.

In order to match the institution’s goals with its mission and resources, valuable data from state reports and from student and community surveys have been collected and analyzed. The Winter Quarter Enrollment Survey (Exhibit 1-3) provides data about advising and shows how and where students are obtaining information for schedule planning. This information helps the
Division Chairs and Deans schedule classes, make the best use of available rooms, and avoid conflicts between transfer courses. The Enrollment Management Task Force and the Division Chairs evaluate placement test results and student enrollment patterns from previous quarters when making decisions as to which courses should be offered and at what time they should be scheduled. For a six-year enrollment history, please see Exhibit IAD, Instructional Assessment Data Notebook (Tab 6), Enrollment Statistics, Annualized FTEs Reports 1995-2002.

Other assessment measures that help the college match goals with mission and resources include the High School Survey, the Arts and Science Graduate Survey (ASGS), the Community College Student Experiences Questionnaire (CCSEQ), the Running Start Survey, the Customer Service Survey (conducted by BBCC’s Customer Service Task Force), and employer surveys. BBCC also uses the reports from professional/technical focus group activities and surveys. These assessment measures are all discussed in further detail in 1.B.7. The college also gathers valuable transfer student data during visitations to regional universities to interview BBCC transfer students and relies on student evaluations of courses and instructors. See 1.B.2 and 1.B.7.

BBCC surveys staff to ensure that college services are meeting employee needs. For example, the Customer Service Survey included a staff section. In addition, in 2002 the Human Resources (HR) and Payroll offices asked staff to rate the efficiency, competency, helpfulness, promptness, and problem solving ability in both offices. HR responses averaged between 4.6 and 4.8 on a 5 point scale, with 5 being high. Payroll averaged between 4.6 and 4.7. See Exhibit 1-4-A, Human Resources and Payroll Offices Service Evaluation Summary.

Evaluation methods as mentioned above provide significant feedback regarding institutional effectiveness in meeting and setting goals and in fulfilling the college mission. For example, students answering the High School Survey (Exhibit 1-4-B) reinforced a need for assistance in improving mathematical skills. This information alerted staff of the need for an adequate number of developmental math courses, the need to address math anxiety and math study techniques in these developmental courses, and the need for sufficient staffing of the Math/Science Resource Lab. See 1.B.2 and 1.B.7 for additional assessment findings.

The creation of new programs may be limited by the lack of appropriate personnel; insufficient facilities; or inadequate funding for new program development, implementation, and operation. Thus, mission and goals are necessarily tempered by fiscal and physical realities.

1.A.5 Educational Activities, Admissions Policies, Faculty Selection, Resources Allocation, and Planning Directed by Mission and Goals

BBCC is a small institution at which faculty and staff members serve simultaneously on several committees. In many cases, the same people who author the mission statement and establish the goals also provide educational activities, screen prospective faculty members, allocate resources, and plan for the future. This level of involvement creates an environment in which most of the instructional staff, administrators, and classified staff rely on the mission statement to direct their daily actions.

BBCC supports the open-door philosophy of the Washington State Community and Technical Colleges system and accepts all applicants who are 18 years of age or older. See Revised Code of Washington (RCW) 28B.50.90 available online at http://slc.leg.wa.gov/default.htm, and Standard Three (3.D.1). In harmony with the college mission statement, BBCC students have access to programs at all levels, including transfer classes, occupational and technical courses, basic skills classes, developmental education, community/continuing education, pre-employment training, and customized training.

Faculty departments determine their own mission statements to support the institutional mission statement. These statements guide departments and help shape their goals as they develop curriculum, advise students, and take part in governing the institution. See Standard Two, Figure 2.2, Curriculum Design, Approval and Implementation. Departmental mission statements and plans may be found in the program descriptions in Standard Two (Part
II). Each program contains learning outcomes and tools for measuring student success.

The Academic Master Plan is based on the institution’s mission and is consistent with the resources available for program support and growth. It is the blueprint for translating the college mission and goals into action. The AMP identifies student needs, interprets college goals, and sets priorities for resource use. It is designed to empower the community, faculty, and staff through the planning process. The AMP and departmental program plans guide educational activities and the future growth of the college. Faculty and administrators refer to these plans when making decisions for staffing and allocating resources, as shown in the BBCC Institutional Assessment and Planning Cycle Flow Chart which precedes Standard One.

The AMP has been shared with the community on several occasions. In November 1996, the BBCC Foundation hired a consulting firm (the Clemonts Group) to do a feasibility study and to develop a model for a college community fundraising campaign. The firm took the AMP to 53 civic leaders and then interviewed them about how well BBCC was serving the community. As a follow-up, the college shared the AMP with community members through a series of executive awareness sessions—hosted by the college President and the BBCC Foundation—that were part of a capital campaign for the Grant County Advanced Technologies Education Center (GCATEC) project. (See Standard Eight.) In June 1999, college staff and civic leaders representing several area communities participated in an AMP Focus Group (Exhibit 1-5) to evaluate the AMP and to review BBCC’s progress in serving the district and meeting college goals. These activities helped BBCC validate the AMP, which now appears on the college website for greater visibility.

1.A.6 Public Service Consistent with Mission and Goals
The general attitude of the staff at BBCC is one of service to the students and the community. Faculty have emphasized their commitment to public service by including community service as one measure used to evaluate tenured faculty every three years through the Tenured Faculty Evaluation Procedure (Exhibit TENURE, Tenured Faculty Evaluation Procedure Booklet). See Exhibit 4-4 for sample Tenured Faculty Evaluation Portfolios. BBCC employees consider the sharing of time, energy, expertise, and/or resources for a common good both important and consistent with the mission statement, which supports public service. Mission goals include providing arts and entertainment to the community; supporting activities that promote cultural diversity; developing a service-oriented community environment; encouraging a community climate that supports safety, wellness, and human dignity; and sharing college facilities and equipment to support learning. Such service is provided in a number of ways, many of which are listed below:

Public Service by the College
College facilities are made available to local businesses, school districts, state agencies, private organizations, and community groups. Examples include facility use by Moses Lake School District, Columbia Basin Allied Arts, Columbia Basin Community Concert Association, Moses Lake Junior Miss, City of Moses Lake, Port of Moses Lake, Grant County, Washington State Potato Conference and Trade Fair, and American Red Cross.

Recent events include such activities as the Job and Career Fair, educational forums and lectures, the Cultural Heritage Fair, free art shows, and free entertainment (i.e., Russian folk dancers, Japanese drummers, and noon concerts by BBCC music students). Events of this nature are scheduled annually to involve faculty, students, and staff in community outreach.

The college cooperates with the Department of Vocational Rehabilitation (DVR), the Department of Corrections, and Goodwill Industries to serve as a training site for individuals who need training or retraining. At the Board of Trustees meeting on April 24, 2001, Goodwill Industries honored BBCC as the Goodwill Employer of the Year.

Public Service by the Faculty and Staff
Faculty and staff are members of local service groups, clubs, and organizations. They spend many hours providing services to the community as coaches, board members, advisors, and council members. College faculty and staff also
participate in the State of Washington Combined Fund Drive every year, and each Christmas they collect Toys for Tots to help community agencies provide gifts for children. Faculty, staff, and administrators have also picked up litter on local highways. In addition, employees volunteer annually to participate in public service fundraising activities like the Cancer Walk, the Youth Partnership Task Force, the Boys and Girls Club of Columbia Basin, and the Hispanic Academic Achievers Program.

Documented faculty service is also part of the Tenured Faculty Evaluation Procedure. For additional information about faculty public service as it relates to tenure evaluations, see Standard Four (4.A.5). See also Exhibit 4-7, Faculty Activities (Selected Examples: Public Impact of Faculty Scholarship).

Public Service by the Students
Each year the men’s and women’s basketball programs allow the Shriners to use one home game as a fundraising event. At this service project, $10,000-$13,000 is raised annually for the Shriners Children’s Hospital in Spokane, which provides free medical care for area children.

Through the Financial Aid office, students work in the federal work-study programs America Reads and America Counts. Personnel in the Financial Aid office coordinate tutor requests from local school districts with students who are eligible for work-study programs and who want to participate in an educational setting. In addition, approximately 15-20 student athletes volunteer each year as tutors in the local elementary schools.

Students have also participated in community service in the following ways: ASB has sponsored community blood drives; nursing students have provided free vaccinations/health screening and have conducted Teddy Bear drives to place stuffed animals in law enforcement vehicles; automotive students have provided free safety inspections; and College Bound students have participated with faculty and staff in cleaning up highway litter.

Public Service by the Board of Trustees
In 1999-2000, the Board of Trustees began meeting with directors of the public school district boards within BBCC’s service area. The Trustees established a goal of traveling to communities throughout the district to meet with individuals, services clubs, and school boards to determine how the college can best serve those districts. By Spring 2001, the Trustees had met with 5 school boards and plan to eventually meet with all 13. One of the district boards made a reciprocal visit to the BBCC campus in April 2002. This dedication to the college district requires many extra hours of service on the part of the Trustees.

Public Service by the BBCC Foundation
The BBCC Foundation (whose mission is to actively and visibly support the mission of BBCC) provides services to the college and to students through scholarships, through the funding of facilities, and through special projects that promote services to students. For example, the Foundation awards approximately $100,000 in scholarships every year to service district students. The Foundation purchased a building to create the campus Opportunity Center, which is leased to the college to provide instructional facilities for Adult Basic Education (ABE), English as a Second Language (ESL), and General Educational Development (GED) students. The Foundation has established the Exceptional Faculty Awards Endowment for faculty development that annually provides up to $13,000 in awards. An additional $3,000 is provided to the Instructional Council for faculty development, plus $2,250 for classified staff development. The Foundation recently gave a gift of $4,000 to the BBCC Library to purchase a display case and CDs to improve the library’s music selection that is made available to students and the community. In December 2001, the Foundation received a $1.3 million pledge from the Paul Lauzier Charitable Foundation to fund the Paul Lauzier University Center, which will be part of the planned Grant County Advanced Technologies Education Center (GCATEC). The Foundation also received a $2.8 million pledge from the Grant County Commissioners to fund the GCATEC.

The Foundation organizes the Family Campaign Fund in which BBCC faculty and staff participate. During the 2000 fiscal year, 59 college employees and Foundation Board members pledged and donated a total of $80,001 to be used for student scholarships and various
other Foundation activities that support the college. In addition, a 2002 Gourmet Wine Dinner and Auction raised $17,300 for the Foundation Scholarship Fund.

**Services Provided to Current Students and Prospective Students**

New student orientation sessions each quarter are scheduled at times when students are most likely to be available (including weekends and evenings).

Counselors provide career planning assistance, assessment testing, and job search tips, and a computerized program enables current students to conduct job-related research. The college also partners with the Employment Security Department, which offers placement assistance through its on-campus WorkSource office. Many professional/technical programs work with local business and industry to help place students. In addition, BBCC hosts a Job and Career Fair each spring. See Standard Three (3.D.10) for more details.

Several outreach efforts are ongoing to provide service to prospective students. Financial aid workshops are provided in at least seven service district communities each year. Each month an outreach advisor visits at least 4 of the 13 service district high schools to provide information concerning admission, financial aid and scholarships, and college programs to prospective students. A second outreach advisor is generally hired from March through May to work specifically with the minority students in the service district to help them prepare financial aid and admission documents. Each BBCC counselor is assigned to several service district high schools. The college counselors’ goal is to support high school counselors and prospective students by providing admission and program information and by assisting with advising and educational planning.

These activities by BBCC’s faculty, staff, students, and Trustees demonstrate the college’s commitment to promoting a public service oriented environment within the college district.

**1.A.7 Substantive Changes Reviewed with Commission in Accordance with Policy A-2**

In July 2001, BBCC submitted a Substantive Change Prospectus to the Commission on Colleges and Universities that provided an in-depth discussion of the expansion of its Learning Centers in Grand Coulee and Othello and its participation in the WashingtonOnline (WAOL) consortium. The institution’s request for approval was granted.

The Grand Coulee and Othello Learning Centers now include Interactive Television/Video (ITV) classrooms, traditional classrooms, and office space. While students on campus are receiving instruction, students in Grand Coulee and/or Othello are simultaneously able to participate interactively through a two-way audio/video format. Since these centers have been equipped, 300 students have taken ITV courses in Grand Coulee (1997-2001) and 76 have done so in Othello (1999-2001).

WAOL is a cooperative effort by the Washington State Community and Technical College system that delivers web-based college curriculum through the Internet. Since 1999, BBCC has used web-based courses and telecourses to supplement traditional and interactive classroom offerings. During 1999-2001, 2,121 students participated in ITV, WAOL, and telecourses, as well as on-site courses in BBCC’s distance-education centers.

See Exhibit 1-6 for a copy of the Substantive Change Prospectus and the approval letter. See also Standard Two (2.A.1).

**1.B PLANNING AND EFFECTIVENESS**

**1.B.1 Clearly Defined Evaluation and Planning Processes**

The college’s major efforts for evaluation and planning occur through the process of developing the *Academic Master Plan* and through the day-to-day activities of councils and committees. The AMP process addresses short-term as well as strategic long-term plans. Assessment efforts focus on evaluating how well the college is achieving its mission and goals. See Exhibit 1-7, Historical Perspective of BBCC Planning Efforts, for a history of planning since the last accreditation in 1992.

Evaluation and planning are grounded in the participation of college employees in committee work. Administrators, faculty, staff, and
students participate in committees such as the Probationary Review Committee, the Tenured Faculty Review Committee, the Academic Master Plan Committee, the Instructional Council, the Facilities Master Plan Committee, the Assessment Committee, the Enrollment Management Task Force, the Students and Activities Budget Committee, and the President’s Cabinet. This involvement provides extensive interaction and discussion regarding the needs of students and the future growth of the institution. The composition and function of these committees may be found in Standard Six, Appendix 6.1, Committee Membership Table. This table also gives the body or policy that establishes each committee (for example, Board Policy) and explains each committee’s function. Much of the planning and evaluation occurs within the Instructional Council during discussion of new courses, policies, and activities. The relationship between these bodies and the overall planning process is shown in the flow chart that precedes Standard One.

Although faculty and staff are involved in evaluation and planning at all levels, some faculty still seem to be unclear about the formal planning process. There is a need to continue promoting strategic planning through the Academic Master Plan process and to continue publicizing established priorities to the campus community in general.

The Assessment Coordinator works closely with the President and the Assessment Committee, which consists of at least four administrative/exempt staff, eight faculty members, and one classified staff member. This committee guides and plans the institutional assessment activities of college programs and services. The Assessment Coordinator implements the activities, compiles data, and forwards results to appropriate areas for evaluation. The Assessment office also conducts institutional research as needed. Specific assessment activities have increased over the past few years and can be identified in the Annual Outcomes Assessment Reports that are sent to the state, standing committees, and the Board of Trustees at the end of each academic year. See Exhibit OUTCOMES for Annual Outcomes Assessment Reports since 1992. Each report highlights assessment activities, educational improvements made and actions taken, key strengths of assessment efforts, areas of assessment needing improvement, and major projects and priorities for the coming year. For the analysis and appraisal of institutional outcomes, annual goals, and assessment of success, see Exhibit 1-8 (Assessment Instrument/Procedure Document) and Exhibit IAD (Tab 1), Mission Arenas, Outcomes and Tools Summaries (2000-2001 and 2001-2002).

Research efforts are reviewed on a regular basis throughout the institution’s governance system as well and can be documented by the minutes of various committee meetings. In addition to inclusion in Board minutes, research information is included in meeting minutes from the President’s Cabinet, Instructional Council, Academic Master Plan Committee, Assessment Committee, and Instructional Deans and Directors. Most minutes are emailed to all campus employees through the listserv info system. This readily available assessment information is reviewed as part of institutional and departmental planning efforts.

1.B.2 Teaching, Research, and Service Consistent with Mission and Goals

BBCC engages in the systematic planning for and the evaluation of its teaching, its faculty, and its curriculum. See Figure 2.2 (Standard Two). Needed changes in curriculum are brought before the Instructional Council monthly. All Division Chairs and Deans attend this council, along with the Vice President of Instruction and Student Services, the Director of Library Services, the Director of Information Systems, the Assessment Coordinator, and a representative from the Counseling Department. The involvement of the Dean of Enrollment Services is especially helpful when the committee is discussing the need to change course numbers or content. The Instructional Council also evaluates requests for special faculty development stipends given by the BBCC Foundation. Concerns about technical support, scheduling, and school procedures also get a complete airing. Information is channeled from the Division Chairs back to faculty members in each instructional division, and vice versa. Instructional Council minutes are emailed to all faculty and staff through the info listserv.
The quality of teaching at BBCC is reviewed through the evaluation of tenured and non-tenured faculty. On a three-year rotating cycle, every tenured faculty member undergoes a thorough evaluation that includes peer review, student evaluation, administrative input, and self-evaluation. Administrators are part of every committee and have access to all primary data. Carefully developed by a faculty committee, the Tenured Faculty Evaluation Procedure has been used to evaluate teaching since 1995-1996. The procedure has been well accepted by all BBCC faculty members and now appears in the Faculty Negotiated Agreement. See Exhibit AGREE, BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees, Article XX and Appendix H. The Agreement is also available on the college website (click on Administration). In the 1997 Interim Report by the Commission, BBCC was commended for “its evaluation systems for all employees and, especially, for the progress which the College has made in creating and using the Tenured Faculty Evaluation Process” (Exhibit NWASC, Northwest Association of Schools and Colleges: Commission on Colleges and Universities: BBCC Accreditation Submissions/Reports 1992-1997: A Regular Interim Report: BBCC, October 27-28, 1997, p. 6). The methods for evaluating non-tenured faculty have been established for many years and follow the mandates of state law. See Exhibit AGREE, Article XXI, and RCW 28.B.50.851-870.

Each quarter, Division Chairs, Deans, a counselor, and the Vice President of Instruction and Student Services meet as the Enrollment Management Task Force to review a first draft of the quarterly Class Schedule, to determine the courses most needed by students, to examine the frequency of course offerings, and to consider the human resources and funding available for developing a schedule. In doing so, they examine past quarterly schedules and incorporate class availability information from the Winter Quarter Enrollment Survey. All classes, including telecourses and those taken off-campus or online, are considered. A grid is prepared to show the spread of classes offered throughout the day and evening, enabling the task force to make available to students the core classes necessary for timely graduation.

Samples of the grid may be found in quarterly Class Schedules. The committee successfully recommended the addition of a math instructor, an English instructor, a full-time Math/Science Resource Center tutor/supervisor, and an English Skills Lab tutor/supervisor. Following these additions, Winter Quarter Enrollment Survey data over two or three consecutive quarters showed that student anxiety concerning scheduling had declined.

Since 1992, faculty representatives have made six trips to regional four-year colleges to interview former BBCC students about how well they were served and prepared for transfer. Data collected from those institutional assessment interviews have been used to evaluate teaching and to improve the curriculum. For example, the Social Science Division has reached an agreement with Washington State University (WSU) concerning the division’s inclusion of writing standards in the curriculum. These standards help BBCC students prepare for the writing samples required for WSU graduation. See Exhibit IAD, Tab 4 (University Visitations) and Exhibit 1-9 (BBCC Transfer Student Follow-Up Surveys 1992 and 1996) for transfer student follow-up surveys from 1992 to present.

During 2000-2001, BBCC expanded its planning by developing a schedule of core classes for the next full academic year rather than doing so on a quarter-by-quarter basis. Developing a yearly schedule enables students to be more effective in their educational planning and improves their progress towards degree completion. Every college division supported the establishment of a yearlong class schedule.

One of the goals of BBCC’s institutional mission statement is to help provide arts enrichment and cultural events to the community. To fulfill this goal, the college partners with Columbia Basin Allied Arts, the prime sponsor and financial backer of a variety of artistic performances and educational outreach workshops/programs offered to public and private schools in Moses Lake and the surrounding communities. The college provides Allied Arts with office space, use of the theater and a technician, and printing at cost. In addition, the Columbia Basin Community Concert Association rents the college theater for a nominal fee to host a variety of concerts and
other arts performances. The BBCC ASB also provides a number of arts, cultural, educational, and entertainment activities. The college co-sponsors, along with Allied Arts and the City of Moses Lake, the *Inquiring Mind* lecture series. These activities are evaluated, in part, by tracking event attendance and by soliciting community feedback. Citizen advisory and student boards make artistic choices as to the arts and entertainment that will be brought to the campus, and community members on these boards help provide assessment. Scheduled activities provide enrichment opportunities and help promote awareness and sensitivity to cultural diversity. Schedules of performances offered by these organizations are available in the Student Activities office.

In spite of these abundant arts and cultural events, the results of the 1995-2000 *Arts and Science Graduate Survey* (Exhibit IAD, Tab 3, ASGS, p. 9) indicate that 71% of former students felt they had increased their appreciation of the fine arts (specifically art and music) during their time at BBCC. The Assessment Committee’s goal was 75%. For this reason, the Assessment Committee is discussing how to involve BBCC students more fully in the arts.

**1.B.3 Constituency Involvement in the Planning Process**

A large number of college employees and students participate in the planning process through their service on various committees. Although student representatives serve on Probationary Review Committees and several standing and special committees—such as the Student Disciplinary Council, the Student and Activities Budget Committee, the Academic Council, and some Screening Committees for exempt positions in Student Services—it was found during this self-study process that, despite being invited, students were not actively participating on some of these committees. For example, in Winter 2001, although students had participated on the Standard Three Committee, students were not active on any other accreditation committees or on the Academic Master Plan Committee. Therefore, beginning in Spring 2002, additional students were recruited through the ASB to assist in the editing of Standard Three. The AMP, currently under revision, will be reviewed by the ASB officers prior to approval by the Board.

BBCC has made a concerted effort to solicit input from students whenever possible. A member of the ASB Executive Board addresses the Board of Trustees at every meeting, giving students the opportunity to report on their concerns and activities, to listen to reports from faculty and staff, and to take part in the governing process. In addition, students evaluate full-time and part-time faculty. Student leaders are invited to review and provide input on the *Academic Master Plan*, and the ASB Executive Board has reviewed the college mission statement each time it was revised. Student leaders have also been included in the planning process for the new library and the Gcatec building. The ASB receives regular reports on campus developments and improvements, and those officers can let student needs be known through the student government advisor. For example, at the ASB Officers’ Leadership Retreat in Summer 2000, one of the goals the student leaders identified was the paving of graveled parking lots on campus. ASB officers saw this goal fulfilled when the lots were paved during Spring 2001. See **Standard Eight, Appendix 8.1, List of Corrective Projects 1992-2001**. The ASB also assisted the college in identifying access, security, and safety needs through a student-led survey. See **Standard Eight (8.C.4)**. It should be noted, however, that getting students to attend committee meetings on a regular, sustained basis is sometimes difficult because of their busy class/work schedules and family commitments.

The Board of Trustees also participates in the planning process. Assessment and research activities, enrollment reports, staffing reports, budget reports, program development information, instructional activities, and student service activities are taken to the Board as action or informational items. The AMP has been taken to the Board of Trustees for review and comments, and work sessions were scheduled at which Board members could discuss the plan in detail. Their comments and recommendations have been taken back to the AMP Committee for inclusion in the document.

Faculty are represented on all standing committees where much of the program
evaluation and planning takes place. The President, the two Vice Presidents, the Deans of Enrollment Services, of Arts and Sciences, of Education, Health and Language Skills, and of Professional/Technical Education, the Public Information Officer, the Assessment Coordinator, the Executive Director of the Foundation, the Directors of Human Resources, of Student Programs, and of the Center for Business and Industry, the Controller, and a faculty representative are invited to attend the President’s Cabinet meeting every two weeks. Here participants discuss assessment activities, department and division needs, student needs, budgetary items, program development, student enrollment, administrative concerns, upcoming Board of Trustee agenda items, and the use of college resources in general. A faculty representative, a classified staff representative, and all administrators at the Director’s level and above meet every six weeks as members of the Administrative Council to discuss campus activities, to research information, and to review assessment and planning efforts. Representatives from each of the academic and vocational divisions are members of the AMP Committee, which gathers input and formalizes the AMP, the document that identifies existing and projected institutional needs and sets priorities for the use of college resources. Division Chairs are members of the Instructional Council, which reviews changes to academic programs and policies, and facilitates faculty/administration communication on annual budget allocations. Final approval of curriculum lies with the Vice President of Instruction and Student Services, in conjunction with the Instructional Council. Faculty are also represented on the Facilities Master Plan Committee and on the Budget Review Committee, which provides a flow of additional budgetary information to faculty in the event of a Declaration of Emergency/Reduction in Force.

1.B.4 Use of Evaluation and Planning Results
Reports of evaluation activities and the data obtained are shared with Board members, administrators, faculty, and staff during Board, Cabinet, council, and committee meetings. During these meetings faculty, staff, and students have an opportunity to discuss information obtained from evaluation activities and to make plans for allocating resources.

The institution’s instructional effectiveness is assessed in terms of expected learning outcomes (ELOs). As shown in Figure 2.5 (in Standard Two), Institutional Assessment of Instructional Goals and Outcomes, ELOs are guided by the mission statement, and the results are reported to the faculty, the administration, and the Board. If the results are less than desired, the faculty, the Vice President of Instruction and Student Services, the Assessment Coordinator, and the Deans determine and implement a plan of improvement. At the conclusion of any such plans, ELOs are reassessed. See 1.B.7 for examples of the effects of institutional evaluation activities. Program assessments and use of results are discussed in more detail in Standard Two.

1.B.5 Integration of Evaluation and Planning for Improvement
As planning takes place in the various division, committee, and council meetings, the resulting priorities and supporting information are brought to the President’s Cabinet for discussion. Some decisions are made at the division level, some at the committee level, and some at the Cabinet level, as appropriate. Some decisions are also made at the “Coaches” level (President and Vice Presidents). In these cases, the President and Vice Presidents discuss issues and either make final decisions to report to the Board or make recommendations to the Board for action. The evaluation of projects stemming from the AMP, including adding or deleting instructional programs or services to students, are made by the Vice Presidents and Deans after consultation with the Instructional Council. See program-specific plans in the Division Notebooks (Exhibit 2-1).

Although the AMP Committee has made an attempt to identify needed changes, those modifications have been stated in general terms due to a hesitancy of the committee to establish priorities. Because the need to become more involved in strategic planning was identified during this self-study, the frequency of AMP Committee meetings and staff commitment to the planning process have increased during the 2001-2002 academic year. Identified changes are now stated more specifically and prioritized in the AMP.
1.B.6 Evaluation and Planning Resources
Funding for assessment activities and for the Assessment Coordinator’s salary is provided by state allocations earmarked specifically for assessment efforts. In 2001 a stipend was provided for the faculty Assessment Committee chair. When special funds are not adequate, assessment activities receive funding from various institutional budgets. Faculty and staff are expected to be involved and to invest time in evaluation and planning activities as part of their normal duties. Additional institutional resources are allotted to increase evaluation efforts such as holding focus group dinners, traveling to regional universities to interview former students, and mailing surveys to graduates.

1.B.7 Integration of Research into Institutional Evaluation and Planning
The Assessment Coordinator is the catalyst for the institution’s research, evaluation, and planning efforts. The Coordinator reports directly to the President and serves as a member of the President’s Cabinet. She also provides assessment reports to the Board of Trustees at each of their regularly scheduled meetings and attends all key council and committee meetings (such as AMP Committee, Instructional Council, Administrative Council, etc.) to report research data and assessment information.

As mentioned previously, BBCC has conducted ongoing transfer follow-up surveys to find out how alumni rate their academic preparation. The college has also held focus group activities with previous professional/technical students and the business community to obtain information concerning the academic and technical preparation of former students and the industry’s workforce-training needs. These surveys show levels of satisfaction among former students and/or their employers. Recent industry needs analysis surveys have been conducted specifically for Cisco Network Academy, Machine Maintenance Technology (MMT), Industrial Electrical Technology (IET), Nursing, Commercial Driver’s License (CDL), Business Medical Services (BMS), Chemical Lab Technician, Agribusiness, and Criminal Justice. These surveys have resulted in program changes and in the implementation of new courses or programs, including Cisco Network Academy, MMT, IET, Medical Assistant, CDL, and Criminal Justice. Needs analyses may be found in Exhibit IAD (Tab 11). See Standard Two for a discussion of these surveys and their results. In addition, use of Winter Quarter Enrollment Surveys allows the college to schedule classes to meet student needs, and New Student Orientation Surveys (Exhibit 3-13) help the college to make necessary adjustments in the orientation process.

The Assessment Coordinator reported many of the recent survey results in a three-ring binder that was distributed to administrators and faculty in Fall 2001 to assist staff in making program plans. Listed below are most of the recent major institutional assessment activities. Unless otherwise noted, all references in the following section refer to Exhibit IAD. For test comparisons showing beginning and ending competencies, for additional program assessment details, and for instructional survey results and their significance, see Standard Two, 2.B.2. and 2.B.3.

BBCC Transfer Student Follow-Up Surveys
Focus group interviews with former BBCC students attending regional universities were started in 1992 when BBCC faculty visited Central Washington University (CWU) and Washington State University (WSU). During that same spring, BBCC mailed surveys to transfer students at CWU, Eastern Washington University (EWU), Western Washington University (WWU), and the University of Washington (UW). BBCC conducted a follow-up visit to CWU in 1996 and to WSU in 2000 and EWU and CWU in 2001. The results of these surveys were used to determine if transfer students had been academically prepared for university-level course work, if improvements could be made to help ensure the success of transfer students, and if BBCC student services were adequate. These multiple surveys showed that the responding students were pleased with their overall experience at BBCC, although some indicated they should have pursued more transfer advising. See Exhibit IAD, Tab 4, and Exhibit 1-9. Since beginning transfer student follow-up assessments, BBCC has upgraded its services with expanded library hours, improved student advising, and enhanced new-student orientation.
**Arts and Science Graduate Survey**

In Winter/Spring 2001, BBCC sent the *Arts and Science Graduate Survey* (Exhibit IAD, Tab 3) to 948 former students who had completed an AA&S degree between Fall 1995 and Spring 2000. Graduates responded to questions about their transfer experience, the quality of their educational preparation and advising, and in general the quality of services they received while at BBCC. Ninety-seven percent of respondents rated their educational experience at BBCC as “Good” or “Very Good,” and 80% reported that their transfer experience was positive. As a result of some concerns voiced in the survey, BBCC is attempting to address transfer issues and is working toward a dual enrollment agreement with CWU and EWU. In addition, advisor training will be made available to new faculty who have not been part of previous advisor training sessions. During Spring/Summer 2002, new student orientation sessions will be made smaller and more frequent in an attempt to improve the quality of initial advising sessions.

**Professional/Technical Former Student Survey**

In Winter 2001, BBCC sent the *Professional/Technical Former Student Survey* to 1,184 students who attended BBCC between Fall 1995 and Spring 2000 and who had 45+ credits with a 2.0+ grade point average (GPA); 226 surveys were returned. A follow up survey was sent in Spring 2001. See Tab 7, Professional/Technical Former Student Survey and Summary (Spring 2001). Students were asked about the quality of instruction, the relevance of program preparation, and the adequacy of equipment, facilities, and related instruction.

**Industrial Technology Focus Group**

The first Industrial Technology Focus Group dinner was held in Fall 1995. Three of the professional/technical programs chose to be involved (Automotive Technology, Aviation Maintenance Technology, and Welding). Prior to the dinner, surveys were mailed to former graduates asking questions about their current job, current salary, certifications, BBCC training and the level of skills developed, and the appropriateness of classroom texts. Information from this focus group activity inspired instructors to upgrade the quality of some student lab projects. See Exhibit 2-7 for the 1995 Industrial Technology Focus Group Surveys.

In Spring 2001, BBCC invited former students from all professional/technical programs to attend a banquet with their former instructors, a more formal attempt than in 1995. Participating areas were AMT, Automotive Technology, Welding, Engineering, CDL, MMT, and IET. During the banquet, faculty asked the students specific questions about the level of their preparation for employment and about how to improve the college’s technical programs. This information was written down by administrators (who had volunteered to serve as recorders) and then compiled into a report. Instructors used this information to improve curriculum, to justify equipment purchases, and to expand lab hours. See Exhibit IAD, Tab 9, Industrial Technology Focus Group Summary (Spring 2001).

**Employer Survey**

In July 2001, the BBCC Employer Survey was sent to 103 area employers of former BBCC technical professional students. Professional/technical faculty helped identify businesses that employed former students to develop the mailing list. Survey questions focused on technical skill preparation, quality and quantity of work, and how the college might better prepare future graduates. Twenty-six employers returned the survey. The results for each program were shared with faculty, who responded to the data and suggestions by making improvements to curriculum. Results by program are available in Tab 8, Employer Survey (Summer 2001).

**BBCC Foundation Employers’ Survey**

In 1993, the BBCC Foundation conducted—as part of a continuous improvement process—an Employers’ Survey to determine if BBCC’s services met the needs of the college district. Three hundred surveys were mailed. Of the 97 business and industries responding, 51% currently (or in the past) employed BBCC graduates or certificate holders. Forty-three percent of respondents said they felt the college should be providing educational services that matched their business needs. Over 90% of those responding rated the services of the college at the 3, 4, or 5 level (with 5 being high). Results of the survey were shared with Division
Chairs, faculty, administrators, and the SBCTC. Based on survey results, the college hired a vocational career advisor (March 1994) to market vocational programs and services to area employers and schools. See Exhibit 1-10, BBCC Foundation Employers Survey (1993).

CBIS Employer Needs Survey
BBCC’s Center for Business and Industry Services (CBIS) contacted area businesses by telephone from January through March of 2002 to question owners, managers, and/or human resource managers about employee training needs. The survey also provided information about subject areas in which businesses typically conduct their own training. In response to this survey, BBCC scheduled training in work ethics, customer service, marketing, public relations, small business accounting, and CDL truck driving. See Exhibit IAD, Tab 11.

Customer Service Survey
A Customer Service Survey (Exhibit 1-11) conducted in 1999 solicited responses from both staff and students. One major outcome of this survey was the formation of the Customer Service Task Force to handle ongoing input from the campus community. The task force has suggested several changes as a result of that input and continues to act as a clearinghouse for suggestions and complaints about the services offered by the college. Some improvements in services stemming from this task force include additional campus signage, improved campus lighting, and employee name badges. See Exhibit 1-12 for sample Customer Service Task Force meeting minutes.

High School Survey
The college prepared and administered the High School Survey in Spring 1999 (Exhibit 1-4-B), and as a result has made a number of changes. In addition to the results mentioned in 1.A.4, students completing the High School Survey rated engineering third on their overall priority of interest list, after education and business administration. This finding influenced the college’s decision to offer an Associate in Science degree. BBCC also learned that high school students did not have a clear understanding of course offerings, which prompted the college to provide a workshop for high school counselors in the service area to inform them of programs and courses offered at the institution. In addition, over 81% of high school students indicated a need for help in securing financial aid and scholarships (p. 33 of 42). This finding encouraged Financial Aid staff to offer Saturday student/parent instructional sessions about available scholarships and preparing financial aid forms.

Running Start Survey
In Winter 2002, the college sent a survey to 197 Running Start students who were enrolled in college in Fall 2001, and sent a second survey to their parents. In general, both students and parents are pleased with and overwhelmingly supportive of the program. They see transportation and the expense of buying books as problems. They also express a desire for the college to be more active in recruiting high school students and for the high schools to improve communication with students. In response, the college has become more attentive to unsuccessful Running Start students. Students who are placed on "Low Scholarship Alert" are contacted by phone and invited to visit a college counselor for additional advising and counseling. High school seniors in the program are now given the opportunity to register early for the specific classes they need to complete their high school graduation requirements. See Exhibit 1-13, BBCC Running Start Report (Winter 2002), for more information.

CCSEQ
The CCSEQ—which is an expensive professional survey BBCC has utilized every other year—indicates students’ satisfaction and perceptions of their BBCC educational experiences. Although CCSEQ questions are very specific, since they are generated for mass use they may be less applicable to student experiences at a small college such as BBCC. However, results from the CCSEQ did influence the college’s decision to form a Customer Service Task Force.

In conclusion, the research conducted and analyzed by BBCC is integrated with and supports the institutional planning that takes place at the college. During this self-study process, however, staff charged with writing Standard One discovered that some of the research instruments were extremely difficult to locate. Also, several of the assessment
instruments were not dated, which caused some confusion.

1.B.8 Review of Research, Evaluation, and Planning to Document Effectiveness
See 1.B.1.

1.B.9 Use of Planning and Evaluation Information to Communicate Institutional Effectiveness
Evidence of institutional planning and effectiveness is shared with the community and made public in numerous ways. For example, assessment reports, program and department reports, faculty reports, and enrollment information are presented to the Board of Trustees. All Board meetings are open to the public, and reporters from local papers and radio stations often attend. Any material presented to the Board may be made public through newspaper articles and radio news.

The college Public Information Officer regularly prepares press releases concerning planning, assessment, institutional effectiveness in meeting performance goals, and new programs. This information is sent to the radio stations and area newspapers for publication.

In addition, administrators, faculty, and staff make presentations that report on the college’s progress in meeting its stated goals to advisory committees and to community groups (such as Kiwanis, Rotary, Moses Lake Business Association, Lions Club, and Moses Lake Chamber of Commerce).

ANALYSIS

Strengths
One of BBCC’s greatest strengths is the college’s commitment to its mission statement. This statement shapes the institution’s Academic Master Plan and the goals of instructional departments and service areas. The mission statement is of prime consideration in the development of new programs and services and in the allocation of resources. It influences the grants and contracts for which BBCC applies, and the extent to which the college develops and funds projects and programs for place-bound students. The statement voices the purpose not only of this institution but also that of the community college system as well.

BBCC has a long history of assessing its progress in achieving institutional goals, a fact which has been noted by the Commission on Colleges and Universities in previous accreditation visits. Although methods and personnel have changed over the years, the commitment has always been clear. The establishment of an Assessment office and an active Assessment Committee have facilitated and given new direction to these efforts. The inclusion of the Assessment Coordinator on the AMP Committee, the Instructional Council, and the Administrative Council shows the emphasis the college places on assessment, as does the fact that the Assessment Coordinator reports directly to the President and regularly to the Board of Trustees.

Flexibility is a hallmark of any successful administration. The willingness of the current administration to respond quickly to issues brought up during this self-study process is in itself a strength. Administrators have made efforts to address faculty and staff concerns as they arose during the self-study in order to facilitate communication and foster cooperation. For example, the need for the campus community to become more involved in strategic planning was identified during the self-study, and, as a result, the frequency of AMP Committee meetings and the staff’s commitment to the process have increased. In addition, when a lack of student representation was discovered on some of the institution’s standing and special committees, administrators slated that issue for consideration in future planning (in cases where such student involvement is appropriate).

BBCC has demonstrated a real concern about including students in institutional planning. Students are provided opportunities to give input at every Board meeting and to report on concerns as well as activities. Students are asked to participate in course and instructor evaluations as well as to serve on Probationary Review Committees. Student leaders are given the opportunity to review the AMP and to provide input on it and on the mission statement. Students are included in the planning processes for new facilities and campus improvements. They have been included in the self-study process as they helped plan and evaluate Standard Three.
The degree to which BBCC’s Board of Trustees is involved in assessment and planning is regarded as a considerable strength. Trustees are actively engaged in an assessment of their own activities and accomplishments. They assume an active role in evaluating tenure recommendations that come before them for final approval. They have held work sessions to analyze the AMP in order to participate in its regularly scheduled revisions. The Trustees are committed to BBCC’s mission and goals. See Standard Six for additional details about the Board of Trustees (6.B, especially 6.B.6).

Finally, BBCC’s President has initiated an Eastern Washington Higher Education Consortium that is developing a dual or concurrent enrollment process for students attending Eastern Washington community colleges and universities (specifically EWU and CWU). Goals are to improve transfer advising and to develop a more seamless transfer process.

Challenges

The campus community as a whole needs to become more familiar with the AMP—its contents, its importance, and the plans that result from its use. The administration will continue to emphasize to faculty and staff the role of the AMP and its effect on the activities and direction of the college. The AMP’s role as an institutional channel for major project validation and its goal of ensuring fairness in prioritization and resource allocation should continue to be stressed. The AMP was recently posted on the college website for wider distribution and availability. This familiarity will inspire more confidence in the AMP process as a vital part of meeting the college mission and goals.

An ongoing concern is the lack of student participation in the governance role extended to them. Although students’ class schedules, work schedules, and family commitments make such involvement difficult, it is ironic that in an atmosphere so willing to accommodate student concerns they are not fully participating in this fashion. BBCC will persist in offering extensive governance opportunities to students. The college should continue to inform students about the importance of their participation in governance, perhaps through the Student Activities office and/or by presentations at ASB meetings. To foster student involvement, the college is considering offering a series of governance/leadership workshops open to interested students.

Although 71% of alumni responding to the *Arts and Science Graduate Survey* reported that their level of learning to appreciate arts and culture had improved through attendance at BBCC, the college is actively trying to help students grow in this area. Student Support Services and the ASB purchase blocks of tickets to Allied Arts’ events and other community cultural events and offer them to students free or at a substantial discount. In addition, the college partners with Allied Arts to offer general ticket discounts and free arts events to BBCC students. College Bound provides field trips for its students to museums and cultural events. The college music instructor has recently initiated noon mini-concerts in the Student Center, and the Opportunity Center students have put on a Cultural Heritage Fair that features a variety of cultural activities. Art Department faculty keep students informed about arts events through the campus newspaper and student bulletin. Several instructors routinely encourage student involvement at concerts, art exhibits, plays, and other arts and cultural events through classroom assignments. During the last several years, the ASB has been sponsoring campus-wide ethnic theme night dinners that center on a country’s culture and feature live ethnic music.

Finally, although BBCC has a long history of using institutional research and assessment results to improve programs and services offered to students, the Standard One Committee learned during this self-study process that gathering this information can be difficult, since surveys and other assessment efforts are often done by individual programs or staff members. All future institutional research and program assessment—both the instruments and the reports—should be coordinated with and stored in the Assessment office. Additionally, all assessment instruments should be dated to avoid confusion. This centralization would allow easier access to measurement instruments and results, alleviating the loss of valuable data associated with personnel and program changes.
Standard One: List of Imbedded Tables and Figures
BBCC Institutional Assessment and Planning Cycle Flow Chart (on the back of Standard One title page)
Also referenced: Figure 2.2 (Curriculum Design, Approval and Implementation) and Figure 2.5 (Institutional Assessment of Instructional Goals and Outcomes) in Standard Two

Standard One: List of Exhibits (in order of first reference)
Exhibit 1-1 Mission Statements (recent history)
Exhibit BOARD BBCC Board of Trustees Information:
  BBCC Official Board Minutes (1999-2002)
  Board of Trustees Meeting Agendas
Exhibit CATALOG BBCC Course Catalogs since 1991
Exhibit SCHEDULE Quarterly Class Schedules (two years)
Exhibit AMP Academic Master Plan
Exhibit PRESS BBCC Press Releases, 1997-2002 (to-date)
Exhibit MEETINGS Meeting Minutes (Instructional Council, Enrollment Management Task Force, President’s Cabinet, Administrative Council, and Academic Master Plan Committee)
Exhibit 1-2 Advisory Committee Meeting Minutes
Exhibit 1-3 Winter Quarter Enrollment Surveys
Exhibit IAD Instructional Assessment Data Notebook
Exhibit 1-4-A Human Resources and Payroll Offices Service Evaluation Summary
Exhibit 1-4-B High School Survey
Exhibit 1-5 Academic Master Plan Focus Group Summary (June 15, 1999)
Exhibit TENURE Tenured Faculty Evaluation Procedure Booklet
Exhibit 4-4 Tenured Faculty Evaluation Portfolios
Exhibit 4-7 Faculty Activities
Exhibit 1-6 Substantive Change Prospectus and Approval Letter
Exhibit 1-7 Historical Perspective of BBCC Planning Efforts since 1992
Exhibit OUTCOMES Annual Outcomes Assessment Reports (1992-2001)
Exhibit 1-8 Assessment Instrument/Procedure Document
Exhibit AGREE BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees
Exhibit 1-9 BBCC Transfer Student Follow-Up Surveys (1992 and 1996)
Exhibit 2-1 Division Notebooks
Exhibit 3-13 New Student Orientation Surveys
Exhibit 2-7 1995 Industrial Technology Focus Group Surveys
Exhibit 1-10 BBCC Foundation Employers’ Survey (1993)
Exhibit 1-11 Customer Service Survey (1999)
Exhibit 1-12 Customer Service Task Force Meeting Minutes
Exhibit TENURE BBCC Running Start Report (Winter 2002)

Other Exhibits Referenced Informally (exhibit number not given in text)
Exhibit 6-6 Classified Staff Handbook
Exhibit FULL-HB (Full-Time) Faculty Handbook (2000-2001)
Exhibit PART-HB BBCC Part-Time Faculty Handbook
Exhibit S-HB BBCC Student Handbook
Exhibit NEW-EMP New Employee Orientation Packet
Exhibit 6-16 President’s State of the College Addresses (1998 to current)
Exhibit FOUNDATION BBCC Foundation Information

Also Available: Instructional Program Brochures (on the Brochure Rack in the Team Room)
STANDARD TWO EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS
INTRODUCTION
The main campus of Big Bend Community College is located just north of Moses Lake, the largest population center in the district. In an effort to make its educational services accessible to all citizens throughout the 4,600 square mile service area, the college has offered extension courses in the outlying communities of Coulee City, Ephrata, George, Grand Coulee, Lind, Mattawa, Odessa, Omak, Othello, Quincy, Ritzville, Royal City, Soap Lake, Warden, and Washtucna.

BBCC operates on a quarter calendar that includes Fall, Winter, and Spring sessions of 11 weeks each, and a Summer session of 6 weeks. A large portion of the college curriculum is offered in a four-day instructional week, Monday through Thursday. Classes are held for 65 minutes, more than the equivalent of five-day, 50-minute classes. The college engages in ongoing assessment to maintain high quality programs that result in identified student competencies.

BBCC offers a variety of collegiate-level courses in recognized fields of study that lead to transfer degrees, applied science degrees, and professional/technical certificates. BBCC also offers coursework in Adult Basic Skills (ABS), English as a Second Language (ESL), Developmental Studies, and Community and Continuing Education. The distribution of all state-supported full-time equivalent students (FTEs) at BBCC within these areas closely mirrors that of all Washington community colleges, as shown in Table 2.1. Distribution of State Funded FTEs: BBCC and State Averages, 2000-01. The 2001-2003 BBCC Course Catalog provides a detailed description of BBCC programs and courses. See Exhibit CATALOG for Course Catalogs since 1991. The current Catalog is also posted on the college website at http://www.bigbend.edu/.

<table>
<thead>
<tr>
<th></th>
<th>Academic FTEs</th>
<th>Workforce FTEs</th>
<th>Developmental FTEs</th>
<th>Basic Skills FTEs</th>
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</thead>
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<tr>
<td>System Average State Supported</td>
<td>38%</td>
<td>38%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>BBCC State Supported</td>
<td>39%</td>
<td>38%</td>
<td>12%</td>
<td>11%</td>
</tr>
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</table>

* Academic Year Report (AYR) 2000-01, pp. 12 (Exhibit AYR, Washington Community and Technical Colleges Academic Year Report 2000-01)

2.A GENERAL REQUIREMENTS

2.A.1 Sufficient Human, Physical, and Financial Resources

Educational Program Organization
As shown by the Instruction Flow Chart that precedes Standard Two, the Vice President of Instruction and Student Services has the overall responsibility for the administration of BBCC’s educational programs. The only exception is the Center for Business and Industry Services (CBIS), which reports directly to the President. The Dean of Arts and Sciences, Dean of Education, Health and Language Skills, and Dean of Professional/Technical Education represent faculty and program coordinators in each area and report directly to the Vice President.

Human Resources
During 2000-2001, BBCC employed a total staff of 311, 68% of which were faculty. The number of full-time and part-time faculty is adequate to facilitate student achievement of program objectives for current offerings. The 46 full-time faculty members represented 61% of full-time faculty equivalents (FTEF), compared to
the state average of 53%. See Exhibit AYR, pages 63 and 69. BBCC students benefit from this higher-than-average ratio through increased continuity of instructors and instructional methods as well as through greater access to instructors during office hours and after class.

BBCC’s 35 instructional departments are organized into eight divisions, each of which consists of related disciplines as shown in Table 2.2, Division Organization. Each division has an annually elected Division Chair who provides representation on the Instructional Council. In 2000, the college created a new Developmental Studies Division. This division now contains Developmental English, which had previously been included in the Humanities Division.

### TABLE 2.2 DIVISION ORGANIZATION

<table>
<thead>
<tr>
<th>DISCIPLINE OR PROGRAM</th>
<th>DIVISION</th>
<th>DISCIPLINE OR PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation (Pete Hammer)</td>
<td>Aviation</td>
<td>Allied Health (Marsha Asay)</td>
</tr>
<tr>
<td>Business Education (Gene Donat)</td>
<td>Business (Accounting)</td>
<td>Social Science (Linda Thimot)</td>
</tr>
<tr>
<td>Humanities (John Carpenter)</td>
<td>Art</td>
<td>Developmental Studies (Gail Erickson)</td>
</tr>
<tr>
<td>Math &amp; Science (Stephen Lane)</td>
<td>Astronomy</td>
<td>Industrial Technology (Chuck Cox)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISCIPLINE OR PROGRAM</th>
<th>DIVISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>Nursing</td>
</tr>
<tr>
<td>Allied Health</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Business (Accounting)</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Education</td>
</tr>
<tr>
<td>Economics</td>
<td>Child &amp; Family Ed</td>
</tr>
<tr>
<td>Office Information Technology</td>
<td>Early Childhood Ed</td>
</tr>
<tr>
<td>Farm &amp; Ranch Management</td>
<td>Psychology</td>
</tr>
<tr>
<td>Business (Accounting)</td>
<td>Political Science</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Sociology</td>
</tr>
<tr>
<td>Humanities (John Carpenter)</td>
<td>Adult Basic Skills</td>
</tr>
<tr>
<td>Art</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>Drama</td>
<td>Human Development</td>
</tr>
<tr>
<td>English</td>
<td>Developmental English</td>
</tr>
<tr>
<td>Philosophy</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Speech</td>
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<tr>
<td>Industrial Technology (Chuck Cox)</td>
<td>Automotive Technology</td>
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<tr>
<td>Astronomy</td>
<td>Avion Maintenance Technology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Commercial Driver’s License</td>
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<tr>
<td>Physics</td>
<td>Engineering Tech (Drafting)</td>
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<td>Pre-College Math</td>
<td>Industrial Electrical Technology</td>
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<tr>
<td>Physics</td>
<td>Maintenance Mechanics Technology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Welding Technology</td>
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<tr>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

### Financial and Physical Resources

BBCC’s instructional financial resources are adequate. As shown in Figure 2.1, Expenditures by Program 2001-2002, BBCC has allocated 52% of its 2001-2002 operating budget to instruction. The system average for 2000-2001 was 52% (Exhibit AYR, p. 85).

#### FIGURE 2.1 EXPENDITURES BY PROGRAM 2001-2002*

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>010 - 52% Instruction</td>
<td>53%</td>
<td>$5,356,765</td>
</tr>
<tr>
<td>040 - 3% Academic Administration</td>
<td>3%</td>
<td>$282,275</td>
</tr>
<tr>
<td>050 - 4% Library</td>
<td>4%</td>
<td>$379,375</td>
</tr>
<tr>
<td>060 - 11% Student Services</td>
<td>11%</td>
<td>$1,150,115</td>
</tr>
<tr>
<td>080 - 16% Administration</td>
<td>16%</td>
<td>$1,701,771</td>
</tr>
<tr>
<td>090 - 14% M &amp; O</td>
<td>14%</td>
<td>$1,454,563</td>
</tr>
</tbody>
</table>

*From Exhibit BUDGET, Published Annual Operating Budget Reports (see 2001-2002 Budget, p. 6)

The college maintains adequate facilities and equipment to support student learning. See Standard Eight. The 27 buildings on its 153-acre campus contain over 365,000 square feet. Projects implemented over the last 10 years with state and local funding have added 39,700
square feet of space. These projects include a major expansion and remodel of the Math/Science building, with increased space for the Math/Science Resource Center and a subsequent extension for the Engineering/Drafting program; the wiring of the campus for the Internet; the renovation of a maintenance shop for the Art Department; the enlargement of the Student Center/Administration building; the remodel of Smith Hall (the dining facility); and the addition of Interactive Television/Video (ITV) rooms and Distance Learning sites. See also Exhibit 8-8, 10-Year Recap of BBCC Capital Projects.

The state has approved $7.5 million in capital budget funding for a new 30,000 square-foot library, and plans are underway for construction to begin in Spring 2003. The new library will have three times the square footage of the current facility and will meet present and future needs. The new library will be adjacent to the planned 60,000 square-foot Grant County Advanced Technologies Education Center (GCATEC). This building will provide additional instructional space for future use. The GCATEC will hold a large conference room that can be subdivided into six smaller, variable purpose rooms; the Paul Lauzier University Center with six multimedia classrooms for BBCC and university students and offices for baccalaureate programs; a bookstore; a student activity center; and a dining commons. These upcoming construction projects—which combine funding from state, county, and private sources—will help alleviate the lack of available classroom space during peak times, which has long been a problem at BBCC. See Standard Eight for building project details.

The college has used Title III funds over a period of five years to add and upgrade computers across campus, to develop new computer labs, and to make a computer available to every full-time and some part-time faculty members. Internet connections allow students and instructors to expand their research across the country and around the globe.

The BBCC college district encompasses an area of 4,600 square miles, and many students have difficulty attending instructional sites because of distance, access, or special needs. In order to facilitate the college mission of meeting the needs of the entire service district, creative scheduling is required to serve students not able to reach the main campus or the extension sites. BBCC is actively engaged in developing Distance Learning opportunities for students. These opportunities include telecourses, Internet-based courses through WashingtonOnline (WAOL), and special courses for individual organizations at their work sites as shown in current quarterly Class Schedules (Exhibit SCHEDULE, Quarterly Class Schedules for two years). ITV classrooms have connected BBCC with Grand Coulee, 75 miles away, and with Othello, 33 miles away.

BBCC has placed great emphasis on facilitating student achievement through the development of on- and off-campus sites throughout its service district as shown in Table 2.3, Extension Sites for Facilitating Student Achievement. Collaboration with other agencies has been instrumental in providing maximum services for both place-bound and disadvantaged students.

In 1999, the BBCC Foundation purchased a 10,000 square-foot church and six acres of land adjacent to the campus. In 2001 this facility was renamed the Opportunity Center (OC) and was remodeled to provide six classrooms, office space, and a 26-station computer lab that serves over 200 students in Adult Basic Education/English as a Second Language (ABE/ESL) and General Education Development (GED) classes. The OC is now the on-campus location for Families That Work (FTW), a grant-funded program that serves WorkFirst parents in need of basic skills and parenting skills.

Another Opportunity Center and Families That Work site has been developed in Mattawa, 65 miles from Moses Lake. The facility became a One-Stop WorkSource Center in 2001, with Employment Security, Community Action Council, Grant County Housing Authority, and BBCC sharing the space. An adult classroom, a computer lab, childcare space, and office space are available.
Learning Centers (LCs), which offer academic coursework in both traditional and ITV formats, have been established in Grand Coulee and in Othello through rental agreements with school districts. Additionally, extension classes are offered at high schools or rental sites throughout the district. The rental fees are nominal, making outreach programs affordable, and classes are held in facilities designed for educational purposes. The adequacy of these public school spaces is left to the judgment and responsibility of the college distance education coordinators/administrators.

BBCC’s student population reflects the demographics of its service area, which is largely rural and agricultural. BBCC service district residents tend to be poorer, less educated, and more ethnically diverse than in many other areas of the state. As shown in Table 2.4, BBCC Service Area Demographics Compared to Washington State Average, per capita income of BBCC service district residents is only 66% of the state average, and 15% of service district residents live in poverty compared to a state average of 10%.

<table>
<thead>
<tr>
<th>Site</th>
<th>Classrooms</th>
<th>Computer Lab</th>
<th>ITV</th>
<th>Child Care</th>
<th>Parent Coop</th>
<th>ABE *</th>
<th>Collaborators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ephrata</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>School District</td>
</tr>
<tr>
<td>George</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Coulee LC*</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>School District</td>
</tr>
<tr>
<td>Mattawa OC*</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>Employment Security, Community Action Council, Grant County Housing Authority</td>
</tr>
<tr>
<td>Moses Lake OC*</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>BBCC Foundation</td>
</tr>
<tr>
<td>Omak</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>Wenatchee Valley Community College</td>
</tr>
<tr>
<td>Othello LC*</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>School District</td>
</tr>
<tr>
<td>Quincy</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>School District</td>
</tr>
<tr>
<td>Royal City</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>School District</td>
</tr>
<tr>
<td>Soap Lake</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>School District</td>
</tr>
<tr>
<td>Warden</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>School District</td>
</tr>
<tr>
<td>Coulee City (Almira/Hartline), Lind, Ritzville, Washtucna: On Demand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*ABE is Adult Basic Education. LC is Learning Center. OC refers to Opportunity Centers, which offer Basic Skills and Families That Work Programs.

BBCC’s student body differs from state system norms in two important parameters: Fully 53% of the students are on need-based financial aid compared to a state system average of 33%, and 38% are people of color compared to a state system average of 28%. As shown in Table 2.5, BBCC Student Demographics Compared to State Averages, BBCC serves more Hispanic students and more students of immigrant status than the majority of Washington State community and technical colleges.

The college strives to facilitate the achievements of these students and to meet the needs of the community by securing and implementing grants that target economically and educationally disadvantaged students to enable them to move into jobs or college coursework. While many of
these grants provide funding for tuition and expenses, a number of them provide classroom instruction and training. Indeed, 37% of BBCC’s contract-supported FTEs are in the Basic Skills area as compared to a state average of 17% (Exhibit AYR, p. 14). Although one of the smallest community colleges, BBCC has the highest headcount statewide in Families That Work programs (pp. 35-36).

<table>
<thead>
<tr>
<th>TABLE 2.5</th>
<th>BBCC STUDENT DEMOGRAPHICS COMPARED TO STATE AVERAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students on Need-Based Financial Aid ( % of total in the program who are eligible for aid)</td>
<td>53%</td>
</tr>
<tr>
<td>All Students of Color, State Supported</td>
<td>38%</td>
</tr>
<tr>
<td>Hispanic Student Population, State Supported</td>
<td>33%</td>
</tr>
<tr>
<td>Male/Female Ratio</td>
<td>44/56%</td>
</tr>
<tr>
<td>Students of Immigrant Status</td>
<td>17%</td>
</tr>
<tr>
<td>% Contract Supported FTEs in Basic Skills</td>
<td>37%</td>
</tr>
</tbody>
</table>

2.A.2 Instructional Policies, Methods, and Delivery Systems

Both BBCC and the State of Washington generate a wealth of assessment data and analyses. BBCC’s indexed Instructional Assessment Data Notebook (Exhibit IAD) and the state’s Academic Year Report 2000-01 (Exhibit AYR) contain much of the data referenced in Standard Two. For convenience, several copies of each exhibit are available in the Team Room. Also available are Division Notebooks (Exhibit 2-1), which contain a variety of program-specific items such as samples of assessment tools.

The college mission statement guides the goals of all instructional programs at BBCC. For mission statement details, see Standard One (1.A.1-1.A.5). Once every five years, faculty submit program plans to the appropriate Dean for review. These plans contain program goals and mission statements that support the college mission. Program plans are included in Part II of Standard Two. Longer versions of some of the plans (which had to be shortened for this report) may also be found in the Division Notebooks.

Faculty are required to update all course syllabi annually, as specified in Article XIX of the Faculty Negotiated Agreement (Exhibit AGREE, BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No.18 Board of Trustees—also available on the college website). These syllabi, on file in the Vice President of Instruction and Student Services’ office, include course goals and objectives that list and/or explain the types of learning opportunities provided to students. Samples of syllabi are also provided in the Division Notebooks. The college provides a Course Syllabi Guidelines booklet to all faculty (Exhibit 2-2). Since syllabi may include critical thinking and problem solving, computation, communication, arts enrichment, workplace skills and values, and awareness and sensitivity to diversity, they clearly demonstrate the college mission statement in action. New courses are developed in relation to the college mission as well as specific program requirements. Professional/technical programs also have advisory committees comprised of industry professionals who regularly review program goals, content, and relevancy to industry practices. For the composition of these committees and for samples of recent meeting minutes, see Exhibit BP/AP, Board Policy and Administrative Process (BP/AP) Book (BP/AP2320) and Exhibit 1-2, Advisory Committee Meeting Minutes.

2.A.3 Design and Assessment of Degree and Certificate Programs

The design and organization of the academic programs at BBCC follow the requirements of the statewide Intercollege Relations Commission (ICRC) guidelines and the transferability
requirements of state institutions (available at www.icrc.wwu.edu/guidelines/policy.html). In addition, academic programs make good use of library and other information resources, as discussed in 2.A.8.

BBCC professional/technical programs follow the State Board for Community and Technical Colleges (SBCTC) policies found at http://www.workforceed.com/ccPrograms.html. Programs with more than 120 credits require the Higher Education Coordinating Board's (HECB) approval. The BBCC Instructional Council ensures that programs and course sequencing follow SBCTC and HECB policies as well as BBCC’s own certificate and degree criteria, including the use of library and other information resources. The Instructional Council reviews syllabi which contain course content, objectives and goals, delivery and evaluation methods, and, when applicable, specific career preparation competencies. Professional/technical program advisory committees assist in identifying learning outcomes and the breadth and depth of program offerings.

The Course Catalog contains program descriptions (see 2001-2003 Course Catalog, pp. 25-48) that include recommended pre-major and General Education or Related Instruction courses. The classification of each course and its place in the degree and certificate structure is shown on pages 17-20. The Catalog is reviewed and updated every two years to ensure that it is complete and comprehensive, and that it corresponds to current offerings and program changes.

When the Instructional Council reviews new degree and certificate programs, it provides recommendations in the areas of program structure, instructional budget, policies, publications, and associated administrative actions. This multidisciplinary committee reviews and considers curricula and discusses the effects of the course on other areas of the college, requirements of the ICRC and the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and transferability. This Instructional Council scrutiny results in programs and courses that reflect sound educational principles culminating in coherence, breadth, depth, and sequencing, as well as in the learning opportunities stipulated by BBCC’s mission statement. General Education Expected Learning Outcomes (ELOs) for degree and certificate programs are assessed under the guidance of BBCC’s Assessment Committee. The assessment process, the results of that process, and the assessment of courses and programs are addressed in detail in 2.B.2 and 2.B.3.

2.A.4 Defined Degree Objectives and Program Requirements

BBCC transfer degrees and their contents conform to the standards of the state’s direct transfer agreement as articulated by the ICRC. The college offers four degrees: Associate in Arts and Science (AA&S), Associate in Science (AS), Associate in Applied Science (AAS), and Associate in General Studies (AGS). In professional/technical programs, the college awards Certificates of Achievement (which require Related Instruction and a minimum of 45 credits) and Certificates of Accomplishment (which require less than 45 credits and may not require Related Instruction). Degree designators are consistent with program content, and degree objectives (including content and skills) are clearly defined.

The AA&S degree is awarded to students completing the requirements of a college transfer program. The AS degree, established in 2000, is a 90-credit transfer degree designed for the student preparing to major in the sciences or engineering at a college or university. The AS degree accommodates students who must take so many sequential science and math courses that they cannot schedule the usual 30 credits of social sciences and humanities classes; it allows these students to graduate with junior transfer status in their majors. The AAS degree is awarded to students completing the requirements of a professional/technical program. These programs are clearly described in the 2001-2003 Course Catalog on pages 17-20. Degree objectives, descriptions, and requirements may be found on pages 19 and 20. Since 1984, students in the BBCC Registered Nursing program have received their degrees from Columbia Basin College. In 2000, BBCC received permission from the Washington State Nursing Commission to operate the program independently and to award its own Associate Degree in Nursing (ADN).
2.A.5 Demonstrated Goal and Objective Mastery in Concentrated Programs
With the exception of the Commercial Driver’s License (CDL) program, all degree and certificate programs at BBCC are offered in a standard quarter structure as described in the Course Catalog. The CDL program is developing a series of four-week training courses in conjunction with a trucking company to supplement and extend the training of their employees. These four-week sessions will be specifically designed to meet the requirements and standards of the company. Exhibit 2-3, Commercial Driver’s License Program Competencies, shows the skills all trainees are required to master regardless of timeframe.

2.A.6 Quarter Credit Hours, Program Lengths, and Program-Specific Tuition
The college equates its learning experiences with semester or quarter credit hours by meeting ICRC and AACRAO standards. Program objectives, lengths, and costs at BBCC reflect practices common to other community colleges. BBCC’s four-day instructional week was instituted during the oil embargo in 1973 when all state agencies were directed to cut energy consumption by 20%. Classes meet for 65 minutes. This four-day structure gives students 10 minutes more per week than the standard five-day, 50-minute class schedule. Although the four-day week limits the number of class periods offered and the classroom space available each day, adequate classes are offered throughout the day and evening.

The academic soundness of the four-day week is supported by state transfer statistics which show that BBCC students perform as well as those from other Washington community colleges who transfer to baccalaureate institutions, and that BBCC alumni are able to maintain this level of performance throughout their college careers. See Exhibit 1AD, Tab 5, BBCC Transfer Performance Tables.

Additionally, state statistics for 2000-2001 show that full-time BBCC students progress to degree faster than the average for all state community colleges. See Table 2.6, Progress to Degree Statistics. Because of BBCC’s small size and the limited availability of some classes, part-time students may have more difficulty arranging classes around their work schedules.

<table>
<thead>
<tr>
<th>Progress to Associate Degrees</th>
<th>Substantial Progress or 4+ Quarters</th>
<th>Some Progress or 2-3 Quarters</th>
<th>Early Leavers or 1 Quarter</th>
<th>Substantial Progress or 4+ Quarters</th>
<th>Some Progress or 2-3 Quarters</th>
<th>Early Leavers or 1 Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE AVERAGES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>54%</td>
<td>29%</td>
<td>17%</td>
<td>60%</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>31%</td>
<td>31%</td>
<td>38%</td>
<td>30%</td>
<td>20%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Source: SBCTC AYR 2000-2001 p.54

The four-day instructional week has a number of other positive results. The 65-minute class period allows more time to cover difficult concepts than is possible in the traditional 50-minute period. For courses with abstract material, such as mathematics or science, extra time can facilitate student understanding. The four-day week also accommodates students who commute long distances, giving them more flexibility in their work commitments and day care requirements.

Lab fees are charged to offset expenses in specialized programs. During the 2000-2001 academic year, CDL and Aviation fee reviews were performed, and fees were increased as a result. Exhibit 2-4, Lab Fee Analyses, illustrates the college’s process for determining Aviation and CDL lab fees. The fees charged by the Center for Business and Industry Services (CBIS) are based on formulae that include the costs of instructor time, materials, indirect costs, and facilities. See Exhibit 2-5, CBIS Blank Profit/Loss Form.
2.A.7 Curriculum Design, Approval, and Implementation

New programs and their curricula may result from the input of faculty, administration, staff, students, the Board, and the community through their participation on committees, or from needs analysis surveys that help shape the Academic Master Plan (AMP) (Exhibit AMP). See 1.A.5. Needs analyses, which are used to determine the feasibility of implementing any particular program, rely heavily on input from service area business and industry leaders regarding the potential job market for graduates. For examples of recent needs analysis surveys, see Exhibit IAD, Tab 11. Once a new program is designated as an institutional goal, it is prioritized for action.

In a similar fashion, the need for major modifications of existing curricula may be indicated by input from these same groups or through the process of reviewing five-year program plans. When reviewing, updating, and changing course content in the professional/technical arena, the college relies on input from advisory committees comprised of business and industry leaders. Since 1994, needs analyses have been conducted for Cisco Network Academy, Maintenance Mechanics Technology (MMT), Industrial Electrical Technology (IET), Nursing, Commercial Driver’s License (CDL), Business Medical Services, Agribusiness, Chemical Lab Technician, and Criminal Justice. These surveys have resulted in the implementation of new courses, options, or programs, including Cisco Network Academy, MMT, Medical Assistant, Criminal Justice, IET, and CDL. Of these, only IET (1996) and CDL (1997) have been established as programs in the last five years. The AAS degree program Business Management Technology was discontinued in 1997 for lack of enrollment.

Based on such input from appropriate sources, faculty then design or modify programs and/or courses. Proposed curricula are sent to the Instructional Council. In that body, faculty representatives from the instructional divisions, the Deans, the Vice President of Instruction and Student Services, and the Director of Library Services review and either approve plans or make suggestions for improvement. Once proposals gain final approval, faculty have the responsibility to implement them. Figure 2.2 Curriculum Design, Approval, and Implementation, shows the process and its participants.

The definition and responsibilities of the Instructional Council may be found in the Faculty Negotiated Agreement, Article II, Section O, and in AP2310D (Exhibit BP/AP). Guidelines for course approval by the Instructional Council may be found in Exhibit 2-6, Course Approval Guidelines.

2.A.8 Integration of Library and Information Resources into the Learning Process

The use of library and information resources is woven into the educational fabric of BBCC. The library recorded 3,329 visits during the first week of Fall Quarter 2001, and 241 students registered to use the library. Many instructors schedule library instruction and require students to complete library assignments.

Often, classes require research papers and/or article summaries as part of their coursework. Additionally, many classes now make use of the computer lab resources on campus for demonstrations, for research, and for class and/or individual projects. For example, SOC 110, Introduction to Sociology, regularly uses a computer lab for Internet research, and for correlation and crosstab analyses. Sociology has also conducted courses using a website through which BBCC students exchange information with Japanese college students. Instructors at the Opportunity Center have limited English speakers compose emails to their home countries, which teaches English and computer skills simultaneously. A number of Biology labs are conducted through computer simulations or web-based digital images. Instructors, of course, also use the library and the Internet for their own enlightenment and/or research. The use of library and/or other information resources is included in departmental program plans. For more information on the use of these resources in individual programs, see the Program Descriptions in Part II.

In 2000, a 25-station computer lab was added to the library to better accommodate library instruction and to handle library overflow. This lab in Room 1710 is also available for in-class
access to library resources. Utilization has far exceeded expectations, and labs are kept open for general use on an almost continual basis. See **Standard Five** for more information about the BBCC Library and Big Bend Technology services.

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**FIGURE 2.2 CURRICULUM DESIGN, APPROVAL, AND IMPLEMENTATION**

**Evaluation of Program Plan** indicates Major Curriculum Changes are necessary or desirable

**Input From:** Faculty, Community, Cabinet, Board, Instructional Council, Students, FMP Committee, & AMP Committee

Results in **Creation of a NEW Program** as an Academic Master Plan Goal

**Input From:** Affected Faculty, Instructional Council, Administration, Community, Industry, Advisory Committee, & Students

Suggestions for **Major Modification of EXISTING Curricula**

**FACULTY**
Design or Modify Program

**INSTRUCTIONAL COUNCIL**
Review, Approval or Suggestions for Improvement

**FACULTY**
Implementation

---

**2.A.9 Planning of Program and Course Curriculum**

The Enrollment Management Task Force (EMTF) is responsible for examining and modifying the schedule as necessary to meet student needs. The EMTF uses assessment data such as previous Winter Quarter Enrollment Surveys and class enrollment numbers, with a room assignment/time grid to help anticipate student enrollment numbers and patterns. As of Summer 2002, summer orientation/registration sessions are being held for new students. This will give early warning of high demand classes and allow time for planning extra sections. For sample EMTF meeting minutes, see **Exhibit MEETINGS**, Meeting Minutes (Instructional Council, Enrollment Management Task Force, President’s Cabinet, Administrative Council, and Academic Master Plan Committee).

The EMTF adjusts quarterly and annual schedules submitted by faculty to insure that the proper number of sections of each class is offered and that class size is optimal for student learning. In order to meet the needs of students seeking a transfer degree, the EMTF makes
every effort to provide classes from each of the General Education requirement (GER) areas in every time slot throughout the day. For ease in student advising, a grid showing which GERs are offered during each class period is printed in the quarterly Class Schedule. Afternoon and evening scheduling of GERs is also given careful consideration. All courses needed for degree and/or certification are offered on a regular and appropriate sequential basis to ensure accessibility. The anticipated annual schedule is published in the Fall Class Schedule.

The college has been expanding its evening course offerings to accommodate students who work during the day. However, small class size often limits the availability of these courses. Annual schedules show that a significant number of night courses for vocational programs are offered. In 2000-2001, 13% of BBCC courses were offered at night compared to a system average of 19% (Exhibit AYR, p. 5).

The desire of most students to take morning classes leads to under-utilized classroom space in some areas during the afternoons. This is an issue that the Instructional Council has discussed many times. Faculty have been willing to teach afternoon classes, but enrollment is usually low except for very high demand courses necessary for program or graduation requirements.

All Related Instruction courses required by professional/technical programs are listed on page 19 of the 2001-2003 Course Catalog. These courses are clearly identified under the individual program descriptions in the Catalog and are scheduled at appropriate times to meet student and individual program needs. Related Instruction classes are usually scheduled so that students from more than one program may be enrolled in each class in order to maximize the efficient use of facilities and instructors.

2.A.10 Experiential Learning Credit
BBCC does not have a policy of giving credit for experiential learning outside the Credit by Examination policy on page 14 of BBCC’s 2001-2003 Course Catalog. Credit is awarded for prior military experience as recommended by the American Council in Education’s (ACE) Guide to the Evaluation of Educational Experience in the Armed Services (available for Team review in the Admissions office). Giving credit based on student portfolios was discontinued approximately seven years ago.

The credit by examination policy is used only at the discretion of the individual departments; students requesting this credit are sent to the appropriate Department Chair. If the department has a policy of granting such credit, then the test is administered and credit is awarded as follows:
- The Office Information Technology program gives credit to students who have significant work experience and test appropriately.
- The English Department gives credit for ENG 101 to students who place in ENG 102 and who write a paper demonstrating the proper skill level.
- The Aviation Maintenance Technology (AMT) program uses testing for students transferring from an institution that utilizes FAA hours in lieu of credit hours.
- The Aviation program uses testing for students who already have a private pilot’s license in order to avoid a duplication of materials necessary for the FAA licensing requirements.

2.A.11 Course Additions and Deletions
The Instructional Council must approve all major changes, which include the addition or deletion of a course. See 2.A.2 for the program review and addition procedure. When identified, the need for new programs or instructional positions is presented to the Academic Master Plan Committee for discussion and possible inclusion in the AMP. If a number of new programs are presented, they are prioritized in the AMP.

The procedure for program deletion is included in the Faculty Negotiated Agreement, Article XXIII. This procedure addresses the continuation, reduction, modification, or elimination of instructional programs because of budgetary reasons, program changes, or lack of students. Policies and procedures regarding program addition or deletion are open to review and/or revision every two years when negotiations between the Faculty Association and the Administration are regularly scheduled. The current program deletion procedure was renegotiated in 2000.
2.A.12 Program Completion in Case of Elimination or Change

In the event of program elimination, BBCC makes every effort to accommodate student program completion on a case-by-case basis. When program elimination occurs, students are directed to the appropriate counselor or advisor to work out a plan for completion. When only one or two students are involved, appropriate course substitutions are determined. If large numbers of students are involved, courses are continued until all students have completed the program in question.

In 1997, when the Business Management Technology program was eliminated, the course of study was continued as a certificate program under CBIS until the affected students were accommodated.

When a significant change in program requirements is approved, students have three years from the quarter of entry to complete the program under the requirements of the Course Catalog in place at time of admission. After three years, students are subject to the requirements of the current Catalog. See page 17 of the 2001-2003 Course Catalog.

2.A ANALYSIS

Strengths

BBCC clearly recognizes the characteristics and needs of its service area, and the college is dedicated to serving the economically and educationally disadvantaged segment of its district population. BBCC has aggressively sought and secured grant and contract programs that provide funding, employment, instruction, and training. BBCC’s contract-supported FTEs in Basic Skills classes are more than double the state average. As a result of these efforts, BBCC has enjoyed a 127% enrollment growth rate in the Developmental Studies area over the past 10 years. The college has also done an excellent job of providing education and support for students of color, who now make up 38% of BBCC’s student population. Despite the lower income base of the service area, BBCC awarded 23% of its associate degrees and certificates to students of color, slightly more than the state average. This finding indicates that the college is serving its district residents well. In addition, the college has created ITV classrooms and off-campus sites to provide Distance Learning opportunities for place-bound students and is actively engaged in developing online courses. State comparisons are based on Exhibit AYR, page 45.

The college, with the aid of a Title III grant, has dedicated resources to providing the infrastructure, equipment, and laboratory settings necessary to prepare students for the technological demands of today’s work environments. The college also provides a wide range of hands-on classroom experiences that prepare students for future university success. Title III monies and instructional budgets have been used to provide the necessary training to allow faculty to utilize new teaching and research methods, including Internet and computer-aided instruction. The use of library and information resources is widely integrated into BBCC’s instructional processes, with over 1,000 students participating in bibliographic instruction for each of the past two years. See Standard Five (Part I, 5.B.2, Table 5.1, Students Receiving Bibliographic Instruction by Quarter).

BBCC is somewhat unique in that it utilizes a four-day instructional week that provides students with a number of benefits. Educationally, the longer class periods give instructors the time necessary to explain complex and abstract topics, and give students more opportunity to question and participate in discussion, both of which enhance student learning. Full-time BBCC students progress to degree faster than the system average, and they have equivalent transfer grade point averages. The four-day week also benefits students financially in terms of transportation and child care costs and gives students the opportunity to work on Fridays, thus enabling many to attend school who might not otherwise be able to do so.

The college maintains the high quality of its educational program by involving faculty, administration, staff, students, the Board, and the community in the creation of new programs and in major modifications of existing curricula. Institutional committees play specified roles in this process, which is based on clearly established procedures.
Faced with high enrollment but limited state funds for additional instructors, the college makes every effort to facilitate course scheduling and to maximize course availability. BBCC’s Enrollment Management Task Force utilizes assessment data to examine and modify the schedule as necessary to best meet the needs of the students. The recent incorporation of an annual schedule into the Fall Quarter Class Schedule has facilitated long-term planning by students and advisors.

BBCC has never received state funding for new construction prior to the 2001-2003 biennium; however, despite this financial challenge, the college has made steady progress throughout its history in upgrading and expanding instructional space. The President’s vision for the expansion of the campus—which will directly benefit students—encompasses the community and encourages liaisons with state universities and other agencies. This vision and significant hard work have resulted in the planning and financing package for the college’s new library and GATEC complex.

Challenges
The campus, although improved radically over the years, is still in need of upgrading. While the library and GATEC projects are going forward, the college has obtained funds to support a childcare facility in the existing Cooperative Preschool/Parent Education building. Planning continues for a future relocation of the Nursing program.

BBCC has always struggled with providing enough sections of high demand classes given the small size of the faculty pool, the ever-present lack of classroom space during peak hours, and the reality of students with work commitments. The new library and the GATEC complex will provide additional classroom space and hopefully alleviate some of these problems. In spite of budget cuts, BBCC will be hiring new tenure-track faculty in Nursing, Mathematics, and Computer Science for 2002-2003.

2.B EDUCATIONAL PROGRAM PLANNING AND ASSESSMENT

2.B.1 Educational Program Assessment Integrated into Overall Planning
In the Commission on Colleges and Universities’ Regular Interim Report for BBCC dated October 1997, Dr. Alice Jacobson recommended that BBCC instructional departments and programs define essential student learning outcomes, decide how to measure them, and demonstrate how assessment results are used to improve the teaching/learning process (Exhibit NWASC, Northwest Association of Schools and Colleges: Commission on Colleges and Universities: BBCC Accreditation Submissions/Reports 1992-1997: A Regular Interim Report: BBCC, October 27-28, 1997, p. 14). A great deal of assessment activity has ensued since that recommendation and forms the basis for this current self-study report.

Assessment and Analysis of Enrollment Trends
Traditionally, college enrollments are highest during periods of high unemployment, as workers retrain. In 1995, Grant County experienced an unemployment rate of 10.6%. When this rate fell in late 1996 and 1997, BBCC’s FTEs also fell. The economic downturn of the last three years resulted in an increase in academic FTEs, and the college expects to see an increase in graduates in 2002. Despite such fluctuations, total FTEs generated by BBCC have risen 20% since 1995-1996 and 65% since 1990-1991, as shown in Figure 2.3, BBCC FTEs 1990-2002. See also Exhibit IAD, Tab 6, Annualized FTEs Reports 1996-2002.

Academic FTEs at BBCC have risen 8% since 1995-1996 and 72.5% since 1990. (Technically, for comparison purposes only, academic FTEs for 2000-2002 should be increased by 49. In 2000-2001, Developmental English was moved from the English Department to the Developmental Division, resulting in 44 fewer academic FTEs that year and 49 fewer in 2001-2002.) The number of BBCC students transferring to four-year public institutions was static from 1996 through 2001, and BBCC graduates and certificates increased only 3%. However, the number of transferring students statewide fell 10% during that same period (Exhibit AYR, p. 50). Since the median age of transfer-bound students is 21, the potential growth in academic FTEs correlates with the percent of those under 24 in the general population. This number has grown 13% in the past 5 years, and the number of transfer students...
may be expected to rise over the next 10 years as the “Baby Boom Echo” cohort finishes high school (pp. 3, 30, and 50).

BBCC has shown a 65% growth rate in developmental FTEs since 1995 and a 127% growth rate since 1990. This increase reflects the character of the college service district and the response of the college to district needs. The college has actively pursued and implemented grants that target economically and educationally disadvantaged students, and the results of these efforts are seen in this growth.

Growth in the immigrant population of the state has increased the demand for ESL classes. ABE and ESL FTEs have risen 29% since 1996-1997. In the professional/technical area, FTEs have risen 21% since 1995-1996 and 40% since 1990-1991. Surprisingly, the correlation with local unemployment figures wasn’t particularly relevant during these years.

Graduates and certificates in professional/technical areas have increased 24% since 1996. Since Certificate of Achievement programs are only one year in length, the increase in graduate/certificate figures generally shows up one year after a rise in enrollment, rather than after two years. In June 2001, the total fell by 16% from the previous year. Because some students enrolled in these programs get jobs prior to graduating or receiving certificates, they are not always reflected in these figures. The latest SBCTC data show that 76% of BBCC “early leavers” for 1999-2000 were employed nine months after college (Exhibit AYR, p. 48). In a small school, a change in graduates and certificates in one program can have a significant impact on the total for all programs. For example, the MMT program offered a series of night courses during 1999-2000. Students were able to complete the program early, which
caused a 114% increase in the number of certificates that year, and a 69% decrease the following year. This change in the number of MMT graduates accounted for 7% of the drop in total professional/technical FTEs for 2000-2001. Another 11% of the drop is attributable to the Engineering/Drafting program, which has seen a shift in students from dislocated workers to Running Start students or recent high school graduates. Unlike those training for immediate work, these younger students have additional academic requirements, and most transfer to four-year schools without an AAS degree.

Workforce education serves students needing upgraded skills, retraining, or preparation for a new job. Workforce students are defined by their purpose for attending, since students may take courses in academic, professional/technical, or basic skills courses, depending on their needs. BBCC Workforce Education FTEs in 2000-2001 accounted for 42% of the total FTEs, compared to 46% for the state system (Exhibit AYR, p. 9).

From 1997-2001, no discernable trends have been noted in the ethnicity, gender, age, or backgrounds of the student body. A slight shift in the number of FTEs by category has occurred since 1990, as shown in Table 2.7, FTEs by Category.

<table>
<thead>
<tr>
<th>TABLE 2.7</th>
<th>FTES BY CATEGORY</th>
<th>1990-91</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>43%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Professional Technical</td>
<td>44%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Developmental</td>
<td>13%</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

Integration of Assessment and Planning
The integration of the college’s educational assessment into its overall planning is shown in the Institutional Assessment and Planning Cycle Flow Chart that precedes Standard One. As illustrated in the flow chart, assessment results from various areas are evaluated by the appropriate department or by the Instructional Council. Most problems that are identified are addressed at those levels. New issues or major projects arising from assessment are considered for inclusion in the Academic Master Plan (AMP).

At BBCC, both institutional planning and educational planning originate from the AMP, which in turn is derived from the institution’s missions and goals. The AMP is the core of the planning process. It reflects the utilization of assessment data to identify student needs, interpret college goals, and set priorities for the use of college resources.

It is fitting to note as BBCC finishes its fifth year under the current AMP that the plan’s first four goals are directly related to student achievement:
- To improve academic excellence by making student learning and development the number one priority
- To improve program development and review
- To improve student access, retention, and progress
- To improve student access to career development, job placement services, and labor market information

Assessment Methods and Frameworks
Assessment in any educational setting must be an ongoing process. At BBCC, assessment most frequently takes place within one of three institutional frameworks, namely, institutional research, departmental program plans, and performance evaluations.

BBCC’s Assessment Coordinator actively conducts institutional research in numerous areas. Many of these projects, such as the Winter Quarter Enrollment Survey, are scheduled regularly or as state reports become available. Other institutional research projects are requested as needs arise. For a summary of recent assessment activities performed by this office (with outcomes and resulting actions), see Exhibit 1-8, Assessment Instrument/Procedure Document. For the BBCC Annual Outcomes Assessment Reports, see Exhibit OUTCOMES. See also Standard One (1.B.7).

Educational assessment also takes the form of departmental and area program plans. In 1998 faculty were asked to revitalize and/or create program plans during this self-study process. These plans may be found in Part II. Longer versions of plans that had to be truncated for this report may be found in the Division Notebooks. In the instructional areas, these program plans describe curriculum as well as methods of instruction and delivery. Faculty evaluate program enrollment, assessment, and progress-
The third major source of assessment comes from performance evaluations. All faculty undergo tenured faculty evaluations, probationary faculty review, or part-time faculty evaluations, as described in Standard Four (4.A.5). In a small college with many one-person instructional departments, faculty evaluation is often closely associated with course and program evaluation. See Exhibit TFEBP, Tenured Faculty Evaluation Procedure Booklet, and Exhibit 4-3, BBCC Probationary Faculty Evaluation Packet, for student evaluation and summary report forms.

**Role of Faculty in Assessment**
Faculty play a major role in the planning and evaluation of educational programs at BBCC as shown in Figure 2.2. Underpinning all college assessment and planning are the college mission statement and the Academic Master Plan. Faculty members actively take part in mission statement revisions, and representatives of each instructional division are members of the AMP Committee and the Assessment Committee. Division Chairs serve on the Instructional Council, which assists with budget preparation and the evaluation of projects resulting from assessment. In addition, faculty determine and assess expected learning outcomes (ELOs) as described in 2.B.2.

**2.B.2 Expected Learning Outcomes and Assessment**

**Performance Goals and ELOs**
BBCC identifies and publishes the expected learning outcomes (ELOs) for each of its degree and certificate programs in its Course Catalog. In Winter 2000, faculty, administrators, and the Assessment Committee met to discuss and generate goals and expected learning outcomes (ELOs). For assessment purposes, all educational and support service programs are placed in one of seven “arenas.” Four of the seven—General Education Courses (Gen Ed), Transfer Programs, Professional/Technical Programs, and Basic Skills and Developmental Education—are categorized as educational programs and are assessed as such. The remaining three—Community and Continuing Education, Workforce Development, and Student Support Service—are categorized as Institutional Programs. The Gen Ed courses are those required for all associate degrees. All programs in each arena are evaluated in terms of the institution’s mission and goals.

Each biennium, SBCTC sets performance targets for each community and technical college in three areas: Transfer Ready Students, Basic Skills Rate, and Students Prepared for Work. State performance goals for BBCC in all three areas were set as additional college goals. For an explanation of state performance goals, see Exhibit AYR, pages 37-39.

**Results**
A summary of goals and outcomes in all areas (including Institutional Programs)—along with instruments used to assess each area, results of the assessments, and plans based upon these results—are shown in Exhibit IAD, Tab 1. Goals were met or exceeded in 23 of the 26 areas listed in that document, including alumni satisfaction, state performance indicator results, student performance at baccalaureate institutions, employment, and employer satisfaction. Unless otherwise noted, all references in 2.B.2 and 2.B.3 are to Exhibit IAD.

**#1. Transfer Preparation**

**BBCC Goal 1:** Seventy-five percent or more of BBCC transfer students will report that their educational preparation was satisfactory or better. In university visitations to Washington State University (WSU) in 2000 and Eastern Washington University (EWU) in 2001, 95% of students interviewed rated their overall BBCC experience as “Good” or “Very Good,” as did 100% of the students in the 2001 Central Washington University (CWU) Transfer Student Follow-Up Survey. See Tab 4, University Visitations.

**BBCC Goal 2:** BBCC transfer students will have a GPA at a baccalaureate institution comparable to the student population. Data sharing is voluntary on the part of universities, but the most recent and inclusive comparisons available show no significant difference between the performance of BBCC graduates and other community college graduates upon transfer. Furthermore, BBCC graduates are able to maintain their entering GPAs throughout their university experience. See Tab 5.
BBCC Goal 3: Graduates who sought BBCC advising regularly will have a better experience in transferring. While 80% of transfer students responding reported no problems, a direct correlation was not seen between those who did and did not seek advising. In the 1995-2000 Arts and Science Graduate Survey (ASGS), 79% of students rated advising by counselors and 86% rated advising by faculty as “Good” or “Very Good.” See Tab 3, ASGS. Students who did not seek advising found the requirements were clearly outlined and did not find consultation necessary. In the 2001 CWU Transfer Student Follow-Up Survey, 93% of students felt advising and course selection information was clear. See Tab 4. All entering students at BBCC are assigned to an advisor and notified in writing, and students are encouraged quarterly to seek advising before registering. In spite of these measures, some students contacted during university visitations—those who regretted not taking better advantage of BBCC’s advising opportunities—felt that students should be further encouraged to utilize counselors and advisors. The results of the Community College Student Experiences Questionnaire (CCSEQ) show that 67% of students from 1996-1998 and 57% in 1999-2000 never made an appointment to discuss transfer requirements with a counselor. See Tab 3, CCSEQ.

State Performance Goal: Transfer Ready Students are defined as academic students prepared to transfer to baccalaureate institutions based on earning 45 or more college-level credits with a GPA of 2.0 or higher. BBCC’s target was 491 such students. By the end of 2001, BBCC had 555 Transfer Ready Students.

#2. Professional/Technical Programs
Assessment data show that all of the professional/technical outcomes were exceeded.

BBCC Goal 1: Seventy-five percent of employers will rate BBCC graduates to be as qualified as employees trained elsewhere. In July 2001, the BBCC Employer Survey was sent to 103 area employers of former BBCC technical/professional students. Survey questions focused on technical skill preparation, quality and quantity of work, and how the college might better prepare future graduates. Eighty-six percent of the responding employers indicated that BBCC-trained employees were as qualified as employees trained by other means. See Tab 8, Employer Survey.

BBCC Goal 2: Seventy-five percent of graduates and certificate holders will indicate their technical training prepared them well for employment. In Spring 2001, BBCC sent the Professional/Technical Former Student Survey to 1,184 BBCC students who had attended BBCC between Fall 1995 and Spring 2000 and had completed at least 45 credits with a minimum 2.0 GPA. The results are summarized in Table 2.8, Professional/Technical Former Student Survey Table.

BBCC Goal 3: Seventy-five percent of former students will be employed. Eighty-four percent of students completing the 2001 Professional/Technical Former Student Survey indicated they were employed. See Exhibit IAD, Tab 7. State records indicate that 82.5% of former BBCC professional/technical students who attended the college from 1995 through 1999 are employed. See Tab 10, State Estimated Employment Surveys by Program.
<table>
<thead>
<tr>
<th>Subject</th>
<th>% Rating Good or Excellent</th>
<th>Subject</th>
<th>% Rating Good or Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework in occupational specialty</td>
<td>89%</td>
<td>Library facilities</td>
<td>72%</td>
</tr>
<tr>
<td>Hands-on training of technical skills</td>
<td>89%</td>
<td>Overall student services</td>
<td>84%</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>88%</td>
<td>Program coverage of writing</td>
<td>78%</td>
</tr>
<tr>
<td>Relevance of preparation to job</td>
<td>84%</td>
<td>Program coverage of speech</td>
<td>79%</td>
</tr>
<tr>
<td>Classroom facilities</td>
<td>86%</td>
<td>Program coverage of computational skills</td>
<td>75%</td>
</tr>
<tr>
<td>Access to up-to-date equipment</td>
<td>77%</td>
<td>Program coverage of human relations</td>
<td>79%</td>
</tr>
<tr>
<td>Computer lab facilities</td>
<td>68%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**State Performance Goal:** Preparation For Work is measured by the number of students who completed a vocational degree or certificate, or by students who completed 45 vocational college-level credits with a 2.0 GPA. BBCC’s state performance goal was 158 students. By the end of 2001, 221 students had met this requirement.

**#3. Basic Skills and Developmental Education**

**State Performance Goal:** The Basic Skills Rate is the percentage of basic skills students who gain one competency level in at least one subject area during the year. Basic skills students are enrolled in English as a Second Language, Adult Basic Education, and General Education Development (GED or High School Equivalency). BBCC’s 2000-2001 state Basic Skills Rate performance goal was 28%. At the end of 2001, BBCC’s rate was 37%.

In addition to the above goal mandated by the SBCTC and adopted by BBCC, the Adult Basic Skills (ABS) Program has a number of departmental goals. For a summary of these and all progress-to-date, see the ABS program plan in Part II.

**#4. General Education (Gen Ed)**

**BBCC Goal 1:** Seventy-five percent or more students will rate their experiences with instructor help, facilities, and access to technology as “Satisfactory” or better in the 1995-2000 Arts and Science Graduate Survey (ASGS). Results were as follows:
- 97% rated instructor help as “Good” or “Very Good.”
- 84%, 76%, and 82% rated classroom, lab, and library facilities respectively as “Good” or “Very Good.”
- 71% rated access to technology as “Good” or “Very Good.”

Although the access to technology percentage is a bit lower than expected, 24% of the students were neutral and only 5% rated access as “Poor.” Technology was not as widely used or as readily available to earlier BBCC graduates, since most technological advances on campus were made as a result of the five-year Title III grant which ended in 2000.

**BBCC Goal 2:** Seventy-five percent or more students will report their educational preparation was satisfactory or better in the ASGS. Educational preparation was rated as “Good” or “Very Good” by 93% of students, and 98% reported they would recommend BBCC to their friends.

The remaining goals concerned the four Gen Ed ELOs and the criteria used to measure them, as indicated in Table 2.9, General Education Expected Learning Outcomes.
<table>
<thead>
<tr>
<th>EXPECTED LEARNING OUTCOMES</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to write clearly and effectively.</td>
<td>a. Clarity&lt;br&gt;b. Logical flow from point to point&lt;br&gt;c. Sound support of assertions&lt;br&gt;d. Creative or divergent thinking&lt;br&gt;e. Adhere to conventions of standard written English&lt;br&gt;f. Sources adhere to citation/reference formats</td>
</tr>
<tr>
<td>2. Students will be able to reason mathematically.</td>
<td>a. Interpret information in graph form&lt;br&gt;b. Understand and use statistical information&lt;br&gt;c. Understand geometrical concepts&lt;br&gt;d. Work with numerical and algebraic relationships</td>
</tr>
<tr>
<td>3. Students will be able to solve problems combining and applying knowledge from multiple sources.</td>
<td>a. Define the problem&lt;br&gt;b. Break it into steps&lt;br&gt;c. Draw logical conclusions&lt;br&gt;d. Generate multiple and diverse perspectives in trying to solve the problem&lt;br&gt;e. Recognize extraneous information</td>
</tr>
<tr>
<td>4. Students will be able to gather and interpret information.</td>
<td>a. Distinguish between well-supported and unsupported claims&lt;br&gt;b. Make comparisons and draw contrasts&lt;br&gt;c. Recognize the points of an issue or claim&lt;br&gt;d. Access multiple sources of information</td>
</tr>
</tbody>
</table>

Even though BBCC’s ELOs were not formalized until 2000, the results of the *Arts and Science Graduate Survey* indicate proficiency in many of these areas. The goal was that 75% or more students would show increases in these areas. The results are shown below:

- 92% reported an increase in written ability to communicate.
- 88% reported an increase in oral ability to communicate.
- 92% reported an increase in ability to solve quantitative problems.
- 94% reported an increase in ability to think critically.
- 89% reported an increase in ability to appreciate diverse viewpoints.
- 71% reported an increase in ability to appreciate music and art.

The students’ perception of their appreciation of music and art was slightly below the goal. However, the CCSEQ results for 1996-2000 shed some light on the problem. For the three years surveyed, 74% of the students never took a Fine Arts course, 69% never attended a concert, and in 2000, 90% never participated in art, theater, or music activities on campus. Through various means, the college provides many cultural activities for students. Tickets to such events, including those presented by Columbia Basin Allied Arts, are offered to students free or at a discount. The Music Department presents choir and ensemble performances quarterly, offers various mini-concerts at noon, and brings in outside performers. The department also puts on an annual Music Theater Workshop, provides musical accompaniment for the ASB Swing Dance Club, and holds monthly informal workshop gatherings for drummers and percussionists. BBCC artists hold open houses and have mounted shows at area museums. Students are actively encouraged to participate in the arts via announcements in the student newspaper, daily bulletins, and posters.

In Winter 2001, BBCC piloted a project to demonstrate that students who have made significant progress to degree have achieved the college ELOs. Faculty were asked to submit descriptions of student assignments or tests that could be judged in terms of these outcomes. The following courses were drawn at random to
participate in the study: SOC 110, ART 212, ENG 101, ECO 202, MTH 163, MPC 99, PSY 260, PHY 120, POL 103, and ENG 102. When students completed these assignments, the Assessment Coordinator collected five to seven from each class, again at random. These assignments were then given to a committee of faculty members who evaluated them in terms of the ELOs. The results, which were scored on a scale of 0 (unsatisfactory) to 4 (excellent), are shown in Table 2.10, ELO Project Results.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>2.14</td>
<td>0.85</td>
</tr>
<tr>
<td>Math</td>
<td>2.49</td>
<td>1.14</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>2.53</td>
<td>0.90</td>
</tr>
<tr>
<td>Interpret Information</td>
<td>2.12</td>
<td>0.96</td>
</tr>
<tr>
<td>All Areas</td>
<td>2.26</td>
<td>0.87</td>
</tr>
</tbody>
</table>

A score of 2.0 indicates a student is doing average college-level work. The mean score for BBCC students was above 2.0 in each outcome area, with an overall average of 2.26. The highest scores were in problem solving and math. Since these two areas are conceptual in nature, a good deal of learning must be taking place for these higher-than-average scores. In university visitations, some former BBCC transfer students have expressed regret at not having had more writing experience at BBCC (Tab 4). In the Gen Ed assessment project, no less than 251 separate measurements of writing subcomponents were involved, demonstrating the importance the BBCC faculty places on writing.

The Assessment Committee articulated three goals that were not attained. The first goal was a positive correlation between credits taken per student and Gen Ed evaluation scores. When one extreme statistically outlying student was removed, the data showed that evaluation scores were not affected by the number of credits taken, i.e., that good students were good students regardless of how many credits they had earned.

In hindsight, the study was flawed. Sample size was too small to encompass such a wide range of classes (n = 63), and no control variables were stated or measured. Obviously, the type of courses taken is relevant. The protocol needs to be restructured to ensure validity and to discover the underlying cause(s) of the results. Despite the lack of correlation in the flawed results, faculty continue to believe that the number of courses taken should strongly influence student abilities in the four outcomes listed in Table 2.9 and Table 2.10. Faculty will continue to measure this goal with revised assessment instruments.

The second and third goals were that the students with 75 or more credits will have a mean score ≥ 2.5, and that they will score 30% higher in the outcomes listed in Table 2.9 and Table 2.10 than students with 30 credits or less. Actually, the opposite was found, as recorded in Table 2.11, Mean Comparison.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Mean</th>
<th>n</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students ≥75 credits</td>
<td>2.09</td>
<td>28</td>
<td>0.64</td>
</tr>
<tr>
<td>Students ≤30 credits</td>
<td>2.54</td>
<td>7</td>
<td>0.70</td>
</tr>
</tbody>
</table>

Again, the obvious problem is the small number of students in each category, basically nullifying any finding. This goal is also a restatement of the first goal above, which likewise showed a lack of expected correlation.

In November 2001, faculty met with the Assessment Committee to discuss these results and to plan for 2002. Improvements will be made to the numeric scale and the evaluator’s instruction packet, and the number of students included in the study will be increased. The faculty who create the assignments will now include keys or goals for each assignment that relate specifically to the ELOs and their subcomponents for the evaluators to use in scoring. Expected means will be used to define the outcomes. For a more detailed analysis of each outcome result and its import, see Exhibit IAD, Tab 2, General Education Outcomes and Project Evaluation.

**Student Retention**

BBCC measures student retention by the number of students with degree plans who graduate or attend four or more quarters over a two-year period. State statistics for 2000-2001 show that the percentage of BBCC full-time students making substantial progress to degree is 11% higher than the system average. The SBCTC
notes in its Academic Year Report 2000-01 that, with the exception of Asian Americans, students of color with degree plans are less likely to make substantial progress than are white students (p. 53). Since the number of students of color at BBCC is 10% higher than the system average and the number of Hispanic students is 23% higher, BBCC’s retention rates attest to a campus environment conducive to learning for all.

The college provides a number of services to help students who are having difficulty meeting their goals. Remedial courses in math and English are offered continually. Completion rates in these courses from 1995-2000 have averaged over 70% (Exhibit 2-8, Developmental English and Math Course Completion). The Student Support Services program provides tutoring, study skills workshops, academic advising, career counseling, transfer assistance, and help completing financial aid forms that serves first-generation college, financially disadvantaged, or disabled students. See the BBCC Student Support Services brochure, available on the Team Room Brochure Rack. Additionally, the college supports English and math labs that provide tutorial assistance.

In an effort to assess why students drop classes, a question was added to the Course Withdrawal form in Fall 2001. However, over 90% of students failed to give a reason for dropping classes during both Fall and Winter Quarters. See Exhibit 2-9, 2001 Withdrawal Form Results.

**Institutional Assessment of Instructional Goals and Outcomes**

The assessment process for goals and outcomes is shown in Figure 2.5, Institutional Assessment of Instructional Goals and Outcomes. The Assessment Committee and the faculty determine or modify arena goals and outcomes. Existing tools may be used for measurement, or new projects may be initiated. If the results are not satisfactory, the Assessment Committee and the faculty may recommend changes in the curriculum, the project, and/or the assessment tools. The process is repeated the following year. Goals and outcomes are published as BBCC Mission Arenas, Outcomes and Tools and presented to the Board at a public meeting. See Exhibit IAD, Tab 1.

**2.B.3 Assessment Activities for the Improvement of Teaching and Learning**

All BBCC educational programs and service areas submit program plans. These program plans include an evaluation of what the program is doing, how well it is performing, what assessment techniques are employed, and how the results are used. BBCC, like most colleges and universities, has a dedicated faculty who act as professionals to monitor and adjust individual programs in order to maintain the highest of standards. Different instructional areas utilize different assessment techniques designed to fit their particular program needs and department personalities.

While there is much formal assessment of programs on the BBCC campus, there is even more informal evaluation. Constant internal dialog between areas helps each to tailor its instructional content to meet the needs of related areas. Although many examples illustrating how this internal dialog leads to content adjustments exist, the most obvious example is the Math Department, where course revisions in Math classes are often necessary to meet the needs of Science, Nursing, and Business classes.

**End of Program Assessment**

**Instructional Program Plans**

Departmental program plans play a vital role in educational assessment. These plans are used to communicate each department’s design, goals, and achievements to advisory committees and the administration. The role of these plans in major modifications of curricula is shown in Figure 2.2. Their role in influencing institutional goal development, planning, and resource allocation is shown in the Institutional Assessment and Planning Cycle Flow Chart that precedes Standard One.
Comparative Skill Level Assessment
A number of programs or departments use pre- and post-testing to document student progress through a program or a sequence of courses. Primary among these are the Math and English Departments, since many of their courses are degree requirements.

The Math Department tracks skill levels from entry-level placement tests to final competency exams in Intermediate Algebra (MPC 099), the highest course many students take for the AA&S degree. Only students who have achieved competency are allowed to take higher-level math courses. The department watches the performance of these same students in subsequent courses such as College Algebra and Statistics. The department is also in the process of expanding its student tracking through all math courses.

The Developmental English Department tracks skill levels using the Computerized-Adaptive Placement Assessment and Support System (COMPASS) for entry-level placement, and writing portfolios to demonstrate exit competency. The quality of student work in the portfolios determines which ENG 099 students are ready for college ENG 101. The department has recently completed a pilot program in which portfolio skills are measured against post-ENG 102 essays in order to gauge the degree of improvement. See the English Department summary in the Humanities Division Notebook.
Engineering/Drafting Department student assessment starts with a pre-test of AutoCAD (computer aided drafting) skills. The program culminates with a Design Projects class in the last quarter of a student’s second year. Student competencies are measured by the quality of an engineering project, which is directed by an advisor acting as a customer. Students must complete drawings, produce a technical report, and give an oral presentation to a professional audience.

In Spring 2002, the Foreign Language Department began pre- and post-course assessment. A test of student competencies is given at the beginning and at the end of each class to measure student achievement. The department intends to use the results for designing and revising course outlines and expectations.

In addition, a number of departments opt to compare students to national averages or industry norms through standardized exams. Examples are given under Mid-Program (Course) Assessment, which follows this section.

Instructors in the Adult Basic Skills program are state mandated to assess student progress through rubrics and performance tasks based on the Washington State Basic Skills Competencies. In 2001, BBCC’s program adopted the state-approved assessment instrument, the Comprehensive Adult Skill Assessment System, CASAS, as a placement tool.

State Performance Goals per Program
The state performance goal for professional/technical programs requires only a specific number of Students Prepared For Work per college. BBCC, however, tracks the number of such students for each program separately in order to facilitate student success. See Exhibit IAD, Tab 10.

Program licensure, graduation, certification, GED completion rates, and FTE generation. Where state and federal licensing or certificate exams exist in particular areas, the programs involved utilize these tests to help assess student performance and, therefore, program credibility. Federal exams are applicable in the Aviation (flight) and AMT programs, as are state licensing exams in the Nursing program, Automotive Service Excellence Exams in Automotive Technology, and Microsoft certification in the CBIS program. Performance outcomes as well as graduates and FTEs generated per program are compiled by the SBCTC and are used to assess program viability.

Program-specific feedback. The Assessment Office, in conjunction with program instructors, solicits feedback about programs from students in the ASGS survey and in university (transfer) visitations. The Industrial Technology Division holds Focus Group banquets for Automotive, AMT, Welding, CDL, IET, MMT, and Engineering program alumni to determine the effects of their programs. Surveys are mailed to professional/technical alumni and to employers. Advisory committee meetings generate advice and suggest changes when advisable.

The BBCC Math/Science Division hosts periodic potluck dinners with area high-school math and science teachers. BBCC instructors use this avenue of communication to better understand the content of high school courses and therefore the competencies of entering students. These dinners also help high school teachers to better understand college expectations. Changes in both college and high school programs, such as topic sequencing, often result.

Performance reports required by grant-funded programs. Occasionally, outside agencies control assessment. Instructors in the Adult Basic Skills program must use state-approved assessment instruments according to state Basic Skills Competencies. The SBCTC sets standards for the program and conducts compliance reviews to ensure program quality and adherence to program guidelines.

On-going communications. Faculty communicate and network with other professionals in colleges, universities, and industry through conferences, listservs, and professional organizations. In this way BBCC faculty maintain a working knowledge of trends and discipline-specific changes that may require new student competencies or knowledge bases, and therefore program changes.
Mid-Program (Course) Assessment
The following material is a summary of assessment tools currently being used by BBCC faculty as reported in program plans.

Assessment of Student Performance as an Indication of Course Success
Student competency exit exams or portfolios. Departments, such as Math and Drafting, generate exit exams or portfolios (for example, Computer Aided Drawing Labs Competency). Comparisons are made between pre- and post-testing results in individual Math, Foreign Language, Adult Basic Education, English as a Second Language, and SCI (Science) 101 courses. The Math Department maintains computerized records of student performance on specific objectives both on entry-level placement tests and on competency-based final exams for pre-college math (MPC) classes. Instructors in SCI 101 compare targeted questions on a science survey at the beginning of the class to those on the final exam in order to assess student progress and changes in perceptions about science.

Standardized tests. Standardized assessment, such as the Force Concept Inventory (Physics); the Mosby Assess Test and NCLEX (Nursing); FAA Knowledge Tests for Private, Commercial and Instrument Competencies (Aviation); the FAA Mechanic Certification Exam (AMT); Automotive Service Excellence Exams (Automotive Technology); and ASME and WABO Certification Exams (Welding) are used either to compare pre- and post-course or sequence knowledge, or to compare student scores with national averages.

Examples of Student Progress Evaluations:
1. Written/oral tests and/or oral presentations are used in most classes.
2. Group presentations/demonstrations of technical proficiencies/skill levels (lab skill check-offs, completed projects) are used in most professional/technical programs, Science labs, and Music skills classes.
3. Written papers, journals, book reviews, and portfolios are used in many classes.
4. Project portfolios are used in Art skills classes and in Drafting.
5. Lab reports are used in Science classes.
6. Research projects and reports are used in some classes (Math, Science, English, etc.).
7. Homework completion is used in many classes.
8. Level and quality of class participation are used in most classes.
9. Comprehensive final exams and/or projects are used in all classes.

Additional Methods of Course Assessment:
1. Student Evaluation of Individual Courses
   A. Course assessment is initiated and evaluated by the instructor or department as in Biology, Aviation, Foreign Language, English, Child and Family Education, IET, MMT, and many others. The Biology and Social Science Departments use a student survey at the end of all courses to assess student perceptions of course structure and methodology. Instructors evaluate the results and submit written analyses, which include proposed changes in response to findings.
   B. Regular evaluation is required as a part of Probationary, Part-Time, and Tenured Faculty Review processes. See Standard Four (4.A.5).
   C. One-on-one evaluation with students often takes place as courses progress.
2. Support Course Evaluation
   A. Feedback occurs from programs requiring specific courses, such as feedback from Nursing faculty to instructors in Biology, Chemistry, Math, Sociology, English, and Psychology, or feedback from the professional/technical programs to Math and Speech Departments. Generally, this is informal.
   B. Voluntary feedback from students to non-major instructors often occurs after students enter their major programs.
3. Course Transfer Equivalencies to state universities are evaluated by instructors and the BBCC Assessment Committee.

Evidence of the Effects of Assessment on Teaching and Learning
The following samples are taken from the instructional program plans in Part II of this standard or from the longer versions in the Division Notebooks. These samples are meant to be illustrative of the breadth and depth of the effects of assessment on teaching and learning at BBCC, rather than all-inclusive.
Changes in Curricula:

Many new courses have been created in response to needs analyses. Other new courses have been created through input from instructors, the Assessment office, advisory committees, or student interest.

- When competency exam scores indicated a population of students who could not proceed through Elementary and Intermediate Algebra in two quarters, the three-quarter sequence MPC 091-093 was created with an emphasis on more thorough explanation, more group work, and more repetition. Attrition rates have decreased, and more of these students now progress toward goal.

- Upon request by the Dean of Arts and Sciences and the concurrence of the counselors who saw repeated heavy demand for additional entry-level Science courses, SCI 101, Survey of Science, was created. The course is now in such demand that it is offered six times a year. The same assessment resulted in the creation of AST 120, Astronomy, to meet the graduation requirement for lab sciences.

- Faculty research revealed that the lack of Art History courses at BBCC was resulting in transfer deficiencies for university transfer Art majors. American Art History was created, and Art faculty have future plans to develop a Survey of Western Art History course and a Modern Art History course. Art enrollments and the number of Art majors are now increasing.

- Faculty research into industry need as well as advisory committee input revealed that Accounting graduates needed in-depth familiarity with currently used software and the intricacies of IRS payroll tax reporting. BUS 261 (Introduction to Peachtree), BUS 262 (Introduction to QuickBooks), and BUS 233 (Introduction to Payroll Taxes) were created as stand-alone courses to meet these needs.

- When attrition rates, grades, and student/faculty perception indicated that BIO 101 was not adequately preparing Allied Health students to progress to Microbiology and to Anatomy and Physiology (A&P), BIO 110 (Cell Biology) was created to meet this need. Post-Microbiology and A&P student surveys indicate the new course has been successful in correcting this inadequacy.

- Student requests for core courses in transfer-level Criminal Justice programs caused faculty to consult colleagues at Eastern Washington University. Once the demand was substantiated and the content determined, CRJ (Criminal Justice) 200, Essentials of Criminal Justice; CRJ 206, Introduction to Criminal Law; and CRJ 210, Police Systems and Practices, were created.

- In response to the needs of place- or time-bound students and due to the limited availability of some high-demand courses, online courses and telecourses have been added to the schedule. A BBCC instructor created an online Art Appreciation course, and BBCC now has the lead institution contract for Art Appreciation with WAOL. The telecourse NUR 116, Nutrition, is now offered by a BBCC Nursing instructor due to high demand for it as a prerequisite to the Nursing program.

Course or Program Restructuring:

- A major restructuring of Art classes was based on student needs: Design and Drawing classes have changed from four to five credits in order to prevent one-credit deficits in the 15-hour Humanities distribution requirements; these same classes can now be taken out of sequence since many are offered only once a year; Oil Painting has been changed from independent study to a structured class requiring studio time and exposure to other students of variable skill levels; studio classes are taught in-depth in three-hour blocks twice a week rather than in one-hour classes on four separate days.

- The MMT program itself was created as a result of a needs analysis survey which included community focus group input. The program is now seven years old and is a work in progress, since the instructor continually assesses industry needs and student difficulties. In an effort to create specific job skills instead of a more general approach to the field, a planned Drafting course, EGR 101, was dropped and a new Boiler/Pump Technology class (MMT 230) was created. In response to student feedback and performance scores that showed a low entry level of computer and math skills, a specific MMT Computer...
Application course (MMT 101) and an expanded Math course (MTH 093) tailored to the technician level were created. Poor student performance in the Basic Electricity course (ELC 100) resulted in a restructuring of the course into a two-quarter sequence (ELC 101 and ELC 102). Additionally, blocks of class time have been restructured. When instructor perception and student feedback pinpointed that the causes of poor project quality and competency results were due to inadequate class length, classes were scheduled less often, but in three-hour blocks.

- In response to student and industry input, the AMT program was extensively restructured in 1993. The traditional lecture/lab format was replaced by one that provides open enrollment and variable credit. This change gave students the opportunity to enroll at the beginning of any quarter. By offering a 40-hour/week instructional period and by opening up a Summer Quarter class, the college gave students the ability to complete the AMT program in as little as 15 months or five quarters. Students needing more time or those who are unable to attend class 40 hours each week may take advantage of the variable credit feature and complete at a rate better suited to their needs.

- In 2000-2001 an extensive needs assessment by the Nursing faculty resulted in a major restructuring in order to operate its own ADN program and to obtain National League of Nurses (NLN) accreditation. To meet a new requirement of the Washington State Nursing Commission for students desiring an Associate Degree in Nursing, MTH 103 was also recently created.

### Major or Innovative Changes in Teaching Methodology:

The Mathematics faculty have tried a variety of approaches to teaching, although not always with the desired outcome. Computer technology was included in various classes, e.g., modeling with MathCad in the calculus courses; use of Derive symbolic manipulation software in various advanced mathematics classes; and the inclusion of Microsoft Excel spreadsheet in the statistics class for the analysis of data. A telecourse version of Beginning/Intermediate Algebra was also utilized, but was discontinued after faculty concluded that very few students could effectively learn Algebra outside the classroom. A three-part Beginning/Intermediate Algebra sequence was developed for students who have difficulty thinking symbolically. These courses include a number of manipulative activities to help students make the transition to the abstract level of thinking necessary for success in Math.

### Addition of new technology to enhance learning or increase competencies:

- A 26-station computer lab was created in the on-campus Opportunity Center for Adult Basic Skills programs.

- A new hardware teaching lab provides opportunities for students to receive cutting-edge, hands-on experience with various computer and server components. Students have the opportunity to build new computers and servers using up-to-date hardware components. They learn current trouble shooting skills and techniques for hardware maintenance and repair.

- Skill Manager Software and scanning equipment are now being used in Nursing, Automotive Mechanics, and Office Information Technology. The system can track individual student progress in terms of specific course competencies. Student assessments, attendance records, and training times are recorded immediately and are readily available to both students and instructors.

- In response to industry input, Programmable Logic Controller technology and classes were added to the MMT program. The software and hardware provide students an opportunity to train using the same type of equipment and technology found in industry.

- .Net Beta2 Server Platform, the beta version of .Net, was introduced into selected CSC (Computer Science) classes in order to offer cutting edge technology before its general release to the public.

- In 1995, an internal network of fiber optic cable was installed across the campus, connecting all buildings. Grant County Public Utility District’s (PUD) high speed ZIPP network has been installed, and plans are underway to provide this access campus wide, perhaps as early as Summer 2002.
2.B ANALYSIS

Strengths
Over the last ten years, FTE generation at BBCC has risen 51%. Assessment of the demographics of the BBCC student population and service area has led the college to reach out to the educationally and economically disadvantaged residents that comprise much of the local population. As a result, the college has seen a 54% growth rate in Developmental Education.

Assessment has been successfully integrated into institutional planning processes. All segments of the college have assessed their goals, needs, and results at an increasing rate over the last 10 years, but none more actively than the educational programs. The educational process and its programs are analyzed using an array of tools and procedures, including institutional research, program plans, and performance evaluations. Results are judged using the Arts and Science Graduate Survey, university (transfer) visitations, transfer GPAs, progress-to-degree statistics, employer and advisory committee feedback, professional/technical former student surveys, licensure rates, and ELO project results. One particular advantage in this multi-pronged approach is the opportunity to utilize feedback from so many constituent groups—such as community focus groups, students (current and former), faculty, administration, staff, industry, transfer universities, colleagues at other colleges, and advisory committees. The Assessment Coordinator reports to the Board of Trustees at every public meeting under the scrutiny of the public and press in attendance. The results of these processes are used to judge BBCC’s effectiveness in reaching its goals. The results paint a picture of an institution that is fulfilling its mission by meeting the needs of its students.

Challenges
Although great strides have been made to generate and utilize assessment results, the concept itself has yet to become an internalized part of the BBCC culture and mindset. The college faces this challenge partly because of the size of the institution and partly because emphasis in this area is fairly recent. One-person departments do not hold meetings or write minutes, and many changes are made that go unrecorded. One of the advantages of this self-study process was that it constantly underscored past failures to record efforts in assessment. Progress is being made, however, and more frequent paper and electronic records are now being generated.

Additionally, although student scores in the ELO assignments were all in the college-level range, faculty were disappointed in the lack of correlation between the total credits taken per student and the scores themselves. The Assessment Committee and the faculty are working to redesign the assessment process.

Although 80% of the students responding to the Arts and Science Graduate Survey reported no difficulty in transferring, the college is striving to improve that percentage. BBCC’s President has initiated an Eastern Washington Higher Education Consortium that is developing a process for dual or concurrent enrollment for students attending eastern Washington community colleges and universities (specifically EWU and CWU). Two consortium goals are to improve transfer advising and to develop a more seamless transfer process.

2.C UNDERGRADUATE PROGRAM

2.C.1-2.C.3 General Education and/or Related Instruction
In compliance with Policy 2.1, BBCC’s General Education component is based on articulated rationale, provides evaluation criteria, and includes exposure to fundamental areas of knowledge. General Education coursework supports the college mission by providing broad exposure to a variety of subjects as students develop their mental skills and gain educational self-sufficiency. BBCC’s Related Instruction amazed at the wealth of activity within these programs.
component gives professional/technical students
the communication, computation, and human
relations skills necessary to succeed in their
professions.

The guidelines and requirements for all degrees
and certifications offered at BBCC are clearly
stated in the Course Catalog (see 2001-2003
Course Catalog, pp. 17-20, or the BBCC
website). General Education outcomes and
Related Instruction requirements are also
articulated. A Student Planning Worksheet (p.
17) specifies basic and breadth requirements and
includes appropriate required coursework in the
areas of Humanities, Social Sciences,
Mathematics and the Sciences, and Physical
Education. The Course Description section of
the Catalog briefly describes course content and
includes specific course classification in the
areas of Humanities (as lecture or
performance/skill courses), Social Science and
Math/Science (lab and non-lab), PE/Health and
Wellness, Symbolic or Quantitative Reasoning
Skills, and General and Specified Electives.

Professional/technical programs require a
Related Instruction component for the
Certificate of Achievement (minimum of 45
credits) and the AAS degree. Students are
encouraged through advising to take General
Education classes to broaden their education.

The specialized nature of the math skills
required by different vocational programs at
BBCC necessitates a variety of Math classes that
meet explicit program needs. These Math
classes are taught by professional/technical
instructors who have extensive experience and
expertise with the computational requirements
for the technical areas involved. The nature of
these classes allows the integration of industry
applications to prepare students for the work
environment.

Communication Skills are addressed through
writing-intensive and oral communication
classes. Professional/technical students are
required to take a variety of English and Speech
courses to fulfill the Written and Oral
Communication components. These classes are
directed toward building each student’s
workplace skills. Programs also incorporate
BUS 120 (Human Relations on the Job) as a
required component of Related Instruction. See

Exhibit IAD, Tab 12, Professional/Technical
Planning Forms, for required Related Instruction
per program.

2.C.4 Transfer and Acceptance of Credit
Policies

Students transferring to BBCC are given
appropriate credit for college level work
completed in accredited post-secondary
institutions. Credit is awarded on the basis of
official transcripts only. In evaluating transfer
credits, BBCC considers the academic quality of
transferring institutions, and the compatibility
and applicability of the credits earned. The
cumulative grade point average of all credits
accepted must be 2.00 or higher. Although there
is no limit on the number of credits a student
may transfer to BBCC before graduating, the
student must meet all BBCC degree
requirements, including residency.

The college subscribes to the statewide
Intercollege Relations Commission’s (ICRC)
umbrella policy on intercollege transfer and
articulation. Students in professional/technical
programs wishing to transfer credits to BBCC
are referred to their individual program advisors
for specific course evaluation. Students with
previous college experience outside the United
States may submit official transcripts for
evaluation of credits. Credits are awarded
following recommendations by the American
Association of Collegiate Registrars and
Admissions Officers’ (AACRAO) AACRAO
Transfer Credit Practices of Designated
Education Institutions. The AACRAO
document is available for Team review in the
Admissions/Registration office. Credit may also
be transferred from military service schools,
normally awarded as recommended by the
American Council in Education’s (ACE) Guide
to the Evaluation of Educational Experience in
the Armed Services, also available in the
Admissions office. See also 2.A.3 and

The college does not have articulated
agreements with other post-secondary
institutions. BBCC’s President has initiated an
Eastern Washington Higher Education
Consortium to facilitate the transfer and
enrollment process among post-secondary
institutions in Eastern Washington. See the
Challenges section of the 2.B ANALYSIS.
College transfer policies are consistent with guidelines in the *Accreditation Handbook* (Policy 2.5 - Transfer and Award of Academic Credit, pp. 41-44). See also Standard Three (3.C.3 and 3.C.4).

### 2.C.5 Academic Advising Programs

Academic advising programs are designed to fulfill the college mission of providing comprehensive support services for students. They consist of the Office of Career Advising, the Outreach Advisor for Professional/Technical Programs, Student Support Services, and the Counseling office. Three counselors (who are considered faculty at BBCC) report to the Dean of Enrollment Services. They provide academic advising, schedule planning, career counseling, and also specialize in advising disabled, international, and Running Start students. Academic advising coverage during Summer Quarter is limited to one counselor.

The Office of Career Advising and Outreach for Professional/Technical Programs provides initial advising for many vocational students and assists them in selecting appropriate programs of study. Most of these students are then referred to program faculty for subsequent advising.

Student Support Services (SSS) is a federally funded grant that targets students who qualify as low-income, disabled, or first-generation college. The basic mission of the program, in support of the college mission, is to identify a specified number of high-risk students from the target group in order to increase their rates of retention, graduation, and transfer to four-year institutions. The grant program plan includes advising and career/transfer counseling.

BBCC has spent several years increasing instructional faculty participation in the advising process. Under a Title III grant, technology was integrated into the advising process with faculty training on the state Student Management System. Faculty training and support materials prepare instructors to provide information and advice to students seeking advising. An *Advisor Resource Manual* and special advising packets have been developed to facilitate faculty in the registration of students during these sessions. See *Exhibit 4-1, Advisor Resource Manual*, and *Exhibit ADVISE, Faculty Advising Packet* (New Student Orientation). The number of students assigned to faculty advisors has also increased since the Title III training. The importance of faculty advising is demonstrated by its inclusion in the comprehensive Tenured Faculty Evaluation process, which is detailed in *Exhibit TENURE*.

All students are required to meet with an advisor before initial enrollment in the college. Most new students are advised during new student orientation sessions scheduled for each quarter, including Summer Quarter. These orientation sessions are conducted by both counselors and faculty advisors. Student Services staff reports increased student participation in orientation sessions.

Advising has become more convenient and available; gone are the long registration lines and the frustrated students. Most faculty use web-based applications available on the BBCC website for advising. This software allows faculty advisors to determine course availability, create students’ quarterly class schedules, and register students for classes electronically. Students can also access these programs independently.

The irony is that with the incorporation of electronic registration, students can now self-advice after their first quarter at BBCC. While they are encouraged to work with an advisor, and many do, some students opt to work out their own schedules. This system allows students who have well-planned schedules to budget their time more efficiently. However, those students who are less organized may spend more time than necessary at BBCC before transferring because they have overlooked classes necessary to meet transfer requirements.

See Standard Four (4.A.2) and Standard Three (3.D.10) for additional advising information.

### 2.C.6 Policies Governing Developmental or Remedial Work Procedures

BBCC has an open-door policy regarding student entry. See *Revised Code of Washington* (RCW) 28B.50.90, available online at http://slc.leg.wa.gov/default.htm. As long as students meet the minimum age requirements, they are admitted. To give students the best chance at success, they are required to take
placement tests in Math and English before being allowed to enroll in these classes (2001-2003 Course Catalog, p. 5). Adult Basic Skills and English programs use nationally standardized placement exams that meet U.S. Department of Education criteria in determining Ability to Benefit. The Math placement instrument is an in-house exam tailored specifically for the Math course structure used at BBCC. For additional placement details, see Standard Three (3.D.3).

When remedial or developmental work is required, college personnel clearly represent credit versus non-credit course distinctions when working with students. These distinctions are published in the Course Catalog in the Academic Information section, posted on the college website, and printed on the official transcript paper. See Exhibit 2-10, Transcript Information, for a sample transcript showing credit designation codes. Applicability of courses towards graduation requirements and permissible student load may be found on page 14 of the Catalog. See also Standard Three (3.C) for additional information about credit.

2.C.7 Adequacy of Faculty
As described in the Course Catalog, all programs of study are taught by qualified full-time and/or part-time faculty. These faculty meet or exceed state and industry requirements and standards for instruction in their respective areas. Full-time faculty members include 4 with Ph.D. or doctorate degrees, 32 with master’s degrees, 9 with BA/BS degrees, 5 with AA/AS degrees, and 3 with certificates/licenses. Part-time faculty, who vary from quarter to quarter, are academically and technically prepared to teach in their disciplines. See Standard Four (4.A.1) for more details (specifically Table 4.1, Institutional Faculty Profile, and Appendix 4.1, Number and Source of Terminal Degrees of Full-Time Faculty).

The college employs sufficient numbers of qualified full-time faculty to meet student instructional needs in most programs. The Academic Master Plan (Exhibit AMP) identifies those areas where additional full-time faculty are required. Most recent SBCTC figures show that 61% of BBCC FTEF are full-time instructors, 33% are part-time instructors, and 6% are full-time instructors on moonlight contracts. This compares to the system average of 53%, 42%, and 5% respectively (Exhibit AYR, p. 63). The low percentage of part-timers at BBCC is related, in part, to the difficulty of finding qualified instructors in a rural area, and works to the students’ advantage because more classes are taught by full-time instructors who maintain regular office hours.

2.C.8 Prebaccalaureate Vocational Programs
Only the Nursing and Commercial Driver’s License programs require state licensing exams. The Aviation and AMT programs require Federal Aviation Administration licensing exams. The Welding and Automotive Technology programs train for industry certification. The Center for Business and Industry Services offers training for Cisco and Microsoft certification. Pass rates for licensing and certification are included in Program Descriptions in Part II.

The SBCTC Estimated Employment Report shows that 82% of BBCC Job Preparatory Completers are employed within nine months after leaving the college, compared to a state average of 84% (Exhibit AYR, p. 46). The Estimated Employment Report is created from employer reports (submitted to state unemployment agencies in Washington, Oregon, Idaho, Montana, and Alaska) of employees’ quarterly earnings. Based on results of earlier surveys, SBCTC estimates that 30% of former students not found in “covered employment” are actually self-employed or employed in states not included in these data.

2.G CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES
Continuing Education
Continuing Education, as defined in the 1999 Accreditation Handbook, encompasses numerous areas which are integral components of the college as shown in Figure 2.6, BBCC Continuing Education Organization. In accordance with its mission to serve the educational needs of a diverse population throughout its service district, BBCC offers Distance Learning and several special programs such as the Center for Business and Industry Services (CBIS), Adult Basic Skills, Parent Education Cooperative Preschool, College in the
High School, High School Completion, and Tech Prep. Courses offered for credit, regardless of location or mode of delivery, follow the same approval process as those for traditionally delivered courses and are approved by the Instructional Council after review by appropriate faculty, Division Chairs, and administrators. Classes are evaluated periodically using established institutional procedures, and the results are distributed to appropriate faculty. See Exhibit 2-11, Alternate Delivery Evaluation Forms, for specialized ITV and CBIS forms. Credit programs, which are overseen by the appropriate college administrator, involve faculty when applicable to their discipline and are comparable in breadth, depth, and quality to traditionally delivered classes. 2.G.1, 2.G.3, 2.G.4, 2.G.7, 2.G.8, and 2.G.11

Policies and procedures for admission, registration, fees, and refunds, as well as those for the awarding of credit and the maintenance of student records, are the same for Continuing Education and Distance Learning students as for on-campus students. Policies are published in the Course Catalog and quarterly Schedules. For more specific information about these policies and procedures, see Standard Three (3.C). 2.G.6 and 2.G.7

Grant-funded programs operate according to applicable federal and state grant guidelines; however, BBCC is responsible academically and fiscally for all instructional programs and offerings. See the Grant and Contract Activity Table on pages 24-26 of the 2001-2002 operating Budget report (Exhibit BUDGET). No contractual arrangements are made with any academic institution that is not regionally accredited (Policy A-6). Contracts involving College in the High School, the Japanese Agricultural Training Program (see 2.H), and Head Start (a one-time program) may be found in Exhibit 2-12, Continuing Education Contracts. Promotional material for many of these programs may be found on the Brochure Rack in the Team Room and in Exhibit 2-13, Distance Learning Promotion. 2.G.2 and 2.G.6

Distance Learning and Alternative Delivery Systems

Due to the size of its service district, BBCC cannot effectively reach all residents using traditional delivery methods. Therefore, the college has actively pursued comprehensive Distance Learning strategies and programs. In recent years local school boards and community organizations in Grand Coulee and Othello requested that BBCC provide expanded educational opportunities in their areas. In response, the college has converted extension sites in these locations into Learning Centers with Interactive Television/Video (ITV) classrooms. While BBCC has been involved in district outreach for decades, these Learning Centers provide opportunities for area residents to complete significant portions of their degrees without traveling to the Moses Lake campus. For a description of BBCC extension sites and facilities, see 2.A.1 and Table 2.3. For promotional material, see Exhibit 2-13 and the Washington State Community and Technical Colleges ONLINE Consortium brochure (available on the Brochure Rack).

BBCC’s first telecourse was offered in 1994. Telecourses enable the college to work within the “10-student minimum” rule for extension classes because students from several communities can enroll in the same class. In 1997 the new two-way, audio/video ITV format was used to conduct classes that simultaneously involved students in a campus classroom and those at the Grand Coulee Learning Center. In 1998 an ITV classroom was added in Othello. Also in 1998, BBCC began offering online courses through the Washington Online (WAOL) consortium of state two-year colleges. These substantive changes in service were submitted to and approved by the Commission (Exhibit 2-14, Substantive Change Prospectus and Approval Letter).
Distance Learning students can interact with faculty through pre-set meeting arrangements, email, telephone, and video conferencing. Students must travel to the Moses Lake campus to complete any labs required by Science courses. Most telecourses require students to travel to the BBCC campus for mandatory orientation, midterm, and final exam sessions and for optional periodic review sessions. Telecourse videos are available from the BBCC Library and local community schools and libraries (or may be rented from a commercial vendor), and assignments are mailed to the instructor. Math, Computer Science, and English tutoring are available through computerized links to Grand Coulee and Othello. The BBCC Library is accessible over the Internet. **2.G.5**

A number of vital services are available through the web, including BBCC’s admission application, registration, records, financial aid services, and online loan counseling. The *Catalog* and *Schedule* are also available online, and course syllabi are posted to the website. Learning Center Directors can register first-time students by web registration or by mail. Technology allows students the convenience of registering and accessing their records, schedules, and unofficial transcripts via the web. BBCC is currently participating in a system-wide pilot of online credit card payments.

Admissions, counseling, and disability support services are all available by email and phone. Student advising is available through phone appointments or through ITV conferencing from the Learning Centers. The college makes reasonable accommodations for students with documented disabilities. The Disabled Student Liaison works with faculty and staff to ensure that students’ needs are met in an appropriate fashion. Books and software are available on campus or online, or may be ordered through the
BBCC Bookstore and delivered to the Learning Centers. 2.G.5

Distance Learning is under the supervision and direction of the Dean of Arts and Sciences. The Director of the Grand Coulee Learning Center and Area Coordinators in Ephrata and Othello report to the Dean of Arts and Sciences, who reports directly to the Vice President of Instruction and Student Services. Faculty are hired under the same criteria as on-campus hires. BBCC requires a master’s degree related to the assigned discipline as an entry requisite for academic faculty, and uses standards outlined in Washington Administrative Code (WAC) 131-16-080 and 091 for professional/technical faculty (http://slc.leg.wa.gov/default.htm). 2.G.4

Budgets, which have been stable over the last two years, are adequate to maintain high quality Continuing Education programs. The monitoring of Distance Learning costs per FTE is explained in Exhibit 2-15, Alternative Delivery and Extension Site Costs per FTE. For more information about Distance Learning at BBCC, including enrollments, budgetary information, and a listing of all courses taught in nontraditional instructional formats, see Exhibit 2-14 and Exhibit 2-16, Grand Coulee/Othello Course Offerings 1996-2001.

Center for Business and Industry Services
The mission of the Center for Business and Industry Services (CBIS) is two-fold: to proactively introduce into the community training and services that will promote personal and organizational growth, and to provide assistance to small business owners and managers that will help improve profitability and potential. In response to the college’s goal of providing customized training for local business and industry, CBIS offers a variety of short term, intensive, high-quality, skill-based training programs. It also provides small business owners with free, confidential business consulting. The free consulting is supported by a subcontract between BBCC and Washington State University and is funded by a grant from the U.S. Small Business Administration. This contract requires the delivery of 678 hours of one-on-one consulting, 68 hours of training on small business topics, and a minimum of 204 attendees per year. CBIS has consistently met or exceeded all goals stipulated in the grant. 2.G.1 and 2.G.5

The CBIS Cisco Network Academy and Microsoft IT Academy were implemented in response to industry demand for programs that prepare students for Cisco Certified Networking Administrator and Microsoft Certified Systems Engineer certification. The Cisco Internetworking courses are currently available for college credit (non state-supported) and follow the same approval process as other college credit courses. A wide variety of non-credit training courses are available and may be offered as public seminars or as contracted courses with individual organizations. CBIS is also a testing center for Prometric and Sylvan. Computer Science Department faculty and the Business Advisory Committee are involved in the planning and evaluating of these courses. 2.G.5

The majority of CBIS course offerings are non-credit. Because of the unique nature of CBIS, the department primarily utilizes part-time trainers from business and industry who are experts in the fields related to the training programs. The curriculum delivered by CBIS is driven by industry; therefore, the trainers are invaluable in the planning, delivery, and assessment of CBIS services. Potential students and customers are also included in the planning and development process for training offerings. 2.G.5

Each CBIS trainer is responsible for disseminating and gathering training evaluations from students in each course. See Exhibit 2-11. All CBIS staff members review these evaluations, and a copy is sent to the trainer. Copies of the student evaluations are sent to business clients so they are aware of their employees’ satisfaction. Employers also fill out a post-training evaluation. The college President has access to primary evaluation data. In the Community and Continuing Education arena, CBIS enrolled more than 300 students from January 1 to June 30, 2002. The CBIS internal performance goals of implementing Cisco training and of enrolling 35 students were exceeded (Exhibit IAD, Tab 1). 2.G.5
The CBIS fee structure is determined individually, utilizing a cost basis while considering market willingness to bear training fees. Because training sessions are short-term, CBIS is unable to offer the same refund policy established by BBCC. However, refund policies are consistent among the different training offerings and are clearly identified in marketing materials. The standard refund policy is as follows: Cancellations must be made five business days prior to the first class date for a full refund. In the event a class is cancelled, a full refund is issued. 2.G.6

CBIS expenses are supported through revenues generated by its training programs. Because CBIS is self-supporting, course offerings and training schedules are managed and evaluated by CBIS staff and are impacted by market demand. State and grant dollars make up a small percentage of cash inflow to further support the activities of CBIS programs. The budget is designed, maintained, and analyzed mainly by the CBIS Director, who reports to the college President. CBIS is audited by the state during regular BBCC fiscal audits. See Standard Seven (7.C) for state audit details. CBIS is also audited separately by the Lead Small Business Development Center (SBDC) at Washington State University. See Exhibit 2-17 for the most recent SBDC audit report. In addition, CBIS is audited by the U.S. Small Business Administration (USSBA). See Exhibit 2-18 for the CBIS 2002 Spring and 2002 Summer Catalogs. See also the Brochure Rack for Microsoft IT Academy, Cisco Systems Networking Academy, Management Assistance from Business Professionals, and Small Business Development Centers. 2.G.4

Adult Basic Skills
Adult Basic Skills (ABS) courses are taught through the Developmental Division. ABS provides a family literacy program (Families That Work), a Farm Workers’ program, English as a Second Language (ESL) classes, and Adult Basic Education/General Education Development (ABE/GED) classes for the hardest-to-serve populations living in BBCC’s service district and in Omak. Through a BBCC WorkFirst program, students in Moses Lake, Mattawa, and Omak may participate in employability classes and in curriculum specifically targeted to the needs of native English and identified Limited English Proficient populations. Eligible students from ABE and ESL classes are referred to academic, professional/technical, and Pre-Employment Training classes to continue their education. BBCC’s Families That Work program is the largest in the state and serves a student base that is 68% Hispanic (Exhibit AYR, p. 36).

The ABE program offers classes on the BBCC campus; in Warden, Othello, Royal City, Mattawa, Quincy, Soap Lake, and Grand Coulee; and at the Grant County Jail, the Grant County Work Release Facility in Ephrata, and the Moses Lake SkillSource Center. The Dean of Education, Health and Language Skills administers site locations and staffing. For additional information, see the Adult Basic Skills Program Description in Part II.

Parent Education Cooperative Preschools
Parent Education Cooperative Preschool labs serve as a setting for parents to observe child development and behavior. Parents earn college credit while developing parenting and leadership skills through lectures, discussions, and Preschool lab work. The Preschool offers children developmentally appropriate practices in physical, intellectual, social, emotional, and creative development. Cooperative Preschools are located on the BBCC campus and in Othello, Quincy, and Warden. Student enrollments are arranged through local Parent Coordinators and the BBCC Parent Coop Director. Overall administration of the Preschools is the responsibility of the Parent Coop Director and the Dean of Education, Health and Language Skills. For more information, see the Parent Education Program Description in Part II.

College in the High School
A limited number of academic courses, currently ENG 101 and ENG 102, are offered at certain area high schools. These courses adhere to ICRC guidelines in Appendix J (http://www.icrc.wwu.edu/appendices/appendixj.html) and are approved and administered under established BBCC procedures.

College in the High School courses are taught by qualified adjunct college faculty who hold master’s degrees and have been selected according to BBCC criteria. Faculty are
evaluated according to regular college faculty evaluation procedures. High school students must qualify for the courses through normal college placement testing. Courses use the same student grading and transcript policies as courses in the regular curriculum. Student outcomes are assessed by the same standards as student outcomes in traditional on-campus courses.

The BBCC Library and other learning support services are available to these high school students. The K-12 educational district is responsible for assuring compliance with federal and state laws concerning reasonable accommodations for disabled students and the development of the individualized education program (IEP). 2.G.8

High School Completion
Students may take BBCC classes for credits that can be accepted by area high schools as part of required course work for a high school diploma. Students may also complete course work toward a BBCC high school diploma. Credits from past high school classes and/or college classes can be counted toward the diploma. Adult students 19 years or older may qualify for reduced tuition for high school completion classes. Credit evaluation and enrollment is arranged through BBCC’s Counseling Center.

Tech Prep
Tech Prep is a federally funded, statewide program enabling students to remain in high school and begin a college professional/technical program, earning college credit for articulated high school vocational courses. 2.G.1

As of September 2001, 19 articulated courses are available in 11 professional/technical program areas. Articulated agreements are based on detailed course competencies and industry skill standards. BBCC faculty and high school teachers meet periodically to review and update all agreements. BBCC maintains the right to amend or withdraw agreements as deemed necessary. Awarding of college credit and the assignment of course grades by high school teachers is allowable under reciprocity agreements between the SBCTC and the Washington State Office of the Superintendent of Public Instruction (OSPI) as defined in WAC 131-16-095. All articulated Tech Prep courses are contained within Appendix C (http://www.icrc.wwu.edu/appendices/appendixc.html) of the ICRC handbook. For more detail, see the extensive Basin Prep Tech Manual, available in the Prep Tech office in Bldg 1400. 2.G.3, 2.G.7, and 2.G.11

In 2000-2001, the college began awarding credits on a “direct credit” basis, meaning high school students earn their credits upon completion of the articulated high school course. In that year, 91 students earned an average of 7.75 Tech Prep credits. These Tech Prep students are being monitored to determine the actual number who enroll in the college, their intended program of study, their college GPA as compared to other students in the same programs, and the overall impact on professional/technical enrollments.

The college submits a grant application each year to the SBCTC that must support basic consortium operations and must meet federal Perkins requirements, state goals, and local priorities. Grant requests address both state and local consortium goals, expanding on a five-year plan written in 1999. A steering committee comprised of local business, industry, and educators meets quarterly to set local goals, to plan activities, and to review progress. The Tech Prep Director provides quantitative statistics and documents to support consortium accomplishments and submits an annual year-end report to the SBCTC and consortium stakeholders.

Fiscal activities of the grant are processed through BBCC’s Business office according to standard policies and procedures. Overall coordination and monitoring of the Tech Prep project is the responsibility of the college Tech Prep Director reporting to the Dean of Professional/Technical Education. 2.G.2 and 2.G.4

2.H NON-CREDIT CONTINUING EDUCATION PROGRAMS AND COURSES

2.H.1 and 2.H.2 Policies, Procedures, and Record Maintenance for Non-Credit Courses
Non-credit programs involve faculty when applicable to their discipline and are administered by the appropriate college administrator following institutional policies and
A course syllabus for each non-credit class is written and presented to appropriate faculty for approval. Non-credit courses are listed in the quarterly Class Schedules and sometimes advertised through other media such as radio, newspapers, and flyers. Non-credit classes are evaluated periodically, and the results are distributed to appropriate faculty. BBCC does not grant Continuing Education Units.

In addition to the offerings of the areas below, BBCC offers courses in response to community requests. For example, BBCC offers Conversational Spanish on demand, and in Winter 2001 the college offered a Taxonomy and Geology of the Columbia Basin course at the request of the local Audubon Society.

**Aircraft Rescue and Fire Fighting**

BBCC provides Aircraft Rescue and Fire Fighting (ARFF) training in cooperation with the Port of Moses Lake and the Washington Airport Managers Association. The program mission is to provide aircraft rescue personnel and firefighters with safe, proven training at cost effective rates. Hundreds of firefighters from the Northwest and from as far away as Guam and Saipan have trained at the Aircraft Rescue Fire Training facility (completed in 1992) at Grant County Airport. Custom and contracted non-credit courses are available to meet specific organizational training needs. Instructors are contracted by the college and are recognized for their excellence at the federal, state, and local levels. Coordination of the program is the responsibility of the Dean of Professional/Technical Education.

The Federal Aviation Administration regulates the training and requires airport firefighters to certify and retrain on a regular basis. The extensive burn facility, aviation fire rescue trucks, pumperers, and tankers were partially funded through a BBCC/Port partnership grant. Burned diesel fuel is recycled in settling tanks approved by the Department of Ecology. The Port maintains the burn facility, procures fuel, and provides specialized fire fighting equipment. The college is responsible for organizing the training, and for recruiting the students and instructors. The college pays fees to the Port for the use of the facility, aviation fuels, and foam fire retardant.

**College Bound Program**

The Upward Bound project, locally known as College Bound (CB), is located on the BBCC campus. It is designed to provide low-income and first-generation high school students with services that will prepare them for enrollment and completion of postsecondary education programs. The project serves eligible students in seven target high schools in Grant and Adams counties and on the Colville Indian Reservation. See the College Bound brochure on the Brochure Rack.

Every four years BBCC submits a new grant proposal to the U.S. Department of Education designed to comply with federal regulations and to meet required student outcomes. The grant is administered by BBCC in compliance with state and institutional administrative and fiscal policies/procedures. In Fall 2000, the College Bound program received a supplemental grant to serve an additional 20 students each year. With these funds CB was also able to hire another full-time staff member to work with program participants. In Fall 2001, the program started serving students at Soap Lake High School.

**2.H.1 and 2.H.2**

CB instructional courses comply with OSPI requirements for the granting of high school academic credit. CB staff prepare an annual performance report that is submitted to the college President and the U.S. Department of Education. See Exhibit 2-19, College Bound Performance Report. Students may earn credit by completing high school courses offered by CB in the summer session. These credits are granted through the student’s home high school and are posted to their permanent high school transcript. Students who have recently graduated from high school may earn college credit through the project’s “Bridge” program by enrolling in BBCC Summer Quarter classes. Credits are awarded in accordance with college policies and procedures. In 2001, CB initiated a national U.S. Department of Education pilot summer work-study project for participants enrolled in college classes. Twenty participants were placed in on-campus jobs that matched their career goals; they were paid a $750 stipend for their work.

To assess the program’s effectiveness, graduates are tracked to determine the rate at which they
enter postsecondary education and the level of financial aid and scholarship support they receive. Of the 23 graduates from the Class of 2001, 20 (86%) are currently attending college. In addition, 12 of these graduates received scholarships, including 3 who received the two-year BBCC Foundation scholarship. Additional scholarship support was received from the Gius Foundation, Washington State Hispanic Chamber of Commerce, Minority in Science and Engineering from the University of Washington, Eastern Washington Foundation, Hispanic Academic Achievement Program, Paul Lauzier Charitable Foundation, Othello Education Association, and other community-based programs. The only Gates Millennium Scholar who is attending BBCC is a 2000 College Bound graduate.

Japanese Agricultural Training Program (JATP)

In 1966, BBCC entered into an agreement with agencies of the Japanese government to provide training for students who come to the U.S. to experience life on an American farm and to learn about American culture. The Japan Agricultural Exchange Council (JAEC) recruits agricultural students in Japan to participate in one- and two-year training programs. These trainees receive instruction and practical experience in agriculture, English, and American culture. The longevity of the program speaks to its importance to the Japanese governmental agencies that continue to support JATP with funding.

Generally, the trainees are graduates from two-year agricultural colleges or from Japanese Universities. At BBCC, they receive instruction in survival English and learn vocabulary to help them communicate with their host farmers and to succeed in their work experience. Trainees are also exposed to a general overview of American agriculture, regional farming methods, and farm safety. In keeping with BBCC’s mission, the trainees learn workplace skills and values. In addition, trainees bring to the campus and the community their Japanese cultural heritage. Through their Japanese Evening programs and through their interaction with the students on campus at student activities and athletic events, they add to BBCC’s cultural diversity.

Although JATP operates under the sponsorship of the BBCC Foundation, the college is contracted to operate the program. Under the direction of the Vice President of Instruction and Student Services, a lead instructor supervises the instructional and student services portion of the program and an Operational Coordinator locates host farms and manages the trainees’ agricultural work experiences. 2.H.1

Because the JATP program operates on campus for only one month during the one-year program and three months during the two-year program, part-time staff provide the instruction. Instructional staff members are often retired teachers from local K-12 systems who bring a variety of teaching experiences and degrees to the classroom. The instructors have many years of teaching experience and strong backgrounds in teaching English as a Second Language.

The program administrator, the Operations Coordinator, the JAEC, and the part-time staff evaluate student outcomes. Assessment information is gathered from instructors, staff, and student meetings; individual student interviews; and surveys completed by host farmers. Administrators from the college, the JAEC, and the BBCC Foundation meet once each year to review and discuss student outcomes and to make recommendations for any needed changes. Program status reports are given on a regular basis to the Foundation and to the Board of Trustees. 2.H.2

JATP is a contracted, non-credit Continuing Education program. Funding for the program comes from the student participants, and through the JAEC from the Japan Ministry of Foreign Affairs and the Japan Ministry of Agriculture, Forestry and Fisheries. BBCC’s Board Policies and Administrative Processes govern the program. JATP’s financial operation—including revenue, payroll, and goods and services—is administered by the college Business office and adheres to Washington State Financial and Administrative policies, regulations, and procedures. 2.H.1 and 2.H.2

Student Support Services

Student Support Services (SSS) is a federally funded grant that targets students who qualify as low-income, disabled, or first-generation college. The basic mission of the program is to
identify a specified number of high-risk students from the target group to participate in order to increase their rates of retention, graduation, and transfer to four-year institutions. A competitive SSS grant application is submitted to the Department of Education every four years. A non-competing continuation application is submitted each remaining year of the grant cycle. Each application includes a budget and a comprehensive program plan approved by the institution. Fiscal activities of the grant are processed through BBCC’s Business office according to standard policies and procedures.

2.H.2

The grant program plan, designed and approved by the institution according to established institutional procedures when submitted in the original grant application, includes a list of activities such as tutoring, study skills instruction, advising, and career/transfer counseling to be carried out by the program.

2.H.1

Workshops (mostly study skills) offered by the SSS program are based on grant guidelines. All costs associated with SSS workshops are paid for with grant funds under SSS regulations and federal Office of Management and Budget (OMB) principles. Workshops are evaluated according to the assessment procedures detailed in the grant, and outcomes are assessed yearly as part of the SSS annual report. SSS also developed the college Human Development (HDV) 102 course, Focus on Success, following regular college procedures and Instructional Council approval.


Strengths

BBCC opened its doors in 1962 to provide education for the residents of a large portion of the sparsely populated east side of the state. College founders and those who have guided it to the present have always faced several realities—namely, isolation and a rural, ethnically diverse population with a high percentage of economically and educationally disadvantaged citizens. Standard Two has shown the wealth of approaches, many of which are interrelated, that BBCC has taken to address these problems.

Once the basic transfer and vocational programs were established and thriving on campus, the college reached out by means of extension centers. BBCC now offers programs and classes in Ephrata, George, Grand Coulee, Mattawa, Omak, Othello, Quincy, Royal City, Soap Lake, and Warden. When there is a need, the college also serves the communities of Almira/Coulee City/Hartline, Lind, Ritzville, and Washtucna. Over the years, BBCC administrators have sought grants and contracts that would enrich and expand these extension sites in ways that would reach out to all students, including the disadvantaged. This process has culminated in the college’s present Distance Learning programs and its highly successful Adult Basic Skills and Families That Work programs.

The college is proud of the role the College Bound program plays in preparing economically disadvantaged students for post-secondary education. CB’s 2001-2002 86% college placement rate and the number and quality of scholarships CB graduates receive show the effect the program has on the lives of students with limited opportunities. These successes, coupled with the tutoring and counseling provided by Student Support Services and the grant activity and basic skills enrollments mentioned in 2.A, show an institution that targets the disadvantaged and actively facilitates their success.

Through CBIS, the college seeks to bridge the isolation gap by bringing professional development opportunities that are not readily found in small communities. BBCC has long regarded local business and industry as part of its constituency and has worked actively to provide this specialized training. Since CBIS is self-supporting, it can tailor course offerings and training schedules to local needs. As the community actively seeks new businesses and industries interested in locating in this area, CBIS is regarded not only as a vital part of the college mission, but also as an active service to the community.

The unique Japanese Agricultural Training Program offers the college the opportunity to weave together a number of its goals. The presence of these young men and women on campus increases diversity and exposes the student population to the culture of Japan. In
addition, the trainees are learning workplace skills and values along with American culture in a safe, friendly environment. JATP has been in operation for 36 years, and more than 4,250 trainees have come to BBCC for their initial training. Many former trainees consider Moses Lake a second home.

**Challenges**

Due to the recent downturn in the U.S. agricultural economy, the JATP Operations Coordinator is finding it more difficult to place students at host farms for training. In Fall 2001, five trainees had to change their major course of study because only one host poultry farmer and no host citrus farmers could be found. As the agricultural economy suffers in Japan, JAEC recruiters are also finding it more difficult to recruit Japanese students to participate. In the last several years, the number of two-year trainees coming to BBCC has fallen, from nearly 100 to about 65.

The JAEC Operations Coordinator has become more aggressive in his search for host farms. He works through BBCC to publicize the program, emphasizing the need for host farms through newspaper press releases, radio advertisements, and articles in agricultural newsletters. In addition, the college has developed a brochure titled *Japanese Agricultural Training Program* that describes the program and the need for host farmers. See the **Brochure Rack**. In Japan, recruiting efforts have been expanded by expanding the advertising in Japanese agriculture newsletters and by increasing the frequency of recruiting visits to two-year agricultural colleges, since they supply the majority of the students who enter the program.

### Standard Two (Part I): List of Imbedded Tables and Figures

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| Institutional Assessment of Instructional Goals and Outcomes |
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### Standard Two (Parts I and II) List of Exhibits (in order of first reference)

| Exhibit CATALOG | BBCC Course Catalogs since 1991 |
| Exhibit AYR | *Washington Community and Technical Colleges Academic Year Report* 2000-01 |
| Exhibit BUDGET | Published Annual Operating Budget Reports |
| Exhibit 8-8 | 10-Year Recap of BBCC Capital Projects |
| Exhibit SCHEDULE | Quarterly *Class Schedules* (two years) |
| Exhibit IAD | *Institutional Assessment Data Notebook* |
| Exhibit 2-1 | Division Notebooks |
| Exhibit AGREE | *BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No.18 Board of Trustees* |
Exhibit 2-2  
*Course Syllabus Guidelines*

Exhibit BP/AP  
*Board Policy and Administrative Process (BP/AP) Book*

Exhibit 1-2  
Advisory Committee Meeting Minutes

Exhibit 2-3  
Commercial Driver’s License Program Competencies

Exhibit 2-4  
Lab Fee Analyses

Exhibit 2-5  
CBIS Blank Profit/Loss Form

Exhibit AMP  
*Academic Master Plan*

Exhibit 2-6  
Course Approval Guidelines

Exhibit MEETINGS  
Meeting Minutes (Instructional Council, Enrollment Management Task Force, President’s Cabinet, Administrative Council, and Academic Master Plan Committee)

Exhibit NWASC  
Northwest Association of Schools and Colleges: Commission on Colleges and Universities: BBCC Accreditation Submissions/Reports 1992-1997:


Exhibit 1-8  
Assessment Instrument/Procedure Document

Exhibit OUTCOMES  
BBCC Annual Outcomes Assessment Reports

Exhibit TENTURE  
*Tenured Faculty Evaluation Procedure Booklet*

Exhibit 4-3  
Probationary Faculty Evaluation Packet

Exhibit 2-7  
1995 Industrial Technology Focus Group Surveys

Exhibit 2-8  
Developmental English and Math Course Completion

Exhibit 2-9  
2001 Withdrawal Form Results

Exhibit 4-1  

Exhibit ADVISE  
Faculty Advising Packet (New Student Orientation)

Exhibit 2-10  
Transcript Information

Exhibit 2-11  
Alternate Delivery Evaluation Forms

Exhibit 2-12  
Continuing Education Contracts

Exhibit 2-13  
Distance Learning Promotion

Exhibit 2-14  
Substantive Change Prospectus and Approval Letter

Exhibit 2-15  
Alternate Delivery and Extension Site Costs per FTE

Exhibit 2-16  
Grand Coulee/Othello Course Offerings 1996-2001

Exhibit 2-17  
Small Business Development Center (SBDC) Audit Report

Exhibit 2-18  
CBIS 2002 Spring and 2002 Summer Catalogs

Exhibit 2-19  
College Bound Performance Report

Exhibit 6-10*  
BBCC Board of Trustees Survey Summary

Exhibit 2-20*  
BBCC District 10th Grade WASL Scores

Exhibit 2-21*  
Highest Math Taken by Arts and Science Graduates

*Referenced in Part II, Program Descriptions*

**Other Exhibits Referenced Informally** (exhibit number not given in text)

Exhibit 1-3  
*Winter Quarter Enrollment Surveys*

Exhibit 1-9  
BBCC Transfer Student Follow-Up Surveys (1992 and 1996)

Exhibit FOUNDATION  
BBCC Foundation Information:

BBCC Foundation and the Japanese Agricultural Training Program

**Also Available**

*AACRAO Transfer Credit Practices of Designated Education Institutions*  
(Admissions/Registration Office)

*ACE Guide to the Evaluation of Educational Experience in the Armed Services*  
(Admissions/Registration Office)

*Basin Tech Prep Manual* (Tech Prep Office in Building 1400)
The Following Brochures Are Also Available (on the Brochure Rack in the Team Room)

<table>
<thead>
<tr>
<th>Title</th>
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<tr>
<td>8 Datos --- in Spanish</td>
<td>FAFSA On The Web</td>
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<td>8 Facts every parent should know about vocational education</td>
<td>Financial Aid 2002-2003</td>
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<td>911 Know When to Call</td>
<td>Invest in Your Future</td>
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<td>911 When Seconds Count</td>
<td>Japanese Agricultural Training Program</td>
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<td>Accounting</td>
<td>Learning Assistance Opportunities (English and Russian versions)</td>
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<td>ARFF Training</td>
<td>Maintenance Mechanics Technology</td>
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<td>Associate in Science Degree</td>
<td>Management Assistance from Business Professionals</td>
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<td>Automotive Technology</td>
<td>Mathematics and Science</td>
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<td>Aviation (Commercial Pilot)</td>
<td>Microsoft IT Academy</td>
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<td>Aviation Maintenance Technology</td>
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<td>Basin Tech Prep</td>
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<td>Become a Part-Time Faculty Member at BBCC</td>
<td>Parent Education Cooperative Preschools</td>
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<td>Cellular Calls to 9-1-1</td>
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<td>Cisco Systems Networking Academy</td>
<td>Running Start: A Guidebook for Students &amp; Parents</td>
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<td>Child and Family Education</td>
<td>Student Injury and Sickness Insurance Plan</td>
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<td>Computer Science Programs</td>
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<td>Drafting &amp; Civil Engineering Technology</td>
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<td>Farm and Ranch Management</td>
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INSTRUCTIONAL PROGRAMS
PART II: INSTRUCTIONAL PROGRAMS

BBCC prides itself on the strength of its educational programs. In a survey conducted by the Board of Trustees in Winter 2002, school boards governing the high schools in BBCC’s service area were asked to describe the college’s academic and vocational programs. School board members called the college programs “excellent,” saying “they meet the needs of the area, changing with the times and educational climate;” they are “strong and diverse;” and they are “very receptive to the needs of area business and industry.” Summing up the positive sentiments, one school board member said BBCC provides “great programs and opportunities.” There were no negative comments. See Exhibit 6-10, BBCC Board of Trustees Survey Summary.

Part II of Standard Two contains instructional program plans, written in the voices of program faculty. Some plans were too long to be included in full form here, but the longer forms are included in the Division Notebooks (Exhibit 2-1) available in the Team Room. In addition, the notebooks may contain program, course, and student assessment tools.

ACADEMIC PROGRAMS

The Instructional Assessment Data book (Exhibit IAD) contains the Mission Arenas, Outcomes and Tools Summaries 2000-2002 (Tab 1); the General Education Outcomes and Project Evaluation 2000-2001 (Tab 2); the 1995-2000 Arts & Science Graduate Survey Summary (Tab 3); the WSU 2000, and EWU and CWU 2001 Transfer Visitation results (Tab 4); BBCC Transfer Performance Tables (Tab 5); and the Annualized FTEs Reports 1995-2002 (Tab 6). These documents provide much of the data cited in the following Academic and Developmental Studies Program Descriptions.

ART

Mission Statement
Consistent with the college mission, the mission of the BBCC Art Department is to offer courses that teach theory and techniques of Art for transfer and professional/technical students, as well as enrichment classes for lifelong learning. The variety of Art classes serves to support the mission of BBCC to help students achieve their educational goals. Art classes are transferable and can offer problem-solving skills and exposure to cultural diversity. They invigorate the process of learning by engaging students. Art classes focus on the "doing" and enhance the thinking skills to carry out that process. Opportunities for arts enrichment are offered in lecture and studio Art classes.

Curriculum
The Art Department provides training in foundation Art classes that emphasize sharpening aesthetic perception and performance. The department has one full-time tenure-track instructor and two part-time faculty. The department offers 19 courses in Art History, Art Appreciation, and studio Art in Design, Drawing, Painting, and Ceramics for majors and non-majors. These classes support curriculum for the first two years of the undergraduate degree in Art, as well as fulfill the performance/lecture humanities requirement for the two-year AA&S degree.

Changes have been instituted since 1998 to better serve the students. In response to student requests, the Design and Drawing classes were changed from four to five credits to assist students in filling out their schedules without a one- or two-credit deficit, since regular lecture classes are all five credits. A review of regional four-year schools demonstrated that the lack of Art History classes was a severe deficiency for transferring Art majors; consequently, in Spring 2000, an American Art History class was introduced to begin a series of Art History classes. Future plans include developing a Survey of Western Art History course to span three quarters and a Modern Art History course. An adjunct instructor has developed an online Art Appreciation class for WashingtonOnline (WAOL) and has become the lead instructor. The class uses Internet resources to supplement the textbook and maintains high academic standards. The involvement of a higher than average number of female artists and the study of non-Western Art make the class truly
multicultural in scope. The class is designed to be rigorous and challenging for the self-motivated student. Assessment of class content and structure by the students is part of the course structure and helps the instructor make improvements.

**Instruction**

The full-time instructor and one part-time instructor hold Master of Fine Art degrees. Another part-time instructor, a professional potter, teaches evening community education pottery classes. The instructors are practicing artists who maintain active exhibition records, since exhibiting is a vital component of being a professional artist and of mentoring students who are considering a career in the arts. We are committed to teaching and living the way of Art.

Studio classes have a limit of 20 students except for Oil Painting, which has a limit of 15. These limits facilitate the one-on-one instruction and attention necessary in a studio environment. Lecture classes have a limit of 30. In all classes, slides are used to illustrate principles and to give examples from Art History. An LCD projector provides visual in-class access to interactive programs on the Internet, as well as scanned images and CDs featuring collections from museums and galleries around the world.

Faculty work with library staff to increase acquisitions of materials related to the field and to maintain currency with periodicals and artistic monographs. Many of these materials provide overlapping support for other disciplines, such as Anthropology and History, to create a venue for learning about world cultures and historical periods.

**Program Enrollment**

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Since the hiring of the present full-time instructor during the 1998-1999 academic year, enrollment in Art classes has steadily increased. This increase is possibly due to a more student-centered focus of the Art Department. As instructors, we are fully invested in the successes of our students, and we make sure they know that.

**Physical/Financial Resources**

The department strives to provide well-maintained, fully equipped facilities to support the curriculum. To this end, the Art faculty and the college have instituted many improvements. A newly remodeled Art building with two new classrooms has replaced an old, ineffective two-story facility. The new one-level facility provides a design/lecture classroom and a drawing/painting classroom that have improved accessibility for students to work in the studios.

A new glaze lab for students to test and develop glazes for ceramics was added to an accessible ceramics classroom. Several new pottery wheels, including one with hand controls for handicapped students, have replaced old ones. A new outdoor kiln area with gas and electric hook-ups has expanded kiln use.

The new facility allows access to more students. Students have more workable space in the design and drawing/painting rooms, and disabled students now have full access.

**Assessment**

All Art courses support the performance and/or lecture skills component of the Humanities requirement for graduation from BBCC. More specifically, we desire these student-learning outcomes:

- **Goal One:** To develop aesthetic judgment and critical-thinking skills
- **Goal Two:** To develop competence in Art practice and production
- **Goal Three:** To learn about the multiple traditions and histories of Art

The assessment tools used in Art History and Art Appreciation classes are primarily exams, written papers, and projects. For many students, these classes are their first formal exposure to Art as an academic discipline and serve to entice them to try a studio class.

The primary assessment tool in studio classes is the portfolio of comprehensive projects. Projects are evaluated on an individual basis with each student's skill level in mind, and then at the quarter's end with a view toward progress and improvement.

**Goals and Progress-to-Date**

The outcome of clear, effective writing is addressed in Art Appreciation and American Art History, both of which require short papers or research essays. The classes have weekly writing assignments that involve responding to articles, summarizing journal articles, analyzing websites, and other such exercises that help students practice writing and critical-thinking skills.
The outcome of problem solving by combining and applying knowledge from multiple sources is addressed in all Art classes, especially in the studio classes. Art challenges students to see the parts and bring them together to make a whole by using a path of thinking and action that is not specified in advance. This process often leads to novel solutions, or what can be defined as creativity.

The outcome of gathering and interpreting information is addressed in all Art classes. Gathering and interpreting information is at the heart of what artists do—which is to make artwork from life’s experiences.

The college administration’s support of the Art program is evident in the construction of the new facility.

**Strengths**

The number of declared Art majors has increased. According to current (2000-2001) registration information, 13 students have declared an interest majoring in Art.

Portfolio reviews are a key assessment tool for many of the studio Art classes. Class work from the entire quarter is assessed to observe the improvement and acquisition of skills, the level of commitment, and the applied understanding of specific Art project goals.

Many of the program changes have been instituted as a result of these assessment activities to better serve the students. The three-hour block class schedule facilitates working in studio classes. Previous 65-minute classes left about 30 actual minutes of work time between set-up and clean-up. The new block schedule allows time to think and work on projects. It also encourages a community atmosphere in the classroom whereby students can help each other on projects by critiquing and talking while they work.

**Challenges**

Challenges include documenting the successes of Art students at four-year institutions; providing Art History classes with a small faculty teaching maximum class loads; providing more guest lecturers and demonstrations for our students; and creating ties with K–12 Art programs, especially with area high schools, to encourage recruitment for BBCC’s Art program.

The limitation of course offerings will force our transfer Art students to make up for deficiencies in Art History and other basic disciplines such as Printmaking, Photography, and Sculpture.

The Art building is located on the outer perimeter of campus, making it difficult for walking students to get to the building on time; inclement weather also makes this trek difficult.

The Art Department is endeavoring to keep track of students who transfer to other Art programs. Future plans include contacting high school and junior high school Art teachers to create relationships for joint projects and to encourage their students. Again, limited time and energy have delayed this plan.

**BIOLOGY**

**Mission Statement**

The mission of the Biology Department, in support of the college mission, is to provide courses and training for university and college transfer as well as support courses for the BBCC Nursing program. The department endeavors to give students a background that allows them to understand and assess biological issues as they affect society. Department instructors pride themselves on providing students with current and accurate information kept apace of rapidly changing information and technology.

The Biology Department offers courses that meet the BBCC’s goal of providing a university transfer education as well as that of serving community and continuing education needs. Support courses for the BBCC Nursing program are also provided. In addition, an essential element of all courses is the development of critical-thinking and problem-solving skills.

**Curriculum**

Courses are taught in the general areas of Biology and Botany and include the specialized areas of Anatomy and Physiology (A&P), Microbiology, and Field Botany. All biological sciences may be used as a lab science for Math/Science distribution requirements. Most courses are entry level and non-sequential, with the exception of Cell Biology, A&P I and II, and Microbiology. These courses are taken by Allied Health majors and are requirements for the BBCC Nursing program.

**Instruction**
The Biology Department utilizes two full-time instructors, although both teach other disciplines as well. Two part-time instructors are also used, and one lab technician is shared with other sciences. The total number of courses taught per year is equivalent to two and one-half full-time loads.

Every instructor in the Biology Department holds at least a master’s degree in the discipline. Instructors routinely attend seminars in biotechnology and other rapidly evolving fields of study. This has resulted in labs that cover such current topics as DNA restriction analysis as well as extensive use of technology in both labs and lectures.

Instructors use lectures, class activities, lab exercises, field trips, computer labs, videos, and online websites to present course topics. Lectures are delivered both traditionally and through the use of PowerPoint presentations. A number of Biology courses include individual labs taught in the Math/Science Resource Center (MSRC) computer lab using simulation software. Selected courses are taught utilizing Interactive Television/Video (ITV) format or at night to meet the needs of students who live in the outlying service areas or who hold full-time day jobs.

Course requirements vary with respect to the use of library, Internet, and computer resources. Library and Internet resources are used in required papers on Biology-related social and ethical issues as per our mission statement. Students have access to numerous science journals as well as Biology and Botany web pages. Departmental web pages contain links to a large number of sites that can be used for researching issues, and include access to textbook and interactive learning sites.

**Program Enrollment**

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Enrollment in Biology courses has remained steady over the past six years. While most students take Biology for Math/Science distribution requirements, a significant portion major in Allied Health areas.

**Physical/Financial Resources**

An extensive remodel and expansion of the Math/Science building was completed in January 1995. This project added two new Biology laboratories with adjoining prep rooms, additional lecture rooms, a larger central lab preparation area containing a laminar flow hood, and the MSRC. The project also doubled greenhouse space. Labs are equipped with ceiling-mounted TVs connected to VCRs and teaching-microscope video cameras. Both labs are hard-wired to the Internet and offer access to computers. One lab has an enclosed ventilation system for animal storage. The MSRC includes a 27-station computer lab in which a number of Biology labs are conducted.

Biology Department budget allocations for supplies, equipment, and travel have always been adequate. Administrative support has made it possible to provide up-to-date technology and laboratory experiences for students.

**Assessment**

**Assessment of Courses and Instruction**

Student evaluations are conducted in each course every quarter. Students are asked to rate the quality of the course and the instruction as well as the methods and technologies specific to each course. The results provide valuable information about student perceptions of each course and about the effectiveness of instruction. Student suggestions for improvement or change are also solicited. Instructors complete a form discussing the student comments and indicating what changes will or will not be made as a result. These forms are discussed within the department and filed by the Chair with the original documents. Changes in content and methodology are incorporated as deemed feasible and advantageous to student success.

**Selected Results**

- Botany students found it difficult to recognize local flora from pressed specimens only. Digital images of local flora were created for in-class presentation, and made available on the Botany web page.
- A&P students felt they needed more reinforcement of cat dissection. A computerized dissection program was purchased, edited, and made available on MRSC computers.
- Introductory Biology students felt the labs lacked structure. Lab protocols were incorporated into a spiral-bound booklet available through the BBCC Bookstore.

Student perceptions of instructional effectiveness are solicited in quarterly
evaluations. The institution conducts its own review of probationary and tenured faculty using multiple indices including student evaluations. Students and appropriate administrators review probationary and part-time instructors each quarter.

The Biology Department communicates with the BBCC Nursing Department, which uses Biology courses as prerequisites. This gives regular and practical feedback as to the efficacy of course changes. The performance of LPN and RN students on state boards is a constant reflection of the success the Biology Department has had in providing a foundation for their Nursing classes.

**Selected Results**

- ADN students requested more in-depth treatment of the clinical aspects of acid-base imbalances and Coombs testing. More emphasis was given to these topics in A&P and Microbiology.
- LPN students desired a synchronization of topics and test dates between Nursing and A&P. Instructors from both programs worked together to coordinate this.
- Returning students repeatedly stressed the advantage of having A&P before entering the LPN program. As of 2002, A&P is now a program prerequisite.

**Assessment of Students**

In addition, the competencies of Biology students are measured by test scores (written as well as practical), lab write-ups, oral presentations, herbarium collections, and written papers. Instructors rely heavily on student feedback and performance in order to analyze the effectiveness of course changes.

**Assessment of Program**

Biology faculty routinely engage in extensive networking with community college faculty through the Northwest Biology Instructor’s Organization and the Howard Hughes UW/Community College Partnership Program. In addition, some instructors participate in the Internet Biology listserv in which faculty throughout the nation query each other and share ideas on curriculum as well as content. This networking allows Biology instructors to monitor current trends in Biology education.

**Selected Results**

- DNA extraction and protein electrophoresis labs were introduced in Introductory Biology.
- DNA restriction analysis labs were introduced in Cell Biology.
- Genetic Transformation and HIV testing labs were introduced in Microbiology.
- Software for data capture and analysis as well as for simulation labs was purchased for Cell Biology and A&P.

Course Transfer Equivalency documents from baccalaureate institutions show that Biology course offerings transfer to universities and colleges. However, the lack of a traditional freshman level sequence will hinder some of the new Associate in Science students. The department has made it a goal to restructure this sequence, enrollment permitting.

As a result of this continual assessment, many courses have undergone significant structural lab and lecture changes in the last few years in the areas of course creation; use of technology in content as well as methodology; and course content and materials. This has required the purchase of new technologies as well as instructor training. For more details, see course syllabi in the Math and Science Division notebook.

**Goals and Progress-to-Date**

- In keeping with our goal to provide courses and training for transfer, as well as support courses for Nursing, the department is investigating the realignment of 100-level Biology courses to provide a three-quarter transfer sequence. In the past, the department has offered these courses, but course enrollment was not sufficient to support a three-quarter sequence within the constraints of an AA&S degree. With the recent addition of the Associate in Science Degree, this may become plausible. The department has contacted major state universities concerning transferability and equivalencies.
- In order to provide students with current information and up-to-date laboratory techniques, faculty have made major course changes in the areas of DNA technology and Molecular Biology. Biology faculty will continue to engage in extensive networking with other Biology faculties and organizations to remain aware of current trends in curricula and to assess the
feasibility of reflecting these trends in departmental offerings.

- Prior to 2001, student evaluations were conducted and results were discussed informally within the department. Records were not kept. Since Winter 2001, a more formal process has been initiated, as described above.
- Allied Health majors often find that poor career planning in high school results in at least a year of prerequisites before entry into their program of choice. Biology faculty have been working with the BBCC Director of Career Advising and Outreach, counselors, and the Nursing Department to network with service area Biology high school faculty and counselors. Through the development of career pathways and the sharing of expectations and syllabi, we hope to facilitate the progress of entering freshmen.

**CHEMISTRY**

**Mission Statement**
Consistent with the college mission, the mission of the BBCC Chemistry Department is:
- To provide entry-level Chemistry courses for students not ready for college-level Chemistry courses
- To provide support courses for the BBCC Nursing program
- To provide courses and training for university and college transfer
- To contribute to the development of a Science background that enables students to be intelligent consumers and to logically assess personal and societal issues that relate to the field.

Courses at BBCC fulfill a portion of the college's goal of providing a university-transfer education as well as that of serving community and continuing education needs.

**Curriculum**
Chemistry Department courses range from a pre-college-level CHM 099 course through the full-year sequence of CHM 105, 106, and 107 for the AA&S and Associate in Science students. Once yearly, CHM 101 is taught utilizing an ITV format to meet the needs of students in outlying areas. CHM 101 is routinely taught at night and offered during the summer.

**Instruction**
The Chemistry Department is staffed by one full-time instructor, one part-time instructor, and one laboratory coordinator who is shared with the other sciences. Student populations are maintained at approximately 24 in the lab courses.

Instructors use lectures, class activities, films, lab exercises, fieldtrips, online websites, and library assignments to reinforce course topics. Courses vary in the utilization of library, Internet, and computer resources, typically with one research topic assigned per course per quarter. Chemistry labs are three hours each, which is equivalent to that typical of a four-year institution and enables instructors to provide a more in-depth experimental program.

Students have access to texts, references texts, and other materials, including computers, printers, and the Internet in the MSRC. All Chemistry courses require students to use library facilities as well as Science journals. Links to useful sites are also found on the Chemistry web page.

Chemistry is not presently using many computerized laboratories. There is a strong interest in upgrading labs and including more modern computer-interactive experiments as funds and training become available.

**Program Enrollment**

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FTEs in Chemistry courses were roughly static for the three years from 1997-1999; they increased in 2000-2001.

**Physical/Financial Resources**
ADA-approved facilities and other safety-related modifications have recently been added. The experimental capacity of the labs has been expanded, equipment and supplies have been upgraded, and unsafe materials have been purged. Current needs include at least three modern/updated hoods to replace antiquated hoods, at least one hood installed in a different location for safety purposes, and modern computerized experiments for laboratory.

**Assessment**
Chemistry Department personnel routinely evaluate course offerings and participate as well in institutional outcomes assessment. Non-subjective assessment of Chemistry is planned.
for Fall 2002, with one research assignment being randomly selected for use in the institutional General Education Outcomes assessment. Pre-tests are given at the onset of courses to assess and identify those at risk in terms of weak mathematical skills or lack of prior chemical background, even though these have taken the required prerequisites. Experience indicates that students who score in the low range will benefit from additional assistance via tutoring and worksheets, or even additional preparation in Math and/or Chemistry before taking the courses.

Multiple discussions have been held with colleagues in other disciplines. These discussions have resulted in numerous changes in program structure. Students in Chemistry courses at all levels are given writing assignments that utilize both library and web resources. Adjustments are made to classes to accommodate changes in the Biology and Nursing areas, and course topics relevant to Nursing and Health courses have been included in laboratory and lecture. Chemistry and Math instructors have mutually focused on topics to emphasize critical areas where overlap is desirable.

Chemistry faculty engage routinely in networking with community college and four-year institution colleagues via the Washington Chemistry College Teachers Association (WCCTA) and its listserv. In addition, the full-time instructor participates in NSF-funded summer research programs at local universities and in email discussions of educational topics, as well as in doing research and staying active in ongoing scientific debates. The instructor routinely attends seminars in Chemistry; subscribes to and studies Chemistry listservs and environmental/chemical safety materials; and reads online and published journals.

**Goals and Progress-to-Date**

The program changes made so far appear to have had some impact as evidenced by the increase in enrollment numbers. Progress in meeting department goals has been substantial.

- **To enhance the success rate of students entering CHM 101:**
  This is partly being accomplished by the addition of the CHM 99 course. Instructors work with students who will require CHM 101 for their future programs but who lack the background in basic Chemistry and/or Science and need preparation to succeed. Enrollment in this course is increasing, and students generally report satisfaction with the course in student evaluations, in verbal comments to instructor, and in recommendation of the course to friends.

- **To enhance the safety and effectiveness of the Chemistry lab:**
  Replacement of four safe but antiquated non-electrical hoods with modern equipment has begun. Two hoods have been purchased, with considerable interest and assistance from administrative personnel. These purchases include a top-of-the-line ADA-approved hood that is wheelchair accessible. At least one hood must be placed in another location, which is apparently a non-trivial undertaking, both in terms of cost and of installation.

Awareness of safety issues in class and laboratory is excellent. A large amount of hazardous waste has been eliminated from Chemistry storage. Laboratory experiments are closely scrutinized in terms of health concerns and hazards to students and staff, as well as in terms of environmental waste and disposal costs.

Options are being explored to bring more computerized equipment into the laboratory. Such equipment is typical of what graduating students might expect to see in employment situations. This upgrade will meet important education goals and enhance our ability to use more mathematical skills in laboratories through the use of graphing and data analysis programs.

- **To increase the course offerings and materials useful for our students as they progress in their educational goals:**
  Plans include adding an introductory Organic/Biochemistry course. One instructor has considerable experience teaching a related course, and all materials are ready to go when institutional needs and resources permit this addition. Another proposed addition is a preparatory Chemistry course, which would separate non-Nursing majors from transfer students in the one-quarter introductory Chemistry lab.

- **To increase the knowledge of faculty and staff in safety, health, and environmental hazards, and appropriate laboratory
Mission Statement
The primary goal of the English Department in support of the college mission is to provide students with the knowledge, background, strategies, and critical-thinking/articulation skills necessary to succeed in academic programs beyond BBCC. We strive to enhance our students’ understanding and appreciation of culture, history, politics, science, and the aesthetic form as it is experienced in Literature and the Language Arts. All other fields rely on the English programs to provide students with the skills to inquire, analyze, formulate critical response, and articulate that response in college-level prose.

In addition we strive to:

- Provide students with opportunities for writing and reading in a variety of genres, including literature, essays, and journals, that will enable them to discover insight into their lives and the world around them
- Provide students with opportunities for classroom discussion of writing and reading assignments which will encourage them to think critically and to formulate insights on various topics in the company of their peers
- Evaluate student writing so that they better understand the processes of researching, creating, structuring, arguing, editing, phrasing, documenting, and all other elements of expository writing

Curriculum
The English Department serves university transfer students and technical/vocational students pursuing an Associate degree. Most BBCC students are required to take the foundation Composition course, ENG 101, and those desiring transfer credits or an AA&S go on to take ENG 102. Instructors strive to infuse these foundation courses with a passion for the arts, literature, and the cultural complexity of the human condition. This passion is further nurtured by the 200-level courses in period Literature, which focus on the history of literature and its various movements. We also offer Creative Writing, which provides courses offering students opportunities to express the truest things they know in various literary forms: poetry, short fiction, and drama.

Instruction
Currently, the department has four full-time and three part-time instructors. The English Department maintains close working relationships with other departments to facilitate cross-curriculum courses and to assure that our students have access to the latest advances in information technology through BBCC’s library staff. In the past 10 years, the college has been able to expand the diversity of our student population by developing ITV Composition courses that link students from the far reaches of our service area with students in Moses Lake. Currently, the teacher/student ratio in the Composition classroom is around 1:25, and the department relies heavily on the English Skills Lab staff for tutoring on individual assignments. This requires a close working relationship with the lab whereby instructors keep tabs on the students’ progress in the classroom and with their individual tutors.

Most importantly, the methodologies utilized by our various instructors range widely from the traditional to the innovative and experimental, including in-class essays; peer editing and review sessions; multi-genre essay development; multi-draft essay assignments; small group discussion and exercises; self-assessment; lectures; quizzes; multi-step project work; multi-genre and multi-media textual analysis; and traditional and Internet research techniques.

Program Enrollment*

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*In 2000-2001, 44 Developmental English FTEs were moved from English to the Developmental Studies Division

Most of our students are “traditional”—18 to 19 years old, coming directly out of service area high schools. Some are Running Start students. Approximately 30% are “non-traditional”—older, returning students, often here as part of workforce retraining programs.

Of BBCC’s 800+ annual academic FTEs, over 150 are generated by English and Humanities courses. FTEs in English over a five-year period mirror the variations in BBCC total FTEs. In 2000, the Developmental English series was reassigned to the new Developmental Division. Over the past five years, an average of 46% of entering students have placed below college-level English. In 2000, Developmental English
students were required to write qualifying portfolios before being allowed to enroll in college-level English. Students who do not immediately qualify for placement in ENG 101 are usually required to take the ENG 099 prep course, but could be placed in ENG 098 if their reading and writing deficiencies would take more than a quarter to address.

Physical/Financial Resources
The English Department does not have any exclusive holdings, but typically uses traditional tools: televisions, VCRs, overhead projectors, portable DVDs, and texts from the library. Most notably, the department has made good use of the ITV equipment. All instructors have access to computers for research and lesson preparation, and students have access to computers in the English Skills Center.

Assessment
Because writing skills are an essential element of all subjects, these skills are assessed in several disciplines, including English, through the institutional General Education Assessment project, as discussed in 2.B.2. These outcomes were evaluated last year by a group of faculty teaching General Education courses. Random assignments were rated on a scale of zero to four in all applicable outcomes categories. Faculty rated the ability of students to write clearly and effectively with a mean score of 2.14; they rated the ability of students to interpret information with a mean score of 2.12. Since this was the first year we have used this kind of assessment, we are waiting to review results from larger samples to see if the trend continues over time before we begin revising methodologies.

A pilot assessment project was initiated in 2001. English placement essay results for entering students were recorded at that time. Near the end of Winter Quarter 2002, these same students were asked to write the same essays, and the two samples were analyzed for skill level. A discussion of the project, its results, and plans for modifying the procedure for next year can be found in the Humanities Division notebook in the Team Room.

Along with these institutionalized methods of assessment, English faculty use a variety of assessment methods in our classrooms on a daily basis, including essays, content quizzes and exams, instructor/student conferences, and informal reading and concept exercises. The students’ ability to succeed or even excel at these tasks is our best indication of how English faculty are doing. Instructors may also ask for informal, anonymous feedback questionnaires or distribute the official Course Evaluation and adjust their methodology accordingly.

Our courses in Literature and Creative Writing also cover a wide variety of content and expose students to the challenge and diversity of great thinkers and writers. The result of this exposure is often intangible and therefore difficult to quantify, but many students have contacted members of our faculty to personally express their gratitude for such learning outcomes as:

- A greater appreciation for texts of all mediums and genres
- Exposure to philosophies and ideas that changed their thinking or their lives
- The renewal of joy in encounters with the written word
- The ability to express and then examine their truths on paper
- An awakening to the poet’s vision of life

Although we cannot meet every desire and always teach best when we stick to our passions, the English Department strives to keep courses current and relevant to our students by introducing new texts and even using periodicals in selected courses to ensure that students are exposed to what is considered the best in current writing and literature.

Goals and Progress-to-Date
A primary goal for the English Department is to make sure our courses are rigorous enough to prepare students for academic life beyond BBCC. Recently we learned that Eastern Washington University (EWU) was not accepting credits from our ENG 102 course as a replacement for their second-quarter Composition class because their research papers focused on non-fiction and ours focused on literature. To accommodate students transferring to EWU without compromising the values that helped shape our own program, BBCC’s English Department is developing an elective course similar to EWU’s ENG 102. We offer it once a year and advise students planning to transfer to EWU to enroll.
FOREIGN LANGUAGE

Mission Statement
The mission of the Foreign Language Department in support of the college mission is seen as two-fold: 1) to provide courses in Foreign Language for college and university transfer; and 2) to provide continuing education for community members seeking to improve their abilities to communicate in Spanish. Our goal is to improve oral comprehension, reading, speaking, and writing abilities in the target language and to increase appreciation of different cultures.

Curriculum
The Foreign Language Department is part of the Humanities Division. At the present time, the department only offers courses in Spanish. Budgetary constraints and low interest levels have argued against the need for a full-time instructor of any other Foreign Language at this time.

Currently, we offer a first-year sequence of courses in Spanish, as well as Conversational Spanish. SPA 201 is offered on demand. The Spanish sequence is offered days and evenings. Conversational Spanish is taught by part-time faculty. SPA 102 and 103 fulfill Humanities requirements and SPA 101 fulfills a Specified Electives requirement.

Sequenced courses are transfer courses, and students enrolled are representative of the general student body. Students enrolling in Conversational Spanish tend to be seeking continuing education in order to communicate more efficiently in Spanish.

All sequenced courses transfer to colleges and universities that require at least one year of Foreign Language for a baccalaureate degree. The department intends to offer ITV courses in the future.

Instruction
The department currently employs one full-time and two part-time course instructors, and one part-time lab instructor. All course instructors have completed master's degrees in Spanish Language and Literature or in ESL. The lab assistant has completed a baccalaureate degree in English as a Second Language (ESL) and is fluent in Spanish. Instructors consistently employ innovative language acquisition techniques such as Total Physical Response (TPR) and Total Physical Response through Storytelling (TPRS), and integrate literature, poetry, music, and culture into their lessons. The course textbook supports and encourages these innovative techniques. Instructors utilize additional handouts, videos, and guest speakers to fulfill the department goal of increasing appreciation of the Spanish language and culture.

Students are required to attend the Foreign Language Lab for a minimum of one hour per week, during which they view a video curriculum that exposes them to natural language spoken by native speakers. They may also use this time to complete workbook pages corresponding to the video curriculum. The lab includes computers and software (traditional and interactive) that students can use to improve grammar and vocabulary comprehension as well as to increase their awareness of Hispanic culture. More software was recently purchased for the lab, which the department believes will benefit not only students newly acquiring the target language but native speakers desiring to improve their grammar knowledge as well.

Program Enrollment

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In the past, enrollment in Foreign Language classes has been fairly constant. One challenge for this department is that we have experienced three recent faculty changes. The current instructor has been employed as a full-time faculty member since Fall 2001. In spite of this challenge, we are pleased that enrollment for 2000-2001 remained stable and comparable to previous years.

Physical/Financial Resources
The department enjoys the exclusive use of the Foreign Language Lab. In the lab, students have access to several computers with installed software as well as TV/VCR units. The lab has recently been relocated to the library building on campus. This move has created various challenges in conducting activities in the lab, such as monitoring the use of department-owned videos and computer resources.

The lab’s small size impedes the students’ ability to complete the weekly laboratory requirement, and the present configuration requires that the Foreign Language Lab share space with the English Skills Center. Because of this situation, students entering and exiting the
English Skills Center tend to wander through the Foreign Language Lab, disrupting the study of Foreign Language students. Efforts are being made to decrease the foot traffic in the lab.

Another challenge faced by the department is that of classroom assignment. Currently the full-time faculty instructs classes in a library classroom. Although the classroom is one of the larger available units and allows students easy access to the Foreign Language Lab, the facility itself is not conducive to effective teaching or learning. The physical dimensions of the room, which is long with a structural pillar in the center, make instructor/student interaction difficult.

Assessment
In addition to traditional assessment methods such as quizzes and exams, the Foreign Language Department is actively working to incorporate more innovative assessment techniques into the program. These classroom assessments will address specific activities conducted during class time and will provide instructors with immediate feedback on useful methodologies and materials.

Due to the nature of the content matter, Foreign Languages lend themselves to a pre-test/post-test assessment procedure. In order to assess goal achievement, starting in Fall 2002 the faculty will administer a pre-test at the beginning of each quarter, thereby assessing student pre-knowledge of the subject matter. The same test will be administered at the end of the quarter to assess student achievement. We believe this type of assessment will provide valuable data in designing and revising course outlines and expectations.

The department also includes a Student Assessment Questionnaire at the end of each course. This survey affords students the opportunity to evaluate course components such as relevance to the student's educational goals, effectiveness of teaching methods, and the degree requirements fulfilled by our courses. This survey permits students to provide more specific feedback to department instructors than do traditional student evaluations, allowing instructors to monitor their teaching methods and effectiveness on a quarterly basis. This assessment tool was implemented in Spring 2002.

Goals and Progress-to-Date
Any changes in department courses will be based on assessment data gathered during the 2001-2002 academic year.

One goal of the Foreign Language Department is to expand its course offerings. Although in the past some students have requested courses in French or German, due to budgetary constraints it has not been feasible to employ a full-time instructor for these languages. We would also like to expand the levels of Spanish offered to include at least a fourth quarter, as requested by many transfer students. Due to student demand, in Fall 2002 a SPA 201 class will be offered.

Another department goal is to institute and enforce placement testing for Spanish courses, which is currently not required. The lack of such placement results in repetition of courses by many students as well as a contingent of native Spanish speakers participating in lower level courses. Our goal is to implement a placement program for Spanish by Spring 2002. We believe that by creating, providing, and enforcing a placement testing policy, we could create a need for additional higher-level courses (including Spanish for native speakers) as well as provide a valid SPA 101 course for the true beginner. Foreign Language Department placement testing will begin in Fall 2002.

MATHEMATICS

Mission
In keeping with the college mission, the Mathematics Department strives to meet the educational needs of its diverse student population. Students are challenged with work that develops problem-solving and critical-thinking skills. The department strives to develop courses that facilitate student success throughout their education. These courses include:

- Math courses for university and college transfer
- Math courses for vocational training and certification
- Pre-college-level courses that bring students up to college level and that satisfy the requirement for the AA&S degree
- Support in the Math/Science Resource Center for students enrolled in all Math, Science, and Accounting courses
Curriculum
The Math program at BBCC encompasses a broad range of courses from Arithmetic through College-level Math as described in the college Course Catalog. The program consists of two segments, Pre-college Math (MPC), which begins at the Arithmetic level and proceeds through Intermediate Algebra, and College Math (MTH), which proceeds through Multivariable Calculus. The Math Department bears the sole responsibility for both portions.

Pre-college Math is the portion of the program that serves most of our student population. The designation “pre-college” is somewhat misleading because the terminal course in the sequence, Intermediate Algebra (MPC 099), satisfies the Math requirement for the AA&S degree. Students are allowed to substitute Logic or Computer Science courses for the symbolic or quantitative reasoning (SQR) requirement in lieu of Math.

During the last 10 years, more than 90% of entering students placed in the Pre-college Math segment, and 36% to 48% placed in the “below-Algebra” level. The average Math score of all high school sophomores in the BBCC service area was 29% on the Spring 2001 Washington Assessment of Student Learning (WASL) exam, compared to a state average of 39%. See Exhibit 2-20. These results parallel our Math placement results and illustrate why this area is critical to the institution. Since Intermediate Algebra was the highest Math course taken by 25.5% of BBCC’s Arts & Science graduates from 1999 through 2000, assessment of this segment is considered mid-program. See Exhibit 2-21, Highest Math Taken.

The College Math segment serves students majoring in Math or Science or those with Math requirements in specific majors. A variety of these courses may serve as terminal courses, depending on students’ particular areas of study. The three highest-level courses are taught on demand only, generally once every five years.

Professional/technical programs use Math prefixes for classes that meet the computation requirements for Related Instruction, i.e. MTH 090 (AMT), MTH 091 (AUT/WLD), MTH 092 (EGR), MTH 093 (MMT/IET), MTH 153 (EGR). However, these courses are designed, scheduled, and taught by faculty in these areas. Since these are Related Instruction courses, the Instructional Council is discussing a change of prefix.

Instruction
The Math Department consists of three full-time and eight part-time faculty, plus off-campus instructors at the satellite areas. All full-time Math instructors have master’s degrees in Math or Math Education. All part-time faculty teaching College Math have master’s degrees in Math or a related Science. The college employs a full-time manager, temporary part-time staff, and student tutors for the Math/Science Resource Center (MSRC). Self-paced pre-Algebra classes are coordinated through the MSRC, which also provides assistance to any student enrolled in Math, Physical and Life Sciences, Business, or Accounting classes.

The department encourages a variety of instructional approaches, which increases the likelihood that students will be able to find an instructor who matches their preferred learning mode. Class structure is based on explanation of concepts, related problem solving and applications, and reinforcement and review. Students are challenged with work that develops problem-solving and critical-thinking skills.

Most Math classes are taught on campus during the day. However, a sequence of MPC 095, MPC 099, and MTH 150 (College Algebra) is scheduled at night, and MPC 095 and MCP 099 are offered as ITV classes for Grand Coulee and Othello. Summer Quarter offerings are restricted to student demand.

Program Enrollment

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Since the primary role of the Math Department is to support other programs, enrollment in Math courses reflects trends in their enrollments. Nevertheless, there has been an almost constant increase in FTEs.

Physical/Financial Resources

The Math/Science building was completely remodeled and expanded in January 1995, and now houses the Math, Science, and Engineering departments. Math and Science classes share two 45-seat and four 30-seat lecture rooms.

The MSRC includes a 27-station computer lab open to all BBCC students. This lab is used for instruction by faculty of many departments and for placement testing. The MSRC also has three
additional computers, three rooms for individualized tutoring or testing of ADA students, one room for group study or group tutoring, tables and carrels for independent study, and an isolated testing center. The MSRC Manager maintains an isolated computer used to track Math course grades and to store Math and English placement records.

**Assessment**

Over the past decade, the department has assessed in three major areas: program content, student success, and validation of testing instruments. In addition, individual faculty members have assessed course components such as effectiveness of specific teaching methods, student satisfaction, and comparison of success rates under changing conditions.

**Assessment of Program Content**

Course offerings are continually reviewed to ensure that they meet the requirements of BBCC programs and the needs of the students. Placement trends, student success in subsequent classes, and input from counselors and other faculty concerning curriculum needs and student difficulties are analyzed. The following is a sample of major changes in program content that have resulted from assessment:

- In 1994, we created an alternative two-quarter Elementary Algebra sequence in response to the needs of students who had failed the traditionally paced Elementary Algebra course (MPC 095). In 1997, we expanded this sequence to include Intermediate Algebra, and it is now a three-quarter sequence of MPC 091-093. Several students who started below the Elementary Algebra level have become exceptional Math students in college-level classes. We are particularly proud of these classes and the effect they have had on our students.

- In 1999, in response to the needs of the Nursing Department, we created MTH 103 (College Mathematics for Health Professionals).

- In 2001, topics such as Math Study Skills and Math Test-taking Skills were incorporated in Math courses below Intermediate Algebra. Students who have applied these techniques have raised their Math test scores by 20-30%. One Math class demonstrated 100% competency on the final exam after these subjects were included in the curriculum.

- In 2001 we changed the emphasis in Math courses below Elementary Algebra from lab to lecture format in an attempt to increase student retention and completion rates. We doubled the number of lecture classes offered, and all sections filled before the first day of classes. We are currently monitoring the results.

- In 1999-2001, in order to increase student success rates, faculty conducted a major review and restructuring of the content of the Elementary and Intermediate Algebra classes. This review included changing the placement and competency exam to reflect the changed content.

Not all attempts to improve the program have been successes. The following projects were put in place but not continued:

- A pre-college class, Math Fundamentals, online: Available software proved to be error prone, and the cost of software and hardware upgrades was deemed overly expensive.

- Computer-aided instruction in the Calculus sequence: Students found that the computer component detracted from learning and understanding.

- Telecourse versions of Beginning and Intermediate Algebra: Grade distributions indicated that very few of our students learned Math in this format.

**Assessment of Testing Instruments**

The department uses several departmental testing instruments. These include mandatory Math placement exams and competency final exams in Pre-college Math. Both placement and competency exit exams are written by our Math instructors to ensure close conformity with our course content and structure and to facilitate accurate placement. Item analyses on competency exams are run for each section of each class every quarter. Questions may be rewritten or replaced from this assessment. Since the department standardizes the content of these courses, any changes in content are immediately reflected in these exams.

**Assessment of Student Success**

Assessment of student success is measured by pass rates, performance on competency exams, student success in subsequent Math classes at BBCC, and alumni opinions on their preparation for transfer. The Math and Science Division notebook in the Team Room addresses
assessment in more detail and contains samples of placement and competency exams/records.

The department regards its assessment in the Pre-college Math segment of the program to be vital to the success of the institution, since Intermediate Algebra is the minimal requirement for graduation and the terminal Math course for a significant number of graduates. These students are the least prepared, the most anxious, and frequently, the most easily discouraged. MPC 099 is considered mid-program. The final exams for courses from MPC 091-099 are competency exams. They are weighted as 40% of the course grade in order to ensure that a passing grade is a true reflection of achievement. Computer records of the results are kept, and copies are given to each instructor. The instructor then has immediate feedback in terms of mean scores, percent of students attaining competency, and an item analysis of the percent of students missing each question.

In the 1995-2000 Arts and Science Graduate Survey, 92% of our alumni reported an increase in ability to solve quantitative problems, 94% reported an increase in ability to think critically, and 90% rated the MSRC as good or very good. In the institutional General Education Outcomes project, Math proficiency received the second highest rating of 2.49 on a scale of 0-4. See Exhibit IAD, Tab 2 and Tab 3.

Calculus faculty create their own final exams individually. They have begun a project in which core competency topics are chosen and tracked throughout the final exams of all sections.

Goals and Progress-to-Date
1. Inclusion of a technology component in Statistics and Finite Math courses: Projects using Excel spreadsheet software have been incorporated into the statistics course. The department has purchased TI-83 calculators for students to use in Finite Math.
2. Expanded Math database to track student performance in our courses: The department is collecting student data from higher Math courses for inclusion.
3. An additional full-time, tenure-track Math faculty position: In Spring 2002, the decision was made by the administration and the Instructional Council to fund a new tenure-track faculty position in Math. A search process has begun, and the new instructor will be in place for the start of Fall Quarter 2002.

MUSIC

Mission Statement
The mission of the Music Department, in support of the college mission, is to:
- Provide courses and training for university transfer and completion of the AA&S degree
- Provide performance opportunities for students
- Provide performance and continuing education opportunities for members of the community
- Provide awareness and sensitivity to cultural diversity
- Provide arts enrichment and cultural activities across the college and the regional community

Curriculum
The department consists of one full-time instructor teaching the following: Introduction to Music, History of Jazz, First Year Theory and Ear Training, Group Piano and Individual Piano instruction, Group Guitar instruction, and the Music Technology Workshop. Performance groups include the Swing Choir, String Ensemble, Concert Orchestra, Chamber Music Ensembles, Jazz Ensemble, and Community Chorus. Sequences include the performing groups, First Year Theory (three quarters) and Piano Instruction (up to six quarters).

The annual Music Theater Workshop includes a Spring Musical or other performance production. In 2000-2001 we participated in the production of the full-length ballet, Tchaikowsky’s “The Sleeping Beauty.” Productions are dependent upon the outcomes of grant writing and underwriting, but have been successful in 8 of the last 10 years.

Instruments available to the students and the instructor for performance groups, demonstration purposes and “hands-on” experience include pianos, mallet percussion instruments, percussion instruments, string instruments, woodwind and brass instruments, and digital and electric keyboards.

During the past two years a small music technology lab has been developed to augment skill development in our theory classes and to encourage creativity. We are currently
developing a Music Technology course in response to student and community interest. Several times each year the department brings in outside performers for the enrichment of the students and the community. Other activities that are becoming part of the program include the ASB-sponsored Swing Dance Club, which meets weekly, and a monthly Drum Circle (an informal workshop gathering for drummers and percussionists). The current instructor serves as the advisor for the Swing Dance Club and as coordinator for the Drum Circle.

**Instruction**

In addition to the one full-time instructor, we have recently added a part-time sound technician to manage the technical and logistical aspects of rehearsing and performing. This has been a major enhancement, particularly for our Swing Choir. A work-study student is now available to help daily and has been of great assistance. Two innovations in the History of Jazz course are 1) having the students compose their own blues lyrics, which are then extemporaneously performed in class by the instructor or students; and 2) using more rhythmic and singing activities to provide creative musical experiences within the classroom. All transfer courses include a library/research component that introduces students to the specialized world of Music resources. This includes using technology tools to gather information.

A new text was chosen for the History of Jazz course, which made it possible to provide a historical perspective regarding the impact of slavery and the Black cultural conditions that led to the development of the jazz style. This new text also included a better selection of recorded examples. The instructor is currently re-evaluating instructional materials and textbooks for the Music Technology Workshop, and the Ear Training and Group Guitar courses.

**Program Enrollment**

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**Physical/Financial Resources**

Instructional facilities include a stepped lecture/rehearsal hall with a modern sound system; an 11-station piano lab; a library that includes recordings and sheet music; a practice room, and a technology/computer lab. The Music Department is located in the Wallenstein Performing Arts Center, a 700-seat venue.

Generous funding during the past 10 years has enabled us to upgrade classroom sound equipment and our piano lab, add six music technology workstations, and acquire an outstanding portable sound system for our performing groups.

An upgrade to a quality grand piano and new carpeting in the main classroom/rehearsal hall are greatly needed. This would help our facility compare more favorably with the four closest and largest high school programs in our region. Storage for costumes, sets, and theater equipment is an ongoing challenge for the Music program. Future plans also include a recording studio to expand student creativity and to document student portfolio projects.

**Assessment**

From an “Awareness Survey,” conducted two years ago, we discovered that many BBCC students were not aware of the breadth of the Music program. Quarterly daytime performances have helped to promote greater awareness. Currently there are plans to develop a two- and a five-year follow-up questionnaire to see how BBCC courses prepared students for later musical studies and activities.

At present, musical background surveys are given to all new Music students for all classes. This information, along with placement exams in performance courses, is used to ascertain a student’s level of knowledge and/or skill when beginning a course. Midterm and final exams are designed for students to demonstrate their acquired skills, especially in courses such as Guitar, Piano, Theory, and performance classes. In several classes, students are asked to write about how their listening habits may have changed as a result of course completion and about how their appreciation for all types of music may have broadened.

A departmental analysis of university transfer requirements resulted in a First-Year Theory sequence that is offered every other year. In Fall 2001 we started the three-quarter sequence with 16 students. In the performance area, a Group Piano course was reactivated in 1993, and in 1998, Group Guitar was reactivated in response to increased student demand. The inclusion of this course brought in a large number of new students with more diverse musical backgrounds. The course, which has capacity enrollment, also includes more traditional
students, broadening the experience for everyone involved.

The department plans to require student performance portfolios on CD and videotape starting Fall 2002. Pre- and post-course videotapes will be used to document student progress.

Goals and Progress-to-Date
Our primary goal is to continue to provide quality Music education and to bring musical enrichment to the college and surrounding communities.

When the current instructor first arrived 10 years ago, the piano lab was in deplorable condition with 1960’s equipment. We have upgraded this lab with Yamaha Clavinova digital pianos. To keep up with current trends in the Music industry, we have added a Music Technology Workshop. This workshop integrates modern electronic and computer technology into the creation and execution of Music.

Changes and additions that the department would like to see in the future include:

- Continuing to seek and explore growth opportunities for Music students
- Improving contact with other regional Music instructors from junior high through the college level. (This is difficult due to distance and a high turnover rate for secondary music faculty in our region. Two regional high schools are on their fifth band teacher in ten years!)
- Offering individual instruction on all instruments and in voice
- Bringing in more guest artists to perform and work with students. (During the past two years the department has co-sponsored two piano recitals with the Moses Lake Chapter of the Washington State Music Teachers Association, bringing in guest artists from CWU and Boise State University.)
- Increasing the number of quarterly performances for groups
- Upgrading our facilities as noted above
- Continuing to explore community interest in groups such as the Drum Circle
- Broadening course offerings to include more American Music History as well as more awareness of World Music cultures

PHILOSOPHY AND RELIGIOUS STUDIES

Mission Statement
Consistent with the mission of the college, the mission of the Philosophy and Religious Studies Department is to provide courses and training for university and college transfer; to provide learning opportunities that include critical thinking, problem solving, computation, and communication; and to provide students with knowledge of philosophical and religious issues worldwide.

Curriculum
Introduction to Philosophy, Ethics, and World Religions courses are offered throughout the year and fulfill General Education requirements. A new course, Philosophy of Religion, has been added which counts as a general Humanities course. In addition, a Logic course is offered every quarter, which fulfills a Quantified Reasoning requirement. These courses are not taught in a sequence.

Several of these courses have been delivered in alternate formats with the intent of attracting non-traditional students. Logic is offered at night in Spring Quarter. In addition, WashingtonOnline offers Introduction to Philosophy and Logic.

Instruction
The Philosophy and Religious Studies Department utilizes one full-time, tenure-track faculty member, hired in August 2000, who has a Ph.D. in Philosophy and a background in Religious Studies. In addition, the department employs two Logic Tutors for supplemental instruction outside the classroom, and a Teaching Assistant for supplemental instruction inside the classroom.

Program Enrollment

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Physical/Financial Resources
The recent replacement of small, confining desks with large, conformable tables has made the classrooms much more hospitable. All classrooms have adequate whiteboard space and video equipment, although the sound systems on such equipment are less than optimal. Office space is excellent.
Assessment
The department is in the process of re-evaluating course offerings from previous years and revising where appropriate. Since the only full-time faculty member is new, he is currently in the process of determining what tools would be appropriate for assessing courses. One current idea is to have students fill out a short questionnaire at the end of every quarter to evaluate the relevance of each course. The assessment instrument might include questions such as: Why are you taking this class? Does this class fulfill your degree requirements, transfer requirements, etc.? Has this class been relevant to your goals and needs? What can the instructor do to make this class more relevant?

At the institutional level, the Logic course has been significantly changed to more closely mirror university courses. These changes have made the class more useful to the students by adding material that is more accessible and more conducive to learning. The Philosophy of Religion course has traditionally been for university transfer; however, an exam from a Fall 2001 Logic course is now being evaluated as part of the institution’s General Education ELO project. See 2.B.2.

Goals and Progress-to-Date
The full-time instructor is currently engaged in several activities to further personal growth and development. Since he is new to BBCC and the Northwest, he has made contact with area universities and colleges in order to:
- Become aware of any issues regarding transferring of departmental courses to other schools
- Keep abreast of current trends and issues in the field
- Become aware of conferences and upcoming courses in the area that would further contribute to personal growth

The instructor has attended and will continue to attend conferences in Philosophy and Religious Studies in order to further personal growth and development and enable him to make personal contacts with other regional faculty.

PHYSICAL EDUCATION

Mission Statement
In support of the institutional mission, the mission statement of the Physical Education (PE) Department is to meet the physical education needs of a diverse population of students and to promote individual wellness. The objective of the department is to provide a variety of PE opportunities for students. The department has two goals:
- To provide courses that meet degree and transfer requirements
- To enhance the wellness and overall quality of life through student behavior modification, increased motivation, and knowledge of nutrition and physical fitness principles

To this extent, the PE Department plays an important role in fulfilling the mission of the college.

Curriculum
A wide variety of PE activities, Wellness, and Fitness classes provide BBCC students and residents of the college service district with the opportunity to participate in physical fitness activities and to receive instruction that will motivate them to participate in Wellness activities. A major objective of the department is to make available to students the information necessary to make informed decisions concerning lifestyle and personal health behaviors.

Students who earn AA&S or AAS degrees must meet the three-credit PE/Health and Wellness requirement for graduation. They have the opportunity to enroll in a variety of activity classes, a Lifetime Wellness class, and a Principles of Fitness class. Courses added most recently (in 1996) to the curriculum include Psychology of Sports and Science of Coaching Sports. Several more specialized courses listed in the Course Catalog are taught on demand.

Students enrolled in PE classes have diverse backgrounds and abilities and include students who are physically fit, older students who are returning to school for retraining, and students who are physically impaired. The ratio of female to male students taking the Wellness and Fitness classes is about 60:40.

Instruction
The PE Department has one full-time and several part-time faculty whose numbers vary depending on student needs and interests. The full-time instructor has master’s degrees in Physical Education, History and Education. Part-time instructors have master’s, bachelor, or associate degrees and/or expertise or certification in their subject area.
In the past, the college has offered a Lifetime Wellness telecourse. This method of delivery has been temporarily replaced with an evening lecture and activity Lifetime Wellness course.

The department faculty stay current in their field by attending local, state, and national conferences, by reading professional journals, and by remaining involved in community service activities such as volleyball, softball, baseball and basketball camps, and in club sports programs.

Probationary and tenured faculty are evaluated by review committees as described in Standard Four (4.A.5). In addition, part-time faculty are evaluated quarterly for the first three years and then annually.

### Program Enrollment

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Although enrollment in the Lifetime Wellness and Principles of Fitness classes is generally high, enrollment in the activity classes is only satisfactory because of weather and facilities limitations.

### Physical/Financial Resources

The Peter D. DeVries Activity Center is the hub of PE classes and is well equipped to offer on-campus courses. It has two fully equipped lecture classrooms. Activity teaching stations in the Activity Center include the main basketball court, a small volleyball court or activity area, a fast-track circuit training room with stationary exercise equipment, a free weight room, and two racquetball courts. Additional campus facilities include four tennis courts, a downsized soccer field, and baseball and softball fields, which are used for teaching stations when weather permits.

Although crowded at times, the Activity Center is well equipped, well maintained, and properly staffed. The fitness areas are open daily to all students when activity classes and/or athletic events are not in session. The department is continually adding new training equipment to the fitness facilities when funds are available. In 1998, we added a new treadmill, and in 2000 the college purchased two aerobic running machines (elliptical orbiters).

### Assessment

At the beginning of each Lifetime Wellness and Fitness course, students are required to complete a health appraisal and physical fitness assessment. These assessments include aerobic and anaerobic fitness, flexibility, blood pressure, and resting pulse rate tests in addition to body fat measurement. These assessments allow the students to develop an individualized program tailored to their fitness and health needs. Students are re-assessed at the end of each quarter to measure improvement and to set new goals. Participants who complete these courses are expected to demonstrate knowledge and fitness proficiency and/or improvement in activity skills. Student assessment is accomplished through a variety of objective and subjective measurements, including subject matter knowledge, physical fitness, body composition, and physical activity skills. Exams, group and individual projects, attendance, and classroom participation help to determine subject matter knowledge. Physical fitness is determined by measuring cardiovascular-respiratory endurance, muscular strength and flexibility, and body composition. Participants in physical activity classes are assessed by the instructor's observation of their ability to execute activity skills.

### Goals and Progress-to-Date

The department goals are to help students develop an interest in maintaining or improving physical fitness and to promote behavior modification that meets the norms established by physical fitness and recreational activity experts. These goals are achieved by making activities fun and by creating successful experiences in the area of Health and Wellness. Considering time and facility limitations, the department has been very successful in creating student interest in PE programs. Wellness, Fitness, Weight Training, and several activity classes meet or exceed the class enrollment capacity. Student evaluations indicate a high satisfaction with these classes. Reassessment at the end of each quarter indicates that students are making progress in the areas of physical fitness and the ability to participate effectively in recreational activities.

A major goal is to increase the number and variety of PE classes offered. At present, facility, staff and funding resources limit the growth of these programs.
**Mission Statement**
In support of the college mission, the mission of the Science Department is:
- To provide courses and training for university and college transfer, with the goal of providing learning opportunities that include critical thinking and problem solving, computation, and communication
- To provide students with knowledge of the natural world, and information about how our scientific knowledge has been and continues to be acquired

**Curriculum**
Introductory Science courses may be used as breadth requirements or as specified electives toward completion of the AA&S degree. Courses are in the areas of Astronomy, Environmental Science, Geology, Physical Geography, Science and Physics. All are "stand-alone" courses with the exception of the three-quarter Engineering Physics sequence. Science 101, Environmental Science 101, and Astronomy 120 are new in the last 10 years and were added to better meet student needs by providing more options. The Engineering Physics sequence is required for Physics and Engineering majors.

Because most of these are lab sciences, they are taught on campus during the day, although Environmental Science is a telecourse.

**Instruction**
The department includes two full-time instructors (one of whom teaches Biology courses as part of his load) and three or more part-time instructors (varying from quarter to quarter). One full-time instructor has a Ph.D., and the other has an M.S. All part-time instructors have at least a master's degree.

Introductory Science courses employ lectures, field trips, laboratories, audiovisuals, and special projects such as research papers, research projects, and presentations. Some of the courses require weekly writing assignments (SCI 101 in particular), and some require use of the library for research papers or projects. The Internet and some of the labs are also used for student research. Other courses can be supplemented by the use of the Internet, although such research is not required in these classes at the present time.

In response to student demand for a non-laboratory Science course, the department created SCI 101 in 1994. It is now has the highest enrollment of any Science course at BBCC. As of Summer 2002, the course is undergoing a significant revision in order to improve student achievement.

The Engineering Physics sequence employs lectures, field trips, laboratories, audiovisuals, and special projects such as research papers and research projects. Weekly written assignments in the form of laboratory reports are required in these courses, as well as other weekly assignments more oriented toward problem solving. The Engineering Physics courses make extensive use of computers for the analysis of experimental data, as well as for the monitoring and control of experiments.

**Program Enrollment**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science FTEs</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Geology/Geography FTEs</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Astronomy/Physics/Science FTEs</td>
<td>32</td>
<td>28</td>
<td>25</td>
<td>30</td>
<td>33</td>
<td>38</td>
</tr>
</tbody>
</table>

Enrollments in introductory Science Department courses have been steady over the past six years. For the Engineering Physics sequence, student numbers have been low; from 1995 to 2000, the highest quarter enrollment in any of these courses was six students, and there have been as few as two students some quarters. One approach to building student numbers was the addition of the Associate in Science degree in 2000, designed to serve students majoring in Sciences or Engineering as well as to serve as a recruiting tool in 2000. In Fall 2000, nine students enrolled in the Engineering Physics sequence.

**Physical/Financial Resources**
The facilities available for Science courses have improved drastically in the past 10 years with the major remodel of the Math/Science building.
All laboratories were new in 1995. Lab equipment for the Physics and Astronomy non-majors courses has been purchased gradually over the past 8 years, so that full sets of lab equipment for 24-student labs are available.

Student lab fees, supplemented with funds from the college budget, are adequate for maintenance and replacement of most existing laboratory equipment. Occasionally equipment for new laboratories can be purchased from these funds.

**Assessment**
Departmental assessment efforts fall into a number of categories, which vary according to area.

**Pre- and Post-Testing**
In 2001, the Physics instructor began using the Force Concept Inventory of the American Association of Physics Teachers as a tool in Engineering Physics. This is used to test students at the beginning and end of the three-quarter sequence. A comparison of the results gives a quantitative measure of student progress.

In SCI 101 and Astronomy, instructors administer an in-house Science Survey to determine student knowledge levels and perceptions in various areas. Final exams include questions in the same core knowledge areas. Pre- and post-comparisons are used to determine percentage increases in knowledge as well as changes in perception.

**Other Assessment**
The Geology/Geography instructor administers an exit evaluation in which students critique the course and the instruction. He fills out a required form in which he summarizes the student responses and discusses how student responses will result in changes in instruction or content.

**Goals and Progress-to-Date**
Department goals relate directly to the mission statement:

- To provide courses and training for university and college transfer:
  University transfer guides show our Science courses transfer as equivalent courses with no loss of credit. The rare exception to this is the transfer of the non-lab Science courses (AST 105, AST 110, ENV 101, and SCI 101) to Central Washington University and Eastern Washington University, which accept only lab courses.

- To provide learning opportunities that include critical-thinking and problem-solving skills, computation, and communication:
  Science courses require application in all of these areas. Examples of critical-thinking requirements include PHY 120, in which students are asked to predict the results of experiments similar to those they have done but with important parameters changed; SCI 101, in which one assignment requires students to analyze a fictitious patent application and state whether such a device is possible; and PHY 201, in which students are “turned loose” in the laboratory with a challenge to determine the acceleration due to gravity using photogates and an inclined plane. Courses that include problem solving and computation include nearly all of the Science courses, with the exception of SCI 101, which does not have a mathematical prerequisite or component. Examples of communication requirements in courses include weekly homework assignments of two essays addressing aspects of that week's lectures in SCI 101, weekly laboratory essays summarizing techniques used in AST 120I, and weekly written lab reports in the Engineering Physics sequence.

- To provide students with knowledge of the natural world and of how our scientific knowledge has been and continues to be acquired:
  Students in Science classes learn “what we know” (knowledge of the natural world), “how we know what we know,” (the historical development and use of the scientific method), and the methods by which we continue to learn more (the use of technology which has increased scientific knowledge in some areas exponentially).

Progress in the past 10 years includes the major expansion of the Math/Science building which includes new laboratories in every Science; classrooms wired for the Internet; a dedicated computer lab; an ITV room; a Math/Science Resource Center where students tutors are available; major laboratory equipment purchases; and the development of new courses.
SOCIAL SCIENCE

Mission
The Social Science Division includes the History/Political Science, Psychology, Sociology, Anthropology, and Economics departments. The division’s mission, which supports the college mission, is: to provide our community with classes that prepare students for successful college transfer and allow individuals to continue their education; to provide support courses for other degree and certification programs; to improve students’ abilities to understand and assess historical, psychological, social, economic, and political issues; and to enrich students’ awareness of and sensitivity to cultural diversity; and to enhance students’ abilities to think critically, solve problems, and communicate effectively.

The History/Political Science Department regularly offers courses in Early Western, Modern Western, and Twentieth Century Civilization, and in U.S. History, American Government and Politics, and International Relations.

The Psychology Department offers an introductory class plus courses in Social Psychology, Life Span Development, Human Sexuality, Psychology of Adjustment, and Abnormal Psychology. Two to three sections of Introduction to Psychology fill to capacity every quarter. The difficulty in finding part-time Psychology instructors curtails our ability to offer all courses every year. In Fall 2001, a new format was attempted in response to feedback from transfer alumni, as discussed under “Assessment” below.

The Sociology Department offers an introductory course as well as classes in Marriage and Family, and Social Problems. In addition, Sociology offers three specialized classes in Criminal Justice, Criminal Law, and Social Work, when an instructor is available. The latter were designed in conjunction with the Criminal Justice and Social Work programs at Eastern Washington University (EWU) and Central Washington University (CWU) respectively.

Transfer courses offered by the Anthropology Department include an introductory course and Cultural Anthropology. Introduction to Archaeology, and Indians of the Pacific Northwest are offered whenever qualified Anthropology instructors are available. In 2000-2001, the BBCC Introduction to Anthropology was offered in an ITV classroom, team-taught by BBCC and CWU faculty. In the past, both Sociology and Anthropology have been taught together with other BBCC departments as part of coordinated studies classes.

The Economics Department offers an introductory course as well as Macroeconomics, Microeconomics, the Economic History of the U.S., and infrequently, Current Economic and Political Problems.

Most Social Science Division courses integrate new technologies, such as Power Point and ITV classroom, and more traditional methods in an attempt to better serve students from diverse backgrounds and with different educational needs.

Instruction
The division employs three full-time and four part-time faculty. As a major goal, faculty incorporate “active learning” elements into each course whenever possible. Whatever the format, the courses in this division are designed to have a depth and quality equal to or better than comparable courses at the university level, and to maintain a focus on critical thinking and clarity of communication.

Social Science courses use diverse, innovative teaching techniques and resources. Book reviews, videos, library research, PowerPoint, interactive exercises, the Internet, websites (http://www.bigbend.edu/psych/index.htm and http://www.bigbend.edu/soc/index.htm), and guest speakers/lecturers are used in various classes.

Departmental student/faculty (S/F) ratios tend to be high, with a mean of 29:1. According to the BBCC Annual Assessment Report 2000-2001, however, an interesting trend in S/F ratios has emerged in the past six years. When WashingtonOnline (WAOL) courses were offered and the smaller ITV classroom came into use, lowered S/F ratios occurred.

Program Enrollment
Social Science classes tend to fill to capacity, often requiring that last-minute search for part-time instructors so the division can open new sections. Overall, FTEs have shown the same pattern as student/faculty ratios, namely, a dip in 1997-1998 and 1998-1999 and a subsequent...
increase, with the highest numbers in 2000-2001, as shown below. This trend in FTEs holds for Academic Programs in general.

### Social Science FTEs

<table>
<thead>
<tr>
<th>Dept</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
</tr>
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<tbody>
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<td>HIS</td>
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<td>49</td>
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</tr>
<tr>
<td>ECON</td>
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<td>22</td>
<td>32</td>
<td>29</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

### Physical/Financial Resources

Psychology classes are taught in a classroom equipped with a modern media presentation system. Instructors can use combinations of PowerPoint, computer software, the Internet, films, and video clips quickly and easily. Feedback from students and instructors has been very positive.

### Assessment

Social Science has constructed second-year advising letters and transfer planning worksheets, included in the Division Notebook. In 2000, during university visitations with alumni, BBCC graduates mentioned all Social Science instructors, by name, as being fun and challenging. Social Science instructors are among the most active participants in these visitations, and graduates frequently single out our faculty for the quality of their instruction.

Division faculty make regular use of Classroom Assessment Techniques as well as traditional assessment techniques such as tests, papers, and projects. The division also uses current and former student surveys and interviews, as well as peer classroom visits. Additionally, Psychology is taking an even more in-depth look at study habits of students and their use of supplemental material and technology. The Social Science Division Notebook contains a variety of materials used in assessment.

### Goals and Progress-to-Date

#### Changes in response to the Arts and Science Graduate Survey

Social Science instructors have made numerous changes as a result of our assessment efforts. The table below shows division responses to interviews and surveys of former students currently attending four-year institutions.

<table>
<thead>
<tr>
<th>FINDINGS:</th>
<th>CHANGES MADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>More writing, especially, research papers, and more focus on proper referencing</td>
<td>Use of research papers in most classes that stress citations and references</td>
</tr>
<tr>
<td>More integration of computer and Internet use into courses and course work</td>
<td>Integration of computer use (see web pages) in Sociology, Anthropology, and Psychology</td>
</tr>
<tr>
<td>More integration of math into other courses, including the understanding of tables and graphs.</td>
<td>Requirement of lab assignments in Sociology</td>
</tr>
<tr>
<td>More critical thinking and problem solving</td>
<td>Stressing greater comprehension of statistics and use of tables and graphs in research papers in Psychology</td>
</tr>
<tr>
<td>Problems with course transfer</td>
<td>Assignment of weekly critical-thinking papers in Soc 220</td>
</tr>
<tr>
<td></td>
<td>Assignment of class projects in PSY 260, 230, and 210</td>
</tr>
<tr>
<td></td>
<td>Contact with EWU about SOC 220 transfer</td>
</tr>
</tbody>
</table>

Social Science has also conducted its own survey to assess student progress toward eight Social Science goals. In general, students feel they are making progress toward the goals. Our division liked the results they saw when students were asked, “What are the two or three most important things you got from this class?” In every class, many students referred to their improvement in study habits. Students also felt good about their improvement in subject-area knowledge. The biggest challenges for most students in every class were the actual course work and the overall workload. The survey did contain two areas of concern: pride in
craftsmanship, and improvement in the ability to write clearly and effectively.

**Plans**
Although each instructor in our division now sees pride in craftsmanship and clear, effective communication areas as needing improvement, specific actions have yet to be implemented.

Full-time faculty are working on a way to become more involved with part-time faculty. We would like to invite part-timers to attend Division Meetings so they would be part of division communication and decision-making. Also, we plan to implement peer classroom visits using the probationary faculty visitation form. We have two goals. The first is to assure that the quality of instruction meets our high standards, and the second is to form a closer, more supportive relationship between our full- and part-time faculty.

### DEVELOPMENTAL PROGRAMS

#### ADULT BASIC SKILLS

**Mission Statement**
In support of the college mission, the mission of BBCC’s Adult Basic Skills (ABS) program is to assist and encourage adult learners and their families to build and enhance the skills necessary to fulfill their responsibilities as workers, citizens, and family members.

The mission of BBCC is to serve the educational needs of a diverse population throughout its service district. The institution works with its partners to provide a variety of educational opportunities, including ABS. The ABS program offers classes on the BBCC campus; in Warden, Othello, Royal City, Mattawa, Quincy, Soap Lake, and Grand Coulee; and at the Grant County Jail, the Grant County Work Release Facility in Ephrata, and the Moses Lake SkillSource Center. Responsiveness to community need is a top priority, and every attempt is made to accommodate requests for services in local communities. For example, a partnership with the Quincy School District is being explored as part of the Washington Reads grant to provide adult literacy classes combined with childcare and reading activities. This is the direct consequence of an expressed community need.

**Curriculum**
Students attend the ABS program to meet family needs, to earn a General Education Development (GED) certificate, to prepare for a job, to become self-sufficient, to assimilate into a new country, and to increase language skills. Instruction focuses on literacy skills for critical thinking, computation, and communication required for people to be effective in their workplaces, families, and communities.

ABS provides a family literacy program (Families That Work), a Farm Workers’ Program, English as a Second Language (ESL), and Adult Basic Education (ABE/GED) classes for the hardest-to-serve populations living in BBCC’s service district. Additionally, through partnerships with WorkFirst, students are able to participate in employability classes and curriculum specifically targeted to the needs of the identified Limited English Proficient (LEP) populations, at any of our current sites. Eligible students from our ABE and ESL classes are referred to academic, professional/technical, and Pre-Employment Training classes to continue their education.

Curricula are based on student-identified needs and conducted within the framework of Equipped For the Future (EFF), which has been adopted by Adult Education experts at both the state and national levels. Both ABE and ESL students are assessed at intake using the Comprehensive Adult Skill Assessment System Appraisal Test that places the students in levels consistent with federal guidelines.

ABS course offerings are consistent with federal and state guidelines. Within the previous ten years, changes at the federal and state levels have necessitated content revision. ABE changed from three levels to four, computational competencies were added, and Interpersonal and Problem-solving competencies were deleted. ESL levels and content became more discreet as they changed from four to six levels. Program modification is continual as ABS responds to federal, state, and local funding requirements.

In Fall 2000, a Developmental Studies Division was created. This was a positive development for many reasons:
1. It has allowed faculty to work together on issues of budget, curriculum, and transfer.
2. It has enhanced the process by which students make the transition between ABE and developmental classes.
3. It has allowed greater visibility and voice for both ABE and developmental issues.

Another positive development was the creation of a Director of Adult Literacy and Parent Co-op Preschools. This is a new 3/4-time administrative/exempt position that enhances the ability of the ABS program to establish and meet its program goals. This director oversees both the ABE and ESL sites as well as carries out administrative duties related to the Parent Co-op Preschools.

**Instruction**
The ABS program employs approximately 23 part-time instructors, 8 instructional assistants, 2 program directors, 2 program coordinators, 2 family advocates, a computer technologist, a Parent and Child Together Time (PACT) coordinator, and an office assistant. Most positions are grant funded. Instructors must have a bachelor's degree and teaching experience; two hold master's degrees, and one is currently enrolled in a master's program. Instructional assistants must be high school graduates or GED recipients.

Classes range in student/staff ratio from 10:1 to 25:1, depending upon the community, the time of day the class is offered, and the available classroom size. Classes are open entry, and instruction is designed to accommodate multi-level students. Teaching delivery methods include small and large group instruction, computer-based learning, and individualized study. Curriculum and instruction are based on the Washington State Basic Skills Competencies and use the concepts of EFF, which is based on the student-identified needs within the roles of workers, citizens, and family members. ABE/GED students create relevant individualized study plans with their instructor and participate in cooperative learning and reading, writing, and arithmetic discussion groups. ESL students create group-learning goals, in partnership with their instructor, including listening, speaking, reading, and writing. Instructional hours range from 4 hours a week to 12, depending on the site. Family literacy (FTW) students on campus and in Mattawa receive 12 hours of instruction per week, with 14 additional hours in vocational pre-training, job readiness, technology, parenting activities, and childcare.

Computer access for basic skills students has increased over the past ten years. Title III monies funded a 26-station computer lab located on campus in the Opportunity Center, with access to instructional software and the Internet. Off campus class sites in Moses Lake and Othello are located in the Skill Source facilities with computer labs and Internet access. The Families That Work (Mattawa) site has a 6-station computer lab with Internet access. Three lap top computers at Grant County Jail and four stationary computer terminals at the Grant County Work Release Facility provide access to technology for incarcerated students.

### Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th>FTEs</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
</tr>
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<tbody>
<tr>
<td>ABE/ESL</td>
<td></td>
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<td>199</td>
<td>232</td>
<td>273</td>
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<td>College Survival Skills</td>
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<td>9</td>
<td>12</td>
<td>9</td>
<td>14</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Developmental English</td>
<td></td>
<td>44</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ABS program provides ABE and ESL classes to a culturally diverse population of over 1,200 students at twelve different sites. During 2000-2001 the ABS program served 1,038 of the hardest-to-serve students, and of these, 428 were enrolled in Adult Basic Skills/GED classes. Enrollment in ESL classes was 610. For the entire program, 346 students were employed, 241 were on public assistance, 60 attended community jail classes, 17 self-reported as disabled, 121 were enrolled in the FTW Program, and 68% were Hispanic. Students received 68,892 hours of instruction with an average of 66.4 hours per student. During 2000-
2001, the ABS program exceeded state performance goals by approximately 8%.

The increased in demand for ESL services during the previous decade is in part due to immigration reform measures, employer demands for communication skills, and awareness of class availability. Conversely, this increase has been countered by a decrease in native speaker populations due to WorkFirst/welfare reform goals of work before education.

**Physical/Financial Resources**

The ABS Program is funded with federal and state grants offered through SBCTC and the Office of Adult Literacy, and with local BBCC college funds. WorkFirst (welfare reform) funds have allowed for increased services to the hardest-to-serve-communities in our district.

The on-campus ABS program is located in the Opportunity Center, which has a 26-station computer lab, five adequately ventilated and lighted classrooms, an open study area, and office space for staff. Off-campus, BBCC shares local high school facilities when available. SkillSource allows BBCC to offer basic skills classes in their center, using their technology. The Mattawa Opportunity Center also has access to technology.

The ABS program does not have any full-time faculty. Consequently, we are faced with the typical challenges that this staffing pattern creates, such as a lack of continuity from quarter to quarter and year to year, training issues, uncertainty in terms of personnel, and a lack of visibility and representation on campus. Clearly, although part-time instructors help us remain responsive to the community’s ever-changing needs, a full-time faculty member would help us maintain stability and effectiveness, and give us a voice. The isolation of each of the communities we serve and their distance from the main campus present challenges in providing materials, in offering professional training and guidance, and in using facilities efficiently.

**Assessment**

ABS programs are partially funded through federal and state grants. The Washington SBCTC Office of Adult Literacy (OAL) sets standards for ABS programs with its Indicators for Program Quality (IPQ). ABS grants are written at regular intervals, and compliance reviews conducted by SBCTC-OAL oversee program quality, adherence to program guidelines, and instructional emphasis. Information from funders is gathered and used to make changes in the program. The program’s self-assessment is conducted during coordinator’s meetings and through the grant writing process. Goals are established based on requirements from the state and from the needs of the communities served.

Instructors are state mandated to measure student progress through rubrics, which evaluate performance on assessment tasks. These tasks are based on classroom instruction and the Washington State Basic Skills Competencies. This information is reported to the state Office of Adult Literacy. The BBCC program is receiving national recognition as a research site for the federal EFF research project. Staff develop assessment tools and processes that support the EFF framework. Other literacy providers nationwide will then use the assessment processes and tools to measure student progress in adult literacy.

The ABS program uses enrollment and progress data to modify instruction, curriculum, and class offerings. Our goal has been to increase the availability of instruction and therefore increase student achievement. We have been able to do this in some communities. Barriers to goal attainment in all communities include a lack of qualified instructional staff, a lack of available space, a lack of funding for increased hours, and a lack of interest by some constituencies. Instructors, staff, and students have noted an increase in student learning with the advent of EFT concepts and rubric/performance task assessment.
Goals and Progress-to-Date

<table>
<thead>
<tr>
<th>Goal</th>
<th>Workplan</th>
<th>Responsibility</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Equipped For the Future (EFF) concepts in all sites</td>
<td>Train all staff, Attend EFF conference, Target four classes for intensive pilot implementation, Cross train off-campus staff with on-campus staff, Evaluate concepts, student progress, instructor input</td>
<td>Program Directors, Selected ABS staff, All ABS staff, All ABS staff</td>
<td>9/99 initial, ongoing, 3 staff in 99, 4 in 00 and 01</td>
</tr>
<tr>
<td>Increase student completion rates</td>
<td>Evaluate current program completion rates, Change ABS levels to comply with federal levels, Train staff on assessment, rubrics and performance tasks, Train instructors to accurately assess completion of levels, Set new goals for student completion rate, Evaluate state-reported completion rate against BBCC completion rate</td>
<td>Program Directors, All ABS staff, Program Directors, Program Directors, Program Directors, Program Directors and Coordinators</td>
<td>2/99 initial, ongoing, 9/01 completed, 10/00, 1/0, initial, ongoing, 1/0 initial, ongoing, 4/01 completed, 9/01 revised, 9/01 completed, 4/01 completed, 9/01 revised, 9/01 completed, ongoing</td>
</tr>
<tr>
<td>Enhance expertise and availability of learning disability diagnosis</td>
<td>Train one faculty in LD screening, Offer LD screening, Send faculty to national LD conference</td>
<td>Identified faculty member</td>
<td>6/00 completed, ongoing, 4/02 projected</td>
</tr>
<tr>
<td>Enhance professional development opportunities for staff</td>
<td>Budget funds for conferences</td>
<td>All ABS staff</td>
<td>11/01 faculty/staff attended WAESOL, 11/01 staff training in EFF research, 12/01 Staff utilized/reported on state developed assessment tasks, 2/02 faculty attended TESOL</td>
</tr>
<tr>
<td>Implement additional component of civics education into ESL curriculum</td>
<td>Identify available resources, Assess current civics components in classes, Assess student needs/desires for civics topics, Share results with staff, Train instructors on inclusion of civics component</td>
<td>Program Directors and Coordinators, All ABS staff, All ABS staff, All ABS staff, Program Coordinators, All ABS staff</td>
<td>6/01 began, 6/01 began, 11/01 projected, 1/02 projected, 2/02 projected, 5/02 projected</td>
</tr>
<tr>
<td>Increase class hours to twelve per week</td>
<td>Increase hours at on-campus site, Increase hours in SkillSource Moses Lake and Othello sites, Assess availability of space/faculty for off-campus sites, Implement additional hours of instruction where resources are available</td>
<td>Program Directors, Program Directors, Program Directors</td>
<td>9/99 completed, 6/01 completed, 10/99 initial, ongoing, 10/00 initial, 9/01 revised, ongoing</td>
</tr>
</tbody>
</table>

**DEVELOPMENTAL ENGLISH**

**Mission**
The mission of Developmental English is to prepare all students who are placed by exam at reading and writing levels below college level for success in college-level reading and writing. The department directly carries out a mission of BBCC by providing educational opportunities in the basic skills of reading and writing.

**Description of the Area**
Developmental English consists of courses designed for students who wish to pursue college programs that require high-level skills in reading, writing, and reasoning. Students are expected to have reached at least the high school level in reading, grammar, sentence structure, and the development of paragraphs and short essays. The classes are small, 20 students or less, and presented in more than one mode. Instructors also maintain hours in the English Skills Center to assist students in their classes. Professional tutors, who are available to help all college students, are employed to staff the English Skills Center. Learning is reinforced by one-on-one tutoring of students in specific skills in the English Skills Center. Developmental English staff are also responsible for English placement exams for all students registering for college programs. International students who are enrolled in English as a Foreign Language (EFL) classes are part of the population served.
by Developmental English instructors who also have training in English as a Second Language. High-level EFL courses (ENG 115 and 116) are taught jointly with ENG 098 and 099, and seven variable-credit lab courses are provided exclusively for international students. These courses are taught either one-on-one or in small groups.

Curriculum and Instruction
ENG 099 (English Skills pre-101) is the capstone course for students preparing for college-level English courses. Successful completion of the portfolio prepared in this class is the prerequisite for college-level English courses and some vocational courses. ENG 098 (Basic Skills) is intended for students whose placement has indicated overall basic writing and reading deficiencies that cannot be addressed in one quarter of ENG 099. ENG 098 prepares students for ENG 099, and placement in ENG 098 is used as a prerequisite for some vocational programs. Other Developmental English courses, which are taught as variable-credit lab courses, allow students to improve in specific English skill areas such as reading comprehension, vocabulary development, basic writing, grammar, and spelling. The Developmental English Department instructors and staff believe that students learn a skill most efficiently when the skill is presented in a variety of modes that fit student needs, when the learning is tested frequently, and when instructors take into account the learning styles and level of preparation of every student. All courses can employ the use of computer-assisted instruction and rely on professional tutors in the English Skills Center to support instructors and students. Writing courses include components that introduce students to library and Internet research.

Program Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
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<td>49</td>
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</tbody>
</table>

Prior to 2000, Developmental English was part of the English Department, and its FTEs were included in that total. In 2000-2001, Developmental English became part of the newly formed Developmental Studies Division.

Assessment
In order for students who are placed in Developmental English courses to advance to college-level English courses, they are required to prepare portfolios in ENG 099. Each quarter the English instructors reading the portfolios make assessments of the students’ ability to succeed in reading and writing at the college level. The English Department instructors are informed of the number of students who have passed the portfolio each quarter and are given the names of students who have not passed the portfolio assessment. If a student’s portfolio does not pass, the student may take ENG 095 to prepare a new portfolio that is included in the next portfolio reading.

Over the past three years, 91% of students who prepare and submit a portfolio have passed this assessment. Students who do not pass the portfolio usually have not prepared sufficiently or, because of second language problems, need more practice with English before submitting a subsequent portfolio through ENG 095. Of the students who originally register for ENG 099 or ENG 116, 82% complete the course, pass the portfolio assessment, and are deemed ready to advance to ENG 101 or other courses requiring college-level reading and writing skill. The 18% who do not pass the assessment may have prepared a failing portfolio, may have chosen not to submit a portfolio, may have withdrawn from the class, or may have simply disappeared without withdrawing. However, from 1995 through 1999, when students who have taken Developmental English and have passed the portfolio advance to ENG 101, 96% pass ENG 101 with a 2.0 GPA or better.

By using student feedback from journal responses that allow students to reflect on their learning and by frequently testing for the skills being taught, the instructors in Developmental English courses are constantly adjusting the effectiveness of materials and methods of teaching basic reading and writing skills. Full-time instructors budget for attendance at a professional conference at least once a year in order to stay current on new methods and materials. Part-time instructors also have that opportunity, if they wish to participate.

Although the number of developmental students who withdraw or fail per quarter is relatively low (13% to 18%), several changes to address those issues have been considered. One change might be to provide an advisor/counselor specifically for students placed in developmental courses because of the relatively high number of problems outside the classroom that affect the
EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Standard Two-68

The relationship between success in developmental courses and enrollment in college success courses and other courses that Developmental English students traditionally take. An advisor/counselor might be able to help instructors find ways to articulate levels and sequences of learning between courses.

PROFESSIONAL/TECHNICAL PROGRAMS

The Instructional Assessment Data notebook (Exhibit IAD) contains the Program Demographics (Tab 6), the 2001 Professional/Technical Student Survey (Tab 7), the 2001 Employer Survey (Tab 8), a summary of the results of the 2001 Industrial Technology Focus Group (Tab 9), the State Estimated Employment Report Summary 1995-1999 (Tab 10), the Needs Analyses (Tab 11), and the Professional/Technical Planning Forms (Tab 12) that provide much of the data cited in the following Program Descriptions.

ACCOUNTING AND BUSINESS ADMINISTRATION

All planning, programming, and teaching responsibilities associated with the Accounting and Business Administration (BA) departments are managed by one full-time faculty member in order to maximize the institution’s resources. These two programs are very close in nature and operations, but do have separate mission statements.

Mission Statement

Consistent with the mission of the college, the Accounting Department’s mission is to serve the needs of its students by providing a variety of educational opportunities, including: 1) courses that prepare Accounting and Business major transfer students in pre-major coursework; 2) a program that prepares professional/technical students to enter the workforce as entry-level accountants/bookkeepers; and 3) courses that provide training opportunities for local business and industry.

Curriculum

Each course offered by the Accounting Department is required for the AAS degree in Accounting Technology. The curriculum for the AAS degree is rounded out by offerings from the Computer Science (CSC), Office Information Technology, Economics, and the BA programs.

Accounting and Business major transfer students seeking to obtain their pre-major coursework can do so by studying Business Law and the Accounting Principles sequence, a three-course sequence offered Fall/Winter/Spring Quarters both at night and during the day. An additional sequence is offered for the Winter/Spring/Summer Quarters, but is subject to the availability of funding.

Several of the courses offered by the Accounting Department have been delivered in alternate formats, with the intent of attracting local employees seeking training. These formats, which provide the required number of course contact hours, have included condensed classes (less than 11 weeks), Friday-only offerings, night classes, and ITV courses. Additionally, during 2000-2001, courses from the existing vocational degree program curriculum were packaged into four certificate-bearing modules, intended to accommodate students and local employees seeking short-term training in skill areas specific to Accounting.

Instruction

The Accounting and BA departments utilize one full-time instructor and approximately three to...
five part-time instructors each quarter. Part-time instructors are expected to have a minimum of three to five years’ experience in Accounting or Business and/or experience in teaching related courses at the high school level with vocational certification from the Office of the Superintendent of Public Instruction (OSPI). For 2001-2002, we have extremely qualified part-time instructors, including a retired banker with 30 years experience, a current senior manager in the largest regional CPA/Accounting firm in the U.S., a current manager of the largest hotel in the Columbia Basin, and a retired college instructor with 29 years experience teaching Accounting and Business classes.

Our curriculum depends heavily on technology. We use a PC with Internet access, loaded with various Accounting-related software packages and Microsoft Office to teach in the lecture classroom. This PC is connected to a video projector purchased two years ago. Courses in which we use Accounting software must be taught in the PC teaching-labs belonging to the CSC Department and the library.

**Program Enrollment**

**Accounting**

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<thead>
<tr>
<th>Year</th>
<th>96-97</th>
<th>97-98</th>
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<tr>
<td>FTE</td>
<td>32</td>
<td>31</td>
<td>37</td>
<td>23</td>
<td>26</td>
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Graduates from the Accounting Technician program averaged approximately 11 per year from 1995-1996 to 1999-2000. In 2000-2001, this dropped to 4 graduates. FTEs for the Accounting Department have seen an almost steady decline from 33 in 1995-1996 to 26 in 2000-2001. This trend is consistent with the decreasing national trend for Accounting graduates and students majoring in Accounting and BA. The demand for Information Technology (IT) jobs and nationwide growth in IT over the last five years has drawn students from Accounting and Business into IT programs. However, we anticipate that with the recent fallout from the dot.com crash, enrollments in Accounting and Business should now either increase slightly or remain flat.

The department has made changes in alternate formats and certificate-bearing modularized curriculum in order to attract local employees to attend classes.

**Business Administration**

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<tr>
<th>Year</th>
<th>96-97</th>
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<tr>
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<td>54</td>
<td>51</td>
<td>39</td>
<td>43</td>
<td>46</td>
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</table>

FTEs for the BA Department have been on an overall decline since the high point in 1997-1998. This decline is consistent with the national trends, and we expect enrollment to either increase slightly or remain steady.

**Physical/Financial Resources**

The majority of courses in the Accounting and BA departments are taught in the 1600 Building. Rooms 1609 and 1610 are equipped with large tables that enable students to spread out their textbooks and problem booklets. Additionally, these rooms are equipped with computer equipment that is crucial to teaching departmental courses, e.g., a video projector and a PC with internet connection. Due to the lack of an available room to serve as a departmental computer instruction lab, all software-related courses are taught in the Computer Science Department’s PC labs or in the library. Consequently, these software-related courses must be offered on a space-available basis, and cannot always be scheduled at times that meet departmental needs.

**Assessment**

The BA Department uses the Accounting Department’s assessment model since these two programs are closely joined, serving the same students, and separated by only a few differing course requirements. The Accounting Department has three intended outcomes as part of its assessment model:

1) Graduates will be successfully employed in the field.
2) Graduates will be technically proficient.
3) Employers will be pleased with the education received by their employees.

Each outcome is addressed below.

**Graduates Will Be Successfully Employed in the Field**

The assessment criterion for this outcome is that at least 50% of graduates will indicate they are currently employed or have accepted a job offer in their response to the BBCC Professional/Technical Former Student Survey. Results from the 2000-2001 survey indicate that 81% of former Accounting students were employed. The 2000-2001 SBCTC Estimated Employment
report indicates that 82% of Accounting degree graduates are employed.

Graduates Will Be Technically Proficient
The first assessment criterion for this outcome is that employer respondents will indicate an average rating of “good” in response to “Job Know-How” on the BBCC Employer Survey. Results from the 2000-2001 survey indicate that 100% of BBCC Accounting students’ “Job Know-How” was rated as “good” or “excellent” by the responding employers. The second assessment criterion for this outcome is that at least 50% of graduates will pass the NOCTI job-ready test for Accounting. Data gathering for this outcome is still in progress.

Employers Will Be Pleased with the Education Received by Their Employees
The criterion for this outcome is that at least 75% of employer respondents will indicate they would be pleased to employ future BBCC graduates. Results from the 2000-2001 BBCC Employer Survey indicate that 100% of responding employers would hire students who received their Accounting education at BBCC.

The department also gathers assessment information from its vocational Advisory Committee, which is comprised of community, industry and business members. This group monitors the curriculum in terms of currency and relevancy to local business needs. Assessment information is gathered from each Advisory Committee meeting and documented in the minutes. During 1999-2000 and 2000-2001, three new classes were recommended by committee members to replace out-dated courses. These courses were developed by department faculty and implemented in Fall 2001.

Goals and Progress-to-Date
The progress-to-date in meeting the department’s intended assessment outcomes is very encouraging. The assessment data gathered through 2000-2001 indicate that we are exceeding all departmental goals/criteria. For 2001-2002, the Accounting Department has a goal to administer to departmental graduates the National Occupational Competency Testing Institute (NOCTI) job-ready tests for accounting.

AUTOMOTIVE

Mission Statement
The mission of the Automotive Department is to provide students with occupational training for the Automotive Repair Industry. Following the mission of BBCC, the program provides training in an occupational and technical field. The program is very technical in nature and encourages and develops critical thinking, computation, inquiry, and workplace values.

Graduates of the Automotive Technology program obtain employment as Automotive Repair Technicians and in related occupations such as agricultural equipment service, automotive parts merchandising, alignment and tire service, and fleet maintenance. A graduate of the program earns an AAS degree. Certificates of Accomplishment are also available in each of the eight Automotive Service Excellence (ASE) certification areas for those students not desiring a degree. Evening and weekend training workshops offer continuing education opportunities to technicians employed in the industry.

Curriculum
Automotive Technology is a two-year (six quarters) occupational training program. The curriculum is competency based and follows nationally validated tasks that teach students to accurately diagnose and repair vehicle problems.

In order to meet local agricultural needs, the curriculum includes a course in Hydraulics training and two courses in Welding. The curriculum for the Hydraulics class is developed by John Deere and provides an introduction into the field of Agriculture Hydraulics.

All Automotive subject courses are structured to meet ASE certification standards in terms of hours of instruction and course content. Related Instruction courses are taken with students from other technical training areas.

Automotive courses have been scheduled in a logical sequence beginning with Engine Service and Manual Power Trains and Technical Math in the Fall Quarter of the first year. These courses prepare students to progress through the program, building on necessary skills. Most Automotive courses are scheduled in blocks so that they can be taken in the morning or afternoon. The flexibility of half-day options meets the needs of Running Start students and
working technicians wanting to return for additional training or technical upgrading.

**Instruction**
The Automotive Department is staffed by two full-time faculty who also teach Automotive course overloads.

Instruction in the Automotive Department is divided between classroom learning activities and shop/lab assignments. During the first year of instruction, students spend approximately 60% of their time in the classroom learning information and theory. The remainder of the time is spent in the shop/lab completing the tasks related to the classroom subjects. During the second year, students spend more time in the shop/lab.

Faculty use several different methods of instruction including lecture, demonstration, small group and large group activities, audio-visual, chapter study guides, and guest speakers. Both written tests and performance objectives are utilized to assess student progress. Attendance and punctuality are also assessed in an effort to improve workplace skills.

In the shop/lab, instructors use class demonstration as well as individualized instruction/teaching methods. While in the shop/lab, the student must maintain a task manual that lists the steps and procedures required to complete each of the ASE competency tasks. Each student also completes a daily time sheet describing what was accomplished during each shop/lab session. The time sheets allow the instructor to evaluate attendance, punctuality, writing skills, and work habits.

Computer instruction, an important required element of the program, is used daily in the shop/lab. Students have access to six personal computers used to retrieve service information from Mitchell On-Demand, a CD-ROM based program. Students also access the Internet to research and reference pertinent data and information.

**Program Enrollment**

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<tr>
<th>Year</th>
<th>96-97</th>
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Automotive program enrollment over the past six years has averaged 32 FTEs. Enrollment figures indicate a rather steady demand for program training. Recruitment activities have been instrumental in maintaining these enrollment figures, and Automotive instructors work diligently in this area.

Technology has advanced to such a degree that there are not enough technicians with the necessary skill levels to repair the modern vehicle. The Bureau of Labor Statistics predicts that between 1996-2006, an additional 64,000 Automotive Technicians will be needed. According to the Washington Occupational Information System (WOIS), Automotive Repair trade employment is projected to increase at a rate of 16% to 18% by year 2006, which is approximately 4,500 new jobs in Washington State alone.

**Physical/Financial Resources**
The Automotive Department has a large shop/lab area and two classrooms. These facilities can accommodate an adequate number of students and meet program needs. One classroom is easily accessible at ground level. However, the second classroom is located at the top of a narrow, steep flight of stairs. This classroom is a problem because it is not ADA compliant. In addition, carrying necessary but heavy training aids and mockups to that classroom is difficult and dangerous.

The shop/lab is one large area with no walls or dividers. The west end is used primarily for first-year student projects, while the east end is for second-year student activities. Having one large undivided shop/lab area does cause some problems. Holding a shop lecture or demonstration at one end of the shop is difficult if students at the other end are running vehicles or working. Also, it is not possible to secure each area, and lab projects are always exposed to other students or classes. This severely limits the ability to use the shop/lab area for evening or weekend classes. The building is shared with the Moses Lake School District, which contracts with the college for high school Automotive and Small Engines classes.

Supply and lab budgets are used for the day-to-day operation of the program. These expenses include repair and replacement of small tools and equipment, as well as the addition of various small tools necessary to repair current model vehicles. Expenses also include the basic consumable items used in the daily operation of the lab/shop area.
Through careful planning by the faculty, the yearly equipment budget has been adequate to keep up with program needs. Large equipment purchases are requested through departmental and college budgeting processes.

**Assessment**
Program assessment is continuous and ongoing. Feedback from the Advisory Committee, employers, and students, as well as placement rates, affect course and program content.

The college has held two Industrial Technology Focus Group dinners in the last four years for former graduates. Questionnaires are used to assess the former students’ level of satisfaction with their education and to solicit suggestions for improvement.

The Professional/Technical Former Student Survey was conducted in March 2001. All students responding rated their technical preparation as “acceptable” to “excellent,” with no negative responses. Ratings for Automotive facilities and equipment ranged from “acceptable” to “excellent.” Former students reported salaries ranging from $11.50-$16.00 or higher per hour, with an average range of $13.00-$14.50. Estimated employment figures from the SBCTC indicate a placement rate of 81% for students earning a degree, and 75% for students who have successfully earned 45 or more credits. In 2001-2002 87.5% of BBCC students passed the ASE certification exam.

**Goals and Progress-to-Date**
Three years ago, in response to student requests, several courses were revised and the present schedule was adopted. For example, the Technical Math class is now taught by the Automotive Department, which has improved student completion and overall mathematical skills.

A current challenge is the need to remodel the building to conform to ADA requirements. In planning for the future, the Academic Master Plan Committee was asked to include discussion of a building extension and remodel. This project was placed on the AMP list for consideration.

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**AVIATION**

**Mission Statement**
The mission of the Aviation Division is to support the mission of the college. The Aviation/Flight Department provides quality instruction to individuals seeking pilot certificates that enable graduates to find jobs in the Aviation industry. Individual learning opportunities include: critical thinking, problem solving, judgment, computation, communication, and workplace skills and values. Our training program supports industry standards with regards to behavior, grooming standards, and skill levels.

**Curriculum**
The Commercial Pilot Training program combines course work in Aviation along with other academic courses. All program options prepare students for obtaining a Commercial Instrument Pilot certificate. This program optimally requires six quarters for completion, but makeup classes are scheduled each Summer Quarter. Additional ratings for Flight Instructor, Instrument Flight Instructor, Multi-engine, Multi-engine Instructor, and Seaplane may be earned through special arrangements. Although Aviation is considered a professional/technical program, most graduates receive AA&S degrees.

Flight students follow a demanding Training Course Outline (TCO), specially designed by BBCC and approved by the FAA. Classes accepted for transfer to four-year institutions (such as Embry Riddle Aeronautical University, which formerly offered a program at BBCC) are carefully woven into our degree requirements. Many universities have accepted our flight classes into their four-year degree requirements, enhancing options and transferability for our flight students. Over the past 10 years, we have updated our curriculum and technology to reflect the ever-changing industry demands and revised FAA regulations. A computer lab with Internet access has been added, providing students with better weather information and data gathering capabilities. New complex aircraft have been purchased to better train our pilots and to support the changes in the curriculum with advanced navigational displays.

**Instruction**
Our flight staff consists of six full-time faculty and between four and ten part-time faculty. The full-time faculty are pilots who have worked in industry or in the military and have gained many years of experience before teaching at BBCC. The part-time faculty are interns who have gone through the BBCC program and have achieved their Flight Instructor certificate. They are
generally retained to teach approximately every five quarters.

In order to maintain pilot currency, all instructors are required to complete a Flight Review every two years. All instructors have access to the airplanes and simulators for maintaining proficiency and currency.

We have portable GPS Navigation Simulators and two Personal Computer Aircraft Training Devices that can be used by students free of charge. We have several cut-away models of instruments, engines, and other aircraft systems. We have been using PowerPoint presentations in the classroom since 1995, and have recently upgraded to an LCD projector to enhance students’ viewing. Internet access in the classroom permits us to use real-time weather reports. One of our full-time faculty members designed and regularly updates our web page. We have added computerized FAA Knowledge Test preparation software, accessible on the campus network, which prepares the students for the FAA Knowledge Test. We continue to increase our video library, including the purchase of video programs that parallel the textbooks used in class. We continue to update our textbooks and training handbooks as the FAA publishes new material and the industry changes.

Student/instructor ratios are 1:1 during airplane teaching, and 20:1 in Ground School classes.

**Program Enrollment**

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<tr>
<th>Year</th>
<th>96-97</th>
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<td>68</td>
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<td>62</td>
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Enrollment trends tend to follow airline-hiring cycles. From 1997 through 1999, the enrollment numbers reflect positive pilot hiring trends. State employment reports show the 1999-2000 job placement at 78% for our program graduates. This may be somewhat lower than other vocational programs because most flight students go on to four-year schools.

Our flight trainees come from a variety of backgrounds and cultures. We have seen a decrease in European students since the implementation of new European pilot certification requirements in the late 1990’s. Our main student base continues to be Western Washington, with about a dozen students from Eastern Washington and a few from Alaska, Oregon, Idaho, Montana, California, and various foreign countries.

The Aviation Department continues a very active recruiting effort even when enrollment trends are up. This effort includes the usual college brochures and web page, plus visits to high schools, air shows, Aviation trade fairs, program tours on weekends, advertisements in Aviation magazines, and communication with high school counselors.

The department can easily adjust to changes in enrollment. Additional instructors can be added to the flight schedule from the graduating class through internships. Aircraft scheduling can accommodate up to 14 basic aircraft per period, with additional aircraft available for cross-country flights.

**Physical/Financial Resources**

The building we occupy is an old remnant of the 1950’s military base and is inadequate for our needs. We have added simulators, a computer lab, and a new area for dispatch. Construction on a $1.3 million remodel and expansion of the flight center is scheduled to start in September 2002. The project will more than double the existing space and remedy all of the problems attributed to the aging building. The new west wing will contain a dedicated weather briefing area, a flight planning area, a flight simulator room, and a student lounge, as well as an identifiable entrance with an adjacent receptionist/secretary office. The old core of the building will be modified to house the records/archives room and a more properly located dispatch office, along with several new offices for flight instructors. The lavatories and exit hall will be brought up to code.

The new east wing will house two new classrooms that are separated by a sliding partition, allowing us enough room to house the entire starting class when necessary. The remaining space will contain offices for instructors and tie-in program staff. These modifications address every concern expressed by both the FAA and the flight department staff over the past 20 years.

**Assessment**

We have a number of assessment tools that help us focus our teaching efforts. For example, we track the subject areas missed on the Private, Commercial, and Instrument FAA Knowledge Tests. Each instructor is given the results to
pinpoint the subject areas in which our students are deficient. Once we find a weak area, we modify flight activities, classroom learning strategies and homework assignments to address the weakness. In addition, we have found that if we modify our daily quizzes to cover those deficient subject areas, we get more immediate feedback and can provide training before the first FAA Knowledge Test.

A number of classroom surveys are also given at various times to indicate to the instructor how teaching methods are affecting the student population. We have in place a computer program, available through the Aviation computer lab or college network, which can accurately predict a student’s results on the FAA knowledge test. With this feedback, both the instructor and the student can pinpoint areas of deficiency. We maintain a good Advisory Committee base and use these people to provide guidance for maintaining a curriculum that accurately addresses industry needs.

The FAA reviews our process to ensure compliance with federal standards. This includes random record checks, instructor/student check rides in the airplane, and the monitoring of instructors giving student check rides. This process gives us immediate feedback from an independent source. A BBCC instructor not associated with that particular student’s training gives check rides. This allows us to maintain objectivity during the check ride. We also have procedures in place to ensure that the same instructor does not consecutively complete too many check rides on the same student.

2000-2001 Aviation Pass rates are as follows:

<table>
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<th>TEST</th>
<th>PASS RATE</th>
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<tbody>
<tr>
<td>Instrument Pilot Knowledge Test</td>
<td>97.2%</td>
</tr>
<tr>
<td>Commercial Pilot Knowledge Test</td>
<td>100%</td>
</tr>
<tr>
<td>Private Pilot Knowledge Test</td>
<td>82.5%</td>
</tr>
<tr>
<td>Additional ratings, including Flight Instructor and Flight Instructor Instrument</td>
<td>100%</td>
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AVIATION MAINTENANCE TECHNOLOGY

Mission Statement
The Aviation Maintenance Technology (AMT) curriculum at BBCC, which is approved under Federal Aviation Regulation (FAR) Part 147 of the Federal Aviation Administration (FAA) regulations, is designed to prepare students for entry-level employment in Aviation Maintenance careers and for obtaining their FAA Airframe and/or Powerplant certification.

The AMT program supports the mission of BBCC to enhance the knowledge and/or technical skills of our students through the instructional process. AMT cultivates in its curriculum the skills, attitudes, and experiences which facilitate personal growth and social responsibility by addressing and including the following elements: critical thinking and problem solving, computation, inquiry and innovation, communication, leadership, workplace values, social interaction, personal responsibility, sensitivity to cultural diversity, and life-long learning.

Curriculum
AMT courses offer quality training through a structured competency-based curriculum as specified by FAR Part 147, Appendix A. Instruction includes the basics of maintaining, servicing, inspecting, repair troubleshooting, and overhauling aircraft Airframes, Powerplants, and their related systems and components. The program offers the proper environment in which students may become professional Aviation Maintenance Technicians. After successful completion of the AMT program, students are eligible for the FAA Mechanic Certification examination for Airframe and Powerplant ratings.

The AMT program is an open-entry, variable-credit program. Students are allowed to enter the program at the beginning of any college quarter and may enroll in from 4 to 25 credits. The program is broken into three major areas of instruction—General, Airframe, and Powerplant. AMT is structured in such a way that students must enroll and successfully complete the General curriculum before they enter the Airframe or Powerplant curriculum. The program has established relationships with both Embry Riddle Aeronautical University and Central Washington University to use the Airframe and Powerplant curriculum as a path to a four-year degree program.

Instruction
The AMT program currently utilizes two full-time and two part-time instructors, plus one full-time lab assistant. Our two full-time instructors have a combined 50 years of general and commercial Aviation Maintenance-related
experience. Both are certificated FAA Airframe and Powerplant mechanics with inspection authorization, FAA Designated Maintenance Examiners (DME), and FAA certificated pilots. The part-time instructors teaching in the areas of Math, Basic Physics, Basic Electricity, and Welding are highly qualified in their areas. The lab assistant is an FAA-certificated Airframe and Powerplant mechanic. The skill and knowledge levels of our instructors are updated often through classes, seminars, and periodicals sponsored by the FAA, the Aviation industry, factory representatives, and product vendors. The curriculum is broad-based, covering the basics of maintenance, inspection, servicing, overhaul, and repair of Airframes, Powerplants, and their related systems. The program is not designed for specialization on any one type of Airframe or Powerplant, as the FAA requires a well-rounded education in the Aviation field. The FAA requires a minimum of 1,900 hours of AMT study, and students are expected to work at a pace that best fits their needs. Students are required to meet the competency level as indicated in FAR Part 147, Appendices B, C, and D. If students complete all the required theory and associated practical projects prior to accumulating 400 hours in General, 750 hours in Airframe, and/or 750 hours in Powerplant, they complete additional studies in their areas of interest, as long as such studies are associated with the curriculum in which they are currently enrolled and have been approved by the instructor. Additional AMT skill-building courses are available for those students requiring more time to reach the required competency levels. At the end of 1,150 hours of instruction in General and Airframe or Powerplant, students are eligible to take the FAA written, oral, and practical exams for the Airframe or Powerplant Mechanic certification. After they complete the remaining 750 hours, they are eligible to take the other appropriate FAA maintenance exams. BBCC’s AMT program adheres to FAA policy, which requires one instructor to be available for every 25 students in a laboratory environment.

**Program Enrollment**

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<tr>
<th>Year</th>
<th>96-97</th>
<th>97-98</th>
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The AMT program has had a relatively steady increase in enrollment for the past eight years. The rewriting of the AMT curriculum in 1995 to an open-entry, competency-based, self-paced program has given students better opportunities to enroll and succeed. The Aviation industry is experiencing a shortage of well-trained maintenance personnel, which has resulted in a demand for certificated Aviation Maintenance Technicians.

**Physical/Financial Resources**

The AMT facilities underwent a major remodeling in 1990, and the past 10 years have been spent updating the training equipment. Many instructional items have been replaced or added in that time. Additional training aircraft and equipment have either been purchased outright or acquired through the government surplus acquisition (GSA) department. Keeping pace with the ever-growing technical advances in the Aviation industry is very difficult on a community college-sized budget, so our program is always searching for ways to add new and modern technologies. The GSA office has helped with our requests numerous times with the acquisition of useful training items, such as a UH-1H helicopter, a Lycoming T-53 Turboshaft engine, three P&W J-52 Turbojet engines, and two UH-1H helicopters we have cannibalized for parts only. The Boeing Corporation has been helpful as well with donations of credit to the Boeing surplus store.

**Assessment**

Our goal is to prepare students to successfully enter the Aviation Maintenance field in entry-level positions. Our program completion rate is 67%. National Norm records kept as required by the FAA show that upon completion of the program, 96% of our students pass the FAA written exam on the first try compared to the national score of 94%. These scores are found on the School Norms vs. National Passing Norms Two-year Accumulative for the 4th Quarter of 2000, at the FAA website at [http://av-info.faa.gov/atssn/intro.asp](http://av-info.faa.gov/atssn/intro.asp). Further AMT Program assessment is accomplished through the use of graduate and employer surveys.

**Goals and Progress-to-Date**

Assessment of the AMT program in 1995 led us to make a complete program change. Since any changes made in our FAA approved curriculum must be documented and approved by the FAA, we worked closely with that agency in order to make the transition to an open-entry, competency-based, self-paced program as smooth as possible. We have continually
revised our reorganized curriculum and are currently on our sixth revision of the new FAA-approved curriculum. The state estimated employment rate for AMT graduates at BBCC is 100%.

CHILD AND FAMILY EDUCATION

Mission
Consistent with the mission of the college, the Child and Family Education (CFE) Department’s mission is to serve the needs of its students by providing a variety of educational opportunities, including: 1) courses that prepare CFE transfer students in pre-major coursework; 2) a professional/technical program that prepares students to enter the workforce with the educational preparation required by local employers; and 3) courses that provide continuing education training opportunities for employees of local schools and educational agencies. Additionally, the department strives to provide learning opportunities in each class that develop and enhance critical-thinking and problem-solving skills, as well as workplace values and communication skills.

Description of the Area
The program is designed in a career-ladder approach, with each step building on the previous preparation. Students can move from Home Daycare License training, to coursework for the Child Development Associate (CDA), to the Vocational Certificate, to the AAS or AA&S degree. Students are pursuing various goals. Some hope to run home childcare businesses. Others plan to work as Preschool teachers, educational assistants, family advocates, assistant teachers, and classroom teachers, and in other positions in childcare centers, child development centers, Head Start programs, and public schools.

Curriculum
The program has undergone several changes in the last ten years. The name of the program was changed from Paraprofessionals in Education to Child and Family Education in order to more accurately reflect the types of employment our students secure. A beginning course for education majors that transfers to regional universities has been added, along with three additional courses. An Infant and Toddler Care and Education class was added to incorporate the new research and emphasis on brain development and to address new infant and toddler care programs in area childcare centers and education programs. An Observation and Assessment Methods class was added to enhance student learning in the Classroom Experience placements; this class is taken concurrently with the first classroom experience placement. A Teaching Math Methods course was added to increase the skills of program students in working with area schools responding to increased need for academic standards and accountability. All changes were implemented with input from the program Advisory Committee.

Instruction
A variety of instructional delivery methods are used in the CFE program. Courses are taught in the late afternoon and evening to accommodate working students. In addition, two telecourses are offered in the program, classes are taught periodically in outreach areas, and students are placed in area schools for classroom experience. Active, hands-on learning is part of every course.

The program was originally designed around the 13 functional areas of the Child Development Associate, a well-recognized national credential. Courses in the program address both breadth and depth in all of these areas. While students can enter the program in any quarter, they must complete some prerequisites prior to placement in the Practicum or Classroom Experience class. BBCC’s CFE program is similar to other community college programs preparing students to work with young children in terms of breadth, depth, and sequencing. BBCC’s program aligns with the skill standards developed by the Washington Association of Educators of Personnel in Early Childhood Programs. Several classes in the program require the use of the library, Internet, and other resources. The videos for the telecourses may be checked out through the BBCC Library and local area libraries. Technology in instruction is discussed and demonstrated with library visits and an Internet assignment in several of the courses. The Instructional Media course addresses the use of educational technology and requires the production of a student portfolio incorporating several of these technologies. All courses require students to research professional journals in order to write an article summary.
The CFE program has one full-time faculty and several part-time faculty. The Parent Education faculty member also teaches several classes in the CFE program as part of her teaching load. All instructors in the program have master’s degrees.

**Program Enrollment**

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The Child and Family Education program is currently filling an important local, state and national need for well-trained staff to work with young children. Recent federal legislation requires that at least half of all employees working for agencies that receive federal funds must have an associate’s degree by 2003. Recent state legislation requires directors of child care programs to have at least 45 credits of early childhood training. These state and federal requirements for more training provide increasing numbers of students to the program and an impetus for more students to complete it.

Enrollment statistics show a cyclical trend based on several factors. Many program students are working full time and taking classes part time, and the two-year course schedule helps them plan toward degrees. Special offerings also affect the number of FTEs in each year. For example, during 1999-2000, we offered several extra sessions of the Washington State Training and Registry System (STARS) training throughout the service area; correspondingly, FTEs for that academic year were markedly higher. Average FTE for the last 6 years is 24.

Future goals for the department include more articulation with area high school programs and four-year universities. Currently we have Tech Prep articulation agreements with Moses Lake High School and Columbia Basin Alternative High School. Othello High School and Lake Roosevelt High School are also requesting articulation.

CFE and Heritage College articulated three courses leading to an Early Childhood focus in Elementary Education in Heritage’s Teacher Education program offered at BBCC. Program faculty are currently participating in a statewide movement for articulation between community colleges and four-year degree institutions. New short-term training of CDA candidates and of students taking the training for home childcare providers will increase completion rates in the very near future.

**Physical/Financial Resources**

Program faculty have adequate office space in Building 1300. However, the adult classroom is too small to accommodate more than 12 people, limiting the number of classes that can be offered. The instruction, travel, and equipment budget is adequate for program needs. During the last 10 years, the program has upgraded its technology to accommodate network, hardware, and software advances.

**Assessment**

Assessment is implemented on several levels. On an institutional level as part of the tenured faculty evaluation, current program students give feedback about courses and instructors every three years. Tenured faculty produce portfolios that illustrate their competence. New faculty undergo intense scrutiny in a probationary tenure process before tenure is granted. In every course, current students respond to assessment questions to help instructors determine what is working and what isn’t. These student assessments may be found in the Social Science Division Notebook.

Program graduates were surveyed in 2000. Student responses indicate high satisfaction with instruction and faculty. The survey question receiving the most negative response (with a rating of “fair”) related to classroom facilities. This most likely relates to the above noted small adult classroom in the 1300 Building. Ninety percent of program graduates are employed upon graduation.

Two key employers of graduates, the Washington State Migrant Council and Grant County Head Start, completed employer surveys. These surveys provide important information that shapes program decisions. Some concerns expressed in the Grant County Head Start survey prompted us to make curriculum changes, including more training and higher standards of professionalism. Because of these suggestions, students now accumulate points toward their grade for professional behavior (such as making up any missed work and calling the instructor if unable to attend class). In addition, respectful communication is stressed in each course. Ongoing assessment is conducted at Advisory Committee meetings since the primary employers of program students and graduates attend regularly. The Advisory
Committee is a forum for dealing with many program issues and decisions that surface because of assessment efforts.

Goals and Progress-to-Date
One of our program goals is to encourage students to continue their education. The articulation agreement with Heritage College provides some of this incentive. The Tech Prep agreements, STARS classes, and CDA program provide further incentives to students just beginning the process to continue on a career ladder.

We know from our employer assessments that experience in working with young children is critical to becoming an effective teacher of this age group. We encourage an experientially-based program with the STARS, CDA, and classroom experience components of the program. One of our program goals for the near future is to design an internal BBCC mechanism to award 12 CDA credits to students who have already achieved this step in the career ladder, thus acknowledging and validating the importance of experience in working with young children while giving students a tangible incentive to continue accumulating credits toward their next goal.

COMMERCIAL DRIVER’S LICENSE

Mission Statement
The mission of the BBCC Commercial Driver’s License (CDL) program, in support of the college mission, is to serve the diverse student population of the college service area by providing Commercial Driver’s training that leads to employment. The CDL program strives to provide training that meets or exceeds the national skill standard and prepares students for entry into the transportation industry workforce in the local area as well as in the national transportation market. In addition to teaching safety and essential driving skills, this program stresses the importance of problem solving, workplace values, computational skills, and communication skills as they apply to the transportation industry.

Curriculum
CDL is an 11-week program. It is comprised of 4 weeks of classroom work and 7 weeks of driving instruction, conducted on the driving/backing range and on the road. The course is offered as one 29-credit class. Students can earn a BBCC Commercial Driver’s License program Certificate of Accomplishment and a Class A Commercial Driver’s License with all endorsements. Program content is designed to prepare students for the written test given by the Washington State Department of Licensing that includes: 1) General Knowledge, 2) Air Brake Restriction, 3) Doubles and Triples, 4) Tanker, and 5) Hazardous Materials. In addition, the program prepares students to take the driving skills test, administered by a state-certified, third-party tester. This program serves a diverse student population with different needs and experiences. Since not all of our students are interested in getting a job in the traditional long-haul transportation industry, we are developing 4-week, 6-week, and 6-week modularized courses. Each class is tailored and scheduled to meet specific student needs.

Instruction
The CDL program has one full-time instructor, one part-time instructor, and one full-time instructional technician. This instructional team has a combined 56 years of experience in the trucking industry.

The program has a fleet of five tractors and seven trailers, with various engines, transmissions, and lengths that are reflective of the variety found in local as well as national industry. Currently the program is seeking grant funding to acquire a shifting simulator, which will be a tremendous aid in building skills like double clutching, shifting, and uphill/downhill vehicle control.

Program Enrollment

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The CDL program began in Spring 1997 in response to a needs analysis survey conducted in 1996. Since then, enrollment has averaged 9 students per quarter and 17.4 annual FTE. The peak in 1999-2000 enrollment resulted because Summer Quarter classes were offered. Class enrollment is normally capped at 10 students per quarter. On two occasions, the cap was raised to accommodate student demand. Overall, enrollment is steady and demonstrates continuous service to students and the industry.

Physical/Financial Resources
Students use the CDL program’s five tractors and seven trailers at various stages of their
training. The two newest tractors are used for highway training, while the three remaining tractors are used on the backing/shifting range.

Recently the CDL lab fees were raised to ensure the financially viability of the program. This increase provided the means to supply needed maintenance on trucks and trailers. The fee increase has made it possible for us to replace equipment on a scheduled basis. It also resulted in the purchase of an office trailer that was converted into a classroom for use at the backing/shifting range. In general, the physical and financial resources are adequate and support the program well.

Assessment
The CDL program is using a student tracking system that shows a student graduation percentage of 90% and an employment rate of 93%. The pass rate for the Class A Commercial Driver’s License is 100%. In 2001, the program was rated “good” to “excellent” by 95% of respondents on student exit and employers surveys. Recommendations by the CDL Advisory Committee, industry representatives, and former students help to determine the program’s direction.

Goals and Progress
Significant changes are constantly transforming the trucking industry. Changes in communication systems, changes in long-haul scheduling for regional and dedicated runs, and the addition of weigh-on-the-go scales are a few examples. It is the goal of this program to stay current with all new developments and to incorporate them into the curriculum as quickly as possible. This goal necessitates the modernization and replacement of equipment on a planned schedule. Because the industry is using longer trailers and students need experience working with them, the next planned purchase is a 53-foot trailer.

• Provide different opportunities according to student goals: a transfer program for students planning to acquire baccalaureate degrees, a computer systems program for the development and deployment of computing systems, and a microcomputer specialist program for skilled use of existing systems
• Accommodate students in outlying areas of the district by utilizing interactive tools
• Provide opportunities for non-traditional students by offering courses during the evenings and weekends

Curriculum
The curriculum includes ten main categories of computing skills: Hardware, Operating Systems, Networks, Programming, Business Computing Systems Design, Desktop Support, the World Wide Web, Multimedia, Databases, and Applications. Courses are offered in each of these categories. A student may focus on one of these areas or on a combination, depending on his or her interests and employment goals. Additionally, an internship program gives students the opportunity to staff the college laboratories and thus have direct contact with people in a service-related environment.

Computing technology is changing rapidly, which means the content of the curriculum is constantly changing as well.

Instruction
The department has one full-time faculty member and eight part-time instructors. The full-time instructor has a master’s degree in Computer Education, has worked in the computing industry for 19 years in systems development, and has been a Computer Science instructor since 1984. All part-time instructors are adept in specific areas of computing, and the Associated Student Body (ASB) nominated one for the outstanding instructor award last year.

BBCC’s student population is not large enough to fill courses in most of the 10 areas of computing. Directed Study classes allow instructors to address multiple topics, depending upon the interests of the enrollees. Careful attention is given to these classes, and they are assessed constantly. Employer and Advisory Committee feedback indicates a need for graduates with critical-thinking skills who can tackle assignments for which they are minimally prepared. Therefore, much of the instruction is presented in a heuristic manner. In laboratory
settings, students receive hands-on instruction and learn by experience, whether learning and applying new software programs or building and repairing computers and hardware components.

In post-transfer interviews, CSC advisors report that around 65% of students say beginning computing classes at BBCC are preferable to those at four-year schools. Although scheduling is difficult because of the requirements in Social Science, Math/Science, and Humanities, 45% of BBCC graduates take more than the minimum numbers of CSC courses before transfer.

Because of the size of its service area, BBCC has set up ITV rooms on campus and in Grand Coulee and Othello. Computer Science has participated in this venture since its inception.

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Although the college does not have a computer literacy requirement, enrolling in computing courses helps students acquire fundamental skills. Computer Science majors are spread throughout the categories of the CSC curriculum, but a recent trend is for more focus on networks and operating systems. Many students choose to obtain industry-recognized certificates as well as a degree, and other students work solely toward certification.

While the number of students enrolled in a particular program varies from quarter to quarter, a recent count shows 36 students opting for a vocational degree with 5 choosing a transfer degree. The number of students enrolled in Computer Science courses ranges between 200 and 250 each quarter.

**Physical/Financial Resources**

In the last decade the department has moved away from mini-computer networks to microcomputer networks. This reflects a trend in business use.

The department now has four laboratories. A lecture/lab room enables students to receive instruction with hands-on experience. Students utilize an application lab—open 12 hours/day and on the weekends—to work on various course projects and assignments. A new hardware teaching lab affords students the opportunity to receive cutting-edge, hands-on experience with various computer and server components. Students build new computers and servers using up-to-date hardware components, and they learn current trouble shooting skills and repair techniques for hardware maintenance and repair. Advanced server technologies are addressed in a lab called the “Back Office,” after the Microsoft term “Back Office Suite of Servers.”

**Assessment**

The CSC department has three objectives as part of the assessment model: Fifty percent or more of the graduates will be successfully employed in technology, they will be proficient in the technology, and employers will approve of the education that graduates have received.

Besides the usual procedure of keeping in touch with graduates, we also use four other methods to assess our program: the Advisory Committee, business contacts, job listings, and periodicals. The Advisory Committee, representing professionals and local businesses, gives input with respect to their specific needs. Businesses in the school district contact us when they have employment openings. The 1999-2000 SBCTC estimated employment rate of former BBCC students showed that 75% of Microcomputer Specialists and 80% of Computer Systems graduates are employed in the field.

The criteria used to measure proficiency are program evaluations by students after employment in the field, and employers’ assessments of alumni work performance. In the 2000-2001 Professional/Technical Student Survey, 20% of students rated their coursework as “excellent,” 50% percent as “good,” and 30% as “acceptable.” More CSC majors graduated in 2001 (15) than in any other professional/technical program except one, even though the department has only one full-time instructor.

Although computing technology is 50 years old, it is still evolving. As a result, constant attention to new technologies and employer demands is imperative. Current and former students indicate an increasing desire for certification in technological areas, even though most employers do not require them for entry-level employment.

In Fall 2001, 37 students were enrolled in directed study courses. From advising and assessment interviews occurring throughout the quarter, we find that students would rather choose their major focus from the whole field.
rather than from a limited subset. We have discovered that enthusiasm is more important than intellect in predicting student success and is highly correlated with a student’s ability to pursue technological goals. Our CSC instructors have been pleased to see that some of the techniques we have devised to make the directed classes work are being advocated by Microsoft as “best practices” in regular structured classes.

**Goals and Progress-to-Date**

Past assessments suggested that a computer hardware lab was needed to strengthen that portion of our curriculum. We are gratified that BBCC administration devised a way to provide and equip a hardware lab in proximity to the other labs. This lab exposes students to cutting-edge technology and gives them a distinct advantage in the workplace.

The assessment process has prompted us to consider the value of certification. We are providing instruction for some certificates and plan to add more. Student perception is the main input, coupled with opinions from employers and research on current job openings. As of Spring 2001, in response to the results of a 1999-2000 Needs Analysis, we offer certificates for A+ and CISCO. At the same time we strongly advise students to work toward a degree because of the complexity of the discipline and the importance of English and social skills.

Because computer technologists are sometimes labeled as “nerds,” the department addresses this matter in special class called Current Computing Issues. The intern program has also proven effective in eliminating this perception. As the interns provide assistance to instructors and other students in various labs, the interns develop better social skills.

### ENGINEERING/DRAFTING

**Mission Statement**

The mission of the Engineering Department is three-fold. First, the program provides training in Drafting techniques and the use of AutoCAD software that results in a Drafting Certificate for entry-level employment. Second, more advanced classes build on this foundation and lead to an AAS degree in Civil Engineering Technology (CET), which allows students to transfer to some four-year colleges to pursue a B.S. degree in an Engineering Technology field. Finally, the Engineering Department offers an AA&S Transfer Option for university and college transfer.

In keeping with the college mission statement, Engineering projects provide community service while developing problem-solving skills. The curriculum involves critical thinking, computation, skill development, and communication skills through technical reports and oral presentations. Work-based learning allows students the opportunity to develop workplace skills and values.

**Curriculum**

The Drafting Certificate program is the first year of the AAS program. This certificate program is competency based in that students must be capable of laying out a technical drawing using line symbols, notes, dimensions, tolerances, etc., that adhere to Drafting specifications taught in the Technical Drawing classes.

The program is designed to train students in both application and theory of Civil Engineering practices in highway and building design and construction, land-use practices, water and sewer design, etc. Advanced graphics applications are also part of this program.

Work-based learning allows students to make the transition from school to work, gaining experience in their field of study as they are working toward a degree. Many students work at least part time in the Engineering field while attending school.

After two quarters, students can capably use basic and intermediate AutoCAD commands. AutoCAD graphics software is considered the industry standard. This Drafting Certificate program includes Related Instruction requirements such as Math, English, Speech, Human Relations and First Aid. First-year courses are usually offered only during the day, although some basic courses have been offered in the evening.

The CET degree program actually takes three years to complete because the second year is divided into a second and third year “evening classes only” curriculum. The evening schedule allows for instruction by people employed in industry.

The Engineering/Drafting program enrolls a wide variety of students, from Running Start teenagers to retired senior citizens who have always “wanted to draw.” Student backgrounds range from those with GEDs, to those already having relevant work experience.
employed in the Engineering field who need more knowledge in a specific area, such as AutoCAD. International students from Mexico, Korea, Japan, Germany, and Kuwait as well as American students of Hispanic, Black, Western Europe and Native American ancestry have been enrolled in the program.

An Advisory Committee made up of representatives from local industry was involved in the development of the original curriculum and continues to be involved with any curriculum changes.

**Instruction**

Ten years ago the department had two full-time instructors for its two main programs (Drafting Certificate and CTE); however, presently the department has only one full-time instructor plus six part-time instructors for the CET program. Part-time instructors are drawn from local industry. The full-time instructor teaches the CAD Drafting program classes, manages the CET program, and advises all students. Two student interns—who must have completed the first-year program—serve as lab assistants, but this system is not optimal since interns are taking second-year computer classes while assisting.

The CAD Drafting program is competency based. Students are introduced to new concepts through lecture, while associated competencies are developed in the lab with a drawing production requirement. Exams include a written “information known” portion as well as a lab “do-it” portion.

Students must complete drawings, produce technical reports, and give oral presentations. This structure gives students the opportunity to experience an on-the-job environment within an educational setting. Both the Drafting Certificate and the CTE programs require the use of the library and Internet, as well as other resources, such as government agencies.

**Program Enrollment**

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An average of eight CAD Drafting Certificates have been granted over the past six years, although individual class sizes range from 12-24 students. In the past three years, we have seen a shift in Engineering students from dislocated workers to Running Start or recent high school graduates. The goals of many students do not include an AAS degree. Dislocated workers often attend only to gain skills needed for new employment, and students already employed in a technical area may desire only supplementary classes. Running Start and university bound students have additional college and/or high school academic requirements and often do not complete the program before transfer. This situation may change due to the recent addition of BBCC’s Associate in Science (AS) degree, which lends itself much better to the Engineering requirements. The demand for graduates has remained steady over the past 10 years.

**Physical/Financial Resources**

The department moved into new classrooms six years ago. This has given us a much more satisfactory environment for classroom instruction. Surveys from past students indicate that those who move on to universities often find that the AutoCAD software used at BBCC is more current than the software at the university. The department always has a need for more financial resources. Computer hardware requirements for Engineering programs continue to increase, with constant software upgrades and the need for additional programs such as Land Development Desktop. There is also a need for soils and materials testing equipment to satisfy the competency-based aspects of the CET program.

**Assessment**

At an April 2001 Focus Group Assessment session, program alumni gave feedback on program facilities, equipment, labs, instruction, English and Math components, and their overall job readiness at graduation. Commendations and comments included:

- Classroom instruction gave students a good Drafting foundation.
- Math and problem analysis was good and was utilized on the job.
- Work-based learning classes were tremendous; one student started as a student helper and is now with the same firm as a permanent employee.
- Advising was on target for each student’s goals.
- Although evening courses make it possible for some students to complete the three-year CET program while working, many attend
other colleges in order to complete in two years.

Both alumni and the Advisory Committee have indicated the program is satisfying many needs of local employers. Regular Advisory Committee meetings give continuous feedback as to what is needed, what is changing in the field, and what we are doing well. This information is used to update classes. Recommendations include:

- Advanced AutoCAD courses need to cover fewer topics in more depth.
- Short-term, brush-up courses are needed.
- More 3-D Drafting is needed.
- Students need more experience in surveying, using more up-to-date survey equipment.

SBCTC data show that 70% of students with a Drafting Certificate and 87% of students with an AAS degree in CET are employed. Entry-level salaries range from $10-12 per hour, while students with experience and more education earn over $16 per hour.

Student assessment starts with a pre-test of AutoCAD skills for entering students who have had previous experience with this software. The program culminates with a Design Projects class in the last quarter of the second year. Student competencies are measured by the quality of an Engineering project that is directed by an advisor acting as a customer. Students must complete drawings, produce a technical report, and give an oral presentation to a professional audience.

**Goals and Progress-to-Date**

In Fall 2001, a new class in Land Development Desktop was developed and taught, as recommended by industry and the Advisory Committee. The class entails the application of software used in Surveying and Civil Engineering. An evaluation of this class will be completed before it is taught a second time in Fall 2003. Because Surveying classes are taught every two years by instructors with different skills, it is hard to justify the cost of new surveying equipment at this time.

The advanced AutoCAD classes will be reviewed and specific areas will be given more in-depth coverage in the 2002-2003 academic year. In addition, a syllabus for a new class in 3-D Drafting is being written, with the intent of offering it in 2003-2004. The department needs more technical support for the new 3-D software, and additional technical support for the existing CAD Lab.

The need for short-term classes targeting professionals working in the field will be addressed. More exploration into a two-week/four-class scenario is warranted, perhaps by offering varied class content depending upon a specific industry’s need.

The addition of another full-time instructor in place of six part-time instructors would allow us to recruit additional students, and to offer the second- and third-year courses together so students could get an AAS in two or three years. Some students register elsewhere if they can’t complete in two years, and others have difficulties with financial aid, which requires 12 credits per quarter.

In the last 10 years both programs have been changed from lecture courses to competency-based instruction. A basic, quick instruction in PowerPoint has been incorporated into the Introduction to Engineering class where students are required to give oral presentations. An oral component has been incorporated into the programs, and another Speech class is now required. A Design Projects class has been added to give students the opportunity to experience an actual work environment group project where the group must satisfy a customer (i.e., by following directions and making sure specifications and codes are followed).

These changes have been added or deleted by soliciting feedback and recommendations from the Advisory Committee, by using results of former student and employer surveys, and by looking at university curricula. Washington State University makes regular visits to the Introduction to Engineering class to advise transfer students. Other universities have also visited this class.

**FARM AND RANCH MANAGEMENT**

**Mission Statement**

In support of the college mission, the mission of the Farm and Ranch Management Program (FRM) is to serve the diverse student population in the BBCC district with current Farm Management education. This program provides educational opportunities for students to understand and develop accepted business practices as they apply these concepts to actual
farming businesses with which they are associated. The goal of this program is to provide the educational foundation for students to develop critical-thinking and problem-solving skills involved in collecting and analyzing business data as it pertains to Farm Management and the decision-making process.

**Curriculum**
FRM is a four-year program designed to teach farm and ranch families management concepts by helping them study and apply Farm Management skills to their own farms.

Managing for Profit is a two-year course of classroom-only instruction. The program began in 1994 in response to the USDA Farm Service Agency requirement for formal borrower training. Classes are held November through February (between crop seasons) in a two-year, four-sessions/year sequence.

The farm/ranch families learn technology in accounting and analysis. Since 1998, sessions have been held in computer labs using case farms for applying concepts in order to enhance student involvement. Computer hardware and software in common use are continually upgraded.

**Instruction**
One full-time instructor handles both on-farm and on-campus instruction. The on-farm individualized instruction assists students in course work leading up to the completion of specific management planning, financial analysis, and enterprise-analysis tasks. Farm visits allow the instructor to assist the student in identifying correct data and in establishing a functional method of recording the data for analysis and reporting.

The on-campus, classroom instruction uses farm case studies to clarify concepts and to give students experience with real data. First-year students attend on-campus seminars in late fall and winter. These seminars address preparing business and market plans, preparing balance sheets, learning about record system design, and learning about decision tools. The second-year seminars address income statements, cash flow statements, liability reconciling, owner-equity statements, critical financial ratios and trends, and enterprise analysis. The first- and second-year seminars are coordinated to maximize the benefit of student interaction. This interaction is very important because of the isolated nature of the students in the class. Most students live on farms/ranches in rural areas throughout our service district and in adjoining districts. Bringing all the students together for seminars creates a unique opportunity for sharing information and advice.

**Program Enrollment**

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The U.S. Department of Agriculture census (www.nass.usda.gov) shows a slight increase in the number of farms in the college service district. One farm has enrolled members of three generations since the program was initiated in 1970. Program participants encourage their friends and neighbors to participate, so enrollment has not been a problem.

The Farm Management instructor is retiring in June 2002. Due to state budget cuts, the college decided to move the program to the Center for Business and Industry Services (CBIS) where it will be taught by a part-time instructor.

**Physical/Financial Resources**
On-farm instruction requires no classroom, but BBCC provides the instructor with a portable notebook computer for instruction away from the computer lab. The computer lab at the CBIS is ideal for instruction, but classroom attendance puts it near capacity. Even with two persons at each computer, the class could use 18-20 computer stations because the Managing for Profit (classroom only) enrollment is increasing. Technical support from the CBIS and Big Bend Technology is excellent. The most important need is for expansion of the farms served by adding contract days.

**Assessment**
Two farms are now completing their third year of Enterprise Analysis. Seven others have completed at least one year. Twelve of 30 total farms (40%) completed Enterprise Analysis. This data is used for making what-to-produce and marketing decisions for coming years. Farm Management students completing three or more years of Enterprise Analysis have been able to keep their farms operating and successfully retire. Those completing at least one year show more than twice the likelihood of maintaining operations or successfully retiring than do non-completers.
Financial Analysis (balance sheet, income statement, ratios) is an intermediate step that Farm Management students complete before Enterprise Analysis. Sixteen of 30 total farms completed Financial Analysis. Seventy percent of those above first year have completed at least one year of Financial Analysis. Farm Management students completing this step report better understanding and communication with their lenders and accountants.

The use of accounting programs, which reconfigure reports to spreadsheet format, makes analysis more time efficient and enables more farms to complete both analyses.

Students continue to be enthusiastic about the Business Plan/Profit Projection spreadsheet that prepares the plan from which cash flow requests can be generated, and more importantly, becomes the comparison measure of actual performance generated by the analysis.

**Goals and Progress-to-Date**

Because of the variety of challenges among farms, the analysis completion continues to fluctuate. But when students set more concrete objectives to be completed between instructor visits, both greater student satisfaction in the program and an increase in progress result. In addition, students are more committed to Farm Management when they recognize that the resulting profitability leads to a more successful business and more time for the family.

Satisfied students have been aggressive in recruiting their farming friends and neighbors into the Farm and Ranch Management Program.

Students are involving themselves in creating more simplified, creative, valuable analysis tools. These tools are at the cutting edge of Farm Management decision-making. The analysis tools are shared with farmers in other areas through in-service training with regional and national Farm Management instructor groups.

**INDUSTRIAL ELECTRICAL TECHNOLOGY**

**Mission Statement**

In support of the college mission, the Industrial Electrical Technology (IET) program is designed to provide entry-level employment training for local industries that require various aspects of Electrical systems maintenance and troubleshooting. The program is intended to provide sufficient levels of expertise and safety training for students to become employable in electrically-oriented occupations. In short, we teach students the basic knowledge they need to become highly proficient employees.

**Curriculum**

The IET program is articulated with the Maintenance Mechanic Technology (MMT) program for the entry-level Industrial Safety, Basic Documentation, and Basic Electricity classes. IET then follows two concurrent instructional paths. One path develops Electrical Concepts and Equipment, oriented toward high-energy power devices and their applications in industrial environments. The second path focuses on lower-energy level Instrumentation and Control Equipment and Concepts. The instructional paths then converge again to combine the skill sets into a coherent body of knowledge and abilities that will be useful in varied industrial environments within the BBCC service area.

An IET Needs Analysis Survey was conducted in 1997 in response to requests by local industry. The BBCC IET program began in Fall 1997. During the first two years, the IET program focused on Instrumentation. Currently the focus is on Electrical and Electronics Maintenance. As a result of input from the Advisory Committee and students, curriculum changes have been made to better address skill sets required by local industries.

The program does not currently have a specific certification required for employment within the state, although some organizational work is being done toward that end. The 07 Non-Residential Maintenance Certificate of Competence may soon be required by the Department of Labor and Industries. The college program contains elements designed to prepare students for this certification.

The IET program has both a daytime and evening focus, although the evening program has suffered somewhat from minimum class size restrictions in the more advanced class sequences. A significant recruitment effort and informational distribution about the program availability is ongoing.

**Instruction**

The IET program has one full-time instructor. This instructor has a BS degree in Business
Management and has worked in the Electrical Power Transmission and Distribution field for 40 years, both in Electrical and Electronic career areas. He is certified at Engineering and Technician levels by the National Association of Radio and Telecommunications Engineers, and certified by the Washington State Department of Labor and Industries as a 07-Non-Residential Maintenance Administrator.

Some of the classes that are common to both the IET and MMT programs are taught by the respective program instructors. Approximately six part-time instructors work in the IET program. The pool of part-time instructors is largely dependent upon the availability of technically qualified people able to work within the required time frame; however, finding part-time instructors for the scheduled daytime classes that are required for program continuity is difficult. We are currently exploring the possibility of offering evening classes.

Classes have significant computer interaction that focuses on Programmable Logic Controllers (PLCs). Simulation software is used for practice and for individual evaluation sessions. Blanket licensing agreements allow students to transport some of this software to their home computers.

The majority of library usage requirements are in the Related Instruction components of the program.

### Program Enrollment

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IET and MMT programs combined average is 37 FTEs per year. A spike in enrollment in the 1998-1999 academic year was due to contracted training for apprentices of the Bureau of Reclamation at Grand Coulee Dam. Many participants in the program have been locally employed workers who wanted to upgrade their skills for advancement. As public and industry awareness of the program increases, enrollment should grow.

### Physical/Financial Resources

The IET program occupies approximately two-thirds of the 3600 Building. The Programmable Logic Controller Lab was recently moved to Room 3604 and is in the process of being updated for improved modeling of actual industry systems. This move allowed better utilization of the Electrical/Electronic Lab. Standardized equipment and parts boxes were established for student use, reducing the amount of time required for students to assemble experiments. This standardization is an ongoing effort.

Half of the largest classroom area is still in need of updating for Heavy Electrical and Instrumentation lab functions. However, undertaking this update has proved difficult. A significant portion of the work must be done between quarters or during other downtime. In addition, the college has to abide by legal requirements that stipulate that changes in the electrical supply configurations must be designed, drawn, and approved by both Engineering and Labor and Industries representatives before any changes can commence. The time constraints of making the recently completed curriculum changes and of complying with legal requirements have precluded us from updating this classroom yet.

The program has a large storage area, but due to accumulated equipment needed to implement the hands-on, industrial-level equipment configuration of student labs and projects, this storage space is inadequate.

While money is almost always an issue, the reduced costs of new semiconductor-based test equipment for low-frequency applications has allowed the Electronic labs to be equipped at reasonable costs for entry-level instruction.

### Assessment

The most visible indications of how well the program is currently doing are the placement of program completers and current participants in targeted occupation positions. The 2001 Estimated Employment by Program Report states that 88% of students who complete at least 45 credits find employment in their field. Ongoing survey assessment activities and student employment follow-up activities are valuable in helping the program meet student and industry needs. One of the most visible assessment vehicles was the Industrial Technology Focus Group dinner held for recent graduates. The direct responses for both the IET and MMT programs were significantly positive. Direct assessment within the IET program is done by testing. At the beginning of each quarter, all students in each class complete a general questionnaire. At the end of the quarter they complete a follow-up questionnaire that asks them to evaluate the class, to provide
suggestions for improvement, and to state whether or not they had received what they had expected from the program. Based on student comments, the program has increased hands-on applications, specifically requiring students to use meters and test equipment sooner in the courses than previously. Students also requested more Motor Troubleshooting training. New process boards are being built to simulate and incorporate industry-type problems for students to safely learn Troubleshooting procedures.

We have received considerable feedback from the Advisory Committee that appropriate learning is occurring. Committee members employ some students involved in the program, and they can also rate the preparedness of new hires recently exiting the program. A number of committee members have also been involved, in the past, as part-time instructors for the evening programs. These individuals have first-hand knowledge of the industrial environment we are attempting to serve, and know the specifics involved in classroom interaction for employment preparation.

Goals and Progress-to-Date
During the 2001 summer break, the full-time instructor job-shadowed at some of the local industries. This experience was very positive and resulted in several ideas for changing the emphasis on some introductory Instrumentation and Electrical Maintenance learning objectives. This reassessment is an ongoing project for the program and will be evaluated by the Advisory Committee during and following program implementation. The completion of the Instrumentation lab project is a significant part of this objective.

Another goal is to market the program to the general public. There appears to be a lack of visibility in the general media about the availability of this program within the service area.

Mission of the Department
The Maintenance Mechanic Technology (MMT) program was designed to prepare students for entry-level employment as technically trained Industrial Maintenance Mechanics as well as providing continuing education for students desiring skill updating. The MMT program supports the mission of the college. General Education requirements and selected options are incorporated to encourage extensive abilities, values, and diversity. The MMT program is a broad-based course of study that was built by the community to serve the community.

Curriculum
MMT is a two-year AAS occupational degree program designed to articulate with the Industrial Electrical Technology (IET) and Welding programs. Program flexibility and a broad curriculum offer students several skill pathways desired by local industry. In response to student and industry requests, starting in 2001-2002, the program now offers three Certificate of Achievement and three Certificate of Accomplishment options.

Course work includes study in fundamental principles and specific skill-level capability in Safety, Fabrication, Refrigeration, Electricity, Blueprint Reading, Mechanical Disciplines, Computer Applications, Programmable Logic Controllers (PLCs), and Instrumentation. Related Instruction in Math, Communication, and Human Relations augment the program.

The MMT program was initiated in 1995 in response to the MMT Needs Analysis survey of 1994-1995. The curriculum was developed based on a DACUM (Developing a Curriculum) collaborative process utilizing active participation of workers employed in a specific occupation. DACUM is a technique of brainstorming and shaping that leads to clearly stated competencies.

Both the MMT and IET programs have evolved as we collectively learned from our mistakes and found better learning mechanisms. Courses were added and deleted in an effort to build continuity and to limit the broad-based concept to workable confines. For example, a planned Drafting course was dropped and a Boiler/Pump class was added. Because new students’ computer skills were found to be painfully lacking, an MMT Computer Application course was added. Concerns over math skills prompted an expanded Math course tailored to technical applications. The Basic Electricity course was split into two classes and expanded in detail after determining that students were not grasping electrical fundamentals well and that the course was too saturated for the one-quarter timeline. A new course, ELC254 Human Machine Interface (HMI) that uses Visual Basic (VB),
was added to link Ladder Logic PLCs with new computer technologies. In addition, class schedules were rearranged into three-hour blocks for each subject to allow more time for students to finish projects and competencies.

The MMT program currently offers evening courses with consideration to student scheduling needs and requests from local industry. We have operated on the premise that evening students could complete the entire program on an evening schedule. However, low enrollment numbers and recent budget shortfalls have limited our evening offerings.

**Instruction**

The MMT program has one full-time instructor/coordinator. The instructor has an AA degree in Refrigeration Technology, a state 07 Non-Residential Electrical Certification, and over twenty years industry experience. Some courses are common to both the IET and MMT programs and are taught by the respective program instructors. The number of part-time instructors varies each quarter according to need and expertise. It should be noted that technically trained, qualified part-time instructors for daytime class schedules are almost nonexistent and increasingly difficult to find.

Computer Technology is a large part of our program. Library usage and research are usually limited to General Education requirements.

**Program Enrollment**

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Since the program began six years ago, enrollments have averaged 37 FTEs. A spike in enrollment occurred due to contracted training for apprentices of the Bureau of Reclamation at Grand Coulee Dam. The 1999-2000 graduating class was the largest, at 15 graduates. At the beginning of the program, most enrollees were working Industrial Maintenance employees seeking skill updating, plus a few younger students starting their careers. The last two years seems to have reversed this trend. Generally, younger students fresh out of high school do not appear to be as attracted to Industrial Maintenance as their older counterparts who have already begun their careers and seek technical training as a pathway to job security, substantially higher salaries, and professional respect.

Maintenance employment opportunities abound, and jobs go unfilled for the lack of qualified Technicians of any caliber. The equation appears to be high demand for Technicians versus lower enrollment numbers. The solution could be concentrated recruitment within the local industry and at area high schools to glamorize the opportunities. Increased advertising might also impact enrollment numbers. A revalidation of the program by local employers would also be in order.

**Physical/Financial Resources**

The MMT program has generally had adequate funding. Furthermore, some timely donations and grants have helped with procurement of equipment for both MMT and IET. The MMT shop is set up with Mechanical, Hydraulic, Refrigeration, Machining, and related equipment. The greatest need these programs have is for additional floor space and storage.

**Assessment of the MMT Program**

Industries tend to informally set their own individual standards for professional skills, knowledge, and experience for Maintenance Mechanics and or Technicians. BBCC diplomas themselves serve as certification in some locations. The Northwest Food Processors Association recently developed industrial skill standards for Food Processing workers that define employability skills for entry-level Maintenance/General Mechanics. These standards are useful for assessing student competencies and industry requirements. Technological advancements, past practice, input from our Advisory Committee, and feedback from employers and students have effected a slow evolution of the program.

The 2000-2001 BBCC Estimated Employment Report indicates that 95% of degree-earning graduates and 80% of students earning 45 or more credits find employment in their field. The BBCC Employer Survey of July 2001 indicates that the program provides overall good preparation and job skills.

The Industrial Technology Focus Group Summary of April 2001 indicates that the program gives students a solid foundation for work in the field. Respondents to that survey also gave several recommendations that have resulted in program changes. These changes include adding National Electrical Code classes, a Refrigeration course, and more training on Small Boiler Systems and Motors. Additional
program assessment is derived from combined student and industry feedback through informal questioning, industry contacts, the Advisory Committee, and instructor experience.

**Goals and Progress-to-Date**

Indicators point to a need for more and better labs geared to an industry “hands-on” feel. We are aware of the need and plan to improve quality and quantity as time and funding allow. Overall, the MMT program is healthy. We expect MMT to continue its progression toward improvement and technological change. We do not see lower enrollment as an indicator of program deficiency, but rather a cyclic occurrence that can be alleviated by a positive recruiting effort that includes substantial advertising.

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**NURSING**

**Mission**

Consistent with the mission of BBCC, the Nursing Department, in accordance with the requirements of the State Board of Community and Technical Colleges (SBCTC), the Washington State Department of Health, and the Washington State Department of Nursing Care Quality Assurance Commission (WSNCQAC), provides quality basic Nursing Education. The primary purpose of the program is to prepare students to become safe and responsible beginning Practitioners. The department provides a variety of educational opportunities to a culturally, ethnically, geographically, and socio-economically diverse audience. Curriculum options include three entry levels of Nursing, transfer options, and courses that meet the needs of the local healthcare industry. Additionally, the department strives to provide learning opportunities that develop and enhance computational, communication, critical-thinking, and problem-solving skills, and workplace ethics.

**Curriculum**

BBCC offers a “career ladder” program, beginning with Nursing Assistant (NA), continuing with Practical Nursing (PN), and culminating in an Associate Degree Nursing (ADN). The ADN program has been offered as a satellite of the Columbia Basin College (CBC) Nursing program since 1984. In 1999, in response to feedback from its Nursing Advisory Committee, BBCC moved to adopt the ADN program as its own. In Fall 2000, the college received permission from the SBCTC and the state NCQAC to develop its own ADN program. Implementation will start in September 2002. Clinicals are not limited to hospitals or nursing homes. Community-based Nursing Education and training are available through local agencies such as Home Health, physicians’ offices, and clinics. Nursing students from all three counties served by the college are enrolled in the program. Recruitment efforts for a more culturally diverse population of Nursing students have increased the number of minority students.

**Beginning Level: Nursing Assistant (NA)**

Completion of the NA program entitles the student to take the Washington State Certification Exam, required to be a Nursing Assistant Certified (NAC). This program is approved by Aging and Adult Services Administration in Washington State.

**Level I: Practical Nursing (PN)**

Successful completion of the four-quarter PN program entitles the student to qualify for the National Council Licensure Exam for Practical Nursing (NCLEX-PN) and a Certificate of Completion. This certification is accomplished by utilizing the Nursing process to competently give and accurately record care delivered to clients under the supervision of a Registered Nurse, Physician, or other Practitioner as provided by the standards of competency identified in WAC 246-838-260. Successful completion of the test results in a Practical Nursing license. This program is approved by the WSNCQAC and the SBCTC.

**Level II: Associate Degree Nursing (ADN)**

Successful completion of the ADN program entitles the student to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN) and to receive an ADN. Successful completion of the examination will result in state licensure, which allows professional practice. The program is approved by the WSNCQAC and the SBCTC.

**Instruction**

The program is comprised of three full-time faculty members. The program Director is one of the full-time faculty members and receives 50% release time for duties related to program administration. In addition, the Director has a teaching load of 11 to 12 contact hours per week. The other two full-time faculty members
each have a teaching load of 22-24 contact hours per week, which include lecture, clinical, and campus laboratory. Six part-time faculty teach in the NA program, in the campus lab, and in the clinical areas. All faculty are directly responsible to the Director for their assignments. Two of the full-time faculty have an MS in Nursing, and the other is an RN. Part-time staff are RN or BSN certified. Prior to 2001, each program was run by a single faculty member. At this time, faculty provide instruction in specific areas of expertise to PN and ADN students, benefiting both students and faculty. All faculty are experienced in Medical-Surgical Nursing with individual specialty areas of Obstetrics and Pediatrics, Obstetrics and Intensive Care, Emergency Room, and Intensive Care and Psychiatry. One has previous experience in Home Health.

Because of the rural area served by BBCC and the law and policies in Nursing Education, attracting qualified faculty is difficult. The Nursing program and a local health care facility, Samaritan Healthcare, have collaborated on two projects that will benefit both organizations by attracting qualified Nurses to the area who can work at both institutions. See the Allied Health Division Notebook for details.

The Nursing curriculum is dynamic as it continually shifts to meet new information, technology, and equipment, and to meet the needs of the profession based upon rapid advancements and societal changes.

The program employs a variety of teaching methods to address the diverse learning styles of the student population it serves. Lecture, group work, student presentations, videos, computer-assisted instruction, case studies, term papers, and patient care plans are used to impart the necessary knowledge. Clinical experience in health care agencies and in the campus laboratory provide practical application of the theory learned in the classroom setting. Virtual Reality equipment to initiate Intravenous Therapy is available to students as well as to Nurses in the community. A Peri-Operative Nursing course was developed and implemented in Winter 2000, as the result of a community request.

Nutrition is offered as a telecourse. Clinical for all three programs is scheduled either as a day or evening rotation. Pre-requisites and support classes are also often available on a scheduled evening basis.

**Program Enrollment**

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Enrollment remains very strong for all three programs, and all levels are currently enrolled to capacity. FTEs have climbed substantially during the previous six years. Enrollment and program need are expected to increase based on the nationwide shortage of Nurses and the aging population base.

At the July 17, 2001, meeting of the Nursing Program Approval Panel and the Nursing Commission, BBCC was granted permission to increase the number of ADN students from 18 to 20-24.

**Physical/Financial Resources**

The Health Occupations building is approximately 5,100 square feet. It contains two large classrooms as well as a campus lab, a technical lab, a small library, and five faculty offices. The labs have excellent equipment for clinical and theory classes.

**Assessment**

Program evaluation measures are reviewed each summer prior to setting departmental goals for the coming year. BBCC Health Professionals enjoy a high placement rate and excellent annual earnings. Since 1984, 208 students have finished the ADN Program and become RNs. The immediate job placement rate within the service district is 98%.

**NA Program Goals**

- At least 80% of the students will successfully complete the program.
- At least 95% of the completers will pass the licensure exam.

Six months after graduation:

- At least 90% of the graduates will be employed as NACs and/or will be pursuing advanced Nursing Education.
- Graduates will rate their performance of skill competencies at least 3 on a scale of 0-4.
- Employers will rate competency of the graduates at least 3 on a scale of 0-4.

Results: Prior to 2000, NAC program goals were not measured quantitatively. Data are currently being gathered. All students found the coursework and the quality of the instruction to
be “excellent” to “good,” and the instructional preparation for their job as “excellent” to “acceptable.”

LPN Program Goals

- **At least 70% of the students will successfully complete the program during one school year.** (1995-2001 average: 64%)
- **At least 80% of the students will successfully complete the program.** (1995-2001 average: 82%)
- **At least 95% of the graduates will pass the NCLEX-PN licensure exam.** (1995-2001 average: 98%)

Six months after graduation:

- **At least 90% of the graduates will be employed as Nurses and/or will be pursuing advanced Nursing Education.** The majority of PN students go on to take the second year program. As reflected in the BBCC Professional/Technical Former Student Survey, 23 of the 25 PN respondents were employed.
- **Graduates will rate their performance of skill competencies at least 3 on a scale of 0-4.** The majority of survey respondents rated coursework, hands-on training, quality of instruction, and relevance to their job as excellent to good. A small percentage of displeasure with the quality of the program was noted on these surveys, but was probably reflective of frequent staff turnover in the PN program.
- **Employers will rate competency of the graduates at least 3 on a scale of 0-4.** Results: A recent survey of employers found former BBCC Nursing program student preparation to be in the “good” to “fair” categories, with seven employers reporting “excellent” preparation and one reporting “poor” preparation.

ADN Program Goals

- **At least 80% of the students will successfully complete the program during 1 school year.** (1995-2001 results: 93%)
- **At least 90% of the students will successfully complete the program.** (1995-2001 results: 93%)
- **At least 95% of the graduates will pass the NCLEX-RN Licensure Exam.** (1995-2001 results: 92%)

Six months after graduation:

- **At least 95% of the graduates will be employed as Nurses and/or pursuing advanced Nursing Education.** (1995-2000 results: 98% immediate placement)
- **Graduates will rate their performance of skill competencies at least 3 on a scale of 0-4.** 1997-2000 results: range 2.9-3.5 2000-2001 results: All areas above 3.0, average 3.47
- **Employers will rate competency of the graduates at least 3 on a scale of 0-4.** 1997-2000 results: range 2.9-3.1 2000-2001 results: average of 3.1

Seven ADN graduates and 12 employers responded to the 2000-2001 BBCC Professional/Technical Former Student Survey. The area of improvement noted was in applying the Nursing process.

Student Assessment

All Nursing students take a standardized assessment test near the end of the program. This test determines their knowledge base and indicates areas of strength and weakness prior to taking the NCLEX. The results also help faculty individualize learning opportunities to strengthen areas of weakness for all students to better prepare them for successfully obtaining a professional license—which is their passport to employment opportunities.

Goals and Progress-to-Date

In 2000, in an effort to increase faculty positions, BBCC and Samaritan Healthcare have collaborated in hiring a Joint Faculty Educator which includes a 0.5 FTE Clinical Nursing position. A second joint position was filled in 2002. In May 2002, the decision was made to hire another full-time Nursing instructor.

The program is in need of a clerical position and a full-time secretary in order to increase efficiency. The Director currently contributes a segment of her time to performing secretarial duties. Additional office space is needed and included in a project that is part of the current AMP.

To meet the needs of the community, additional health-related programs could be implemented. Students show considerable interest in Radiation Technology, Ultra-Sound, Medical Assistant, and Phlebotomy programs.
Mission Statement
The mission of the Office Information Technology (OIT) program is to provide training leading to entry-level employment in Office Administrative and clerical jobs. In accordance with the college mission, the program focuses on critical thinking, communication, workplace skills and values, and awareness and sensitivity to cultural diversity.

Curriculum
The OIT program offers 31 courses within the major areas of Office and Medical Business Services. Most courses are offered in a variable-credit, skill-based competency format. Students may decide how many credits to take and what time works best for their individual schedules. Students may opt to receive a certificate at three different intervals or continue working toward an AAS degree in both the OIT and Business Medical Services (BMS) programs of study. Software offerings are continuously upgraded to remain current with industry expectation. Students who complete the Microsoft Office sequence have the option of taking the Core Level Microsoft User Specialist (MOUS) exam offered through the Center for Business and Industry Services (CBIS). During the past 10 years, lab hours and nontraditional offerings have continued to expand.

Courses deleted from the curriculum for reasons of enrollment and/or obsolescence include Machine Transcription, Medical Transcription, Advanced WordPerfect, Electronic Filing, and Desktop Publishing (Aldus PageMaker). Courses added include Business Ethics, MS Office, MS Word, MS Excel, MS Access, all new Business Medical Services courses, Internet/Outlook, and MS Publisher.

Due to an increase in area Office and Medical Service jobs, a needs analysis was conducted in 1996 and again in 1997. As a result, a two-year degree in Business Medical Services and additional certificate options in both OIT and BMS were added. The added certificates are sequential groupings that allow students to enter the workforce earlier but still progress toward a degree if they choose. A part-time instructor was also added to provide evening opportunities for students, increasing the instructor count to two full-time and several part-time faculty. Three part-time lab assistants and one full-time computer technician/lab assistant also support the program.

To accommodate different learning styles, the following methods of instruction are used: traditional and skill-based instruction, hands-on training, lecture, small and large groups, and entry-level courses—step-by-step training, moving toward independent decision making.

The program has always been and continues to be on the leading edge of new teaching ideas and technology changes. For example, OIT was the first program to articulate Tech Prep with high schools, and the first to implement flex scheduling. Currently, a bar coding system is being implemented in the lab to assure students immediate feedback and to reduce time in recording assignments and in monitoring attendance—thereby increasing time available for one-on-one instruction.

Computers are used in each course offering except one. The program offers an Internet course, and at least five other courses require the use of the Internet. Library assignments are part of the curriculum for several courses. PowerPoint presentations enhance lectures and are used by both full-time instructors.

Program Enrollment

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Annualized FTEs peaked at 87 in 1995-1996 as a result of significant changes in instruction. Due to extremely low FTEs and Student/Faculty ratios since that time, lab courses were changed to competency-based instruction with variable credit. In addition, lab offerings and lab hours were increased. This flexibility in scheduling resulted in higher FTEs. However, the increased number of students was not matched with an increased number of instructors. As a result of meetings with administrators, class clusters were put into effect and permission was granted to hire additional lab assistants.

There was a noticeable drop in FTEs during 1997-1998. In response to low enrollments, marketing efforts were increased. The format of some classes was changed to meet the needs of non-program students. Short-term training opportunities were also increased. As the numbers indicate, FTEs rose again. In 1999-2000, as a result of a program review, the
statistics demonstrated that OIT enrollment was the second highest when compared to BBCC’s 19 other professional/technical programs. Student/faculty ratio was 18:5, slightly above the state average. Enrollment headcounts in 2000-2001 ranged between 250-350 students per quarter. In Spring 2001 class clusters were redefined and enrollment caps were set to prevent quantity from overriding quality.

Student demographics have changed, with a significant increase of Hispanic, African American, and Ukrainian students. The number of international students has decreased over the past five to six years. The program serves the largest female population on campus.

**Physical/Financial Resources**

There are a total of 45 computers in Rooms 1612 and 1613. Twenty computers in Room 1612 were replaced Summer 2001. Ideally, all computers should be the same brand and model, and it is hoped that older computers will be replaced next year.

Specialized equipment includes state-of-the-art computers, OSHA-approved chairs, desks designed to decrease the chance of carpal tunnel syndrome, and an LCD computer projector that is utilized during lectures. OIT has three printers, including one with color. The desks and chairs in Room 1612 were replaced in Summer 2001, and each room contains two long tables. Room 1613 contains nine testing/study carrels, a scanner, and a fax machine; however, one printer, all the desks, and some chairs in that room need to be replaced.

Financial resources comprise lab fees and grant and state monies.

**Assessment**

Washington SBCTC data matched with Unemployment Insurance earnings from five northwestern states indicate excellent employment rates for OIT students. The rate for former BBCC OIT students with 45+ credits (29 students) was 81%, that for those with a degree (44 students) was 86%, and that for those with a certificate (1 student) was 100%.

A recent program review provided substantial information including how many students enroll in OIT courses every quarter; how many credits each student elected to take and how many courses were actually finished; the average grade for each course; the percent of credits completed per quarter and per year; and the total FTE, total headcount, and student/faculty ratio for each quarter and year. Information gathered influenced the decision to offer flexible scheduling and changes in the way the program is advertised. The program was modularized to enable students to enter and exit the program with different certificate options.

A survey of program completers revealed a relationship between the Business English grades and the success of students in advanced course work, which in turn influenced the total number of graduates. Based on this information, the Business English course was taught in both a structured format and in a nontraditional format for one complete year. Success of students enrolled in a traditional approach was compared to those in the competency-based approach. It was determined that most students needed more than one quarter to master the minimum acceptable skill level in Business English, so the course was changed from a structured format to a variable credit, competency-based format. However, since a significant number of students were unable to succeed in this nontraditional format, the course is also offered once each year in a structured format.

Area businesses (many of which are represented on the Advisory Committee) and student input play an integral role in curriculum changes. For example, critical-thinking elements are continually strengthened, particularly within our advanced courses, to better meet the need for more independent office workers. When employers on the Tech Prep Strategic Planning Committee indicated a significant need for a Business Ethics course, one was developed and integrated into the program. The Business Medical Services program was begun based on an employer needs analysis survey. As a result of informal student evaluations, Business Communications was offered in a different timeslot.

**Goals and Progress-to-Date**

Program goals were developed based on the recent program review. In 2001, instructors worked closely with the Dean of Professional/Technical Education to establish an acceptable FTE range and to determine the role of OIT, Computer Science (CSC), and the CBIS in offering software courses. It was determined that the majority of software courses would be offered through OIT, while CSC would focus on programming elements. CBIS would offer
noncredit, short-term, training-specific software courses.

The OIT program has begun a modularization process to address the short-term training needs of students. Training opportunities are being coordinated with the WorkFirst program to include that segment of the student population. Additionally, instructors are coordinating with area high school programs and developing a new program brochure.

**PARENT EDUCATION**

**Mission Statement**

The mission of the Parent Education (PED) program is to promote the development of knowledge and skills for strong and healthy families through the Parent Education Cooperative Preschool Model, where parents learn about teaching, parenting, and leadership. The PED program currently serves the educational needs of the diverse students in Moses Lake, Warden, Othello, and Quincy. The students, who are the parents, gain skills to help them in their work as parents, teachers of their children, and members of the community who are raising the adults of the future.

The PED program follows the BBCC mission in that it supports the values and skills of the workplace and provides educational opportunities for the members of the community. Because parenting is a dynamic and continually changing process, enhancing the skills of critical thinking and problem solving are key elements to the PED program. The program is aware and sensitive to the diversity of parenting styles and the cultures of our students.

**Curriculum**

The curriculum is divided into a three-year sequence of courses. Year One focuses on the entry level skills of parenting, and learning to work in and operate the Preschool Cooperative. Year Two focuses on identifying stages of development and behavior in the classroom and on operating the Preschool Cooperative. Year Three focuses on leadership skills by training students to act as cooperative leaders to promote and facilitate other students’ learning of child development. Year Three also concentrates on observing and modifying child behavior, practicing positive approaches to guidance, using positive adult/child communications, and enhancing family management.

Students form and lead a Cooperative Preschool for children 12 months to 5 years of age in which the adult students learn to teach young children, using developmentally appropriate curriculum and activities. Students are guided in the operation of the Preschool Lab through leadership activities and training. Annual officers’ training is conducted to educate parents in the administrative positions that govern the activities of the Preschool. The students teach each week in the Preschool Lab setting. Monthly Parent Education seminars are held which cover parenting, teaching young children, leadership, and family management.

The most significant change our program has undergone is that the full-time Parent Educator/Coordinator retired in 2001. The job description was rewritten as a full-time faculty member, with the responsibilities of Parent Education, staff development, in-service facilitation, Parent Advisory Committee facilitator, and Program Coordinator. This faculty member teaches Developmental Psychology, Infant and Toddler Education, Skills for Preschool Teachers, and Child Development Associate Preparation. The remaining portion of the original position (insurance, contracts, and cooperative agreements, etc.) is combined with the Adult Literacy program, forming a new position entitled the Director of Adult Literacy and Parent Education Cooperatives.

**Instruction**

The PED program currently has one full-time instructor, three part-time instructors, and a Director, all with master’s degrees. Although not mandatory, the instructors hold Washington State Teaching Certificates, which requires them to accumulate clock hours for professional growth. At staff meetings, a professional growth element is included. The group attends the Washington Association for the Education of Young Children’s Annual Conference, the Parent Educators State In-service, as well as miscellaneous workshops throughout the year.

The program has six lab assistants (Preschool teachers) with backgrounds that include a high school diploma, a Child Development Associate Certificate, an AAS degree, a BA degree, and master’s degree candidacy. They also attend the above conferences and monthly professional
growth in-services. Both the instructors and the lab assistants use the Preschool Lab setting to observe child development and behavior, and both model positive approaches to parent-child interactions. Beyond the monthly lecture, instructors observe in the lab/Preschool bi-monthly and offer assistance to students. The instructor works with the lab assistant/Preschool teacher on curriculum design after lab.

**Program Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
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</thead>
<tbody>
<tr>
<td>FTE</td>
<td>33</td>
<td>32</td>
<td>27</td>
<td>29</td>
<td>28</td>
<td>23</td>
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</table>

FTEs for the PED program have decreased slightly since 1996. With an increase in single parenting and an increase in both parents working, the need for Parent Education has intensified, although the time for participation has decreased. This program is an active one, requiring participation, which can limit enrollment for those families who cannot take time off work to experience the lab or lecture. We attempted to address this issue by offering a Toddler class that was developmentally designed for evening (bedtime stories, pajama attire, etc.) in Moses Lake. The class initially had sufficient enrollment to operate, but students didn’t persist and the class was closed. Currently we are looking at alternate ways to meet the needs of the community. Additional Parent Education classes within a different model are under consideration to meet these needs.

**Physical/Financial Resources**

The students of the Cooperative Preschool groups operate the Preschool Labs. This includes financial responsibility for the salaries of the Preschool Lab teachers, rent, toys, supplies, and the working expenses of the coop. Each cooperative raises funds to cover its own expenses. The off-site cooperatives rent from local churches or public buildings for their Parent Education class and Preschool Lab. The Moses Lake Cooperative Preschool uses the 1300 Building as its Preschool location. This building has one toddler classroom, one Preschool classroom, two offices, and an adult classroom able to accommodate a dozen students. Enlarging the adult classroom would be an asset to the program.

BBCC provides funds for one full-time instructor, one part-time coordinator, three off-site part-time parent educators, and a one-hour per day stipend for the Preschool Lab teachers for their Parent Education. There is a modest budget for travel, goods and services, and training. Resources such as the library and Internet are not required. The college provides a small library of parenting resources, which is located in each Preschool Lab site.

The PED program has touched many lives. Because of our positive image in local communities, both short-term and planned (deferred) long-term donations have been bequeathed to the program through the BBCC Foundation.

The program regularly conducts student assessments, which are written by the Parent Advisory Committee and focus directly on the goals of the program. In an effort to determine program effectiveness, these surveys are distributed to both incoming students and to those exiting PED. In addition, in Spring 2001, a focus group composed of students from each site was conducted at officers’ training to determine what, if any, improvements to the program were recommended or indicated.

The results of these assessments were uniformly positive. Parents (students) consistently agreed that they felt competent to teach their children at the Preschool; were able to recognize and use developmentally appropriate practices; were able to use better communication and discipline methods with their child; and were able foster their child’s creativity because of their participation in the program. One of the interesting facts that emerged was that students leaving the program consistently rated themselves lower than those entering the program. One interpretation is that as student progress through the Parent Education program, they develop a more discriminating view of their abilities.

One area for improvement is in the establishment of program goals for student learning. In particular, students entering the program mid-year did not feel as knowledgeable about student goals as those students who began in September. To address the issue, program orientation is being revamped and converted to a PowerPoint presentation. This will allow for more effective orientations, especially for those entering mid-year.
### WELDING

#### Mission Statement
The mission of the Welding Department is to provide community learners with the skills and techniques necessary to meet the changing technology in today's world. The Welding program serves the college mission by providing occupational training to develop workplace skills and values.

#### Curriculum
Students receive formal classroom instruction and hand-on practice through a competency-based curriculum. Students can earn an AAS degree or one-year Certificate of Achievement. Students also gain the skills necessary to earn industry Welding certifications through the American Society of Mechanical Engineers (ASME), American Welding Society (AWS), and Washington Association of Building Officials (WABO). An Advisory Committee provides direction and related requirements to the program and is an invaluable asset to matching the curriculum to industry needs.

Students progress through the Welding program in a step-by-step instructional method of hands-on training in Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-Core Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Oxy-Acetylene Welding, and Thermal Cutting classes. The curriculum is competency based. Teaching methods include visual, pictorial, and verbal communications in a self-paced, hands-on manner. The methods are repeated until student skills reach a certain level. Field trips to local welding-related industries are also arranged. Welding theory is taught each day using lecture, with class and group discussions, required reading assignments, periodic quizzes, a mid-term, and a final test.

In the past ten years, limited curriculum modification has occurred. Although course content remained the same, EGR 092, 093, and 094 courses were renumbered as WLD 151, 152, and 153 because they are taught exclusively through the Welding Department. MTH 091 (Technical Math) was reviewed for content three years ago, and course content was realigned to teach basic Technical Math Skills and Welding Math Applications.

#### Instruction
The Welding Department has one full-time instructor. A part-time instructor is hired every Winter Quarter to teach WLD 101 and WLD 102 courses for the Automotive Technology program. Guest speakers in specialized Welding areas such as Pipe, Hydro-Mechanic, Boilermaker, and manufacturing representatives, etc., are regularly invited. These industry

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<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Assessment Criteria</th>
<th>Assessment Results</th>
<th>Use of Results</th>
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<tbody>
<tr>
<td>1. Students completing one year (9 credits) will be able to teach under supervision at a Cooperative Preschool using developmentally appropriate teaching and guidance practices.</td>
<td>85% of first-year students will meet developmentally appropriate practice standards for adult/child interactions and teaching behaviors with children.</td>
<td>Reports from faculty indicate that all students who complete one year (9 credits) were able to meet developmentally appropriate practice standards in class.</td>
<td>Strive to find ways to improve the orientation and retention of new parents who leave the Cooperative early so they, too, will gain developmentally appropriate practice skills.</td>
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<tr>
<td>2. Students completing 2 years (18 credits) will be able to model and guide new students teaching/working in the Cooperative Preschool.</td>
<td>85% of new students will rate the modeling and guidance from their fellow student-mentors as good to excellent.</td>
<td>This question will be added to our Parent Survey in 2001-2002.</td>
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<tr>
<td>3. Students completing three years (27 credits) of Parent Education will be able to organize and operate a Cooperative Preschool, as members of the leadership team.</td>
<td>85% of Cooperative Preschools will continue in operation for at least one year under the leadership of third year students.</td>
<td>All six Cooperatives completed 2000-2001. Five cooperatives will be in operation in 2001-2002.</td>
<td>Work with local school districts that may be developing Preschool programs to encourage them to include Parent Education as part of their program.</td>
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</tbody>
</table>
specialists are effective aids in instructing students.

The full-time instructor has an AAS degree in Welding Technology, a BA degree in Industrial Technology, and over 30 years of industry experience. He is an American Welding Society (AWS) Certified Welding Inspector, an ASW Certified Welding Educator, and a WABO Certified Examiner. He is certified in Performance Aircraft, ASME Pressure Vessel, AWS Structural Welding, and American Society of Non-destructive Testing (ASNT) Level II Penetrant Test and Visual Test. He is also a member of the Pipefitters Union. He is therefore able to test and certify students in multiple Welding levels. The most frequently used exams are the ASME and WABO certification tests.

The instructor continuously consults and works with area industries; he attends conferences, seminars, and workshops; and he maintains membership in professional organizations. He has published a Welding workbook that has been translated into Spanish for the college’s Migrant Farm Worker program. He maintains regular contact with area high schools and selected Welding courses are articulated through the Tech Prep program. Welding instruction has also been provided for high school teachers to bring high school Welding curricula up to industry standards.

Program Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>96-97</th>
<th>97-98</th>
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For years, a nationwide thriving economy helped welding-related industries. Because the Welding field is experiencing a critical shortage of skilled craftsmen, the recent downturn in the economy has not adversely affected the job market. On the contrary, employment opportunities in Welding are excellent, and the prediction for the future is good. This is particularly true in the Columbia Basin because of the large project Bechtel Corporation is starting at Hanford. This project has created higher wages, increased union jobs, better equipment, and better working conditions for Welders. For these reasons, people are coming back to this field.

In the past six years, enrollment in the BBCC Welding Technology program averaged 23.5 FTEs. Each year, one to four students earn the AAS degree. In 2000, 13 students earned WABO performance certification, 121 earned American ASME Pressure Vessel Performance certification, and 8 earned AWS certifications. The program also trained and certified 8 local PUD hydro-mechanics.

Shop classes are full both day and evening, averaging 18-22 students per class. The program also supports Welding instruction for Maintenance Mechanic, Automotive, and Aviation Maintenance students.

In terms of demographics, in the past several years enrollment trends have indicated increasing numbers of foreign-born students, especially from Mexico, South America, and Russia.

Physical/Financial Resources

In 1980, the Welding Department moved to the present location in the 3400 Building. This facility has a classroom, 36 Welding booths, a storage room, an office, 2 bathrooms, a cutting and preparation area, 4 grinding rooms, an outside workstation area, and outside storage.

In the past year, the program has purchased four GMAW machines, eight SMAW machines, three truck cutting machines, and one drill press, band saw, belt sander, and plasma arc cutting machine. This equipment is the latest available technology, an asset to the Welding program that will promote positive student productivity and attitude.

Assessment

Pass rates for the ASME and WABO certification exams are consistently at 100%. Students who fail the ASME are retrained for two weeks and retested. The WABO exam is optional.

The 2001 Industrial Technology Focus Group meeting indicated that students felt well prepared to take certification tests, and to read blueprints and recognize Welding symbols. They felt that the lab was very well set up and that the instructor requires better quality than industry standards.

The instructor contacts former students to determine job placement results. For the past five years, 100% of Welding students have found employment in welding-related positions. The 2001 employer survey indicated strong support and a high regard for the program.
Goals and Progress-to-Date
Assessment results from the Advisory Committee and the 2001 IT Focus Group and 2001 Employer survey recommend the following:

- Increase facilities floor space, put a roof on the west side of the building, and concrete the north side. These are long-term goals since Washington State is in the midst of a financial crisis and facility improvement is limited to availability of funds.
- Add Plasma, Spot, and Plastic Welding Process courses to the curriculum. Upon specific industry request, the instructor will provide Plastic Welding as a separate workshop or through contract.
- Add a Tool Making, Forge welding class. This is in the planning stage.

- Increase foreign-born student enrollments to better reflect local industry employment pools. Weekend classes in Spanish are currently being offered to meet this need. Russian instruction could be provided if needed.
- Use and maintain up-dated technology and equipment. In Fall 2001, the college purchased eight new Welding machines.
- Require higher math, communication writing skills, and employability skills. Students are required to enroll in Related Instruction courses in Technical Writing, Technical Math, Human Relations, and Interpersonal Communication.
STANDARD THREE
STUDENTS
Student Services areas at Big Bend Community College provide extra-curricular learning experiences to enhance personal growth and to support academic achievement. Staff help students identify career fields, accommodate student needs, and provide programs that encourage social relationships and leadership.

3.A PURPOSE AND ORGANIZATION

3.A.1 Organizational Effectiveness to Provide Adequate Services
In accordance with BBCC’s mission, Student Services personnel provide support services to maximize student success. Student Services areas work with Instruction to promote student retention and program completion; to facilitate student learning and personal development through activities and leadership opportunities; to increase student access; and to provide student-centered customer service. The structure of Student Services is effective in accomplishing its departmental mission statements (Appendix 3.1, Student Services Mission Statements).

3.A.2 Student Services Staffing, Assignments, and Performance
All Student Services personnel have the academic preparation and/or experience appropriate to their positions. The Student Affairs Staff Profile (Table 2) in Appendix 3.2 summarizes staff experience and education. See Appendix 3.3, Student Services Staff by Status, and Exhibit 3-1, Student Services – Brief Resume of Professional Staff by Degree, for more details about the staff.

The Student Services administrator is Dr. Michael (Mike) Lang, Vice President of Instruction and Student Services. In 2001, the positions of Vice President/Executive Dean of Instruction and Vice President of Student Services were combined. Dr. Lang, the former Vice President of Student Services and a member of the BBCC staff for 26 years, was chosen for the combined position. This necessitated a reorganization of other Student Services staff duties as shown in the Student Services Flow Chart that precedes Standard Three. Student Services classified staff position descriptions are found on the website of the Washington State Department of Personnel (http://hr.dop.wa.gov). The BBCC Human Resources (HR) office maintains files of work expectations for each position, which are available for Team review in the HR office.

Staff member performance is evaluated on a scheduled basis. Classified employees are required to serve a 6-month probationary period. They receive performance reviews after the first 3 months of employment, after 6 months, after 12 months, and then annually thereafter (Washington Administrative Code, WAC 251-06-090, available online at http://slc.leg.wa.gov/default.htm). Counselors, who are considered faculty at BBCC, meet the professional qualifications of Article XII.A of the Faculty Negotiated Agreement (Exhibit AGREE, BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees—also available on the college website at http://www.bigbend.edu/). Performance is evaluated according to standard college procedures. Administrative/exempt position descriptions are found in the Board Policy and Administrative Process (BP/AP) Book (Exhibit BP/AP, AP3700-65, also available on the college website.) Professional performance of administrators and administrative/exempt staff is periodically evaluated as per BP/AP3015. Administrative staff are evaluated annually by their immediate supervisors, and those at the Dean level and above are evaluated every other year by all faculty and staff. Staff members are encouraged to provide observations about any administrator or administrative/exempt employee to that employee’s immediate supervisor.

3.A.3 Appropriate Student Development Policies, Procedures, and Objectives
Student Services policies are found in the BP/AP book, in the BBCC 2001-2003 Course Catalog
(Exhibit CATALOG, p. 3-16), and in the BBCC Student Handbook (Exhibit S-HB). Suggested changes are referred to the Student Services Council. Policy revisions are referred to the appropriate campus group, such as the Instructional Council or Cabinet. Running Start: A Guidebook for Students & Parents contains policies and procedures specific to this program. College Bound and Student Support Services must follow policies and procedures as specified by their grants. (Running Start and College Bound brochures may be found on the Team Room Brochure Rack.) Admissions and registration procedures may be found in the online State Board for Community and Technical Colleges (SBCTC) Policy and Procedure Manual at www.sbctc.ctc.edu/Resource/respol.htm. Financial aid is bound by policies set forth by federal guidelines and the U.S. Department of Education (DOE). DOE financial aid guidelines may be found at http://www.ed.gov.

Component departmental objectives (Appendix 3.1) are compatible with and support Student Services goals and BBCC’s mission. Evidence of goal attainment of each unit may be found in Exhibit 3-2, Student Services Goal Attainment.

3.A.4 Human, Physical, and Financial Resources

Resources supporting Student Services reflect the mission and allocation priorities of the college. BBCC provides sufficient funding for existing programs and services and gives fair consideration to requests for budget and program increases. Additional demands on support services will require increased human and financial resources. Operating funds for Student Services come from the college’s state allocation and from state/federal grants. State funds, which are allocated through a budget development process (see Standard Seven, comprised 11.3% of BBCC’s 2000-2001 operational budget, compared to a statewide system average of 11.9% (Exhibit AYR, Washington Community and Technical Colleges Academic Year Report 2000-01, p. 88). Current grant-funded programs include College Bound and Student Support Services. Student Services also uses funds collected through student activities fees, testing, Running Start, and international student tuition to help fund programs and salaries. For staffing levels of each area, see the Student Services Flow Chart.

The 1993 expansion of the Student Center and Administration building (Building 1400) provided much-needed space for Student Services areas. As the college adds more services for students, space again becomes an issue. When the new BBCC Library and the Grant County Advanced Technologies Education Center (GCATEC) complex are built (see Standard Eight), Student Services should be able to expand physically to space vacated in Building 1400 and continue to meet the identified needs of students.

3.A ANALYSIS

Strengths

Purpose and Organization

BBCC’s qualified staff provides services to students that are consistent with the college’s educational philosophy and that effectively contribute to the educational development of students in all programs. The Student Services team works well together to enhance students’ experiences at the college.

Challenges

Purpose and Organization

Major challenges for future funding include keeping pace with resource demands, such as meeting the needs of rapidly changing technology, providing up-to-date equipment, providing services to the growing number of distance learning students, expanding hours of service, and serving the increasing size and diversity of the student body. Staff will work with the Academic Master Planning Committee and the Technology Advisory Council to assure that future needs are met. Monitoring of student enrollment patterns will be used in making decisions about expanded hours.

3.B GENERAL RESPONSIBILITIES

3.B.1 Identifying Student Characteristics and Meeting Student Needs

Student demographics are collected on applications for admission (Exhibit 3-3) and on class registration forms (Exhibit 3-4) to help the college identify student needs. BBCC also uses the Academic Year Report (Exhibit AYR), the
Community College Student Experiences Questionnaire (CCSEQ) (Exhibit IAD, Instructional Assessment Data Notebook, Tab 3), and the High School Survey (Exhibit 1-4). In addition, BBCC uses inter-agency data matches such as WorkSource (State Office of the Employment Security Department) and SBCTC. BBCC student demographic information may be found in Exhibit IAD, Tab 6, Graduates and Certificates by Program (1995-2001), and Student Characteristics Summary 1998-2001. Learning disabilities and other special needs are identified both through placement testing and self-reporting. Adult Basic Skills staff also gather learning needs by observation of trends and by observation of student cohorts. Issues of identified need and student achievement are addressed through a variety of means including: strategic class scheduling to maximize course availability; use of the Disabled Student Liaison; increased athletic activities for women; English, math, foreign language and computer labs; curriculum modification; faculty professional development activities; increased access to technology; and extended library availability. See Appendix 3.4, Student Need and Response, and Exhibit 3-5, Positive Thoughts: A Guide to Accommodating Disabled Students in Your Classroom. The brochure Support Services for Students with Disabilities is available to students outside the Counseling office. See the Brochure Rack.

In 1997, the college received a TRIO Grant under Title IV from the U.S. Department of Education to serve first-generation college, financially disadvantaged, or disabled students. See Exhibit 3-6, Student Support Services Application Form (TRIO) and the Student Support Services brochure on the Brochure Rack. The grant is funded to serve 158 active students per year, and usually has a student load of approximately 200 to 250 active and pending student participants. It provides tutoring, study skills workshops, academic advising, career counseling, transfer assistance, help completing financial aid forms (Exhibit 3-7, Financial Aid Packet), and baccalaureate college tours.

3.B.2 Student Participation and Faculty Involvement
The ASB President addresses every BBCC Board of Trustees meeting with news of student activities, events, and/or concerns. Additionally, students are given the chance to participate in a wealth of governance opportunities, as shown in Appendix 3.5, Student Governance Opportunities. Faculty members and students participated in writing the student codes of conduct and policies on student rights and responsibilities (see Exhibit S-HB). The Instructional Council regularly discusses student policies.

3.B.3 Policies on Students’ Rights and Responsibilities
BBCC’s Student Handbook provides fundamental information concerning both college policy statements and students' rights and responsibilities, including the Code of Academic Conduct, policies on academic honesty (see Student Code of Conduct Violations) and privacy, student participation in college governance, and college services for disabled students. Also included are college policies on discrimination and sexual harassment, freedom of expression, and appropriate use of college facilities. In addition, the Student Handbook details student-related procedures, such as student admission and withdrawal, disciplinary actions, readmission, appeal procedures, and emergency procedures. The Student Handbook is made available to all incoming freshmen at orientation and is also available to all other students, faculty, and staff. If they are unable to travel to the main campus, distance learning students must currently request that a copy of the Student Handbook be mailed.

Any changes in policies relating to student rights and the student Code of Academic Conduct that are approved between revisions of the Student Handbook are published in both the BP/AP book and in Board of Trustee meeting minutes. The latter are readily available in the President's office, are posted on the campus Intranet (http://intranet.bbcc.ctc.edu/), and are available upon request. New policies are also published in the student newspaper (Exhibit 3-8, Tumbleweed Times) and/or in the student bulletin (Exhibit 39, Viking Bulletin). Major policy changes are published in local community newspapers. During the 2000-2001 hiatus of the student newspaper, no new policies were implemented.

Policies on student rights and responsibilities are implemented fairly and consistently.
3.B.4 Safety and Security of Students and Student Property

The BBCC Maintenance and Operations (M&O) staff, faculty, administrators, and classified staff work closely to promote campus safety and security.

Security staff conduct evening and weekend patrols of the campus. The Safety Committee meets regularly to evaluate safety-related issues. This committee developed a faculty/staff Emergency Procedures Handbook color-coded flipchart in 2000 (Exhibit EMERGENCY). Copies are available in every campus office and on every safety bulletin board. Campus crime information and statistics are collated into fliers and a right-to-know brochure, Crime Awareness: Campus Security Statistics (available on the Brochure Rack) and are disseminated at information kiosks on campus.

For added safety, emergency response procedures are available in the lobby of the Student Center, and a Safety Manual is posted on the college Intranet (click on Maintenance and then on Safety Manual). Both Grant County and Samaritan Hospital ambulance services are available through the 911 system, which is explained in the pamphlets 911: When Seconds Count, 911: Know When to Call, and Cellular Calls to 9-1-1 (see the Brochure Rack). These pamphlets are available for students and staff in front of the Counseling office in Building 1400.

To create a safe and healthy, drug-free campus environment, every BBCC employee must sign a Drug Free Workplace Statement with his or her contract (Exhibit 3-10).

Some recent additions to campus safety include safety bulletin boards in each building, additional lights in the parking lots, paving of parking areas, and safety information stickers and fliers prominently displayed in the gymnasium. Instructors incorporate safety training and procedures into classroom and laboratory procedures as needed. Instructional labs (such as in science and art) are remodeled as necessary to ensure safety. Lab safety and procedure updates are disseminated to appropriate faculty and staff. Inspections by the Fire Marshall, the Sheriff’s Office, and Washington Industrial Safety and Health Act personnel are conducted regularly.

Additional safety and security items currently under review include additional paving and lighting of parking areas, security alarms for all 26 buildings (14 buildings currently installed), and funding for additional security patrols. See Standard Eight for more safety and security information.

3.B.5 BBCC’s Course Catalog and Student Handbook

The BBCC Course Catalog is published every two years and is posted on the college website. It is given to all new students at orientation, is available outside the Admissions/Registration office, and is mailed upon request. The Course Catalog contains BBCC’s mission statement; admission requirements and procedures; some information about student rights and responsibilities; procedures for withdrawal and readmission; academic regulations; degree-completion requirements; a listing of credit courses and their descriptions; details about tuition, fees, and other charges; and the college refund policy. The Course Catalog is also available in large print for the visually impaired (Exhibit 3-11). The quarterly Class Schedule (Exhibit SCHEDULE), which is published four times per year and distributed to every resident postal customer in the service area, contains portions of this material as well.

A more complete description of students’ rights and responsibilities (including conduct and academic honesty) is found in the Student Handbook, which also includes student resources, services, activities, and student-related policies and procedures, including grievance policies. The Student Handbook is updated as needed (or every four years) and is available in Student Services offices, at orientation, and on request.

Information about student government, student organizations, and athletics is found in both the Student Handbook and the Course Catalog. More specific information about student organizations is found in the BBCC Student Organization Handbook (Exhibit 3-12). The college has chosen to provide grievance information in the Student Handbook—rather than publish it in its entirety in the Course Catalog—because the Handbook seems a more appropriate place to detail that process.
3.B.6 Evaluating the Appropriateness, Adequacy, and Utilization of Student Services

BBCC evaluates Student Services and programs through the CCSEQ, the Academic Master Plan process (Exhibit AMP), the program planning process, and the 1995-2000 Arts and Science Graduate Survey (ASGS) (Exhibit IAD, Tab 3). In addition, the New Student Orientation Survey (Exhibit 3-13); the Summer 1999 Customer Service Survey (Exhibit 1-11); community stakeholder meetings; and examination of user patterns, dorm vacancy, and program participation are also used in the ongoing evaluation process. Both the CCSEQ and ASGS show evidence of the impact of Student Services on BBCC students. In the ASGS, overall Student Services areas received an averaged rating of “Good” or “Very Good” from 84% of graduates. Student Support Services and Admissions/Registration were rated “Good” or “Very Good” by over 90% of graduates (see Exhibit IAD, Tab 3, p. 12). In the Customer Service Survey, Admissions/Registration received a 95.6% rating. (See p. 11 in the Student Survey Responses section of Exhibit 1-11.)

Data gathered from these sources is used to increase or decrease program size, breadth, and focus, and to make other changes that meet student needs.

For example, BBCC held five orientation sessions the week before Fall 2001 classes started. By the final orientation, many classes were full and new student frustration level was high. New students stood in line for long periods of time as registration staff tried to find open classes. Data gathered indicated that 13 students attended an orientation session but did not register for classes. The BBCC Assessment Coordinator called these potential students to ascertain why they did not register. Based on responses and the problems encountered during Fall 2001 orientations, BBCC will hold multiple mini-advising/registration sessions during Summer 2002. Two sessions (20 students each) will be held every week for several weeks, giving new students a less hectic orientation to the college, encouraging them to commit earlier to attending, and providing Instructional Services staff with time to find more instructors for classes that fill early.

3.B ANALYSIS

Strengths

General Responsibilities

BBCC takes students rights and responsibilities very seriously, as shown by the number and availability of polices/procedures focusing on that issue. The Academic Council hears, reviews, and recommends action for student academic complaints, following the academic appeal procedure. Policies regarding student discipline, sanctions, and appeals have a history of being implemented in an equitable and uniform manner through the inclusion of a diverse cross-section of campus constituencies (administrators, tenured faculty, students, and the Vice President of Instruction and Student Services) and through the utilization of clearly outlined written procedures (Exhibit S-HB). Staff and faculty integrity and interest in due process, along with codified information, assure a high level of fairness and consistency.

BBCC students are given a wide range of opportunities to participate in college governance and are encouraged by faculty and staff to do so. The college regards student input as essential in the maintenance of a collegial atmosphere.

Challenges

General Responsibilities

The Student Handbook should be posted on the BBCC website to provide easier access for all students, including distance learners, and faculty and staff.

3.C ACADEMIC CREDIT AND RECORDS

Faculty members evaluate student learning according to clearly stated course syllabi criteria, using a college-wide numerical (4.0) grading system. See Standard Two for course syllabi information (2.A.2). BBCC’s grading system is published in the Course Catalog and on the college website (select Course Catalog and then Academic Information). Credit is defined according to SBCTC requirements (see the Glossary of the Accreditation Handbook, p. 156). Typical BBCC classes meet four days a week. A five-credit lecture class meets 65 minutes per day, giving BBCC students 10 minutes more per week in classroom time than students in a five-day week. Lab courses require
a minimum of two hours per week for one hour of credit. Faculty members offering special topic courses (those for varying credit amounts) provide students with module or syllabus definitions detailing what is required to earn a particular number of credits. 3.C.1 and 3.C.2

Course distinctions between degree and non-degree credit is published in the Course Catalog in the Academic Information section and posted on the college website. This information is also printed on the official transcript paper (Exhibit 3-14, Transcript Information) and on flyers. Courses numbered below 050 do not apply toward graduation. Courses numbered 050 through 099 may be used for Applied Science and General Studies degrees only. Courses numbered 100 and above are used for all degrees. Personnel clearly represent these credit versus non-credit distinctions when working with students. Courses offered for high school credit only, such as Pacific Northwest History, include a notation on the transcript. Extension courses for academic transfer meet the same criteria as on-campus courses; those not for transfer are numbered accordingly. Student performance is outlined in course syllabi. Evaluation and achievement criteria, including portfolios, are appropriate to each degree, clearly stated, and implemented consistently. 3.C.2 and 3.C.3

Students transferring to BBCC are given appropriate credit for college-level work completed in accredited post-secondary institutions. In determining acceptable transfer credits from a particular school, the Admissions/Registration staff use standards from the American Association of Collegiate Registrars and Admissions Officers’ (AACRAO) AACRAO Transfer Credit Practices of Designated Education Institutions, which is available for Team review in the Admissions/Registration office. Additionally, the college is directed by the Intercollege Relations Commission’s (ICRC) umbrella policy on intercollege transfer and articulation (www.icrc.wwu.edu/guidelines/policy.html). Credit is also awarded for prior military experience as recommended by the American Council in Education’s (ACE) Guide to the Evaluation of Educational Experience in the Armed Services (also available for Team review in the Admissions/Registration office).

Credit evaluation is processed at the time of admission to the college, and a written notice of credit awarded is mailed to the student. Students in professional/technical programs wishing to transfer credits to BBCC are referred to their individual program advisors for specific course evaluation. International student transfer credits are evaluated following recommendations provided by AACRAO. In evaluating transfer credits, BBCC considers the academic quality of transferring institutions, and the compatibility and applicability of the credits earned. BBCC’s transfer policies and procedures safeguard the academic integrity of the institution by carefully evaluating the appropriateness of students’ prior education. BBCC’s admission and transfer policies and procedures are periodically reviewed to assure mission compliance and fairness to students. As a small community college, BBCC does not have articulated agreements with other post-secondary institutions. College transfer policies are consistent with guidelines in the Accreditation Handbook (Policy 2.5 - Transfer and Award of Academic Credit, pp. 41-44). See also Standard Two (2.C.4). 3.C.3 and 3.C.4

Admissions files and older hard copy transcripts are stored in a fire resistant vault. The door is designed to keep the vault room safe from outside fire for up to one hour. This room is locked when the office is unattended. Keys for this room are limited, and the room may not be unlocked by a master key. All home campus hard-copy transcripts were microfilmed in 1989; no changes have been made to these records since that time. Older BBCC European records have also been microfilmed. One copy of the microfilm is kept in the Admissions/Registration vault, and the other copy is kept in the BBCC archives in Building 1500. 3.C.1 and 3.C.5

With the closure of BBCC’s European programs in 1995, all student records were sent to the Admissions/Registration office. In 2002 all college transcript information from BBCC European transcripts was entered into the Center for Information Services (CIS) student management system. The original disks are stored in BBCC archives. European high school records were sent to Admissions/Registration periodically from 1972 through the closing of the program. Records were microfilmed as they were received. Copies are kept in the
Admissions/Registration office and in BBCC archives. Many of the rolls of film in the Admissions/Registration office are now deteriorating and have been transferred to optical discs for storage. 3.C.5

BBCC adheres to the Family Educational Rights and Privacy Act (FERPA), and student rights under FERPA are published in BBCC’s Course Catalog. (For FERPA application to post-secondary institutions in particular, see http://www.ed.gov/offices/OM/psi.html) WAC 132R-190 further defines the college’s responsibility to respect and maintain students’ right to privacy. The college considers the completeness, accuracy, and confidentiality of student records—including admission, program progress, and transcripts—a critical job function. In 1996-1997, when faculty first received training to use the student management system, they were also trained in FERPA compliance. A FERPA representative also conducted a training session for all BBCC personnel in February 2002. Faculty and staff are aware of the importance of student confidentiality and do not disclose personally identifiable information to third parties. Information about what student data college faculty and staff may release is printed in the Course Catalog, in the Part-Time Faculty Handbook (Exhibit PART-HB) and in the (full-time) Faculty Handbook (Exhibit FULL-HB). Work-study employees are required to sign a Security and Confidentiality of Student Records statement (Exhibit 3-15). Requests for official transcripts must be in writing and must include the student's signature. 3.C.1 and 3.C.5

The HP3000 computer that runs all of BBCC’s administrative processes is located at the Center for Information Services (CIS) in Bellevue, Washington. Access to these files is by clearance. A system disaster recovery five-day procedure backs up data and stores information on tapes in a secure offsite location. The records stored on CIS systems are permanent. Since security from loss in a disaster is critical, CIS performs a partial backup (of files that have undergone change) each Monday through Thursday evenings and a full backup every Friday using digital data storage (DDS2) tapes and drive. 3.C.5

BBCC also provides students with information about records, registration, financial aid, payment, and voting on the web. See Exhibit 3-16, Information Accessible on the web: Student Services Related.

3.C ANALYSIS

Strengths

Academic Credit and Records

Staff members in the Admissions/Registration area are well trained. As of Spring 2002, the newest staff member has been employed in this office for more than five years. Records are amended only with proper authorization, and the accuracy of student records is a priority with the staff. BBCC has had no incidences of improperly altered records. BBCC transfer and credit policies/procedures are clearly defined; they are equitable and uphold college scholastic standards. Staff adhere to FERPA regulations in protecting student privacy. The integration of European records into the CIS system was a substantial accomplishment that took more than six years to complete. The CIS backup procedures for data are excellent.

Challenges

Academic Credit and Records

Maintaining new and old records is crucial. Most of the European high school student records were microfilmed and the originals destroyed. Many rolls of film in the Admissions/Registration office are now deteriorating and breaking. The staff plans to copy the microfilmed transcripts to paper, using the film now stored in archives. The paper copies will be scanned into the optical disc system, which has a longer shelf life. Some records may be entered directly into the computer records system.

Campus-wide FERPA compliance is good. However, since the college routinely hires new employees, FERPA training needs to be ongoing. The February 2002 FERPA training session held on campus was taped, and this video will be used to orient new employees. Plans also include posting information about FERPA as it relates to college employees on the BBCC website. Written documentation will be provided to all new employees, and all staff and faculty will sign a confidentiality statement.
3.D STUDENT SERVICES

3.D.1 Student Admission Policies
BBCC adheres to the open-door policy of the Washington State Community and Technical College system Revised Code of Washington (RCW 28B.50.90), available online at http://slc.leg.wa.gov/default.htm. The college accepts all applicants 18 years of age and older. Those under 18 who are graduates of accredited high schools or who have equivalent certificates may also be admitted. Applicants who are under 18 and not high school graduates—including those applying for Running Start or General Education Development (GED)—must provide the college with written releases from their high school principals authorizing college admission. All applicants must be at least 16 years old. BBCC’s admission policies are stated in theCourse Catalog. For a four-year history of admissions, see Table 3.1, Students Admission Report.

### TABLE 3.1 STUDENTS ADMISSION REPORT

<table>
<thead>
<tr>
<th></th>
<th>01-02</th>
<th>00-01</th>
<th>99-00</th>
<th>98-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Freshmen Applications Received</td>
<td>1,061</td>
<td>910</td>
<td>669*</td>
<td>674*</td>
</tr>
<tr>
<td>Admitted</td>
<td>1,061</td>
<td>910</td>
<td>669</td>
<td>674</td>
</tr>
<tr>
<td>Denied</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrolled</td>
<td>711</td>
<td>688</td>
<td>583</td>
<td>583</td>
</tr>
<tr>
<td>Transfer Applications Received</td>
<td>310</td>
<td>294</td>
<td>256*</td>
<td>198*</td>
</tr>
<tr>
<td>Admitted</td>
<td>310</td>
<td>294</td>
<td>256</td>
<td>198</td>
</tr>
<tr>
<td>Denied</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrolled</td>
<td>214</td>
<td>218</td>
<td>205</td>
<td>173</td>
</tr>
</tbody>
</table>

*BBCC records are deleted from the student management system after one year if the student does not attend.

The Aviation (Commercial Pilot) and Nursing programs have special admission requirements and procedures (Exhibit 3-17, Commercial Pilot Program Admission Guidelines, and Exhibit 3-18, Nursing Programs Admission Guidelines). Admissions information for the Aviation Program is available to prospective students by request from the department or from the Admissions/Registration office, and is also found in Section 1.1 of the Aviation Department’s Professional Pilot Course Handbook. The pilot handbook is available for Team review in Building 3100. Nursing Program admission requirements are available by request from the Admissions/Registration office and may also be found in BBCC’s Course Catalog. Special admission requirements for Running Start may be found in the Course Catalog and the Running Start brochure (see the Brochure Rack). International student admission requirements may be found in the Course Catalog. General and program admission policies are consistent with BBCC’s mission.

The college enjoys a diverse student body, as shown in Exhibit IAD, Tab 6, Student Characteristics Summary 1998-2001. See also Tab 6, Program Demographics 2000-2001, for ethnicity, gender, and other student information by program. BBCC actively supports educationally and economically disadvantaged students through targeted Student Support Services grants. See Standard Six for targeted grant information. BBCC does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; socioeconomic background; the presence of any sensory, mental, or physical disability; or veteran status in the educational programs and activities which it operates. BBCC is prohibited from such discrimination by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with which the college does business are required to comply with applicable federal and state statutes and regulations designed to promote equal opportunity. Student Activities supports the
following clubs that encourage diversity: The Flood (a Christian Club)*, the Latter-day Saints Club*, and the Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A.) Club. (*Note: These religious clubs do not receive state funding.)

The college respects students’ rights and clearly delineates student responsibilities in its published materials.

3.D.3 Placement of Students Based upon Skills
Placement of students is guided by the college’s policies and procedures as published in the BP/AP book. Upon admission, degree-seeking students are urged to take math and English placement tests to determine appropriate placement in academic and/or professional/technical courses. Exhibit 3-19, Professional/Technical Placement, shows how placement test results are used to determine appropriate professional/technical program placement and course sequencing. Testing is required prior to registration in math and English courses and strongly recommended for all other new students to help them receive the maximum benefit from instruction. Math and English personnel follow specific procedures regarding testing and placement to facilitate a high probability of student success. English test scores are used to accurately place students in academic and professional/technical writing classes, and the math test includes specific questions designed to indicate appropriate placement in academic and professional/technical math courses. The English Department uses the Computerized-Adaptive Placement Assessment and Support System (COMPASS) test by the American College Testing Program (ACT); the Math Department has developed a very effective in-house placement test. For security reasons, if Team members wish to review these tests they may do so in the English Lab (Building 1700) and the Math Lab (Building 1200). Each test features clearly defined cut-off scores to determine appropriate placement, which increases the probability that student performance will meet institutional expectations. The lowest cut-off score for the COMPASS test indicates Adult Basic Education (ABE) placement, while the lowest math cut-off score indicates placement in the beginning math course, MPC 080. Students are strongly discouraged from registering for college-level math or English composition courses without appropriate test scores. After placement, student performance and achievement (including portfolios) are evaluated using appropriate, clearly stated, and consistently implemented criteria.

3.D.4 Requirements for Continuation, Termination, Appeals, and Readmission
Specific information on college academic standards may be found in the Course Catalog (pp. 14-16). Required standards of progress as well as BBCC’s appeals procedures are clearly defined. The Academic Council reviews appeals for readmission following suspension. The council includes the Vice President of Instruction and Student Services, a counselor, two additional faculty members, and two students.

Because of the exacting nature of the professions for which students are being trained, the Aviation and Nursing programs have developed their own requirements consistent with industry standards for continuation in or termination from their respective programs. These policies and procedures, including appeals processes, are specified in their respective handbooks. See Exhibit 3-18 for the Nursing Student Handbook. (The Professional Pilot Course Handbook may be found in Building 3000.)

3.D.5 Graduation Requirements and Students Right-to-Know
Institutional and program graduation requirements are clearly stated in the Course Catalog, in individual instructional program brochures (available on the Brochure Rack), and on departmental program plan sheets. Instructor advisors as well as counselors and a professional/technical advisor monitor the certificate and degree verification process, ensuring consistently applied standards. See Exhibit 3-20 for the Student Planning Worksheet: Associate in Arts and Science Degree. Students complete an application for graduation, which is submitted to the Counseling office for evaluation during their final quarter (Exhibit 3-21, BBCC Application for Graduation). Admissions/Registration staff perform a final check of requirements before a degree is awarded. Student retention and rate of graduation for BBCC (which is not a NCAA
The Student Right-to-Know Act requires institutions to calculate graduation rates and transfer-out rates and make that data available to current and prospective students. See http://ed.gov/offices/OPE/PPI/csastat.html. Extensive student Right-to-Know information is published in BBCC’s Student Handbook. The BBCC 1998 cohort had a 35% completion rate and a 19.8% transfer-out rate. This information is available on the college website at http://www.bigbend.edu/rightto.htm.

3.D.6 Financial Aid

BBCC offers federal, state, and institutional financial aid to students who apply and meet all eligibility requirements. Federal and state grants fund low-income students for tuition, books, and some living expenses. BBCC has both federal and state work-study monies available and can usually fund any student in need who wants to work. Institutional aid is prioritized according to time of application, and in most cases it is given to middle income applicants. The college offers student and parent loans for all programs, as well as loans to students who have not yet declared a major. Private scholarships amounting to approximately $250,000 each year are available for students who apply and qualify. BBCC’s packaging policy model gives 50% gift aid and 50% self-help aid up to need as defined by the federal financial aid formula. Students receiving financial aid must hold a high school diploma or must have passed the GED test. Financial aid policies and procedures are consistent with the college mission and effectively use available resources to meet the needs of students. Financial aid and scholarship information is published in the Course Catalog and on the college website (click on Fast Find and then Financial Aid).

Staffing of the Financial Aid office at 4.5 positions is adequate to serve the number of students who apply for the various programs (Exhibit 3-23, Financial Aid by Program). The college encourages ongoing staff training for compliance with state, federal, and institutional regulations. Examples of training include Department of Education videoconferences; state meetings for the Washington Financial Aid Association; Community and Technical Colleges consortium quarterly meetings; computer training provided by the Center for Information Services (CIS) consortium; and web-based training provided by the Northwest Education Loan Association (NELA), which is the college loan guarantor.

BBCC’s Financial Aid office works closely with WorkFirst staff to coordinate funding for students who qualify for both WorkFirst and financial aid to guard against over-awarding. Financial Aid also serves as the flow-through office for outside sources of funding for students. Staff is knowledgeable about other types of assistance and can make referrals for students to pursue other resources.

The Financial Aid office also administers educational benefits for approximately 45-50 veterans per year. The Veterans Administration (VA) regional office reported that “no discrepancies were found” after an April 2000 compliance visit. However, the Higher Education Coordinating (HEC) Board found several omissions in veterans’ files during its April 2001 annual review. These omissions included the “prior credits” section on the VA certification form, lack of placement test scores to justify remedial courses, and a separate listing of remedial credits. These errors have now been corrected, and careful attention is paid to record keeping to assure institutional accountability. A Washington State Auditor also reviews financial aid federal programs on a three-year cycle. A January 2001 state audit was conducted for the fiscal year ending June 2000. BBCC has not been notified of any findings, and has received no written report. In addition, a representative of NELA, the college loan guarantor, audited the federal loan programs for the 1997-1998 and 1998-1999 academic years in August of 2000. The reviewer stated in her report, “I found many areas where good controls are in place and positive financial aid practices noted.” The audit report included several small procedural exceptions with one corrective action required. The college has taken that corrective action. A repayment of federal funds was not required. See audit reports in Exhibit 3-24.

3.D.7 Information about Financial Assistance

BBCC Financial Aid staff annually update a financial assistance brochure titled Financial Aid
2002-2003 (see the Brochure Rack) that is widely available on campus and at area high schools. The brochure is used for recruiting, orientation, and high school visitations, and is mailed with each new award letter to financial aid recipients. BBCC’s WorkFirst program publishes its own brochure, Tuition Assistance for Working Parents (see the Brochure Rack). In addition, financial assistance information is posted on the financial aid section of the BBCC website and published in the BBCC Course Catalog and quarterly Class Schedules. Information about applying for financial aid online is available in the brochure FAFSA on the Web (see the Brochure Rack). BBCC Foundation scholarship application packets (Exhibit FOUNDATION) are mailed to all service district high schools in late winter each year and made available to current students. Financial Aid staff present Parent Nights at service district high schools, typically in December and January. Staff also conducted a hands-on parent/student Saturday workshop in 2001 to offer assistance in filling out the Free Application for Federal Student Aid (FAFSA). Financial Aid staff members play an active part in new student orientation. The BBCC Foundation hosts Star Night, an annual scholarship recognition evening held each Fall Quarter to provide positive exposure for BBCC, to educate the public about available scholarships, and to recognize recipients and donors.

3.D.8 Student Loan Programs and Institutional Loan Default Rate

Each Fall Quarter BBCC is provided with a list of student borrowers for the most recent cohort default rate year. The college researches these students to determine why they defaulted. BBCC’s default pattern has been erratic for the previous five years, so a default management plan is an ongoing process. Table 3.2 shows a five-year history of BBCC’s default rate.

The college is working with the state guarantor (NELA) to develop additional strategies that will help students avoid default. As monitoring tools, BBCC requires students to participate in online loan entrance counseling before they borrow their first federal loan, and all loan students are required to complete exit counseling once a year. Group and individual counseling is also required each year before a student can receive a Perkins loan. These counseling sessions provide information about loan repayment obligations to financial aid recipients. See also Standard Seven for additional U.S. Department of Education default rate information.

<table>
<thead>
<tr>
<th>Year Entering Repayment</th>
<th>Number of Borrowers</th>
<th>Number of Borrowers Who Defaulted</th>
<th>Official Cohort Default Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>86</td>
<td>13</td>
<td>15.1</td>
</tr>
<tr>
<td>1996</td>
<td>100</td>
<td>11</td>
<td>11.0</td>
</tr>
<tr>
<td>1997</td>
<td>124</td>
<td>28</td>
<td>22.6</td>
</tr>
<tr>
<td>1998</td>
<td>151</td>
<td>21</td>
<td>13.9</td>
</tr>
<tr>
<td>1999</td>
<td>126</td>
<td>7</td>
<td>5.5</td>
</tr>
</tbody>
</table>

3.D.9 New Student Orientation

Beginning in 1995, a Title III grant funded the development of a comprehensive student orientation program. An Advisor Resource Manual (Exhibit 41) and a Faculty Advising Packet (Exhibit ADVISE), the latter specifically designed for new student advising and updated quarterly, were developed to help instructional faculty assist students knowledgably.

New students receive a New Student Orientation Packet (Exhibit 3-25). New Student Orientation is currently scheduled at the end of each quarter and several times in the summer. The orientation is designed to provide students with activities to familiarize them with the college environment, college personnel and support services, important procedures and dates, academic and professional/technical program information, specific grant program assistance, and individual advising. Students with disabilities may receive one-on-one orientation that includes adaptive equipment, preferential registration options, parking permits, and classroom configuration. Running Start students receive specific academic advising about high school graduation and college academic requirements. International students and those enrolling in Adult Basic Education, High School Completion, Aviation, or Nursing receive program-specific orientation and advising.

BBCC provides services to special populations. Due to funding issues, the Disabled Student Liaison position was reduced from 40% to 20% of full time, covering September to June.
Currently, the Liaison focuses on accommodation issues while Counseling staff provide counseling and advising services for the disabled population. In-house data show that the number of self-disclosed disabled students increased to a high of 234 during the past three years, with 120 self-disclosed disabled students enrolled in Fall 2001. Table 3.3 shows the status of state-supported BBCC disabled students for a five-year period.

### Table 3.3 Disability Status of BBCC Students – State Supported

<table>
<thead>
<tr>
<th>YEAR</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
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<td>#Disabled</td>
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<td>75</td>
<td>150</td>
<td>157</td>
<td>216</td>
<td>234</td>
</tr>
<tr>
<td>Percent</td>
<td>2.6%</td>
<td>1.9%</td>
<td>3.7%</td>
<td>4.1%</td>
<td>5.3%</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

Data Source: State of Washington, State Board for Community & Technical Colleges, Academic Year Reports

Although the current Disabled Student Liaison had no formal training in meeting the special needs of this population before he was hired, in the Fall 2001 he attended a statewide disability issues workshop. After returning from the workshop, the Liaison shared information with his colleagues. The Liaison's office is currently in the corner of the college's Career Center. A large conference table and chairs take up the major portion of the room, limiting wheelchair access.

3.D.10 Student Advising and Career Counseling

With Title III funding, the college developed and implemented a faculty/advisor training program. The program trained instructional faculty to provide academic and professional/technical advising to students. This faculty involvement has decentralized academic and professional advising, moving some of it from the Counseling office to designated instructional faculty. This decentralization is seen as a way to help students with declared majors make appropriate academic decisions by pairing them with a faculty mentor in that field. Decentralization also frees up counselors to spend more time assisting students who have not yet decided on their major.

Students are assigned a counselor or faculty advisor according to field of interest at the time of admission. The Advisor Resource Manual for advising faculty contains instructions on using the college’s student information system, lists degree and program requirements, explains math and English placement charts, answers frequently asked questions, and provides other helpful advising information, including course transfer assistance. This manual is available for new faculty when they are hired. An experienced counselor provides training for faculty who participate in new student orientation. Advising at BBCC is consistent with student needs and with the college mission.

First-time students may not register or make registration changes without an advisor’s signature. This ensures appropriate advising during the first quarter and is intended to develop in students the habit of conferring with an advisor prior to making registration decisions. See also Standard Two (2.C.5) and Standard Four (4.A.2).

The Course Catalog and quarterly Class Schedules address the role and availability of advisors and encourage students to meet regularly with their advisors, but do not define advisors’ responsibilities. Advisors’ responsibilities will be added to future issues of the Course Catalog.

Students are encouraged to visit the Career Center, which also serves as the office for the Disabled Student Liaison. Students have access to career planning and occupational information in books, brochures, videos, and computer programs both at that location and in the library. Catalogs and directories for many colleges and universities are also available. Availability of the Career Center is currently limited to weekdays between 8:00 a.m. to 4:30 p.m. This room is also used for meetings.

BBCC employs three full-time counselors who provide career and schedule planning. In addition, a grant-funded professional/technical advisor provides specific program advising. To help students make wise career choices, BBCC offers occupational interest assessment testing, job search tips, and professional/technical
program information. Students can research particular occupational fields—including job characteristics, working conditions, required skills, salary levels, and state and national employment outlooks—through a computerized program.

An Employment Security WorkSource office is co-located in the BBCC Student Center (with a second office in town). Staff members assist students with resume writing, interviewing skills, and job placement. BBCC hosts a Job and Career Fair each spring for students and the community. Employers set up booths and provide information to jobseekers, BBCC staff provide evaluation of resumes, and Wellness and Interviewing Skills workshops are available.

3.D.11 Career Counseling and Placement Services
Career counseling and placement services are consistent with BBCC’s mission and with student needs. See 3.D.10.

3.D.12 Health Care and Education
Although professional health care is not available to students on the college campus, BBCC offers services designed to keep students emotionally and physically healthy and safe.

The Resident Life Supervisor is required to have current First Aid Certification, and first aid training, as well as some mental health training (see 3.D.13), is provided to Resident Assistants. All professional/technical faculty members are required to maintain current First Aid Certification (WAC 131-16-091). Japanese Agricultural Training Program (JATP) staff and the international student advisor take their students to clinics or hospitals when needed. Student Injury and Sickness Insurance Plan brochures are available in the lobby of the Student Center (Building 1400). See the Brochure Rack. In addition, nutrition, lifetime wellness, college survival skills, and first aid classes are offered on a regular basis. Residence hall rules, published in the Residence Hall Handbook (Exhibit 3-26) help protect the health and safety of resident students. Students living on campus are also encouraged to participate in an open gym. Finally, counselors—all of whom have master’s degrees in counseling—offer personal, confidential, professional assistance to all students. See 3.B.4 for additional safety and emergency information.

3.D.13 Student Housing
Two residence hall facilities (Viking Hall and Philips Hall) provide a comfortable, convenient environment that meets recognized standards of health and safety. The college provides two Resident Assistants on every floor, security during evenings and weekends, and a live-in Resident Life Supervisor. Two student rooms, a shower, and the front door are accessible under Americans with Disabilities (ADA) guidelines. During Winter 2002, 91 students lived in the residence halls, and they were served by 10 staff members (including custodians and Resident Assistants). Hall residency rates in Fall 2001 and Winter 2002 (based on incomplete data available as of March 2002) went from about 75% of capacity to 63%. Overall, the problem is cost to the students. Competing against cheap private rentals in the former Larsen Air Force Base housing area is difficult, since residence hall students must purchase a meal package that greatly increases the price of on-campus housing.

A learning environment in the residence halls is supported by proximity to the BBCC Library (to view the campus map on the college website, click on Campus Services and then Campus Map). A learning environment is also supported by a residence hall computer lab and rooms equipped to handle Internet connections and telephones. Some of the rules published in the Residence Hall Handbook are specific to the learning environment (for example, quiet hours and guest policies). Other residence hall information, such as rates and a sample application and contract, may also be found in Exhibit 3-26.

The two dorm custodians are trained in first aid, hazardous waste material disposal, and sanitation standards, and they are responsible for ice removal. Fire inspections are conducted annually, with periodic alarm inspections. Emergency instructions are posted on each floor, and every room has a smoke alarm. Updated electrical service was provided in Fall 2000. In addition, the student Resident Assistants are given training each fall on mental health issues such as drug and alcohol abuse as well as information about community agencies and how
to make referrals. To promote health and wellness, staff members coordinate an open gym on weekends for resident students.

3.D.14 Food Services
BBCC contracts with Sodexho for dining services. All residents of the two halls must purchase a meal plan. The main dining hall (Smith Hall, Building 1500) is open to residents, staff, and guests, and a snack bar is located in Building 1400.

Dining services at BBCC are supervised by trained staff and meet recognized nutritional, health, and safety standards. The Grant County Health Department inspects the dining services at least twice a year, and the services are licensed by the county agency. The Sodexho Manager, who is a trained upper-level manager in the food services industry, supervises the Food Services staff. The Manager has a current federal permit as required by Sodexho and also attends Health Department training classes on food borne illnesses and sanitation issues whenever possible. All dining services staff members have a current State of Washington Food and Beverages Service Worker’s Permit, issued by Grant County. Sodexho-registered dieticians approve the menus prepared by the local Manager. Federal standards for menus are in place when Sodexho serves minors such as the College Bound students.

To help maintain quality dining hall services, the Residence Hall Coordinator meets with an ad hoc group of students and the Sodexho Manager frequently to hear suggestions and complaints from students. The Vice President of Administrative Services also works with Sodexho to assure quality.

BBCC’s student programs complement instructional programs by providing co-curricular activities and programs that enhance students’ educational experience. Students have the opportunity to develop leadership skills, to stimulate their minds, and to become involved with campus life by participating in student government, clubs, organizations, and committees. Exhibit 3-27, Student Club Advisors, lists campus clubs and faculty advisors. Campus activities are held in appropriate facilities and are offered in the spirit of equal opportunity for all students, including under-represented special constituencies. Activities are accessible to all students in every program, including students with special needs. However, off-campus students must come to the main campus to take part in these activities.

3.D.15 College staff and Associated Student Body (ASB) officers work together to identify needs and to provide educational, recreational, and cultural activities that vary with student interest. Faculty and staff, with the assistance of elected ASB officers, develop policies and procedures that govern student life and co-curricular activities. These policies and procedures may be found in the Student Handbook and the BBCC Associated Student Body Constitution and Bylaws (Exhibit 3-28). The policy that delineates the relationship between ASB activities and the college is stated in Article XII, p. 8. With delegated authority (from the college Board of Trustees, the President, and the Vice President of Instruction and Student Services), the student government advisor and other college administrators are “to help student officers remain in compliance with Board policies and state laws, and to give advice when requested; but their presence shall not be required; they will not be responsible for the actions taken by the Executive [Student] Council.” 3.D.16

The gym and other recreational facilities (tennis courts and playing fields) are available for all students when these facilities are not being used by intercollegiate teams. Recreational and wellness activities may include volleyball, racquetball, handball, tennis, weightlifting, and personal exercise. Facilities are also made available and supervised during weekend and evening hours. The Resident Life Supervisor, Gym Coordinator, and ASB officers work together to plan and implement intramural activities. 3.D.16 and 3.D.17

3.D.18 Bookstore
The BBCC Bookstore is owned and operated by the college as a self-supporting auxiliary service. Because it is institutionally owned, the bookstore has students as its first priority. The mission of the bookstore is to contribute to the
campus community by providing goods and services consistent with the needs of BBCC students, faculty, and staff. The bookstore is committed to working closely with the campus community, vendor representatives, and regional and national college bookstore associations to provide the finest products and services at the best prices possible.

The bookstore provides required and recommended textbooks and course materials for on-campus and distance-learning courses, reference books, study aids, trade books, general and course-specific supplies, and emblematic apparel and items. These products support BBCC’s educational program and contribute to the intellectual climate on campus. The bookstore also provides convenience services like faxing, copying, and the sale of postage stamps, tickets for on-campus events, and bus passes.

Recognizing the need to keep up with current educational technology, the bookstore has added an online option through the campus website that allows students to order class textbooks, educationally priced computer software, and other items at http://www.bbccbookstore.com/.

The State of Washington audits the bookstore. Bookstore policies and procedures are consistent with state WACs and with national industry standards. Patrons with concerns or suggestions relating to bookstore policies and procedures may bring them directly to bookstore staff or report them to the Customer Service Task Force, which includes a member of the bookstore staff. This process encourages input on policies and procedures from students, faculty, and staff. Major policy changes require the approval of BBCC’s Board of Trustees.

Assessment of bookstore effectiveness is accomplished by a number of means. The ability to remain self-supporting while meeting the needs of the campus community is proven each year through annual profit/loss statements, which show that the BBCC Bookstore has been profitable since 1977, with the exception of one year when accounting changes affected the income statement (Exhibit 3-29, statements from 1999-2001). Student input is measured by the 1995-2000 Arts and Science Graduate Survey. In that survey, bookstore service was rated "Very Good" or "Good" by over 85% of respondents (Exhibit IAD, Tab 3). Additionally, in the Summer 1999 BBCC Customer Service Survey, 90% of staff and 93% of students said the bookstore met or exceeded expectations. (See p. 10 in the Staff Self-Evaluation Responses section and p. D in the Student Survey Responses section of Exhibit 1-11.)

3.D.19 Student Media
The college recognizes that the mission of student publications is to provide communication instruction and to establish and maintain an atmosphere of free, responsible discussion. BBCC has published a student newspaper, Tumbleweed Times, since 1965—mostly under the direction of part-time instructors (Exhibit 3-8). When fiscal constraints arose in planning the 2000-2001 instructional budget, all non-required courses were examined. Given the low number of full-time equivalent (FTE) students in the journalism/newspaper courses and the high costs of producing a paper, the Division Chairs, instructional Associate Deans, and the Vice President/Executive Dean of Instruction (a position which is currently combined as the Vice President of Instruction and Student Services and staffed by one administrator) suspended the journalism courses and the student newspaper—a difficult decision. All parties involved were concerned about the loss of student voice, but an alternative funding source could not be located at that time. However, college administrators remained committed to reinstating these courses and resuming publication of the student newspaper as soon as possible.

In Spring 2001, a new full-time faculty member agreed to teach journalism courses and to serve as the advisor to the student newspaper, which was reinstated in Fall 2001. BBCC hopes that this new leadership will bring stability to the Tumbleweed Times and allow students to continue participating in an educational activity that gives them a voice on campus.

The campus newspaper is the property of BBCC, and as such is governed by the Board of Trustees. The Board delegates responsibility and authority to the college President, who delegates it to the Vice President of Instruction and Student Services, who then delegates it to
the newspaper advisor. Since the *Tumbleweed Times* is tied to an academic transfer class and labs, policies are also tacit in the course descriptions (Exhibit CATALOG, p. 71) and course syllabi (available on BBCC’s website by clicking on BBCC Campus Network, then Instructional Services, then Syllabus, and then Syllabi.FL). The newspaper advisor is the publisher and reviews (but generally does not censor) all material written for the paper. Although the Student Publications policy (Exhibit S-HB, p. 19) protects student freedom to deal with ideas and to express opinions without fear of censorship, student editors, managers, and advisors are governed by the canons of responsible journalism, including the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, harassment, and innuendo.

The *Viking Bulletin* is published by the Student Programs office and is governed by college policies.

**3.D ANALYSIS**

**Strengths**

**Financial Aid and Loans**
Since June 1999, the Financial Aid office has been under new management. The staff has streamlined the file review process, using more automation to notify students of financial aid awards before the end of Spring Quarter. This helps the college in both recruitment and retention. The office also makes financial aid checks available on the first day of class so students have money to buy books and supplies. To better assist students and parents, the Saturday workshop for help with the FAFSA has become an annual program.

The Financial Aid office has migrated to a total electronic federal (Stafford) loan process so BBCC students can apply for federal bank loans online. However, since state community colleges charge relatively low tuition, BBCC does not encourage students to borrow for school. Many BBCC students work part time or full time and can pay for school with grants rather than with loans. In an effort to address student loan indebtedness and default, the college will continue its policy of awarding federal bank loans separately. BBCC’s goal is to keep loan defaults under 20% every year. A computer station located in the reception area of the Financial Aid and Counseling office is dedicated to student use for financial aid application on the Internet, for scholarship searches, for loan counseling, and for career-related searches.

An ongoing assessment project, guided by annual goals and a mission statement, is used to provide direction to the Financial Aid office (Exhibit 330, Financial Aid Assessment Plan 2000-2001).

**New Student Orientation**
New student orientation now includes individual advising and registration for classes. Prior to 1995, a general orientation and advising session was offered; however, registration for classes was not included in the process. Now students have their class schedule in hand when they leave the campus.

**Advising**
Instructional faculty participation in the advising process has increased. Advisors now have access to an Advisor Resource Manual, and students with declared majors are paired with an advisor/mentor in their field of study.

**Placement Services**
Job placement for BBCC graduates and current students has been greatly enhanced with the co-location of a WorkSource (Employment Security) office on campus in Building 1400.

**Activities and Programs**
ASB officers and Student Services staff, concerned that participation in campus activities might be somewhat difficult for Aviation and Industrial Technology students due to building locations and time constraints, have made efforts to encourage involvement by adding posters in these program buildings, by providing voting ballot boxes at these sites, and by sending ASB representatives to division meetings.

**Bookstore**
Access to books and supplies has increased with the new online option through the campus website. Students enrolled in classes, including WashingtonOnline courses, may order books through the website and have them shipped to their homes.
Challenges

Student Right-to-Know

The Student Handbook contains some information about Student Right-to-Know issues, and the Course Catalog refers students to the Handbook. Some Student Right-to-Know information is also included on the college website. However, specific references to Student Right-To-Know that describe what the law provides and that direct students where to access pertinent statistics should be made in the Course Catalog, Class Schedules, and the Student Handbook. This information will be added to the next issues of these publications.

ADA Services

Although ADA access is currently adequate on campus, the college should provide more comprehensive services to students with disabilities, appropriate staff training, and ongoing professional development. In addition, BBCC should increase ADA staff availability, if funding allows. The Disabled Student Liaison’s office should be rearranged for better access.

Advising

The Course Catalog and perhaps the college website are appropriate places to publish a definition of specific advisor responsibilities to students. This definition will be included in future publications of the Catalog and is being considered for the website.

Career Counseling

The Career Center will be better utilized when it becomes part of the new library (construction set to begin in Spring 2003). Currently students may access information in the Career Center during limited weekday hours. Moving the office into the library will expand access time to include evenings and weekends. In addition, moving the Career Center to the new library will facilitate rearranging the Disabled Student Liaison’s office for better access, since currently those two offices share space.

Housing

The current Residence Hall Coordinator recognizes a need for new marketing strategies to help keep occupancy rates up. New Residence Halls brochures (available on the Brochure Rack) have been designed to attract student interest in the halls. In an effort to raise living standards in the residence halls, both interior and exterior projects have been completed. Recently, the Residence Hall Coordinator purchased a carpet/upholstery cleaner to improve cleanliness. Exterior projects include new bark and grounds grooming. The college is presently looking at replacing residence hall windows if funding can be located. To keep the Philips Hall computer lab equipment current, the college updated computers and added a new printer in Fall 2001. A video library (provided free to resident students) now includes 150 movies and numerous Nintendo sets and games. Residence hall use is increased by summer camps and educational programs (for example, the Ripken Baseball Camp, the Japanese Agricultural Training Program, and College Bound). Residence halls are also rented to Forest Service firefighters as needed during the fire season. The Residence Hall Coordinator is also interested in discussing food service options with Sodexho, with the possibility of making meal plans optional to keep student costs down.

Activities and Programs

Off-campus students have limited access to activities and services. The Student Activities office plans to survey these students to find ways to improve this situation. Timely distribution of the Tumbleweed Times and the Viking Bulletin and posting these publications on the BBCC website would provide better inclusion. Currently (March 2002), the Viking Bulletin is being faxed weekly to the Grand Coulee and Othello off-campus sites, and the Tumbleweed Times is being mailed.

3.E INTERCOLLEGIATE ATHLETICS

3.E.1 Review of Intercollegiate Athletics

The Northwest Athletic Association of Community Colleges (NWAACC) is responsible for the administration of the intercollegiate athletic activities of its member colleges. BBCC is a member and participant in the Eastern Region of the NWAACC. BBCC’s intercollegiate sports are in keeping with the college mission.

The philosophy, goals, objectives, policies, and procedures (including athlete academic standards) of the Athletic Department are contained in the BBCC Athletic Handbook (Exhibit 331) and approved by the Board of
Trustees (Exhibit BP/AP, BP6300). Any amendments suggested by the coaching staff or athletes are sent to the Athletic Director, then to the President, and finally to the Board for approval. The Athletic Director submits Student Information Equity in Athletics data annually to the SBCTC. That information is then forwarded to the U. S. Department of Education. The Athletic Department and the Vice President of Instruction and Student Services have committed to evaluating the Athletic Handbook biennially beginning in 2002.

BBCC believes that the athletic experience should be an integral part of the personal development and growth of students who participate in intercollegiate sports. The college offers students a variety of athletic programs, including men's basketball and baseball, and women's basketball, softball and volleyball.

The college emphasizes the academic achievement of its athletes by nominating students for the NWAACC Academic Leadership Award. BBCC had one such student in Fall 2000, seven in Winter 2001, three in Spring 2001, and two in Fall 2001.

All sports coaches conduct grade checks by requiring student athletes to take signature sheets to instructors. The Athletic Department monitors graduation rates in accordance with the federal Student Right-to-Know Act. Coaches emphasize academic achievement in their recruiting. See Exhibit 3-32, NWAACC Information for a Prospective Student-Athlete.

3.E.2 Intercollegiate Athletic Program Goals and Objectives, and Staff Expectations

The goals and objectives of the intercollegiate athletic program, as well as institutional expectations of staff members, are provided in writing to candidates for athletic staff positions in both job announcements and in annual contracts. Coaching job descriptions are listed in the 2000-2002 Official Code Book of the Northwest Athletic Association of Community Colleges (Exhibit 3-33, pp. A-17 and 18). This NWAACC Code Book is given to each coach and is available in the Athletic Director’s office. The Athletic Director, Head Coaches, and Assistant Coaches review policies and rules concerning intercollegiate athletics annually.

Policies require annual coaches’ certification, current First Aid Certification, and a sport-specific test for each Head Coach and Assistant Coach (pp. A-13 through 37).

The duties and authority of the Athletic Director, the faculty committee on athletics, and others involved in policy-making and program management are published in BBCC’s Athletic Handbook. The Athletic Director’s job description is included in the NWAACC Code Book, p. A-16.

3.E.3 Admission, Academic Standards, Degree Requirements, and Financial Aid

Admission requirements and procedures, academic standards and degree requirements, and financial aid awards for student athletes are channeled through the same institutional agencies that handle these matters for all students. Coaches of BBCC’s five sports each have five non-resident tuition waivers per year to be used in recruiting. Student athletes follow the same policies and procedures required of all other students. See the 2001-2003 Course Catalog, pages 4-7, and BBCC’s Athletic Handbook, page 11, Section M. Student athletes are required to take a minimum of 12 credits per quarter. First-year student athletes do not have to maintain a required grade point average (GPA) (Exhibit 3-33, p. 7.E, F), but second-year athletes must maintain a cumulative 2.00 GPA. They are also required to have earned 36 credits prior to their second year of participation. Financial aid is available to student athletes with the same requirements as the general student population (Exhibit 3-31, p. 12). Coaches for all sports monitor their student athletes and advise them every quarter.

As part of their development, athletes are encouraged to offer service. BBCC athletes have volunteered in the community and in public school youth reading programs.

3.E.4 Budget Development, Administrative Approval, and Audit Practices

The Athletic Director, with approval of the Vice President of Instruction and Student Services, prepares the annual athletic budget, which is included in the overall institutional budget with final approval and adoption by the Board. The athletic budget is funded by a percentage of the student activity fees, through BBCC Booster
Club donations, and by fundraising. A college representative is the treasurer of the Booster Club. Fundraising money is used for additional expenses not covered by the regular budget. The athletic budget is administered through the college’s Business office and is subject to the same documentation and audit procedures as other college areas. The college has an exemplary audit record. For recent college audit information, see Standard Seven (7.C.9-7.C.13).

3.E.5 Fair and Equitable Treatment of Male and Female Athletes
BBCC provides equitable opportunities for participation, equipment, and access to male and female athletes. The 2000-2001 NWAACC report includes gender participation in athletics. Gender ratios at BBCC have been calculated for the past five years for the student population as a whole, as well as for students in the athletic programs. Participants in men’s basketball and baseball account for 57% of BBCC athletes, and participation in the three women’s sports programs comprise the remaining 43%. This is an increase in men’s participation rate from the 1999-2000 report, during which time participation rates were reflective of gender ratios across campus (Exhibit 3-34, BBCC Student Information: Equity in Athletics Disclosure). This increase in male participation was due to the hiring of a new baseball coach with effective recruitment techniques who had a strong recruiting year. The college has hired new volleyball and softball coaches in the past year, and women’s participation rates should increase in the next few years—especially since the women’s basketball team won the NWAACC championship in March 2002 (with a mostly freshman team). The college has hired new volleyball and softball coaches in the past year, and women’s participation rates should increase in the next few years—especially since the women’s basketball team won the NWAACC championship in March 2002 (with a mostly freshman team). The men’s basketball team placed second in that competition. For text of the Equity in Athletics Disclosure Act, visit http://bailiwick.lib.uiowa.edu/ge/disclosure.html.

BBCC dropped its wrestling program prior to the 1995-1996 season. This action followed a recommendation made by a campus gender equity task force, and the Board of Trustees passed a motion in April 1996. Paraphrased, the motion stated that if gender equity was not achieved by Fall 1996, the wrestling program was to be dropped and a female sport was to be added to comply with Title IX. The following conditions brought BBCC to that final decision:

1. Failure to comply with Title IX and to meet gender equity requirements. Past athletic participation had included approximately 31% female athletes. BBCC’s overall student body was about 52% female.
2. Lack of adequate funding to add an additional female sport to meet gender equity requirements if wrestling were not dropped.
3. Inability of the college to support a full-time coaching position for wrestling.
4. Resignation of the former coach and relatively few returning wrestlers (three sophomores who red-shirted during the 1994-1995 season).
5. A history of low numbers of eligible wrestlers during the last several seasons, with very few participants from local high schools.

See Exhibit 3-35 for BBCC female sports coaching positions announcements and Exhibit 3-36 for women’s basketball and softball media press books. Men’s sports pressbooks may be found in Exhibit 3-37. See also Exhibit 3-38 for information about NWAACC sports participation (by college) that includes gender equity breakdowns.

Financial aid and student support services are applied equally to all students, intercollegiate athletes included.

3.E.6 Avoiding Instructional Calendar Conflicts
BBCC publishes its intercollegiate practices and competition scheduling policies for both men and women in its Athletic Handbook. Athletic schedules are printed on pocket-sized cards, which are distributed widely on campus and throughout the community (Exhibit 3-39). Whenever possible, intercollegiate sporting events are scheduled to avoid conflict with the instructional calendar, particularly during final exams; however, there are no rules against finals week practices or games.

3.E ANALYSIS

Strengths
**Intercollegiate Sports**
Academic achievement is recognized by BBCC through the nomination of students for the
NWAACC Academic Leadership Award. Eleven BBCC students were recognized in the 2000-2001 school year.

The BBCC Men’s basketball team exceeded the accomplishments of prior teams by taking second place in the 2002 NWAACC tournament. The BBCC Women’s basketball team earned the college’s first-ever NWAACC Championship in 2002.

The BBCC Board of Trustees approved the awarding of five non-resident tuition waivers per year to each sport. This enhances the coaches’ ability to recruit students from other states.

Challenges

Intercollegiate Sports
Increased recruiting in women’s volleyball and softball is needed to meet gender equity ratios. It is hoped that the hiring of new coaches for these sports will increase participation.

The Athletic Handbook has not been updated in several years. It is currently undergoing a thorough revision and will be revised biennially.
Standard Three: List of Imbedded Tables and Figures

Student Services Flow Chart (on the back of Standard Three title page)
Table 3.1 Student Admissions Report
Table 3.2 Default Rate – 5-Year History
Table 3.3 Disability Status of Students – State Supported
(See Appendices Three Table of Contents for additional tables and/or figures.)

Standard Three: List of Exhibits (in order of first reference)
Exhibit 3-1 Student Services – Brief Resume of Professional Staff by Degree
Exhibit AGRE BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees
Exhibit BP/AP Board Policy and Administrative Process (BP/AP) Book
Exhibit CATALOG BBCC Course Catalogs since 1991
Exhibit S-HB BBCC Student Handbook
Exhibit 3-2 Student Services Goal Attainment
Exhibit AYR Washington Community and Technical Colleges Academic Year Report 2000-01
Exhibit 3-3 Application for Admission
Exhibit 3-4 Class Registration Form
Exhibit IAD Instructional Assessment Data Notebook:
Exhibit I-4-B High School Survey
Exhibit 3-5 Positive Thoughts: A Guide to Accommodating Disabled Students in Your Classroom
Exhibit 3-6 Student Support Services Application Form (TRIO)
Exhibit 3-7 Financial Aid Packet
Exhibit 3-8 Tumbleweed Times
Exhibit 3-9 Viking Bulletin
Exhibit EMERGENCY Emergency Procedures Handbook Flipchart
Exhibit 3-10 Drug Free Workplace Statement
Exhibit 3-11 BBCC 2001-2003 Course Catalog (large print)
Exhibit SCHEDULE Quarterly Class Schedules (two years)
Exhibit 3-12 BBCC Student Organization Handbook
Exhibit AMP Academic Master Plan
Exhibit 3-13 New Student Orientation Survey
Exhibit 1-11 Customer Service Survey (1999)
Exhibit 3-14 Transcript Information
Exhibit PART-HB BBCC Part-Time Faculty Handbook
Exhibit FULL-HB (Full-Time) Faculty Handbook (2000-2001)
Exhibit 3-15 Security and Confidentiality of Student Records
Exhibit 3-16 Information Accessible on the Web: Student Services Related
Exhibit 3-17 Commercial Pilot Program Admission Guidelines
Exhibit 3-18 Nursing Programs Admission Guidelines and Nursing Student Handbook
Exhibit 3-19 Professional/Technical Placement
Exhibit 3-20 Student Planning Worksheet: Associate in Arts and Science Degree
Exhibit 3-21 BBCC Application for Graduation
Exhibit 3-22 Student Retention and Rate of Graduation for BBCC
Exhibit 3-23 Financial Aid by Program
Exhibit 3-24 Financial Aid Office Audits:
Veterans Administration Compliance Visit (April 2000)
Higher Education Coordinating Board Annual Review (April 2001)
Northwest Education Loan Association Audit (August 2000)
Exhibit FOUNDATION BBCC Foundation Information:
BBCC Foundation Scholarship Applications
Exhibit ADVISE  Faculty Advising Packet (New Student Orientation)
Exhibit 3-25  New Student Orientation Packet
Exhibit 3-26  Residence Hall Handbook (2000-2001) and Information
Exhibit 3-27  Student Club Advisors
Exhibit 3-28  BBCC Associated Student Body Constitution and Bylaws
Exhibit 3-29  Bookstore Profit/Loss Statements (1999-2001)
Exhibit 3-30  Financial Aid Assessment Plan 2000-2001
Exhibit 3-31  BBCC Athletic Handbook
Exhibit 3-32  NWAACC Information for a Prospective Student-Athlete
Exhibit 3-34  BBCC Student Information: Equity in Athletics Disclosure
Exhibit 3-35  Female Sports Coaching Positions Announcements
Exhibit 3-36  Lady Vikings Basketball 2000-2001 Pressbook and Big Bend CC Softball 2001 Media Guide
Exhibit 3-38  2000-2001 NWAACC Gender Participation by School
Exhibit 3-39  Pocket-Sized Athletic Schedule Cards

Also Available
Student Services Work Expectations (Human Resources Office)
AACRAO Transfer Credit Practices of Designated Education Institutions (Admissions/Registration Office)
ACE Guide to the Evaluation of Educational Experience in the Armed Services (Admissions/Registration Office)
Professional Pilot Course Handbook (Building 3000)
Brochures (on the Brochure Rack in the Team Room):
Appendices

Table of Contents

Appendix 3.1  Student Services Mission Statements
Appendix 3.2  Student Affairs Staff Profile (Table 2)
Appendix 3.3  Student Services Staff by Status
Appendix 3.4  Student Need and Response
Appendix 3.5  Student Governance Opportunities
APPENDIX 3.1
STUDENT SERVICES MISSION STATEMENTS

ADMISSIONS/REGISTRATION
The mission of the Admissions/Registration Office is to provide quality admissions, registration and records services to BBCC students (prospective, current & former), staff and the public.

ATHLETICS
The athletic program strives to be an integral part of the college's comprehensive educational plan by offering full time students the opportunity to participate in competitive intercollegiate sports.

COLLEGE BOUND
The College Bound program provides low income or potential first-generation college participants with a program of services designed to generate skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education.

COUNSELING
In support of the college mission, the BBCC Counseling Center seeks to maximize the potential of students to benefit from the educational environment by facilitating access, promoting learning and teaching success strategies and respecting each student's unique circumstances.

FINANCIAL AID
Our mission is to provide information and financial resources to help students attain their educational goals while complying with federal and state regulations.

RESIDENCE HALLS
The mission of the residence hall staff is to promote student success by providing safe, comfortable, cost effective living accommodations within a small college atmosphere.

STUDENT PROGRAMS
The mission of Student Programs is to provide a well-balanced program of extra-curricular activities for all students. This is in keeping with the belief that participation in college activities contributes to the development of a well-rounded personality and to the growth of leadership ability. These activities help to promote school spirit, to furnish outlets for special interests and talents of students, and to enhance their cultural development.

STUDENT SUPPORT SERVICES
The mission of Student Support Services is to retain and graduate low income, first generation and disabled students.
APPENDIX 3.2 (TABLE 2)

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<tr>
<td>11 - 15</td>
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<tr>
<td>16 - 20</td>
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<td>3</td>
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<tr>
<td>More than 20</td>
<td>5</td>
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<tr>
<td>Full-time:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/10 months</td>
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<td></td>
</tr>
<tr>
<td>12 months</td>
<td>9</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Part-time:</td>
<td>9/10 months</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Degree</td>
<td>Name</td>
<td>Major</td>
<td>Year</td>
<td>University</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>BA or BS</td>
<td>Maryanne Allard</td>
<td>Education</td>
<td>1970</td>
<td>Lewis and Clark College</td>
</tr>
<tr>
<td>BA or BS</td>
<td>Candy Lacher</td>
<td>Business Administration / Education</td>
<td>1974</td>
<td>Washington State University</td>
</tr>
<tr>
<td>BA or BS</td>
<td>Pat Palmerton</td>
<td>Sociology</td>
<td>1971</td>
<td>Central Washington University</td>
</tr>
<tr>
<td>BA or BS</td>
<td>Charlene Rios</td>
<td>Business Administration</td>
<td>1994</td>
<td>University of San Diego</td>
</tr>
<tr>
<td>BA or BS</td>
<td>Eric Spencer</td>
<td>Speech Communications</td>
<td>1994</td>
<td>Northwest Nazarene University</td>
</tr>
<tr>
<td>MA, MS or M.Ed</td>
<td>Ruth Alvarado</td>
<td>Endorsements: Spanish, Bilingual &amp; ESL</td>
<td>2001</td>
<td>Heritage College</td>
</tr>
<tr>
<td>MA, MS or M.Ed</td>
<td>Max Heinzmann</td>
<td>School Counseling</td>
<td>1980</td>
<td>Western Washington University</td>
</tr>
<tr>
<td>MA, MS or M.Ed</td>
<td>Kim Jackson</td>
<td>Community &amp; Human Resource Development</td>
<td>2001</td>
<td>Heritage College</td>
</tr>
<tr>
<td>MA, MS or M.Ed</td>
<td>Sherry Keeler</td>
<td>Psychology / Counseling</td>
<td>1971</td>
<td>University of Northern Colorado</td>
</tr>
<tr>
<td>MA, MS or M.Ed</td>
<td>Marsha Nelson</td>
<td>Counseling</td>
<td>1977</td>
<td>North American Baptist College</td>
</tr>
<tr>
<td>MA, MS or M.Ed</td>
<td>Loretta Nickel</td>
<td>Education</td>
<td>1997</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>MA, MS or M.Ed</td>
<td>MariAnne Zavala-Lopez</td>
<td>Counseling Psychology</td>
<td>1999</td>
<td>Washington State University</td>
</tr>
<tr>
<td>PhD or EdD</td>
<td>Mike Lang</td>
<td>Educational Leadership</td>
<td>1993</td>
<td>Gonzaga University</td>
</tr>
</tbody>
</table>

*SSS: Student Support Services
**DSS: Disabled Student Services
<table>
<thead>
<tr>
<th>STUDENT NEED</th>
<th>RESPONSE</th>
</tr>
</thead>
</table>
| Physical Disability Needs    | 1. Creation of Disabled Student Liaison position  
2. Installation of ADA mandated ramps, door openers, elevators for off-ground level                                                 |
| Proper Course Placement      | 1. English and Math placement exams  
2. Suggested prerequisites listed in course catalog and quarterly class schedule  
3. New Student Orientation and Advising  
4. Returning student quarterly advising                                          |
| Program Advising (Also See Standards 2 and 4 for Faculty Advising.) | 1. Three Counseling faculty, Two Student Advisors  
2. Quarterly and annual student advising  
3. Required new student advising  
4. Required Professional/Technical Program plans                                    |
| Non-traditional Learning Opportunities | 1. Distance Learning through:  
   a. Interactive Television facilities in Grand Coulee and Othello  
   b. Telecourse offerings for vocational and transfer programs  
   c. On-line courses offered through WashingtonOnline  
2. Evening courses and two new evening degrees planned (Accounting and Industrial Electricity)  
3. Weekend courses  
4. Specific Professional/Technical courses offered bilingually in Spanish/English or Russian/English  
5. B.A. and M.A. degrees available on campus through coordination with Heritage College; two courses offered through CWU on campus  
6. Off-site classes held in ten communities                                           |
| Academic Success             | 1. Staffing and funding for specialized learning labs in the areas of English, Math/Science, Foreign Language, Computer Science, Information Technology  
2. Recent curriculum redesign in developmental math (See Standard Two program description)  
3. College Bound program  
4. Implementation of Student Support Services grant for first generation college students  
5. Funding of tutoring services  
6. Formation of a Developmental Education division in 2000  
7. Recently enlarged library computer lab for technology-based resources  
8. Library bibliographic instruction lab  
9. Increased library availability during weekends and evenings  
10. Online access to library resources (see Standard Five)  
11. Funded professional development for faculty and staff in the areas of curriculum design, technology integration, and student learning  
12. “Focus on Success” and “College Survival Skills” classes offered quarterly  
13. Developmental Education cohort-model classes  
14. Basic Skills/GED instruction during days and evenings                             |
| Athletic Equity for Women     | 1. Women’s Teams in Volleyball, Softball and Basketball                                                                                 |
| Strategic Course Scheduling  | 1. Active Enrollment Management Task Force to coordinate class scheduling to meet student needs                                       |
## APPENDIX 3.5  STUDENT GOVERNANCE OPPORTUNITIES

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>PURPOSE</th>
<th>MEMBERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Council</td>
<td>Improve communications; discuss Student Services issues; develop Student Services policy/procedures; assist in planning for registration, recruiting, and budget</td>
<td>VP Instruction/Student Services, Dir. Student Programs, Dir. Financial Aid, Dean of Enrollment Services, 1 Counselor, Dir. Athletics, College Bound Dir., Student Support Services Dir., Residence Hall Coordinator</td>
</tr>
<tr>
<td>Academic Council</td>
<td>Interpret and apply academic regulations; review suspension and readmission petitions</td>
<td>VP Instruction/Student Services, 1 Student Services staff, 2 faculty members, 2 students</td>
</tr>
<tr>
<td>Financial Aid Committee</td>
<td>Review financial aid appeals; assist in recommending students for scholarships; review and recommend financial aid policies/procedures</td>
<td>Dir. of Financial Aid, 1 Student Services staff, 2 faculty, 2 students</td>
</tr>
<tr>
<td>Student Disciplinary Council</td>
<td>Hear and make recommendations on disciplinary cases; provide format for due process in disciplinary actions</td>
<td>Dir. of Student Programs, 2 faculty, 1 counselor, 2 students</td>
</tr>
<tr>
<td>Customer Service Task Force</td>
<td>Review ideas and suggestions for improved customer service across campus</td>
<td>Administration, exempt/support staff, classified staff, faculty, students</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Review safety incidents; consider how to avoid same in the future; make recommendations to the VP of Administrative/Student Services</td>
<td>Administrator, classified staff member, faculty, student</td>
</tr>
<tr>
<td>Instructional Council</td>
<td>Review additions, revisions, deletions to academic programs and policies; assist with preparation of instructional budgets and publications</td>
<td>VP Instruction/Student Services, Instructional Deans, Director of Library Services, Division Chairs, Student Services, Dean of Enrollment Services</td>
</tr>
<tr>
<td>Probationary Faculty Tenure Evaluation Committee</td>
<td>Conduct evaluations of full-time probationary faculty appointees; submit appropriate reports</td>
<td>1 administrator, Division Chair, faculty member in division, 1 faculty member outside division, 1 student</td>
</tr>
<tr>
<td>Hearing Committee</td>
<td>Hear discipline/dismissal charges for cause or non-renewal of tenured faculty contracts based on layoffs or program elimination</td>
<td>VP Instruction/Student Services, Division Chair, 3 tenured faculty, 1 student</td>
</tr>
<tr>
<td>Program Review Committee</td>
<td>Modify, reduce, or eliminate any instructional program and lay off academic employees due to budgetary reasons, change in instructional program, or lack of students</td>
<td>VP Instruction/Student Services, 1 administrator, Division Chair, 3 tenured faculty members, 1 student</td>
</tr>
<tr>
<td>Student Programs Committee</td>
<td>Provide well-balanced program of extracurricular activities for all students</td>
<td>1 faculty advisor, interested or eligible students</td>
</tr>
<tr>
<td>Students and Activities Budget Committee</td>
<td>Determine the funding for student organizations, activities, and events</td>
<td>Committee Chair (non-voting), ASB President, ASB Treasurer, ASB President-elect, ASB Treasurer-elect, 2 faculty members</td>
</tr>
<tr>
<td>ASB Executive Council</td>
<td>Represent the students to faculty, Board, administrators, and public; provide students with social, academic, cultural, and recreational activities; administer its own financial and business affairs</td>
<td>ASB President, VP, Programming Chair, Secretary, Treasurer, and Public Relations Officer</td>
</tr>
</tbody>
</table>

STUDENTS
STANDARD FOUR
FACULTY
FACULTY

A school is only as strong as its teachers. Big Bend Community College, although small, is proud to employ some of the finest instructors in the state. Faculty—both full-time and part-time—help the college meet its mission of providing educational and learning opportunities in a positive environment. The professional, dedicated faculty teach, nurture, and inspire students who attend this rural Eastern Washington institution. Please see the Faculty Flow Chart preceding Standard Four.

4.A FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT

4.A.1 Professional Qualifications
BBCC employs a full-time faculty of 53 instructors (Fall 2001) representing a rich diversity of universities and academic preparation. As indicated in Table 4.1, Institutional Faculty Profile, 4 full-time faculty members have Ph.D. or doctorate degrees, 32 have master’s degrees, 9 have BA/BS degrees, 5 have AA/AS degrees, and 3 have certificates/licenses. The number of part-time faculty varies from quarter to quarter (103 in Spring 2001 and 105 in Fall 2001). See Appendix 4.1, Number and Source of Terminal Degrees of Full-Time Faculty (Table 2), for information about full-time faculty academic preparation. For other significant faculty service, see Appendix 4.2.

<table>
<thead>
<tr>
<th>Rank or Class</th>
<th>Number of Instructors</th>
<th>Number of Terminal Degrees</th>
<th>Salary (9 Months)</th>
<th>Years FT Experience at BBCC</th>
<th>Total Years FT Teaching Experience</th>
<th>Fall 2001 Credit Hr Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>PT</td>
<td>PhD M BA/BS AA/AS Cert/Lic</td>
<td>Mn Md Mx</td>
<td>Mn Md Mx</td>
<td>Mn Md Mx</td>
<td>Mn Md Mx</td>
</tr>
<tr>
<td>Instructors</td>
<td>47 105</td>
<td>4 28 9 5 1</td>
<td>35,434 43,938 50,316</td>
<td>1 10 35</td>
<td>13 39</td>
<td>5 15 19</td>
</tr>
<tr>
<td>Non-Teaching</td>
<td>4</td>
<td>4</td>
<td>37,560 41,812 49,253</td>
<td>2 10 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Instructors*</td>
<td>2</td>
<td></td>
<td>35,434 37,560 39,686</td>
<td>2 4.5 7</td>
<td>4.5 7</td>
<td>** ** **</td>
</tr>
<tr>
<td>Male</td>
<td>35 45 3 18 6 5 3</td>
<td></td>
<td>35,434 42,875 50,316</td>
<td>1 10 35</td>
<td>11 39 10 15 15 10 15</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>18 60 1 14 3</td>
<td></td>
<td>36,497 43,407 48,190</td>
<td>1 10 30</td>
<td>13.5 30 5 15 15 15 15</td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>3 11 2 1</td>
<td></td>
<td>37,560 46,064 47,127</td>
<td>2 4 24</td>
<td>14.5 24 14 14.5 15 15 15</td>
<td></td>
</tr>
</tbody>
</table>

*High School Regional Skills Program of MLHS contracts with BBCC to provide HS automotive instruction to HS students.
**HS automotive program is contracted for 174 days + 16 days. Credit load is designated by MLHS and not included in these figures.
***HS automotive program not included.

Contracts between faculty and the college are drawn according to BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees (Exhibit AGREE, also available on the college website). Hereafter in Standard Four, this document is referred to as the Faculty Negotiated Agreement or simply as the Agreement.

BBCC utilizes Washington Community and Technical Colleges personnel standards to establish qualifications for hiring full-time faculty to assure that candidates possess the requisite scholarship, technical skills, and training for the proposed area of assignment. The college requires a master’s degree related to the assigned discipline as an entry requisite for academic faculty, and uses standards outlined in
Washington Administrative Code (WAC) 131-16-080 and 091 for professional/technical faculty (http://slc.leg.wa.gov/default.htm). Such faculty must also possess or qualify for professional/technical certification. Qualification standards for full-time tenure-track academic, student services, and library faculty as adopted by BBCC are described in Article XV, Part (B), of the Faculty Negotiated Agreement.

WAC guidelines stipulate that professional/technical candidates for appointment must meet or exceed standards for their specialization, including a master’s degree if appropriate. All newly hired professional/technical teaching faculty must have at least two years employment experience subsequent to receiving the license or certification, and faculty must maintain such license or certification as a requirement for teaching. Minimum work experience for all other trades/occupations is two calendar years.

A full-time faculty member’s primary employment commitment is to BBCC; outside employment cannot interfere with college duties during the scheduled workweek (Article XVII, Exhibit AGREE). BBCC staffs all instructional program areas with full-time instructors and hires part-time instructors as required by program needs. Extension faculty must have the same credentials as on-campus faculty.

Full-time faculty average over 11 years of service at BBCC, with eight having served for over 25 years. Administrators also average over 11 years of full-time service, with eight having served for over 10 years. Exit interviews have been offered since 1995 to all faculty and staff who have left the college. Although the interviews themselves are confidential, exit interview summaries are available in the Human Resources office. For Full-Time Faculty Retention information, see Appendix 4.3. For an Administrator Overview, see Appendix 4.4.

4.A.2 Participation Academic Planning
Faculty sit on all major planning committees. The Academic Master Plan (AMP, Exhibit AMP) identifies existing and projected institutional needs and sets priorities for the use of college resources. The AMP Committee comprises representatives from each of the academic and professional/technical divisions, although faculty input is absent when the committee does not meet regularly. This problem has been acknowledged, and the committee is meeting regularly.

Division Chairs sit on the Instructional Council, the Enrollment Management Task Force, and the Budget Review Committee. The Instructional Council reviews changes to academic programs and policies, and facilitates two-way communication between faculty and administration on annual budget allocations. The Enrollment Management Task Force reviews a first draft of the quarterly Class Schedule for accuracy, evaluates the courses needed by students, examines the frequency of course offerings, and evaluates the human resources and funding available to ensure that student needs are met. This task force considers information on course availability from the Winter Quarter Enrollment Surveys (Exhibit 1-3). The Budget Review Committee provides flow of information to faculty in the event of a Declaration of Emergency/Reduction in Force. Faculty also sit on the Facilities Master Plan (FMP) Committee. See the Committee Membership Table in Appendix 6.1, Standard Six, for more thorough descriptions of these committees.

Curriculum Development and Review
Faculty participation in curriculum development and review is discussed in Article XXVI of the Faculty Negotiated Agreement. Input on the creation of new programs or on major modification of existing programs may come directly from faculty or through the committees on which they serve. New programs or major changes may also be recommended as a result of the evaluation of five-year instructional program plans. In any case, faculty design, modify, and implement changes in curricula at BBCC. Extension courses must maintain the same academic standards as on-campus courses.

The curriculum development and review procedure is shown in Figure 4.1, Curriculum Design, Approval, and Implementation.
**Academic Advising**

Full-time counselors—considered faculty at BBCC—and full-time teaching faculty provide academic advising at the college. According to surveys of graduates, students are pleased with the quality of faculty advising: 86.5% of respondents rated advising by faculty as “Very Good” or “Good” in the 1995-2000 *Arts and Science Graduate Survey* (*Exhibit IAD, Instructional Assessment Data Notebook, Tab 3*). The expected role of teaching faculty in academic advising is described in Article XIII, Section C, of the *Faculty Negotiated Agreement*.

Full-time instructors assist students in planning educational programs and in selecting courses during registration. Through technology, BBCC has improved the advising process considerably in recent years. A computer information systems software package gives faculty the ability to check class enrollments, create students’ schedules, and register students using faculty office computers; no longer are students bounced between advisors and registration trying to find open classes. Instructors also advise students assigned to them and refer students with special problems to appropriate campus representatives. Teaching faculty participate in new-student orientation and advising on a volunteer basis. With Title III funds, BBCC developed the 1998-2000 *Advisor Resource Manual* (*Exhibit 4-1*) and a Faculty Advising Packet (New Student Orientation) (*Exhibit ADVISE*) to facilitate student registration during these sessions. The number of faculty assigned to advise students has
increased dramatically over the past few years. Faculty also cooperate with Student Support Services in providing mid-quarter performance evaluations and in tutoring referrals. Full-time instructors post current daily schedules with designated office hours to facilitate advising students and providing academic assistance. See Standard Two for additional faculty advising details.

Institutional Governance
Faculty participate in governance in several ways. They serve on the committees and task forces mentioned in 4.A.2, as well as on the Assessment Committee and Budget Review Committee. In addition, faculty participate in the hiring of both faculty and administrators through Screening Committees, in the evaluation of their peers through Tenured Faculty Review Committees, and in the evaluation of new faculty through Probationary Review Committees. On a more local level, faculty participate in division meetings. The Faculty Association President represents the faculty at BBCC's President's Cabinet meetings and at Board meetings. The Professional Rights and Responsibilities Committee, which is composed of three faculty members, hears faculty complaints regarding interpretation of professional responsibilities, salary placement, and other employment matters. See Articles II.Q, XI.A.15, and XIX.B, Exhibit AGREE.

4.A.3 Workloads and Professional Growth
Workloads
Faculty workloads, which vary according to discipline, are discussed in Article XIII of the Faculty Negotiated Agreement. Teaching loads are discussed in Article XIV, Section A, of the Agreement and vary widely from 15 contact hours weekly for instructors in lecture-only courses to 30 contact hours for instructors in some professional/technical programs. These varying teaching loads are intended to reflect different types of demands in these areas. However, workloads have been negotiated piecemeal over many years, and no comprehensive analysis has ever been done. Some dissatisfaction exists among faculty about the current situation, particularly with the different ways in which laboratory hours are calculated. BBCC is addressing this issue. As part of the negotiation process in Spring 2001, faculty and administrators agreed to Memorandum of Understanding #2, and a faculty issue study group was formed to examine the matter. The study group will complete its report by the end of Fall 2002. See Exhibit AGREE, page 48.

BBCC’s four-day instructional week allows instructors to attend conferences or meetings scheduled around weekends, frequently without a loss in class time even for a three-day conference. However, the four-day week offers challenges in scheduling courses. Because of the longer 65-minute class period, fewer daily time slots exist in which to schedule courses. Morning classes, which allow students to find afternoon employment, are especially popular, but limited classroom space and a small faculty prevent the college from offering multiple morning sections, especially laboratories.

BBCC is addressing this scheduling issue in several ways. Over the past few years, the college has dedicated significant resources to creating an Interactive Television/Video (ITV) classroom. These on-campus, distant-learning classes are simultaneously broadcast to Grand Coulee and Othello, allowing students to attend college and interact with faculty without coming on campus. The college also utilizes the statewide WashingtonOnline (WAOL) program to offer Internet-based courses, giving students the ability to set their own schedules. In addition, BBCC offers telecourses on video for student convenience. In response to increased enrollment, the college is currently offering more afternoon core classes and can, when necessary, schedule essential classes and laboratories on Fridays and Saturdays.

With the planned construction (probable occupancy Fall 2004) of the fully funded University Center portion of the Grant County Advanced Technologies Education Center (GCATEC), the college will add six shared classrooms, with the possibility of several more when the entire complex is completed. The bookstore, snack bar, and Student Programs (activities) personnel will relocate to the new building—and the library will move to an adjacent new library building—freeing up additional classroom space on campus. See Standard Eight for more information about these building projects. Finally, the 2002
revision of the AMP contains a list of new instructional positions that will be filled as the budget permits.

Faculty who take on additional responsibilities, for example serving as Division Chair, have an added time commitment with no release from other responsibilities. While a modest annual stipend is associated with the position, many Division Chairs find the time commitment unreasonable. Partly because of the small workforce, faculty members may desire shared governance but feel over-burdened with committee work.

**Professional Growth**

BBCC has several mechanisms to support professional growth and renewal. Each year the college budgets money for faculty travel. For the 2001-2002 year, travel funds total about $600 per faculty member, which is enough for one regional weekend meeting. The BBCC Foundation provides up to an additional $3,000 each year in Professional Development Funds. The Instructional Council distributes these Foundation funds to faculty who have extra requests not covered by their regular budgets, with a limit of $500 per recipient. Although distributed from January to December, this fund is usually exhausted by June.

BBCC also grants Exceptional Faculty Awards from an endowment controlled by the Board of Trustees and invested by the BBCC Foundation. These funds are awarded annually on a competitive basis. Each award is limited to a maximum of $2,000, and applicants may receive awards only every two years. See Article XXXI of the *Negotiated Agreement* and Revised Code of Washington (RCW) 28B.50.844 ([http://slc.leg.wa.gov/default.htm](http://slc.leg.wa.gov/default.htm)). Exceptional Faculty Award recipients give post-completion reports to the Board, allowing for administrative and Board review, facilitating an interchange of ideas, and encouraging faculty commendation.

Between 1995 and 2000, the college provided additional faculty development funds through a Title III grant. With these funds faculty completed several dozen projects ranging from creation of web pages, to investigation of active learning strategies, to development of computer-based laboratories. Sample Title III faculty project reports are available in the Team Room ([Exhibit 4-2](#)). In addition, BBCC offered about 20 training workshops on various software packages.

Professional/technical faculty also have access to Carl D. Perkins Vocational Grants and Workforce Training funds. Through the Perkins grants, approximately $16,000 is available annually for professional development, with an additional $6,000 for summer curriculum development. Workforce Training funds are earmarked for use in developing and implementing programs which meet the needs of the local labor market. Current Workforce Training funds target the Industrial Electrical Technology program, the Commercial Driver’s License program, and the Farm Worker’s program. See Exhibit [BUDGET](#), Published Annual Operating Budget Reports, for grant and contract activity.

The Professional Leave (sabbatical) program is described in Article XI of the *Faculty Negotiated Agreement*. Sabbaticals are funded when the budget allows. The most recent Professional Leaves BBCC granted through the sabbatical program were a one-quarter leave in Winter 1998 and a full-year leave in 1990-1991.

**4.A.4 Faculty Compensation**

The college compensates full-time tenured, probationary, special programs, and temporary faculty according to the *Faculty Negotiated Agreement* (Article VII.A) and in compliance with legislative mandate. Initial placement is determined at the time of hire by the appropriate Vice President or Dean in conjunction with the Director of Human Resource Services according to the applicant’s relevant professional/technical and academic experience and training. The highest entry level is Step 5; however, placement above Step 5 can be recommended when a college assessment of the market value of a position warrants it, flexibility that allows the college to attract the most appropriate candidate for a position. Faculty members teaching over their regular full-time load are compensated according to the part-time faculty course rate in Article VII.D of the Agreement. Benefits are provided according to WAC 182-12-115 and RCW, Chapter 41.05, with retirement benefits provided according to WAC 131-16-010.
Legislative mandates have increased full-time faculty salaries. From the 1995-1996 Faculty Negotiated Agreement to the 2001-2002 Agreement, salaries have increased 13.3%. Future increases will be linked to the cost of living as a result of Initiative 732, passed in 2000. BBCC’s faculty salaries are competitive with other Washington State colleges in order to attract well-qualified candidates to this small, rural community. Average salaries for full-time permanent teaching faculty at BBCC were $42,564 in Fall 2000, compared to the Washington Community and Technical Colleges system average of $44,162 (Exhibit AYR, Washington Community and Technical Colleges Academic Year Report 2000-01, p. 67). The Fall 2001 full-time BBCC teaching faculty salary average was $43,599. Since the cost of living here in the Columbia Basin is lower than that of more urban areas as shown by the Seattle consumer price index, BBCC’s faculty salaries are adequate.

During Spring 2001 negotiation process, faculty and administrators agreed to Memorandum of Understanding #1 (Exhibit AGREE, p. 48). A study group is currently addressing the issue of full-time faculty compensation and will complete a report by the end of Fall 2002.

Part-time faculty are compensated per class. When a part-time instructor’s load becomes more than 0.76 full-time equivalent faculty (FTEF), the payment is determined by the actual percentage of FTEF according to program, based on the Faculty Salary Schedule A, Step 1, of the Faculty Negotiated Agreement (Article VII, Section D.2).

Compensation for extra duties is clearly defined by the Agreement (Article VII.E) and broken down by duties. These duties include such things as band, forensics, chorus, coaching, or serving as Division Chair or Chief Pilot. Nonteaching assignments in lieu of cancelled courses are compensated according to the individual’s contract.

4.A.5 Performance Evaluations
BBCC provides regular and systematic evaluation of full-time faculty with its Probationary Faculty Evaluation and Tenured Faculty Evaluation procedures, as mandated by RCW 28B.50.850-872.

The Probationary Faculty Evaluation is a three-year evaluation of new full-time instructors. This process is outlined in Article XXI of the Faculty Negotiated Agreement and has been put in place with careful attention to the requirements of RCW 28B.50.852 and 855-857. Probationary Review Committees are composed of five members: three tenured faculty members, one student, and one administrator. Since an administrator serves on each committee, administrators have access to all primary data collected. See Exhibit 4-3, BBCC Probationary Faculty Evaluation Packet.

In evaluating probationary faculty, BBCC meets the requirements of Policy 4.1, which stipulates the use of multiple indices. Committee members observe the probationer’s classes; review syllabi and instructional materials; and survey students, faculty, staff, and administrators. Evaluation places primary consideration upon the probationer’s effectiveness in his or her appointment. The committee makes its recommendations to the Board of Trustees through the President.

Tenured Faculty Evaluation procedures are equally rigorous, occurring every three years of the instructor’s employment, as required by RCW 28B.50.872 and as described in Article XX of the Faculty Negotiated Agreement and in the Tenured Faculty Evaluation Procedure Booklet (Exhibit TENURE). The development of BBCC’s Tenured Faculty Evaluation Procedure has been a major accomplishment of collaboration among faculty and administrators.

The Tenured Faculty Evaluation Procedure was created in response to a recommendation from the Commission in its Evaluation Committee Report: BBCC, October 7-9, 1992 (Exhibit NWASC, Northwest Association of Schools and Colleges: Commission on Colleges and Universities: BBCC Accreditation Submissions/Reports 1992-1997, p. 73, #8). This procedure is used to evaluate instructional, counseling, and library faculty. It meets the multiple indices requirement of Policy 4.1 by using student and self-evaluations (Exhibit TENURE, p. 7) as well as documentation of the faculty member’s service to students, faculty, the college, and the community. Faculty provide this information in an extensive portfolio, which is evaluated by the Division Chair, an
Faculty participation in public and community service is thus emphasized and rewarded. See Exhibit TENURE for sample evaluation forms (pp. 13-16, 23-26, and 32-36).

Portfolio guidelines and expectations (pp. 6-12, 19-22, and 29-31) steer instructional, counseling, and library faculty in documenting their institutional performance, their professional contributions, and their professional development to meet portfolio criteria. The results of this evaluation process for instructors are recorded on the Tenured Instructional Faculty Evaluation Tool (p. 5). This summary tool includes matrices for Instruction, Professional Development, and Faculty Service, with several subcategories in each area. Tenured counselor and tenured library faculty evaluations include similar tools (p. 18 and p. 28). A summary form is also completed during the evaluation process (p. 37).

Sample tenured faculty evaluation portfolios are available in the Team Room (Exhibit 4-4). Summary reports for all full-time tenured faculty are available in personnel files in the Human Resources office.

Since an administrator is part of each Tenured Faculty Review Committee, administrative access to the primary data is assured. Source documents are kept at least 30 days beyond the final meeting of the committee. This evaluation process provides faculty members an opportunity to review and showcase their efforts over the previous three years. Many faculty members have commented on the insights they have gained from this process. Since a major function of this evaluation is to assure quality teaching, BBCC provides a mechanism for helping instructors when problems are noted. If the committee agrees that remedial action is necessary, the appropriate Vice President is notified, and that administrator develops and monitors a plan of improvement for the faculty member (Article XX.A, Exhibit AGREE).

Assessment of part-time faculty has been intermittent in the past and limited mostly to student evaluations. However, a Part-Time Faculty Evaluation Plan with multiple indices was developed in 2001-2002 by the Instructional Council and the Deans, after repeated input from faculty. Following approval by the Faculty Association and Instructional Council, the plan was implemented in Spring 2002. The plan includes a classroom peer/administrator visitation schedule, a student evaluation schedule, and procedures for tracking and review. An administrator participates in evaluation reviews, thus ensuring administrative access to all primary data collected. The plan may be found as an addendum to the current 2001-2003 Faculty Negotiated Agreement.

4.A.6 Personnel Recruitment and Policies for Full-Time Faculty

At BBCC a Screening Committee determines full-time faculty position requirements, and the position is advertised using equal employment opportunity recruitment procedures in order to attract a diverse pool of candidates. The committee then interviews the most appropriate candidates and sends a list of acceptable candidates, along with recommendations, to the college President. The President then makes a selection or recommends further considerations.

Once hired, the candidate meets with appropriate personnel to review benefits, retirement, reimbursement, and other employment-related items, and to receive relevant department and division information. The Faculty Association has developed the (full-time) Faculty Handbook (Exhibit FULL-HB) as a reference to help guide new faculty and to clarify the college’s operations and procedures.

4.A.7 Academic Freedom

A statement regarding academic freedom was added to the Faculty Negotiated Agreement in 1998. The text was adapted from the 1940 Statement of Principles on Academic Freedom of the American Association of University Professors (www.aaup.org). BBCC’s statement, which appears in full below, recognizes the central role of academic freedom in the pursuit of knowledge, while also recognizing the responsibilities that accompany this freedom:

**Article VIII: Conditions of Employment**

A. Academic Freedom: The purpose of this statement is to promote public understanding and support of academic freedom and agreement on procedures to assure them at Big Bend Community College. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free expression. Academic
freedom is essential to these purposes and applies to both teaching and research. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher and of the student in learning. It carries with it duties correlative with rights. When speaking as a private citizen, the faculty member should make every effort to indicate that s/he is not an institutional spokesperson.

1. All college faculty, both full and part-time, are entitled to freedom in the classroom in discussing their subject and should make every effort not to introduce into their teaching controversial matter which has no relation to their subject. The faculty members should always strive for accuracy and should show respect for the opinion of others. (Article VIII.A, p. 8)

4.A.8 Part-Time Faculty Qualifications
Qualifications for part-time faculty members are the same as those for full-time faculty members as described in 4.A.1. At the time of application, prospective part-time applicants must provide copies of all college work completed or in progress, as well as verification of credentials or certification. See sample Part-Time Teaching Openings application packet in Exhibit 4-5. Applications are then screened to verify minimum qualifications. When hired, part-time employees must provide official transcripts. Progress towards one- and five-year certification and renewal for part-time professional/technical faculty is tracked on the BBCC Professional/Technical Certification Record (Exhibit 4-6), which is filled in by Instructional Services personnel at the time of hire. Records for part-time faculty are maintained in the Human Resources office.

The process for hiring part-time faculty is not as formal as the process for hiring full-time faculty, and varies among divisions. When hiring part-time faculty, the specific Division Chair generally contacts the appropriate Dean and collaborates with other faculty in selecting potential candidates, primarily from the applicant pool maintained by Human Resources. Professional/technical faculty seek recommendations from advisory committee members and may also use business contacts and relationships within the community. Whenever possible, interviews are held to confirm qualifications, teaching experience, and an understanding of BBCC’s mission and goals (Article XV, Exhibit AGREE).

The college recruits and hires part-time instructors for Adult Basic Education (ABE), English as a Second Language (ESL), Developmental Education, and Continuing Education in a similar manner.

4.A.9 Part-Time Employment Practices
New part-time faculty members meet with the Instructional Dean and/or Division Chair to receive current course syllabi; information about the institution, the work assignment, the conditions of employment, and their rights and responsibilities; and BBCC’s Part-Time Faculty Handbook (Exhibit PART-HB). The handbook contains information about campus organization and procedures, photographs of campus personnel, and other helpful information.

Each fall BBCC holds a college-wide, new part-time faculty orientation to familiarize the newcomers with general policies and procedures and to acquaint them with college personnel. In addition, a Teaching Adults class, which addresses teaching and classroom management strategies, is offered every fall for new full-time and part-time faculty.

The Instructional Services office assumes responsibility for contract generation. Part-time faculty are paid according to the schedule in Section VII.D of the Faculty Negotiated Agreement. The Human Resources office monitors teaching loads for part-time faculty and notifies Instructional Services when part-time faculty become eligible for benefits.

Part-time faculty may participate in and become members of the BBCC Faculty Association and the Washington Education Association. They are also eligible for faculty development funds through Exceptional Faculty Awards and through Professional Development Funds, both of which are discussed in 4.A.3.

4.A.10 Assessment of Part-Time Faculty Policies
Part-time faculty practices are assessed during the bargaining process for the Faculty Negotiated Agreement. In the past, that negotiation took place yearly; however, the current Agreement is for two consecutive years, with a re-opener clause if the need arises for negotiations during that time. In addition, when the AMP is rewritten every five years, the college mission statement is reviewed in light of
current institutional practices. If the need arises, the mission statement may be revised in the interim. Current part-time employment practices are in accordance with the college mission statement.

Part-time instructors are an integral part of BBCC’s faculty. They play a significant role in the ability of the college to offer the variety and number of day and night courses necessary to serve a rural population. BBCC encourages applicants with multicultural experience and/or backgrounds to apply. Because of BBCC’s rural location, the number of qualified part-time instructors is limited and many reside in surrounding smaller communities. It is common for part-time instructors to have additional outside full-time employment.

BBCC’s reliance on part-time instructors is less than that of many other Washington State community colleges. Between 1996-2001, approximately 34% of state-supported FTEF at BBCC were part-time instructors, compared to a Washington Community and Technical Colleges system total of 42% for that same period (Appendix 4.5, Annual Teaching FTE Faculty – State Supported).

Data gathered by BBCC assessment personnel for 1996-2001 show that during those five academic years, an average of 57% of annualized full-time equivalent (FTE) students at BBCC were generated by full-time faculty (or full-time instructors teaching overloads), 35% by part-time faculty, and the balance by contract and volunteer faculty. The Spring 2001 average of slightly over 35% FTEs generated by part-time faculty has declined since the 1996-1997 school year, when it was approximately 40%. Figure 4.2, BBCC Summary of Annualized FTEs, shows five years’ percentages in graph form. See also Appendix 4.6, BBCC Detailed Summary of Annualized FTEs.

FIGURE 4.2

BBCC Summary of Annualized FTEs

<Diagram of BBCC Summary of Annualized FTEs>

FACULTY

Standard Four-9
4.B SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION

While scholarship, research, and artistic creation at BBCC are conducted on a less formal level than what might take place at a research institution, these activities are no less vital to BBCC. Faculty efforts in these areas help create a dynamic atmosphere in which there are innumerable forays into fields new to a particular faculty member. Nearly all instructors attend workshops, seminars, retreats, or conferences on a statewide or national level every few years, either as observers or presenters. Nearly all faculty are members of professional organizations that provide information and insights into the instruction of individual disciplines. Of particular benefit to students are emerging techniques and ideas reflecting the rapid advancement of technology. Most faculty projects have emphasized the ongoing assessment of student performance and instructional techniques.

Faculty are active in such areas as creating or modifying courses, developing software, establishing Internet sites, and delivering distance education. A number of faculty members are taking advanced coursework toward higher degrees. Informal exchanges of newly acquired knowledge occur constantly, sparking new interests in colleagues. Although some activities are difficult to document, many are listed in tabular form in Scholarly Activity by BBCC Faculty (see Exhibit 4-7, Faculty Activities). This table shows evidence of a faculty remaining busy with scholarly activity. However, these documented examples are not the whole story, since much of the activity at BBCC goes on in a less formal and less quantifiable manner.

Many of the scholarly activities by faculty have impacts beyond the college. One faculty member has organized public viewing sessions for lunar eclipses and once-in-a-lifetime events such as the arrival of Comet Hale-Bopp. Attendance at these events has been extraordinary, with hundreds of people from Moses Lake and surrounding communities waiting in lines at each telescope, and entire families present even on frigid evenings. The anthropology instructor arranged for a public presentation by Jim Chatters, the central figure in the Kennewick Man controversy. The lecture was well attended, with audience members representing a wide spectrum of ethnic groups from the local community. Other faculty members have been the driving force behind a community lecture series which brings in several speakers on diverse topics each year. A college art instructor has mounted numerous exhibitions in the past few years, in venues ranging from the local art museum to galleries in Wenatchee, Yakima, and Spokane. Both the institution and the community are impacted by BBCC faculty scholarship endeavors. See Exhibit 4-7, Faculty Activities, for Selected Examples: Institutional Impact of Faculty Scholarship and Selected Examples: Public Impact of Faculty Scholarship.

4.B.1

The Faculty Negotiated Agreement clearly addresses college policies on scholarly activity (Article IX: Professional Growth and Article XI: Leaves). In addition, Appendix B of the Agreement addresses the development and/or publication of research materials. The Agreement is available for all faculty to review, and faculty representatives play a substantive role in the negotiation process crucial to the development of Agreement policies. 4.B.2 and 4.B.3

The college’s general budget contains line items for memberships, registration fees, and travel to workshops, seminars, professional meetings, and specialized training events. Stipends and release time for outcomes assessment and distance course development provide other mechanisms for faculty enrichment. Full-time faculty may be granted Professional Improvement Units (PIUs) for salary advancement as a result of many activities relating to scholarship, research, and artistic creation as described above. See 4.A.3 for further discussion on professional growth.

BBCC administrators support faculty in their pursuit of professional development, research, scholarship, and artistic creation. Most faculty members are engaged in an ongoing effort to perfect their arts and advance their knowledge. BBCC gives faculty a wide choice in selecting the academic pursuits in which they wish to participate, and the college assigns faculty responsibilities with careful consideration to its mission statement. Because BBCC is a teaching-oriented community college, research
activities are usually those that directly impact teaching, learning, and/or assessment.

Many faculty members at BBCC have made a conscious decision to work at an institution where the focus is on teaching rather than on research and publication. Still, the love for learning which led the faculty into teaching—and which they strive to instill in their students—continues to be a strong force in their professional lives. The absence of publication expectations may actually serve as a liberating factor since faculty at a college such as BBCC are free to pursue knowledge in their professional fields, as well as in other related areas. **4.B.4, 4.B.5, and 4.B.6**

See 4.A.7 for information about BBCC’s academic freedom policy. **4.B.7**

**ANALYSIS**

**Strengths**

Students experience and judge an institution largely through contact with their instructors. BBCC is fortunate to have well-qualified and dedicated faculty with a wide variety of professional backgrounds. Their expertise helps the college achieve its mission of providing educational and learning opportunities in a positive environment.

Responding to a recommendation by the Commission (*Exhibit NWASC, A Regular Interim Report: BBCC, October 27-28, 1997*, p. 4), BBCC faculty members have become more active in academic advising. Students rate faculty advising highly, as shown by the Arts and Science Graduate Survey.

A larger proportion of classes at BBCC are taught by full-time instructors than at most community colleges in the state, which benefits students by giving them increased access to their instructors before, during, and after office hours, and by creating greater course continuity. BBCC’s small size puts full-time and part-time faculty in close proximity and encourages cooperation. Part-time faculty orientation and the Part-Time Faculty Handbook familiarize these faculty members with the institution and foster collegiality. Although finding qualified part-time faculty in a rural setting is difficult, BBCC has been exceptionally pleased with the majority of part-time faculty hired, and many of these instructors have won college teaching awards. The brochure *Become a Part-Time Faculty Member at BBCC* (see on the Brochure Rack in the Team Room) illustrates BBCC’s recruitment efforts.

In response to a recommendation by the Commission during a previous accreditation review, BBCC has developed a thorough, well-defined Tenured Faculty Review Procedure. The procedure, which utilizes multiple indices of evaluation, was created collaboratively by the faculty and administration and has wide faculty acceptance. Chuck Cox, a full-time automotive instructor for 22 years, says of the procedure: “It really requires a lot of time and work, but when you’re through, it’s very rewarding to see all you’ve accomplished. It’s an excellent process for both the instructor and the committee.”

Since an administrator serves on every evaluation committee, administration has access to all primary data. The Commission’s October 1997 BBCC Interim Report commends the college for the creation of the tenured review, calling it a “clear, well articulated. . . . thoughtful, [and] well conceived process” (*Exhibit NWASC*, pp. 5-6).

The commitment of the administration, Foundation, and Board to faculty development is evidenced by the continual enhancement of the Exceptional Faculty Endowment Fund. The state legislature matches funds raised locally, in $25,000 increments. Only the interest on the funds in the account may be expended. The current fund balance is about $240,000, grown from a $150,000 investment. Almost all the local match came in three contributions, mainly from the Foundation. The most recent $25,000 contribution from the Foundation came at the request of BBCC administration in 2000 and coincided with legislative action that year to allow the funds to support groups of faculty, or the entire faculty, in addition to individual faculty members. Faculty and administrators view this fund as an important source of support for faculty professional development.

**Challenges**

Faculty input is vital in institutional planning. BBCC’s AMP became effective in Winter 1996, following a recommended by the Commission in
its 1992 accreditation visit (Exhibit NWASC, p. 73, #1). Earlier in 1996, a new program (Commercial Driver’s License, or CDL) had been instituted, but was inadvertently left out of the AMP as a program that would eventually require a tenure track position. This oversight resulted in a faculty misperception about the importance of the AMP, because the CDL position was eventually given priority over others already identified by consensus in the AMP. This oversight was probably due to the fact that the AMP process was so new to the campus. There have been no such misunderstandings since then. All new programs or faculty positions are now included in the AMP. Because Division Chairs are members of the AMP Committee, and because this document is revised every two years and rewritten every five years, faculty have ample opportunity for input. The vital role of faculty in shaping the AMP and the importance of the AMP process in implementing college goals are now understood more fully. Since the AMP is undergoing its scheduled five-year rewrite, input is being sought across campus and regular meetings of the AMP Committee are being held.

Negotiations between the Faculty Association and the administration have traditionally been held annually during spring quarter. Although the Faculty Association has periodically formed standing committees on issues that require a significant amount of data collection and in-depth study, this process was rarely completed by spring. Many issues that were not critical were never addressed. In Spring 2001 the negotiation procedure was changed in an effort to assure a more thorough exploration of issues. The faculty approved an administrative proposal to negotiate biennially, with the provision that a Memorandum of Understanding (MOU) could be agreed upon for issues needing examination. The MOU would empower faculty and administrative interim study groups to investigate a particular issue and to report back to one another by a designated date, prior to the next negotiating session (Exhibit AGREE, Article V.K, p. 4).

One study group is currently working on a review of the full-time salary schedule, possible alternative schedules, and related matters such as placement and advancement. A second group is reviewing faculty workloads and the issue of contact hour equity. Both groups will complete their reports by the end of Fall 2002.

Although BBCC’s four-day instructional week provides students and faculty with many unique advantages and opportunities, it can, in some instances, make scheduling classes difficult. (See Standard Two for more four-day week details.) The college is addressing this challenge by offering more afternoon core classes and by offering non-traditional classes such as online courses, distance learning courses, and telecourses. A few essential classes and laboratories are offered on Fridays and even on Saturdays. The issues of limited space and limited faculty are of vital concern in institutional planning and budgeting. The upcoming construction of the GCATEC and the new library will add several campus classrooms and free up space in other buildings when services relocate to the new buildings. Based on needs set forth in the 2002 revision of the AMP, the college will hire more faculty as the budget permits. BBCC’s long-range plan to creatively address scheduling challenges is based on a desire to maintain the college’s distinctive four-day instructional week.

One of the strengths of BBCC is the willingness of administration, faculty, and staff to work together for the benefit of the institution as a whole. Because of its small size, BBCC provides faculty with an opportunity for participation in institutional planning and governance to a degree not possible in larger institutions. The faculty as a whole believes shared governance to be both a right and a responsibility. Shared governance does, however, place the burden of committee participation on faculty members who are already working full time. Many individuals serve on multiple committees each quarter. Because Division Chairs are on several committees, faculty members who serve in this role attend many additional meetings.

To encourage continued faculty willingness to help govern the college, a discussion between faculty and administration about meeting frequency will take place during the negotiation process scheduled for Spring 2003, since Division Chair roles and responsibilities are included in the Faculty Negotiated Agreement. Possibly the number of committees and/or
meetings could be decreased, or meetings could be better scheduled. Increased stipends and/or release time for Division Chairs will also be addressed during negotiations, since it is currently more profitable to teach an overload than to serve in this important capacity.

BBCC has assessed part-time faculty performance in the past by using student evaluations. In order to provide a more thorough review, an enhanced assessment plan was implemented in Spring 2002. This new multiple-indices plan—based on input from Deans, Division Chairs, faculty in all divisions, and the Faculty Association—may be found as an addendum to the current 2001-2003 Faculty Negotiated Agreement. The plan assures administrative access to primary data.

Although the college offers a number of ways faculty can obtain limited funding for professional development and curriculum development activities, there is no budget for renewal through a Professional Leave (sabbatical) program. More faculty members could pursue scholarship, research, and creative activities that would benefit the college and its students if Professional Leave funding were available. Serious consideration should be given to re-funding this program. The current administration supports the faculty on this issue if resources are available.

**Standard Four: List of Imbedded Tables and Figures**

Faculty Flow Chart (on the back of Standard Four title page)
Table 4.1 Institutional Faculty Profile
Figure 4.1 Curriculum Design, Approval, and Implementation
Figure 4.2 BBCC Summary of Annualized FTEs
(See Appendices Four Table of Contents for additional tables and/or figures.)

**Standard Four: List of Exhibits** (in order of first reference)
Exhibit AGREE BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees
Exhibit AMP Academic Master Plan
Exhibit 1-3 Winter Quarter Enrollment Surveys
Exhibit IAD Instructional Assessment Data Notebook
Exhibit ADVISE Faculty Advising Packet (New Student Orientation)
Exhibit 4-2 Faculty Project Reports (Title III)
Exhibit BUDGET Published Annual Operating Budget Reports (for grant and contract activity)
Exhibit AYR Washington Community and Technical Colleges Academic Year Report 2000-01
Exhibit 4-3 BBCC Probationary Faculty Evaluation Packet
Exhibit TENURE Tenured Faculty Evaluation Procedure Booklet
Exhibit 4-4 Tenured Faculty Evaluation Portfolios
Exhibit FULL-HB (Full-Time) Faculty Handbook (2000-2001)
Exhibit 4-5 Part-Time Teaching Openings Application Packet
Exhibit 4-6 BBCC Professional/ Technical Certification Record
Exhibit PART-HB BBCC Part-Time Faculty Handbook
Exhibit 4-7 Faculty Activities

**Also Available**
Exhibit SCHEDULE Quarterly Class Schedules (two years) (referenced informally in 4.A.2)
Exit Interview Summaries (at Human Resources, Building 1400)
Tenured Faculty Evaluation Summaries (at Human Resources, Building 1400)
Become a Part-Time Faculty Member at BBCC (on the Brochure Rack in the Team Room)
Standard Four

Appendices

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Appendix 4.2  Other Significant Faculty Service
Appendix 4.3  Full-Time Faculty Retention
Appendix 4.4  Administrator Overview
Appendix 4.5  Annual Teaching FTE Faculty – State Supported
Appendix 4.6  BBCC Detailed Summary of Annualized FTEs
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*Instructor has subsequent MA from WSU in a non-instructional area.

**Instructor has subsequent MFA from UN-LV in a second instructional area and teaches in both.
**APPENDIX 4.2**  
**OTHER SIGNIFICANT FACULTY SERVICE***

<table>
<thead>
<tr>
<th>Rank or Class</th>
<th>Total Yrs P/T Instruction, Counseling, Library BBCC</th>
<th>Total Yrs P/T Instruction, Counseling, Library Prior to BBCC</th>
<th>Total Yrs F/T Field Experience Prior to BBCC (Voc)</th>
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<tr>
<td>Instructors</td>
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<tr>
<td>Non-Teaching Faculty</td>
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<td>HS Instructors</td>
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<tr>
<td>Male</td>
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<td>49</td>
<td>254</td>
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<tr>
<td>Female</td>
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<td>14</td>
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<tr>
<td>Minority</td>
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*As reported by faculty*

**APPENDIX 4.3**  
**FULL-TIME FACULTY RETENTION**  
NUMBER OF YEARS FULL-TIME AT BBCC AS OF 2001-2002  
(Includes Instructional, Counseling, and Library Faculty)

<table>
<thead>
<tr>
<th>FACULTY NAME</th>
<th># YEARS</th>
<th>FACULTY NAME</th>
<th># YEARS</th>
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<tr>
<td>Andersson, Laura</td>
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<td>McMillan, Donald</td>
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<tr>
<td>Asay, Marsha</td>
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<td>Miller, Henry Randy</td>
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<td>Autry, William E. III</td>
<td>7</td>
<td>Moore, Dan</td>
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<td>Borg, Carl Erik</td>
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<td>Mundy, Anita</td>
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<td>Carpenter, John</td>
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<td>Nelson, Marsha</td>
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<tr>
<td>Cox, Charles D. Jr.</td>
<td>22</td>
<td>Nobach, Patricia</td>
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<td>Crane, Gregory</td>
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<td>O’Konek, Michael</td>
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<tr>
<td>Donat, Allen</td>
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<td>Owens, Barclay</td>
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<td>Enokizono, Makoto</td>
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<td>Owens, David</td>
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<tr>
<td>Erickson, Gail</td>
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<td>Palkovic, Rie</td>
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<td>Gillespie, John</td>
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<td>Patterson, Patrick</td>
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<td>Gilliland, Victor</td>
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<td>Poth, Mark</td>
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<td>Hamm, James</td>
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<td>Riley, Christopher</td>
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<td>Hammer, Peter</td>
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<td>Russo, Diane</td>
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<td>Hansen, Edith</td>
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<td>Shuttleworth, Paul</td>
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<td>Tetzl, Patricia</td>
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<td>Knepp, Dennis</td>
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<td>Lane, Stephen</td>
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<td>Whitney, Barbara</td>
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<td>Looney, William</td>
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<td>Yosting, Mark</td>
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<td>Mason, Lewis</td>
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<td>Zavala-Lopez, MariaAnita</td>
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<td>Matern, Stephen</td>
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# APPENDIX 4.4 ADMINISTRATOR OVERVIEW

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>MALE / FEMALE</th>
<th>MINORITY</th>
<th>YEARS FT AT BBCC</th>
<th>TERMINAL DEGREE</th>
<th>UNIVERSITY/COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russell Beard</td>
<td>Director of Information Technology</td>
<td>M</td>
<td>No</td>
<td>2</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>William Bonaudi</td>
<td>President</td>
<td>M</td>
<td>No</td>
<td>7</td>
<td>Ed.D.</td>
<td>University of Southern CA</td>
</tr>
<tr>
<td>Stephanie Eloff</td>
<td>Director of the Center for Business &amp; Industry Services</td>
<td>F</td>
<td>No</td>
<td>4</td>
<td>MS</td>
<td>Central Washington University</td>
</tr>
<tr>
<td>Tim Fuhrman</td>
<td>Director of Library Services</td>
<td>M</td>
<td>No</td>
<td>4</td>
<td>MA</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Kara Garrett</td>
<td>Dean of Education, Health &amp; Language Skills</td>
<td>F</td>
<td>No</td>
<td>15</td>
<td>MA</td>
<td>TESOL School for International Training</td>
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<tr>
<td>Marcia Herrin</td>
<td>Director of Bookstore</td>
<td>F</td>
<td>No</td>
<td>28</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>Kim Jackson</td>
<td>Director of Student Programs</td>
<td>F</td>
<td>No</td>
<td>1</td>
<td>M.Ed.</td>
<td>Heritage College</td>
</tr>
<tr>
<td>Sherril Keeler</td>
<td>Director of Financial Aid</td>
<td>F</td>
<td>No</td>
<td>3</td>
<td>MA</td>
<td>University of Northern Colorado</td>
</tr>
<tr>
<td>Valerie Kirkwood</td>
<td>Assessment Coordinator</td>
<td>F</td>
<td>No</td>
<td>7</td>
<td>BA</td>
<td>Eastern Washington University</td>
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<tr>
<td>Candis Lacher</td>
<td>Associate Dean of Enrollment Services</td>
<td>F</td>
<td>No</td>
<td>13</td>
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<td>Washington State University</td>
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<tr>
<td>Michael Lang</td>
<td>Vice President of Instruction &amp; Student Services</td>
<td>M</td>
<td>No</td>
<td>26</td>
<td>Ph.D.</td>
<td>Gonzaga University</td>
</tr>
<tr>
<td>Richard Larson</td>
<td>Dean of Professional Technical Education</td>
<td>M</td>
<td>No</td>
<td>1</td>
<td>MS</td>
<td>University of Alaska Anchorage</td>
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<tr>
<td>Hollis Moos</td>
<td>Director of Human Resource Services</td>
<td>F</td>
<td>No</td>
<td>29</td>
<td>None</td>
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<tr>
<td>Terri Morris</td>
<td>Controller</td>
<td>F</td>
<td>No</td>
<td>15</td>
<td>BA</td>
<td>Heritage College</td>
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<tr>
<td>Loretta Nickel</td>
<td>Director of Student Support Services</td>
<td>F</td>
<td>No</td>
<td>5</td>
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<td>University of Idaho</td>
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<tr>
<td>Pat Palmerton</td>
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<td>24</td>
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<tr>
<td>Charlene Rios</td>
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<td>Douglas Sly</td>
<td>Director of Development and Executive Director of the Big Bend Community College Foundation</td>
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<td>No</td>
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<td>Eastern Washington University</td>
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<tr>
<td>Eric Spencer</td>
<td>Residence Halls Coordinator/Disabled Student Liaison/Advisor</td>
<td>M</td>
<td>No</td>
<td>2</td>
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<td>Northwest Nazarene University</td>
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<tr>
<td>Kenneth Turner</td>
<td>Vice President of Administrative Services</td>
<td>M</td>
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<td>22</td>
<td>MPA</td>
<td>University of Puget Sound</td>
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<tr>
<td>Preston Wilks</td>
<td>Dean of Arts &amp; Sciences</td>
<td>M</td>
<td>No</td>
<td>6</td>
<td>MS</td>
<td>Brigham Young University</td>
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## APPENDIX 4.5 ANNUAL TEACHING FTE FACULTY - STATE SUPPORTED

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th>% of Total</th>
<th>Moonlight</th>
<th>% of Total</th>
<th>Part-time</th>
<th>% of Total</th>
<th>Total Full-time FTEF</th>
<th>Full-time</th>
<th>% of Total</th>
<th>Moonlight</th>
<th>% of Total</th>
<th>Part-time</th>
<th>% of Total</th>
<th>Total Full-time FTEF</th>
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<tr>
<td>2000-2001</td>
<td>BBCC</td>
<td>53</td>
<td>61%</td>
<td>4</td>
<td>5%</td>
<td>30</td>
<td>34%</td>
<td>87</td>
<td>WCTC* System</td>
<td>3,271</td>
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<td>314</td>
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<td>61%</td>
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<td>32</td>
<td>33%</td>
<td>97</td>
<td>WCTC System</td>
<td>3,210</td>
<td>53%</td>
<td>322</td>
<td>5%</td>
<td>2,551</td>
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<td>1998-1999</td>
<td>BBCC</td>
<td>47</td>
<td>51%</td>
<td>15</td>
<td>16%</td>
<td>31</td>
<td>33%</td>
<td>93</td>
<td>WCTC System</td>
<td>2,931</td>
<td>48%</td>
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<td>90%</td>
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<td>46</td>
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*Washington Community and Technical Colleges

Data from Washington Community and Technical Colleges Academic Year Reports 96-97, 97-98, 98-99, 99-00, and 00-01, pages 60, 61, 62, 59, and 63 respectively.
<table>
<thead>
<tr>
<th></th>
<th>ANNUALIZED FTES</th>
<th>ANNUALIZED FTES GENERATED BY FULL-TIME FACULTY</th>
<th>FULL TIME FACULTY %</th>
<th>ANNUALIZED FTES GENERATED BY PART-TIME FACULTY</th>
<th>PART TIME FACULTY %</th>
<th>ANNUALIZED FTES GENERATED BY CONTRACT OR VOLUNTEER FACULTY</th>
<th>CONTRACT OR VOLUNTEER FACULTY %</th>
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<td>782.70</td>
<td>498.57</td>
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<td>813.73</td>
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<td>727.11</td>
<td>512.70</td>
<td>70.5%</td>
<td>177.63</td>
<td>24.4%</td>
<td>36.78</td>
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<td>731.22</td>
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<td>46.79</td>
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<td>77.8%</td>
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<td>228.25</td>
<td>142.93</td>
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<td>36.9%</td>
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<td>112.39</td>
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<td>167.94</td>
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<td>168.01</td>
<td>97.58</td>
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<td>2.20</td>
<td>1.3%</td>
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<td>153.68</td>
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<td>65.01</td>
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<td>90.77</td>
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<td>62.74</td>
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<td>4.65</td>
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<td>175.08</td>
<td>77.27</td>
<td>44.1%</td>
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<td>53.7%</td>
<td>3.85</td>
<td>2.2%</td>
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<td>152.12</td>
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<td>23.77</td>
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<td>188.12</td>
<td>161.10</td>
<td>85.6%</td>
<td>26.38</td>
<td>14.0%</td>
<td>0.64</td>
<td>0.3%</td>
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<td>1998-1999</td>
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<td>35.3%</td>
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<td>2.3%</td>
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STANDARD FIVE
LIBRARY AND
INFORMATION RESOURCES
Standard Five

LIBRARY AND INFORMATION RESOURCES

PART I: LIBRARY RESOURCES

THE FIVE LAWS OF LIBRARY SCIENCE

<table>
<thead>
<tr>
<th>Books Are for Use</th>
<th>Every Book Its Reader</th>
<th>Library Is a Growing Organism</th>
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</thead>
<tbody>
<tr>
<td>Every Reader His Book</td>
<td>Save the Time of the Reader</td>
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</table>

S.R. Ranganathan, 1931

5.A PURPOSE AND SCOPE

5.A.1 Library Holdings, Equipment, and Personnel

The BBCC Library offers services, resources, facilities, and equipment that support teaching and student learning as required by the college mission statement. The library’s primary mission is to provide access to information resources as well as to instruction and assistance in the research process. Despite less than optimal space and facilities, the library has continued to be a "growing organism," as Ranganathan so aptly said it should be, thanks to the support of college administration and the ingenuity, dedication, and enthusiasm of the library staff.

To this end the library has amassed a collection of more than 56,000 items in a variety of formats to meet user needs. The library maintains a number of specialized collections and offers related services as described throughout Standard Five.

The current level of library staffing is adequate to meet college needs. Personnel include one administrator (Director of Library Services), one full-time Librarian (reference and collection development), two Library Specialists I (a systems support specialist and an interlibrary loan/cataloging specialist), one Program Assistant (audio visual services, ordering, and bookkeeping), and one part-time staff member who covers weekend hours. See the Library and Information Services Flow Chart that precedes Standard Five. Exhibit 5-1, Library Hours and Services, contains student/staff handouts detailing library hours, services, and resources.

The library is preparing to take a major step forward with the building of a new facility that will have three times the current square footage. Architectural plans are being drawn, state funding of $7.5 million has been allocated, and groundbreaking is planned for Spring 2003. See Standard Eight for more details about this construction project.

5.A.2 Sufficiency of Core Collection and Related Information Resources

In addition to the General Collection, which includes more than 33,500 items, the BBCC Library maintains the following collections and resources that support the college curriculum:

Reference: Nearly 3,000 volumes have been determined to be essential for immediate access and do not circulate outside the library.

Vocational: The library maintains a collection of over 490 volumes with materials on careers, resume writing, interviewing, and employment, as well as information about scholarships, grants, and other subjects relating to baccalaureate institutions.

Pacific Northwest: The Pacific Northwest collection includes over 500 volumes relating to the region, with a focus on titles specific to Grant County and the surrounding area.

Music: The library’s collection includes over 600 titles on CD, and 1,906 long-playing records covering a wide variety of genres.

Periodicals and Newspapers: The library holds subscriptions to over 240 magazines and journals in a wide variety of general interest and curricular subject areas. Licensed online
databases provide on- and off-campus access to over 2,000 full-text periodical titles. The library subscribes to 15 local, national, and international newspapers, 3 of which are in Spanish or Japanese. Full-text coverage of major Washington newspapers and selected coverage of other regional titles are available online through the ProQuest index.

**Videos:** The library’s general video collection, which currently circulates only to faculty, includes more than 1,100 titles covering a wide range of subjects, from documentaries to feature films. All other use is currently restricted to the library. The collection also includes over 1,500 videos for 20 telecourses; students may check these videos out for one day. (The telecourse collection is also offered at several other locations in the service area.)

**Electronic Resources:** The library subscribes to several online databases offering full-text journal articles, and has begun expanding into ebooks and websites. See Part I, 5.B.3.

**Superfund Collection:** In order to serve the broader college service area, the library entered into an agreement in Spring 2000 with the Environmental Protection Agency (EPA) to provide access to materials relating to a Moses Lake area superfund project. The collection includes public information provided by agencies associated with the cleanup of groundwater trichloroethylene in the Skyline region of Moses Lake.

**Exhibit 5-2,** BBCC Library Collection Counts Listed by LC Classification, shows the library’s collection statistics and resource inventory. **Exhibit 5-3,** Collection Statistics, shows the library’s collection count by type as of April 2002.

A complete inventory of materials appearing in the online catalog was performed in 1999. As a result, library staff selected a number of items for purchase to replace missing items and removed other items from the database. During 2000-2001, the Collection Development Librarian weeded 343 volumes from the print collections. In Fall 2001 nursing faculty performed extensive weeding in their area of the collection. This weeding was followed by the donation of over 80 volumes by the Nursing Department, and the library purchased a number of new volumes to update the nursing collection. Grant funding of $8,000, received to support the nursing curriculum, has been allocated for updating the print collection. **Exhibit 5-4,** Annual Cataloging Statistics: Add and Delete Activity, shows available weeding statistics between 1993-2001.

Faculty and student response to formal and informal inquiries regarding collection sufficiency have been positive. See Part I, 5.E.3.

**5.A.3 Services Based on Educational Programs and Locations**

The library assists college educational divisions with book, video, periodical, database, and music purchases specific to instructional needs. It provides access to videos for telecourses taught at the college. These telecourse video collections are also available at seven public libraries located throughout the college’s service district.

Several BBCC departments maintain collections outside the library. The library is moving to offer assistance in purchasing and will work to ensure access to as wide a user group as possible if these collections remain outside the library.

**Specialized Service:** In order to improve service and resources for professional/technical students, and in preparation for the new library building, the Director visited 14 community colleges in Summer 2001. As a result, discussions have begun with faculty on campus as to what best serves their students.

During the discussions, BBCC automotive faculty indicated that increasing course content left little time for library research by their vocational/technical students. The physical distance between the automotive building and the library also made casual student visits to the facility unlikely. Correlating with these comments, the results of the Community College Student Experiences Questionnaire (CCSEQ) indicated low vocational/technical use of the library (**Exhibit IAD, Instructional Assessment Data Notebook, Tab 3, CCSEQ p. 3**). Because the primary source of information for automotive students is repair manuals, the library assisted the department in moving to

**LIBRARY AND INFORMATION RESOURCES**

**Standard Five-2**
web-based repair manuals, eliminating the problems and restrictions associated with the CDs and DVDs formerly used. The web-based manuals have expanded the availability of these resources and given the library the potential to offer them outside the Automotive Department and off campus. Faculty members report that moving to web-based manuals has significantly benefited college students as well as those in the high school automotive program that shares the college facilities. The library also subscribes to several automotive periodicals that are routed directly to the Automotive Department.

Reserves: Reserve services are available for faculty members wishing to set aside materials for their students. Reserve materials circulate in the library only. A growing number of faculty members are taking advantage of this service, and student usage is high. The library also offers faculty the option of an “online reserves” system, which links to class homepages, electronic journal articles, websites, etc., from the “Course Related Sites” section of the library’s web page at http://library.bbcc.ctc.edu/. Reserve-use tracking shows a dramatic increase in utilization from 1999-2000 through 2000-2001. See Exhibit 5-5, BBCC Library Use Statistics, for usage details from 1998 through Winter 2002.

Distance Users: In February 2001, the library established a set of policies on services for distance learners. These policies address reference assistance, circulation of materials, interlibrary loan (ILL), and document delivery. To facilitate the checkout and return of materials, the library is experimenting with a “books-by-mail” service. The library mails materials, free of charge, to students living 50 or more miles from campus. Copies of this policy and a handout on remote access to library resources via the Internet (see at http://library.bbcc.ctc.edu/handouts/) are provided to all telecourses and online students. Exhibit 5-6 tracks Interlibrary Loan Transactions from 1999-2002 (to-date). See also Exhibit 5-1.

Professional Development and Assessment: At the end of the Title III grant in September 2000, the library took possession of a collection of materials supporting professional development and classroom assessment. The collection includes over 100 titles and is housed in an area of the library that includes working space for faculty.

5.B INFORMATION RESOURCES AND SERVICES

5.B.1 Equipment and Materials to Support Educational Program
The library employs a number of methods, enumerated in its Collection Development Policy (included in Exhibit 5-7, BBCC Library Policies and Procedures manual) for selecting materials and equipment in support of the college’s educational program and other efforts. The policy was developed and written by the Library Advisory Committee and approved by the Instructional Council in 1993.

Whenever possible, media equipment is directly located in the classroom. In some cases equipment is stored in a central location for use as needed. The library holds replacement and lesser-used equipment and related supplies. In Fall 2001, the library began encouraging use of the DVD format, which provides significantly improved access to video, plus closed captioning, alternative languages, and additional information not available on VHS tapes. The library has four areas for VHS viewing compared to 41 stations capable of providing access to materials in the DVD format. The library’s 1710 Instruction Lab is available for large group viewing of materials in both formats. The number of individual stations available for viewing DVDs will increase as older computers are replaced.

Exhibit 5-8, Library Equipment Inventory, lists the equipment owned by the BBCC Library. Equipment is routinely maintained to ensure availability.

5.B.2 Independent and Effective Use of Library Resources
To keep faculty, staff, and students informed, the library has established a web page, normally updated twice a month during the school year, listing all new materials. A link to this site is displayed on the library’s homepage. The campus is notified by email when the web page is updated.
The library has chosen to focus on providing instruction through integration with established classes rather than developing a stand-alone library course. Faculty may request a general introduction to the library’s services and resources, or a presentation may be created specifically for an individual instructor’s subject area or research topic. The number of students receiving library instruction is steadily increasing as shown in Table 5.1, Students Receiving Bibliographic Instruction by Quarter. See also Exhibit 5-5.

### Table 5.1

<table>
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<tr>
<th></th>
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<th>Summer</th>
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<td>804</td>
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<tr>
<td>1999-00</td>
<td>404</td>
<td>321</td>
<td>281</td>
<td>19</td>
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<td>675</td>
<td>362</td>
<td>336</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* Not yet available

The library has also approved offering LIB 180, Online Learning for the 21st Century, an online, Internet-based library instruction course offered through WashingtonOnline (WAOL).

Handouts have been created to assist patrons in their use of library services and resources, with similar information also available on the library’s website. The handouts are sent to all students registered for telecourses and WAOL classes and are readily available in the library. See Exhibit 5-1.

One-to-one assistance is the library’s preferred method of teaching users how to utilize its resources. The small size of the student body allows library staff to give student assistance and instruction on a more personal level than might be available in larger community colleges or four-year schools. Usually after a training session or two, students (and faculty/staff) are able to work independently.

Noting the exorbitant amount of time users were spending searching the Internet, usually with mixed results, the library began to look into ways to assist users in finding quality websites. In January 2000 the library began importing Machine-Readable Cataloging (MARC) records for websites from Web Feet into its online catalog. The library’s catalog currently includes more than 5,000 records for these selected websites. Learning to use Internet resources effectively creates unlimited educational opportunities for library patrons.

#### 5.B.3 Systematic Development and Management Policies

The library’s 1993 Collection Development Policy is broadly written so frequent revision is not necessary. The policy, while still generally relevant, will be updated to address issues related to electronic resources and associated equipment at the Library Advisory Committee’s Spring 2002 meeting. The policy will be examined for necessary revisions every three years, or earlier as needed. In addition to availability in the BBCC Library Policies and Procedures manual, the Collection Development Policy is available on the library’s website (http://library.bbcc.ctc.edu/colldevpolicy.htm). Besides the Collection Development Policy, the manual contains policies and procedures relating to circulation, reserves, children on the premises, distance learners, student workers, cash, rental, interlibrary loan, catalog, handouts, and a Request for Reconsideration of Library Material for handling censorship inquiries. Abbreviated versions of various library policies and procedures appear in the (full-time) Faculty Handbook and the Part-Time Faculty Handbook (Exhibit FULL-HB and Exhibit PART-HB),
the BBCC Student Handbook (Exhibit S-HB), the college Course Catalog (Exhibit CATALOG, Course Catalogs since 1991), on the library’s website, and in various handouts. Information is updated as new editions of these documents are published, and the website is updated as needed. Handouts are examined and updated on a quarterly basis unless immediate changes are required.

5.B.4 Planning and Development Opportunities
The Library Advisory Committee (LAC) was established January 1993, in response to a 1992 accreditation recommendation. The LAC is composed of the Director of Library Services; the BBCC Librarian; the Director of Information Systems; college faculty, student, and public representatives; and librarians from Moses Lake High School and the public library. It meets biannually to discuss library-related issues, to share information, to recommend policies and procedures, and to promote involvement in collection development and use of the library’s services and collections.

In order to assist in the development of the new library, a Library Planning Committee (LPC) was created in 2000. The LPC includes representatives from administration, faculty, students, maintenance, technical areas, and library staff.

In Fall 2000, the library did a comprehensive examination of its periodicals collection. A list of journals held and their cost was provided to all faculty, who evaluated titles supporting their instructional areas and made recommendations as to which journals to keep and which to cancel. The library was able to drop 59 periodicals at a savings of $5,000.

As part of Fall 2001 in-service training, faculty came to the library to receive information and training related to current policies, holdings, resources, and services. Instructors in specific educational programs received targeted information about library resources in their instructional areas and made recommendations as to which journals to keep and which to cancel. The library was able to drop 59 periodicals at a savings of $5,000.

5.B.5 Extending the Boundaries in Obtaining Information
The BBCC Library is working to provide services and resources to its users beyond the physical walls of the building. The library subscribes to several online indexing databases offering full-text journal articles and has begun expanding into ebooks and websites. All electronic resources are currently available on the library’s 52 user-accessible terminals, any on-campus computer with Internet access, and off-campus computers via a password. See Exhibit 5-11, Electronic Information Retrieval, for database and online usage statistics.

In 1998 the library renewed its subscription to a package of ProQuest databases at approximately half the previous cost, as a result of a group purchase brokered by Washington State Library’s Statewide Database Licensing (SDL) Project and partially funded by a Learning Anytime Anywhere Partnership Program (LAPP) grant. This package includes the
In July 2000 the library acquired ProQuest’s CINAHL Plus-Text to support the college’s nursing program. This academic area requires up-to-date information most readily provided by journal articles. CINAHL Plus-Text offers users a nursing index with the additional benefit of articles from over 260 journals available in full-text. Off-campus access is available via password login. The high cost ($6,475) of purchasing this resource was supported in several ways. The library was able to cancel the rarely used paper version of the CINAHL index and a number of subscriptions to nursing and health related journals. The Nursing Department has also contributed funds to help with the purchase. The library Director will be discussing ProQuest’s product with other libraries in the hope of developing a consortia purchase that would lower subscription cost.

The BBCC Library was a founding member—one of only two Washington State community colleges—of Northwest Academic netLibrary Collection (NANC). This collection of ebooks from netLibrary is a collaborative purchasing project involving 39 libraries from 6 states and British Columbia. The consortium made an initial purchase of 1,223 titles in September 2000. One hundred additional computer science titles were added in May of 2001. Users may log onto netLibrary’s website to search NANC’s collection, and off-campus access is available via login accounts. MARC records are added to the library’s online catalog so that ebooks appear in a standard search results list. Unfortunately, the vendor’s financial difficulties have caused the consortium to suspend the purchase of additional titles.

Interlibrary loan (ILL) service is open to all library users. The library belongs to Libraries Very Interested In Sharing (LVIS), an OCLC user’s group whose members agree not to charge interlibrary loan service fees. The library has also purchased ARIEL, a software package used by libraries to transmit documents across the Internet. The library’s new FirstSearch resource includes online ILL request forms, allowing individual users to place requests 24 hours a day, seven days a week. See also Part I, 5.C.2, for cooperative agreement information.

5.C FACILITIES AND ACCESS

5.C.1 Sufficient, Readily Accessible Library Resources

The BBCC Library stands out, when compared to other state community college libraries, in the number of hours it is open to users. It is one of only seven libraries open both Saturday and Sunday, and one of five libraries open 74 or more hours per week during Fall, Winter and Spring Quarters. BBCC has the smallest staff (5.3 positions) of the libraries offering similar hours. See Exhibit 5-12, BBCC Library Hours Comparison Table, for comparison details.

In early 1999, Follett’s Online Public Access Catalog (OPAC) module was installed, providing users with immediate access to all records in the online catalog. The Web Collection Plus module was added, allowing users to access the online catalog via the Internet. However, recognizing the deficiencies of the Follett cataloging and circulation modules in current use, the Director of Library Services submitted a proposal in 2001 for its replacement with Endeavor’s Voyager product, used by most Washington community colleges. The project is currently being discussed for possible inclusion in the Academic Master Plan. See Exhibit 5-13, Proposal for the Purchase of the Voyager Library System.

The only materials not yet in the library’s automated catalog are the long-playing records. The collection includes over 1,900 titles covering a variety of music genres and spoken word recordings. Use is rare as the collection is only accessible via a card file system. The acquisition or creation of MARC records for this collection is in progress.

The library circulates materials to faculty, staff, and students. Students from any Washington State community college are also granted circulation privileges. Circulation privileges are also extended to anyone living within the college’s service district. The library’s reference...
and circulation desks are combined, allowing staff to ensure that users have found needed materials or to provide additional assistance. See Exhibit 5-5.

The library’s website is the main portal for accessing library resources and library-related information from both on- and off-campus locations. The website contains links to the library’s catalog, online indexes, ebook collection, and course-related links and reserves, as well as a number of selected websites and information as to library policies, services, and hours of operation. The site is updated on a regular basis.

The library, in consultation with Disabled Student Services and one of the college’s English as a Second Language instructors, developed a general information handout modified to assist users with visual impairments or low-level English language skills. See Exhibit 5-1 for a copy of this adapted handout.

In recent years, the library has acquired more space, which has been used for additional seating and a much-needed 16-computer system library instruction lab. In Winter 2000 an additional lab was acquired with 25 computer systems and seating for approximately 40. College faculty who need to provide computer access for instructional purposes may schedule lab use.

While the current facility housing the library is adequate, its deficiencies are significant. This is established in detail in the college’s Master Plan and Building Program, commonly referred to as the Facilities Master Plan (Exhibit 8-10). Further documentation of the need for a new library and its feasibility resulted from suggestions made during previous accreditation visits and from studies connected to the proposed Grant County Advanced Technologies Education Center (GCATEC) complex (Exhibit 5-14, Library Facilities Assessment Information). Due to the efforts of BBCC’s President and support from state legislators, funds for building a new library were included in the state’s 2001-2003 Capital Budget. See Exhibit 8-9, BBCC Capital Budget Requests and Capital Campaign Plans, and State Board for Community and Technical Colleges Capital Budget Requests and Capital Programs.

5.C.2 Complementary Cooperative Arrangements
While the library’s primary purpose is to support the curriculum and serve BBCC students, staff and faculty, it recognizes the need to share its resources with anyone living within the college’s service area. Other institutions of higher learning, including Heritage College and Central Washington University (CWU), offer upper-division classes on campus or via distance learning alternatives within BBCC’s service district. A cooperative agreement with Heritage College to support students taking upper-level distance classes from Heritage College is in place, and BBCC has an informal understanding with CWU. The library signed an agreement with the Odessa Public Library in 2001 to enhance the interlibrary loan services of this small rural library, which is in the college’s service area and is not affiliated with any library service district. BBCC Library has a reciprocal borrowing agreement with the Library and Media Director’s Council of Washington State (LMDC). See Exhibit 5-15, Agreements with Other Libraries and Institutions, for articulated agreements with other facilities. The BBCC Library also belongs to Libraries Very Interested in Sharing (LVIS), an Online Computer Library Center (OCLC) user’s group.

The ebook collection was purchased and is jointly held by participating members of the NANC group. Other cooperative electronic resources, such as Encyclopedia Britannica and the ProQuest and FirstSearch databases—while not a substitute for the library’s own collections and services—allow the BBCC Library to expand access to resources and services beyond the physical facility and its hours of operation.

5.D PERSONNEL AND MANAGEMENT

5.D.1 Sufficient Library Resources Staff
At 5.3 full-time positions, BBCC staffing is adequate, though not optimal. Compared to other community college libraries in Washington with comparable full-time equivalent (FTE) students, BBCC Library staffing falls in the middle range. See Exhibit 5-16, Comparative Library Staffing, 2000-2001.

If the library is to offer additional services, a media specialist and/or another librarian will be required. An additional librarian would assist
with collection development, library website update, reference and circulation work; in addition, he or she could possibly offer a credit class in information skills. The need for a media technician is also a growing concern. As plans proceed for the new library, the potential need for additional staff is being discussed with the BBCC President, administrators, and Board of Trustees.

5.D.2 Qualified Library Resources Staff
Library staff meet the minimum qualifications for their positions as stated in their job descriptions. The Director’s job description is found in the Board Policy and Administrative Process (BP/AP) Book (Exhibit BP/AP, AP3610, also available on the college website). Job descriptions for other library staff may be found in the Human Resources office for Team review. While all library employees have clearly defined areas of responsibility, the small size of the library’s staff in relation to its hours makes cross training necessary. All staff members have basic knowledge in the use of library circulation and patron maintenance modules; they can answer basic reference questions and know when users should be referred to the professional staff. Job descriptions and assigned duties of classified and professional library staff vitae are included in Exhibit 5-17, BBCC Library Staff.

5.D.3 Opportunities for Staff Professional Growth
The BBCC Library staff is encouraged to attend professional meetings, conferences, and workshops. The library maintains a budget line for travel and training expenses. Library staff members have used this fund to attend meetings of the Washington Library Association and the College Librarians and Media Specialists of Washington State, training workshops conducted by OCLC, conferences on dealing with vendors, and other library-oriented gatherings. A federal grant has allowed the library’s systems specialist to receive technical training at a reduced cost. The library supports staff participation in library-oriented committees that may benefit not only the library’s primary users, but also all service district or state users. The library’s cataloging/ILL specialist currently serves on a statewide committee working to improve library services to diverse ethnic groups.

5.D.4 Organization of Library Resources
As illustrated in the Library and Information Services Flow Chart that precedes Standard Five, the library is part of Instructional Services. The Director of Library Services serves under the Vice President of Instruction and Student Services. The Director meets with the Vice President, the Deans for the academic and technical/professional areas, the Assessment Coordinator, the Director of the Center for Business and Industry Services, the Director of Tech Prep, the Dean of Enrollment Services, and the Director of Information Systems on a weekly basis. He is a member of the Technology Advisory Committee, the Administrative Council, and the Instructional Council. The Director and the library’s systems support specialist also have open invitations to attend the weekly meetings of the Big Bend Technology Department. These close associations with other campus departments make the library part of the instructional team that is working to accomplish the college mission and goals.

5.D.5 Involvement in Curriculum Development
The Director of Library Services is a voting member of the Instructional Council. This body evaluates departmental program plans, suggests major modifications of existing curricula when needed, and reviews and approves the newly modified program prior to submission to the Board of Trustees for final approval. The Instructional Council also receives any input suggesting the need for the creation of new programs, is part of the decision-making process, and, again, reviews and approves the final product. This gives the library an active voice in any curriculum changes or development.

5.D.6 Financial Support, Maintenance, and Security
The library has been funded at 4% of the institutional budget for the past three fiscal years. Library budget information may be found in Exhibit 5-18 (Library Budget Comparison to Institution’s Budget, BBCC Library’s Budget, and BBCC Library’s Budget Shown in Percentage Form).

Decreased expenditures in other areas, such as in the purchase of periodicals and books, have enabled the purchase of new electronic resources
and computers. However, continued depletion of this nature could eventually result in a significant drop in the quality of those collections.

Between 1996 and 2000, a Title III grant was used to pay for significant purchases of media and computer equipment housed outside the library. Title III funds were also used to hire staff to maintain the equipment and to train faculty in its use. When the Title III grant ended in 2000, the purchased equipment was transferred to the library; unfortunately, no additional funds to maintain, repair, or replace this equipment were allocated to the library’s budget.

While the library currently has enough equipment available for present needs, media technology and its use in the classroom is changing rapidly. Because of these rapid technological advances, much of the equipment purchased under Title III has become obsolete. Staffing levels, funding, and current purchasing practices have made it difficult to continue the momentum Title III put in motion. While at one time the library purchased all media equipment used on campus, in recent years these purchases have become piecemeal and erratic. Advances in media technology have also blurred the line between media equipment and computer-related technology. The Director is currently discussing the issue with the Director of Information Systems, other administrators, and the faculty in an effort to establish some kind of centralized authority or coordination of efforts for managing the purchase, replacement, upkeep, and equitable distribution of this type of equipment.

5.E PLANNING AND EVALUATION

5.E.1 Planning Process
All library planning focuses on supporting the teaching and learning functions of the college. Planning involves assessing the quality, accessibility, and use of the library, and determining the library’s effectiveness in supporting the educational programs at BBCC.

The Director of Library Services sits on the Technology Advisory Committee, the Instructional Council, and the Administrative Council. He also chairs the Library Advisory Committee and co-chairs the Library Planning Committee with the Vice President of Administrative Services. As such he is involved in general institutional planning and policy-making decisions as well as those pertaining to the library itself.

The Librarian holds a faculty position, and as such may be appointed by the BBCC Faculty Association to serve on faculty committees, many of which involve planning and policy-making decisions or the hiring of new faculty and administrators. He also serves on the Library Advisory Committee (LAC), which includes college faculty and students, public users, and local librarians. The LAC meets biannually to discuss library issues and to recommend policies and procedures.

The Library Planning Committee includes representatives from the administration, faculty, students, maintenance, technical, and library staff. Its purpose is to assist in the development of the new library.

5.E.2 Management and Technical Links
The Director of Information Systems sits on the Library Advisory Council and the Library Planning Committee, and the Director of Library Services sits on the Technology Advisory Committee. Both Directors serve on the Instructional Council and the Administrative Council as well as attending the weekly meetings with the Vice President of Instruction and Student Services. The Big Bend Technology (BBT) Department often assists the library in researching various technologies and software. BBT and the library share the same building, so a significant amount of informal interaction takes place between the two departments. The Director of Information Systems must also sign off on computing technology-related purchases to ensure compatibility with existing hardware and software.

5.E.3 Evaluation of Quality, Adequacy, and Utilization to Improve Effectiveness
The library prides itself on the high quality of service its staff provides. In the 1999 Customer Service Survey (Exhibit 1-11), over 96% of faculty/staff and 94% of students indicated that the library met or exceeded expectations (see p. 7 in the Staff Self-Evaluation Section and p. 7 in the Student Survey Responses Section of that
In the Arts and Science Graduate Survey (Exhibit IAD, Tab 3), over 85% of respondents—BBCC graduates from 1995-2000—rated the library’s service as “Good” or “Very Good” (ASGS, p. 12) and almost 82% rated their educational experience at the library as “Good” or “Very Good” (p. 7). Library staff also received positive comments in a survey of transfer students attending EWU in Winter 2001 (Exhibit 5-19, EWU Transfer Visit 2001 Library Comments).

Undoubtedly one reason library service is rated highly is that all staff members take a proactive role in user assistance by coming out from behind the desk to seek out those who may need help.

The library assesses its usage by compiling statistics which include door and circulation counts, user points of contact, use of services, database use, and the number of classes receiving formal library instruction. Use of the library has shown significant growth. The difference in the door count alone between the 1998-1999 and 2000-2001 academic years shows an increase of 13,439 visits (6.8%). Library staff had 2,753 more points of contact with users, and 14 more classes (395 more students) visited the library for instruction and tours in 2000-2001 as compared with 1998-1999. See Exhibit 5-5.

The library evaluates quality, adequacy, and utilization in an effort to improve its effectiveness in helping the college achieve its mission. Input comes from students, faculty, staff, and the community. Evaluations of this nature have resulted in additions to the library’s holdings and the use of new technology to facilitate teaching and learning (such as the purchase of online manuals for the Automotive Department, online reserves for faculty, and books-by-mail for distance learners). In addition, BBCC Library makes use of the Library Conspectus, a collection of library statistics from Washington community colleges that details library collections by age and subject area. Exhibit 5-20, Library Response to User Input and Identified Problems, lists in table format most of the major findings and actions resulting from such ongoing self-evaluation.

**PART I ANALYSIS**

**Strengths**

The BBCC Library has long been faced with a lack of space in almost every area, from cramped conditions in the stacks (which jeopardized future collection growth) to the minimal areas available for student study. Now, at the start of a new century, the college is taking a major step forward as it plans to build a new library. With a basic design giving the library three times the square footage currently available, this new facility will meet the needs of the college and its service district for many years to come.

Perhaps the library’s greatest strength is the commitment shown by the administration to the library’s advancement. As a result of the college President’s efforts to obtain support from legislators across the state, funds for a new library were included in the state’s 2001-2003 Capital Budget. On a smaller scale, the administration assisted in the remodeling, consolidation, and outfitting of a 25-computer station instruction lab for the library.

The library has responded enthusiastically to BBCC’s foray into distance learning. It has established policies addressing the reference assistance, circulation, interlibrary loan, and document delivery it provides to these users. It has also established a books-by-mail service and assists BBCC personnel in maintaining video collections in several locations throughout the service district that support college telecourses.

The library prides itself on the technological opportunities it provides for its users, including maintaining a three-year turnover for all user-access terminals. The library has increased its square footage to create two computer labs with a total of 41 computer systems and now offers 52 user-accessible terminals. It has offered a variety of online indexing databases, expanded its collections into ebooks and websites, created its own website for access to electronic resources, and provided faculty with online reserves for student access.

In order to increase its collections and services and still live within a limited budget, the library has actively sought cooperative agreements and library consortia for the purpose of group
purchasing and the waiving of interlibrary loan service fees. With the help of faculty, it has assessed the use of electronic and paper resources and cancelled those not widely used in order to purchase online databases, ebooks and website MARC records.

Library staff provide high quality service that is well regarded by BBCC faculty, staff, and students. The staff is highly accessible and the library maintains longer open hours than most other community college libraries. Library staff take a proactive role in user assistance and provide specialized service for educational programs and users with unique needs.

**Challenges**

Rapid changes in the use of media technology in the classroom have made much of the equipment purchased under Title III obsolete, and budgetary restrictions have made essential replacement and upgrading difficult. The widespread use of computer and media-related technology in instruction and administration have necessitated a revisiting of current funding and purchasing practices with an eye to regular replacement schedules and campus-wide or global purchasing. The Director of Library Services and the Director of Information Systems hope to facilitate the coordination of efforts for managing the purchase, replacement, upkeep, and equitable distribution of this type of equipment.

In order to expand the acquisition of additional resources for departments with particular needs, the library’s budget needs to be increased. Without additional funds, the library must either cut spending to support existing collections and databases, or not offer new resources. If the library is to offer additional services or look to expanding existing services, additional staff will be required. With continued growth in use and tripling the size of the library in the new building, extra staff will become a necessity.

The library’s 1993 Collection Development Policy needs to be updated to address issues related to resources available in electronic formats and related equipment. This updating will be addressed by the Library Advisory Committee at its Spring 2002 meeting. Additionally, the library recommends replacement of the *Follett* system with Endeavor’s *Voyager* product.

**PART II: INFORMATION RESOURCES**

Despite BBCC’s small size and relative isolation in Eastern Washington, the college provides state-of-the-art information resources and technical support to students and staff. The campus offers high-speed Internet access, distance learners are supported with new technology, and information resources enhance student learning. Through creative financing and the efforts of well-trained staff, both on- and off-campus hardware and software are current and well maintained.

**5.A PURPOSE AND SCOPE**

**5.A.1 Information Resources Holdings, Equipment, and Personnel**

BBCC is proud of the extent to which it supports student learning by providing information resources, services, facilities, and equipment to its students and staff. In today’s digitized world, post-secondary institutions and most workplaces assume students and employees are computer literate; in fact, such competency is usually required. BBCC students have many avenues by which to acquire, maintain, and increase their technological proficiency. The college provides its students with 17 on-campus computer labs that give them full access to the Internet, licensed databases, email accounts, and the BBCC Library catalog.

The Big Bend Technology (BBT) staff of three full-time technicians, one part-time instructor/technician, and a small number of work-study students currently supports approximately 1,000 computers, including 52 user-accessible terminals at the BBCC Library and computers at off-campus sites. BBT staff work under the supervision of the Director of Information Systems. The Director reports to
the Vice-President of Administrative Services, as shown in the Library and Information Services Flow Chart that precedes Standard Five.

Additionally, the BBCC Center for Business and Industry Services (CBIS) is a testing center for Microsoft, provided through Prometrix and Sylvan testing services. CBIS prepares students for information technology industry certifications such as Cisco Networking and Microsoft, programs that provide the workplace skills and customized training pledged by the CBIS’s mission statement.

In keeping with the college mission to serve the educational needs of a diverse population throughout its service district, BBCC is using technology to create vital links between itself and the distant areas of its service district. The college maintains a 15-station computer lab for on-site instruction at its Grand Coulee Learning Center, as well as three Interactive Television/Video (ITV) classrooms—one each in Grand Coulee and Othello, and one on the BBCC campus. Classes are taught simultaneously on campus and at either or both of these other locales, with interaction between the instructor on campus and the students at the distant learning sites. Central Washington University (CWU) also maintains an ITV room on campus so that BBCC students can take CWU classes. In addition, BBCC participates in the WashingtonOnline (WAOL) consortium, which delivers web-based college curriculum as shown in the BBCC Course Catalog and quarterly Class Schedules (Exhibit CATALOG and Exhibit SCHEDULE).

5.A.2 and 5.A.3 Sufficient Information Resources Determined by Programs and Locations

The majority of the development of BBCC’s information technology has occurred in the ten years since the last accreditation visit. Much of the campus fiber infrastructure, Ethernet category 5 wiring, and switches were purchased in 1995 with the help of a state Educational Technology Initiative (ETI) grant (see Exhibit 8-16, Memorandum: December 31, 1995 Report on Educational Technology Initiative). In addition, a five-year Title III federal grant was instrumental in expanding student lab facilities (both hardware and software), in placing computers on faculty desktops, and in providing related instruction for faculty and staff. Curriculum development was also part of the Title III grant, allowing the integration of technology into courses throughout campus with a strong focus on the support of student learning. A grant from the U.S. West Foundation provided one ITV system in the Fireside Room on campus and another at the Grand Coulee extension site. In 1999, a classroom at Othello High School was added to this structure, allowing interaction with two separate remote sites from one location.

5.B INFORMATION RESOURCES AND SERVICES

5.B.1 Equipment and Materials to Support the Educational Program

BBT supports approximately 1,000 computers. These computers are located primarily on the main campus and at the Grand Coulee Learning Center (GCLC). In addition to the primary locations, desktops are also located at the Adult Basic Skills sites in Soap Lake, Othello, Mattawa, Ephrata, Omak, and Warden. Three full-time technicians and one part-time technician are responsible for computer maintenance.

BBT provides access to the Internet; maintains the campus website, email, and network access accounts; and stores data on network file servers for faculty, students and staff. BBT is also responsible for researching and recommending hardware and software acquisitions as they pertain to instruction. This involves striking a balance between classroom needs and the compatibility of resources in order to maintain a stable network environment. Every technology purchase request must pass through BBT in order to verify compatibility with the current system prior to the issuance of a purchase order.

In Spring 2001, the four existing ITV rooms were converted from a VTEL videoconferencing system to a Polycom system in an attempt to stay current with changing technologies. In the event of a network outage, the system within the Fireside Room, which is the instructor’s point of presence, is capable of videotaping the day’s instruction.

The UNIX platform was phased out in December 2000, based upon a history of security
problems involving denial of service attacks. The construction of the UNIX servers had no documentation, making administration a difficult task. In August 2001, the Novell platform was phased out as a result of the rising costs of consulting and licensing fees, and a severe shortage of Novell administrative talent in the workforce. Both phases of these projects involved moving the network platform to the Windows 2000 Active Directory Services operating system. This has provided a contiguous platform campus wide.

The Center for Information Services (CIS), a coop formed by the Community and Technical College system, provides BBCC with mainframe services that include registration, class scheduling, and grading via the World Wide Web. On the administrative side, CIS provides services for payroll, personnel, and accounting. CIS is also responsible for administrating K-20 Internet access, and for issuing and maintaining the request for proposals of state vendor contracts. On the instructional side, CIS provides services for payroll, personnel, and accounting. CIS is also responsible for administrating K-20 Internet access, and for issuing and maintaining the request for proposals of state vendor contracts. On the instructional side, CIS provides services for payroll, personnel, and accounting. CIS is also responsible for administrating K-20 Internet access, and for issuing and maintaining the request for proposals of state vendor contracts. On the instructional side, CIS provides services for payroll, personnel, and accounting. CIS is also responsible for administrating K-20 Internet access, and for issuing and maintaining the request for proposals of state vendor contracts. On the instructional side, CIS provides services for payroll, personnel, and accounting.

5.B.2 Independent and Effective Use of Information Resources
The BBT staff responds to work orders in an attempt to give faculty, staff, and students the tools to operate hardware and software and to facilitate the use of technology in daily work and/or education. In doing so, BBT staff make every effort to explain the use of software. When Title III funds were available, one staff member was funded to directly support faculty desktop needs. During the Title III funding period, faculty training was provided through extensive workshop opportunities. Training is now done on a one-to-one basis as needed.

5.B.3 Systematic Planning and Management Policies
Following two years of drafts and revisions, BBCC adopted a campus-wide computer use policy (Exhibit BP/AP, AP8053), in accordance with the state K-20 Computer Use Policy (Exhibit 5-21, K-20 Network Conditions of Use and Acceptable Use Policies). In Fall 2001, the Technology Advisory Council (TAC) began revising this policy in order to include a student acknowledgement form. This policy was initially sent to all BBCC employees with their monthly paychecks and is currently posted in each student computer lab and on the campus website. It is now part of the New Employee Orientation Packet (Exhibit NEW-EMP) given to new full-time hires.

In November 2000, BBCC entered into a Campus Agreement with Microsoft. This agreement allows for all workstations to be licensed for the bulk of Microsoft products, with the cost of licensing covered by one annual payment based upon the number of full-time equivalent (FTE) staff and faculty. This move facilitated the maintenance of installation and payment records. Not only did this new process save money, but it also made software copyright compliance easier to monitor. See Exhibit 5-22, Microsoft Campus Agreement.

Based upon the growing demands of technology in education, BBT is faced with the need to supplement its operational budget. BBCC remains one of the last colleges in the state that does not have a campus-wide student technology fee. The BBT TAC is in the process of addressing the need for this fee and proposing such a policy.

5.B.4 Planning and Development Opportunities
From 1995 through 2000, Title III maintained its own Advisory Committee. The BBT Technology Advisory Council (TAC) was formed in Spring 2001 and is comprised of a cross section of faculty, staff, and students. Its goals are to plan long-term computer replacement cycles and security policies, and to make major campus-wide mission-critical decisions relating to technology. The minutes of TAC meetings are sent to all campus personnel via email and are posted on the BBCC web page at http://intranet.bbcc.ctc.edu/. Weekly Technology Department meetings are designed to bring current technology issues on campus into an open forum, inviting discussion and suggestions from the group as a whole. Questions or concerns from users are solicited via the BBCC web page (click on Big Bend Technology). See also Exhibit 5-23, Big Bend Technology newsletter (Happenings in Technology).
5.B.5 Extending the Boundaries in Obtaining Information

5.C FACILITIES AND ACCESS

5.C.1 Sufficient, Readily Accessible Information Resources
Although physically isolated in Eastern Washington, BBCC is successfully navigating the information highway that links it to the rest of the world. The college’s information resources are sufficient and readily accessible to students and staff. BBT maintains 17 on-campus computer labs, plus additional labs in several area communities. In addition, BBT maintains three ITV classrooms in Moses Lake, Grand Coulee, and Othello. The BBCC Library provides open access to 52 systems, and the Computer Science Department provides an open access 17-system lab. The varying hours of most of these facilities are available on the campus web page at http://www.bigbend.edu/labhours.htm. The remaining labs are associated with individual programs, and usage is determined by program needs.

One major benefit for BBCC students and faculty is the fiber optics network and T1 line installed in 1995. This system provides state-of-the-art access to information around the globe. Access to the Grant County Public Utilities District’s ZIPP system will increase this capacity and is due to be completed by Fall 2002. See Standard Eight (8.A.1, 8.A.6, 8.A.7, and 8.B.1) for more information about the ZIPP project. See also Exhibit 8-5 (ZIPP and Grant County: Common Questions about ZIPP?).

Services offered by the BBT Department include maintaining computer desktops, designing and maintaining administrative and instructional networks, administering technical Internet services and the campus website, reviewing hardware/software purchases, managing large-scale computer purchases, consulting on lab design/management, managing student lab imaging, training lab personnel on basic computer upkeep, making recommendations about campus-wide equipment upgrades, and researching for new technology projects. Additionally, BBT inventories software media and tracks licensing compliance of software usage for on-campus and off-campus sites.

In Spring 2002, BBT added a Help Desk to its services. The Help Desk provides assistance to faculty, staff, and students. Manned by work-study students, the Help Desk is operated from 8:00 a.m. to 4:00 p.m. Mondays through Fridays and is accessed by calling Extension 631 (762-3631). Help Desk staff can answer most basic questions relating to computer use and problems. If unable to answer a question, the work-study students can guide callers through the process of getting additional help. For example, Help Desk staff can fill out a work order for a faculty member. Posters with Help Desk information (Exhibit 5-24) are available in campus computer labs and in other campus locations.

BBT provides services that include email accounts, network storage, quality support in student labs, desktop support for staff, Help Desk access, troubleshooting, purchasing research, bulk purchasing management, and hardware/software installations. See Exhibit 5-25, Big Bend Technology, for printed information describing user services provided by BBCC’s information resources staff.

5.C.2 Complementary Cooperative Arrangements
BBT has no cooperative arrangements with other information resources.

5.D PERSONNEL AND MANAGEMENT

5.D.1 and 5.D.2 Sufficient, Qualified Information Resources Staff
Currently, BBT consists of a Director, a program assistant, three full-time IT technicians, one part-time technician/adjunct instructor, and a few work-study students. The current support ratio is one technician for every 435 desktop computers, compared to the national recommendation of 1:67. According to a BBCC survey of Washington Community and Technical Colleges, the average statewide technician/computer ratio is 1:160. See Exhibit 5-26, Washington State Community and Technical College Dispatchable Technician Survey. This ratio reflects services involving basic computer hardware support, software research, implementation, and user instruction, but does not include network administration support. The results of this survey illustrate the
struggle BBT has in maintaining a viable system with its current staffing numbers. The small staff maintains approximately 1,000 computers spread over a large, sprawling campus as well as at four distance learning sites. The distance learning sites in Othello and Grand Coulee present an additional challenge given the travel required for onsite visits. While this small staff is capable of keeping up at the present time, faculty often express the need for more technical help, and the daily presence of each technician is critical to the overall picture.

The qualifications of the Director and all BBT staff are clearly defined in the state job descriptions, available online at http://hr.dop.wa.gov/lib/hrdr/highered/specs/200/0/2417.htm.

5.D.3 Opportunities for Staff Professional Growth
BBCC provides TechNet, subscribed to through the Microsoft Corporation, as a technical resource for all BBT staff as well as for workshops, and reference material as the budget allows.

The college provides travel expenses for the Director to attend and serve at the Washington State Information Technology Commission Meetings. The Director also serves on the Washington State Information Technology Planning Group. Both of these organizations provide opportunities for professional growth as well as a voice for BBCC in the state system.

5.D.4 Organization of Information Resources
The organizational structure of Information Systems and BBT is shown in the flow chart that precedes Standard Five. In order to ensure that every area of the campus information system is served, each technician is assigned a primary support area as shown in Appendix 5.1, Big Bend Technology Staff Assignments, which clearly demonstrates the breadth and diversity of each area and its specialized technical needs. See also Exhibit 5-27, Big Bend Technology Staff Assignments. An Emergency Notification Call List that includes the entire campus is in place in case of a college-wide emergency regarding a massive network failure (Exhibit 5-28). This emphasis on continuous service enables information resources staff to support the institutional mission.

The Director of Information Systems, who serves under the Vice President of Administrative Services, meets with the Vice President of Instruction and Student Services, the Deans for the academic and technical/professional areas, the Assessment Coordinator, the Director of the Center for Business and Industry Services, the Director of Tech Prep, the Dean of Enrollment Services, and the Director of Library Services on a weekly basis. He is also a member of the Library Advisory Committee and the Administrative and Instructional Councils.

BBCC has no instructional media areas (except a faculty development room in the library stocked with Title III and other reference materials). Telecommunication links are handled by Qwest.

5.D.5 Involvement in Curriculum Development
Although not directly involved in curriculum planning, the BBT staff are called upon to provide technical review of hardware and software purchases; to consult on the design and management of dedicated labs; to manage student lab imaging as it supports specific instructional applications; to make recommendations on equipment upgrades that support specific instructional applications; and to research new technology projects for specific instructional applications.

5.D.6 Financial Support, Maintenance, and Security
As a state-funded institution, BBCC faces the challenge of financing the maintenance, support, and replacement of its technology with limited funds. This challenge includes not only the infrastructure, hardware, and software necessitated by computer usage, but also media technology such as VCRs, CD ROMs, DVD ROMs, LCD projectors, ITV setups, and web educational opportunities.

To supplement state resources, the college has actively sought and received grants that have allowed it to create its present infrastructure, establish and equip many of its instructional labs, educate its faculty and staff, and provide distance learning opportunities for students.
Examples include the aforementioned Title III grant, the state Educational Technology Initiative Technology grant, and the U.S. West Foundation grant. Additionally, numerous services are provided for BBCC through the CIS. These include web registration, web grading, payroll, a personnel system, an accounting system, access to the Internet, K-20 services, and Request for Proposals for yearly state vendor contracts.

Since 2000-2001, the BBCC Instructional Council, acting in a collegial spirit of cooperation, has allocated 30% of the instructional equipment budget for the purchase of new computer systems. With this infusion of funds, current state funding is thus moderately adequate to maintain the system at its present levels. See Exhibit 5-29, Budget Status.

As more programs expand their use of technology, the college must take on comprehensive and ongoing technology planning. If this planning does not occur, there will be no way to control costs or manage timelines for adding new technologies, maintaining current systems, or replacing infrastructure equipment.

In Summer 1999, the first Instructional Technology Service-managed purchase (trickle down) of computers was completed. This joint purchase of 54 systems saved the college money in the initial purchase and also allowed for the streamlining of lab images. Since these first two purchases, three successive bids have been completed. Purchasing desktops in large “lots” allows for bidding of systems, standardized hardware, and more intensive technical research in purchasing. Beginning in Winter 2001, BBT has organized three global purchases a year. In all of these instances, a trickle down effect occurs. When the new systems come in, the old ones are refreshed based upon a minimum hardware standard. They are then reintroduced into the campus enterprise, replacing even older systems. To further the college’s purchasing opportunity, BBT is testing available leasing programs options. Two labs (both located at CBIS) are currently under this program.

5.E PLANNING AND EVALUATION

5.E.1 Planning Process
In Spring 2001, the TAC was developed to assist in planning. The main function of this group is to provide a campus-wide voice in developing security policies, user policies, and an overall strategic plan relating to college information systems. Faculty involvement is critical in moving this council into a successful planning function.

BBT also holds weekly high-level technical discussion meetings, as discussed in Part II, 5.B.4, which are open to all campus members. In addition, the Director of Information Systems is a member of Instructional Council, the Accreditation Steering Committee, the Academic Master Plan Committee, and the Instruction Management Team. His involvement in campus-wide planning keeps information services goals in line with overall college goals.

5.E.2 Management and Technical Links
As noted in Part II, 5.D.4, the Director of Information Systems meets with the administrators of all major campus areas, including the library, on a weekly basis. He is a member of the Library Advisory Committee, and library personnel are invited to the weekly meetings of BBT.

5.E.3 Evaluation of Quality, Adequacy, and Utilization to Improve Effectiveness
The Director of Information Systems annually evaluates all technical staff and personnel. As per AP3015.5 (Exhibit BP/AP), the Director is evaluated by the Vice President of Administrative Services. At that time, any employee having comments as to the Director’s work-related performance may relay them to the Vice President.

The process of assessing workload and performance response time is measured through the accumulation and tracking of the work order process with Footprints software. Access is through the college Intranet. See Exhibit 5-30 for Big Bend Technology’s Footprints Work Order Instructions. A history of work orders tracking the volume of work in a given period of time may be found in the BBT office in Building
In addition, in the 1995-2000 Arts and Science Graduate Survey conducted by the Assessment Coordinator’s office, access to technology was rated as “Good” or “Very Good” by 70.6% of respondents (Exhibit IAD, Tab 3, ASGS, p. 7). It is expected that future assessment instruments will show an increase in that rating given BBT’s new leadership and its increased focus on providing updated and accessible services such as the Help Desk and high speed Internet access in multiple locations across campus.

In Fall 2001, an uptime monitor was established to measure the up and down time of the campus network servers. In the first three months, average uptime availability was measured at 99.8%.

Additional assessment information comes from personnel responses to the Director of Information System’s requests for questions or concerns in the BBT newsletter on the website.

**PART II ANALYSIS**

**Strengths**
BBT is proud of the technologically advanced computer resources and services it maintains for students and staff. Approximately 1,000 campus workstations and 17 student computer labs are connected to the local area network (LAN), in addition to desktops located in several off-campus facilities. ITV equipment connects students at the Grand Coulee and Othello interactive distance education sites with on-campus classes. The BBCC network infrastructure interfaces with the high speed Grant County PUD fiber optic network to provide students and staff with fast, dependable access to the resources of the Internet.

One of BBCC’s strengths is the willingness of administration, faculty, and staff to work together for the benefit of the institution as a whole. Although the Instructional Council struggles with the division of a small state-funded equipment budget, this cooperative spirit is exemplified by the Council’s willingness to recognize the financial needs of BBT and to appropriate instructional equipment funds for new computer purchases.

BBT has approached the challenges of budgetary constraints creatively, actively seeking ways to compensate for a lack of funds and personnel. The phasing out of the Novell platform and the migration to the Windows 2000 Advanced Server operating system, utilizing the Active Directory Service, produced cost savings in servicing, consulting, and licensing fees. Along with the move from VTEL to Polycom, the Windows 2000 move provided on-campus technicians with tools for servicing remote sites. The global purchasing of computer systems has also resulted in price reductions. These changes provide a uniform campus platform that no longer challenges technicians and that cuts service time. BBT is currently leasing computers for lab settings in the CBIS in an effort to cut replacement costs.

**Challenges**
While grant funding provided for the building up of BBCC’s infrastructure and its equipment, that funding did not provide for equipment maintenance or replacement, creating a growing challenge as hardware ages and fails, and as equipment and software need constant updating. Already strained resources and overloaded information services support personnel could lead to the breakdown of current systems. Instructional technology and its support personnel need to be identified as a mission-critical component in budget planning. The college must undertake comprehensive and ongoing technology planning in order to control costs and manage timelines for adding new technologies. A BBCC support ratio of one technician for every 435 desktop computers is simply not adequate to provide basic computer hardware support, software research and implementation, and user instruction for the 1,000 computers spread over a large campus and at three distance learning sites.

The Computer Technician I position, originally designed as a faculty desktop support position, was funded through Title III and supervised by the Director of Instructional Technology, out of the Center for Educational Resources and Technology (CERT) Office. At the close of Title III, an ongoing need for this position was determined, and it is currently funded through other miscellaneous grants, each with its own set of rules and specifications which affect the duties of the position. As with most grant-
funded positions, it is necessary to justify this position on a yearly basis and to seek new grant funding. Grants cover 75% of the cost of the position, with the remaining 25% supplied through administrative funding.

In order to move toward a three-year replacement cycle of computer desktops, campus-wide global purchasing needs to take place to save money spent on systems. An upper limit per system needs to be put in place to keep costs manageable. The TAC will be addressing this issue in the next several months and making recommendations to the President. Additionally, BBCC needs to establish a campus-wide student technology fee. The TAC is in the process of addressing the need for such a fee and proposing this as policy.

Despite the current Computer Use Policy, confusion sometimes exists among employees and students alike about what is and is not acceptable use of campus computers. To address this, BBCC has met with the Attorney General and other experts in the field of ethics. The TAC is currently working on a revision of the Computer Use Policy, with attention given to the need for two separate documents, one for students and one specifically for staff and faculty. These revised documents will be ready for approval by Fall 2002.

**Standard Five: List of Imbedded Tables and Figures**

Library and Information Services Flow Chart (on the back of Standard Five title page)

Table 5.1  Students Receiving Bibliographic Instruction by Quarter

(See Appendices Five Table of Contents for additional tables and/or figures.)

**Standard Five: List of Exhibits** (in order of first reference)

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Exhibit 5-30  Footprints Work Order Instructions

Also Available (from Big Bend Technology in Building 1700, Room 1746)
Tracked Footprints Work Orders (showing information services work done in any given time period)
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### APPENDIX 5.1

**Big Bend Technology Staff Assignments**

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STANDARD SIX
GOVERNANCE AND ADMINISTRATION
Standard Six

GOVERNANCE AND ADMINISTRATION

Big Bend Community College is one of 32 community and technical colleges in the State of Washington established under the Community College Enabling Act of 1967 and revised in 1991. See Exhibit BP/AP, Board Policy and Administrative Process (BP/AP) Book, BP1003—also available on the college website at http://www.bigbend.edu/. The BBCC Board of Trustees and the college President continually strive to maintain a clear differentiation between the policy-making functions of the Board and the executive responsibilities of those who carry out the policies. The organization of the college is designed to provide effective and efficient means of achieving goals while at the same time promoting constructive relationships among the various employee groups, student cohorts, and the public. Students and faculty play an active role in institutional governance.

6.A GOVERNANCE SYSTEM

6.A.1 Authority, Responsibilities, and Relationships

The Community College Act of 1991 authorizes the BBCC Board of Trustees to operate the college (Revised Code of Washington, RCW 28B.50—specifically RCW 28B.50.140—available at http://slc.leg.wa.gov/default.htm). The Board of Trustees is solely responsible for selecting, appointing, and evaluating the chief executive officer following the Hiring Procedures: Administrative and Exempt Staff policies set forth in BP3014. The Board officially delegates authority to the President of the college (BP1004). The President then delegates responsibilities as shown in the Administration Flow Chart that precedes Standard Six. College organizational flow charts are also published in the BP/AP book.

The BBCC Board of Trustees uses as a reference George Potter’s Principles of Community College Trusteeship (Exhibit 6-1), which explains Trustee responsibilities and roles, defines effective Board leadership and college/Board relationships, and provides other vital Board guidance. In addition, The Trustees Association of Community and Technical Colleges TACTC Handbook (Exhibit 6-2) provides an additional resource for the Trustees regarding their duties and responsibilities. BP1000, Policy Governance (adopted June 2002), provides guidelines pertaining to Board behavior.

BBCC is an equal opportunity employer. Selection and promotion standards and procedures are clearly defined, are regularly reviewed, and are based upon principles which consider qualifications and aptitudes as they pertain to the requirements of the position. Position descriptions, found in AP3500-3900, outline the responsibilities of the administrative/exempt and support staff at BBCC. The college mission states the importance of maintaining a discrimination-free working and learning environment that promotes diversity. See Exhibit 6-3 for equal opportunity employer information.

On April 23, 1996, the Board of Trustees approved the division of the Board handbook into two sections, Board Policy (BP) and Administrative Process (AP) (Exhibit 6-4, BBCC Board of Trustees Meeting Minutes, April 23, 1996). The BP section contains directives from the Board to the college administrative staff on philosophy and standards to be embedded in all college endeavors. The policies are driven by the goals embodied in the college mission statement. The BP section contains the Board Bylaws (BP1001) and the Code of Ethics (BP1002) which Board members are expected to follow. (For additional information about ethical standards, see Standard Nine.) The AP section outlines the processes to be followed in carrying out Board directives and in conducting the business of college operations.
6.A.2 Established Roles of Board Administrators, Faculty, Staff, and Students

The roles of the Board, administrators, faculty, staff, and students are specified in writing in the various documents cited below. The local documents are revised frequently, and the affected constituencies are a vital part of that revision process. The composition of all committees that conduct the college’s business and that take part in the revision processes may be seen in Appendix 6.1, Committee Membership Table.

BP/AP Book

All BP revisions are presented by the President to the Board of Trustees for approval. AP revisions are prompted by necessity, or dictated by the Legislature or the State Board for Community and Technical Colleges (SBCTC). AP revisions may be submitted by individuals or by departments to the appropriate administrator. The President and Vice Presidents review the revisions. The Cabinet, representing all the administrative arenas on campus, then reviews and approves the proposed AP changes.

Copies of the BP/AP book are located in the library and in the offices of the President, Instruction, Student Services (Admissions/Registration), and Human Resources. Each trustee is also provided a copy. Although this book is frequently used by the administrative staff responsible for complying with its directives, many college employees may not be aware of its location and importance. Since updating these policies is an ongoing process, it has been difficult to continually change the copies themselves given their various locations. The BP/AP book is currently (Spring/Summer 2002) being added to the college website where it can be easily accessed and updated—and where it will therefore always be current.

RCW and WAC

In addition to the BP/AP book, staff members often refer to RCW and Washington Administrative Code (WAC) documents, both of which may be found online at http://slc.leg.wa.gov/default.htm. RCW and WAC compliance ensures that the college follows state law and honors the rights and privileges of the students and staff, thereby fulfilling its responsibility to meet the various needs of both groups.

Academic Master Plan

In response to a 1992 accreditation recommendation calling for a “strategic plan,” the college and its community created the document that is now referred to as the Academic Master Plan (AMP). See Exhibit NWASC, Northwest Association of Schools and Colleges: Commission on Colleges and Universities: BBCC Accreditation Submissions/Reports 1992-1997: Evaluation Committee Report: BBCC, October 7-9, 1992, Recommendation #1, p. 73, and Exhibit AMP, Academic Master Plan. The AMP is the blueprint for translating the college mission and goals into action. This document identifies student needs, interprets college goals, and sets priorities for the use of resources over a five-year period. The AMP is designed to empower college personnel through a planning process that focuses on the college mission and involves current and future planning based on the results of assessment and feedback. The strength of the AMP is the breadth and depth of campus and community input. The Academic Master Plan Committee updates the AMP every two years (it is rewritten every five years) in a process that seeks campus consensus and community input. The AMP is then approved by the Board. In the past, AMP Committee meeting attendance has been somewhat sporadic, and information has not always been relayed back to the faculty and staff. Both administrators and faculty agree on the need to emphasize the importance and usefulness of the AMP and the AMP Committee. Meetings, which are being held more frequently than in the past, are now fairly well attended. Since Fall 2001, AMP Committee meeting minutes have been sent to all personnel by email. The AMP is also posted on the college website and will be updated when the current revision of that document is completed.

Faculty Negotiated Agreement

After the faculty/administrative contract negotiation process is complete (see Standard Four), the Board reviews and ratifies the Faculty Negotiated Agreement (Exhibit AGRE, BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees—also
available on the college website). This document governs the relations between the faculty and the college. Although negotiations have traditionally been held annually, in Spring 2001 administrators and faculty agreed to negotiate biennially, with the possibility of interim Memorandums of Understanding based on study group findings.

**ASB Constitution and Bylaws**
The students at BBCC are governed by an approved constitution and bylaws—the cornerstone of all ASB activity—which are published in *BBCC Associated Student Body Constitution and Bylaws* (Exhibit 6-5). The policies and procedures in the *BBCC Student Handbook* (Exhibit S-HB) must be in compliance with WAC 132R. The *Student Handbook* is presently undergoing revision; however, since the WAC itself is being revised as well (expected approval late Spring 2002), the *Student Handbook* revision cannot be finalized until the WAC is approved. The revised version will be available in Fall 2002.

**Faculty and Staff Handbooks**
The *Classified Staff Handbook* (Exhibit 6-6), which is given to all classified staff upon hiring, defines the roles, rights, and responsibilities of the classified staff in accordance with State Department of Personnel Policies and the pertinent BBCC BPs and APs. The *Classified Staff Handbook* was extensively revised in 2001 and includes a section summarizing the provisions of the State Ethics Law. The (full-time) *Faculty Handbook* (Exhibit FULL-HB) and the Part-Time Faculty Handbook (Exhibit PART-HB) contain similar information as it relates to instructors. All faculty members have received copies of these handbooks; new faculty receive them at the time of hire.

To ensure the effectiveness of all staff members, regular evaluations are conducted for each employee. See 6.C.8.

**6.A.3 Consideration of Views and Judgments**
The Board actively supports open communication in an atmosphere of mutual respect. The students, faculty, classified staff, and administrative/exempt staff are represented at each Board meeting to report on various activities, events, and items of interest. The Board may call upon these representatives to further clarify topics of discussion. This allows the Board to fulfill its goal of advocacy for the students, to maintain an understanding of college operations, and to better represent the college to the service district.

Faculty, students, and staff are provided with opportunities to share views, concerns, and ideas through participation in meetings of the President’s Cabinet, Administrative Council, Instructional Council, Faculty Association, Facilities Master Plan (FMP) Committee, and the Associated Student Body (ASB). See *Table 6.1*, Administrative Committees; *Appendix 6.1*; and *Standard Three, Appendix 3.5*, Student Governance Opportunities. Students may also take concerns to the Customer Service Task Force. See *Exhibit 1-12* for sample Customer Service Task Force Meeting Minutes. Minutes of the Customer Service Task Force, Board of Trustees, Instructional Council, President’s Cabinet, and Administrative Council meetings are emailed to the campus community. See *Exhibit BOARD*, BBCC Board of Trustees Information (*BBCC Official Board Minutes*) and *Exhibit MEETINGS*, Meeting Minutes (Instructional Council, President’s Cabinet, Administrative Council, and other committees). ASB meeting minutes are distributed to the President, the Vice Presidents, and posted outside the Student Programs office and in several other campus locations.

At meetings, it is the responsibility of attending department representatives to report back to their constituents the topics of discussion and the potential impact of these issues. Faculty Division Chairs are specifically charged with this reporting function in the *Faculty Negotiated Agreement*, Article XIII, B.2, which was amended in 2000-2001 to include the responsibility “. . . to carry back information to the faculty s/he represents within the division” (p. 15), referring to information received at meetings the Chair attends.
<table>
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<tr>
<th>ADMINISTRATIVE GROUP</th>
<th>MEETING FREQUENCY</th>
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<tr>
<td>Board of Trustees</td>
<td>Every sixth Tuesday</td>
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<tr>
<td>“Coaches” (President and Vice Presidents)</td>
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<tr>
<td>Cabinet</td>
<td>Every other Friday</td>
</tr>
<tr>
<td>Instruction Team (VPs, Deans, Directors, &amp; Assessment Coordinator)</td>
<td>Weekly</td>
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<tr>
<td>Administrative Council</td>
<td>Every sixth Friday throughout academic year</td>
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<td>ASB</td>
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<tr>
<td>Student Services Team</td>
<td>Weekly</td>
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However, despite attempts to keep all divisions updated on current campus issues, communication of information is often not ideal given the distance that separates many areas of the sprawling campus—which was once the home of the former Larsen Air Force Base. See 6.C.6 and Standard Eight for further details about the campus.

### 6.B GOVERNING BOARD

#### 6.B.1 Board Representation

The Board consists of five Trustees (none of them college employees) appointed for staggered five-year terms by the Governor of Washington State. Trustees generally serve a maximum of two terms, with staggered appointments providing continuity. The enabling legislation noted in 6.A.1 describes the authority and duties of the Trustees as well as the general purpose of the college. The Board produces institutional Board Policy statements, which are compliant with the enabling statutes and which ensure the integrity of the institution. BBCC’s current Board members are long-time college service area residents who represent a diverse constituency. See Appendix 6.2, BBCC Board of Trustees, for information that reflects Trustees’ diverse backgrounds and involvement with the college and the community.

#### 6.B.2 Committee of the Whole

Trustees understand the importance of representing the college as a unified whole. The requirement of acting as a committee of the whole and representing the views of the Board rather than expressing individual opinions has frequently been discussed in Board meetings. In the BP/AP book, Board Bylaws (BP1001.5), Board of Trustees Code of Ethics (BP1002), and Board of Trustees Goals and Outcomes (BP/AP1010) give clear direction to the Board in these areas. When it becomes necessary for a Board member to represent the Board at a meeting off-campus, the Board delegates authority to that Trustee to vote and/or act on behalf of the entire Board.

#### 6.B.3 Published Policy

See 6.A.

#### 6.B.4 Selection, Appointment, and Evaluation of the Chief Executive Officer

As per AP3500, Position Description: President, the Board evaluates the President annually in a formal process that always includes community input gathered through mailed surveys and individual interviews. Trustees also receive informal comments about the President and the college from individuals throughout the year, which become part of the formal Board evaluation. All college employees are invited to evaluate the President biennially, and the Board considers these results as well. See Exhibit 6-7, Administrative/Exempt and Classified Staff Evaluation Forms, for sample forms. See also 6.A.1.

#### 6.B.5 Review and Approval of Mission and Programs

Although there is not a prescribed timeline for Board review of the college mission statement, the statement is generally reviewed at least biennially by the Academic Master Plan Committee, which is charged with ensuring that the college is accomplishing its overall mission and goals. Revision, however, is a campus-wide
process. Any revisions of the mission statement suggested by the AMP Committee are first presented to the college-at-large for input via various council meetings. Upon completion of the campus review, recommended changes are then presented to the Board for final approval. The mission statement was revised in 1993, 1995, 1997, 1998, 1999, and in Spring 2000. See Exhibit BOARD, BBCC Official Board Minutes (September 26, 2000) for the most current Board approval. See Exhibit 6-8 for a recent history of mission statement revisions.

The Board retains approval authority over all academic, vocational, and professional/technical program additions, deletions, and substantive program changes. All changes of instructional programs are then submitted to the SBCTC in Olympia, which grants final approval for all degree and program offerings in Washington State colleges. The awarding of degrees, certificates, and diplomas takes place only after approval from both boards.

6.B.6 Evaluation of Board Performance and Policies
BP/AP1010, Board of Trustees Goals and Outcomes, defines how the Board carries out its responsibility to the service district and how it evaluates its own performance. The Board attended a Carver Policy Governance Workshop in 1996 and adopted the general concept of that model of leadership. This leadership model encourages a “proactive” Board that is “explicit about its values and long range in the majority of its concerns” while avoiding “both meddling and rubber stamping” (Exhibit 6-9, The Policy Governance® Model).

BBCC’s Board has taken an active role in assessment. The Board has traveled throughout the service area, conducting joint meetings with school district boards in order to raise the profile of the college and to determine the needs of these districts. In Winter 2001, Trustees sent surveys regarding the Board itself and BBCC in general to school boards in Ephrata, Grand Coulee, Moses Lake, Othello, and Washtucna. Questions about the Board were in two general areas: how well the Board serves each school district, and how significant the Board is within each community. On a scale of 1-5, with 5 being high, the Board averaged 4.0 in serving the district and 3.7 in playing a significant role in the community. Exhibit 6-10, BBCC Board of Trustees Survey Summary, shows the nature of the questions and responses. During April 2002, the Board completed its first formal evaluation cycle and is writing a self-evaluation based in part upon these survey results. Board members will then share this self-evaluation with the public in an open meeting. The intent of this process is to give the Board and the college vital information that may impact goals and programs.

6.B.7 Organization and Staffing
BBCC’s academic and administrative teams, to which is delegated the responsibility of running the college, are both effective and efficient in meeting the needs of students and the mission of the college. In response to the educational needs of local community and industry, the college has changed the administrative organizational structure over the years since 1992. For example, the recent administrative action that combined the Vice President/Executive Dean of Instruction and the Vice President of Student Services into one position (Vice President of Instruction and Student Services) is reflected in the current organizational chart, which was approved by the Board in 2001 and again in 2002 after minor revisions. Exhibit 6-11 contains informational communications emailed across campus giving the rationale for such organizational revisions. The current BP Administration Flow Chart and that for 1992 are shown in Exhibit 6-12 for comparison. Exhibit 6-13, Changes in Administrative Structure 1997-2002, shows recent administrative changes.

In addition, BBCC has experienced changes in faculty, programs, and students. Exhibit 6-14 tracks these changes since the last accreditation in 1992 (through 2001). Table 6.2, BBCC Full-Time Positions Posted and Filled, shows administrative/exempt, classified staff, and full-time faculty positions that were filled during calendar years 1999, 2000, and 2001. These numbers include both new hires for formerly staffed positions and newly created positions.
6.B.8 Annual Budget, Long-Range Plans, and Audit Reports

The annual operating budget for the college is presented to the Board at the June Board meeting for review and approval (Exhibit BUDGET, Published Annual Operating Budget Reports). The budgeting process is illustrated in Standard Seven, Figure 7.1, BBCC Fiscal Planning and Budgeting Process. The Board reviews current and future financial goals at its regularly scheduled meetings every six weeks. At those meetings, the college President reports on the financial health of the college, and the Vice President of Administrative Services provides quarterly budget status reports that include projected revenues and expenditures-to-date (Exhibit BOARD). In addition, twice a year, public study sessions are held to discuss financial and budget issues. In its study session on December 19, 2000, the Board reviewed the budget process in depth. This session provided clarification to the Board about how the college receives various funds and how those funds must be utilized, distributed, and managed. College administrators develop a three-year budget plan based on the two-year biennial budget, recent budget history, and a ten-year capital budget plan. See Standard Seven for more details about the budget process.

In addition to annual program reviews and internal audits conducted by the SBCTC, BBCC is audited statutorily by the Washington State Auditor’s Office on a biennial basis. It is customary for state auditors to request the presence of one or two Trustees at the audit exit interview. The Trustees’ participation provides an opportunity for the Board to better understand the overall fiscal operations of the college.

6.B.9 Accreditation Status

BBCC began working on the 2002 accreditation self-study during the 1999-2000 academic year. Since that time, the Accreditation Chair or an accreditation representative has provided appropriate reports and updates at each Board meeting. Additionally, the Assessment Coordinator presents data collected specifically for the self-study as part of her regular Board presentations. These reports may also be presented as topics of discussion at Board study sessions. See Exhibit OUTCOMES for BBCC Annual Outcomes Assessment Reports shared with the Board. Assessment information shared with the Board may also be found in Exhibit BOARD, Board Meeting Agendas for 2001-2002, and in the BBCC Official Board Minutes notebooks (July through June 1999-2000, 2000-2001, and 2001-2002), in which meeting agendas are imbedded in the official minutes. (Archive copies of actual printed Agendas for 1999-2000 and 2000-2001 are also available for Team review in the President’s office.)

6.C LEADERSHIP AND MANAGEMENT

6.C.1 Chief Executive Officer

The President’s job description (AP3500) identifies his or her full-time executive responsibility for administering the policies and decisions of the Board. Upon offering employment to BBCC’s current President, Dr. Bill Bonaudi, the Board directed him to engage in activities that would heighten the profile of the college at the legislative level as well as at the local service district level.

In an effort to aid students in completing their education, the President has taken a leadership role in developing partnerships with Central Washington University (CWU) and Heritage College. These post-secondary institutions offer upper division credits toward baccalaureate degrees, with classes held on the BBCC campus. At the present time (Spring 2002), discussions are underway with Eastern Washington University (EWU) and Central Washington University in an attempt to establish a concurrent enrollment program with those two baccalaureate institutions and with regional community colleges.

Realizing that future facilities and equipment issues could have threatened the college’s
learning environment, the President initiated planning for building projects including a new library, which will utilize state capital funds, and the adjoining Grant County Advanced Technologies Education Center (GCATEC), which will utilize a combination of private and public funds. The library is the first major project construction on the BBCC campus to be fully funded by the state, receiving state capital funds of $7.5 million for the 2001-2003 biennium. The Paul Lauzier University Center portion of the GCATEC complex has received funding from the Grant County Commissioners ($140,000 each year for the next 20 years) and from the Paul Lauzier Charitable Foundation (a $1.3 million pledge). The Paul Lauzier University Center will be used mostly by students seeking baccalaureate degrees through BBCC’s educational partners, currently CWU and Heritage College. The library, the Paul Lauzier University Center, and the GCATEC complex shell are currently fully funded. See Standard Eight for more details about these construction projects.

Under the President’s direction, the college has also created an Interactive Television/Video (ITV) classroom on campus that supports distance education in Grand Coulee and Othello. This ITV project was the result of the President’s effort to offer college classes in the remote communities served by the college and came about through collaborative partnerships with Grant County Public Utilities District, school districts, and other agencies. See Standard Eight.

The President strongly supports the college’s application for student services grants, with an emphasis on grants that target needy and disadvantaged students. Funding from grants and contracts has increased significantly in the last few years—totaling $5 million in 2000-2001. See Standard Seven (7.B.1) for more information.

In addition, the President has effectively enhanced communications with school districts and K-12 superintendents in the college service district by conducting joint meetings between the BBCC Board of Trustees and the school district boards. To encourage local attendance and ownership, these meetings are held in the school district’s own community. One school board has made a reciprocal visit to the BBCC campus.

The President has also been active in the Washington Association of Community and Technical College Presidents (WACTCP), most recently chairing the Legislative Committee and providing leadership by serving as President of the Executive Committee to the Center for Information Services (CIS). He is now the WACTCP President-elect.

6.C.2 Administrative Duties, Responsibilities, and Ethical Conduct

College personnel are regulated by and act in compliance with the state ethics law. See RCW 42.52 and 42.310. In addition, see Exhibit 9-1, Ethical Standards for Officers and Employees of Washington State Colleges and Universities, a manual written by the Attorney General’s office in 1995 that interprets RCW 42.52. The Board of Trustees operates under Bylaws which contain Board rules and methods of conducting business (BP1001). In addition, the Board publishes its own Code of Ethics (BP1002) as well as policies regulating conflict of interest (BP8054), state employees misconduct (BP2050), solicitation of funds (AP8020), and accounting and audit trails for gifts, grants, and donations (AP8021.3). The duties and responsibilities of the President and other college administrators are stated in AP3500-3900. The actions of BBCC’s administrators are consistent with the codes of ethical conduct.

The college mission statement stipulates that staff and students be afforded a working and learning environment that is discrimination free, that promotes diversity, and that provides a climate which encourages safety, individual wellness, and human dignity. Compliance is assured through regular administrative staff evaluation and through student and staff grievance policies.

The BBCC Student Handbook contains a code of student rights and responsibilities, which explains privileges and expectations and includes measures for due process, i.e., complaint procedures for discrimination, sexual harassment, or disability-related incidents. The Student Handbook also details grievance, appeal, and complaint procedures.
Provisions of BBCC’s conflict of interest (BP/AP8054), drug-free workplace (BP3019), whistleblower (RCW 42.40.050), and sexual harassment (RCW 49.60 and BP6115) policies are distributed to all college personnel each fall (through orientation and with paychecks) and sent via email.

Following a number of ethics-related incidents in Washington (none of which involved BBCC), statewide awareness of the importance of ethical behavior in college administration has steadily increased. To make sure BBCC administrators understand statewide and campus ethical policies, the college provides a New Employee Orientation Packet (Exhibit NEW-EMP) to all new full-time administrative/exempt personnel that includes both state and BBCC ethical policies and expectations. In addition, ongoing ethics training was recently offered for all current employees in May 1998, March 2001, and May 2001. Such training sessions usually feature ethics presentations by the State Assistant Attorney General. See Standard Nine for additional ethics information.

6.C.3 Administrative Leadership and Management
The college endeavors to hire administrators with superior qualifications and skills. Vita of the six top administrators is shown below. See also Standard Four, Appendix 4.4, Administrative Overview, for information about all administrators.

Dr. William (Bill) Bonaudi
President
Bonaudi has been with BBCC for the past seven years. He holds a B.A. in Zoology from Central Washington University, an M.S. in Biology from Wayne State University, and an Ed.D. in Administration and Policy from the University of Southern California. He has been a community college educator for the past 36 years. Prior to his employment at BBCC, Bonaudi served as Vice President for Academic Affairs at Northern Nevada Community College; as Dean of Instruction, Director of Arts and Sciences, Science Department Chair, and Professor of Biology, all at Truckee Meadows Community College; and as Professor of Biology at Macomb County Community College, Center Campus and South Campus.

Dr. Michael (Mike) Lang
Vice President of Instruction and Student Services
Lang has been employed by BBCC for 26 years. He holds an A.A. from Columbia Basin College, a B.S. and an M.R.Ed. from Brigham Young University, and a Ph.D. in Educational Leadership from Gonzaga University. He was formerly BBCC’s Vice President of Student Services. Additional former BBCC responsibilities include Dean of Student Services, Associate Dean of Student and Extension Services, Director of Student and Extension Services, and Director of Evening and Extended Programs.

Kenneth (Ken) Turner
Vice President of Administrative Services
Turner has been with BBCC for 22 years. He holds a B.S. from Washington State University in Animal Sciences and an M.P.A. from the University of Puget Sound. He has had previous experience in hospital administration and has served as the Executive Secretary/Treasurer for the BBCC Foundation since 1993. Turner is also a former BBCC Budget Analyst and Program Manager.

Kara Garrett
Dean of Education, Health, and Language Skills
Garrett has 15 years experience at BBCC. She holds a B.A. in Biology from Western Washington University and an M.A. in the Teaching of English as a Second or Other Language from the School for International Training. She has taught Adult Basic Skills for both BBCC and Heritage College and is the former Coordinator and Director of Adult Basic Skills at BBCC.
Candy Lacher  
Dean of Enrollment Services
Lacher has been with BBCC for 13 years. She holds a B.A. in Business Administration/Education from Washington State University. Before coming to Big Bend, she was the Operations Coordinator of Admissions and Records for the University of Nevada at Reno. She is the former BBCC Registrar, and former Director of Admissions.

Richard Larson  
Dean of Professional Technical Education
Larson has been with BBCC for one year. He holds a B.S. in Fisheries Science from Colorado State University and an M.S. in Vocational Education from the University of Alaska Anchorage. He has 20 years’ experience in industry as a millwright contractor and as the owner of a welding fabrication and marine repair business. Larsen also has fifteen years of experience in postsecondary education, both as an instructor and a vocational director, utilizing his industry background and formal education.

Preston Wilks  
Dean of Arts and Sciences
Wilks has been with BBCC for six years. He holds an A.A. from BBCC, and B.S. and M.S. degrees in Accounting from Brigham Young University. He is a Certified Public Accountant with four years’ experience in the accounting field. He is the former BBCC Interim Dean of Professional/Technical Education and a former accounting instructor.

Administrators are hired through a very thorough screening process (Exhibit 6-15, BBCC Screening Process for Professional Positions). Position descriptions that reflect the responsibilities and expectations of each administrator at the college are published in the BP/AP book. With delegated authority from the Board of Trustees, the President provides leadership by personally evaluating the administrators who report directly to him, and by requiring the regular evaluation of other administrative/exempt and classified staff. The President is also evaluated by the Board, staff, faculty, and students. Evaluations at every level stress accountability and are structured to determine whether or not administrators and staff are fulfilling their responsibilities. See 6.C.8 for administrative/exempt evaluation procedures.

6.C.4 Institutional Advancement Activities
The BBCC Foundation, a private 501(c)(3) non-profit agency whose mission is to actively and visibly support BBCC, promotes institutional advancement and student success through consistent, ongoing involvement with the college. Foundation activities are directly related to the mission of the college, which specifies the need to provide a service-oriented environment with access and support services for all students, including facilities and equipment that support student learning.

Foundation institutional advancement activities include the following:

- Providing matching funds for technology equipment purchase
- Purchasing and remodeling buildings for additional classroom space
- Offering student scholarship funds
- Providing faculty and staff development funds
- Sponsoring Star Night (to honor scholarship donors and scholarship recipients)
- Cosponsoring the State of the College event that features the President’s State of the College report to the college and the community (Exhibit 6-16)
- Conducting alumni and other fundraising campaigns
- Sponsoring and cosponsoring other college events (such as a fall Welcome Back staff breakfast and a Women’s Conference)

The Foundation actively unites college personnel and strengthens the profile of the institution. It recently helped secure a $1.3 million grant for the Paul Lauzier University Center. See Exhibit FOUNDATION (BBCC Foundation and the
GOVERNANCE AND ADMINISTRATION  Standard Six-10

GCATEC). See also Standard Seven (plus Standards Three, Four, and Eight) for additional Foundation information relating to staff development, student scholarships, fundraising, facility/equipment enhancement, and other support of the college.

The BBCC Foundation Director is also BBCC’s Director of Development. As such, he explores funding opportunities for college programs, operations, facilities, equipment, and personnel. He is authorized to make approved application for funds to support programs consistent with the college mission, and he coordinates development activities. Although he is responsible to the Foundation, he works under the supervision of the college President on a day-to-day basis and is evaluated jointly by both.

6.C.5 Timeliness of Institutional Decision-Making Process
The decision-making process at BBCC is conducted through weekly administrative team meetings (“Coaches,” Instruction Team, and Student Services Team), bimonthly Cabinet meetings, and monthly Instructional Council meetings. In addition, the Administrative Council meets every six weeks. These meetings serve as an avenue for communication about issues such as staff and program evaluations, assessment, and program plans. Meeting frequency ensures that the decision-making process is timely. See Table 6.1 and Appendix 6.1 for committee/meeting details.

6.C.6 Cooperative Working Relationships, Communication, and Goal Attainment
Located on a former Air Force base, BBCC campus buildings are widely spread over more than 154 acres. This distance presents a unique hurdle to communication and coordination among individuals and organizational units. Activities that have been helpful in bringing the campus together include the campus-wide President’s fall breakfast, campus tours, staff potlucks, professional/technical open houses, and student/staff ASB events such as the fall Welcome Back Barbecue, the Spring Fling event, and catered theme dinners. In addition, the college makes use of email to help faculty and staff—even those far removed from the Administration building—feel part of a larger community.

Even with these activities, however, the challenge of distance has not been overcome. A campus-wide goal of reaching out across departmental (and building) boundaries would help the college achieve better collegiality and comradeship.

BBCC administrators rely on active committee participation by faculty and encourage interdepartmental activities across campus (for example, training sessions for faculty in a number of mission-related areas such as dealing with diversity, preventing sexual harassment, and handling difficult or sensitive situations). Classified staff members are encouraged to attend staff development sessions as well as harassment prevention and ethics training.

BBCC administrators have an open-door policy and welcome input from their constituents. They work cooperatively with faculty and staff in a coordinated effort to serve students. To bring the campus together in this common goal, minutes of Safety Committee meetings are distributed electronically, as well as other minutes previously mentioned in 6.A.3. Since 2000, administrators have also been emailing their campus constituencies about items of particular interest, such as planning updates for the new library and state budget decisions. See Exhibit 6-11. The President’s State of the College address (also posted on the college website) helps keep staff and the community apprised of BBCC’s goals and accomplishments. Efforts to foster relationships across departmental lines have worked well with such activities as Title III projects, team teaching, and coordinated studies classes. Even this self-study process has brought about greater understanding among diverse units of the college. More activities that support wider involvement should be encouraged.

BBCC administration also reports to its public constituency, in part, with extensive press releases intended to describe college issues, to promote college events, and to help community members throughout the service district feel connected to the institution. See Exhibit PRESS for BBCC press releases from 1997 through 2002 (to-date). (Note: 1997-1998 releases may be found in the bound notebook, and 1999-2002 releases may be found.
on the computer disk attached to the notebook.) In addition, Board of Trustees meetings are open to the public, and community members who attend Board meetings receive the same follow-up information and/or reports the Trustees receive.

6.C.7 Institutional Research
The Assessment Coordinator is an administrative/exempt employee who reports directly to the President. She also shares current assessment information with the Trustees at each Board meeting. BBCC’s Assessment office has conducted a significant amount of institutional research during the past few years, the results of which are shared not only with the Board and the President, but also the Vice Presidents, Deans, Instructional Council, and various services (i.e., Student Support Services, Library Services, and the bookstore). The Assessment Coordinator notifies all affected college personnel by email as assessment documents become available. An Assessment Committee—consisting of eight faculty, four administrative/exempt staff, and one classified staff—guide, plan, and implement assessment activities.

Each department, program, or service area is responsible to improve—if necessary—specific outcomes by determining steps for improvement and then conducting its own assessment projects with the assistance of the Assessment Coordinator. However, there is neither a formal institutional mechanism for requiring such assessment nor a mechanism for developing an improvement plan. Although in practice assessment research and improvement planning happen continually, these activities have not been incorporated into the Faculty Negotiated Agreement. During an in-service meeting in February 2002, a proposed assessment/planning process was discussed. Both faculty and administration agree on the necessity of including such a process in the Agreement. See Standard Two (2.B.3) for details about program assessment and Standard One (1.B) for details about institutional assessment.

6.C.8 Evaluation, Retention, Promotion, and/or Termination Policies
Administrative/exempt staff are evaluated at least annually by their immediate supervisors. Those employees who report directly to the President (see the Administration Flow Chart preceding Standard Six) are evaluated annually by the President; other administrative/exempt staff are evaluated annually by their supervisors. All full-time college employees are formally invited to evaluate top administrators (Dean level and above) biennially, with Article II.J of the Faculty Negotiated Agreement (Exhibit AGREE), in accordance with BP/AP3015, specifically guaranteeing faculty this opportunity. In addition, according to AP3015.5B, anyone in the campus community may comment about any administrative/exempt employee to that person’s immediate supervisor. Classified staff are evaluated by their supervisors at least annually, as specified in AP3014 and WAC 251-20-010, Employee Performance Evaluation. Exhibit 6-7 contains sample administrative/exempt and classified staff evaluation forms.

Hiring procedures for administrative/exempt staff are addressed in AP3014, Hiring Procedures: Administrative and Exempt Staff. BBCC’s administrator retention rate is good. Administrators average 11 years of service, with eight having served over 10 years. See Standard Four (Appendix 4.4) for administrator information. Termination policies for administrative/exempt employees and staff are clearly stated in WAC 251-11-030 (Demotion, Suspension, Reduction, Dismissal), in BP 3020 (Administrative and Exempt Contract), in AP4001 (Layoff Procedure for Classified Staff), and AP4125 (Transfer/Lateral Movement/ Voluntary Demotion Procedure for Classified Employees).

All Board Policies and Administrative Processes are reviewed as deemed necessary.

6.C.9 Salaries and Benefits
According to the Washington State Community and Technical College Administrative Salary Survey (Exhibit 6-17), BBCC’s administrative staff salaries average 12.51% lower than those throughout the state of Washington. Internally, salary equity among comparable positions generally varies by less than 10%. Legislative direction contained in the operating budget greatly limits internal administrative salary adjustments. For BBCC salary (administrative/ exempt) and college personnel benefits information, see
**Exhibit 6-18.** Administrative/Exempt Salary Information and College Employee Benefits, and the *Classified Staff Handbook* (p. 25).

The college has studied the current state averages, the internal salaries for comparable positions, if any, and the existing budget to establish salary ranges for new positions. Over the last five years, BBCC has moved to adjust administrative/exempt salary levels in an effort to ensure internal equity and to pursue parity with state averages by implementing differential cost of living adjustments. The Board also addressed the salary equity issue for the President this past year, moving his salary from the bottom of the first quartile of state salaries for presidents to the second quartile. See **Exhibit 6-19**, BBCC Board of Trustees: Justification for Presidential Salary Increase, July 2001, for the Board’s rational regarding this salary adjustment.

Applicant pools for administrative/exempt positions at BBCC are smaller than would be expected, and it is uncertain whether the cause is geography, salary, or some other variable. The college continues to broadly advertise positions and to establish what seem to be competitive salaries.

**6.D FACULTY ROLE IN GOVERNANCE**

The role of faculty in governance at BBCC is seen through faculty participation in division meetings and on various committees, councils, and task forces which have been established to meet the needs of students and staff and to conduct the business of the college. These committees are outlined in the *Faculty Negotiated Agreement*, the *Faculty Handbook*, and the BP/AP book. In **Appendix 6.1**, committees with faculty representation are highlighted in gray.

The administration invites and supports faculty participation on appropriate committees. The Board of Trustees recognizes and frequently acknowledges the value of faculty participation. Faculty suggestions, opinions, and recommendations are welcomed via established channels.

Faculty are clearly informed, involved, and supported in the interdepartmental distribution of funds, in the screening of new faculty candidates, and in decisions regarding course offerings. Two primary means of faculty involvement in institutional governance, planning, budgeting, and policy development are through the AMP Committee and the Instructional Council, with most input channeled through Division Chairs.

Given the number of committees required for governance and operations and the small size of the BBCC faculty, however, an overload of assignments seems inevitable. Many faculty members feel that required committee participation has increased significantly in recent years, which may be related to the augmented emphasis on assessment. The *Faculty Negotiated Agreement* (Article VII E) now contains provision for a stipend not to exceed $50/day for committee work performed outside normal contract days.

In the recent past, confusion has existed about the role of the AMP in determining and prioritizing new faculty positions. To alleviate that uncertainty, in 2001 college administrators requested faculty input from all departments desiring additional positions; this input was then reviewed by the AMP Committee for inclusion in the revised AMP. The AMP’s role in this regard is now better understood and utilized.

See also **Standard Four (4.A.2)** for faculty governance.

**6.E STUDENT ROLE IN GOVERNANCE**

In order to fulfill its mission, BBCC is diligent in involving students in governance, planning, budgeting, and policy development. Both full-time and part-time students serve on tenure, discipline, budget, and ASB committees. Students also participate at meetings of the Board of Trustees, the Academic Council, and the AMP, and FMP Committees. However, keeping students interested in full participation at these meetings is a challenge. For example, due to the length of the self-study process and the transitory nature of community college undergraduates, few students were actually appointed to self-study committees. Two students from the ASB did work on the
Standard Three Committee at the beginning of the process, but graduated prior to its completion two years later. As the self-study process neared completion, additional ASB students joined a Standard Three editing task force. Appendix 6.1 shows student participation in campus governance in bold font. For more information about student governance, also see Standard Three (3.B.2 and 3.B.3).

The Student Handbook, which spells out student involvement, is outdated. Updating is underway, and the new handbook will be available in Fall 2002.

COLLECTIVE BARGAINING (POLICY 6.2)

The Faculty Negotiated Agreement enumerates the rights, responsibilities, and rules of operation between the faculty and the Board of Trustees, in essence, providing a road map for their interactions. The Board recognizes the Faculty Association as the representative for all academic employees at BBCC. See Exhibit 6-20 for Faculty Association Bylaws, Constitution, and Standing Rules. The college President and/or his representative(s) negotiate the terms of the Agreement with a team representing the Faculty Association. The Agreement spells out procedures for many possible situations and protects both sides from arbitrary actions that could be detrimental to the college and to individual educators. In addition, provisions of the Agreement promote excellence among instructors and quality classroom instruction that enhances student learning.

Neither the negotiations nor the Agreement impedes accreditation, teaching, or operations at BBCC. During the current self-study, all faculty and staff participated in accreditation self-study committees, and the Trustees were appropriately involved via updates from the Assessment Coordinator and administrators.

Faculty and administrators understand the role of the self-study committees and the nature of the process. They also understand that neither the self-study process nor its findings will be used to influence the bargaining process.

The Faculty Negotiated Agreement delineates overall expectations, the consequences of unmet expectations, and the procedures to be followed in faculty/college interactions. The Agreement briefly explains the tenured faculty evaluation process, although more detailed explanation is given in the Tenured Faculty Evaluation Procedure Booklet (Exhibit TENURE). The tenured faculty evaluation process utilizes multiple indices and provides for remediation of poor performance. It was designed primarily by faculty with administrative input; it is monitored by both groups and modified jointly when necessary. All tenured faculty are evaluated every three years according to a published schedule, and administration has access to all primary data collected. Faculty participation in the evaluation process is supported and recognized by the Board of Trustees, although not remunerated during the normal school year. The Agreement also explains the probationary faculty evaluation process in detail. Probationary faculty are evaluated using the BBCC Probationary Faculty Evaluation Packet (Exhibit 4-3).

For additional faculty evaluation information, see Standard Four (4.A.5).

ANALYSIS

Introduction

Like any organization, a college needs positive, productive leaders capable of creating harmony while accomplishing goals. Generally, BBCC’s administrators fit that description. However, the college is recovering from the discord created by two previous administrators unable to provide that kind of leadership. From 1999 through 2001, a number of management issues arose which required action on the part of the former Vice President/Executive Dean of Instruction and/or the newly hired Associate Dean of Business and Technology. These actions were varied in nature but followed a disturbing pattern that placed expediency over established policy, with little if any input from those affected by the decisions. The actions taken by these administrators included such things as overriding the normal chain of command in handling student complaints, and making budgetary and facility decisions without considering the impact on faculty and/or instruction. These administrators often created misunderstandings about committee decisions and policy intentions. As a result, the faculty became
distrustful of administration, and morale fell.

In March 2000, the Associate Dean’s probationary contract was not renewed, and the position was not refilled. The remaining administrators tried to assuage the concerns of the faculty, but problems existed until the Vice President resigned in Spring 2001. At that time, a decision was made to combine the positions of Vice President of Student Services and Vice President/Executive Dean of Instruction into a single position, namely, Vice President of Instruction and Student Services. After careful consideration by the administration, that combined position was filled by the former Vice President of Student Services whose history at BBCC included over two decades of service.

During this transition period, two other administrators left to take positions elsewhere with greater responsibilities and higher salaries, and these newly vacated positions were also filled. Thus, as of Summer 2001, BBCC had three new administrators in place.

Despite these administrative challenges, the college has continued to provide quality education. Current administrators are sensitive to the campus frustrations of the recent past and are working to build morale. Although no college would volunteer for such an upheaval, BBCC has emerged with a better sense of the importance of policy and process because staff saw firsthand the effects of ignoring them. In addition, campus-wide determination has been strengthened to create a community of educators who work as a team to serve the educational needs of its students.

As a result of the turmoil, faculty now expect—and administrators now provide—better communication throughout campus. As communication has improved, faculty trust is gradually being restored. In February 2002, a survey on campus morale was sent to faculty, classified staff, and administrative/exempt personnel. The three groups were asked if they agreed or disagreed that there had been a major morale problem, if there continues to be a morale problem, if morale has improved since the personnel changes, and if it will now be easier for all campus segments to work together. The response rate was 59%. Of those responding, 57% agreed or strongly agreed that morale had been a major problem, but only 27% thought it continued to be. This reduction in negative opinion carried through all three groups. Negative opinion has been reduced by 51% within the faculty, by 45% within the classified staff, and by 84% within the administrative/exempt staff. Only 6% of those polled disagreed that morale seems to have improved since Spring 2001. In addition, only 2.5% now feel that it will not be easier for faculty, staff and administration to work together, while 33% appear to have a neutral attitude. Of the three groups, faculty felt the problem to have been most acute (83%), but 79% of the responding faculty now agree or strongly agree that it will be easier to work together. See Exhibit 6-21 for results of the February 2002 Campus Morale Survey.

Strengths
Governance Policies
Primary among the strengths of BBCC is the legacy of Board Policies and Administrative Processes contained in the BP/AP book. This book was created in 1965 and has been constantly updated by dedicated Board members and administrators since that time. The BP/AP book is a living document, subject to constant review and revision as changing needs dictate.

In addition to the BP/AP book and state laws, BBCC has a number of well-crafted, detailed documents that direct its governance and define relationships within the campus community as well as with the public. These documents, which are constantly in use as the college conducts its business and educates its students, are frequently revised in processes that involve members of affected campus constituencies.

BBCC’s moral compass point and prime directive is its mission statement. Although the phrasing has changed over the years, its underlying message is always the same: The college exists to provide the best possible educational opportunities to all who seek them, in a safe and ethical environment. The Academic Master Plan is based on the goals of the mission statement. The AMP revision process ensures long-term planning and a constant re-evaluation of college assumptions and goals across a five-year period. The AMP is the mechanism by which BBCC assures that it is providing an
education that will prepare its students to succeed in today’s rapidly changing world.

The Faculty Negotiated Agreement has been negotiated yearly since its inception in an attempt to clarify the rules of operation between the faculty and the Board of Trustees. By clearly delineating the roles of the faculty, the administration, and the Board, the Agreement provides direction and protects everyone involved from arbitrary actions. It is a mechanism for civil discussion and the resolution of differences. The recent decision to negotiate biennially with interim study groups is seen by all parties as positive change because it will allow for in-depth study of complicated issues.

Board of Trustees
BBCC is fortunate to have a Board of Trustees that has taken the initiative to investigate a number of management styles to determine which would best facilitate the progress of the institution. Trustees have actively engaged in an assessment of their own activities and accomplishments and have taken a proactive stance in using these assessment results. The current Trustees constitute BBCC’s first Board to conduct a thorough self-evaluation and to engage in assessment activity. Evaluations of the Board’s role and effectiveness by service area school districts have been positive, and evaluations regarding the college have already resulted in valuable assessment information.

The Board keeps abreast of college finances via budget study sessions and by closely following state audits. The Board has recently taken a very active role in the probationary faculty tenure process in order to ensure excellence in teaching. Past and current Trustees have been very involved in creating the Academic Master Plan. BBCC’s current Board members work well together and clearly understand the importance of acting as a single unit when representing the college.

Board meetings are open to the public and are well publicized. Media representatives are always welcome to attend, and often do so. Board members have given freely of their time in order to become familiar with the characteristics and needs of the BBCC service area. In 2001, the Board began traveling with the college President to service district cities to begin a dialog with K-12 administrators and boards about beneficial reciprocal opportunities.

Administration
BBCC’s current President has made great strides in raising the profile of the college at both the state and local levels. BBCC’s relatively isolated location in the Columbia Basin and its ranking as one of the smallest community colleges in the state are potential challenges in terms of visibility. The community colleges located along the I-5 corridor in western Washington generally have the largest student populations, and therefore receive the largest budgets. Consequently, a college such as BBCC often finds that focusing SBCTC and legislative attention on problems specific to a small institution is difficult. BBCC’s President has assumed a leadership role among community college presidents which has earned BBCC that focus. During his tenure at the college, BBCC has received $7.5 million for the construction of a new library, a $10 million capital budget, an unprecedented donation of $2.8 million over 20 years from Grant County for the GCATEC building, and a $1.3 million donation from the Paul Lauzier Charitable Foundation for a University Center. The college has also had increased success in securing grants, notably for WorkFirst programs, and several BBCC administrators have been appointed to state-level committees, such as Workforce Development, Basic Skills, Information Technology, Instructional Programs, Northwest Athletic Association, and Legislative and Public Information.

Locally, the President and the BBCC Foundation have increased the profile of the college within the local community and throughout the college service area by sharing BBCC’s goals and its progress with the campus, with the community, and with industry leaders. Under his leadership, the college’s physical facilities have been expanded, valuable university partnerships have been formed, and higher education opportunities for place-bound service area students have been expanded through distance learning programs and ITV classrooms. The Foundation has played a major role in funding much of this recent progress.
BBCC administrators at the Dean level and above are dedicated to the college, having an average of 13 years experience at BBCC. Many have held other BBCC positions and are familiar with most facets of the institution. The recent changes in administrative personnel have been widely accepted by the faculty—partly because of the dedication and experience of the replacement administrators—and the campus climate is once again positive.

BBCC’s progress in the areas of assessment and accountability has been greatly facilitated by its Assessment Coordinator and a very active Assessment Committee, which is comprised of faculty and staff. Useful assessment data is now generated, compiled with dispatch, and widely disseminated.

BBCC conducts its business and runs its programs in accordance with statewide and college ethical standards.

**Faculty and Students**

BBCC administration invites and supports faculty involvement in governance, primarily through committee work. The small size of the faculty necessitates the participation of all faculty members on committees, which increases the opportunities for the dissemination of information through divisions and departments and increases faculty ownership. Shared governance is greatly facilitated by the involvement of Division Chairs in the Instructional Council, which is instrumental in reviewing and shaping changes in instructional programs and policies. Faculty play a vital role in screening committees for the hiring of faculty and administrators, in the distribution of interdepartmental funds, in decisions regarding course offerings, and in AMP revisions.

BBCC actively strives to involve students in college governance. ASB representatives attend every Board meeting to give input and report concerns as well as activities. Students are asked to participate in course and instructor evaluations as well as to serve on Probationary (faculty) Review Committees. Student leaders are given the opportunity to provide input during reviews of the Academic Master Plan and the mission statement. They are included in the Academic Council, where student grievances are heard, and in the planning processes for new facilities and campus improvements. The college employs a Director of Student Programs who works to develop goals and activities to promote student participation in governance.

**Challenges**

**Communication**

BBCC finds it difficult—as do many other colleges with large campuses—to keep all members of its college community aware of the constant stream of information that influences decision-making processes and results. Technology seems to be the key to increasing access to critical documents as well as to facilitating the flow of information across campus. Requests for greater communication have come at a time when most BBCC staff have easy access to computers and are proficient in their use.

A number of documents are critical to policy making and governance at BBCC, such as the BP/AP book, the Academic Master Plan, and the Faculty Negotiated Agreement. Although these documents have always been available to all personnel, in the interest of shared governance even greater access would be beneficial. Improved accessibility would encourage all personnel to reference these documents when questions of policy or implementation arise. Recently, the Agreement was added to the college website, as well as the AMP. The upcoming addition of the BP/AP book will make these three important documents available to faculty, staff, students, and the public.

In any institution a critical need exists for information to flow back and forth between decision makers and those affected by the decisions. College representatives to governance bodies such as Instructional Council, the Academic Master Plan Committee, the Administrative Council, the Cabinet, and the Board are charged with providing input from faculty and staff and reporting back on discussions, decisions, or ensuing plans. In order to give this information the widest possible distribution, the minutes of meetings are being sent to all constituencies by email. Additionally, administrators have begun using email to keep college personnel abreast of current issues and decision making opportunities, such as input on in-house or local hiring, state budget decisions, and library and GCATEC planning. These efforts that keep the campus
informed and that help reduce the distance between administration, faculty, and staff should be continued.

However, because BBCC’s campus is so large, the physical distance between departments, administration, faculty, and staff can hinder contact between these entities and therefore lessen the sense of unity. To offset this, the college sponsors numerous activities that promote interaction between all groups on campus, including tours, open houses, lectures, presentations, ASB functions, and sporting events. In addition, the administration has been encouraged to promote greater participation by all campus staff in fall orientation activities by permitting flexible work schedules during that time. A fall reception is also being considered to welcome new faculty into the college community.

**Policy**
Faculty are involved in institutional and classroom assessment, both as individuals and in conjunction with the Assessment Coordinator and the Assessment Committee. However, since both faculty and administrators agree that formalizing this assessment process would be wise, the matter is slated for an interim negotiation session and may be added to the Agreement as an addendum prior to formal negotiations, which do not resume until Spring 2003. Additionally, committees, such as the “Coaches” and the Instruction Team that are not formally defined in the BP/AP book or the Agreement, should be included in future revisions.

**Faculty and Students**
Since the amount of committee work is of some concern to the faculty, a discussion between faculty and administration is needed on this issue. It is possible that some committees do not need to meet as often as they do or do not need to be as large as they are. It is also possible that some overlapping committees could be consolidated.

Since a great share of the burden of faculty representation falls on Division Chairs, faculty and administration have agreed to re-examine Chair responsibilities and stipends during the next negotiation process.

The frequent turnover rate of students who serve on committees is disappointing but understandable in light of full-time class loads, work schedules, and family commitments. In addition, the community college student turnover rate is inherently high partly because dedicated students often quickly complete their programs and/or transfer to four-year institutions. The college actively strives to find enough students to take advantage of the leadership roles offered to them, both within the ASB and in overall college governance. The college and the Director of Student Programs seek student participation and include information about the students’ role in governance at student orientation. In an effort to foster student interest, the college may sponsor a series of seminars on governance and leadership issues open to all students.

If possible (as limited by WAC revision timetables), a formal biennial revision schedule for updating and distributing the Student Handbook should be established.
Standard Six: List of Imbedded Tables and Figures
Administration Flow Chart (on the back of Standard Six title page)
Table 6.1 Administrative Meetings
Table 6.2 BBCC Full-Time Positions Posted and Filled
(See Appendices Six Table of Contents for additional tables and/or figures.)

Standard Six: List of Exhibits (in order of first reference)
Exhibit BP/AP Board Policy and Administrative Process (BP/AP) Book
Exhibit 6-1 George Potter’s Principles of Community College Trusteeship
Exhibit 6-2 The Trustees Association of Community and Technical Colleges TACTC Handbook
Exhibit 6-3 Equal Opportunity Employer Information
Exhibit 6-4 BBCC Board of Trustees Meeting Minutes, April 23, 1996 (BP/AP book revision adoption)
Exhibit AMP Academic Master Plan
Exhibit AGREE BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees
Exhibit 6-5 BBCC Associated Student Body Constitution and Bylaws
Exhibit 6-6 BBCC Student Handbook
Exhibit 6-7 Classified Staff Handbook
Exhibit FULL-HB (Full-Time) Faculty Handbook (2000-2001)
Exhibit PART-HB Part-Time Faculty Handbook
Exhibit 1-12 Customer Service Task Force Meeting Minutes
Exhibit BOARD BBCC Board of Trustees Information:
BBCC Official Board Minutes (1999-2002)
Board of Trustees Board Meeting Agendas
Quarterly Budget Status Reports
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BBCC Foundation and the GCATEC
Exhibit PRESS BBCC Press Releases, 1997-2002 (to-date)
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Exhibit 6-18  Administrative/Exempt Salary Information and College Employee Benefits
Exhibit 6-19  BBCC Board of Trustees: Justification for Presidential Salary Increase, July 2001
Exhibit 6-20  Faculty Association Bylaws, Constitution, and Standing Rules
Exhibit TENURE  Tenured Faculty Evaluation Procedure Booklet
Exhibit 4-3  BBCC Probationary Faculty Evaluation Packet
Exhibit 6-21  February 2002 Campus Morale Survey

Also Available (in the President’s office in Building 1400)
Standard Six

Appendices

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</table>
## COMMITTEE MEMBERSHIP TABLE

(BOLDED text indicates STUDENT participation, and GRAY HIGHLIGHTING indicates FACULTY participation.)

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>PURPOSE &amp; MEMBERSHIP</th>
<th>REQUIRED BY</th>
<th>CHAIR AND PHONE</th>
<th>SERVES</th>
<th>MEETING FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Council</strong></td>
<td>Interpret and waive academic regulations. Review petitions for readmission of students on suspension. Membership: VP Instruction/Student Services, 1 Student Services staff, 2 faculty members, 2 students</td>
<td>• Policy</td>
<td>VP Mike Lang Ext. 240</td>
<td>Students</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Academic Master Plan Committee</strong></td>
<td>Core of BBCC planning processes: Participate in creating the Academic Master Plan, which identifies student needs, interprets college goals, and sets priorities for the use of college resources. Review the plan yearly; modify it every two years; and produce a new plan every fifth year. Membership: Appointed by President based on recommendations from VP Instruction/Student Services, Faculty Association President, ASB President</td>
<td>• President</td>
<td>VP Mike Lang Ext. 240</td>
<td>College</td>
<td>As needed as well as every 2nd and 4th year of a 5-year cycle</td>
</tr>
<tr>
<td><strong>Ad Hoc Library Planning Committee</strong></td>
<td>Develop plans for the new library. Membership: VP Administrative Services, Director of Library Services, and other volunteers</td>
<td>• Serves at the request of the President</td>
<td>VP Ken Turner Ext. 201</td>
<td>Campus Community</td>
<td>To be determined</td>
</tr>
<tr>
<td><strong>Administrative Council</strong></td>
<td>Advisory group to President: Review college operations, programs, and campus concerns. Membership: Personnel at the supervisory level from each college department</td>
<td>• Policy</td>
<td>President Bill Bonaudi Ext. 290</td>
<td>College</td>
<td>Every six weeks during academic year</td>
</tr>
<tr>
<td><strong>ASB Executive Council</strong></td>
<td>1) Represent the students of BBCC in dealings with faculty, Board of Trustees, administrators, and the general public; 2) Provide students with social, academic, cultural, and recreational activities; 3) Administer ASB financial and business affairs. Membership: ASB President, VP, Programming Board Chair, Secretary, Treasurer, and Public Relations Officer. Elections for Executive Council are held the last Wednesday of April for the following year’s term. A student who is currently enrolled with ten credits or more and has a 2.0 quarter/ cumulative grade point average can run for office.</td>
<td>ASB Bylaws</td>
<td>Director of Student Programs Kim Jackson Ext. 233</td>
<td>Students</td>
<td>Weekly during Fall, Winter and Spring Quarters</td>
</tr>
<tr>
<td>COMMITTEE</td>
<td>PURPOSE &amp; MEMBERSHIP</td>
<td>REQUIRED BY</td>
<td>CHAIR AND PHONE</td>
<td>SERVES</td>
<td>MEETING FREQUENCY</td>
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</tr>
<tr>
<td>Assessment Committee</td>
<td>Guide, plan, and implement institutional assessment activities. Membership: 4 administrative/exempt staff, 8 faculty, 1 classified staff</td>
<td>• NWASC, State Legislature, SBCTC</td>
<td>Linda Thimot Ext. 265</td>
<td>College</td>
<td>Monthly during Fall, Winter and Spring Quarters</td>
</tr>
<tr>
<td>Customer Service Task Force</td>
<td>Review ideas and suggestions to improve customer service across campus: Signage, suggestion boxes, outside lighting, phone etiquette, front desk greetings, etc. – anything impacting how clients perceive the college’s level of service. May create awards for exceptional customer service. Membership: Administration, exempt/support staff, classified staff, faculty, students</td>
<td>• Ad hoc committee President</td>
<td>Charlene Rios Ext. 217 and Kathy Arita Ext. 205</td>
<td>Campus Community Service District</td>
<td>Monthly</td>
</tr>
<tr>
<td>“Coaches”</td>
<td>Discuss and plan administrative functions. Membership: President and Vice Presidents</td>
<td>• President</td>
<td>President Bill Bonaudi Ext. 290</td>
<td>College</td>
<td>Weekly</td>
</tr>
<tr>
<td>Enrollment Management Task Force</td>
<td>Utilize student satisfaction survey results and other student and staff recommendations to assist the instructional division in scheduling classes each quarter. Membership: VP Instruction/Student Services, Instructional Deans, Dean of Enrollment Services, 1 counselor, Division Chairs</td>
<td>• President</td>
<td>VP Mike Lang Ext. 240</td>
<td>Campus Community Service District</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Facilities Master Plan Committee</td>
<td>Review, modify, and update plans for improvements to campus buildings and grounds. Coordinate facilities planning with the Academic Master Plan. Membership: 1 administrator, 1 faculty, 1 classified staff, 1 student, and other staff members according to expertise for project being considered</td>
<td>• Ad hoc committee appointed by the President</td>
<td>VP Ken Turner Ext. 201</td>
<td>Campus Community Service District</td>
<td>As needed</td>
</tr>
<tr>
<td>Financial Aid Council</td>
<td>Review financial aid appeals; assist in recommending students for scholarships; review and recommend policies and procedures for operation of the financial aid program. Membership: Director of Financial Aid, 1 Student Services staff, 2 faculty, 2 students</td>
<td>• Policy</td>
<td>Sherry Keeler Ext. 218</td>
<td>Students</td>
<td>As needed</td>
</tr>
<tr>
<td>COMMITTEE</td>
<td>PURPOSE &amp; MEMBERSHIP</td>
<td>REQUIRED BY</td>
<td>CHAIR AND PHONE</td>
<td>SERVES</td>
<td>MEETING FREQUENCY</td>
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</tr>
<tr>
<td>Graduation Committee</td>
<td>Plan format for annual graduation program; recommend speaker; arrange for facilities, program, and necessary suppliers. Membership: Dean of Enrollment Services, 2 faculty, 1 counselor, 2 students</td>
<td>• Policy</td>
<td>Candy Lacher Ext. 228</td>
<td>Students Faculty Administration</td>
<td>As needed – starting Fall Quarter</td>
</tr>
<tr>
<td>Hearing Committee</td>
<td>Hear charges on tenured discipline/dismissal for cause and non-renewal of tenured faculty contract based on layoffs or elimination of instructional programs. Membership: VP Instruction/Student Services, Division Chair person, 3 tenured faculty, 1 student representative</td>
<td>• Negotiated Agreement Article XXII. E.1</td>
<td>VP Mike Lang Ext. 240</td>
<td>College</td>
<td>As needed</td>
</tr>
<tr>
<td>Instructional Council</td>
<td>Review additions, revisions, and deletions to academic programs; assist with preparation of instructional budget; review instructional policies; and assist in the preparation of instructional publications. Membership: VP Instruction/Student Services, All Deans, Directors of Library and Information Services, Division Chairs, Counselor</td>
<td>• Policy</td>
<td>Pending</td>
<td>Faculty Students</td>
<td>Monthly during academic year</td>
</tr>
<tr>
<td>Instruction Team</td>
<td>Discuss and plan administrative instructional issues. Membership: VP Instruction/Student Services, All Deans, Directors, Assessment Coordinator</td>
<td>• VP Instruction</td>
<td>VP Mike Lang Ext. 240</td>
<td>Instructional Areas</td>
<td>Weekly</td>
</tr>
<tr>
<td>President’s Cabinet</td>
<td>Chief planning and advisory group to President: Review all proposed policies; review administrative/operational procedures regarding budget, programs, staff, students and facilities; consider other campus concerns. Membership: President, Vice Presidents, All Deans, PIO, Faculty Association President, Executive Director of Foundation, Director of Human Resource Services, Controller, Director of Student Programs, Assessment Coordinator, CBIS Director</td>
<td>• Policy</td>
<td>President Bill Bonaudi Ext. 290</td>
<td>College</td>
<td>Bi-monthly</td>
</tr>
<tr>
<td>Probationary Review Committees</td>
<td>Conduct evaluations of each full-time probationary faculty appointee assigned to such review committee by the President; render required reports to the President, the probationary faculty appointee, and the Board. The purpose is to guide the probationer in effectiveness and to provide a simple record of the probationer’s annual performance. Membership: 1 administrator, Division Chair, 1 faculty in division, 1 faculty outside division, and 1 student.</td>
<td>• RCW 28.B.50.850.869 • Negotiated Agreement</td>
<td>VP Mike Lang Ext. 240 and Richard Larsen (Prof/Tec) Ext. 242</td>
<td>Faculty Administration Students</td>
<td>8 quarters over 3 years Annually</td>
</tr>
<tr>
<td>COMMITTEE</td>
<td>PURPOSE &amp; MEMBERSHIP</td>
<td>REQUIRED BY</td>
<td>CHAIR AND PHONE</td>
<td>SERVES</td>
<td>MEETING FREQUENCY</td>
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</tr>
<tr>
<td>Professional Rights &amp; Responsibilities Committee</td>
<td>Hear complaints of violations [by faculty] of professional rights and responsibilities. May review placement on the salary schedule for a first-year employee and make recommendations for a change in placement if it determines such a move is appropriate. Membership: 3 faculty (appointed by Faculty Association President)</td>
<td>• Negotiated Agreement</td>
<td>Appointed by the Faculty Association President on an annual basis</td>
<td>Faculty Administration</td>
<td>As needed</td>
</tr>
<tr>
<td>Program Review Committee</td>
<td>Make recommendations to the President concerning the modification, reduction, or elimination of any instructional program, and the laying off academic employees because of budgetary reasons, change in instructional program, or low enrollment. Membership: VP Instruction/Student Services, administrator, chair of the affected division, 3 tenured faculty, and 1 student.</td>
<td>• Negotiated Agreement Article XXIII. A.1</td>
<td>An Administrator</td>
<td>College</td>
<td>As needed</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Review safety incidents reported on campus; consider how to avoid the same in the future; and make recommendations to the administration on anything else considered to be a safety issue. Membership: administrator, classified staff, faculty, student</td>
<td>• Ad hoc committee President</td>
<td>Bill Wilkie Ext. 307/214</td>
<td>Campus community</td>
<td>Monthly</td>
</tr>
<tr>
<td>Students and Activities (S&amp;A) Budget Committee</td>
<td>Recommend to Board annual ASB budget containing the funding for each recognized student club/organization at BBCC as determined annually by the S&amp;A Budget Committee. Membership: Director of Student Programs, ASB President, ASB Treasurer, ASB President-Elect, ASB Treasurer-Elect, 2 BBCC Faculty Representatives, and a President’s Appointee. The Chair has no voting authority.</td>
<td>ASB Bylaw</td>
<td>Director of Student Programs Kim Jackson Ext. 233</td>
<td>Students</td>
<td>Spring Quarter</td>
</tr>
<tr>
<td>Screening Committees</td>
<td>Select most appropriate candidates for faculty/administrative positions based on job criteria; determine questions for reference calls; make reference calls; select interviewees; hold interviews; detail strengths/weaknesses of each candidate; and forward information to President for final appointment to the position. Membership: For faculty screening: 1 administrator, Division Chair, 1 faculty from the division, and 1 faculty from outside division. For administrator screening: may include an administrator and a staff member in that area as well as faculty.</td>
<td>• Policy • Negotiated Agreement</td>
<td>Appointed at committee discretion</td>
<td>Campus community</td>
<td>As needed to screen for faculty and administrative positions</td>
</tr>
<tr>
<td>COMMITTEE</td>
<td>PURPOSE &amp; MEMBERSHIP</td>
<td>REQUIRED BY</td>
<td>CHAIR AND PHONE</td>
<td>SERVES</td>
<td>MEETING FREQUENCY</td>
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<tr>
<td>Student Disciplinary Council</td>
<td>Hear and make recommendations on all referred disciplinary cases; provide format for due process in disciplinary actions. Membership: 1 administrator, 2 faculty (1 from Student Services), 2 students</td>
<td>• Policy</td>
<td>Director of Student Programs Kim Jackson Ext. 233</td>
<td>Students</td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Code of Conduct Handbook</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Student Programs (Student Clubs)</td>
<td>Provide a well-balanced program of extracurricular activities for all students. This is in keeping with the belief that participation in college activities contributes to the development of a well-rounded personality and to the growth of leadership ability. These activities help to promote spirit, to furnish outlets for special interests and talents of students, and to enhance students’ cultural development. Membership: All BBCC students are eligible to join student clubs. Some clubs do have requirements that must be met, such as Phi Theta Kappa.</td>
<td>ASB Bylaw</td>
<td>Club Advisors are BBCC faculty or staff</td>
<td>Students</td>
<td>Varies by Student Club</td>
</tr>
<tr>
<td>Student Services Team</td>
<td>Develop Student Services policy and procedure; assist planning for registration, recruiting, and budget. Membership: VP Instruction/Student Services; Director of Student Programs; Director of Financial Aid; Dean of Enrollment Services; Director of Student Support Services; Counselor; Athletic Director; Resident Hall Director; Director of College Bound</td>
<td>• VP Instruction/Student Services</td>
<td>VP Mike Lang Ext. 240</td>
<td>Students</td>
<td>Weekly</td>
</tr>
<tr>
<td>Tenured Faculty Review Committees</td>
<td>Complete questionnaires based on the portfolio prepared by the faculty member being evaluated and interview faculty. Compile and submit to VP Instruction/Student Services, if appropriate, all source documents for evaluation including portfolio, student evaluations, selected staff member questionnaires, and Evaluation Summary Form. Membership: Division Chair, administrator, peer faculty</td>
<td>• Negotiated Agreement Article XX.D</td>
<td>VP Mike Lang Ext. 240</td>
<td>College Administration Faculty</td>
<td></td>
</tr>
</tbody>
</table>

Committees in the Negotiated Agreement that remain inactive due to lack of funds:
- Summer Curriculum Development Stipend Committee
- Summer Faculty Development Stipend Committee
- Professional Leave Recommending Committee
APPENDIX 6.2
BBCC BOARD OF TRUSTEES

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Area Represented</th>
<th>Date Appointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erika Hennings</td>
<td>Ritzville</td>
<td>2/96</td>
</tr>
<tr>
<td>Katherine Kenison</td>
<td>Moses Lake/Ephrata</td>
<td>1/99</td>
</tr>
<tr>
<td>Larry Nickell</td>
<td>Moses Lake</td>
<td>10/97</td>
</tr>
<tr>
<td>Felix Ramon</td>
<td>Moses Lake</td>
<td>4/94</td>
</tr>
<tr>
<td>Patricia Schrom</td>
<td>Royal City</td>
<td>9/92</td>
</tr>
</tbody>
</table>

The members of the Big Bend Community College Board of Trustees represent four communities, as indicated in the table above, within the 4600 square mile college district.

**Erika Hennings, Ritzville**  
*Appointed February 1996*  
*Term expires September 2004*

Hennings and her husband Curtis operate a dryland farm specializing in wheat, barley and canola production and is part owner in Spectrum Crop Development, Inc., an alternative crop development company. She earned a B.S. in animal science from Washington State University. She is very active in her community taking part in 4-H, the Wheat Land Communities Fair and serves on the Adams County Parks and Recreation District No. 4.

**Katherine Kenison, Moses Lake**  
*Appointed January 1999*  
*Term expires September 2003*

Kenison has been a partner with the LeMargie and Whitaker law firm in Ephrata since 1990. Her law practice includes providing legal counsel to municipalities and elected and appointed boards throughout the Central Columbia Basin. Kenison and her sons also participate in BBCC’s Cooperative Preschool program.

**Larry Nickell, Moses Lake**  
*Appointed October 1997*  
*Term expires September 2002*

Nickell currently works for the Teamsters Union Local 760. Nickell worked as a pilot and aircraft mechanic while serving in the U.S. Army and later as a licensed transportation driver for Boeing Co. He actively supports BBCC’s professional/technical programs, serving on the advisory committee involved in creating the college’s Maintenance Mechanics Program and the Commercial Truck Driving Program.

**Felix Ramon, Moses Lake**  
*Appointed February 1994*  
*Term expires September 2007*

Ramon is the son of migrant farm workers, a retired law enforcement officer, a graduate of BBCC and an ex-officio BBCC Foundation Board member. Ramon, twice elected Grant County Sheriff, is a member of the Veterans of Foreign Wars (U.S. Army) and has served on several local boards and commissions.

**Patricia Schrom, Royal City**  
*Appointed September 1992*  
*Term expires September 2002*

Schrom served as the manager for the Port of Royal Slope for 23 years, as secretary/auditor for a local volunteer fire district for 32 years and owned and operated a private accounting business for 20 years. She and her husband John are retired from farming in the Royal City area.
STANDARD SEVEN
FINANCE
Standard Seven

FINANCE

Financial health enables an educational institution to meet its current mission and to plan for the future. Through sound financial planning, wise use of funding resources, careful monetary management, and affirmative fundraising and development, Big Bend Community College enjoys vigorous fiscal fitness.

7.A FINANCIAL PLANNING

7.A.1 Autonomy
As a state agency, BBCC is subject to the laws of Washington State. The laws passed by the state Legislature are interpreted by the Office of Financial Management (OFM) and set forth in the Financial and Administrative Policies and Procedures Book issued online by OFM (http://www.ofm.wa.gov/policies.htm, click on SAAM). BBCC incorporates these laws into its own planning and day-to-day budgeting policies and guidelines. The State Board for Community and Technical Colleges (SBCTC) receives the statewide appropriations approved by the Legislature and allocates funds on a biennium-basis to its community and technical colleges. SBCTC’s Budget and Fiscal Office establishes additional criteria and reporting requirements.

BBCC’S President is held responsible for the interpretation of Board Policy (BP) into administrative action and for administration of the college in general, as per BP1001 (Exhibit BP/AP, Board Policy and Administrative Process (BP/AP) Book—also available on the college website). The President authorizes BBCC’s financial personnel to develop autonomous local policies and procedures that fit the circumstances and needs of the college and are in compliance with overall state mandates and priorities. Financial personnel, with help from additional college staff, create BBCC’s operating budget, which is approved by the Board (Exhibit BUDGET, published annual operating Budget reports).

7.A.2 Strategic Financial Planning
As illustrated in Figure 7.1, BBCC Fiscal Planning and Budgeting Process, each biennium SBCTC submits a budget to the OFM, which then takes the request to the state legislators for approval. The approved budget is returned to OFM and forwarded to SBCTC. A one-year allocation is then forwarded to the community and technical colleges. In conjunction with this process, BBCC reviews revenue streams and tracks historical data. Departments submit their requested expenditures for the following year to the appropriate Dean or Vice President. Revenues, including local revenues and the state allocation, are compared to total expenditures in draft form. Strategic planning then begins at the presidential and vice-presidential levels. Adjustments are made to proposals where necessary, and a final budget is taken to the Board of Trustees for formal action. See also Appendix 7.1, Current Funds Revenues (Table 1), and Appendix 7.2, Summary Report of Revenues and Expenditures (Table 3).

Because funding is limited to a biennium, financial planning for the operational budget is also limited to two years. A third-year projection is an extension of past history and knowledge of future local revenue streams. The planning for timely replacement and acquisition of equipment is not budgeted for more than the current biennium; however, ongoing planning is done at the departmental level. For example, both the Aviation and Commercial Driver’s License programs have built-in equipment replacement components in their lab accounts. See Schedule for Replacement of Instructional Equipment and Inventories (Exhibit 8-21) and Standard Eight (8.B.2). A Technology Advisory Council has been established to address needs for long-range computer replacement. For further discussion on computer replacement, see Standard Five, Part II (5.B.3, 5.B.4, and 5.D.6).

In 1998 BBCC completed a Master Plan and Building Program led by Arai/Jackson, a Seattle based architectural/planning firm. In creating this document, which is locally referred to as the Facilities Master Plan (Exhibit 8-10, actually titled Master Plan and Building Program), attention was paid to enrollment, deficiencies in physical facilities, and the college’s desire to
support its regional community mission, which pledges to serve the educational needs of a diverse population throughout its service district. The planning effort identified areas of concern and suggested future facilities to alleviate shortfall and attract prospective students and programs. The process included survey questionnaires distributed to faculty, administrators, students, and regional partners, with responses used to conduct a series of project workshops. The process concluded with individual department programming interviews. The Capital Analysis Model (CAM) software program was referenced for community college space standards. BBCC’s FMP is the base document for all capital budgets and the cornerstone for required state documents, such as the 1999 Feasibility Study (Exhibit 8-26) that was critical in helping BBCC obtain funding for a new library, which will be adjacent to the Grant County Advanced Technologies Education Center (GCATEC), set to begin construction in Spring 2003. See Standard Eight for information about these projects.

FIGURE 7.1 BBCC FISCAL PLANNING AND BUDGETING PROCESS

BBCC’s Operating Budget Request to SBCTC
(May 1st, Prior to Start of Biennium,)

SBCTC Sends Operating Budget Request to OFM

OFM to Legislature for Approval

Planning Process for 2nd Year Begins
(March of Year 1)

Approved Budget Back to OFM and SBCTC

Spending Plan Implemented
(by July 1)

1-Year Allocation to Colleges (by June)

Local Budget Finalized by Cabinet, Approved by Board (by June 15)

Departments Submit Budget Requests (March)

BBCC Reviews Revenue Streams, Data (March)

Planning by President, Executive Cabinet, Guided by BBCC Mission (Spring Quarter)

VP, Administrative Services

FINANCE

Standard Seven-2
The BBCC Academic Master Plan (Exhibit AMP) states resource allocations and priorities for major college planning projects. Consequently, during its current rewriting of the AMP, the college is addressing the need to coordinate the operating budget with long-term planning by linking the budget to the AMP.

7.A.3 Annual Budget Publication
As indicated in Figure 7.1, in March of the first year of a biennium, BBCC department supervisors distribute budget request forms to the appropriate constituencies in their area. Each department determines the process for gathering budget information, usually accomplished through written proposals and departmental meetings. Programs and departments are ultimately responsible for providing the detailed procedures necessary to justify their budgeting needs. Each instructional area submits requests, which the Deans and Division Chairs prioritize before developing the instructional budget. Requests from all college areas are then submitted to the Vice President of Administrative Services, and a first draft of the college budget is compiled. Notice of anticipated funding is provided by SBCTC during Winter and Spring Quarters and is incorporated into the first drafts of the operating budget. The process is revisited to align anticipated revenues with proposed expenditures, until notice of final funding from the legislature adjourns sine die. The President's Cabinet prepares the final budget and presents it to the Board of Trustees in an open study session prior to consideration for approval at an open Board meeting. Once approved, the budget is available to Board members, Vice Presidents, Deans, accounting staff, and anyone else who requests a copy. The budget is also posted on BBCC’s Intranet homepage for wider campus access and distribution. For the second year of a funded biennium, the budgeting process is similar, with fewer revisions and drafts, since funding is known at that point in the biennium. See Exhibit BOARD for financial management documents (i.e. Quarterly Budget Status Reports, Year-End Closing Financial Statements, etc.), Board of Trustees Board Meeting Agendas, and a Trustee list.

The budgeting process for BBCC is outlined in its published yearly Budget (Exhibit BUDGET), which is widely distributed.

7.A.4 Debt
Currently the college has debt related to energy management, incurred to optimize lighting conservation on campus. A four-year history and a five-year projection of debt repayment are shown in Appendix 7.3, Debt Service Schedule (Table 12). The total remaining balance as of 7/1/02 is $61,393. The state general fund is used to meet the debt service requirements of $14,209 annually. The debt amount is not significant to the overall college budget, and loan repayment is generated through the cost savings created by energy conservation. A state-appointed energy-consulting firm estimates that BBCC generates a yearly cost savings of $25,000 with these energy-efficient lighting devices provided that a status quo utilization of buildings is maintained. Funding for this project was provided through the Office of the State Treasurer, which requires the requesting agency to adhere to stringent requirements and guidelines.

All debt BBCC has incurred in recent years has been channeled through the Office of the State Treasurer. This method of borrowing funds has been self-imposed and, because obtaining credit from the State Treasurer’s office is difficult, the procedure is viewed by the college as a restriction on the use and limit of debt funding. BBCC has also instituted BP6000 and AP6000 (Administrative Process) limiting debt and reserve fund spending (Exhibit BP/AP).

7.B ADEQUACY OF FINANCIAL RESOURCES

7.B.1 Funding Sources
BBCC funding sources include state appropriations, tuition and fee revenues, grants and contracts, support from the Big Bend Community College Foundation, and investment income. These budgeting-cycle funds adequately support college programs and services. Grants and contracts are a significant source of income for BBCC as it strives to meet its mission and goals. Federal and state grants and contracts totaled more than $4 million in 1999-2000 and more than $5 million in 2000-2001. See Exhibit BUDGET for a five-year history of grants and contracts. (These tables are located near the end of each Budget report and reflect actual grant and contract revenue for the
preceding academic year.) Consistent with BBCC’s mission and goals, grants and contracts target community members with less than eighth grade literacy levels, non-English speakers, and regular college students enrolled in professional/technical and transfer programs. The percent of the 2000-2001 academic budget for each program is as follows: transfer 35.3%, professional/technical 51.0%, developmental education 12.1%, and other 1.6% (Appendix 7.4, Program Allocation Worksheet – 4-Year History, and Exhibit 7-1, Program Allocation Charts – 4-Year History). BBCC also partners with local school districts to provide transfer, professional/technical, and certificate courses to high school students. In addition, BBCC contracts with Central Washington University and Heritage College to provide on-campus baccalaureate level classes.

7.B.2 Resources for Meeting Debt Requirements

7.B.3 Financial Stability
The college has enjoyed a history of financial stability and growth. Through conservative fiscal management, BBCC has accumulated reserve funds, which the college invests per state guidelines to generate investment income. Other funding sources continue to shift, with an increasing amount of institutional funds coming from grants and contracts. See 7.B.1. Financial statements for the past five years and the three most recently completed Washington State Auditor’s Office Audit Reports are available in the Team Room (Exhibit 7-2).

7.B.4 Fund Transfers and Interfund Borrowing
Transfers and interfund borrowing are legal in Washington. These transactions are guided by generally accepted accounting principles and the OFM as outlined in its online Financial and Administrative Policies and Procedures Book. The BBCC Board of Trustees approves all interfund transfers as prudent before such transfers are completed by the Business office (a local term used for all BBCC financial services).

7.B.5 Adequacy of Financial Resources
Instructional planning is accomplished through program plans, advisory committee recommendations, catalog and curriculum updates, quarterly Enrollment Management Task Force meetings, and monthly Instructional Council meetings. BBCC’s instructional base budgets, including primary support to instruction and the library allocation, comprise approximately 59% of the college’s state allocated funds (Exhibit BUDGET, 2001-2002 Budget, p. 6). The specialized occupational, technical, and professional program budgets are further supplemented with Carl D. Perkins Vocational Grants, and funding from Tech Prep, Workforce Training, and contract training (i.e., Air Rescue and Fire Fighting program). See 7.B.1 for grants and contract adequacy details.

Lab fees assist with goods and services, purchases, and lab assistant salaries. Increases in most lab fees are subject to I-601 limitations, which stipulate, “No fee may increase in any fiscal year by a percentage in excess of the fiscal growth factor for that fiscal year. . . .” (The text for I-601 text is available on the web at http://www.ofm.wa.gov/i-601/index.htm.) This limitation places a financial hardship on BBCC’s base budget because compliance to I-601 prevents the college from keeping pace with the costs usually covered by lab fees. Two lab fees, Commercial Driver’s License and Aviation, are allowed to operate outside I-601 limitations because these sums are charged to recover distinct and specified costs such as lab assistants, consumable supplies, and equipment replacement. See Appendix 7.5, Testing and Lab Fees, for a listing of lab fees and a history of fiscal growth increase. BBCC is reviewing other lab fees to see if they can fall into this distinct and specified cost category.

Each year faculty generate equipment, goods and services, and travel requests which are then prioritized and allocated in a joint meeting of the Division Chairs and Deans. Generally, adequate funding exists to cover these requests.

One of the challenges BBCC faces is that several programs are operating at full or near-full capacity, including transfer programs (Social Science, Speech, and Spanish), professional/technical programs (first-year Automotive, Nursing, and night Welding), a basic skills/extension program (English as a Second Language), and other extension programs (WashingtonOnline and Interactive Television/Video, or ITV). Several of these
programs may need additional faculty to expand, as noted in the AMP. See Standard Two for more information about college programs.

Despite the challenge of I-601 lab fee restrictions and the possible need to hire additional faculty as programs grow, BBCC has adequate financial resources to support all its current offerings. Responsible financial management will allow the college to expand as needs arise.

7.B.6 Student Financial Aid
The ability of community colleges to award and dedicate funds to financial aid is limited under Revised Code of Washington (RCW) 28B and Washington Administrative Code (WAC) 131. (RCW and WAC codes may be found at http://slc.leg.wa.gov/default.htm.) Currently, under statute, BBCC allocates 3.5% of tuition revenue to need-based students for tuition and employment opportunities. In addition, the college awards 3% of estimated tuition collection to need-based recipients in the form of tuition waivers.

More than 50% of full-time students attending BBCC receive need-based financial aid, as shown in Table 7.1, BBCC’s Need-Based Financial Aid %FTEs – 3-Year History. This table includes only Pell Grant and tuition waiver headcount totals.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Pell Grants</th>
<th>3% Tuition Waivers</th>
<th>3.5% Tuition Waivers</th>
<th>Total</th>
<th>Annual FTEs</th>
<th>% of FTEs Receiving Need-Based Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-99</td>
<td>494</td>
<td>56</td>
<td>78</td>
<td>628</td>
<td>1,231</td>
<td>51%</td>
</tr>
<tr>
<td>99-00</td>
<td>608</td>
<td>51</td>
<td>80</td>
<td>739</td>
<td>1,330</td>
<td>56%</td>
</tr>
<tr>
<td>00-01</td>
<td>718</td>
<td>60</td>
<td>88</td>
<td>866</td>
<td>1,326</td>
<td>65%</td>
</tr>
</tbody>
</table>

Under the need-based umbrella, BBCC participates in several programs, the largest being Pell Grant and State Need Grant programs. The college has also chosen to participate in a number of discretionary tuition and fee waivers. The college receives funding from state and outside agencies that help support current students in degree, basic skills, and pre-employment programs. Appendix 7.6, Sources of Financial Aid (Table 4), shows a three-year history and one-year projection of all financial aid. See Exhibit BUDGET for grant and contract activity, including those for economically and educationally disadvantaged students.

The BBCC Foundation also awards approximately 80-90 scholarships to BBCC students annually. In addition, the Washington State Promise Scholarship, offered through the Higher Education Coordinating Board since 1999, awards scholarships for use at accredited state institutions to the top 15% of graduating high school seniors or to those who score 1200 or above on their first SAT test. Eight Promise Scholarship students attended BBCC in 1999-2000, 26 attended in 2000-2001, and 28 attended in 2001-2002. An additional ongoing scholarship supporter is the Paul Lauzier Charitable Foundation. BBCC continually seeks to expand financial aid funding to meet the needs of its students and effectively plans for, monitors, and controls the use of these funds. Table 7.2, BBCC 3-Year Scholarship History, details the scholarships offered to BBCC students for academic years 1999-2000 through 2001-2000.

Many BBCC students also receive student loans. In Fall 2001, 250 students (16% of FTEs) received Stafford loans. A five-year history of students who default on loans after entering repayment (ranging from 13.9% to 22.6% between 1995 and 1999) is discussed in Standard Three (3.D.8). The default rate is provided by the U. S. Department of Education (Exhibit 7-3).
### TABEL 7.2

**BBCC 3-YEAR TOTAL SCHOLARSHIP HISTORY**

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th># OF RECIPIENTS</th>
<th>DOLLARS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1999-2000 Scholarships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBCC Foundation</td>
<td>113</td>
<td>120,232</td>
</tr>
<tr>
<td>Paul Lauzier Foundation</td>
<td>49</td>
<td>89,764</td>
</tr>
<tr>
<td>Promise</td>
<td>8</td>
<td>9,000</td>
</tr>
<tr>
<td>Outside Sources</td>
<td>76</td>
<td>65,431</td>
</tr>
<tr>
<td><strong>2000-2001 Scholarships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBCC Foundation</td>
<td>81</td>
<td>96,245</td>
</tr>
<tr>
<td>Paul Lauzier Foundation</td>
<td>54</td>
<td>81,802</td>
</tr>
<tr>
<td>Promise</td>
<td>26</td>
<td>35,980</td>
</tr>
<tr>
<td>Outside Sources</td>
<td>113</td>
<td>160,263</td>
</tr>
<tr>
<td><strong>2001-2002 Scholarships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBCC Foundation</td>
<td>93</td>
<td>97,173</td>
</tr>
<tr>
<td>Paul Lauzier Foundation</td>
<td>30</td>
<td>52,600</td>
</tr>
<tr>
<td>Promise</td>
<td>28</td>
<td>35,568</td>
</tr>
<tr>
<td>Outside Sources</td>
<td>112</td>
<td>148,754</td>
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<tr>
<td><strong>3-YEAR SCHOLARSHIP TOTAL</strong></td>
<td>783</td>
<td>992,812</td>
</tr>
</tbody>
</table>

7.B.7 Financial Reserves for Meeting Fluctuations

BBCC maintains a healthy cash reserve fund of approximately 20% of its operating budget. The reserve is composed of accumulated revenues from administrative fees, international student tuition, and interest earnings. BBCC operated a European Program until January 1995 to offer military troops basic skills classes and college-level courses. In addition to the operating reserve fund, remaining cash reserves from the European program amount to $2,700,000. Interest of $100,000 per year for the next 25 years from these European Program funds is dedicated to the GCATEC building project.

7.B.8 Auxiliary Enterprises

The residence halls and bookstore are the only auxiliary enterprises operated by the college. BBCC does not depend on auxiliary income to maintain college programs. Each enterprise is self-supporting and has adequate resources to cover all normal expenditures. However, the residence halls are currently in need of capital improvements. An ad hoc committee—comprised of BBCC’s Plant Manager, Vice President of Administrative Services, Vice President of Instruction and Student Services, and Residence Halls Coordinator—provides long-term planning for capital improvements to the residence halls. Adequate resources exist to cover these improvements. See Appendix 7.2, Summary Report of Revenues and Expenditures (Table 3), for financial data about the residence halls and the bookstore (listed under Auxiliary Enterprises).

7.C FINANCIAL MANAGEMENT

7.C.1 Board Reports

The Board of Trustees holds regularly scheduled meetings every six weeks at which the President reports on the financial health of the college. The Vice President of Administrative Services provides a quarterly budget status report to the Board that includes projected revenues and expenditures-to-date. In addition, twice a year, public study sessions are held to discuss a variety of financial and budget issues (Exhibit BOARD).

7.C.2 Business Organization

The college’s financial officer, locally named the Vice President of Administrative Services, reports directly to the President. The financial officer’s role is to manage the resources of the college by planning, developing, and establishing policy and budgets. The financial officer’s fiscal stewardship is detailed in the Finance Flow Chart that precedes Standard Seven. The institutional business functions report to the Controller, who reports to the Vice President of Administrative Services. The Controller directs, monitors, and guides the activities of the staff responsible for the functions of accounting and purchasing.

Staff at BBCC work together effectively and efficiently under strong leadership. The size and
organization of the Business office and purchasing functions are appropriate for the size and complexity of the institution.

7.C.3 Financial Control, Planning, and Auditing
The college operates on a modified accrual basis and controls all its revenue and expenditures through the use of a common statewide financial software system (Reflections) in conjunction with its own strong internal control procedures. The basic accounting structure for all state agencies is determined by the OFM and is supported by the Center for Information Services for Washington Community and Technical Colleges. The common statewide accounting system, which is based on generally accepted accounting principals, includes payroll/personnel, financial management, financial aid, end-user reporting, and student management. The State Auditor’s Office performs an annual or biennial audit, reviewing all procedures for compliance. See Accounts Receivable Sub-Ledger and Accounts Payable Sub-Ledger in Exhibit 7-2 for supplementary documentation of year-end accruals.

7.C.4 Cash Management and Investment Policies
As a state institution, BBCC follows mandated guidelines set forth by the OFM. The college is in compliance with the standards for cash management and investments as required by OFM’s online Financial and Administrative Policies and Procedures Book. The Board approves the operating budget prior to implementation. The college has adopted an additional investment policy that protects the President and the Board (Exhibit BP/AP, BP8200). In addition, the Washington State Auditor’s Office regularly audits BBCC’s investment transactions and procedures. See Appendix 7.8, Capital Investments (Table 10), for a three-year history and one-year projection of capital investments.

7.C.5 Accounting System
See 7.C.3.

7.C.9 Audits
BBCC is audited statutorily by the Washington State Auditor’s Office on an annual or biennial basis. The college has an exemplary record of compliance with state and federal law. In addition, the college is part of the Washington State Community and Technical College system included in the state’s Comprehensive Annual Financial Report, available online at http://www.ofm.wa.gov/financial.htm. All public community and technical colleges submit their financial records to the SBCTC, where they are combined and audited.

7.C.10 Financial Aid and Specific Program Audits
All funds for financial aid and other specific programs are subject to the audit performed by the Washington State Auditor’s Office. The BBCC Foundation is a separate 501(c)(3) entity and is subject to an independent audit every two years. The most recent Foundation audit was for the years ending December 31, 1999, and December 31, 2000. A formal audit report containing an opinion and no significant findings was issued by Homchick, Smith and Associates (Exhibit FOUNDATION, Audited Financial Statements). College officials and staff review the Foundation audit results.

7.C.11 Internal Audits
The college does not have an internal auditor; however, annual program reviews and internal audits are conducted by the SBCTC. BBCC’s Controller, who reports to the Vice President of Administrative Services, is responsible for the annual risk-assessment of internal controls. The Controller identifies applicable controls and implements them.

The college has established internal controls to safeguard its assets, promote efficiency, and encourage adherence to prescribed policies. Any recommendations and discussion items from the state auditors are matters of great concern. Normally, the college develops corrective actions and revises procedures before the state auditors have left campus.

7.C.12 Consideration of Auditor’s Recommendations
The college adequately considers recommendations in the auditor’s management letter accompanying an audit report. Prior to the 1998-1999 audit, the State Auditor’s Office had not issued a finding or a written management letter to BBCC for four consecutive years. The college staff has worked successfully to follow guidelines and put into practice the one
recommendation from the 1998-1999 management letter. Any concerns or recommendations brought up as exit items have been addressed or implemented whenever possible. The Auditor’s Office has commented on how effectively and efficiently the BBCC staff works to address any concerns. The State Auditor’s management letter may be found in Exhibit 7-2.

7.C.13 Examination of Audit Reports by the Commission on Colleges
BBCC makes all audit reports available for examination as part of any evaluation conducted by the Commission on Colleges and Universities. Additional reports for Team review may be found in the office of the Vice President of Administrative Services.

7.D FUNDRAISING AND DEVELOPMENT

7.D.1 Fundraising Activities
The BBCC Foundation’s mission is to actively and visibly support the mission of Big Bend Community College. The Foundation’s mission statement is listed in its Annual Report, several of which are available—along with operating budgets, newsletters, brochures and other documents—in the Team Room. (All Foundation documents referenced throughout 7.D may be found in Exhibit FOUNDATION unless otherwise noted.) The Foundation’s mission statement is concise and easily conveyed in speeches and communications by Foundation personnel and Board members. The Executive Director of the Foundation also serves as the Director of Development for the college and is a member of the President’s Cabinet and the Administrative Council. These teams propose Foundation initiatives based on institutional priorities that fit the college mission statement, AMP, and FMP.

The Foundation is the fundraising arm of BBCC. It is a separate, nonprofit corporation operating in accordance with state and federal regulations. Incorporated on November 12, 1972, the Foundation has 501(c)(3) non-profit status under the Internal Revenue Code and is registered with the Washington Secretary of State under the Charitable Solicitations Act. Bylaws of the Foundation, which govern its internal affairs, were amended in 1996 to allow the Foundation to borrow money, own and/or lease property, and sell property. See BBCC Foundation Agreements, Operating Budgets, Bylaws, and Other Documents. For a list of Foundation gifts and endowments, see Appendix 7.9, Operating Gifts and Endowments (Table 9).

Examples of Foundation Activities that Support the College and Its Mission
Facilities: On December 31, 2001, BBCC Foundation and college officials signed an agreement for a $1.3 million pledge from the Paul Lauzier Charitable Foundation to help construct the University Center portion of the GCATEC. This grant represents the largest private donation ever made on behalf of the college. The Paul Lauzier University Center—which will help students work toward baccalaureate degrees on the BBCC campus—will contain Interactive Television/Video (ITV) classrooms, offices, conference rooms, and a central location for transfer and registration advice from participating baccalaureate partners (currently Central Washington University and Heritage College). This new facility will be located adjacent to the college’s new library, which received $7.5 million in state funding for the 2001-2003 biennium. The Grant County Commissioners also pledged $2.8 million in 1999 toward support of construction of the GCATEC ($140,000 per year for 20 years). By September 2001, the Foundation had received the first two Grant County GCATEC payments. The Grant County funds come from a state remittance of sales tax for public facilities and infrastructure for rural counties. Grant County Commissioners have expressed a desire to support the GCATEC project as an economic development infrastructure benefiting all county residents. See BBCC Foundation and the Grant County Advanced Technologies Education Center.

In 1998 the Foundation purchased a former church property contiguous to the campus so BBCC could create the Opportunity Center (OC). The new facility, which has 5 classrooms and a 26-station computer lab, serves more than 200 Adult Basic Education (ABE), English as a Second Language (ESL), and General Educational Development (GED) students who otherwise would not have space to attend classes. In addition, the facility is used for Families That Work and WorkFirst family literacy programs and for an ESL civics
The OC also provides tutoring services and computer-aided lessons for its clients. These grant-funded programs do not generate tuition. The Foundation leases approximately 950 square feet of the OC to the Grant County Economic Development Council (EDC), which provides improved visibility for both the college and the EDC. See the cover of the 1999 Annual Report for OC pictures.

**Equipment:** In 1998 the Foundation provided $21,700 in matching funds for an SBCTC technology equipment match, giving the college over $43,000 for technology projects. The Foundation has also provided computer equipment for disadvantaged students.

**Scholarships:** From 1999-2000 through 2001-2002, the Foundation awarded scholarships totaling $313,650. See Table 7.2 in 7.B.6. During those three years, the Foundation added ten new named scholarship funds to its books. By the end of 2001, the Foundation managed 47 named scholarship funds. The growth of named scholarships has been a BBCC Foundation success story in recent years. Nine of those funds, those that are now “fully-endowed,” provide full tuition each year to at least one student. Reaching the fully endowed level is a milestone that creates an opportunity for donor recognition.

The Foundation also manages a General Scholarship Fund that provides at least one scholarship to graduating high school seniors at each of 19 high schools in the college service district. From 1994-1995 to 1999-2000, the General Scholarship Fund provided up to 25 full-tuition, two-year scholarships to high school seniors, and up to 22 one-year full-tuition scholarships to returning students (past the age of graduating high school seniors). However, awarding full-tuition scholarships from the General Scholarship Fund at this level was not sustainable. The one-year General Scholarship Fund awards for returning students were eliminated in 2000-2001. For academic year 2002-2003, each General Scholarship Fund award (for high school seniors) was reduced to a maximum of $1,000 for one year, compared to full tuition for two years; however, the Foundation honored commitments made to students in 2001-2002. The Foundation Board took this action to protect the principal of the General Scholarship Fund. Fundraising for the General Scholarship Fund is now a priority of the Board.

**Staff Development:** The Foundation provided $25,000 in matching funds in 1991, 1994, and 2000 to establish an Exceptional Faculty Endowment Fund, which provides thousands each year for Exceptional Faculty Awards. See BBC Foundation Agreements, Operating Budgets, Bylaws, and Other Documents. The fund now has a market value of nearly $250,000. See **Standard Four (4.A.3)** for more information about these faculty awards. In addition, the Foundation provides funds annually for faculty and classified staff development and manages a fund for program development.

**Special Events:** The Foundation sponsors Star Night to recognize donors and scholarship recipients, the Joint Advisory Committee Annual Dinner, the annual State of the College event for the President, Presidential Dinners to cultivate new friends for the college, the Welcome Back Breakfast for all college employees before the start of fall classes each year, the annual Women’s Conference, and several classified staff and faculty events. The Foundation also co-sponsors many other college events.

**7.D.2 Endowment and Life Income Fund Investments**

The Foundation administers endowed funds and their investments. A three-year history of fund balances and income distributions for endowment and life income funds can be found in the Foundation’s audited Financial Statements. The Foundation Board, upon recommendation from its Finance and Personnel Committee, approves an annual budget and other expenditures. The Foundation maintains records of endowed, designated, and general funds, and is audited by the accounting firm Homchick, Smith and Associates. The college provides accounting services for the Foundation. The Foundation’s portfolio is managed by Badgley, Phelps, and Bell of Seattle. Portfolio targets established by the Foundation Board include 65% of funds invested in equities, 30% in bonds, and 5% in money markets. Combined annual return on investments has averaged more than 13% during the Foundation’s 29-year history.
A 19-member Board of Directors, which meets quarterly, sets policy for Foundation operations. See the Board roster in the Annual Report. Board members serve on five standing committees. Board policies define the authority and responsibilities of the committees, which include Farm and Property Management, Finance and Personnel, Nominations, Scholarship, and Special Events. Foundation Board membership includes the BBCC President and two members of the college Board of Trustees. BBCC’s Vice President of Administrative Services is an ex-officio member of the Foundation and serves as Executive Secretary/Treasurer.

7.D.3 Relationship between the Institution and the Foundation
The relationship between the college and the Foundation is defined by a quid pro quo agreement between the BBCC Board of Trustees and the Foundation’s Board of Directors. A new quid pro quo agreement was adopted in 2000 and follows the Model Agreement drafted by the state Attorney General’s Office. See BBCC Foundation Agreements, Operating Budgets, Bylaws, and Other Documents.

Recent History of the BBCC Foundation
The Foundation Board of Directors hired its first full-time Executive Director in 1992. Prior to this, the Foundation’s primary role was providing scholarships for students attending BBCC.

Since 1992, the Foundation’s role has expanded and now also includes providing funds to the college for facilities, equipment, faculty/staff development, special events, and student/donor recognition. Scholarship endowments managed by the Foundation have increased significantly in number and value, and scholarship awards to students have increased accordingly. The Foundation has also acquired property to meet the expanding needs of the college and has acquired sizable pledges to help fund the GCATEC and other facilities projects.

In 1998 the Foundation started a new initiative to establish a database of BBCC alumni. This has resulted in the collection of approximately 6,000 alumni names and addresses. The Foundation mailed its first alumni newsletter (BBCC Alumni News) in 1999, and mailed two more in 2000. Alumni were included in the Fall 2000 and Fall 2001 fundraising campaigns. See BBCC Foundation Agreements, Operating Budgets, Bylaws, and Other Documents.

The Foundation has published a formal Annual Report since 1993. In 1999 the Foundation published a booklet titled Gaining through Giving about charitable planned giving options to be used as a tool for its own planned giving program. The Foundation has also published capital campaign brochures and materials to raise funds for the GCATEC.

The BBCC Foundation is the U.S. sponsor of the Japanese Agricultural Training Program (JATP), an arrangement which has existed for more than 35 years. The Foundation contracts with the college to operate the program. JATP provides many opportunities for cultural enrichment for students and local residents, and has enhanced relationships between the residents of the college service district and the people of Japan. See BBCC Foundation and the Japanese Agricultural Training Program.

ANALYSIS

Strengths
The college has an exemplary record of fiscal compliance with state and federal law as evidenced by its consistently fine performance on annual and biennial audits. For seven consecutive years BBCC has not received an audit finding. A management letter in the 1998-1999 audit year was dealt with swiftly and effectively, as are any exit concerns or recommendations. Indeed, the college staff has been complemented by the Auditor’s Office for its efficiency.

The college actively seeks alternative funding sources to benefit BBCC’s student population, to create programs that respond to the needs of the community, and to support the college mission. This has resulted in an increase in grants and contracts. Some new sources of these funds include Families That Work, Pre-employment Training, Worker Retraining, and grants for academic and vocational efforts.

Through sound financial management, BBCC is fiscally stable. This stability is evidenced by a low level of debt, excellent audit reports, and a
healthy discretionary fund of approximately 20% of the operating budget.

The BBCC Foundation has greatly expanded its role to include not only the support of scholarships but that of facilities, equipment, staff development, and special events as well. Foundation Board members have a diversity of backgrounds in business and industry and maintain a positive working relationship with the college President, faculty/staff, and Trustees. The Foundation helps the college improve community support, recognizes and rewards the efforts of the professional/technical advisory committees, enhances relationships with alumni through its Newsletter, and provides funding for many worthwhile campus activities. In doing so, the Foundation helps unite college personnel and strengthens the profile of the institution.

Challenges
BBCC recognizes a deficiency in directly linking the Academic Master Plan to the current budgeting process. The college is in the process of rewriting its AMP. The revision will identify and prioritize the needs of the college and provide connections to the budgeting process. The Vice President of Administrative Services, BBCC’s chief financial officer, is now a permanent member of the AMP Committee. This action will strengthen the link to the budgeting process through the AMP.

BBCC is examining lab fees to determine if more can be exempted from I-601 limitations. In addition, the college seeks and receives alternative funding to offset the rising costs of instruction.

Although several college programs operate at full-to-capacity status, BBCC adds new instructors and sections only after a documented, ongoing need is established. Sustainable growth in programs and FTEs is within the financial capability of the college and in accordance with its mission, if such growth is warranted and approved by the Board of Trustees.
Exhibit FOUNDATION

BBCC Foundation Information:
Audited Financial Statements
Annual Reports (1993-2001)
BBCC Foundation Agreements, Operating Budgets, Bylaws, and Other Documents
BBCC Foundation and the Grant County Advanced Technologies Education Center
BBCC Alumni News
Gaining through Giving
BBCC Foundation and the Japanese Agricultural Training Program
Other (loose) campaign materials and brochures

Exhibit 7-4*
IPEDS Reports for the Last Three Years
*Referenced in Appendix 7.1

Also Available (in the Vice President of Administrative Services’ office in Building 1400)
Additional Financial Reports
Standard Seven

Appendices

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<td>Debt Service Schedule (Table 12)</td>
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<td>Program Allocation Worksheet – 4-Year History</td>
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<td>APPENDIX 7.5</td>
<td>Testing and Lab Fees</td>
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<td>APPENDIX 7.6</td>
<td>Sources of Financial Aid (Table 4)</td>
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<td>Current Funds Expenditures and Mandatory Transfers (Table 2)</td>
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<td>Capital Investments (Table 10)</td>
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<td>Operating Gifts and Endowments (Table 9)</td>
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## APPENDIX 7.1 (TABLE 1)

### CURRENT FUNDS REVENUES - PUBLIC INSTITUTIONS

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<tr>
<th>Source (IPEDS Report)</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
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<td></td>
<td>Year 1</td>
<td>98/99</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>%*</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>3,717,235</td>
<td>21.43%</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>6,854,911</td>
<td>39.51%</td>
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<tr>
<td>Government Grants &amp; Contracts:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>1,795,216</td>
<td>10.35%</td>
</tr>
<tr>
<td>State</td>
<td>1,561,254</td>
<td>9.00%</td>
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<tr>
<td>Local</td>
<td>404,282</td>
<td>2.33%</td>
</tr>
<tr>
<td>Private Gifts, Grants, Contracts</td>
<td>841,481</td>
<td>4.85%</td>
</tr>
<tr>
<td>Endowment Income</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Sales and Services of Educational Activities</td>
<td>45,499</td>
<td>0.26%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>1,560,201</td>
<td>8.99%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>341,096</td>
<td>1.97%</td>
</tr>
<tr>
<td>Independent Operations</td>
<td>227,670</td>
<td>1.31%</td>
</tr>
<tr>
<td>Total Current Funds Revenues</td>
<td>17,348,845</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Percentage of Total Current Fund Revenues
** Most recent fiscal year for which audited financial statements are available
*** Budget for Current Year

NOTE: IPEDS Information can be found in **Exhibit 7-4**.
## APPENDIX 7.2 (TABLE 3)
### SUMMARY REPORT OF REVENUES AND EXPENDITURES*

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th></th>
<th></th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (1998/99)</td>
<td>Year 2 (1999/00)</td>
<td>Year 3 (00/01)</td>
<td>Year 4 (01/02)</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Education and General</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>14,220,124</td>
<td>15,922,897</td>
<td>17,096,963</td>
<td>17,981,942</td>
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<tr>
<td>Expenditures</td>
<td>(13,802,690)</td>
<td>(15,585,562)</td>
<td>(16,562,595)</td>
<td>(17,270,352)</td>
</tr>
<tr>
<td>Transfers - Mandatory</td>
<td>(9,370)</td>
<td>(6,865)</td>
<td>(6,710)</td>
<td>(6,200)</td>
</tr>
<tr>
<td>Net Excess</td>
<td>408,064</td>
<td>330,470</td>
<td>527,658</td>
<td>705,390</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>2,559,955</td>
<td>2,777,690</td>
<td>2,681,634</td>
<td>2,756,276</td>
</tr>
<tr>
<td>Expenditures</td>
<td>(2,376,629)</td>
<td>(2,475,357)</td>
<td>(2,477,033)</td>
<td>(2,554,600)</td>
</tr>
<tr>
<td>Transfers - Mandatory</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Net Excess</td>
<td>183,326</td>
<td>302,333</td>
<td>204,601</td>
<td>201,676</td>
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<tr>
<td>Net Operational Excess</td>
<td>591,390</td>
<td>632,803</td>
<td>732,259</td>
<td>907,066</td>
</tr>
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</table>

*NOTE: Revenues and expenditures categorized differently from Appendix 7.1 (Table 1) and Appendix 7.7 (Table 2).*

## APPENDIX 7.3 (TABLE 12)
### DEBT SERVICE SCHEDULE

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Principal</th>
<th>Interest</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td></td>
<td></td>
<td>150,496</td>
</tr>
<tr>
<td>1998-99</td>
<td>28,305</td>
<td>7,832</td>
<td>122,191</td>
</tr>
<tr>
<td>1999-00</td>
<td>29,858</td>
<td>6,279</td>
<td>92,333</td>
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<tr>
<td>2000-01</td>
<td>20,534</td>
<td>4,639</td>
<td>71,799</td>
</tr>
<tr>
<td>2001-02</td>
<td>10,406</td>
<td>3,803</td>
<td>61,393</td>
</tr>
<tr>
<td>2002-03</td>
<td>10,985</td>
<td>3,223</td>
<td>50,408</td>
</tr>
<tr>
<td>2003-04</td>
<td>11,597</td>
<td>2,611</td>
<td>38,811</td>
</tr>
<tr>
<td>2004-05</td>
<td>12,243</td>
<td>1,966</td>
<td>26,568</td>
</tr>
<tr>
<td>2005-06</td>
<td>12,925</td>
<td>1,285</td>
<td>13,643</td>
</tr>
<tr>
<td>Program</td>
<td>97/98</td>
<td>98/99</td>
<td>99/00</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Transfer</td>
<td>1,666,266</td>
<td>1,716,799</td>
<td>1,932,114</td>
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<tr>
<td>Vocational</td>
<td>2,288,380</td>
<td>2,367,817</td>
<td>2,516,764</td>
</tr>
<tr>
<td>Developmental</td>
<td>438,537</td>
<td>471,934</td>
<td>513,661</td>
</tr>
<tr>
<td>CBIS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8,597,506</td>
<td>8,912,572</td>
<td>9,606,699</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>97/98</th>
<th>98/99</th>
<th>99/00</th>
<th>00/01</th>
<th>97/98</th>
<th>98/99</th>
<th>99/00</th>
<th>00/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>010</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Academic Administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>040</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>050</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Student Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>060</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>080</td>
<td>0.7%</td>
<td>0.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Maintenance &amp; Operations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>090</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total</td>
<td>183,024</td>
<td>145,153</td>
<td>122,779</td>
<td>160,758</td>
<td>97/98</td>
<td>98/99</td>
<td>99/00</td>
<td>00/01</td>
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## APPENDIX 7.5  TESTING AND LAB FEES

<table>
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<th>1999/00 FEE</th>
<th>2000/01 FEE</th>
<th>2001/02 FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TESTING FEES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROWTH INDEX</td>
<td>3.32%</td>
<td>additional 2.87% increase</td>
<td>additional 2.79% increase</td>
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<tr>
<td>AMT oral and practical</td>
<td>113.02</td>
<td>116.26</td>
<td>119.50</td>
</tr>
<tr>
<td>ASME welding</td>
<td>107.64</td>
<td>110.73</td>
<td>113.82</td>
</tr>
<tr>
<td>WABO welding</td>
<td>107.64</td>
<td>110.73</td>
<td>113.82</td>
</tr>
<tr>
<td>Placement Test</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English (each test)</td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Math (each test)</td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>LAB FEES</strong></td>
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<td></td>
</tr>
<tr>
<td>A+ Certification Lab</td>
<td>375.00</td>
<td>385.76</td>
<td>396.52</td>
</tr>
<tr>
<td>Airframe and Powerplant Labs</td>
<td>6.73</td>
<td>6.92</td>
<td>7.11</td>
</tr>
<tr>
<td>Art-Oil Painting</td>
<td>16.15</td>
<td>16.61</td>
<td>17.07</td>
</tr>
<tr>
<td>Automotive Labs</td>
<td>2.15</td>
<td>2.21</td>
<td>2.27</td>
</tr>
<tr>
<td>Basic Emergency Medical Technician</td>
<td>26.91</td>
<td>27.68</td>
<td>28.45</td>
</tr>
<tr>
<td>Business Calculators Class</td>
<td>5.38</td>
<td>5.53</td>
<td>5.68</td>
</tr>
<tr>
<td>C.A.D. - Computer aided Drafting</td>
<td>5.38</td>
<td>5.53</td>
<td>5.68</td>
</tr>
<tr>
<td>C.A.D. - Skill Improvement</td>
<td>43.05</td>
<td>44.29</td>
<td>45.53</td>
</tr>
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<td>Ceramics</td>
<td>3.23</td>
<td>3.32</td>
<td>3.41</td>
</tr>
<tr>
<td>Pottery</td>
<td>3.23</td>
<td>3.32</td>
<td>3.41</td>
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<tr>
<td>Computer Accounting</td>
<td>4.31</td>
<td>4.43</td>
<td>4.54</td>
</tr>
<tr>
<td>Computer Science Lab Classes</td>
<td>4.31</td>
<td>4.43</td>
<td>4.54</td>
</tr>
<tr>
<td>Electricity Lab Courses</td>
<td>4.31</td>
<td>4.43</td>
<td>4.54</td>
</tr>
<tr>
<td>Ext. Computer Lab</td>
<td>10.77</td>
<td>11.08</td>
<td>11.35</td>
</tr>
<tr>
<td>Farm Management</td>
<td>100.00</td>
<td>102.87</td>
<td>105.74</td>
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<tr>
<td>First Aid Class</td>
<td>5.38</td>
<td>5.53</td>
<td>5.68</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5.38</td>
<td>5.53</td>
<td>5.68</td>
</tr>
<tr>
<td>Gym Usage Fee</td>
<td>16.15</td>
<td>16.61</td>
<td>17.07</td>
</tr>
<tr>
<td>ITS/Email User Account</td>
<td>10.77</td>
<td>11.08</td>
<td>11.35</td>
</tr>
<tr>
<td>Maintenance Mechanics Lab Courses</td>
<td>4.31</td>
<td>4.43</td>
<td>4.54</td>
</tr>
<tr>
<td>Non-Class Use of Computer Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBCC Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Lab</td>
<td>10.77</td>
<td>11.08</td>
<td>11.35</td>
</tr>
<tr>
<td>English</td>
<td>10.77</td>
<td>11.08</td>
<td>11.35</td>
</tr>
<tr>
<td>Non-BBCC Student</td>
<td>26.91</td>
<td>27.68</td>
<td>28.45</td>
</tr>
<tr>
<td>Nursing Trends Lab</td>
<td>21.53</td>
<td>22.15</td>
<td>22.77</td>
</tr>
<tr>
<td>Office Information Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Labs</td>
<td>5.38</td>
<td>5.53</td>
<td>5.68</td>
</tr>
<tr>
<td>Other Classes Requiring Computer Lab Use</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>2.15</td>
<td>2.21</td>
<td>2.27</td>
</tr>
<tr>
<td>English</td>
<td>2.15</td>
<td>2.21</td>
<td>2.27</td>
</tr>
<tr>
<td>Math</td>
<td>2.15</td>
<td>2.21</td>
<td>2.27</td>
</tr>
<tr>
<td>Perioperative Nursing Lab</td>
<td>200.00</td>
<td>205.74</td>
<td>211.48</td>
</tr>
<tr>
<td>Photography</td>
<td>5.38</td>
<td>5.53</td>
<td>5.68</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2.15</td>
<td>2.21</td>
<td>2.27</td>
</tr>
<tr>
<td>Science Labs</td>
<td>10.77</td>
<td>11.08</td>
<td>11.35</td>
</tr>
<tr>
<td>Chemistry Lab</td>
<td>10.77</td>
<td>11.08</td>
<td>11.35</td>
</tr>
<tr>
<td>Surveying Lab</td>
<td>10.77</td>
<td>11.08</td>
<td>11.35</td>
</tr>
<tr>
<td>Welding Labs</td>
<td>4.31</td>
<td>4.43</td>
<td>4.54</td>
</tr>
<tr>
<td>Drug Testing</td>
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<td>54.50</td>
<td>54.50</td>
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<tr>
<td><strong>COST RECOVERY</strong></td>
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<td></td>
</tr>
<tr>
<td>CDL</td>
<td>1,900.00</td>
<td>1,957.00</td>
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</tr>
<tr>
<td>Flight fees</td>
<td>Variable</td>
<td>Variable</td>
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### APPENDIX 7.6 (TABLE 4)
#### SOURCES OF FINANCIAL AID - PUBLIC AND PRIVATE INSTITUTIONS

<table>
<thead>
<tr>
<th>Source</th>
<th>Year 1 (1998/99)</th>
<th>Year 2 (1999/00)</th>
<th>Year 3 (00/01)</th>
<th>Year 4 (01/02)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Private Contributions</td>
<td>227,801</td>
<td>298,240</td>
<td>370,026</td>
<td>325,000</td>
</tr>
<tr>
<td>Governmental State Aid</td>
<td>623,211</td>
<td>732,684</td>
<td>714,254</td>
<td>723,875</td>
</tr>
<tr>
<td>Federal Aid (PELL, SEOG, WS)</td>
<td>846,412</td>
<td>1,107,521</td>
<td>1,420,920</td>
<td>1,560,646</td>
</tr>
<tr>
<td>Institutional</td>
<td>749,489</td>
<td>989,975</td>
<td>794,875</td>
<td>798,500</td>
</tr>
<tr>
<td><strong>Total Financial Aid</strong></td>
<td><strong>2,446,913</strong></td>
<td><strong>3,128,420</strong></td>
<td><strong>3,300,075</strong></td>
<td><strong>3,408,021</strong></td>
</tr>
</tbody>
</table>

### APPENDIX 7.7 (TABLE 2)
#### CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS - PUBLIC INSTITUTIONS

<table>
<thead>
<tr>
<th>Functions (IPEDS Report)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3**</th>
<th>Year 4***</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education and General Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>7,485,778</td>
<td>8,354,741</td>
<td>8,643,822</td>
<td>9,022,878</td>
</tr>
<tr>
<td>Academic Support (Excluding Libraries)</td>
<td>191,630</td>
<td>250,802</td>
<td>251,935</td>
<td>282,275</td>
</tr>
<tr>
<td>Library Expenditures</td>
<td>349,328</td>
<td>305,584</td>
<td>353,054</td>
<td>379,375</td>
</tr>
<tr>
<td>Student Services</td>
<td>1,335,458</td>
<td>1,435,396</td>
<td>1,446,038</td>
<td>1,479,222</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>1,540,524</td>
<td>1,686,107</td>
<td>1,857,546</td>
<td>1,894,132</td>
</tr>
<tr>
<td>Plant Operations &amp; Maintenance</td>
<td>1,305,737</td>
<td>1,334,969</td>
<td>1,381,075</td>
<td>1,454,563</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>2,446,913</td>
<td>3,128,420</td>
<td>3,300,075</td>
<td>3,408,021</td>
</tr>
<tr>
<td><strong>Total Educational and General Expenditures</strong></td>
<td>14,664,738</td>
<td>16,502,884</td>
<td>17,240,255</td>
<td>17,926,600</td>
</tr>
<tr>
<td>Educational and General Mandatory Transfer</td>
<td>9,370</td>
<td>6,665</td>
<td>6,710</td>
<td>6,200</td>
</tr>
<tr>
<td><strong>Total Current Funds Expenditures &amp; Mandatory Transfers</strong></td>
<td>16,206,387</td>
<td>18,067,784</td>
<td>18,872,216</td>
<td>19,591,266</td>
</tr>
</tbody>
</table>

*Percentage of Total Current Fund Expenditures

** Most recent fiscal year for which audited financial statements are available

*** Budget for Current Year
<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 (1998/99)</td>
<td>Year 2 (1999/00)</td>
</tr>
<tr>
<td>Land</td>
<td>46,200</td>
<td>46,200</td>
</tr>
<tr>
<td>Beginning Cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Cost</td>
<td>46,200</td>
<td>46,200</td>
</tr>
<tr>
<td>Building and Improvements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>11,585,229</td>
<td>11,585,229</td>
</tr>
<tr>
<td>Additions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Cost</td>
<td>11,585,229</td>
<td>11,585,229</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Cost</td>
<td>3,205,951</td>
<td>3,412,895</td>
</tr>
<tr>
<td>Additions</td>
<td>245,656</td>
<td>359,617</td>
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<td>Ending Cost</td>
<td>3,412,895</td>
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<td>Construction in Progress</td>
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<td>Beginning Cost</td>
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<td>Additions</td>
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<tr>
<td>Deductions</td>
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<tr>
<td>Ending Cost</td>
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<td>Debt Service</td>
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<td>Principal</td>
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<td>Interest</td>
<td>7,832</td>
<td>6,279</td>
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# APPENDIX 7.9 (TABLE 9)
## OPERATING GIFTS AND ENDOWMENTS – PUBLIC AND PRIVATE INSTITUTIONS

<table>
<thead>
<tr>
<th>TABLE 9</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
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<tbody>
<tr>
<td></td>
<td>YEAR 1 (1998/99)</td>
<td>YEAR 2 (1999/00)</td>
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<td>AMOUNT</td>
<td>AMOUNT</td>
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<tr>
<td>Annual Gifts</td>
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</tr>
<tr>
<td>Operations Restricted</td>
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<td>Endowments Exclusive of</td>
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</tr>
<tr>
<td>Foundation Gifts</td>
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</tr>
<tr>
<td>Foundation Gifts</td>
<td>114,252</td>
<td>142,871</td>
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<td>Plant</td>
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<td>TOTAL</td>
<td>114,252</td>
<td>142,871</td>
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<td>Ratio of Annual Gifts to E&amp;G</td>
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<td>0.75%</td>
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<tr>
<td>Endowment Fund Balance</td>
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<td>848,965</td>
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<tr>
<td>Quasi</td>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>848,965</td>
<td>802,165</td>
</tr>
</tbody>
</table>
STANDARD EIGHT
FACILITIES
Standard Eight

PHYSICAL RESOURCES

Big Bend Community College is both blessed and cursed by its home on the former Larson Air Force Base. The blessing is plenty of space. The curses are aging government facilities built to outdated codes and higher-than-average square footage, which makes state capital funding difficult to obtain. See Exhibit 8-1, State Board for Community and Technical Colleges: Comparison of State Owned Square Footage to 1999 State Supported FTEs. Despite these challenges, BBCC maintains a safe, accessible, well-equipped campus and is growing to meet the future needs of its rural college district. Please see the Facilities Flow Chart that precedes Standard Eight.

OVERVIEW OF BBCC FACILITIES

BBCC was founded in 1961 and initially consisted of four buildings totaling 67,000 square feet. In 1966, BBCC was offered a 154-acre portion of the former Larson Air Force Base. See Exhibit 8-2, the 1965 Larson Vocational-Technical Division of BBCC. A 1969 Facilities Evaluation and Site Development Study determined that the Air Force’s gift would better suit the growth needs of BBCC and decrease campus development costs as well.

In 1975 the college relocated and remodeled 24 base facilities to create learning and working spaces that fit the needs of a community college. Two new facilities were constructed largely with money (non-appropriated funds) earned by the college in the 1980’s, bringing the total square footage to 365,500. State-allocated maintenance and repair funds have been used over the years to adapt Air Force buildings, but the success of the relocation and remodeling is due primarily to a very creative, highly skilled Maintenance and Operations (M&O) team.

The bulk of the local funds expended were earned through a contract with the U.S. Army in Europe. Locally known as the European Program, this endeavor offered basic skills and college-level classes to service personnel overseas. After the program ended in 1995, BBCC has struggled to replace this revenue stream.

The relocated campus remains a mixed blessing. On one hand, the buildings were readily available for occupancy, and the airstrip, the third longest runway in the United States, is ideal for the college’s flight program. On the other hand, the buildings, now over 50 years old, need constant repair and modernization. Indeed, BBCC M&O expenditures for 2000-2001 were 14.8% of its operating budget, compared to a system average of 11.2%. In addition, the relatively large cumulative size of campus facilities makes qualifying for new-facility state funding difficult, yet classroom space is at capacity for the eight 65-minute periods available for daytime classes during the college’s four-day instructional week.

The sprawling military buildings place BBCC in the unenviable position of supporting more square footage per full-time equivalent student (FTE) than any other college in the Washington Community and Technical College consortium. Consequently, BBCC is second to the lowest in maintenance expenditures per gross square foot of building space. See Exhibit 8-3, State Board for Community and Technical Colleges Maintenance Expenditure by College – 7/1/97 through 6/30/98. A BBCC campus map is available in the Team Room (Exhibit 8-4), or at http://www.bigbend.edu/ by clicking on Fast Find, Campus Services, and Campus Map.

8.A INSTRUCTIONAL AND SUPPORT FACILITIES

8.A.1 Sufficient Facilities to Achieve Mission and Goals

BBCC’s mission statement and its Academic Master Plan (AMP) (Exhibit AMP) dedicate the college to serving the educational needs of the service district, which requires facilities and equipment that will support student learning. Generally, district facilities are sufficient to achieve institutional mission and goals, but the
ability to adapt 50+ year-old Air Force buildings to college needs has peaked. Post World War II building construction standards did not anticipate modern requirements, thereby entailing costly retrofits. Needed modifications usually go well beyond simple facelifts, and the final products are adapted aging buildings with structural drawbacks still in place. Smith Hall is a prime example. Support pillars located throughout the building impede the view of the front of the dining hall during meetings. Another challenge is the Wallenstein Performing Arts Center (commonly called Wallenstien Theater), built during the Larson Air Force period. The stage—which is the only large indoor venue in Moses Lake—is too small for concerts, musical performances, or live theater because the building’s original purpose was that of showing movies.

Nevertheless, the college maintains adequate facilities to support student learning. Projects implemented over the last 10 years have added 39,700 square feet of space, with modest state support. These spaces include a major expansion of the Math/Science building, the renovation of a maintenance shop for the Art Department, the enlargement of the Student Center/Administration building, the remodeling of Smith Hall, and the addition of Interactive Television/Video (ITV) rooms and distance learning sites.

New facilities are required to meet future demands, and BBCC is actively planning space expansion to meet the educational needs of its 4,600 square mile district. In 1999 the BBCC Foundation acquired a 10,000 square-foot facility and six acres adjacent to the campus. This facility, called the Opportunity Center, is now rented to the college. It has become home to Adult Basic Education, English as a Second Language, WorkFirst, and other programs.

8.A.2 Adequate Facilities for Effective Institutional Function

Facilities are generally adequate for the functions assigned. For space utilization see Exhibit 8-6, Room Usage Report. However, in recent years many institutional objectives have undergone transformation due to the use of new technologies. The proliferation of computers in the classroom and the need for computer labs have required extensive remodeling of campus buildings. For example, the Math/Science Resource Center has been remodeled to include a separate 27-station student computer lab. A total of 17 campus computer labs have been created to accommodate student needs. In 1995, a Title III grant provided the funding to wire the campus for Internet access.

Adequate office space is a perpetual concern that has been solved through in-house alterations; however, office space for part-time faculty could be more accommodating in terms of size and location. Newer facilities on campus are better designed to meet office space requirements, but there is still a serious lack of part-time faculty office space.

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offices. This condition may be alleviated by creating part-time faculty office space in buildings vacated by programs and services that move to the new GCATEC building after its completion.

The college evaluates the condition and adequacy of physical resources in several ways. The State Board for Community and Technical Colleges (SBCTC) initiates a biennial survey to determine the physical condition of facilities and to create a uniform basis for developing system-wide capital repair requests. Several of these surveys (through 2001) are available in the Team Room (Exhibit 8-7, Facility Condition Surveys). Additionally, the Standard Eight committee did its own survey during this self-study (see 8.A.3).

BBCC’s M&O Department constantly surveys buildings and equipment, collects campus work order requests, and organizes findings with the Facility Management (FM1) software system. M&O, the Safety Committee, the Customer Service Task Force, and the Disabled Student Liaison also conduct faculty, staff, and student surveys on an ad hoc basis. The outcome has been capital funding for repairs and minor improvements averaging $1,408,893 per biennium. See Exhibit 8-8, 10-Year Recap of BBCC Capital Projects – 8/14/00. The 2001–2003 biennium will bring capital funding for a new library, the first major project construction on the BBCC campus fully funded by the State of Washington (see 8.A.1). See capital budget requests for several biennia in Exhibit 8-9, BBCC Capital Budget Requests and Capital Campaign Plans, and State Board for Community and Technical Colleges Capital Budget Requests and Capital Programs.

In 1998 BBCC hired the architectural and planning firm of Arai/Jackson to facilitate a 10-year Master Plan and Building Program. Facility adequacy issues were tackled and the resultant document—known locally as the Facilities Master Plan (FMP), but actually named the Master Plan and Building Program—became the foundation for state funding of the new library. See Exhibit 8-10, Facilities Master Plan; Exhibit 8-11, BBCC Master Plan and Building Program Approach Chart and Project Schedule; and Exhibit 8-12, BBCC Library and Advanced Technologies Education Center Interview Presentation 11-07-01.

8.A.3 Adequately Furnished Facilities
During the current self-evaluation process, the Standard Eight committee conducted a survey to measure the condition and adequacy of physical resources (Exhibit 8-13, Facility Survey Summary). While some of the instructional furnishings are nearing the end of their useful life, the classrooms and laboratories remain functionally adequate for effective teaching and learning. Several areas of concern (for example, office furnishings that vary in age and style) must be addressed to accommodate the growing number of people and programs on campus. The survey suggested a need for more chairs and desks appropriate and comfortable for adults, which resulted in the campus-wide replacement of nearly all tablet-arm desks with tables and chairs.

Capital, operating, and grant funding are the primary sources for equipment and furnishing upgrades. The request for furniture in new buildings may be funded by the capital budget for new classrooms; however, upgrades for existing furnishings must be funded from mixed revenue sources. Grant-funded programs budget their equipment and furnishing needs through their grant, whenever such funding is allowed. In-kind matching grants require careful consideration by the college if capital investments are required. Occasionally departments or programs will fund furnishing upgrades from operating budgets, rather than waiting for institutional funding. Such departmental expenditures follow purchasing guidelines.

8.A.4 Management, Maintenance, and Operation of Facilities for Quality and Safety
Quality learning space is largely a product of the innovation of the BBCC M&O staff. They strive to keep the campus a safe, attractive, and environmentally friendly place.

The M&O team is comprised of 16 full-time journeyman-level members and led by a Maintenance Supervisor. Most of the funding for Community and Technical College maintenance and custodial staff comes from the state general fund. Earnings from housing and
food operations fund two maintenance custodians who dedicate their efforts to cleaning and providing day-to-day maintenance services to the dorms, dining hall, and Opportunity Center.

The M&O staffing is adequate to function effectively in most areas. Noted exceptions would be the Custodial and Grounds Maintenance teams. The Custodial branch is comprised of five custodians, a maintenance/custodian, and a custodial lead. However, this seven-person team cleans over 350,000 square feet of buildings, which averages one custodian per 50,000 square feet of floor space responsibility. This team also performs a large portion of setup duties on campus and secures buildings after normal operating hours.

A Grounds Maintenance team of two maintains over 150 acres; over 40 acres are irrigated, including two baseball fields. In addition to normal duties, this team maintains campus vehicles, performs most moving requests, and assists in other maintenance duties.

Like other departments on campus, M&O reports a high demand on its services and has a budget that barely keeps pace with campus need. To combat this situation, M&O is constantly working toward streamlining methods in order to save valuable operating dollars. A Maintenance web page containing an easy work order request form was instituted on the campus Intranet. The entire campus layout and the building plans, as well as operating and maintenance (O&M) manuals, can be viewed from any terminal. Control systems can be viewed and adjusted through the web with the proper level password.

The M&O Department uses a computer maintenance management system (FM1) to track all work requests, projects, inventory, and preventive maintenance tasks. The Maintenance Supervisor prioritizes and assigns these jobs. The department functions in a close knit and coordinated manner. The overall multi-talented skill level of the M&O team provides staffing flexibility, although the small size of the department does present limitations. The expertise of each individual allows the department to perform many costly repairs and updates in-house, resulting in large cost savings. Aging infrastructure, higher maintenance demands, responsibility for non-state owned facilities—such as the Opportunity Center (see **Standard Seven**)—and unplanned, expensive emergency repairs all strain the declining maintenance budget. The aging buildings, built to military standards, have served BBCC well; unfortunately, they have more than outlived the college’s ability to economically maintain or remodel them. The key to lessening this spiral is building replacement and modernization. Capital investment in more efficient buildings will reduce maintenance expenses, thus relieving a portion of operational expenditure.

For safety information, see **8.A.5** below.

### 8.A.5 Construction and Maintenance of Safe, Accessible Facilities

BBCC maintains a strong commitment to keeping the campus buildings and grounds safe, environmentally friendly and barrier-free—in short, a place that students, faculty, staff, and visitors can enjoy. Many projects have been undertaken during the last seven years to correct health, safety, environmental, and physical hazards. See **Appendix 8.1, List of Corrective Projects 1992-2001**, and **Exhibit 8-14**, Corrective Projects Information.

**Campus Safety and Security**

BBCC strives to create a safe campus. Members of the Safety Committee represent high-risk activities such as chemistry, aviation, athletics, professional/technical programs, and other constituencies such as dorm supervisors, staff, and physically impaired students. The committee has been a strong force in making the campus a safe, accessible place in which to work and study.

The Safety Committee purchased a CD tower that makes safety awareness programs available to anyone on campus having a computer workstation with sound. Hand-free phone headsets were purchased for campus phone operators. Ergonomically correct chairs and workstation desks were suggested and purchased through the Washington State Department of Labor and Industries. The college also bought a complete fall safety harness set for lift truck workers and a second set for workers using scaffolding. The Customer
Service Task Force conducted an outside lighting survey that resulted in the addition of 42 street and parking lot lights. One or more first aid kits, inventoried and maintained by custodians, have been installed in every building, with locations posted on the building’s first aid bulletin board. Maps of the building showing two emergency egress routes have been posted in each classroom and on each building’s safety bulletin board. While the Safety Committee has been a strong force in campus safety, keeping committee membership strong and scheduling meetings around a four-day faculty workweek are challenging.

The Customer Service Task Force processes student and staff input—some of which deals with safety and access issues. The overlapping of the Safety Committee and the Customer Service Task Force can create conflicts on certain issues. Merging the two committees has been discussed as a solution to this duplication, although many of their duties do not overlap.

M&O has compiled a BBCC Safety Manual (Exhibit 8-15). This manual is also posted on the campus Intranet for easy access at http://intranet.bbcc.ctc.edu/ (click on Maintenance and then on Safety Manual).

In 2000, an Emergency Procedures Handbook was created as a central repository for information and college procedures in emergency situations. The complete handbook is kept in the M&O office (and the Team can review it at that location). Color-coded flipcharts, which summarize the handbook information for quick reference, are given to all college personnel and distributed liberally throughout the campus (Exhibit EMERGENCY, Emergency Procedures Handbook Flipchart). These flipcharts are also posted on all campus safety bulletin boards for increased safety and security after hours.

Security responsibility is shared by all M&O crew throughout the day and into the evening. The campus employs one full-time Security Supervisor and student workers for nights and weekends. One campus goal is to install security alarms in all 26 buildings, and 14 have been completed to date.

As required by state law, certified inspectors check fire alarm systems, fire extinguishers, and fire refueling safety systems. Twice a year, kitchen hoods are cleaned and inspected for fire safety.

**ADA Access**

Aging Air Force buildings present a significant challenge as BBCC strives to comply with the Americans with Disabilities Act (ADA). (For ADA compliance standards, see http://www.usdoj.gov/crt/ada/adahom1.htm.) Nonetheless, for the last three years the Safety Committee has included ADA items in its agenda. Reducing barriers for the physically challenged has been a campus goal. Surveys from students, faculty, staff, and state-appointed teams have enabled the campus to submit well-planned projects for state funding to accomplish ADA objectives (Appendix 8.1 and Exhibit 8-14). Although the state has not completely funded project requests, by adding some capital repair monies to the state appropriations BBCC has remodeled 7 large restrooms, constructed 6 entrance ramps, and installed 22 button-operated doors.

BBCC seeks access solutions that are sustainable, affordable, and safe. For example, all button-operated doors may now be controlled by a simple garage door opener that is available to disabled students upon request. All in-house remodeling projects must meet ADA standards, and new construction by code has to comply. Chairs, tables, custom-built keyboard holders, a weight-training machine, and a wheelchair-accessible pottery wheel have been purchased for ADA use only. The photojournalism lab and the Art Department have been relocated for ADA access, the latter requiring the complete remodel of a 4,860 square-foot maintenance shop.

**8.A.6 and 8.A.7 Appropriate Off-Site Facilities**

Three off-campus sites have been developed through collaboration with school districts and the Grant County Housing Authority. These cooperative rental agreements help BBCC serve district communities remote to the main campus. Extension classes are also offered at high schools throughout the district. The nominal rental fees make outreach programs affordable.
and enable BBCC to hold classes in facilities designed for educational purposes. The adequacy of these public school spaces is left to the judgment and responsibility of college distance education coordinators/administrators.

The Grand Coulee Learning Center (GCLC) opened in 1995 through a $100,000 grant from the U.S. West Foundation and a cooperative arrangement with Grand Coulee School District. The school district provided a suitable rental facility, and ITV equipment was installed to establish the first BBCC interactive distance education site. The Othello site was opened in 2000 and functions similarly to the GCLC in that ITV classes are the core offerings. Othello’s facility was financed by the Othello School District with K-20 funding.

A third off-campus site opened in Fall 2000 in the small town of Mattawa. At this time, the Mattawa facility is not an ITV learning center. Instead, it is certified as an Affiliated WorkSource site and was created to serve Families That Work II clients (parents with low basic literacy and employability skills, and in need of childcare resources). Partnerships were forged with the Washington State Employment Security Department and the Grant County Housing Authority to establish the facility and enhance programs offered to clients. The Mattawa Work Source site and/or a site at Wahluke High School could potentially become BBCC’s third ITV learning center. The intent is to partner with Grant County PUD as its fiber optic network ZIPP program becomes available, using Mattawa as a pilot site for the Broadband Integrated Service Digital Network (B-ISDN). This technology will likely replace integrated services digital network (ISDN) dial-up telephony in the videoconferencing industry.

All off-campus sites are safe and adequate for program needs. See Exhibit 8-4 for site maps.

Finding instructional and office space for new programs on campus can be challenging, but it is sometimes unnecessary. For example, the Commercial Driver’s License (CDL) program was first housed at a nearby Port of Moses Lake facility. When that site was leased to Genie Industries, the college rented space at the Grant County Fairgrounds. There, the program makes use of a portable trailer for office and classroom space, and a portable toilet.

The Fairground site—which is both safe and adequate for current CDL program needs—offers several advantages to a campus site at this time. At the Fairgrounds, training can take place on gravel lots, resulting in less tire wear. The Fairgrounds has ample space and provides recreational vehicle (RV) hookups for the office and classroom.

8.B EQUIPMENT AND MATERIALS

8.B.1 Suitable Equipment for Meeting Educational and Administrative Requirements

In the spirit of BBCC’s mission, the college attempts to provide quality equipment and meet requirements for both educational and operational needs, while remaining within budgetary constraints. Overall, suitable and accessible equipment is available both on and off campus. See 8.A.5. In an effort to remain technologically advanced, BBCC has installed a fiber optic data network and ITV classrooms and has increased the number of computer stations, funded through soft money sources (grants and one-time allocations). The number of computers on campus coupled with normal replacement frequencies could easily eclipse the annual equipment budget for Instructional Services. BBCC plans to continue supplementing state funding for equipment with soft money sources such as federal grants.

Approximately 1,000 workstations and 17 student computer labs are connected to the local area network (LAN). The campus fiber optic network was completed during the 1995 Educational Technology Initiative (ETI) directed by the SBCTC through the Center for Information Services (CIS), which provided 70% of the funding. BBCC added funding to enhance campus connectivity. See Exhibit 8-16, Memorandum: December 31, 1995 Report on the Educational Technology Initiative (ETI); Exhibit 8-17, Prioritized Technology Proposal; Exhibit 8-18, BBCC: Network Analysis and Support Plan; Exhibit 8-19, BBCC: Network Design Revision; and Exhibit 8-20, Macro Com Corporation (fiber cable project quote).
BBCC’s network infrastructure is capable of interfacing with the high speed ZIPP network. The enhanced fiber optic backbone provides inexpensive, dependable access to the world for BBCC students and staff. The campus LAN has enabled information technology (IT) cost savings such as the consolidation of computer labs. IT costs will continue to challenge BBCC, but the ETI has strategically placed the college in a position to meet student needs in a rural district that could have been on the wrong side of the digital divide.

8.B.2 Equipment Maintenance, Inventory, Replacement, and Upgrade
Equipment quality and quantity planning are departmentalized, with each program or department controlling equipment suitability, upgrades, and replacement schedules through the budgeting process. Each department submits its proposed equipment budget requests yearly.

New purchases are identified, categorized, and inventoried according to all applicable laws, rules, and procedures. By state Office of Financial Management (OFM) policy, items valued at $5,000+ are inventoried, capitalized, and marked with “State of Washington” tags containing identifying numbers. According to campus risk-management policy, small and attractive items under $5,000 in value are also tagged and inventoried.

Annually the Business, Big Bend Technology (BBT), and Library staff perform a physical inspection and audit inventory dependent on their respective responsibilities. Items may be spot-checked for compliance without schedule. Equipment condition and relevance are generally the responsibility of each respective department. Department ownership is intended to ensure that equipment is maintained and controlled properly.

BBCC has the only college Aviation program in the state that owns and maintains a fleet of aircraft. The college is lobbying the Legislature for $3 million to replace the aging fleet. Without special legislative funding, the Aviation program is dependent upon an accumulating replacement account, which is funded with a portion of student flight fees. The target replacement date, sans legislative funding, is 2009.

Multiple funding sources are used to keep campus equipment up-to-date. Equipment needs are reviewed annually and funded with available revenues. See Exhibit 8-21, Schedule for Replacement of Instructional Equipment and Inventories.

However, while most equipment needs can be handled with this type of system, increased departmental demands for short-lived IT equipment require careful financial planning in order for the college to meet future IT equipment quality and quantity objectives within budget guidelines. Unfortunately, such IT planning—even that done by industry experts—may fail to anticipate the rapid technological advances that require reassessment of campus computer capabilities. IT upgrades and replacements are expensive, but earmarking a large portion of the annual budget for this purpose may encourage unnecessary over-spending. Currently, IT needs are assessed on a case-by-case basis, which has so far proved sufficient for keeping the campus adequately equipped within budget. Creative solutions to the IT challenge are being explored. For example, the Center for Business and Industry Services (CBIS), in collaboration with the BBT Department, is testing computer leases as a cost-effective way to keep current technology in CBIS training labs. This leasing program will serve as a model for other departments needing to capitalize on leasing benefits. For additional IT replacement information, see Standard Five.

IT equipment owned by the college at the Grand Coulee off-campus site is maintained and upgraded in a similar manner. Equipment at high school rental facilities is maintained and upgraded by area school districts.

8.B.3 Use, Storage, And Disposal Of Hazardous Materials
Increased awareness of the environment has enabled the college to focus on becoming a Small Hazardous Waste Generator. BBCC obtained Small Generator status in 2001 by limiting the amount of hazardous waste produced on campus. Such a reclassification saves the college money and time by reducing the paperwork and simplifying the bureaucratic process for the disposal of hazardous waste. See Exhibit 8-22, Resources Handbook.
The Aircraft Maintenance, Automotive, CDL, Welding, Maintenance Mechanics Technology, Art, Chemistry, Photojournalism, and Health Science departments, plus Word Services and Plant Operations, have the potential to create a great amount of hazardous waste. Through increased awareness and cooperation of all of the sectors involved, the college has reduced its inventory of hazardous chemicals. Major changes in environmental management practices were accomplished in 1997 through a School Sweep Project (Exhibit 8-23, BBCC Success Story). This project brought BBCC in line with Washington State Department of Ecology (DOE) standards for dealing with hazardous materials. The institution’s procedures for hazardous materials are those of the DOE, which conducts regular audits of the college to check compliance.

Most departments now use non-hazardous material in place of hazardous chemicals. When a non-hazardous substitute can’t be found, only a small quantity of the hazardous material is purchased at one time. Attempts are then made to find replacement chemicals. Right to Know centers were installed in each building and are updated each year, or as needed. The master copy of the Material Safety Data Sheet book (which contains information on all hazardous chemicals) is kept in the M&O office, and is available for Team review at that location. All sites on campus that use hazardous chemicals are supplied with appropriate data sheets.

BBCC has installed a complete oil/water separator system for the automotive, aircraft maintenance, aircraft storage, and repair buildings, allowing the college to put clean, oil-free water into the city sewer system. The Chemistry Department has completely disposed of outdated and/or overstocked chemicals, and inventoried those remaining. The Automotive, Aviation and Maintenance Management Technology departments have also performed chemical inventories. M&O is responsible for the disposal of all hazardous waste, as well as record keeping and reporting. Those records are available for Team review at M&O.

### 8.C PHYSICAL RESOURCES PLANNING

The 2000 U.S. Census Bureau statistics show that Grant County population grew over 31% in the last 10 years. This growth rate is 10% higher than that of the state, which increased just over 21% for the same period. See Figure 8.1, Census Bureau Statistics.

<table>
<thead>
<tr>
<th>State/County</th>
<th>Population</th>
<th>% Increase**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State</td>
<td>5,894,121</td>
<td>21.1%</td>
</tr>
<tr>
<td>Grant County</td>
<td>72,019 (est.)</td>
<td>31.4%</td>
</tr>
</tbody>
</table>

**SOURCE: 2000 Census data, U. S. Census Bureau  
**Increase since 1990

BBCC has sustained a steady 3% growth in student population for the past 10 years and expects the demand for higher education opportunities to continue to increase. Capital improvements for the past 10 years have added 20,000 square feet to campus buildings, while two maintenance shops totaling 9,700 square feet have been reclaimed for instructional programs. When the 10,000 square-foot Opportunity Center is included, a total of 39,700 square feet of building space has been added.

BBCC has also been able to respond rapidly to community needs in off-campus areas of the district. The college hosted the Governor’s 1998 Rural Economic Development Summit Conference. As a result, the BBCC Mattawa Opportunity Center was planned when the infrastructure focus group identified affordable housing as a priority “in order to improve the economic viability of the rural communities especially for farm workers” (Exhibit 8-24, Summit Discussion Group Reports, p. 9).
8.C.1 Physical Development Master Plan
Consistent with Mission, and Updated Periodically
The Facilities Master Plan, technically named the Master Plan and Building Program, is driven by the BBCC mission statement and the Academic Master Plan. The original FMP was created with input from the 1994 campus-wide needs assessment and the ensuing 1994 Comprehensive Development Plan (Exhibit 8-25). These were followed by a Title III feasibility study for the GCATEC and a capital funding request for the 2001–2003 budget allocation. The results of the study are available in the Team Room (Exhibit 8-26, BBCC Feasibility Study for Grant County Advanced Technologies Education Center). The FMP is a living, evolving document, as are the long-range educational plans of the institution. The FMP facilitates the college in planning for annual and extended remodeling, renovation, and major maintenance. The Facilities Master Plan Committee was established in 1995 to identify and prioritize building needs. This ad hoc committee meets to review and update as needed.

The GCATEC building has been characterized as a direct response to the SBCTC’s Memorandum, Ref: 99-31-20 (which explains the Higher Education Coordinating Board’s Master Plan) and Policy Paper #4: Facility Capacity and Utilization to Provide a Quality Educational Experience (which encourages partnering and collaboration between higher education institutions and shared approaches to the use of facilities and technology). See Exhibit 8-27. In accordance with the BBCC mission statement and the goals of the AMP, the physical space and modern technology incorporated into the GCATEC will provide the district with advanced degree opportunities and enable BBCC’s CBIS to meet industry demands for short-term intensive training. The college continues to collaborate with the BBCC Foundation to complete the funding package for the GCATEC building. As stated in the FMP, “BBCC is challenged to continue to meet the educational mission of the community in a time when state funding capabilities are diminished. As such, Big Bend is looking to the community and other partners to help fund needed facilities” (p. I-7).

8.C.2 Plans for Acquisition or Allocation of Required Funding
The 2001–2003 biennial capital budget for BBCC is $9,951,673, with $7.5 million earmarked for the new library. Although not a good fit for state capital funding models because of its sprawling military-base design, BBCC successfully acquires capital funding each biennium, money usually designated for remodeling projects. The generous 2001-2003 sum will fund the new library (which will be adjacent to the GCATEC) and marks the first time BBCC has acquired full funding for a new building.

Even when state allocated funds are scarce, however, BBCC facility planning is not put on hold. The lucrative European Project may have ended, but new enterprise earnings, such as those of CBIS, help fill the funding void. Partnerships are also actively pursued. As a result, Central Washington University (CWU) has joined the BBCC planning team, bringing professional resources previously unavailable to BBCC. Additionally, CWU is initiating a $1.2 million capital budget request for the 2003-2005 biennium to assist with additional expenses associated with the construction of the Paul Lauzier University Center portion of the GCATEC complex.

The proposed GCATEC was so named because of the partnerships and alliances formed to enable its construction. Funding will come from a mix of state appropriations, local college earnings, county economic development grants, federal grants, and community donations. Two-thirds of the GCATEC will be paid for with local earnings and donated funds. Grant County is partially funding the complex in the amount of $140,000 for the next 20 years, and a private donation of $1.3 million will fund the Paul Lauzier University Center. Current estimates indicate an additional $1.1 million is necessary to complete the remainder of the complex. BBCC is seeking funding through a combination of sources.
8.C.3 Physical Resource Planning for Access and Security
The AMP, FMP, and Safety committees fully recognize the necessity to make the campus safe and accessible for the disabled and all other constituents. The diligence of these planning committees in safety and security issues can be seen by the improvements noted in 8.A.5.

Planning for remodeling projects such as the Student Center, the Math/Science building, and the Art building included wheelchair access as well as disabled stalls in restrooms. Ongoing planning for existing buildings has resulted in these same changes in the dorms and theater. In 2001 the wheelchair entry and disabled parking location were changed to the south side of the Math/Science building for increased accessibility and convenience. Additionally, planning for new spaces such as the upcoming GCATEC includes security issues and access for special constituencies as part of the design.

The SBCTC also considers these issues in its semi-annual Facilities Condition Survey.

8.C.4 Involvement of Governing Board and Constituent Groups in Planning
The current FMP was developed in 1998 to set a course for the regeneration and growth of the campus. Workshops, interviews, and presentations were used as a mechanism to gather information from stakeholders such as the Board of Trustees, faculty, staff, administrators, alumni, business leaders, government entities, and the district-at-large. Administrators, faculty and staff are members of the AMP, FMP, and Library Planning committees. The FMP Committee includes an Associated Student Body (ASB) student representative, and the Safety Committee includes a disabled student whenever possible. The ASB led a campus review for ADA access in which BBCC students were asked to evaluate accessibility, security, and safety issues (Exhibit 8-28).

ANALYSIS
Strengths
Facilities
The 154-acre campus and the undeveloped surrounding area provide ample space for expansion. Since the campus is strategically located next to the future Network Operations Center for Grant County PUD’s fiber optic ZIPP program and the major Grant County industrial park, its property has the potential to generate significant future revenue. BBCC administrators have long been determined to provide students with facilities equal to or better than those at other two-year state-supported colleges. Over the last ten years, administrators have creatively financed projects that have added 39,700 square feet of facilities, despite a lack of state major capital funding. See Exhibit 8-4 for recent major facilities changes. All new facilities benefit students directly, from Math/Science classrooms and labs, to the Art and Opportunity Center buildings, to the student cafeteria and the ITV sites. State funding for a new library has been appropriated in the 2001-2003 capital budget, and a private donation will fund a new University Center. These will add 42,000 square feet of space and provide students with new research capabilities and improved access to baccalaureate institutions. Backfill opportunities, such as classrooms and office space for part-time faculty, will also be created when programs and services relocate to GCATEC.

BBCC is proud of the extent to which it provides technologically advanced computer resources and services to its students and staff. Approximately 1,000 campus workstations and 17 student computer labs are connected to the local area network (LAN), in addition to desktops located at Grand Coulee, Othello, Soap Lake, Mattawa, Ephrata, Omak, and Warden. ITV equipment connects students at the Grand Coulee and Othello interactive distance education sites with on-site classes. BBCC’s network infrastructure interfaces with the high speed Grant County PUD ZIPP fiber optic network to provide fast and dependable access to Internet resources—something vitally important to students and staff in rural settings.

Safety and Access
The commitment of the BBCC administration to campus safety and access is shown by the numerous completed and ongoing projects it has supported or initiated in many areas, including

PHYSICAL RESOURCES

Standard Eight-10
hazardous waste disposal, campus lighting, ADA compliance, and a centralized Emergency Procedures Handbook. The Safety Committee, with the involvement of faculty, students, and staff, has helped to identify and resolve a number of safety and access concerns. An active Customer Service Task Force receives student and staff input, which can also result in safety and access improvements.

**Furnishings and Equipment**
Furnishings and equipment are currently adequate to meet the requirements of the institution. Until viable alternatives are found, the college should continue its present equipment replacement strategies since the system, although not perfect, is workable and fairly addresses the needs of each department or program. BBCC is committed to long-range planning, and replaces equipment through state funding, lab fees and other sources. The college’s current long-range procurement schedule ensures suitability and quality of educational and administrative equipment without lapse.

**Maintenance and Operations**
BBCC has a dedicated, innovative, and close-knit M&O team that maintains its buildings and grounds. Because of the nature and age of the older buildings, this team has been called upon to relocate, build, and remodel as well as to maintain and repair. Their expertise has resulted in significant savings to the college as they have salvaged and restored existing infrastructure, such as built-in cabinets and lab benches.

**Planning**
The SBCTC systems for both capital and facilities condition analysis prove invaluable in assisting BBCC in long-range facilities planning. In addition, BBCC uses constituent appraisals such as the 1994 campus-wide needs assessment; the ASB campus access review; and ad hoc faculty, staff and student surveys. Newer facilities on the BBCC campus are primarily the result of an administrative willingness and ability to merge multiple funding sources and to form cooperative partnerships for facilities planning and sharing. The GCATEC project is in place because of such collaboration. The resultant funding will be a mix of monies. Additionally, CWU has contributed planning expertise. This funding package is reflective of the vision of the administration and the extent of its efforts in lobbying legislators and exploring common interests with the Grant County Commissioners, the PUD, baccalaureate institutions, and private donors and foundations.

**Challenges**

**Facilities**
BBCC’s creative, highly skilled M&O team—capable of remodeling existing facilities—is one of the college’s biggest assets. The college must renovate or replace aging buildings in constant need of repair and modernization to meet present and future demands. Obtaining funding for new facilities, however, is a perennial problem because the state funding formula is based on a square footage per FTE ratio. It is recommended that future BBCC planning focus on multi-use facilities, using the GCATEC project and the library replacement project as models for correcting other building deficiencies.

**Safety and Access**
Overall, BBCC is safe and accessible. However, new safety and access concerns may arise based on input from the Safety Committee and the Customer Service Task Force. Such problems are addressed as they surface. For example, personal security in parking lots and around buildings seems to be an ongoing concern, given today’s turbulent times. The college may want to seek funding for the installation of emergency call boxes in widely used parking lots, additional lighting for streets and parking lots, a card reader security system, and/or a campus police force. These alternatives are being considered as the college seeks to heighten campus security within budgetary constraints.

In order to make task scheduling more efficient and to facilitate issue resolution, the Safety Committee and the Customer Service Task Force should either merge or coordinate more effectively with each other.
**Furnishings and Equipment**
Capitalized equipment (costing $5,000 or more) is easily tracked for replacement by the current inventory system. However, every department should track all equipment to provide targets for annual budgeting.

The college is developing ways to replace one-time funding sources for computer replacement. The accelerated replacement of IT equipment is an ongoing challenge for BBCC, as it is for all educational institutions in this digital world. BBCC will continue to work with the Consortium of Colleges led by the system-level CIS to meet many of these demands while at the same time managing local resources to provide quality mainstream IT experiences for its students. The college will also continue testing computer leasing in certain programs to maintain cost-effective, state-of-the-art equipment.

In the event that BBCC’s one-time funding requests are not granted to enable the college to replace its entire aging aviation fleet, the college should continue to maintain the program until 2009 when the accumulating replacement account will be available. An alternative replacement schedule, under the direction of Chief Pilot Peter Hammer, replaces aircraft one at a time by purchasing used Beechcraft B-19 trainers with lower hours of usage. See Exhibit 8-21.

**Maintenance and Operations**
Balancing funding and workload with campus needs for M&O services is a continual challenge. Current staffing is adequate, except for grounds and custodial teams, but the campus continues to develop. As building space expands, staffing will need to be increased.

Finding funding for maintenance, repair, and minor improvements for new buildings paid for by non-state dollars is crucial, since such buildings are ineligible for state maintenance funding. Long term planning for new facilities will continue in order to position the college in queue for state financing to replace and modernize existing buildings.

**Planning**
BBCC must raise a final $1.1 million to complete the remainder of the GCATEC complex. The college is actively working with the BBCC Foundation to seek additional private donations. The Facilities Master Plan, *Capital Budget Requests*, and other important documents should be web-enabled for campus-wide dissemination and updating.

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**Standard Eight: List of Imbedded Tables and Figures**
- Facilities Flow Chart (on the back of Standard Eight title page)
- Census Bureau Statistics (See Appendices Eight Table of Contents for additional tables and/or figures.)

**Standard Eight: List of Exhibits** (in order of first reference)
- Exhibit 8-1 State Board for Community and Technical Colleges: Comparison of State Owned Square Footage to 1999 State Supported FTEs
- Exhibit 8-2 *Larson Vocational-Technical Division of BBCC* (1965)
- Exhibit 8-3 State Board for Community and Technical Colleges Maintenance Expenditure by College – 7/1/97 through 6/30/98
- Exhibit 8-4 BBCC Campus Map (and other campus/facilities maps)
- Exhibit AMP *Academic Master Plan*
- Exhibit 8-5 ZIPP and Grant County: Common Questions about ZIPP?
- Exhibit 8-6 Room Usage Report
- Exhibit 8-7 *Facility Condition Surveys*
- Exhibit 8-8 10-Year Recap of BBCC Capital Projects – 8/14/00
Exhibit 8-9  
*BBCC Capital Budget Requests and Capital Campaign Plans, and State Board for Community and Technical Colleges Capital Budget Requests and Capital Programs* (Note: Most BBCC Requests are included in the SBCTC documents)

Exhibit 8-10  
Facilities Master Plan (also called *Master Plan and Building Program*)

Exhibit 8-11  
*BBCC Master Plan and Building Program* Approach Chart and Project Schedule

Exhibit 8-12  
*BBCC Library and Advanced Technologies Education Center Interview Presentation 11-07-01*

Exhibit 8-13  
Facility Survey Summary

Exhibit 8-14  
Corrective Projects Information

Exhibit 8-15  
*BBCC Safety Manual*

Exhibit EMERGENCY  
*Emergency Procedures Handbook* Flipchart

Exhibit 8-16  

Exhibit 8-17  
*Prioritized Technology Proposal*

Exhibit 8-18  
*BBCC: Network Analysis and Support Plan*

Exhibit 8-19  
*BBCC: Network Design Revision*

Exhibit 8-20  
Macro Com Corporation (fiber cable project quote)

Exhibit 8-21  
*Schedule for Replacement of Instructional Equipment and Inventories*

Exhibit 8-22  
*Resources Handbook*

Exhibit 8-23  
*BBCC Success Story*

Exhibit 8-24  
Summit Discussion Group Reports

Exhibit 8-25  
*BBCC Comprehensive Development Plan* (September 30, 1994)

Exhibit 8-26  
*BBCC Feasibility Study for Grant County Advanced Technologies Education Center*

Exhibit 8-27  
SBCTC’s Memorandum, Ref: 99-31-20, and Policy Paper #4: Facility Capacity and Utilization to Provide a Quality Educational Experience

Exhibit 8-28  
*BBCC Associated Student Body Survey*

**Also Available** (at Maintenance and Operations, Building 4200)  
*Emergency Procedures Handbook, Material Safety Data Sheet Book,* and *Hazardous Waste Records*
Standard Eight

Appendix

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Appendix 8.1  List of Corrective Projects 1992-2001
## APPENDIX 8.1
### LIST OF CORRECTIVE PROJECTS  1992-2001

<table>
<thead>
<tr>
<th>Americans With Disabilities Act (ADA)</th>
<th>Description</th>
<th>Project</th>
<th>Project Status</th>
<th>Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building 1000 - Nursing</strong></td>
<td>Disabled Parking with Access</td>
<td>1992</td>
<td>Completed 1999</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Sloped Access to Building</td>
<td>1992</td>
<td>Completed 1999</td>
<td>1,700</td>
</tr>
<tr>
<td></td>
<td>Accessible Restroom</td>
<td>1992</td>
<td>Completed 1998</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Install ADA Door Opener</td>
<td>1998</td>
<td>Completed 1999</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Building 1100 – Wallenstein Performing Arts</strong></td>
<td>Disabled Parking with Access</td>
<td>1992</td>
<td>Completed 1995</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Stage Restroom</td>
<td>1992</td>
<td>Completed 1994</td>
<td>15,000</td>
</tr>
<tr>
<td></td>
<td>Foyer Restrooms</td>
<td>1992</td>
<td>Completed 1998</td>
<td>5,500</td>
</tr>
<tr>
<td></td>
<td>Install ADA Door Openers</td>
<td>1998</td>
<td>Completed 1998</td>
<td>4,200</td>
</tr>
<tr>
<td></td>
<td>Paved Parking</td>
<td>2000</td>
<td>Completed 2001</td>
<td>100,000</td>
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<tr>
<td><strong>Building 1200 - Math/Science</strong></td>
<td>Disabled Parking with Access</td>
<td>1992</td>
<td>Completed 1993</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>New Bathrooms</td>
<td>1992</td>
<td>Completed 1995</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td>Install ADA Door Openers</td>
<td>1995</td>
<td>Completed 1998-1999</td>
<td>8,400</td>
</tr>
<tr>
<td></td>
<td>Added Disabled Parking &amp; Access</td>
<td>1997</td>
<td>Completed 1999</td>
<td>2,700</td>
</tr>
<tr>
<td><strong>Building 1300 - Early Childhood Education</strong></td>
<td>Disabled Parking with Access</td>
<td>1992</td>
<td>Completed 1993</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Entrance Widened</td>
<td>1992</td>
<td>Completed 1995</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Accessible Restroom</td>
<td>1992</td>
<td>Completed 1999</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td>Install ADA Door Opener</td>
<td>1995</td>
<td>Completed 1998</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>Building 1400 - Student Center/Administration</strong></td>
<td>Elevator Upgrade</td>
<td>1992</td>
<td>Completed 1995</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td>Repaired Sidewalk Ramp &amp; Parking</td>
<td>1999</td>
<td>Completed 2001</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Building 1500 – Smith Hall</strong></td>
<td>Disabled Parking with Access</td>
<td>1992</td>
<td>Completed 1993</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Install ADA Door Opener</td>
<td>1998</td>
<td>Completed 1998</td>
<td>2,200</td>
</tr>
<tr>
<td><strong>Building 1600 - Business &amp; Liberal Arts</strong></td>
<td>Disabled Parking with Access</td>
<td>1992</td>
<td>Completed 1993</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Install ADA door opener</td>
<td>1997</td>
<td>Completed 1998</td>
<td>4,200</td>
</tr>
<tr>
<td><strong>Building 1700 - Library</strong></td>
<td>Install ADA Door Opener</td>
<td>1997</td>
<td>Completed 1998</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Install ADA Ramp to Front Door</td>
<td>1997</td>
<td>Completed 1998</td>
<td>5,380</td>
</tr>
<tr>
<td></td>
<td>Moved Art from Basement to Remodeled 4100</td>
<td>1999</td>
<td>Completed 2001</td>
<td>216,600</td>
</tr>
<tr>
<td><strong>Building 1900 - Word Services</strong></td>
<td>Install ADA Door Opener</td>
<td>1998</td>
<td>Completed 1999</td>
<td>2,200</td>
</tr>
<tr>
<td><strong>Building 2000 – Gym</strong></td>
<td>Elevator Upgrade</td>
<td>1992</td>
<td>Completed 1995</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td>Lowered Electric Dryers in Restrooms</td>
<td>1992</td>
<td>Completed 1993</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Install ADA Door Opener</td>
<td>1998</td>
<td>Completed 1999</td>
<td>2,200</td>
</tr>
<tr>
<td><strong>Building 3000 - Aviation</strong></td>
<td>Disabled Parking with Access</td>
<td>1992</td>
<td>Completed 1995</td>
<td>3,000</td>
</tr>
<tr>
<td></td>
<td>Main Door Lever Installed</td>
<td>1992</td>
<td>Completed 1995</td>
<td>250</td>
</tr>
<tr>
<td><strong>Building 3200/Aviation Maintenance Technology</strong></td>
<td>Disabled Parking with Access</td>
<td>1992</td>
<td>Completed 1995</td>
<td>2,000</td>
</tr>
<tr>
<td>Description</td>
<td>Project</td>
<td>Begin Date</td>
<td>Status</td>
<td>Cost</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------------------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Building 3300 - Automotive</td>
<td></td>
<td>1992</td>
<td>Completed 1997</td>
<td>5,400</td>
</tr>
<tr>
<td>Disabled Parking with Access</td>
<td></td>
<td>1992</td>
<td>Completed 1997</td>
<td>5,400</td>
</tr>
<tr>
<td>Accessible Restroom</td>
<td></td>
<td>1992</td>
<td>Completed 1999</td>
<td>10,000</td>
</tr>
<tr>
<td>Main Door Lever Installed</td>
<td></td>
<td>1992</td>
<td>Completed 1995</td>
<td>100</td>
</tr>
</tbody>
</table>

| Building 3400 - Welding                         |                                  | 1992       | Completed 1995      | 2,000  |
| Disabled Parking with Access                    |                                  | 1992       | Completed 1995      | 2,000  |
| Main Door Lever Installed                       |                                  | 1992       | Completed 1995      | 100    |
| Accessible Restroom                             |                                  | 1992       | Completed 1995      | 2,000  |
| Install ADA Door Opener                         |                                  | 1998       | Completed 1999      | 2,000  |

| Building 3500 - Maintenance Mechanics Tech.      | Install ADA Door Opener          | 1998       | Completed 1999      | 3,000  |

| Building 3600 - Industrial Electrical Technology| Access to Disabled Parking Space | 1992       | Completed 1995      | 500    |
|                                                | Accessible Restroom              | 1992       | Completed 1995      | 5,000  |
|                                                | Main Door Lever Installed        | 1992       | Completed 1995      | 100    |
|                                                | Install ADA Door Opener          | 1998       | Completed 1999      | 2,000  |

| Building 4200 - Maintenance                     | Main Door Widened                | 1992       | Completed 1998      | 2,000  |

| Building 5000 – Dorm                            | Accessible Restrooms & Two Accessible Rooms | 1992       | Completed 1994      | 32,000 |

| Baseball & Softball - Fields 2200 & 2300        | ADA Sidewalks and Ramps           | 1998       | Completed 2000-2001 | 3,000  |

**Underground Storage Tank Removal**

<table>
<thead>
<tr>
<th>Description</th>
<th>Project</th>
<th>Begin Date</th>
<th>Status</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus - 21 Fuel Oil Tanks Removed by the Army Corp of Engineers</td>
<td>1992 13 tanks removed 1992</td>
<td>1992</td>
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</table>

**Asbestos Removal**

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<th>Description</th>
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<th>Status</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Wide</td>
<td>1992 Completed 1993</td>
<td>1992</td>
<td>Completed 1993</td>
<td>308,000</td>
</tr>
<tr>
<td>Building 3300</td>
<td>1999 Completed 1999</td>
<td>1999</td>
<td>Completed 1999</td>
<td>1,450</td>
</tr>
<tr>
<td>Building 1300</td>
<td>1999 Completed 1999</td>
<td>1999</td>
<td>Completed 1999</td>
<td>1,650</td>
</tr>
<tr>
<td>Building 3100</td>
<td>1999 Completed 1999</td>
<td>1999</td>
<td>Completed 1999</td>
<td>800</td>
</tr>
<tr>
<td>Building 1100</td>
<td>1999 Completed 1999</td>
<td>1999</td>
<td>Completed 1999</td>
<td>1,400</td>
</tr>
</tbody>
</table>

**Gender Equity**

<table>
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<tr>
<th>Description</th>
<th>Project</th>
<th>Begin Date</th>
<th>Status</th>
<th>Cost</th>
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</table>

**TOTAL COST** 1,044,600
STANDARD NINE

INSTITUTIONAL INTEGRITY
LAWS AND REGULATIONS GOVERNING BIG BEND COMMUNITY COLLEGE*

**FEDERAL**
- Title VI, VII and IX of the Civil Rights Act of 1964
- Americans with Disabilities Act of 1990
- Family Educational Rights and Privacy Act of 1974
- Title 17 of the US Code Copyright Law of 1976
- Drug Free Schools and Campuses Higher Education Act Amendment of 1998
- Student Aid Regulations of the Higher Education Act of 1965
- Equity In Athletics Disclosure Act: Higher Education Act of 1965
- Occupational Safety and Health Act of 1970

**STATE**
- Washington State Constitution
- Washington Community and Technical College Act of 1991
- State Ethics Law of 1994 (RCW 42.52)
- Washington State Law against Discrimination (RCW49.60)
- Washington Clean Indoor Act RCW 70.160, Executive Order EO88-06)
- State Employee Washington Whistle Blower Protection (RCW 42.40)
- Washington Industrial Safety and Health Act of 1973
- Open Public Meeting Act and Public Records Disclosure Act (RCW 42.17.2401)

**LOCAL**
- Board Policy and Administrative Process Book
- Academic Master Plan
- Big Bend Community College 2001-2003: A Negotiated Agreement between Big Bend Community College Faculty Association and Community College District No. 18 Board of Trustees
- BBCC Mission Statement

*URLs for all listings may be found with the exhibit list at the end of Standard Nine.*
Standard Nine

INSTITUTIONAL INTEGRITY

It is the charge of this institution to demonstrate its adherence to the highest ethical standards in its representation to the public; in its teaching, scholarship, and service; in its treatment of students, faculty and staff; and in its relationships with regulatory and accrediting agencies. Standard Nine summarizes the policies, procedures, programs, and opportunities that Big Bend Community College has instituted and/or operates under in order to promote and ensure these standards. This chapter of the self-study is, therefore, a reflection not only on the current college environment, but also on BBCC’s responses to past problems. (Most of the URLs for the governing laws and regulations that are cited in this standard are listed in Appendix 9.1.)

9.A.1 Ethical Standards in Management, Operations, and Relationships

Ethical Standards of Board Members, Administrators, Faculty, and Staff
The ethical principles and obligations of all state officers and employees, including those of state educational institutions, are specified by the State Ethics Law of 1994. This law is primarily codified in Chapter 42.52 of the Revised Code of Washington (RCW), available online at http://slc.leg.wa.gov/default.htm. A version of this law, titled Ethical Standards for Officers and Employees of Washington State Colleges and Universities, was prepared specifically for higher education by the Attorney General’s Office in 1995. See Exhibit 9-1. Basically, this version explains a Code of Ethics in the fields of conflict of interest, improper use of state resources, compensation for outside activities, and gifts. Additionally, it sets up and empowers the Executive Ethics Board (RCW 42.310 and RCW 42.52.310-550) as the enforcing body that receives or originates complaints, investigates, holds public hearings, determines if a violation has occurred, and takes action in either Superior or civil court. BBCC officials and staff attended training conducted by the Assistant Attorney General’s Office specific to this law in 1995 and 2000.

The BBCC community is proud of its insistence on and adherence to high ethical standards. The Board of Trustees operates under Bylaws that contain its rules and methods of conducting business and are published as Board Policy (BP) 1001. See Exhibit BP/AP, Board Policy and Administrative Process (BP/AP) Book—also available on the college website at http://www.bigbend.edu/. In addition, the Board publishes its own Code of Ethics (BP1002). The Board has instituted a variety of policies supplementing state law but specific to BBCC. These policies are backed by Administrative Processes (APs) for implementation. Included among these are policies on Conflict of Interest (BP8054); State Employees Misconduct (BP2050); Solicitation of Funds (AP8020); Accounting and Audit Trail for Gifts, Grants, and Donations (AP8021.3); Use of College Equipment for Professional Development Work (AP8052); Minority and Women Owned Business Enterprises Policy (BP8057); and the BBCC Technology Use Policy and Procedures (AP8053), prohibiting use of the college network and equipment in violation of BBCC policies and procedures, or state and federal laws.

Copies of the BP/AP book, which are updated as policies are revised or added, are available to the public and to all employees in the President’s office, the Instruction Department, Student Services, Human Resources, and the BBCC Library. Additionally, each Board member has a copy. In 2002 the BP/AP book was posted on the BBCC Internet for greater campus and community access. BBCC’s Equal Opportunity, Anti-Discrimination, Whistleblower, and Harassment policies are distributed to college personnel by the Human Resources (HR) office each Fall Quarter, and most are included in the BBCC Student Handbook. See Exhibit 9-2, HR Distributions, and Exhibit S-HB, BBCC Student Handbook. Conflict of Interest and Whistleblower policies are included in the Faculty Negotiated Agreement (Exhibit AGREE, BBCC 2001-2003: A Negotiated
Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees), which is also posted on the college website.

State ethics policies are provided to all BBCC employees in the state publication Ethics Is for Everyone! (Exhibit 9-3). This booklet contains 26 pages of state RCWs and 18 pages of explanation, and is part of the BBCC New Employee Orientation Packet given to every new full-time college hire (Exhibit NEW-EMP). Also included in that orientation packet are BBCC Board Policies (BPs) pertaining to ethics. In addition, in-service sessions on ethics and harassment are held periodically for all employees.

**Interactions with Students**

Since students are the primary focus of the college, BBCC makes every effort to provide a positive learning environment, to accommodate disabilities or deficiencies, and to protect student rights. The college operates under the auspices of Washington Administrative Code (WAC) 131-12-010 (the open-door policy), which stipulates that any student meeting minimum standards shall be admitted. (WACs are available at http://slc.leg.wa.gov/default.htm.) The BBCC Student Handbook contains a Code of Student Rights and Responsibilities that explains rights and expectations and includes procedures for due process, i.e., complaint procedures for discrimination, sexual harassment, or disability-related incidents. The Student Handbook also details grievance procedures in cases of disciplinary action and/or academic grievances involving arbitrary or capricious acts by instructors. The handbook, which is given to students at orientation and is available at all times in the Student Services office and the library, apprises students of their freedoms of access, expression, association, and organization. Although it is currently revised as needed, the Student Handbook should be updated following a regular schedule, and it should include the BBCC Technology Use Policy and Procedures.

The Board of Trustees has instituted policies and processes to protect the college community from drug and alcohol abuse under the Drug-Free Schools and Communities Act Amendment of 1986 (BP/AP6500) and the Federal Drug Free Workplace Act of 1988 (BP3019). No Smoking signs are posted in all college buildings in accordance with state law. See BP8001, RCW 70.160, and Executive Order (EO) 88-06. The college also guarantees protection against discriminatory harassment (BP6115), hazing (BP/AP6120), and discrimination against disabled students (BP6112). The 2001-2003 BBCC Course Catalog also contains sections on Drug and Alcohol Prevention, Sexual Harassment/Discrimination, and Disabled Student Services. See Exhibit CATALOG for Course Catalogs since 1991. The college also provides for its student body a Counseling Center, a Career Counseling Center, and a Disabled Student Liaison. In addition, BBCC’s publication Positive Thoughts: A Guide to Accommodating Disabled Students in Your Classroom (Exhibit 3-5) is distributed to all faculty with each revision.

Educational institutions must ensure the confidentiality of student records under the federal Family Educational Rights and Privacy Act (FERPA) 34 C.F.R. Part 99. In Fall 1999, BBCC faculty and administration discussed FERPA regulations. BBCC’s BP/AP book already contained AP6107, which recognizes the importance of record confidentiality; however, the college decided that further measures were advisable. Accordingly, faculty were made aware of the specifics of the act with respect to grading procedures. In 2001 the Financial Aid office developed a procedure for training all work-study personnel who have access to student records in the specifics of FERPA, and required each to sign a confidentiality statement. See Exhibit 9-4, Security and Confidentiality of Student Records. When possible, code numbers not related to student identification numbers are used to protect student anonymity, and clerical tasks exclude subjective evaluations. In February 2002, in-services for faculty and staff included a FERPA speaker. A page with FERPA information will be added to the BBCC website by Fall 2002. For more discussion, see Standard Three (3.C.1 and 3.C.5).

Finally, BBCC regards the quality of the education it provides as an ethical responsibility. Extensive faculty evaluation procedures are in place. Part-time instructors are regularly evaluated by students, peers, and/or administrators, and the results are sent to the
instructors as well as to the appropriate Deans and Division Chairs. Probationary tenure-track faculty undergo an extensive three-year tenure evaluation that includes written student evaluations. See Article XXI of the Faculty Negotiated Agreement and RCW 28B.50.851-870. In 1993, the state enacted a law requiring periodic evaluations of tenured instructors (RCW 28B.50.872). In a three-year process, BBCC faculty and administration created a Tenured Faculty Evaluation Procedure that was commended by the Commission on Colleges and Universities in its 1997 interim visit. See Exhibit NWASC, Northwest Association of Schools and Colleges: Commission on Colleges and Universities: BBCC Accreditation Submissions/Reports 1992-1997: A Regular Interim Report: BBCC, October 27-28, 1997, page 13. Under the procedure, tenured faculty are evaluated every three years by portfolio, students, peers, and administration. In 2000, the procedure was amended to ensure that a plan of improvement is instituted and monitored if deficiencies are noted. Administrators have access to all primary data collected during faculty evaluations. For more information, see Standard Four (4.A.5).

**Interactions with Organizations and the Public**

BBCC operates as a public institution subject to Washington’s Open Public Meeting Act and Public Records Disclosure requirements (RCW 42.17.2401). A Board office housing policies, records, and minutes is maintained in the Administration building (1400 Building) and is available during normal business hours to any organization or resident taxpayer of the state. Interested citizens or groups may make oral or written presentations regarding agenda items (BP1001.2-3). Additionally, meeting minutes are made available via email to all college employees. Citizen complaints may be filed with the Executive Ethics Board, which is responsible for investigation and enforcement (RCW 42.52.310–350).

As a comprehensive community college, BBCC strives to be an integral part of its service district by providing opportunities and by sharing resources. In the age of technology, this means the college should not only provide and sponsor cultural and educational activities, but also share its library, facilities, equipment, and computer network with the public. BPs and APs clearly state that BBCC Library services and computing networks may be used for the exchange of information in college-sponsored community service or those justifiable on the basis of the cultural, social, or economic development of the community and state (BP8051, AP8053).

In 1995 BBCC received an Educational Technology Initiative Grant from the State of Washington that allowed the networking of the campus. In addition, a Title III grant funded the creation or expansion of a variety of computer labs. Community individuals and students from other colleges and universities have full access to library facilities, including the Internet. K-12 students frequent the BBCC Library for research and for Internet use and instruction. Obviously, this service to the community necessitates policies and procedures that govern such usage in order to inform and therefore protect the college and the public in their respective roles as providers, users, and/or taxpayers. In 1999, BBCC’s facilities and network use policies for activities involving technology were created or revised to strike a balance between community service, freedom of information, and appropriate college usage (AP8050-8053).

The BBCC Facility Use Policy (AP8051) is designed to prevent misunderstandings on the part of public and private parties as well as organizations that rent college rooms or buildings. This document details college regulations, procedures, and charges, as well as user responsibilities and liabilities. Additionally, the Public Information office uses a Photo and Promotional Release Form in its dealings with the public. See Exhibit 9-5, Photo and Promotional Release Form.

The Board also has specific policies and procedures regulating its sales of goods and services to prevent conflicts with local business (BP8056) and to maximize opportunities for minority and women-owned businesses (BP8057, RCW 39.19). The solicitation of funds within District 18 is likewise regulated (BP/AP8020).

BBCC works in concert with other state educational institutions. Since community college districts (service areas) are defined by the state, no confusion exists as to jurisdiction
The college does not advertise its own programs in other service districts without approval from the appropriate institutions, and it has a history of allowing other colleges to offer instruction within BBCC’s service district, provided these services do not duplicate BBCC’s. For example, Wenatchee Valley Community College (WVCC) currently provides Hispanic Orchard Worker training and Pesticide Certification classes within BBCC’s service district. See Exhibit 9-6, Service District Communications. In 2000 BBCC provided laboratory space and equipment to the Washington State University Zoology Department for local research. The college also provides office and classroom space for Heritage College and Central Washington University.

A list of organizations to which BBCC belongs may be found in AP2100.

**Interactions with Regulatory and Accrediting Agencies**

As an educational institution, BBCC operates under the state and federal laws, agencies, and guidelines shown in the figure titled Laws and Regulations Governing Big Bend Community College, which precedes Standard Nine. (Not included in this figure are individual BPs and APs that have been adopted and are enforced by the college.) URLs for each law, agency, and guideline may be found in Appendix 9.1.

The Northwest Athletic Association of Community Colleges’ (NWACC) 2000-2001 Gender Participation by School report shows BBCC’s compliance with the Title IX Educational Amendments of 1972. See Exhibit 9-7. BBCC offers two men’s sports (basketball and baseball) and three women’s sports (volleyball, softball, and basketball). For a discussion of the male:female athlete ratio, see Standard Three (3.E.5).

The location of the college in a rural agricultural setting makes attracting a diverse pool of job applicants difficult, but BBCC’s progress in complying with equal employment opportunity (EEO) goals can be documented. The college’s hiring of women and minorities is shown in Exhibit 9-8, BBCC Full-Time Employees 1988-2002, which indicates that current BBCC employees are 48% male, 52% female, and 8.6% minority, compared to the 1992 ratios of 55%

In accordance with the federal Occupational Safety and Health Act (OSHA), the Washington Industrial Safety and Health Act (WISHA), and the Safety and Health Committee Plan (WAC 296.24.045), BBCC has created a Resources Handbook, an Occupational Safety and Health Manual (BP/AP7700), and an Emergency Response Plan. See Exhibit 9-12, BBCC Multi-Hazard Emergency Response Plan and Crisis Guide. In 1993, safety bulletin boards were mounted in all buildings, and Material Safety Data Sheet files were created where appropriate. The Washington State Department of Ecology publication Step by Step Guide to Better Laboratory Management Practices (Exhibit 9-13) is sent to all affected personnel. In 1998 BBCC was commended by the Department of Ecology for its progress in water discharge, reduction in and proper disposal of hazardous substances, and disposal of excess chemicals. In 2000, an Emergency Procedures Handbook flipchart (Exhibit EMERGENCY) was created and is now distributed to all employees and displayed in all buildings. Many instructional areas, such as Automotive and various sciences, have adopted their own policies as shown in Exhibit 9-14, Selected Safety Policies. BBCC has its own Safety Committee which meets monthly in accordance with WAC 296-800-13005. For samples of Safety Committee meeting minutes, see Exhibit 9-15. For more safety details and pertinent exhibits, see Standard Eight (8.A.5 and 8.B.3).

Many instructional areas must also comply with their own accreditation and certifying agencies. See Appendix D of the Faculty Negotiated Agreement and BP5400.

BBCC has a record of fiscal compliance with state and federal law, as shown by the results of
annual and biennial audits. For seven consecutive years, BBCC has not received an audit finding from the state auditor. A management letter issued during the 1998-1999 audit was dealt with quickly and effectively, as are any exit concerns or recommendations. BBCC’s staff has been complemented by the Auditor’s Office for its efficiency. The BBCC Foundation also has a record of financial integrity on its independent biennial audits. The most recent Foundation audit for 1999-2000 resulted in a formal audit report containing an opinion and no significant findings. For details and exhibits regarding the audits of the college and the Foundation, see Standard Seven (7.C.9, 7.C.10, and 7.C.12).

9.A.2 Evaluation and Revision of Policies, Procedures, and Publications for Continuing Integrity

Policies and Procedures
BBCC takes seriously the evaluation and revision of its policies, procedures, and publications as a matter of trust between itself, its students, and its community. Board Policies and Administrative Processes are revised frequently to reflect changing situations and emphases. Starting in 1996, the dates of inception or revision are shown at the end of each entry in the BP/AP book.

BBCC’s mission statement is reviewed at least biennially by the Academic Master Plan Committee in a campus-wide process. The Board of Trustees approves any changes. The mission statement was revised in 1993, 1995, 1997, 1998, 1999, and in Spring 2000, and it is posted on BBCC’s website. See Exhibit 9-16, Mission Statements, for a recent history of revisions.

Long-term college plans based on the mission statement are re-evaluated each time the Academic Master Plan (AMP) is revised. The Academic Master Plan Committee updates the AMP every two years and rewrites it every five years in a process that involves campus and community input. The AMP is then approved by the Board. See Exhibit AMP, Academic Master Plan. The AMP is posted on the college website.

Negotiations relating to salary and working conditions are held biennially between the Faculty Association and the administration. All changes are published and circulated in the Faculty Negotiated Agreement. College operations and activities undergo a constant evaluation process through a number of channels. The President’s Cabinet meets on a biweekly basis for this purpose. Although only mandated to meet once per quarter, the Board of Trustees meets every six weeks (BP1001.3). The Instructional Council, consisting of Division Chairs, appropriate administrators, and others (Faculty Negotiated Agreement, Article II), meets monthly to discuss matters pertaining to instruction. These constant meetings and discussions result in modifications in policies and procedures that meet changing needs and situations.

Publications
The BBCC Course Catalog is revised and published every two years. All faculty submit revisions in their own areas, and draft catalogs are sent to each faculty member before finalization. See Exhibit CATALOG for publications since 1991. Faculty update course syllabi (available on the BBCC Intranet) whenever changes occur, or annually verify by signature that no significant changes have taken place. The appropriate Division Chair and the Instructional Council approve major changes as per BBCC’s Course Syllabus Guidelines (Exhibit 9-17). Following faculty input, annual and quarterly Class Schedules (Exhibit SCHEDULE) are prepared and sent in draft format to all faculty for review. College brochures are revised as requested by instructors or administrators or as warranted by significant program changes. Content is submitted by faculty members and reviewed by the appropriate administrator. Revision dates are on the back of each brochure. See Exhibit 9-18, BBCC Brochure Revision Status, for a list of college brochures and dates. The extensive manuals of the Aviation and Aviation Maintenance Technology Departments are revised frequently as per FAA requirements as shown in Exhibit 9-19, Revision Status. The Residence Hall Handbook is revised yearly, as are the athletic pressbooks. The Student Handbook is revised as needed, or approximately every four years. Faculty handbooks are also revised as needed. In 2001
INSTITUTIONAL INTEGRITY

9.A.3 Accurate and Consistent Representation by the Institution

Course Catalog and Mission Statement
The BBCC Course Catalog is the most visible, comprehensive document available to the public. It is readily available in print and online, and it undergoes revision every two years. Along with course/program descriptions and general rules and procedures, the Catalog contains the college mission statement and details the programs and courses offered to meet mission goals.

BBCC’s mission statement identifies the goals of this institution. The college regards the mission statement as a contract with the people of its service area and strives to uphold the statement’s provisions as an ethical responsibility. Recognizing that the service area is predominately rural and low income, BBCC offers a number of student support programs to promote learning and student retention, to provide financial aid, and to help students meet their own goals. Among these programs are Student Support Services; student labs in English, math, and computer areas; College Bound; Running Start; Workforce Training; Adult Basic Education (ABE); General Education Development (GED); a Job and Career Fair; and very active Financial Aid and Student Employment offices. Each quarter, structured orientation presentations that include faculty advising are provided for new students. See Exhibit 9-20, New Student Orientation Packet. The college offers residence housing for students who need this convenience. In addition, BBCC’s unique four-day academic week helps out-of-town and low-income students and those with children, since travel and day care costs can be kept to a minimum and students can work on Fridays.

The BBCC mission statement calls for a comfortable environment that promotes human dignity and is free of discrimination or harassment. BBCC actively strives to achieve these goals. In addition to the anti-discrimination, anti-harassment, and student/staff rights policies, procedures, and training mentioned in 9.A, posters and bookmarks are used to raise student and staff awareness as illustrated in Exhibit 9-21, Trash It (anti-discrimination poster and bookmark). Additionally, the administration has provided in-service presentations on diversity and sexual harassment and sends college personnel to conferences on these subjects. Many BBCC publications and assessment tools are printed in both English and Spanish. The college also created and printed a welding book in Russian and has an ABE brochure and intake form in Russian. See Exhibit 9-22, Foreign Language Publications. The BBCC Technology Use Policy and Procedures (AP8053) prohibits the creation, display, or transmission of racist, sexist, obscene, threatening, or harassing materials on college networks. See also http://www.bigbend.edu/acceptab1.htm.

A climate of safety and individual wellness is also called for as a component of a healthy learning environment. To this end, the college provides an Employee Assistance Program for employees needing counseling and legal services. All full-time and qualifying part-time employees are provided with a number of options for medical, dental, and vision insurance at minimal cost. See Exhibit NEW-EMP. Students are given the opportunity to purchase health insurance while they attend school. See Student Sickness and Injury Insurance Plan on Brochure Rack in the Team Room.

Safety on campus is maintained by a security patrol, a Safety Committee (AP7700), and adherence to Board policies on the Clean Indoor Air Act (BP8001), Firearms on Campus (BP7800), Drug and Alcohol-Free Adherence (BP/AP6500), Substance Abuse (BP7700, AP7600), and Hazing Rules (BP6120). The Faculty Negotiated Agreement also contains information on safe working conditions (Section XVI). In addition, brochures including crime statistics and 911 information are available to all campus employees and students (see the Brochure Rack).

Publications
Both faculty and administrators oversee the accuracy of the quarterly Class Schedule. Faculty are asked to submit alterations to the previous schedule by changing course titles, times, rooms, or descriptions. This information
is submitted to the appropriate Dean for review, and a draft schedule is printed and distributed for final campus review before publication.

The Public Information Officer (PIO) is responsible for any articles on instructors and programs. See AP3520, the PIO job description. Program chairs or coordinators, the appropriate administrator, and the PIO are responsible for the accuracy of college brochures and handbooks. Content is submitted by faculty members and reviewed by the appropriate administrator before publication. The content of the Aviation and Airframe/Powerplant manuals is specified by FAA requirements. All submissions for the BBCC web page and all radio or print advertising must be submitted to the PIO for review.

Faculty review course syllabi (available on the BBCC Intranet) annually. Major changes are submitted to and approved by the appropriate Division Chair and the Instructional Council. See Standard Two (2.A.2 and 2.A.3).

BBCC employees are frequently instructed to uphold copyright restrictions, and these guidelines are distributed annually in the Faculty Negotiated Agreement as Appendix E. Additionally, the BBCC Technology Use Policy and Procedures (AP8053) requires users of college technology and equipment to comply with copyright restrictions, observe intellectual property rights, and comply with software licensing agreements. Disciplinary provisions for infringement are detailed in AP8053.3, Consequences of Misuse.

Official Statements
The President of BBCC is the only official spokesperson for the college, and statements made on behalf of the college as a whole must originate from or be cleared through his office. In crisis situations, faculty, students, and staff are instructed in the Emergency Procedures Handbook flipchart to refer all media representatives to the President or the PIO. See Exhibit EMERGENCY.

BBCC employees are directed to make clear that their public political remarks do not represent the college or the district (AP1015, Staff Participation in Political Activities). The BBCC Facility Use Policy (AP8051.3 B) states that the goals and beliefs of any user organization shall not be considered approved or endorsed by the college. Finally, AP8053, BBCC Technology Use Policy and Procedures, states that all Internet or Internet publishers (divisions, departments, campus organizations, or individuals) are responsible for the content of the pages they publish and are required to comply with all BBCC policies and procedures as well as state and federal laws.

9.A.4 Conflict of Interest
Ethical Standards for Officers and Employees of Washington State Colleges and Universities, in accordance with RCW 42.52, establishes a Code of Ethics for public employees that includes a conflict of interest policy (see Exhibit 9-1, Chapter 2, and RCWs 42.52.020, 42.52.070, and 42.52.110).

The BBCC Board of Trustees has issued its own strong Conflict of Interest policy, supplementing state policy as specific to BBCC (BP/AP8054). The college President and all Board members sign annual financial disclosure forms that are on file as a matter of public record. These policies are also included in the Faculty Negotiated Agreement as Appendix N. Currently, a book of poetry by one of the college’s faculty members is being used in a BBCC English class. The author donates all royalties from this sale to the BBCC Foundation to avoid a conflict of interest. Article IV of the Agreement requires the written approval of the President if a full-time faculty member is otherwise employed during the school year. Article IV also details which college services may and may not ethically and legally be used by the Faculty Association. Additionally Appendix C establishes the relationship between the college and any research materials developed and/or published by faculty members.

9.A.5 Commitment to the Free Pursuit and Dissemination of Knowledge
In response to a number of inquiries, in 1997 the faculty and administration collaborated on a statement in support of academic freedom. That declaration, which is now Article VIII: A. (Academic Freedom) of the Faculty Negotiated Agreement, states that the common good depends on a free search for the truth and its open expression, and that academic freedom is fundamental in an educational setting.
However, the statement also addresses the responsibility of faculty to restrict the introduction of highly controversial material to specific course context. The full text of this statement may also be found in Standard Four (4.A.7).

The misuse of freedom of expression is also prohibited by RCW 41.06.250, Political Activities. AP1015 (Staff Participation in Political Activities) regulates on-campus political activity by instructors and the inappropriate use of college students, equipment, or supplies. Employees are also instructed in the Academic Freedom section of the Faculty Negotiated Agreement to make clear that their public political remarks do not represent the college district or BBCC. The BBCC Facility Use Policy (AP8051) stipulates that state property may be used only for purposes related to official duties and that property use is prohibited for political purposes. Complaints are referred to either the Vice President of Instruction and Student Services or to the President.

Section 5B, Rental Fee Categories, of this Facility Use Policy classifies churches, civic groups, and service organizations as public service users, and accords them lower rental fees. Section 3C9 allows the college to deny facility use to any group that discriminates on the basis of religion or creed. Access may also be denied to any group violating Article IV, Section 4, of the Washington State Constitution, which places limitations on the use of public property to support religious activities. Section 3B of the Facility Use Policy also stipulates that the goals and beliefs of any user organization shall not be considered to be endorsed or approved by the college.

ANALYSIS

Strengths
The commitment of BBCC to the ethical standards required of an accredited institution is best demonstrated by the constant production, amending, and updating of Board Policies and Administrative Processes. These documents reflect not only the college’s adherence to federal and state laws and regulations, but also, in many cases, the strengthening of such guidelines by the creation of local monitoring and enforcement procedures. BBCC’s Trustees have been vitally interested and active in this area, as shown by the all-encompassing nature of the BP/AP book.

Standard Nine has referenced federal and state statutes that govern college operations and has described BBCC’s efforts to endorse and implement them. The college has always prided itself on the strength of its purpose, its belief in its mission, and the integrity of its guiding principles. The key is diligence. A constant interchange of information among the Trustees, administration, faculty, staff, students, and the community allows the college to handle problems as they arise and anticipate those to come. Ongoing institutional and program assessment provides input that validates college services or suggests needed changes. (See Standard One and Standard Two.)

Although it has fewer human and financial resources than the state’s larger community colleges, BBCC is fulfilling its role as a comprehensive community college by consistently providing quality educational programs, support services, and opportunities for both students and the community. Positive feedback the college receives from its constituents and the rapid progress BBCC students make to degree (see Standard Two, 2.A.6) substantiate this claim. The bonds BBCC has established with its community would not have been possible without the trust inspired by sincere intent and impeccable integrity.

Challenges
The revision of some college publications or documents, such as college brochures and handbooks (notably the Classified Staff Handbook and Student Handbook), is dependent upon established precedent rather than written policies. In order to ensure continuity and to facilitate documentation, BBCC is in the process of formalizing revision schedules. Additionally, policies are being created that clearly state the offices or governing bodies responsible for the accuracy of documents such as the Course Catalog, the quarterly Class Schedule, and all college brochures.
## Standard Nine List of Imbedded Tables and Figures

Laws and Regulations Governing Big Bend Community College (on the back of Standard Nine title page)  
(See Appendix Nine Table of Contents for additional tables and/or figures.)

### Standard Nine List of Exhibits (in order of first reference)

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<td>Safety Committee Meeting Minutes (samples)</td>
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<td>9-16</td>
<td>Mission Statements (recent history)</td>
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<td>AMP</td>
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<td>9-17</td>
<td>Course Syllabus Guidelines</td>
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<td>SCHEDULE</td>
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<td>9-18</td>
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<td>Trash It (Anti-Discrimination Poster and Bookmark)</td>
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<td>9-22</td>
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### Other Exhibits Referenced Informally (exhibit number not given in text)

<table>
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<th>Exhibit</th>
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<tr>
<td>3-26</td>
<td>Residence Hall Handbook (2000-2001)</td>
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<td>3-36</td>
<td>Lady Vikings Basketball 2000-2001 Pressbook and Big Bend CC Softball 2001 Media Guide</td>
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<tr>
<td>6-6</td>
<td>Classified Staff Handbook</td>
</tr>
</tbody>
</table>
Exhibit FULL-HB (Full-Time) *Faculty Handbook* (2000-2001)
Exhibit PART-HB *BBCC Part-Time Faculty Handbook*
Exhibit PRESS BBCC Press Releases 1997-2002 (to-date)

See also the faculty evaluation exhibits mentioned in Standard Four (4.A.5), the audit exhibits mentioned in Standard Seven (7.C.9, 7.C.10, and 7.C.12), and the safety exhibits mentioned in Standard Eight (8.A.5 and 8.B.3).

**Also Available**
Brochures (on the Brochure Rack in the Team Room)
Standard Nine

Appendix

Table of Contents

Appendix 9.1 References for Major Federal, State and Local Laws and Regulations Governing BBCC
# APPENDIX 9.1 REFERENCES FOR MAJOR FEDERAL, STATE AND LOCAL LAWS AND REGULATIONS GOVERNING BBCC

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<td>Title IX  <a href="http://www.dol.gov/oasam/regs/statutes/titleix.htm">Link</a></td>
<td>Open Public Meeting Act and Public Records Disclosure Act (RCW 42.17.2401)  <a href="http://www.leg.wa.gov/RCW/index.cfm?fuseaction=chapterdigest&amp;chapter=42.17">Link</a></td>
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<td>Americans with Disabilities Act of 1990  <a href="http://www.ed.gov/offices/OCR/regs/28cfr35.pdf">Link</a></td>
<td>Washington Whistleblower Program (RCW 42.40)  <a href="http://www.leg.wa.gov/RCW/index.cfm?fuseaction=chapterdigest&amp;chapter=42.40">Link</a></td>
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<td>Occupational Safety and Health Act (OSHA)  <a href="http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=OSHACT&amp;p_id=2876&amp;p_text_version=FALSE">Link</a></td>
<td><strong>LOCAL</strong></td>
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<td><strong>Board Policy and Administrative Process (BP/AP) Book</strong>  <a href="http://www.bigbend.edu/">Link</a> (click on Administration)</td>
<td><strong>BBCC 2001-2003: A Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees</strong>  <a href="http://www.bigbend.edu/">Link</a> (click on Administration)</td>
</tr>
<tr>
<td><strong>BBCC Mission Statement</strong>  <a href="http://www.bigbend.edu/">Link</a> (click on Administration)</td>
<td><strong>BBCC Academic Master Plan</strong>  <a href="http://www.bigbend.edu/">Link</a> (click on Administration)</td>
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