



Big Bend
COMMUNITY COLLEGE



Comprehensive Self-Evaluation Report

*PREPARED FOR THE NORTHWEST
COMMISSION ON COLLEGES AND UNIVERSITIES*

August 15, 2012

TABLE OF CONTENTS

| | |
|--|----|
| Institutional Overview | 1 |
| Basic Institutional Data Form..... | 3 |
| Preface | 11 |
| Chapter One: Mission, Core Themes, and Expectations | 17 |
| Executive Summary of Eligibility Requirements 2 and 3 | 17 |
| Standard 1.A – Mission | 18 |
| Standard 1.B – Core Themes | 21 |
| Chapter Two: Resources and Capacity | 35 |
| Executive Summary of Eligibility Requirements 4 through 21 | 35 |
| Standard 2.A – Governance and Governing Board..... | 36 |
| Standard 2.A – Leadership and Management | 41 |
| Standard 2.A – Policies and Procedures: Academics..... | 46 |
| Standard 2.A – Policies Regarding Students..... | 48 |
| Standard 2.A – Policies and Procedures: Institutional Integrity..... | 52 |
| Standard 2.A – Policies and Procedures: Finance..... | 54 |
| Standard 2.B – Human Resources | 54 |
| Standard 2.C – Education Resources | 58 |
| Standard 2.C – Education Resources: Undergraduate Programs..... | 61 |
| Standard 2.C – Education Resources: Continuing Education and Non-Credit Programs | 64 |
| Standard 2.D – Student Support Resources | 65 |
| Standard 2.E – Library and Information Resources | 75 |
| Standard 2.F – Financial Resources | 82 |

| | |
|--|-----|
| Standard 2.G – Physical and Technological Infrastructure | 87 |
| Chapter Three: Institutional Planning..... | 93 |
| Standard 3.A – Institutional Planning | 93 |
| Chapter Four: Core Theme Planning, Assessment, and Improvement | 99 |
| Eligibility Requirement 22 – Student Achievement..... | 99 |
| Eligibility Requirement 23 – Institutional Effectiveness | 99 |
| Core Theme 1: Access..... | 101 |
| Core Theme 2: Partnerships | 105 |
| Core Theme 3: Student Achievement | 108 |
| Core Theme 4: Climate | 112 |
| Standard 4.A – Assessment | 115 |
| Standard 4.B – Improvement | 119 |
| Chapter Five: Mission Fulfillment, Adaptation, Sustainability | 121 |
| Eligibility Requirement 24 – Scale and Sustainability..... | 121 |
| Standard 5.A – Mission Fulfillment..... | 122 |
| Standard 5.B – Adaptation and Sustainability | 125 |
| Conclusion..... | 131 |

Appendices:

| | |
|--|------|
| Appendix A – Washington Student Achievement Initiative | A-1 |
| Appendix B – Core Themes Faculty and Staff Work Sheet | A-3 |
| Appendix C – Rationale for Indicators of Achievement | A-5 |
| Appendix D – Current BBCC Programs, Degrees, and Certificates | A-7 |
| Appendix E – Current BBCC Professional/Technical Programs, Certificates, and Degrees | A-9 |
| Appendix F – Educational Program Changes since the 2002 Accreditation Visit..... | A-13 |

| | |
|---|------|
| Appendix G – BBCC Core Themes Faculty and Staff Ratings | A-15 |
| Appendix H – Incident Command System - Staff..... | A-17 |
| Appendix I – Incident Command System - Building Coordinators..... | A-19 |
| Appendix J – Important Links..... | A-21 |

INSTITUTIONAL OVERVIEW

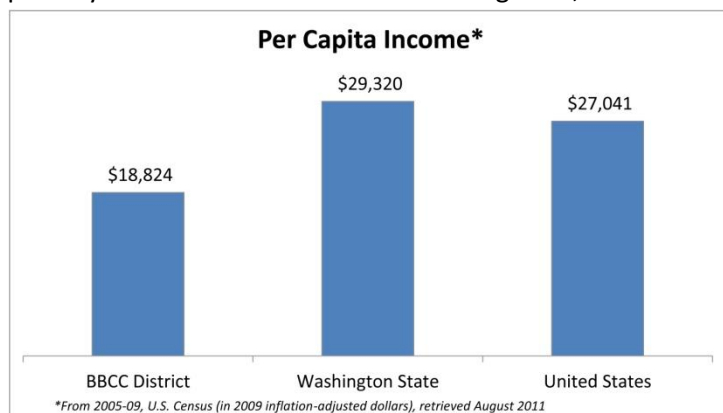
In the early years of World War II, the rural agricultural community of Moses Lake, Washington, became home to an Army training base that prepared pilots and combat crews for the war overseas. Alongside this development was the opening of the Grand Coulee Dam in 1941, which brought a boom of hydroelectric power and broadened the flow of irrigation through this arid desert. Soon the Moses Lake Army Air Base would evolve into Larson Air Force Base, and the seeds would be planted for its eventual transformation, in 1960, into one wing of the nation's Strategic Air Command. With these and other changes came a substantial increase in population, as well as broader questions about what was in store for the future of this developing region.

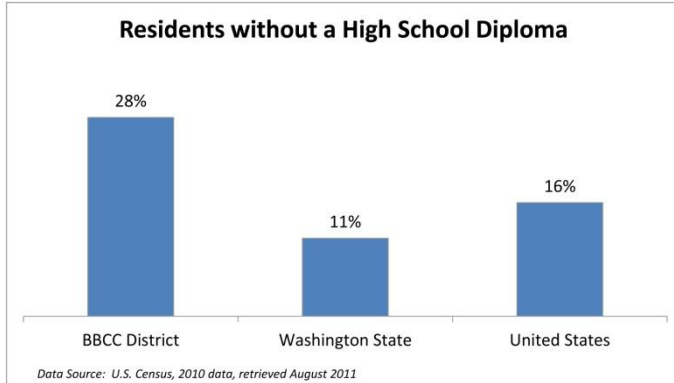
It should come as no surprise, then, that by the early 1950s conversations had already been documented about the need for a "junior college" that would offer the rewards of post-secondary education to both Armed Forces personnel and members of the local agricultural economy. In 1956, the University of Washington published a dissertation by Dr. Winfield Fountain (Moses Lake High School Principal, 1955-1957) that built upon the theme of an earlier study, commissioned by the Directors of the Moses Lake School District with Stanford University in 1952, advocating for a college in Moses Lake. In 1961, the State Board of Education officially chartered Big Bend Community College (BBCC) and the first classes were held in school district facilities in the fall of 1962.

By the time the State Board of Education had authorized the opening of BBCC, the nation was in the midst of the "golden age" of community colleges, so the college identity conferred was not that of "junior college," but rather of "community college." This was no small distinction, as it would provide further direction and support to the professional and technical training dimension of this fledgling post-secondary institution. Because this rural, agricultural region was in need of a trained workforce and not just day-laborers, this designation was a welcome addition to the college's mission.

The first employees of the college represented individuals from a mix of lay, K-12, and post-secondary backgrounds. This diverse group recognized the role that the college would play in the workforce, giving meaning to the necessary and mutually beneficial partnerships with local business and industry, as well as identifying the need for continuing education for those already employed.

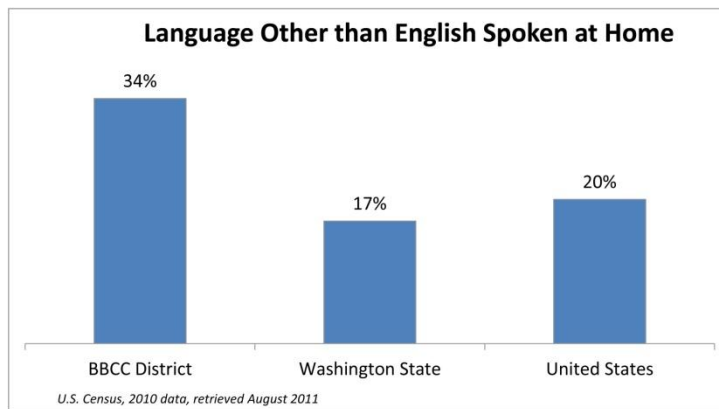
In 2012, Big Bend is celebrating its 50th year as a college with a culture of dedication to teaching and service to students. Located 75 miles from any other institution of higher education, BBCC currently serves a diverse and rurally isolated population of nearly 108,000. The district encompasses a 4,600-square-mile area that includes all of Adams, Grant, and a portion of Lincoln counties. From the Moses Lake campus, services are provided to 15 primary communities. In addition to being rural, the district has low educational attainment, with 28% of adults having less than a high school diploma or equivalent (see chart on page 2). At \$18,824, the district's per capita income is nearly 36% less than the state's per capita income and 34% of the BBCC district speaks a language other than English at home (see chart at right and on page 2). Forty-two percent (42%) of the service district is Hispanic.





To serve the educational needs of the district, pre-college education has been recognized as a necessary component of the curriculum in order to refresh the skills needed for college-level classes. The sizable education gap in the potential workforce of the district has encouraged the college to give a much broader definition to pre-college education—one that includes, for example, Adult Basic Skills and English as a Second Language programs.

In 2010-2011, BBCC served more than 4,200 students in credit-bearing classes, representing 2,154 FTEs (full-time equivalencies). Academic-transfer students made up 43% of the group, while 33% were in professional/technical education, and 24% were in Adult Basic Skills. Over 80% of students were first-generation college students whose parents did not have a baccalaureate degree. Forty-three percent (43%) of students were Hispanic, making BBCC one of only two Hispanic Serving community colleges in Washington State.





NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation 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-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Big Bend Community College
 Address: 7662 Chanute Street
 City, State, ZIP: 98837
 Degree Levels Offered: Associate
 Type of Institution: Comprehensive
 Institutional control: Public, Non-profit
 Institutional calendar: Quarter

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

| Program or School | Degree Level(s) | Recognized Agency | Date |
|-------------------|------------------------------|--|---------------|
| Nursing | Associate Degree of Nursing | National League for Nursing Accrediting Commission | February 2010 |
| Automotive | Associate of Applied Science | National Automotive Technicians Education Foundation | December 2004 |

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Annualized FTE = total credits taken / 45)

Official Fall 2011 (most recent year) FTE Student Enrollments

| Classification | Current Year Dates: 2011 | One Year Prior Dates: 2010 | Two Years Prior Dates: 2009 |
|----------------|--------------------------|----------------------------|-----------------------------|
| Undergraduate | 1851 | 2034 | 2022 |

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

Official Fall 2011 (most recent year) Student Headcount Enrollments

| Classification | Current Year Dates: 2011 | One Year Prior Dates: 2010 | Two Years Prior Dates: 2009 |
|----------------|-----------------------------|-------------------------------|--------------------------------|
| Undergraduate | 2391 | 2736 | 2831 |

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

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

| Rank | Full Time | Part Time | Less than Associate | Associate | Bachelor | Masters | Specialist | Doctorate |
|---------------------------------------|-----------|-----------|---------------------|-----------|----------|---------|------------|-----------|
| Professor | | | | | | | | |
| Associate Professor | | | | | | | | |
| Assistant Professor | | | | | | | | |
| Instructor | 42 | | | 10 | 4 | 23 | | 5 |
| Lecturer and Teaching Assistant | | | | | | | | |
| Research Staff and Research Assistant | | | | | | | | |
| Undesignated Rank | | | | | | | | |

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

| Rank | Mean Salary | Mean Years of Service |
|---------------------------------------|-------------|-----------------------|
| Professor | | |
| Associate Professor | | |
| Assistant Professor | | |
| Instructor | \$53,816 | 14.83 |
| Lecturer and Teaching Assistant | | |
| Research Staff and Research Assistant | | |
| Undesignated Rank | | |

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: FY 11
 Reporting of income: Accrual Basis X Accrual Basis
 Reporting of expenses: Accrual Basis X Accrual Basis

BALANCE SHEET DATA

| ASSETS | Last Completed FY Dates:7/10-6/11 | One Year Prior to Last Completed FY Dates:7/09-6/10 | Two Years Prior to Last Completed FY Dates:7/08-6/09 |
|--|--|--|---|
| CURRENT FUNDS | | | |
| Unrestricted | 0 | 0 | 0 |
| Cash | 4,965,788 | 3,768,732 | 3,369,686 |
| Investments | 12,744,846 | 11,720,045 | 10,531,857 |
| Accounts receivable gross | 20,502,363 | 18,784,258 | 17,161,413 |
| Less allowance for bad debts | -63,545 | -44,903 | -43,549 |
| Inventories | 283,080 | 321,814 | 267,793 |
| Prepaid expenses and deferred charges | 17,608 | 1,051 | 6,640 |
| Other (identify) | 0 | 0 | 0 |
| Due from (Retire Long Term Obl) | 5,012,061 | 5,166,439 | 5,488,180 |
| Total Unrestricted | 43,462,201 | 39,717,436 | 36,782,020 |
| Restricted | 0 | 0 | 0 |
| Cash | 0 | 0 | 0 |
| Investments | 0 | 0 | 0 |
| Other (identify) | 0 | 0 | 0 |
| Due from | 0 | 0 | 0 |
| Total Restricted | 0 | 0 | 0 |
| TOTAL CURRENT FUNDS | 43,462,201 | 39,717,436 | 36,782,020 |
| ENDOWMENT AND SIMILAR FUNDS | | | |
| Cash | 0 | 0 | 0 |
| Investments | 0 | 0 | 0 |
| Other (identify) | 0 | 0 | 0 |
| Due from | 0 | 0 | 0 |
| TOTAL ENDOWMENT AND SIMILAR FUNDS | 0 | 0 | 0 |
| PLANT FUND | | | |
| Unexpended | 0 | 0 | 0 |
| Cash | 0 | 0 | 0 |
| Investments | 0 | 0 | 0 |
| Other (identify) | 0 | 0 | 0 |

| | | | |
|--|------------|------------|------------|
| Total unexpended | 0 | 0 | 0 |
| Investment in Plant | | | |
| Land | 51,700 | 51,700 | 51,700 |
| Land improvements | 0 | 0 | 0 |
| Buildings | 22,182,807 | 22,835,967 | 23,489,400 |
| Equipment | 1,204,822 | 1,510,595 | 1,198,726 |
| Library resources | 56,483 | 78,349 | 103,974 |
| Other (identify) | 0 | 0 | 0 |
| Total investments in plant | 23,495,812 | 24,476,611 | 24,843,800 |
| Due from | | | |
| Other plant funds (identify) | 0 | 0 | 0 |
| TOTAL PLANT FUNDS | 23,495,812 | 24,476,611 | 24,843,800 |
| OTHER ASSETS (IDENTIFY) | 0 | 0 | 0 |
| TOTAL OTHER ASSETS | 0 | 0 | 0 |
| TOTAL ASSETS | 66,958,013 | 64,094,047 | 61,625,820 |
| LIABILITIES | | | |
| CURRENT FUNDS | | | |
| Unrestricted | 0 | 0 | 0 |
| Accounts payable | 264,786 | 241,606 | 195,909 |
| Accrued liabilities | 386,803 | 513,842 | 433,421 |
| Students' deposits | 33,417 | 33,773 | 33,314 |
| Deferred credits | 163,207 | 483,220 | 365,866 |
| Other liabilities (identify) | 0 | 0 | 0 |
| Due to Gov/other agencies | 17,773,158 | 15,554,454 | 14,053,495 |
| Fund balance | 0 | 0 | 0 |
| Total Unrestricted | 18,621,371 | 16,826,895 | 15,082,005 |
| Restricted | 0 | 0 | 0 |
| Accounts payable | 0 | 0 | 0 |
| Other (identify) (annual/sick leave) | 1,569,834 | 1,538,399 | 1,561,808 |
| Due to | 0 | 0 | 0 |
| Fund balance | 0 | 0 | 0 |
| Total Restricted | 1,569,834 | 1,538,399 | 1,561,808 |
| TOTAL CURRENT FUNDS | 20,191,205 | 18,365,294 | 16,643,812 |
| ENDOWMENT AND SIMILAR FUNDS | | | |
| Restricted | 0 | 0 | 0 |
| Quasi-endowed | 0 | 0 | 0 |
| Due to | 0 | 0 | 0 |
| Fund balance | 0 | 0 | 0 |
| TOTAL ENDOWMENT AND SIMILAR FUNDS | 0 | 0 | 0 |
| PLANT FUND | | | |
| Unexpended | 0 | 0 | 0 |
| Accounts payable | 0 | 0 | 0 |
| Notes payable | 0 | 0 | 0 |
| Bonds payable | 0 | 0 | 0 |
| Other liabilities (identify) COP | 3,955,000 | 4,190,000 | 4,420,000 |

| | | | |
|---|-------------------|-------------------|-------------------|
| Due to | 0 | 0 | 0 |
| Fund balance | 0 | 0 | 0 |
| Total unexpended | 3,955,000 | 4,190,000 | 4,420,000 |
| Investment in Plant | | | |
| Notes payable | 0 | 0 | 0 |
| Bonds payable | 0 | 0 | 0 |
| Mortgage payable | 0 | 0 | 0 |
| Other liabilities (identify) | 0 | 0 | 0 |
| Due to | 0 | 0 | 0 |
| Other plant fund liabilities (identify) | 0 | 0 | 0 |
| TOTAL INVESTMENTS IN PLANT FUND | 0 | 0 | 0 |
| OTHER LIABILITIES (IDENTIFY) | 5,524,834 | 5,728,399 | 5,981,808 |
| TOTAL OTHER LIABILITIES | 18,621,371 | 16,826,895 | 15,082,005 |
| TOTAL LIABILITIES | 24,146,205 | 22,555,294 | 21,063,813 |
| FUND BALANCE | 42,811,808 | 41,638,753 | 40,562,008 |

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

| REVENUES | Last Completed FY Dates:7/10-6/11 | One Year Prior to Last Completed FY Dates:7/09-6/10 | Two Years Prior to Last Completed FY Dates:7/08-6/09 |
|--|---|---|--|
| Tuition and fees | 5,664,779 | 5,256,472 | 4,902,428 |
| Federal appropriations | 10,557,934 | 10,073,960 | 5,181,379 |
| State appropriations | 10,743,053 | 10,997,972 | 12,013,275 |
| Local appropriations | 0 | 0 | 0 |
| Grants and contracts | 4,035,114 | 4,008,685 | 3,368,599 |
| Endowment income | 0 | 0 | 0 |
| Auxiliary enterprises | 4,365,285 | 3,198,020 | 2,271,060 |
| Other (identify) - Interest | 93,953 | 175,718 | 201,292 |
| | | | |
| EXPENDITURE & MANDATORY TRANSFERS | | | |
| Educational and General | 0 | 0 | 0 |
| Instruction | 6,694,768 | 6,622,399 | 7,020,172 |
| Research | 0 | 0 | 0 |
| Public services (Library) | 446,069 | 440,969 | 449,315 |
| Academic support | 415,156 | 419,006 | 375,432 |
| Student services | 1,844,715 | 1,787,548 | 1,769,622 |
| Institutional support | 2,331,804 | 2,475,710 | 2,513,985 |
| Operation and maintenance of plant | 2,186,841 | 2,128,505 | 1,873,332 |
| Scholarships and fellowships | 10,832,177 | 10,357,212 | 5,361,517 |
| Other (identify) | 0 | 0 | 0 |
| Mandatory transfers for: | 0 | 0 | 0 |
| Principal and interest | 0 | 0 | 0 |
| Renewal and replacements | 0 | 0 | 0 |
| Loan fund matching grants | 0 | 0 | 0 |
| Other (identify) | 0 | 0 | 0 |
| Total Educational and General | 24,751,530 | 24,231,349 | 19,363,375 |
| | | | |
| Auxiliary Enterprises | 0 | 0 | 0 |
| Expenditures | 9,545,376 | 8,402,733 | 7,445,186 |
| Mandatory transfers for: | 0 | 0 | 0 |
| Principal and interest | 0 | 0 | 0 |
| Renewals and replacements | 0 | 0 | 0 |
| Total Auxiliary Enterprises | 9,545,376 | 8,402,733 | 7,445,186 |
| TOTAL EXPENDITURE & MANDATORY TRANSFERS | 34,296,906 | 32,634,082 | 26,808,561 |
| OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify) | 0 | 0 | 0 |
| EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)] | 1,163,212 | 1,076,745 | 1,129,473 |

INSTITUTIONAL INDEBTEDNESS

| TOTAL DEBT TO OUTSIDE PARTIES | Last Completed FY Dates:7/10-6/11 | One Year Prior to Last Completed FY Dates:7/09-6/10 | Two Years Prior to Last Completed FY Dates:7/08-6/09 |
|--------------------------------------|--|--|---|
| For Capital Outlay | 3,710,000 | 3,955,000 | 4,190,000 |
| For Operations | 0 | 0 | 0 |

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. (Add additional pages if necessary.)

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

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

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

Faculty Headcount – report the total number (unduplicated 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

| Location of Site Name City, State, ZIP | Degree Programs | Academic Credit Courses | Student Headcount | Faculty Headcount |
|---|----------------------------|------------------------------------|------------------------------|------------------------------|
| No degrees offered at sites off campus | | | | |

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. (Add additional pages if necessary.)

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

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

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

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

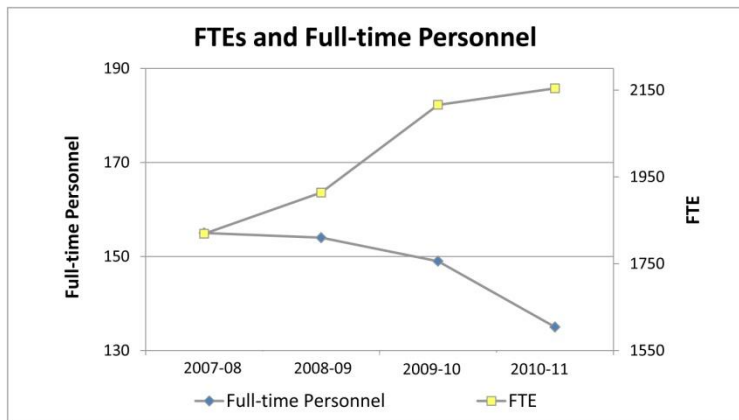
PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

| Location of Site Name City, State, ZIP | Degree Programs | Academic Credit Courses | Student Headcount | Faculty Headcount |
|---|------------------------|--|------------------------------|------------------------------|
| Not Applicable | | | | |

PREFACE

Brief Update on Institutional Changes since Last Report

Over the last few years, in light of the severe state budget crisis, BBCC has increasingly been forced to seek funding from other sources. BBCC has been awarded three Title V grants, an Achieving the Dream (AtD) grant (2006-2011), and has worked with a number of other agencies and organizations, including local industry, to meet the needs of the service district. Since 2008, we have lost 13% of full-time personnel in all areas (faculty, staff and administrators) while generating 18% more FTE (see chart below).



The State Board for Community and Technical Colleges (SBCTC) introduced the Student Achievement Initiative (SAI; see Appendix A), which was authorized in 2006 and rolled out in 2007. This initiative identifies and reports on a series of achievement measures, including building toward college readiness through first-year retention and the completion of basic skills, developmental education, college-level math requirements, and degrees or

certificates. In addition, BBCC received an AtD grant to help develop data-driven strategies for student success. We have used these resources in conjunction with our internal monitoring reports for our latest five-year Academic Master Plan (revised in 2009) in order to focus on consistent and meaningful measures of student achievement.

There have also been physical changes to the BBCC campus since our last full-scale report in 2002, including the completion of two new buildings and several remodel projects:

2004—The Advanced Technologies Education Center (ATEC; Building 1800) was completed, which includes a new, modernized library, the Masto Conference Center, a new dining commons, additional classrooms, and the Paul Lauzier University Center (currently occupied by Central Washington University and Heritage University).

2004—The Campus Parkway was completed, linking all parts of the college with a new central roadway that circles the campus; additionally, a new Engine Run Station in the Aviation Maintenance Technology Building was installed.

2005—The building that formerly housed the library (Building 1700) was remodeled to accommodate Health Education programs, including Nursing.

2006—The Bookstore was substantially expanded and updated to provide a better service area for students.

2008—A new, eco-friendly Fine Arts Building (Building 1900) was completed, which includes classrooms, painting and ceramic studios, gallery space for displaying student art, and faculty offices.

2010—A remodel of the auditorium in the Administrative Building (Building 1400) created a new and more functional Business Office.

2011—As part of a Title V grant, the north wing of the Administrative Building (Building 1400) was remodeled to create a new Student Success Center, which includes study rooms and sources of additional academic support for students.

All of these changes have helped BBCC meet growing student demand and provide the types of instruction and “wrap-around” services that foster student success.

Response to Topics Previously Requested by NWCCU

In response to our 2007 Regular Interim Report, BBCC received two recommendations from NWCCU. One was a continuation of a recommendation from our 2002 report: *“The committee recommends that BBCC address the lack of consistency in educational program planning and effectiveness across the curriculum by reviewing all programs to ensure that all academic programs are continuously assessed and that the results of this assessment are used for improvement (Standard 2.B—Educational Program Planning and Assessment; Policy 2.2—Educational Assessment).”*

Our 2009 Progress Report outlined many of the steps that we have taken to improve consistency in educational program planning and assessment. BBCC’s strategic plan known as the Academic Master Plan (AMP), Student Success, was revised in 2009. The current 2009-2014 AMP addresses educational planning and assessment in three main sections, as described in the table that follows.

| AMP Section | Topic | Outcomes | Report Details |
|--------------------------------------|-----------------------------|---|--|
| A. ACCESS (published in winter) | Enrollment | A.1 Use of college resources improves student success. A.2 College contact with potential students leads to increase in targeted enrollments. A.3 Meet or exceed state FTE target. | Reports campus-wide recruitment and outreach efforts within the service district and beyond; includes matriculation data resulting from these efforts. |
| B. PROGRAMS (published in spring) | Achievement | B.1 Students complete courses with a grade of passing or 2.0 or better. B.2 Advising and counseling lead to improved student retention and success. B.3 Students persist to attain completions, certificates, or degrees. | Reports success-rate data, completions data, and educational-planning/advising information; also includes Program Audits on enrollment trends, instructional costs, departmental needs, suitability for different scheduling/modalities of teaching, and recommendations for change. |
| C. OUTCOMES (published in fall) | Comprehensive data analysis | C.1 Resource awareness and recruiting activities result in increased enrollment in specified groups. C.2 Utilization of technology and eLearning leads to student engagement and success. | Comprehensive report that examines each AMP outcome and related data in detail; campus-wide exercise to analyze and discuss the data and suggest recommendations for change to services or instructional activities. |

Once published, these reports are utilized in a variety of ways across the campus, including regular discussion at the following meetings: Board of Trustees, Coaches (Presidents and Vice Presidents), Executive Council, Instructional Council, and Cabinet.

In addition to the institutional assessment included in the monitoring reports and at each Board of Trustees' meeting, all academic departments and professional/technical programs participate in the creation of an annual assessment plan. At the fall in-service in September, aided by members of the Assessment Committee, each department finalizes its assessment report from the previous year and updates its plan for the current year. Both the plans and the reports are posted to the Assessment page on the BBCC Portal, which can be accessed via the following:

1. Go to Big Bend Community College's portal: (<https://port.bigbend.edu>).
2. User name: accreditation@bigbend.edu Password: **evalU8bbcc**

3. Click on “Report Center” tab (right tab at top of page).
4. Click on “Educational Program Assessment Worksite” (lower left corner of page).

With these components in place, BBCC has an assessment strategy that works at the course, program, and institutional levels:

- Course-level outcomes are developed by faculty in the discipline, approved by the Instructional Council, and assessed by faculty in the classroom.
- Course-level assessments are drawn up at the program level in the annual assessment plan and report. Faculty in all departments and programs set benchmarks and assess results.
- Program-level outcomes are drawn up at the institutional level in the Academic Master Plan monitoring reports on Programs and Outcomes.

Findings from these assessments result in numerous changes to policy, services, and instruction. Here are a few examples:

- The Physics Department identified less than optimal results in assessments on “unit conversion” (only 56% of students scored better than 80% on unit conversion problems when tested). The Physics instructor examined the test questions for this unit, determined that the questions were challenging but appropriate, and consequently decided to incorporate more practice and homework questions on unit conversion in order to bolster student performance in this area.
- The English Department, while satisfied with the overall results of assessments for English 101, 102 and 201, determined that there might not be enough consistency among all of the various instructors teaching sections of these courses. They revised the Master Course Outlines for English 101 and 102 in order to make expectations for these courses more explicit.
- In the Outcomes Monitoring Report, it was noted that success rates for history classes had dropped significantly. Consequently, the History Department is developing a plan to implement Supplemental Instruction in several history classes for the upcoming academic year.
- It was also noted in the Outcomes Report that, while we have improved data collection efforts to track students accessing academic advising, which should lead to the creation and use of their educational plans, we did not have a good mechanism for capturing accurate data about the actual use of those plans. This issue was discussed by Student Services staff and Instructional Council. We are now implementing a system to keep educational plans online, allowing easy access for all advisors and allowing for better data collection in this area.

As these changes are implemented, our assessment and planning processes will allow us to monitor the results and revise our approach as necessary.

The other recommendation from the NWCCU’s 2007 Regular Interim Report recognized BBCC’s “substantial progress” in educational assessment, but asked for continued improvement: *“While Big Bend Community College has made substantial progress in educational assessment, there is a clear disconnect between institutional goals (in the catalog) and the general education outcomes (not in the*

catalog). BBCC needs to reexamine its general education outcomes, publish them in the catalog, and then decide how to assess them (Standard 2.C.2 & 2.C.3)."

As noted in our 2009 Progress Report, we created a matrix that maps the courses in the curriculum that teach and/or assess the various General Education Outcomes. This [matrix](#) is published on the BBCC website in conjunction with our catalog (to access the matrix, visit: <http://academics.bigbend.edu/coursecatalogs/Pages/default.aspx>, and click on "General Education" on the left side of the page.) Academic advisors and faculty have been tasked to help students understand that their education consists of the skills and knowledge represented by the General Education and Program Outcomes, rather than just the credits accumulated. The General Education Outcomes, along with a description of General Education and examples of its application, have been published in our catalog since 2008.

BBCC's Negotiated Agreement with the Faculty Association outlines the purpose and responsibilities of the Assessment Committee and the Assessment Committee Chair, as well as a plan for assessment of General Education. After living with this process for a number of years, it became clear that the Committee was working successfully with programs and departments to develop their annual assessments, but that the provisions for evaluating General Education were somewhat cumbersome and were not providing the desired results. During the 2010-2011 year, the Assessment Committee discussed this issue and moved to streamline General Education assessment, making it more closely aligned with the parts of the assessment plan that were already working. The results of this action have begun to accumulate, and during the fall 2011 in-service activities we collected further results as part of our regular assessment cycle.

In summary, we have made several revisions to our General Education assessment plan:

- General Education Outcomes are published in the [catalog](#) located on the BBCC website, along with a description of the purpose and scope of General Education.
- The General Education Outcomes are linked to specific courses in the curriculum via a matrix, which is also published on the BBCC website.
- The matrix also includes Outcomes for Related Instruction for professional/technical programs, indicating where the outcomes are taught or assessed within the curriculum.
- The Assessment Committee has streamlined the General Education assessment process to make it more consistent with the rest of our assessment plan.
- Advisors and faculty have been asked to help inform students about the General Education Outcomes and their purpose.
- A multiculturalism Outcome was adopted by faculty in spring 2012.

While there will always be ongoing work in this area, we believe that the disconnect between institutional goals and General Education Outcomes has been remedied and BBCC now has strategies in place that allow for consistent educational planning and continuous assessment.

CHAPTER ONE
STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Big Bend Community College is a publicly funded, comprehensive community college. It is one of 34 institutions under the governance of the Washington State Board for Community and Technical Colleges (SBCTC). The statutory authority and mission are described in RCW 28B.50, which creates a Board of Trustees, as appointed by the Governor, for each community or technical college in Washington.

BBCC is guided by its Mission and Ends Statements, as approved by the Board of Trustees (BP 1000). The institution's Core Themes are derived from the Mission and Ends Statements and approved by the Board. The college exists to meet the educational needs of Service District 18, which is comprised of Grant and Adams County and the Odessa School District in Lincoln County. The college awards seven categories of associate degrees, along with Certificates of Achievement and Accomplishment.

The BBCC Board of Trustees adopted a form of Carver's Policy Governance in 2002. A particular challenge in the process proved to be the development of multiple Ends Statements that are a component of this model of governance. In the end, the crafting of each statement was probably not unique to BBCC, but the conversation that led to the adoption was critical to the Board's understanding of the policy nature of their role.

Standard 1.A—Mission

1.A.1—Mission Statement The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including courses and training for university and college transfer, occupational and technical programs, basic skills and developmental education, community and continuing education, pre-employment and customized training for local business and industry, and support services for students to help promote student access, success, and retention.

1.A.1; 1.A.2—Mission Fulfillment The BBCC Mission is published in the course catalog on the college website, in each of the three annual monitoring reports as part of our Academic Master Plan, as well as in other places online, in print, on campus, and throughout the service district. The Mission sets up a visionary framework for college employees (i.e., our role is one of service over a broad geographic region) and lays out a pragmatic framework for the organization of the college by addressing the different functional areas of our educational endeavors. When coupled with the Board of Trustees’ Ends Statements, it gives specific direction to our efforts by articulating goals for the college to work toward and assess.

The exercise of reading and understanding the BBCC Mission Statement, at first glance, reveals a pledge of purpose to the residents of our district, while at the same time demonstrating a list of intentions and organizational activities that are uniformly similar to those at our sister institutions across the nation. Yet we also attach much more significance to these words: they are not hollow, but rather representative of a pledge that flows through each channel of our institution, unifying its purpose and instilling it with meaning.

1.A.1—Mission Statement The six goals of the Mission, in addition to stating our purpose, reflect the organization of the college. In other words, the college tangibly supports efforts to fulfill all of these goals:

- Prepare students for transfer to baccalaureate institutions.
- Produce graduates who are prepared to enter specific professional/technical occupations in the workforce.
- Address academic-skill deficiencies so that these students are prepared to succeed in college-level classes.
- Establish and maintain cooperative relationships with area employers that support our training efforts while meeting specific training needs of business and industry.
- Provide continuing education opportunities for professional development of the employed, the underemployed, and the unemployed.
- Provide placement, academic advising, personal and career counseling, financial aid, job-placement services, and other “wrap-around” services needed to support student success outside of the classroom.

1.A.2—Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Each year since embracing the governance model, the Board has revisited its mission fulfillment efforts, including conducting a review of each Ends Statement. This review considers college assessment data focused on our adherence to and success in complying with the direction from the Board. Over the years, the intensive and regular analysis of the Board’s direction and the college’s response to the Ends

Statements has been thoroughly focused and continually refined. The changes that have come about in response to these examinations have mostly involved refining assessment tools and outcomes. Only once has this process involved a change in the wording of an Ends Statement, when the term “Cultural Enrichment” was replaced with “Multiculturalism.”

BBCC Board of Trustees’ Ends Statements

Mission (E-1) The mission of BBCC is to serve the educational needs of a diverse population throughout its service district.

Access (E-2) BBCC provides quality resources and affordable access to the diverse population of its entire district.

Partnerships (E-3) BBCC works with organizations and agencies to enhance access and service for our district population.

Student Achievement (E-4) BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

Climate (E-5) BBCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners.

Multiculturalism (E-6) The Board will promote a climate of cultural understanding to be reflected in an approach for both students and college employees that results in an attitude of inquiry and openness.

Since the BBCC Board of Trustees adopted a variation of Carver’s Policy Governance, the Trustees have received regularly scheduled monitoring reports on student success, including the levels of attainment of the goals set by the Trustees’ six Ends Statements.

BBCC took the statement of purpose (Mission) and the guiding goals (Board of Trustee’s Ends Statements) and constructed its latest five-year strategic plan known as the Academic Master Plan (AMP). The Academic Master Plan, titled Student Success, dictates the outcomes and strategies that guide every organizational component of the college, as appropriate, to the achievement of the Ends Statements. Three times a year, the Board receives comprehensive monitoring reports that provide data and assessment on our progress in achieving the outcomes of the AMP, thereby fulfilling the direction of the Ends Statements (see table on page 13).

These three monitoring reports comprise the annual review of the Academic Master Plan by the college and focus on three areas: Access, Programs, and Outcomes. Within each area, we address the achievement of the AMP outcomes, as well as two or more of the Boards’ Ends Statements.

The first of the three monitoring reports begins with an update on efforts devoted to Access. Community awareness of college resources across the district, recruitment, and matriculation are the major components of this area of the Academic Master Plan. Highlights of the Access report include progress, initial developments, and analysis of data regarding effectiveness of these efforts.

The second monitoring report to the Board focuses on Programs, both instructional and service-related. The major emphasis here is on a detailed audit of all services and programs, as well as reporting on the

accomplishment of outcomes or progress. Data sets identify the level of activity of each service or program, and changes related to the data sets are discussed. Critical needs are also identified, and the needs are tied to the outcomes. By the completion of this second report on Programs, all six Board Ends Statements have been addressed.

The third monitoring report, Outcomes, comes at the end of the academic year and involves a carefully orchestrated data review by faculty, staff, and the Board. The Board analysis occurs during an all-day retreat at the end of the summer. The presentation also reinforces the synergy between AMP outcomes and the Board's Ends Statements. Completion of the analysis of all three monitoring reports then suggests to the AMP Committee any appropriate revisions to the AMP for the next year.

At BBCC, the primary tool for measuring Mission fulfillment is our annual and final AMP Outcomes Monitoring Report. In the process of developing this report, college staff and the Board of Trustees are presented with data and evidence and asked to provide a numerical rating on the AMP outcomes, based on evidence gathered throughout the year. Staff and Trustees each provide their own rating and those ratings are compared to give two perspectives on Mission fulfillment. At the same time, we compare the current year's ratings to the ratings from the previous year. From these assessments, we identify goals for the coming year and any additional data needed to more fully assess the outcomes.

BBCC's rationale for Indicators of Achievement can be found in Appendix C.

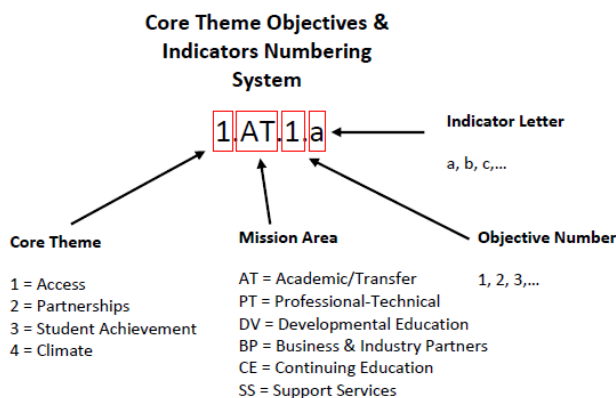
Standard 1.B—Core Themes

1.B.1—Identification of Core Themes The college undertook the challenge to identify Core Themes for Accreditation Standard One by reviewing the Mission Statement, the Academic Master Plan, the Board’s Ends Statements, the monitoring reports to the Board on the Academic Master Plan, and the minutes of various shared governance committees.

The challenge of producing the report for Standard One has been, and continues to be, to sift through all of our plans and outcomes and identify unifying values that reflect the Mission and Board’s Ends Statements and that, at the same time, are tangible components of every aspect of our organization. We believe we have identified these in our Mission, Board’s Ends Statements, and AMP. We state them as Access, Partnerships, Student Achievement, and Climate. What follows is the explanation of our beliefs, descriptions of staff/student behaviors that reflect accomplishment of each theme, and what we judge to be an acceptable level of accomplishment.

In developing our Core Themes, Objectives, and Indicators, we asked ourselves a series of questions that would help us conceptualize how the Core Themes relate to each of the areas articulated in our Mission Statement. Those questions can be found in Appendix B.

To show how we are putting our values into practice, we asked college employees to pinpoint on a grid (see Appendix B) where their job responsibilities were located and if they were able to help someone else do the same. Additionally, we asked what indicators or benchmarks they would identify to demonstrate how we are meeting our Mission in those areas. From this, we developed the specific objectives and indicators under each of the four Core Themes, as described below and represented in the sections that follow.



BBCC’s **Core Themes** are derived directly from our Mission, the Board’s Ends Statements, and the Academic Master Plan:

- **Access**—*BBCC provides quality resources and affordable access to the diverse population of its entire district in order to meet their educational needs*
- **Partnerships**—*BBCC works with a variety of organizations to enhance access and student achievement for our district population*
- **Student Achievement**—*BBCC students develop and achieve their goals with support from the college and its partners*
- **Climate**—*BBCC provides a climate that facilitates cultural understanding, safety, and a welcoming environment to support students, staff, and community*

1.B.2—CORE THEME ONE: ACCESS

BBCC provides quality resources and affordable access to the diverse population of its entire district in order to meet their educational needs.

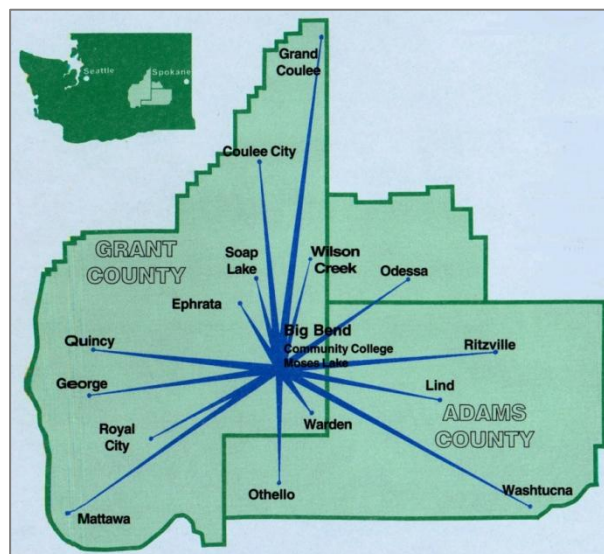
The starting point of the BBCC 2009-2014 Academic Master Plan is the theme of Access. BBCC has cherished its role as an open-door community college since its first class was offered in 1962. The value of a “junior college” in the central Columbia Basin was always expressed as an opportunity for everyone. Admittedly, the initial focus was more limited than our existing district boundaries, as we were only commissioned to serve the Moses Lake School District. Yet our history points to the formative involvement of leaders from surrounding communities that would eventually be included in our current district and become a valued part of our mission.

Our current AMP confirms that the challenge of Access is to inform our greater college community (i.e., everyone within our 4,600-square-mile district, see map below) of the resources we make available. We believe the best way to promote access is to begin a conversation with all district residents, centered on who we are and what we offer.

The Academic Master Plan regularly tracks outcomes related to enrollment, recruitment, communication, and marketing. We follow annual data for trends and also focus on selected programs each year to communicate our successes and identify gaps in our service.

The distances that must be traveled to come to the campus in Moses Lake from most of our 15 primary communities in the district is an obstacle for many individuals, especially in light of the low-income levels of our population (over \$10,000 below the per capita income level of the state; see chart on page 1), the increasing cost of fuel, and the lack of a robust system of public transportation in the area. Because of this, our efforts to expand resource awareness and communicate a true understanding of the demands and value of a college education must also be delivered off-campus or be accessible through distance access.

Fundamental to these efforts is our attempt to document and capture elements of every community contact that college employees make. We believe that this, along with a subsequent and appropriate follow-up, will establish the connection through which we can inform, encourage, and recruit students and partners. These efforts are intended to establish an awareness of the purpose of the college, how it works, and where and how anyone can access our services. It is important to note that serving all district residents is a fundamental direction from our Board of Trustees.



“Access” means more than just exposure to college resources. We measure our success in terms of attendance at informational meetings and volume of inquiries, our responses to inquiries, the magnitude of the utilization of resources and services, and actual enrollment numbers in workshops, classes, and programs. We are expanding our collection of data in these outcome areas with a goal of establishing benchmarks by the summer of 2012. Until then, we will value any increase in these contacts, understanding that we may still be developing better methods of capturing the data.

| CORE THEME ONE: ACCESS | |
|--|---|
| BBCC provides quality resources and affordable access to the diverse population of its entire district in order to meet their educational needs. | |
| Objectives | Indicators |
| ACCESS: Transfer Education | |
| 1.AT.1 Regularly assess academic areas with a systematic review | 1.AT.1.a 75% to 80% of current and former students report overall satisfaction with their classes and are engaged in learning |
| | 1.AT.1.b Transfer rate and success after transfer are equal to or above state average |
| ACCESS: Professional/Technical Education | |
| 1.PT.1 Regularly assess the viability of professional/technical programs, as well as local and regional demand for new programs | 1.PT.1.a Former students report they were well prepared for an entry position in their field of study |
| | 1.PT.1.b Employers provide feedback on new training and skillsets required in the workplace |
| ACCESS: Developmental Education | |
| 1.DV.1 Maintain enrollment, as indicated by FTE generation, in pre-college level classes for current and potential students throughout the BBCC service district to encourage them to pursue their educational goals | 1.DV.1.a Enrollment and demographics in developmental education approximate district population |
| 1.DV.2 Increase the college-going culture of the service district | 1.DV.2.a Transitions from Basic Skills and developmental education to college-level coursework increase year by year |
| | 1.DV.2.b Increase the number of residents able to access higher education through the completion of a GED (since a GED is required to receive financial aid). |
| ACCESS: Business & Industry Partnerships and Continuing Education | |
| 1.BI/CE.1 Businesses of the BBCC service district will recognize the college as a regional resource to provide learning opportunities that are accessible, professional, innovative, and service-oriented | 1.BI/CE.1.a CBIS partners maintain involvement with Pre-Employment Training (PET) and contract training |
| ACCESS: Support Services | |
| 1.SS.1 Provide effective support services and resources to prospective and current students to help them overcome barriers and attain their educational goals | 1.SS.1.a Maintain service district outreach efforts |
| | 1.SS.1.b Advising and interventions show a positive correlation with retention |
| | 1.SS.1.c Survey responses indicate effective communication about support services |

CORE THEME ONE: ACCESS

BBCC provides quality resources and affordable access to the diverse population of its entire district in order to meet their educational needs.

Rationale for Indicators

As part of the college's annual Academic Monitoring Report process, a variety of data is collected and analyzed to assess achievement of each area of the Core Theme:

- ***“Quality Resources”***: Conduct Resource Inventory of both equipment and services, and appraise them to determine whether they are appropriate, functional, and of the proper quantity. (Our expectation is that our resources are operable, effective in their support role, and in acceptable quantities.)
 - **Achievement of Objective**: Students, employers, and staff report satisfaction with equipment and services, availability, and quantity.
 - **Tools**: Survey of above, with 70% or more rating instruction and services as *excellent* or *good*.
- ***“Affordable Access”***: BBCC tuition is 50% less than tuition at the two nearest regional universities. 75% of BBCC students use some form of financial aid.
 - **Achievement of Objective**: Students provide positive comments on BBCC's affordability and financial aid services.
 - **Tools**: Student surveys, as well as evidence that the annual student financial aid default rate is less than 15%.
- ***“Diverse Population of its Entire District”***: Demographic information from Institutional Research and Planning (IRP) demonstrates enrollments in proportion to the district's demographic profile. Student utilization of support services and/or instructional services shows activity from each ZIP code in the college district. (Our expectation is that student ZIP codes will show a distribution across the map of the college district.)
 - **Achievement of Objective**: Student demographic records will show enrollments within 15% of the demographic profile of the college district. (Student records of support services and/or instructional services indicate by ZIP code that enrollments are becoming more uniform across the college district, with the goal that reported ZIP codes will represent at least 30% of all the ZIP codes in the college district.)
 - **Tools**: Student enrollment data.
- ***“Meet their [the students' and employers'] Educational Needs”***: Students and employers indicate satisfaction with the services they have received and achievement of their educational goals. (Our expectation is that a high number will express satisfaction and achievement of educational goals).
 - **Achievement of Objective**: Surveys of students and employers will indicate at least 70% satisfaction with services and 70% of students will indicate achievement of their educational needs.
 - **Tools**: Student/employer satisfaction surveys; AMP reports on educational planning.

1.B.2—CORE THEME TWO: PARTNERSHIPS

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

Partnerships at Big Bend Community College represent recognition of the value of every individual in our college district. A partner is someone external to the college who lends talent, interest, skill, equipment, or facilities, or has a need for the resources of the college. A relationship begins with our conversation and a synergy develops with the subsequent leveraging of resources to satisfy a need or achieve an outcome. We design these conversations around the elements of our Mission and our organization—namely, transfer and vocational programs, developmental education, community service and continuing education, customized training, and student support services.

The Board’s Ends Statement on partnerships emphasizes the need to seek out and maintain partners. We view this as a never-ending process that helps us continually understand the post-secondary educational needs of our district.

Partners often represent a unique collection of instructional talent not on the college staff. This talent is usually related to a specific training need, but can also be unrelated to a particular business. Because of this range of talent, we see all of our employers as potential reservoirs of adjunct instructors. Furthermore, the presence of such instructors on campus contributes to the workforce elements of the college Mission.

The discussion of need is ongoing in new and established programs. As such, all of our occupational advisory committees are populated with partner representatives who can keep us up-to-date on changing employment conditions, as well as the processes and curriculum updates necessary to meet those changes. This can lead to a close relationship between area employees and the college, particularly in the recognition of the college as a viable source for the continuation of training or the pursuit of a degree. Advisory committee members are also a direct source of feedback about interns and new employees so we can better judge the quality of our training.

Partners are not limited to professional/technical programs, but are also represented by other types of contact. Public use of college resources is one of the elements of the AMP that we monitor to determine our off-campus outreach activities. We record staff travel, including personal contacts and geographic regions of the district visited. Some visits are in response to an invitation or the need to introduce a topic for discussion, and most visits are scheduled on an annual basis. While valuable, the demographic information collected is not our most important area of focus. Rather, it is the ideas, needs, and goals we glean from these contacts that help us organize and deliver services that support and actively promote student achievement, both on and off campus.

Grant applications submitted with the support of partners such as communities, school districts, and employers can help establish programs, provide equipment for instruction in remote communities, and assist in long-term recruitment of future students through programs such as Gear Up and Upward Bound. Occasionally, a grant opportunity will come through a partner rather than through the college. This can often lead to specific, customized training.

Partnerships are successful if we meet our partner’s expectations. We track this through focus groups, employer surveys, state employment records of our graduates, feedback from our occupational advisory committees, and continuing opportunities to work together to provide training in areas with ongoing needs. We analyze the data reflecting our achievement of partnership outcomes as it comes in, as well as annually. The data are discussed with occupational advisory committees, faculty, staff, partners, and

the BBCC Board of Trustees. Our success is measured in terms of whether we are meeting our partners' needs and whether the partners are willing to continue or expand our relationship.

| CORE THEME TWO: PARTNERSHIPS | |
|---|---|
| BBCC works with organizations and agencies to enhance access and service for our district population. | |
| Objectives | Indicators |
| PARTNERSHIPS: Transfer Education | |
| 2.AT.1 Maintain communication and articulation with appropriate transfer institutions, grant partners, and K-12 in order to support community needs | 2.AT.1.a BBCC regularly participates in state and regional efforts to maintain articulation agreements |
| | 2.AT.1.b BBCC regularly seeks grant support to enhance transfer opportunities |
| PARTNERSHIPS: Professional/Technical Education | |
| 2.PT.1 Create and maintain partnerships that enhance professional/technical program offerings to meet employer and community needs | 2.PT.1.a BBCC works with a variety of partners to assess and meet employer and community needs |
| PARTNERSHIPS: Developmental Education | |
| 2.DV.1 Provide basic skills training opportunities to meet the needs of industry partners, the work force, and community members | 2.DV.1.a Partnerships make basic skills training available to service district organizations and businesses |
| PARTNERSHIPS: Business & Industry Partnerships and Continuing Education | |
| 2.BI/CE.1 Work with partners to provide quality instruction for continuing education courses and training | 2.BI/CE.1.a Business and industry partners report satisfaction with training offerings |
| PARTNERSHIPS: Support Services | |
| 2.SS.1 Work with a variety of partners to provide services and support to students and staff | 2.SS.1.a Partnerships increase services available to students |

CORE THEME TWO: PARTNERSHIPS

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

Rationale for Indicators

As part of the college's annual Academic Monitoring Report process, a variety of data is collected and analyzed to assess achievement of each area of the Core Theme:

- ***“Works with Organizations and Agencies”***: In our view “organizations and agencies” includes K-12, public and private educational institutions, and public and for-profit businesses and agencies. We understand that these relationships are intended to be reciprocal in their effects, with each entity enhancing the climate or meeting the needs of the other. We must capture through minutes, reports, testimonies, and surveys our activities with our partners that result in improvements in the effectiveness of our services and increased overall enrollments or new enrollments of specific populations.
 - **Achievement of Objective**: We present evidence of collaborating with our partners to provide them with college services, enhance our resources, and/or offer enrollment opportunities for new or continuing students.
 - **Tools**: Minutes of meetings, summary reports, and media recordings that demonstrate planning and decisions aimed at providing services to partners, enhancement of college resources, and/or enrollment opportunities for new or continuing students.

1.B.2—CORE THEME THREE: STUDENT ACHIEVEMENT

BBCC Students develop and achieve their goals with support from the college and its partners.

The Core Theme of Student Achievement guides our efforts that enable students to achieve their post-secondary educational goals. BBCC's AMP Outcomes Monitoring Report annually measures student success in individual classes, students' use of advising and its relationship to educational planning, and retention and completion rates, among other indicators. Our experience as an Achieving the Dream college over the past five years has helped us develop a habit of collecting data to assess our student interventions and initiatives. We continue to work to educate college faculty and staff on how to interpret and apply the results of the data that are collected.

Collecting opinions via surveys and focus groups monitors expressions of approval by the general public and satisfaction by our students. We consider expressions of approval and satisfaction as corollaries to student achievement. Employers too can provide their perspectives of performance following their employees' completion of classes, certificates, and degrees from BBCC. In addition to collecting information from the general public and students, we also gain focused employer feedback after their employees complete contracted training. Additionally, we record comments from members of our various professional/technical advisory committees.

Student achievement in professional/technical programs can be measured through employment data or certificate and degree attainment. Continuing education and contract training can be reflected in certificates and industry certifications. The Washington State Student Achievement Initiative (see Appendix A) also tracks achievement progress in professional/technical, academic transfer, and pre-college classes. Our student support services reflect achievement by completing educational plans, awarding scholarships, tracking financial assistance, and processing transcript requests.

College interest in student completion rates has been bolstered by a growing federal, state, and systemic appetite for the same information, which is a major element in our category of Student Achievement. Institutional Research monitors student retention, student movement along the achievement progression scheme of Washington State (the Student Achievement Initiative), and the awarding of certificates and degrees (see Appendices D and E). Our benchmark is the measure of these values as of the 2006-2007 academic year, which marked the first year of our Achieving the Dream grant, as well as the beginning of the Student Achievement Initiative.

| CORE THEME THREE: STUDENT ACHIEVEMENT | |
|--|---|
| BBCC students develop and achieve their goals with support from the college and its partners. | |
| Objectives | Indicators |
| STUDENT ACHIEVEMENT: Transfer Education | |
| 3.AT.1 Support students in persisting to reach their educational goals | 3.AT.1.a A majority of students attain a success rate of 2.0 in classes |
| | 3.AT.1.b Students are retained quarter to quarter and complete degrees at a rate equal to or better than the previous year |
| | 3.AT.1.c SAI momentum increases year to year |
| STUDENT ACHIEVEMENT: Professional/Technical Education | |
| 3.PT.1 Support students in persisting to reach their educational goals | 3.PT.1.a A majority of students attain a success rate of 2.0 in classes |
| | 3.PT.1.b Students are retained quarter to quarter and complete degrees at a rate equal to or better than the previous year |
| | 3.PT.1.c SAI momentum increases year to year |
| 3.PT.2 Prepare students for transition into the workplace | 3.PT.2.a Employers report satisfaction with BBCC students in entry-level positions |
| | 3.PT.2.b Former BBCC Prof-Tech students are employed and, where there were pre-college earnings, show an increase in earnings |
| STUDENT ACHIEVEMENT: Developmental Education | |
| 3.DV.1 Place students in classes according to skill levels and help them successfully accelerate their educational pathway | 3.DV.1.a SAI shows steady or increasing momentum of pre-college students' points |
| STUDENT ACHIEVEMENT: Business and Industry Partnerships and Continuing Education | |
| 3.BI/CE.1 Business and Industry Partners are satisfied with student employment skills | 3.BI/CE.1.a Visitors, industry partners, and clients report satisfaction with courses and training |
| STUDENT ACHIEVEMENT: Support Services | |
| 3.SS.1 Students use a comprehensive range of support services to achieve their educational goals | 3.SS.1.a BBCC regularly monitors the use of college resources and its correlation to student success |
| | 3.SS.1.b Students [will] report high rates of satisfaction with support services |
| 3.SS.2 Transfers by student characteristics | 3.SS.2.a BBCC disaggregates data to track students by different student characteristics |

CORE THEME THREE: STUDENT ACHIEVEMENT

BBCC students develop and achieve their goals with support from the college and its partners.

Rationale for Indicators

As part of the college's annual Academic Monitoring Report process, a variety of data is collected and analyzed in order to assess achievement of each area of the Core Theme:

- ***“Students Develop Their Goals”***: Student Success is the title of our Academic Master Plan and the most important criterion to determine the extent to which we are accomplishing the goal of educating students. Our Academic Master Plan endorses the importance of educational planning using college resources such as counseling and advising. Uniform use of an educational plan assists students in the development of their goals.
 - **Achievement of Objective**: We recognize an educational plan as a written document or a regularly scheduled stream of advisement meetings, either of which can identify required courses and valuable electives in a proper and efficient completion sequence. We look for documented plans, which many programs and services require, or reports from advisors.
 - **Tools**: Data collected for and reported in the monitoring reports to the Board, with a goal of 90% of students reporting having an educational plan.

- ***“Students Achieve Their Goals”***: Achievement is measured in terms of retention (quarter to quarter, as well as year to year), success (with a benchmark of 2.0 in each class, or overall), and completion of a degree or certificate (or successful transfer).
 - **Achievement of Objective**: Retention, employment, accumulation of Student Achievement Points, and the attainment of certificates and degrees are all indicators we use to confirm student achievement.
 - **Tools**: Data collected for and reported in the monitoring reports for the Board, with a goal of 70% achievement of certificates and degrees within 200% of the completion time expected of a full-time student.

- ***“Support from the College and its Partners”***: Success involves support both inside and outside the classroom. An array of wrap-around services are necessary to support the success of all students, including students who come to us with learning deficits, economic disadvantages, documented disabilities, or life circumstances that may impede their ability to focus on their educational pathway.
 - **Achievement of Objective**: Analysis of our classroom activity, our out-of-class support efforts, and our supportive relationships with partners that enhance instruction confirms their positive effects on student outcomes.
 - **Tools**: AMP program audits; data collected for and reported in the monitoring reports to the Board, with a goal of 70% of students and 70% of program staff expressing satisfaction in the quality of BBCC programs.

1.B.2—CORE THEME FOUR: CLIMATE

BBCC provides a climate that facilitates cultural understanding, safety, and a welcoming environment to support students, staff, and community.

We want visitors, students, and staff to experience a climate that creates a sense of belonging. If they become our students, we believe that feeling will intensify. Students interact daily with our staff, with other students, and with visitors. Our expectation is that our climate will encourage positive interactions among the population that visits, studies, or works at the college.

We expect visitors to be attracted to BBCC because of what others have told them, what they have seen or heard in the media, or as a result of campus visits or previous experiences with us. Our goal is that they return for additional information, counseling and advice, placement testing, and enrollment. When we collect information from individuals following a contact, we ask how they became aware of our resources and seek assessments of the quality of our interactions, hoping that each contact reinforces our expectations of positive experiences.

When the college engages members of the community at a distant site, in their home, or at their workplace, our intent is that our same Climate Outcomes are operative. No matter where contact occurs, we will rise to the challenge and expect to receive the same level of positive endorsement of the quality of our interactions. Our sampling methods to measure this include annual continuing student surveys, biennial new student surveys, and student focus groups that collect information from both on-campus and distant students. Our Customer Service Task Force regularly discusses challenges and examples of excellence in customer service, recognizing that each of our colleagues, visitors, and students deserve the same excellent service.

Employee groups require and deserve positive feelings of security in their jobs. They want, for example, to work in an environment where they can provide suggestions and ask questions without fear of reprisal. Whether in the classroom or the office, safe working environments are integral to employees' feelings of security and comfort. In addition, all BBCC service offices have an open-door policy to invite suggestions and discussion to resolve problems. At every Board meeting, classified employees have a permanent place on the Trustees' agenda through the presence of their elected representative. Employee feedback on Climate, both as it affects them and as they see it in the sphere of customer service, is obtained regularly via customer service surveys, representative employee group processes (such as collective bargaining with the faculty), representation at all Board of Trustees' meetings, annual employee evaluations, biennial assessments of administrative performance, and exit interviews.

Our college climate also strives to promote cultural understanding; to accomplish this, we encourage an attitude of inquiry and openness, as directed by the Board of Trustees in the Ends Statement on Multiculturalism. We are currently a Hispanic Serving Institution, working to minimize achievement gaps among student groups through the efforts of our Title V grants, as well as other efforts, including *iEducate @ Big Bend! Latino Education Fair*, the MEChA program, and the tracking of student success.

In all of the above areas—on- and off-campus, and at all levels of contact—we expect to receive positive endorsement of the employment climate. Our expectation is to receive comments that the college provides excellent service, is a wonderful place to visit, and a great place to work. When we do not hear this from our community we immediately work to remedy the problem. Each year we review data regarding these various elements of Climate in order to judge our progress in achieving our outcomes and improving our positive ratings.

| CORE THEME FOUR: CLIMATE | |
|---|--|
| BBCC provides a climate that facilitates cultural understanding, safety, and a welcoming environment to support students, staff, and community. | |
| Objectives | Indicators |
| CLIMATE: Transfer Education | |
| 4.AT.1 Provide an environment conducive to open inquiry and cultural understanding | 4.AT.1.a Students report that BBCC has contributed to their interactions with people from racial, ethnic, and religious beliefs other than their own; contributed to their understanding of fine arts; contributed to their ability to understand or accept cultures other than their own; and has made them feel that their own culture is accepted by others on campus |
| | 4.AT.1.b Students report that they feel safe and welcome on campus |
| 4.PT.1 Provide an environment conducive to open inquiry and cultural understanding | 4.PT.1.a Students report that BBCC has contributed to their interactions with people from racial, ethnic, and religious beliefs other than their own; contributed to their understanding of fine arts; contributed to their ability to understand or accept cultures other than their own; and has made them feel that their own culture is accepted by others on campus |
| | 4.PT.1.b Students report that they feel safe and welcome on campus |
| CLIMATE: Developmental Education | |
| 4.DV.1 Provide an environment conducive to open inquiry and cultural understanding | 4.DV.1.a Students report that BBCC has contributed to their interactions with people from racial, ethnic, and religious beliefs other than their own; contributed to their understanding of fine arts; contributed to their ability to understand or accept cultures other than their own; and has made them feel that their own culture is accepted by others on campus |
| | 4.DV.1.b Students report that they feel safe and welcome on campus |
| CLIMATE: Business & Industry Partnerships and Continuing Education | |
| 4.BI/CE.1 Establish and review standards of customer service and ethical conduct | 4.BI/CE.1.a Clients report that they feel safe and welcome on campus |

| CLIMATE: Support Services | |
|---|---|
| 4.SS.1 Provide exemplary customer service and civility | 4.SS.1.a BBCC records show ongoing professional development activities |
| | 4.SS.1.b Trainings and surveys |
| | 4.SS.1.c Students report positive relationships and interactions with various groups on campus and with college employees |
| 4.SS.2 Establish and implement policies and procedures that promote a safe, secure, and ethical environment | 4.SS.2.a FERPA, safety, financial, and IT security compliance |

CORE THEME FOUR: CLIMATE

BBCC provides a climate that facilitates cultural understanding, safety, and a welcoming environment to support students, staff, and community.

Rationale for Indicators

As part of the college’s annual Academic Monitoring Report process, a variety of data is collected and analyzed to assess achievement of each area of the Core Theme:

- ***“Facilitates Cultural Understanding”***: Staff and students demonstrate understanding and acceptance of cultural differences that can be verified by student, graduate and employer surveys and focus groups.
 - **Achievement of Objective**: Student, graduate and employer surveys and focus group responses verify that the college environment and sponsored activities demonstrate and reinforce cultural understanding.
 - **Tools**: Survey summary data in monitoring reports to the Board show 90% agreement with “cultural understanding” statements.
- ***“Facilitates Safety”***: Students, staff and visitors demonstrate a willingness to visit the campus and our facilities, and express comfort in being in our facilities.
 - **Achievement of Objective**: Student, staff, and visitor attendance records and surveys attest to return visits and satisfaction with the visit environment.
 - **Tools**: Survey summary data in monitoring reports to the Board show 90% agreement with “safe environment” statements; crime statistics report.
- ***“Facilitates a Welcoming Environment”***: Students, staff, and visitors express feelings of comfort and acceptance; they experience a nurturing environment.
 - **Achievement of Objective**: Students, staff and visitors report same on surveys and/or in focus groups.
 - **Tools**: Survey summary data in monitoring reports to the Board show 90% agreement with “welcoming environment” statements; client satisfaction surveys indicating 95% satisfaction and 90% agreement to use the facilities again.

CHAPTER TWO STANDARD TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

Currently in its 50th year of operation, Big Bend Community College, as an institution of higher education, meets Eligibility Requirements 4 through 21 as published by NWCCU. The primary focus of the college is to provide college education and training for the population of its service district. The college maintains *operational focus and independence* by means of a policy governance model accountable to the Board of Trustees.

The college adheres to policies of *non-discrimination* as outlined in state and federal statute. BBCC maintains *institutional integrity* by establishing, publishing, and periodically reviewing policies of the Board of Trustees and accompanying administrative processes. The college has a five-member *governing board* appointed by the Governor of Washington. The Board employs the college President as *chief executive officer* and delegates responsibility to the President to conduct the business of the college in accordance with the policy guidance set by the Board of Trustees.

BBCC employs a qualified *administration* team to oversee the major functions of the institution. This includes selection and supervision of qualified *faculty* to carry out the educational objectives of the college and to provide appropriate *educational programs* to meet the needs of the service district in the areas of transfer, professional/technical, and developmental education. These educational programs incorporate *general education and related instruction* outcomes designed to give a substantial basis to all degree pathways.

The college maintains sufficient *library and information resources* to meet the needs of its students. The *physical and technological infrastructure* provides an adequate environment to fulfill the mission of the college. The college maintains an atmosphere of *academic freedom*, and publishes and abides by appropriate policies to ensure that freedom of inquiry is maintained.

BBCC maintains an open *admissions* policy, in accord with its mission as a comprehensive community college. The college adheres to established policies for the dissemination and publication of *public information*; the college website, college catalog, and policy manual are primary vehicles for this information. The college is financially stable and has sufficient *financial resources* to fulfill its mission, even in light of recent state budget cutbacks. *Financial accountability* is maintained by following well-established accounting and business processes, by adherence to policies established by the State of Washington, and by internal and external review annually.

The college accepts responsibility for its *relationship with the accreditation commission* and for *disclosure* of pertinent information to the commission. In the pages that follow, specific detail will be provided with regard to the college's performance under each criteria of Standard Two.

Standard 2.A—Governance and Governing Board

BBCC maintains sufficient resources and capacity to fulfill its mission, achieve Core Theme Objectives, and provide programs and services to meet the needs of our service district. The college has effective governance and decision-making structures that allow for regular review and revision of policies and procedures in order to promote the effective management and operation of our institution.

2.A.1—System of Governance BBCC employs a system of governance based on the Carver model of Policy Governance. The Board of Trustees has delegated authority to the President through Board Policy (BP 1000). This policy governance model calls for the Board to maintain an outward vision and strategic leadership, while delegating authority for appointment, implementation of policy, and day-to-day management of the college to the President. The President is directed to use reasonable interpretation of the Ends Statements established by the Board, and the policy for Executive Limitations (BP 1000.4), to establish the practices and activities necessary to carry out the business of the college; the President is also directed to accomplish and report on the Ends Statements established by the Board. In this structure, the Board’s role is to establish the strategic direction for the college and monitor its performance, while the President’s job is to implement the policies, set up an organizational structure to accomplish the college’s goals, and report on the accomplishment of the goals to the Board on a regular basis.

All policies of the Board are published on the BBCC website, along with the Administrative Processes used to implement the policies. The publication of Board Policy (BP) and Administrative Process (AP) is managed by the President’s office, with input from the Washington State Attorney General’s office. Faculty, staff, and students all have representatives who sit at the table with the Board of Trustees at each meeting to provide input and ask questions.

2.A.4—Governing Board The Big Bend Community College Board of Trustees is a five-person board, appointed by the Governor and subject to confirmation by the state Senate. They operate as an independent governing board, subject to oversight by the State Board for Community and Technical Colleges of the State of Washington. The State Board makes budgetary appropriations to the college following directions from the legislature based on the language of the appropriations. The State Board also enacts system-wide policy.

2.A.2—Division of Authority The duties, responsibilities, and authority of the Board are spelled out in the Revised Code of Washington (RCW 28B.50). When the college was authorized in 1961, the Board of Directors of the Moses Lake School District provided the governance. When all public two-year colleges were placed under state control in 1967, the newly appointed Trustees wrote the Mission statement and the college bylaws, subject to approval by the State Board.

2.A.3—Monitoring of Compliance Those documents have been regularly reviewed over the years by the Board and college staff. The most significant addendum came in 2002 when, following almost two years of study of the concept, the Board adopted a modified form of Carver’s Policy Governance.

This model of governance allows for clear designation of authority, roles, and responsibilities:

- The Board sets the mission and goals of the college, in consultation with the President and college staff.

- The President establishes the administrative organization of the college, implements policies, and establishes procedures to achieve the mission and goals.
- The President and college staff develop a strategic plan to achieve the mission and goals set by the Board. The current strategic plan is titled, Academic Master Plan: Student Success, 2009-2014.
- College staff organizes annual activities to address the priorities established by the Academic Master Plan (AMP).
- Three times a year, college staff provide monitoring reports to the Board; the three reports address Access, Programs, and Outcomes. The Outcomes Monitoring Report includes a process by which college staff groups, including faculty, staff and administrators, rate the college's performance on each of the outcomes established by the Board. The Board members then do their own rating and all the results are compiled in the Outcomes report to establish a numerical rating for the annual performance on each outcome.

A particular challenge for the Board with the adoption of this form of governance was the need to formulate the specific goals of the institution, based on the college mission. As previously noted in Standard One, the result of this effort (i.e., writing the Board's Ends Statements) was remarkable not for any originality in the resulting language, but for the conversation that was required to settle on the Ends Statements. The governance policy provided clear direction, awareness, and mechanisms to keep the Board functioning at the policy level. Additionally, the Board's Executive Limitations policy builds the relationship between the Board and the President by clearly describing the limits of presidential action to achieve the board's directions. A reading of Board minutes over the years since policy governance was enacted demonstrates consistent policy-level Board actions. This is verified annually at the Board retreat.

2.A.6; 2.A.8—Board Oversight and Performance Evaluation Activities at the annual retreat include Board self-evaluation, re-examination of bylaws and the governance policy document, setting Board goals for the next academic year, and evaluation/revision of the Academic Master Plan Outcomes.

2.A.5—Board Unity The Board of Trustees meets every six weeks and at occasional special meetings throughout the calendar year. Each regular meeting agenda includes reports on accreditation, assessment and student success, as well as reports on each trustee's activities. These reports are summarized for the summer retreat and become a part of the annual Board evaluation process. In addition, the Board acts as a body to avoid the risk of giving contradictory definitions of its expectations.

2.A.7—Board Delegation The Board has delegated all college operational responsibilities to the President and has identified the President as the Appointing Authority of the college, but has reserved to itself the granting of tenure, authorization of layoffs and program closures, contracting with the President, ratification of labor contracts (e.g., Negotiated Agreement), and approval of the operating budget. Annually, the President is evaluated by the Board based on progress and achievement of the Board Ends Statements and his or her meeting of Executive Limitations.

Big Bend Community College has an organizational structure reflective of the college Mission statement. (See [Organization Charts](#).) Through administrative and faculty leadership, operational units for both service and instructional programs are identified and grouped according to the services provided and the accountability measures associated with those activities. These operational units are charged with delivering services congruent with the core themes of the institution. Part of their annual assessment activity is to identify how they contribute to and are affected by each core theme.

Over the past three years, decreasing state funding, rising tuition, and focused grant support have contributed to a greatly expanded workload for all staff. To continue to accept as many students as possible and fulfill our commitment to quality, all employee groups have agreed to accept additional loads, including more students, longer hours, and extra duties.

In the face of continuing reductions in state funding, current conversations are centered on what services can be eliminated without threatening the integrity and fulfillment of the college mission. Already, students are finding some off-campus offerings reduced or eliminated, and some on-campus offerings reduced.

When state funding stabilizes and perhaps improves, the challenge will be to creatively expand the staffing, but not necessarily to restore lost positions as new needs and demands may present different operational responsibilities and requirements.

2.A.3—Monitoring of Compliance In addition to the publication of BP and AP, staff members often refer to Revised Code of Washington (RCW) and Washington Administrative Code (WAC) documents, both of which may be found on the [Washington State Legislature](#) website. 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.

BBCC uses a variety of resources to monitor compliance with accreditation standards and to ascertain the impact of collective bargaining agreements, legislative actions, and other mandates. These resources include:

- Regular communication with the staff of the Washington State Board for Community and Technical Colleges.
- Monitoring of email listservs from State Board Commissions and Councils, as well as the Department of Human Resources and other state agencies.
- Regular participation in state-level meetings of State Board Commissions, Councils, and work groups.
- Regular communication with the State Attorney General's office, through the services of our assigned Assistant Attorney General, who attends all meetings of the Board of Trustees and consults directly with college administrators.
- Regular reports from our Accreditation Liaison Officer, Dean Valerie Kirkwood.
- Feedback from the Faculty Association President, Mike O'Konek, who attends and reports at all Board meetings.

Reports from these external groups and agencies are incorporated into the standing committee structure of the college, so that information is shared with Instructional Council, Cabinet, Executive Council, and other groups.

The Academic Master Plan (AMP) designates specific Outcomes that the college works toward each year to achieve its strategic goals. The AMP is administered by the AMP Committee, which consists of faculty and administrators, as well as staff and student representatives. The committee responds to monitoring reports and recommends revisions to the AMP Outcomes as needed. In 2011, the committee recommended several changes to the AMP Outcomes to more effectively address the strategic goals:

AMP Outcomes: Approved by Board of Trustees, 11/30/11

| Former AMP Outcome | Revised AMP Outcome |
|--|--|
| A.1 An increase in the use of college resources | A.1 Use of college resources improves student success |
| A.2 An increase in the total number of students/clients enrolled throughout the district for educational planning and/or instructional activities | A.2 College contact with potential students leads to increase in targeted enrollments |
| A.3 An increase student/client revenues and state-funded FTEs | A.3 Meet or exceed state FTE target |
| B.1 Students complete courses or workshops with a grade of passing or 2.0 GPA or better | B.1 Students complete courses with a grade of passing or 2.0 GPA or better |
| B.2 Students establish Educational Plans | B.2 Advising and counseling lead to improved student retention and success |
| B.3 Students persist to attain completions, certificates or degrees or workshops and are retained quarter-to-quarter and year-to-year to achieve their goals | B.3 Students persist to attain completions, certificates, or degrees |
| C.1 Matriculation and Enrollment—Percent Increase from Last Year - Cohort Comparison - Establish targets | C.1 Resource awareness and recruiting activities result in increased enrollment in specified groups |
| C.2 Retention—Percent Increase from Last Year - Cohort Comparison - Establish targets | C.2 Utilization of technology and eLearning leads to student engagement and success |
| C.3 Achievement—Percent Increase from Last Year - Cohort Comparison - Establish targets | C.3 <i>None (the committee recommended eliminating this outcome as it is covered by B.1 and B.3)</i> |

The AMP monitoring report process is an important part of the Institutional Effectiveness model at BBCC, which begins with the Mission and the Board of Trustees' Ends Statements, and proceeds through an annual cycle of outcomes assessment:

BBCC Institutional Effectiveness Model



Standard 2.A—Leadership and Management

2.A.10—Qualified CEO BBCC’s current President, Dr. William Bonaudi, has served as Chief Executive Officer since 1995, and is the longest-serving President in the history of the college. In February, 2012, President Bonaudi announced his retirement and, as of this writing, the Board of Trustees has just announced the appointment of a new President, Dr. Terry Leas, who will join the college in August 2012. During President Bonaudi’s tenure, BBCC has enjoyed strong leadership, a commitment to serve the communities in the service district, a positive relationship with the Board of Trustees and the State Board for Community and Technical Colleges, and continual nurturing of a vision for the future.

In developing the plan to replace President Bonaudi, the Board of Trustees, led by Board Chair Mike Wren, used a variety of tools to establish priorities for the search:

- Review of materials from the last Presidential search in 1994-1995.
- Special meetings of the Board to discuss the process and the desired qualifications of candidates.
- Consultation with Washington State Assistant Attorney General, Charnelle Belkengren, with regard to legal requirements for Board actions.
- A presentation by Cindy Hough, Executive Director of the Washington Executive Leadership Academy, on how to conduct a good presidential search.
- Consultation with Holly Moos, former VP of Human Resources and Labor, who had over 39 years of experience at the college and in the Washington community college system.
- A survey of college staff and faculty as to the desired traits and talents of the next President.
- A survey of community members as to desired traits and talents of the next President.
- A broad recruitment effort by Board members to solicit committee representatives from local industry, K-12 education, and the BBCC Foundation.

This process resulted in a very strong pool of applicants and a timely transition to new leadership for the college.

2.A.9—Effective System of Leadership In order to accomplish the goals established by the Board of Trustees, the college is organized into several units, as described in the [Organization Charts](#). The primary functions of the college are organized into three reporting structures: Administrative Services and Finance; Human Resources and Labor; Instruction and Student Services. In addition to these units, several areas report directly to the President: Institutional Research and Planning, Communications and Marketing, and the Directors of Title V and STEM grants. All areas work together to plan, organize, and manage the college while assessing its effectiveness through monitoring reports and program assessment.

2.A.9; 2.A.11—Sufficient and Qualified Leadership and Administration BBCC employs sufficient administrators and staff to accomplish our mission. Over the past several years, we have dealt with a series of state budget cuts as a result of the economic downturn. As noted in Standard One, between 2008 and 2011, total student FTE served by the college has increased by 18% while staffing has decreased by 13%. However, Big Bend has been able to accommodate this turn of events in a couple of ways.

First, the staffing levels at the college were very healthy in 2008 when the budget cuts began. As one of the smallest colleges in Washington state, our staff-to-student ratio is better than average, and while that ratio has declined in recent years, it is still well above the state average.

| State Funded Employees 2008-2009 | | State Funded Employees 2010-2011 | |
|---|--|---|--|
| <u>Big Bend CC</u> | <u>WA State Average</u> | <u>Big Bend CC</u> | <u>WA State Average</u> |
| 1 Employee per each 9.75 student FTE | 1 Employee per each 13.61 student FTE | 1 Employee per each 11.5 student FTE | 1 Employee per each 14.75 student FTE |

Second, BBCC has successfully pursued grant funding to enhance our ability to deliver services to students. As the current economic crisis has many in the community colleges making comparisons to the budget cuts and enrollment caps of the 1980s, BBCC has pursued a series of partnerships and grant opportunities to help weather the storm:

- A \$3.5 million Title V grant, in cooperation with Heritage University, to allow the college to use technology to increase access and success rates for Hispanic, low-income, and rural students.
- A five-year grant from Achieving the Dream (AtD) to increase college success and completion.
- A \$3.2 million Title V grant to increase access and performance for Hispanic students.
- A \$4.4 million STEM Grant to get more students to complete associate degrees in pre-engineering or other STEM fields and transfer to a university.
- A \$175,000 Connect2Complete grant from Campus Compact and the Gates Foundation to help students to persist and graduate.
- A partnership with Air Washington for part of a \$20 million Department of Labor grant to support the aerospace industry.

These funds and partnerships not only help BBCC ride out the current economic downturn, they continue the trend, clearly visible throughout the history of the college, of seeking partnerships and funding outside of the standard state funding model.

Instructional Units

The instructional units of the college are organized into Divisions, each chaired by a faculty member, as outlined in the Negotiated Agreement, Article VII:

| Division | Division Chair | Disciplines or Programs |
|-----------------------|-----------------------|---|
| Allied Health | Jennifer Brooks | First Aid, Health Education, Medical Assistant, Nursing, Physical Education |
| Aviation | John Swedburg | Aviation/Commercial Pilot |
| Business Education | Daneen Berry-Guerin | Accounting, Agriculture, Business, Business Information Management, Computer Science, Economics |
| Developmental Studies | David Hammond | Adult Basic Skills, College Survival Skills, Developmental Studies, Developmental English, English as a Second Language |
| Humanities | Rie Palkovic | Art, Communications, English, Foreign Language, Journalism, Music, Philosophy, Religion |
| Math & Science | John Peterson | Astronomy, Biology, Botany, Chemistry, Engineering, Environmental Science, Geography, Geology, Mathematics, Nutrition, Physics, Science |
| Social Science | Chris Riley | Anthropology, Criminal Justice, Early Childhood, Education, History, Political Science, Psychology, Sociology |
| Trades & Industry | Mike O’Konek | Automotive Technology, Aviation Maintenance Technology, Commercial Driver’s License, Industrial Systems Technology, Welding |

Big Bend Committees

BGCC believes in collaboration and engages employees from the various employee groups and, as appropriate, students from across campus to serve on committees to accomplish the work of the college. The cross-section of employees and college departments on committees provides a depth of knowledge and experience that guides them to their recommendations and direction. The composition of the committees reflects the commitment to involve students and all employee groups. BGCC utilizes the following standing committees to guide the college:

President’s Executive Council is the chief planning and advisory group to the President. Executive Council reviews administrative and operational procedures regarding budget, program, staff, students, and facilities before going to the Board of Trustees. Executive Council assists in planning the Board agenda and reviews campus concerns. Membership includes the President; Vice Presidents; Deans; Director of Business Services; Director of Public Information; Director of Development and Executive Director of the BGCC Foundation; and the Executive Assistant to the President.

Cabinet is a broadly based advisory group to the President. Cabinet reviews college operations and programs, campus concerns, and suggests items for the Board agenda. Membership includes the President, Vice Presidents, Deans, Directors, Faculty Association President, Classified Staff Representative, Athletic Director, ASB President, and the Executive Assistant to the President.

Student Services Team develops student services policies and procedures and assists with registration and recruitment planning and student services budget planning. Membership includes Vice President of Instruction and Student Services; Associate Vice President of Student Services; Directors of Financial Aid, Student Programs, Student Support Services, Residence Halls, Upward Bound, Opportunity Grant, Title V, HSI STEM (Science, Technology, Engineering, and Math), and Athletics; Online Student Services Developer; Title V Activities Coordinator; Coordinator of Student Recruitment and Outreach; and Title V Transfer Services Coordinator.

Instructional Council reviews and forwards to the President all additions, revisions, and deletions to the academic programs of the college, reviews and establishes instructional policies and procedures, and reviews and assists with the preparation of instructional publications. Membership includes Vice President of Instruction and Student Services; Associate Vice President of Student Services; Deans of Arts and Science, Professional/Technical Education, and Information Resources; Division Chairs; Student Services Representative; and one counselor. Ex Officio members include Dean of Institutional Research and Planning and Director of Basic Skills.

Financial Aid Council reviews student financial aid appeals, assists the Director of Financial Aid in recommending students for scholarships, and reviews and recommends policies and procedures for the financial aid program. Membership includes Director of Financial Aid, one Student Services staff member, two faculty members, and two students.

Student Disciplinary Council hears and makes recommendations on disciplinary cases referred by the Vice President of Instruction and Student Services. The Council provides a format for due process in disciplinary actions. Membership includes one administrator, two faculty members (one from Student Services), and two student representatives.

Academic Master Planning (AMP) Committee monitors the use of the AMP, which is BBCC's strategic plan, and provides recommendations for the production of the new AMP. Annually the AMP Committee reviews the data-focused report, Outcomes, that monitors the college's efforts to meet the goals of the AMP. The AMP Committee, Cabinet, and the Board of Trustees analyze the data and provide a numerical rating on how effective BBCC has been on meeting goals of the AMP Outcomes. When the collective group is not satisfied with results of an outcome, a plan of action may be instigated to improve the data that is being collected to measure the outcome, or strategies may be developed to improve the results of the outcome.

The AMP Committee also served as the Accreditation Steering Committee. The Core Themes, objectives, and indicators were developed in this committee. Core Theme results were reviewed and rated by the committee. When the committee deemed the results as needing improvement, an action plan was put in place to improve the results.

Membership for the AMP Committee is appointed by the BBCC President, based on recommendations from the Vice President of Instruction and Student Services, Faculty Association President, and ASB President.

Assessment Committee guides, plans, and implements institutional assessment activities per Negotiated Agreement, Article XXIX. Membership includes four administrative/exempt staff, eight faculty (one from each instructional division), and one classified staff.

Customer Service Task Force reviews ideas and suggestions to improve customer service across campus and assesses the quality of customer service. Membership includes administrative/exempt staff, classified staff, faculty, and students.

Coaches discusses and plans administrative direction and activity; membership includes the President and Vice Presidents.

Enrollment Task Force assists instructional divisions as they create the quarterly Class Schedule to maximize state-funded FTEs, while taking into consideration student satisfaction results and other student and staff recommendations. Membership includes Vice President of Instruction and Student Services, Associate Vice President of Student Services, Instructional Deans, one counselor, and Division Chairs.

Facilities Master Plan Committee reviews, modifies, and updates plans for campus buildings and grounds improvements. Facility planning is coordinated with the AMP. Membership includes one administrator, one or more faculty, one classified staff, one student, and other staff members according to their expertise in the projects being considered.

Hearing Committee hears charges on tenured discipline/dismissal for cause and non-renewal of tenured faculty contract based on layoffs or elimination of instructional programs per Negotiated Agreement, Articles XXII and XXIII. Membership includes Vice President of Instruction and Student Services, Associate Vice President of Student Services, Deans, and Directors.

Probationary Review Committee guides the probationary faculty appointee in effectiveness, provides a record of the probationer's annual performance, conducts evaluations of each full-time probationary faculty appointee, and provides required reports to the President, the probationary faculty appointee, and the Board per Negotiated Agreement, Article XXI. Membership includes one administrator, Division Chair, one faculty member from the Division, one faculty member from outside the Division, and one student.

Professional Rights and Responsibilities Committee hears faculty complaints of violations of professional rights and responsibilities. This committee may review and make recommendations on placement of a first-year employee on the salary schedule per Negotiated Agreement, Articles XI and XIX. Membership includes three faculty members (appointed by the Faculty Association President).

Program Review Committee makes recommendations to the President concerning the modification, reduction, or elimination of any instructional program, and the lay-off of academic employees due to budgetary reasons, change in instructional program, or low enrollment per Negotiated Agreement, Article XXIII. Membership includes Vice President of Instruction and Student Services, one administrator, Chair of affected Division, three tenured faculty members and one student.

Safety Committee makes recommendations on any potential safety issue, reviews safety incidents reported on campus, and recommends actions to prevent similar incidents in the future. Membership includes an administrator, classified staff, faculty, and a student.

Screening Committee recommends the most appropriate candidate for faculty/administrative positions based on job criteria. The committee determines questions for reference calls, makes reference calls, selects interviewees, holds interviews, and writes summaries of strengths and weakness of each

candidate that are forwarded to the President for final appointment to the positions per Negotiated Agreement, Article XV. Membership for faculty screening includes one administrator, Division Chair, one faculty from the Division, and one faculty from outside the Division per the Negotiated Agreement, Article XV. Membership for administrator screening may include an administrator and staff member in that area, as well as faculty.

Tenured Faculty Review Committee interviews the faculty member and reviews their portfolio. Committee members complete a questionnaire on the portfolio, which is compiled and submitted to the Vice President of Instruction and Student Services, along with all source documents as needed. Membership includes Division Chair, administrator, and a peer faculty member.

Committee Appointments are made accordingly: administrative appointments are made by the President, faculty appointments by the Faculty Association, student appointments by the ASB Executive Officers, and classified appointments by the President and the Classified Staff Representative.

Standard 2.A—Policies and Procedures: Academics

2.A.12—Communication of Policies Academic policies are published in the BBCC College Catalog and posted on our website ([BBCC Catalog](#)). These include policies related to a wide range of areas:

- admissions
- transfer policies
- tuition and fee payment
- refund policies
- placement testing
- international students
- advising
- dropping classes
- disability services
- financial aid
- harassment and discrimination
- academic amnesty
- auditing a course
- course repeat policy
- credit by examination
- grading and credit load
- academic honors
- standards of progress
- degree requirements

Policies regarding academic standards of progress, academic amnesty, and classroom discipline are also addressed in the [BBCC Student Handbook](#), which is updated annually and is available to students both online and in print format through the Student Programs Office, as well as through other offices on campus.

College employees are asked to review revisions and corrections to the Catalog, the Student Handbook, and individual policies as part of the annual update process. Substantive changes to policies or procedures are reviewed and approved by the appropriate standing committees, which may include Instructional Council, Executive Council, Associated Student Body (ASB), Academic Master Planning Committee, and the Board of Trustees. Official college policies are written into statute in the Washington Administrative Code (WAC), with the advisement of our assigned Assistant Attorney General, and often in consultation with staff from the Washington State Board for Community and Technical Colleges.

2.A.13—Library Policies The BBCC Library’s primary purpose is to meet the needs of the college’s student body, regardless of the class format or location, or information format. As the only academic library in its service district the library also serves as a resource to the general public. Policies relating to user access to services and resources are posted in the BBCC Library Policies and Procedures Manual, on the general library handout which is available in the library, and is included in all New Student Orientation Packets, the student and faculty handbooks, and on the [library’s web page](#). Library staff does its best to enforce these policies but recognizes that there are situations when exceptions need to be made. Minor issues are left to the staff member’s discretion, while more significant situations are brought to the Dean of Library Resources for approval.

2.A.14—Transfer Policies Students transferring to BBCC are given appropriate credit for college-level work completed in accredited post-secondary institutions. In determining acceptable academic transfer credits the Credentials Evaluator uses standards from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) *Transfer Credit Practices of Designated Education Institutions*. Credit is awarded on the basis of official transcripts and the cumulative grade point average of all credits accepted must be 2.00 or higher. Transfer Policies are posted on the BBCC website and in the college catalog.

2.C.8—Transferring Between Institutions BBCC subscribes to the statewide *Policy on Inter-College Transfer and Articulation among Washington Public Colleges and Universities (Umbrella Policy)* endorsed by the public colleges and universities of Washington State and the SBCTC and adopted by the HECB in 1986. As a member of The Intercollege Relations Commission, BBCC adheres to guidelines in the *ICRC Handbook* for the granting of associate degrees intended for transfer, including the Direct Transfer Agreement associate degree.

BBCC also adheres to the Washington Community and Technical Colleges (CTCs) Reciprocity Agreement. Transfer students who have completed an individual course that meets distribution degree requirements or who have fulfilled entire areas of their degree requirements at a prior college are considered to have met those same requirements at BBCC when they transfer.

2.A.24—Intellectual Property Policies Policies regarding intellectual property and fair use are addressed in several ways. BBCC complies with all state and federal copyright and trademark laws, and

Developing New Policy

BBCC is currently in the process of developing a new policy for use of social media.

The process has involved:

- Consulting with other colleges in the Washington system to determine what policies they have in place.
- Participating in a training video conference on social media presented by the Attorney General’s office.
- Consulting the handbook *Guidelines and Best Practices for Social Media Use in Washington State*, published by the Governor’s office.
- Asking the Director of Public Information to review and revise the draft policy.
- Asking instructional administrators and student services directors to review and revise a draft policy.
- Asking ASB to review and discuss the draft policy.
- Asking BBCC Technology Department to review the draft policy.
- Asking Division Chairs to review the draft policy with faculty and solicit feedback.
- Discuss and approve the policy in Cabinet.
- Present the policy to the Board of Trustees for approval and publication.

monitors fair use practices for educational purposes. The BBCC Technology Use Policy ([AP 8053](#)) prohibits violation of copyright restrictions or intellectual property rights.

2.A.28—Academic Freedom and Environment BBCC seeks to provide an atmosphere of open inquiry and freedom of expression. The Board of Trustees recognizes the right of college employees to engage in the important activities of a democratic society ([BP 1015](#); [AP 1015](#)). BBCC complies with the Washington State Open Public Meetings Act ([RCW 42.30](#)), as well as other state and federal policies that are designed to promote the free flow of information in a democracy and the right of citizens to gather information and develop new perspectives.

2.A.29—Academic Freedom and Faculty The Negotiated Agreement with the Faculty Association outlines different categories of intellectual property, including sole ownership by the employee, sole ownership by the college, and joint ownership in which the college and the employee share rights to use and reproduce works and materials developed by an employee ([Article XV H.1-4](#)).

2.A.27—Academic Freedom and Institutional Policies The Negotiated Agreement also covers policy and definitions related to academic freedom and freedom of expression ([Article VIII](#)). The policy reinforces the right of faculty to free expression in the classroom within the context of the subject matter. Further, it articulates the responsibilities implied by these rights, including the responsibility to make clear, in any public forum, whether a college employee is speaking on behalf of the college or on their own behalf as a private citizen. This policy was last reviewed during contract negotiations during the spring and summer of 2011.

Standard 2.A—Policies Regarding Students

2.A.15—Communication of 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 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 and grievance procedures, and emergency procedures. The Student Handbook is made available to all incoming freshmen at New Student Orientation and is also available to all other students, faculty, and staff. BBCC staff follow all policies as provided in the handbook when dealing with student issues.

The Student Handbook is updated annually and is currently combined with a monthly/weekly planner to receive more use by the students. It is posted on the BBCC website to provide easier access for all students, including distance learners, faculty, and staff.

Students are afforded consistent due process in the administration of their rights and responsibilities. Due process rights are spelled out in the BBCC Student Handbook. The office of the Vice President of Instruction and Student Services is responsible for assisting students in the exercise of their due process rights, making sure that they have access to the published policies in the event of a problem or appeal, and explaining the steps to follow in the exercise of their rights. During 2012, BBCC will review and revise the Code of Student Rights and Responsibilities. This process will include opportunities for feedback from students, faculty, and administrators, as well as a review by the college's Assistant

Attorney General. Regular review of policy helps assure that policies are up to date and written in a manner that students can understand.

Academic Council, Appeal Processes, and Discipline: Policies for student conduct and satisfactory academic performance are published in the [college catalog](#) and the [BBCC Student Handbook](#), both of which are available on the college website. The Academic Council meets quarterly or more often if student petitions create a need. The purpose of the council proceedings is to determine what course of action might increase the probability of success for students, and to connect students who are struggling to meet academic standards with services and interventions that will help them to be more successful and meet their responsibilities. Council members discuss with students the obstacles to success that they are facing; typical interventions include scheduling more frequent meetings with advisors, recommending use of the Math Lab or English Lab, counseling to address life issues that may be causing stress, or utilizing other resources, such as book loans or laptop and netbook loans available in the Student Success Center or through the library. The council membership includes the Vice President of Instruction and Student Services, a counselor, two faculty members, and two students.

2.A.17; 2.D.11—Policies and Support Resources for Students: Co-Curricular Activities

ASB: The Student Programs' Mission statement includes a commitment to provide a well-balanced program of extracurricular activities for all students. These activities help to promote school spirit, to furnish outlets for special interests and talents of students, and to enhance their cultural development. The Office of Student Activities and the Associated Student Body (ASB) of Big Bend Community College work directly with academic programs and other college departments to provide a wide range of co-curricular offerings including, but not limited to, cultural enrichment, performing arts, intercollegiate and intramural competition, and academic symposia covering a wide range of topics. These activities are both educational and entertaining in scope. They are typically open to all students, faculty, and staff free-of-charge, and the larger goal of these events is to build a sense of community and out-of-classroom learning for interested students. The ASB typically hosts several events per month to which all students, faculty, and staff are invited.

The ASB is self-governing but is supervised by the Director of Student Programs, who reports to the Associate Vice President of Student Services. Administrative policies and procedures have been established that clearly state the roles and responsibilities of students and the college with regard to their activities and funding, and they are expected to comply with all administrative rules and regulations required by the State of Washington.

2.D.13—Student Support Resources

Athletics: Big Bend Community College belongs to the Northwest Athletic Association of Community Colleges (NWAACC) and supports three intercollegiate teams for women (basketball, softball, volleyball) and two men's teams (baseball, basketball). Approximately 84 student athletes competed for BBCC in 2010-2011. Student athletes are expected to comply with the same admission requirements and procedures as the general student body, and they are held to the same academic standards and degree requirements as all BBCC students. Financial aid awards made available to student athletes adhere to the same institutional policies and procedures that apply to other students. Athletic-related financial aid, as mandated by the NWAACC, is limited in the number of grants-in-aid allowed per sport. Although the awards are athletic in nature, coaches largely distribute these awards by taking into consideration the ability and anticipated contribution of the student athlete to the team and the financial needs of the

student athlete's family. All forms of athletic-related aid are subject to an end-of-the-year audit. No individual or team may exceed allowable limits as determined by the conference.

First-year student athletes are required to be enrolled in a minimum of 12 quarter credits per term to be eligible for intercollegiate participation. Each participant must also pass a minimum of 12 quarter credits to be eligible in the following term. Second-year student athletes must have passed at least 36 credits from the first quarter of participation to the beginning of the next sports season, including 12 quarter credits in the previous term of attendance. They must be currently enrolled in 12 quarter credits to continue to participate in the current quarter. The minimum cumulative GPA for participation is 2.0 at the time grades are posted. Coaches try to identify student athletes at academic risk, and appropriate interventions—such as grade checks and team study rooms—are used to closely monitor academic performance.

Publications and Media: The College recognizes the fact that student publications are a valuable aid in providing instruction in communication and establishing and maintaining an atmosphere of free and responsible discussion. They are a means of bringing student concerns to the attention of the faculty and institutional authorities and of formulating opinions on various issues on the campus and in the college community at large. Publications may also serve as a means of journalistic and/or creative expression. Unfortunately, due to budget constraints, at present there is no print media on campus. Even so, the ASB and the college have used social media such as Facebook and YouTube to reach out to students and community members to keep them aware of current and upcoming events taking place on the campus.

2.A.16; 2.D.3—Student Admission and Enrollment Policies; Student Recruitment and Orientation

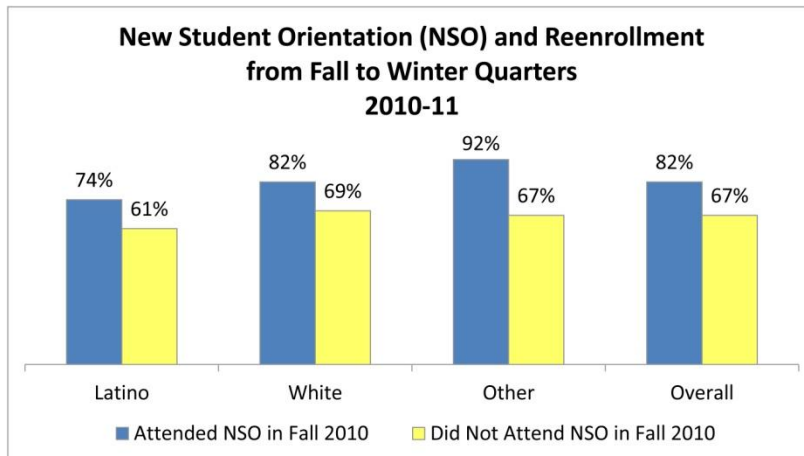
BBCC adheres to the open-door policy of the Washington State Community and Technical College system Revised Code of Washington ([RCW 28B.50](#)). The college accepts all applicants 18 years of age and older, those under 18 who are graduates of accredited high schools or have earned a GED, and Running Start participants. All applicants must be at least 16 years of age.

Admission policies for all BBCC programs are consistent with the college's mission, including those that have special admission requirements and procedures, such as the Aviation ([Commercial Pilot](#)) and [Nursing](#) programs. 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. Nursing program admission requirements are available by request from the Admissions/Registration Office, and may also be found in BBCC's Course Catalog and on the college's website. Special admission requirements for [Running Start](#) may be found on the college's website, and admission requirements for [international students](#) may be found in the Course Catalog and on the BBCC website.

Prospective students may apply for admission to the college online or by completing a paper application. Notification of admission is sent by email or, if a current email address is not provided, by USPS mail. Once students have been admitted, but before they register for classes, students in degree programs take math and English placement exams.

As part of the college's Achieving the Dream grant work, Student Services staff reviewed admissions and orientation procedures and made changes to the process. New Student Orientation is now a separate function, with sessions offered throughout the summer and prior to winter and spring quarters. During these sessions, college personnel present information about programs and degrees to groups of up to

100 new students. These students can attend workshops that cover such topics as allied health careers, college success strategies, financial aid, taking online classes, high skills job opportunities, how to transfer, and technology at Big Bend. After the presentations, students are separated into groups of 10 or fewer students for academic advising. The advising groups are based on similar educational interests and advising is provided by student services advisors, faculty counselors, and faculty members. Once advised, students are helped with the online registration process by registration personnel. Fall New Student Orientation also includes an opportunity to attend a mini-sample college class. New students also obtain their student identification card at these orientations, as well as receive assistance in setting up their network and email accounts.



Reenrollment from fall to winter quarters has consistently been approximately 20% higher for those who attended New Student Orientation as compared to those who did not attend (see chart at left). Fall 2010 student surveys showed that 90% of attendees *agreed or strongly agreed* that they were more informed about their educational plans and received information helpful to their first quarter at BBCC.

2.A.18—Policies and Procedures: Human Resources An analysis of BBCC’s employment policies and procedures shows no discriminatory rules or procedures. Classified staff employees are treated in accordance with Washington State Human Resources rules and regulations. Administrative/exempt employees are covered by the Board of Trustees’ Policies and Administrative Processes, and faculty members are covered by the Faculty Negotiated Agreement, both of which are available to view on the BBCC website. BBCC reviews its Human Resources Processes to ensure careful, thorough, and systematic consideration as well as consistent, fair, and equitable application to its employees and students. In addition, administrators and supervisors are reminded, as needed, of the intent of the policies and processes, and of their individual responsibility for implementation and discussion of these topics.

While policies are reviewed and updated, this self-study has identified a need for a more cyclical review process. A new Executive Director of Human Resources has recently been hired. One of the initial charges for the director will be to evaluate the existing review process for human resources policies and recommend a new process and review cycle. Once a thorough review of all policies has been completed, the college will modify its human resource processes as necessary, and develop new ones if need be.

2.A.19—Employee Rights and Conditions Employment contracts are generated for all full-time administrative/exempt staff on an annual basis, with the exception of the President’s multi-year contract. Classified staff are issued Notices of Employment when they are initially hired, and part-time employees are issued quarterly contracts. Administrative/exempt employees are evaluated annually with regard to performance of work duties and responsibilities. A 360-degree feedback process is utilized for the positions of President, Vice President, Executive Director of Human Resources and Labor, and all Deans. All full-time employees are provided an opportunity to participate in this process. The

President is evaluated by the Board of Trustees, and faculty are evaluated according to the Faculty Negotiated Agreement.

Conditions of employment are posted on job openings, contracts, and job descriptions. In addition, orientations of all full-time employees include information on conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation. For faculty, the Negotiated Agreement contains all information regarding these topics. Faculty receive a copy of this document during orientation and are scheduled for a separate Negotiated Agreement orientation conducted by the Faculty Association President and the Vice President of Human Resources and Labor. Work assignments for classified employees are made clear in annual work designation notices. Personnel issues are also clear when employment comes to an end, with termination policies plainly defined in Washington State Human Resources rules, the Faculty Negotiated Agreement, and BBCC's Board of Trustees Policies and Administrative Processes.

BBCC has a fairly strong retention rate, with 36 full-time employees who have worked at the college for 20 years or more. However, Big Bend has experienced an increase in the number of retirements over the last few years. This is expected to continue with forecasts of one to three employees retiring each year.

2.A.20—Human Resources: Security and Confidentiality To ensure confidentiality, uniformity, security, and accuracy of human resources data and information, it is the responsibility of the Human Resource Office to retain all personnel/human resources records. Employee personnel files are housed in locked, fireproof filing cabinets and employee medical records are held in a separate locked filing cabinet. Only three human resource employees have access to the combinations of the locking filing cabinets. Personnel records, including those established with the selection process, are college property and are afforded confidential treatment at all times. Active, separated, and retired employees of BBCC have the right to review their personnel files by making an appointment during regular business hours with the BBCC Human Resource Office. Such reviews will take place in the BBCC Human Resource Office, where the files are maintained, and in the presence of a Human Resource employee. An individual may request copies of his/her records, and currently there is no charge to the employee for the copies requested. Administrators and supervisors do not have access to employee personnel files, but may review evaluations, application materials, and transcripts. Employment verification forms are completed only if a signed release from the employee is available and signatures are matched to other signatures in the employee's personnel file. In addition, verbal employment verifications only confirm information that the employee has already provided to the requester. Reports containing social security information are housed in the Human Resource filing room, and only Human Resource and Payroll employees have access to the files and records housed in this area. Computers are password protected and electronic files are saved on a secure campus server housed in the Big Bend Technology Department.

Standard 2.A—Policies and Procedures: Institutional Integrity

2.A.21—Institutional Representation BBCC practices open communications and transparency with staff, students, communities, and stakeholder groups. The college represents itself clearly, accurately, and consistently through its publications and announcements. Input from Community Focus Groups informs the college of how messages are being understood by district communities. Printed program brochures and other materials are placed on the appropriate web pages, and they are regularly reviewed by the Director of Public Information and department heads to ensure that they reflect the image of the college and provide accurate information. The Director of Public Information, who reports

to the President, is the BBCC spokesperson for media inquiries; this designation helps maintain clarity and consistency of information about the college.

Media releases are prepared through cooperation of appropriate college personnel and the Director of Public Information. These releases are approved by the President before being sent to local media and placed on BBCC's web pages, and they are available on the website in order of release so viewers can follow developing stories and research recent history of the college.

The BBCC website has become a cornerstone by which the college makes available to the public the full text of information on programs, policies, employment contracts, accreditation information, the Academic Master Plan, and other relevant materials. As of 2011, the quarterly Class Schedule and Course Catalog are no longer printed or mailed, so students now access this information through BBCC's website.

Senior administrators and Trustees meet with various stakeholders (local school boards, for instance) to communicate the status of the college and to solicit feedback on the college's performance.

Each spring, the President delivers a "State of the College" address that is advertised in local newspapers and through targeted invitations, and the speech itself is open to the public and available to view live or, for those who are unable to attend in person, through cataloged recordings on the Big Bend [State of the College](#) web page. The program addresses the college's challenges and opportunities as related to programs, services, and mission.

2.A.22—Institutional Ethics BBCC advocates and demonstrates high ethical standards in its operations and management of the college. The Board of Trustees reviews and updates policies such as professional conduct, performance evaluation, and Trustee responsibilities. In addition, ethics training is periodically provided to BBCC employees and Human Resources periodically forwards ethics reminders to all college employees in the form of current case studies of ethics violations.

Grievance procedures are clearly outlined in college publications. For faculty, these procedures are detailed in the [Negotiated Agreement](#), Article XXVII. For students, these procedures are detailed in the [Student Handbook](#), in the section of Student Rights and Responsibilities. All employees and constituents of the college are entitled to due process under Washington State law and as outlined in the Washington State Board for Community and Technical Colleges [Policy Manual](#).

BBCC provides equal opportunity in education and employment and maintains compliance with the Americans with Disabilities Act of 1990, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The college regularly publishes compliance and contact information on job postings, on our [website](#), and around campus.

2.A.23—Conflicts of Interest The college's Conflict of Interest Policy ([AP8054](#)) is clearly defined and addressed to "administrators, faculty members, employees, or agents of the College." The policy requires that if there is a question of conflict of interest as listed in the policy, the college administration should be notified to confer with legal counsel. The BBCC Foundation also has a conflict of interest policy that is reviewed and approved annually.

2.A.24—Intellectual Property BBCC details rights and policies with regard to intellectual property in several ways. Faculty rights are outlined in the [Negotiated Agreement](#), Articles VIII, XV. Other policies

are located in the [BBCC Technology Use Policies & Procedures](#). These policies are posted on the Big Bend website, as well as in the Student Handbook.

2.A.25—Accreditation Status BBCC maintains accurate and transparent communication with regard to its current accreditation status. Our affiliation with NWCCU is noted in the college catalog (see [page 2](#)). In addition, accreditation reports, recommendations, and updates are posted on our website by [Institutional Research and Planning](#).

2.A.26—Contractual Agreements All contracts for goods and services are governed by written agreements. These are prepared following the comprehensive rules developed, audited, and enforced by the Washington State Attorney General’s office and the State Auditor’s office. Agreements are reviewed by the Vice President for Financial and Administrative Services for adherence to the rules and regulations and for financial viability. Authority for committing the college to contractual agreements is vested in the President or the President’s designee. All lease agreements are facilitated by the Washington State Department of Enterprise Services (DES) and capital projects are managed by DES’s Engineering and Architectural Services. All grant proposals are reviewed to ensure their compliance to the administrative and financial controls established by BBCC. The Business Office, led by the Director of Business Services, handles all financial transactions and maintains revenue and expenditure reports. Agreements with vendors for the purchase of goods and services are prepared by the Director of Purchasing and Special Projects and reviewed by the Vice President for Financial and Administrative Services. These purchasing agreements follow the terms and conditions that have been set by the Purchasing and Contracts Department of DES.

Standard 2.A—Policies and Procedures: Finance

2.A.30—Financial Oversight and Management The college is organized and governed by the [Carver model of Policy Governance](#). The associated governance policies regarding Board and President expectations are clearly defined in [Board Policy 1000](#). These policies include strict requirements for maintaining financial integrity, reducing liability, protecting property, limiting spending, and pursuing the rapid settlement of debts. In addition, all accounting policies and procedures used by the college are those established by the State of Washington Office of Financial Management (OFM) and documented in the State Administrative and Accounting Manual (SAAM).

All of the financial functions of the college are organized under and report to the Vice President for Financial and Administrative Services. This person reports directly to the college President. Departments reporting to the Vice President for Financial and Administrative Services include financial and business services, technology, bookstore, residence halls, facilities and operations, and word services.

Standard 2.B—Human Resources

2.B.1—Sufficient and Qualified Personnel BBCC adheres to well-established policies and procedures for the recruitment, selection, and evaluation of college personnel, including policies of the Washington State Department of Human Resources and the Washington State Board for Community and Technical Colleges. Employment opportunities are posted on the BBCC website. Big Bend is an Equal Opportunity Employer and seeks to recruit the most qualified personnel available in order to successfully execute the mission of the college.

BBCC employs a sufficient number of qualified personnel to maintain its operations. However, the recent recession and the ensuing rounds of state budget cuts have made this increasingly challenging. As noted in response to Standard 2.A.11, BBCC maintains a staff-to-student ratio that is consistently above the Washington state average for community and technical colleges, but it is also the case that the college has lost personnel in all classifications since 2008-2009.

BBCC Positions Lost

| | Administrative | Faculty | Staff |
|--------------|-----------------------|----------------|--------------|
| 2009-2010 | 3 | 4 | 2.5 |
| 2010-2011 | 0 | 2 | 5 |
| 2011-2012 | 1.5 | 3 | 2 |
| Total | 4.5 | 9 | 9.5 |

In spite of these losses, BBCC has maintained a healthy student-to-faculty ratio that is above the Washington state average, as well as full-time-to-part-time faculty ratio that compares favorably with state averages:

| | BBCC number of students per faculty member | WA state CTC's students per faculty member | BBCC percent of Part-time faculty | WA State CTC's percent of Part-time faculty |
|-----------|---|---|--|--|
| 2007-2008 | 16 to 1 | 20 to 1 | 35% | 44% |
| 2008-2009 | 18 to 1 | 22 to 1 | 36% | 44% |
| 2009-2010 | 20 to 1 | 23 to 1 | 36% | 44% |
| 2010-2011 | 21 to 1 | 23 to 1 | 37% | 45% |

**SBCTC Research & Data*

2.B.2—Employee Evaluations BBCC employs a variety of strategies to evaluate administrators, faculty, and staff. Regular performance reviews for staff and administrators are conducted using guidelines that are available on the Human Resources [portal page](#). These processes emphasize the identification of strengths and weaknesses in job performance, as well as the creation of plans for professional development during the next evaluation period. This approach enables employees to improve their performance in the current position and to position themselves for potential cross-training and/or advancement opportunities.

2.B.3—Professional Growth and Development Faculty, staff, and administrators participate in a variety of professional development activities on a regular basis. These include internal workshops, such as those sponsored by the Customer Service Task Force or at our three annual Faculty In-Service days. They also include training sponsored by the Washington State Board for Community and Technical Colleges, other state agencies, and many professional organizations. The Human Resources Office keeps records of professional development activities completed by college personnel, and these activities are also regularly reported to the Board of Trustees as part of the standing reports from the Classified Staff Representative and the Faculty Association President.

Professional Development processes for faculty are outlined in the [Negotiated Agreement](#), Article IX, Professional Development Units (PDUs). This article provides a means of tying continued professional development to salary advancement. PDUs may be earned for increasing competency in any of the following areas:

- Communication
- Discipline knowledge
- Technology
- Pedagogy
- Cultural diversity
- Safety and first aid
- Degree or certificate coursework

The PDU process encourages faculty to engage in ongoing professional development and to report on how they will incorporate what they have learned into their classroom or other professional activities.

In addition, BBCC also has an Exceptional Faculty Award program to provide professional development funding for faculty. The details of the plan are outlined in Article XXXIV of the Negotiated Agreement. Faculty members may submit an application that outlines a proposed professional development project to the Exceptional Faculty Award Committee, who then makes a recommendation to the Board of Trustees regarding the funding of the project. Faculty who complete an Exceptional Faculty project subsequently report on the outcome of their project at a future Board of Trustees meeting.

2.B.4—Sufficient and Qualified Faculty BBCC employs an experienced faculty, with the qualifications necessary to meet our educational mission. As the table that follows demonstrates, over 57% of BBCC full-time faculty have ten years of experience or more. All faculty teaching college-level transfer courses are Master’s-prepared, in accordance with WAC 131-16-091. Faculty teaching professional/technical courses have education, training, and experience appropriate to their particular field of study; in addition, they have professional/technical certification, as outlined in WAC 131-16-092 through WAC 131-16-095.

Adjunct faculty play a vital role in helping Big Bend meet its educational mission, in academic transfer as well as professional/technical programs and Basic Skills. Recruiting and retention of a sufficient number of qualified adjunct faculty is essential to our success. Moses Lake is located 75 miles away from the next closest institution of higher education, which means that we do not always have a ready-trained pool of adjunct instructors, as might be the case in many larger urban areas. For this reason, it is important that we work with local industries and our baccalaureate partners to recruit potential adjuncts, and that we give them the support and development they need to be successful.

Qualifications of Faculty: Fall 2011

Percentage of faculty with:

| | Doctoral degree | Master’s degree | Bachelor’s degree | Less than Bachelor’s degree | Less than 5 years of experience | 5 to 10 years of experience | More than 10 years of experience |
|-------------------|------------------------|------------------------|--------------------------|------------------------------------|--|------------------------------------|---|
| Full-time faculty | 11.9% | 54.8% | 9.5% | 23.8% | 11.9% | 31.0% | 57.1% |
| Part-time faculty | 1.0% | 47.0% | 40.0% | 12.0% | 38.5% | 29.5% | 32.0% |

2.B.5—Faculty Responsibilities Expectations for faculty workload and responsibilities are spelled out in the Negotiated Agreement, in the articles on position description, instructor load, professional

responsibility, and assessment. The primary responsibility is for classroom instruction, supporting students outside of class to be successful in their coursework, and advising. In addition, individual faculty members may have committee obligations or other institutional commitments, such as working with advisory boards.

2.C.5—Role of Faculty In addition to these responsibilities, faculty work with their department colleagues to establish curriculum, write learning outcomes, and update the Master Course Outlines (MCOs) for each course in the Catalog. Changes to curriculum are driven by a number of factors:

- New developments in a particular field.
- Demands of specific industries for new skills.
- Results from assessments, which indicate the need for new learning strategies.
- Changes at transfer institutions, which may indicate a change in articulation.

In response to these indicators, faculty members work with their department colleagues, their Division Chair, and Dean to update Master Course Outlines or degree requirements.

The Instructional Council (IC) is the body responsible for setting policy related to curriculum and instruction. The Council consists of faculty Division Chairs from eight instructional divisions, the Deans to whom these divisions report, as well as the Associate Vice President for Student Services, the Dean of Institutional Research and Planning, and the Director of Basic Skills. The Council is chaired by the Vice President for Instruction and Student Services. They meet monthly to discuss instructional issues, hear reports from external councils and committees, and to approve changes to individual MCOs.

2.B.6—Faculty Evaluations The ongoing evaluation of faculty takes place through three separate but parallel processes:

- Probationary Evaluation Process for Tenure.
- Tenured Faculty Evaluation.
- Evaluation of Adjunct Faculty.

Each process uses multiple indices and well-established procedures to observe, evaluate, and supply feedback to faculty members.

Probationary Evaluation Process for Tenure: This process is described in the [Negotiated Agreement](#), Article XXII. The process as outlined is in accordance with [RCW 28B.50.850 through 28B.50.869](#). Multiple indices for this process include:

- Student evaluations.
- Peer observations.
- Administrative evaluations.
- Self-evaluation.

This process is designed to give support and guidance to probationary faculty, to help them develop professionally, and to ensure that only well-qualified instructors receive tenure.

Tenured Faculty Evaluation: This process is described in the Negotiated Agreement, Article XXI. Tenured faculty members are on a schedule of evaluation every five years. Multiple indices for this process include:

- Student evaluations.
- Peer observations.
- Administrative evaluations.
- Self-evaluation.

This process is designed to improve the overall quality of the instructional programs of the college, and to give experienced faculty members a chance to discuss pedagogy and professional development with their peers. The process is overseen by the Standing Tenured Faculty Evaluation Committee.

Evaluation of Adjunct Faculty: This process is described in the Part-time Faculty Handbook. Adjunct faculty are evaluated every quarter for the first nine quarters of employment. After that, they are evaluated every three years at a minimum. Indices include:

- Student evaluations.
- Administrative and/or peer evaluations.

This process is designed to give feedback to adjunct instructors about their effectiveness in the classroom, to confirm that subject-matter knowledge is current, and to give feedback that might assist instructors with professional development.

Standard 2.C—Education Resources

2.C.1—Program Outcomes and Achievement The education program at Big Bend is designed to achieve clearly articulated outcomes at the course, program, and institutional level:

- Course-level outcomes are developed by faculty in the discipline, approved by the Instructional Council, and assessed by faculty in the classroom.
- Course-level assessments are drawn up to the program level in the annual assessment plan and report. Faculty in all departments and programs set benchmarks and assess results.
- Program-level outcomes are drawn up to the institutional level in the Academic Master Plan monitoring reports on Programs and Outcomes.

2.C.1—New Programs Provided at BBCC

In the period since our last full-scale accreditation visit, BBCC has instituted a number of new programs to meet the needs of the service district (see Appendix F).

Mechanized Irrigation Systems Technology (MIST): In 2009, a community and employer survey identified a need for technicians trained to service center pivot irrigation systems. In recent years, these systems have become more technologically sophisticated and there was a need for specialized training for technicians. The college worked with industry partners, including Reinke Manufacturing and Skone Irrigation, to develop a one-year (48-credit) certificate program for center pivot service technicians. This

program operates as part of the Industrial Systems Technology program (IST), which also trains maintenance mechanics and plant electricians. Classes began in 2010.

Fiber Optics: Big Bend has worked to develop a Fiber Optics certification program for aerospace students. We worked with a company that provides industry training in this area and testing for certification in Fiber Optics. These classes provide a Certificate of Achievement option for students in our IST and Aviation Maintenance Technology program (AMT). The program was developed for industry training and certification. The training is done in a short timeframe with the students testing for fiber optics certification. These courses will begin in 2012.

Helicopter Pilot Training: In the winter of 2012, BBCC began offering training for helicopter training in conjunction with our long-established commercial pilot training program for fixed-wing aircraft. This program is a partnership with Inland Helicopter of Spokane, which provides instructors and equipment. BBCC provides instruction in ground school, meteorology, technical writing, and math—the same classes taken by students enrolled in BBCC’s Commercial Pilot program. Students who complete the program can graduate with an Associate of Applied Science Degree and FAA certificates, including Private, Instrument, Commercial, and Certified Flight Instructor.

Medical Assistant: In 2005, BBCC began offering a Medical Assistant program to meet the needs of local healthcare providers. There is a one-year certificate option, as well as a two-year Associate in Applied Science degree. Graduates are eligible for Healthcare Assistant licensure through their employers. Medical Assistants work side by side with doctors and other health care professionals in clinic and hospital settings; they assist with minor surgical procedures, draw blood for lab work, and perform other medical office functions.

Computer Science: While not technically a new program for BBCC, this program will have a “rebirth” in 2012-2013. In 2009, BBCC arranged a review of its current Computer Science program by the Center of Excellence for Information and Computing Technology at Bellevue College. The review confirmed what the college already expected—that the program was out of date and in need of a complete overhaul. At the same time, some key faculty members retired and the decision was made to put the program on inactive status. The college sought grant funding to revitalize the program, hired an instructional designer to revamp the curriculum, and is now set to re-launch the program in fall of 2012, with options in network administration and programming.

2.C.2—Identification and Publication of Outcomes At the institutional level, Big Bend uses the Academic Master Plan (AMP) to set benchmarks, assess results, and initiate strategic planning. The plan is titled Student Success, as that is its overarching goal, and the current version covers the years 2009 to 2014. In the fall of 2011, some changes to the plan’s outcomes were made as a result of the assessments in the Outcomes Monitoring Report of August 2011. In short, outcomes were clarified in order to make clear the connections between use of services and retention and success. Results of AMP assessments are discussed in the AMP Committee, the Assessment Committee, Instructional Council, and with a variety of other constituent groups in order to identify successes and areas in need of more improvement.

Program outcomes are identified in the annual assessment plan for each instructional department. This process is facilitated by the Assessment Committee, made up of faculty representatives from each division, as well as instructional administrators. Each department or program writes an annual assessment plan, which is filed on the BBCC portal in the fall. During the

year, the departments carry out their assessment activities and discuss the results, and at the end of the year they write an assessment report that addresses the findings and identifies action plans.

Student Learning outcomes at the course level are published in the Master Course Outlines (MCOs) for each course in the Catalog, and included in the syllabi supplied to students by instructors each quarter. The Instructional Council (IC) has engaged in a discussion during fall 2011 and winter 2012 to determine whether we have a clear shared vision of how the curriculum is represented by the MCOs; as a result of this discussion, IC has developed a new template for MCOs that will distinguish more clearly between specific learning outcomes and broad goals, and that will generate more consistency between the various MCOs. The process of updating all MCOs began in spring 2012 and is scheduled to be completed by spring 2015.

2.C.3; 2.C.4—Design and Achievement of Credit and Degrees Instructional Council (IC) is the primary body responsible for curriculum. They review and approve curriculum changes, revisions to course outlines, and academic policies. IC receives regular reports from local and statewide committees, including the Assessment Committee, Articulation and Transfer Council, Intercollegiate Relations Committee, Instruction Commission, and others. All of these bodies provide generally-accepted learning outcomes, norms, or equivalencies in higher education.

2.C.6—Information, Technology, and Learning BBCC has actively pursued comprehensive educational technology to enhance in-class and eLearning experiences. Computer stations are available for student use in the library, the Student Success Center, the English Lab, and the Math and Science Resource Center. Program and area-specific computer labs are also available for Accounting, Adult Basic Skills, Automotive, Commercial Aviation, Aviation Maintenance Technology, Business Information Technology, Nursing, Computer Technology, and Industrial Systems Technology. The Microsoft Office Suite is standard on the campus and Microsoft PowerPoint is used by many faculty for classroom presentations. Most of the campus classrooms are equipped with computers and projectors and some have enhanced technology capabilities.

In addition to computers, BBCC enhances the educational experiences of students through strategic use of lecture-capture technology, such as MediaSite and Tegrity, and the use of smart boards and tablets. In addition to several MediaSite enabled classrooms capable of synchronous or asynchronous classroom capture, we also provide two MediaSite “studio” rooms, where faculty, student services staff, or students can make recordings. MediaSite (captured) or online classes are now available in most BBCC disciplines, and Tegrity is currently being piloted on the campus for lecture capture and as a proctoring tool for online testing. In addition, grant funding has allowed BBCC to purchase and install six smart boards (Star Boards) and six tablets to supplement their use. The Star Boards create a writable and projectable surface for instructors to use as they teach, allowing them to project multi-media presentations, manipulate text, and record the content for later use. Many of the classrooms in the Math and Science building (1200) are equipped with these “smart board” and tablet technologies, and some faculty are using them to integrate a number of software applications with traditional lecture formats. The tablet interface allows students to see the faculty making changes and solving problems (e.g., math equations), and faculty are using six additional tablets to hold virtual office hours with eLearning students.

Many faculty enhance their face-to-face instruction by utilizing ANGEL, which is the college’s online learning (eLearning) software platform, and even supplementing it with other technologies. For example, using MediaSite or Tegrity, faculty can pre-record their lectures in a classroom studio, edit the

material, and then post it for student use on the ANGEL site. Some faculty use ANGEL to provide their captured, face-to-face lectures students can use to review class material or while studying. Many faculty also use the ANGEL platform to provide document storage, post relevant links, and make announcements for students. In addition to the above technologies, some faculty are using Elluminate (Collaborate)—an online, synchronous meeting environment—to teach distance students and to hold virtual office hours.

The Nursing Department has incorporated state-of-the-art simulation technology into their curriculum through the use of SimMan and SimBaby. These patient simulators provide students with a more realistic, yet safe way to practice their skills.

Another integration of technology into the learning process occurs in the Community Knowledge Centers that have been developed in several of our district's communities to facilitate access to higher education by local residents. Also, student services and library services are available to eLearning students through the BBCC Portal.

2.C.7—Prior Learning Credit BBCC does not have a policy of giving credit for experiential learning outside of the Credit by Examination Policy that is explained on page 19 of BBCC's 2011-2012 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 several years ago. The credit-by-examination policy is used only at the discretion of the individual departments, so 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 Business 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 to avoid duplication of materials necessary for the FAA licensing requirements.

The current BBCC policy for Credit by Examination allows for a maximum of 45 credits from examination. This policy is somewhat outdated and has not been revised in a number of years. As a result of our self-study process, the Instructional Council considered a proposal to reduce the maximum allowable credits by examination to 22, which will bring BBCC into compliance with Standard 2.C.7. This proposal was adopted on April 9, 2012, and will take effect in fall 2012.

Standard 2.C—Education Resources: Undergraduate Programs

2.C.9—Goals of General Education The General Education program (Gen Ed) at BBCC can be described as that part of the curriculum shared by the broad cross section of degree-seeking students. The specific learning goals for General Education are outlined by four Outcomes, as described in our [Course Catalog](#). Each Outcome is further articulated by four to six criteria that identify the specific skills and knowledge that students need to acquire. The Outcomes are accompanied by a [matrix](#), which was developed by

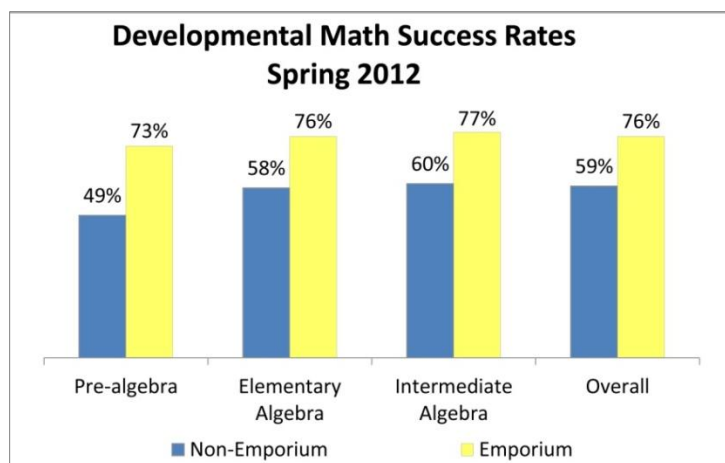
faculty and is published on our website with our Catalog. The matrix outlines where in the curriculum students can expect to gain skills and knowledge related to each of the General Education criteria.

2.C.10—General Education and Assessment General Education Outcomes are part of the annual assessment plan. In the fall, each instructional department or program develops an assessment plan that is based on the previous year’s assessment results and the current goals of the department. Those plans are posted on the [Educational Assessment Worksite](#) and the department uses them to guide assessment activity for the year. Each fall, they then post their annual assessment narrative and results to the worksite and update their plan for the coming year. This work is facilitated by the Assessment Committee, as described in the [Negotiated Agreement](#), Article XXXI.

The process for program-level assessment has been working well and has led to adjustments to classroom instruction, revisions of curriculum, and collaboration between departments. Here are some examples of results from BBCC’s assessment process:

- The Social Science Division tracked the correlation between completion of math and English courses and success in social science courses. There was a positive correlation between completion of English 101, 102, and 201 and success in social science classes. They have discussed whether to change prerequisites for some classes, whether to address the issue through advising, or to use other interventions to increase student success. Currently, they have implemented Supplemental Instruction sessions for some history classes and will explore whether this strategy is successful and might be extended to other courses.
- The Chemistry Department has used The American Chemical Society General Chemistry Examination to compare the performance of BBCC students against national averages. The exam confirms that BBCC students perform slightly better than the national average on this exam, showing a median score at the 60th percentile.
- The Math Department responded to very low success rates in pre-college math courses by reorganizing their curriculum into 1-credit modules. They received support from a Title V grant, as well as through the college’s Achieving the Dream efforts. In the fall of 2010, they improved success rates by 15% in MPC 095 and by 10% in MPC 099. However, the results in subsequent quarters were somewhat inconsistent; the department is currently trying to identify problem areas for students and make adjustments. Overall, success rates in pre-college math have improved by 4% from 2008 through 2011.
- In order to improve success rates in developmental math classes, some of the math faculty adopted the [Emporium](#) model—an inverted instruction model that has been successful at the University of Idaho and other schools. In a pilot project in the spring of 2012 that involved five faculty members, success rates improved by 17%. (See chart at right.)

During the summer and fall of 2012, this pilot is being expanded to reach a larger number of students. At the same time, we



are remodeling the current Math and Science Resource Center into a STEM Resource Center that will include a large classroom designed specifically for the Emporium model classes.

While these assessments have worked well at the program level, the established process for assessing the Gen Ed Outcomes has worked less well. While departments have begun to include assessments of Gen Ed in their annual assessment plans, it has been difficult to aggregate the results from different departments, primarily due to the reporting methods used. The Assessment Committee has addressed this issue over the course of several meetings and is working to simplify the process for reporting Gen Ed assessment results and to make the reporting more consistent.

In addition, the Assessment Committee has identified a need to expand the Gen Ed Outcomes to address cultural competency. A number of faculty, particularly those in the humanities and social sciences, have observed that in developing their annual assessment plans for Gen Ed, many of the

GENERAL EDUCATION OUTCOMES

1. Effective Communication

Students will be able to write clearly and effectively.

2. Reason Mathematically

Students will be able to reason mathematically.

3. Critical Thinking and Problem Solving

Students will be able to solve problems combining and applying knowledge from multiple sources.

4. Information Literacy

Students will be able to gather and interpret information.

5. Multiculturalism

Students will be able to define and articulate personal, historical, global, and workplace/community aspects of culture. (Added spring of 2012.)

cultural aspects of the curriculum were left out. A group of faculty worked on this project during fall 2011 and winter 2012 to produce a draft of a new Gen Ed Outcome that went to the Instructional Council in February 2012 for consideration: *Students will be able to define and articulate personal, historical, global, and workplace/community-related aspects of culture.* The Assessment Committee also produced an assessment rubric for this outcome. This new Multiculturalism outcome was approved in spring 2012. Faculty are beginning to identify classes that address this outcome.

2.C.11—Related Instruction All professional/technical degree programs at Big Bend include related instruction outcomes in the areas of computation, communication, and human relations. All Related Instruction classes are taught by qualified instructors. In cases where an instructor is not masters-prepared, evaluation criteria was developed and accepted by NWCCU following the 2007 Five-Year-Interim Report.

The Related Instruction matrix published on the [Course Catalog](#) page of the Big Bend website explains the classes in which the primary instruction for these outcomes will take place. Faculty in professional/technical programs work closely with their advisory committees to assure that the outcomes are appropriate to the field for which the student is training. Feedback from the committees, surveys of employers, and surveys and focus groups with former students are all used as tools to ascertain whether BBCC graduates are ready for employment after their training at Big Bend. The results of the 2012 Employer Survey, for example, revealed that employers wanted students to have stronger writing skills, and as a result the professional/technical programs will begin to review communication requirements.

OUTCOMES FOR RELATED INSTRUCTION IN PROFESSIONAL/TECHNICAL PROGRAMS

1. **Computation**
Students will be able to use quantitative reasoning processes to understand, analyze, interpret, and solve quantitative problems in job-related situations.
2. **Communication**
Students will be able to effectively communicate using verbal and written communication commonly used in the workplace.
3. **Human Relations**
Students will be able to interact with fellow workers, employers, and customers as well as maintaining professionalism on the job.

Standard 2.C—Education Resources: Continuing Education and Non-Credit Programs

2.C.16—Continuing Education’s Role Continuing Education has in past years encompassed numerous areas that are integral components of the college. In accordance with its Mission *to serve the educational needs of a diverse population throughout its service district*, BBCC has offered 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, and Tech Prep.

The Center for Business and Industry Services’ (CBIS) focus has been on community training that promotes personal and organizational growth. In response to the college’s goal of providing customized training for local business and industry, CBIS has offered short-term, intensive, high-quality, skill-based training programs. An online training service (Ed2go), Aircraft Rescue and Fire Fighting training, Flagger training, Pre-Employment Training, and specific industry training are the primary trainings offered through CBIS.

The decrease in federal and state budgets has resulted in discontinuation of the Parent Education Cooperative Preschool and Tech Prep.

2.C.17—Monitoring of Continuing Education Courses offered for credit, regardless of location or mode of delivery, have followed 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 have been evaluated periodically using established institutional procedures, and the results are distributed to the appropriate faculty. 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.

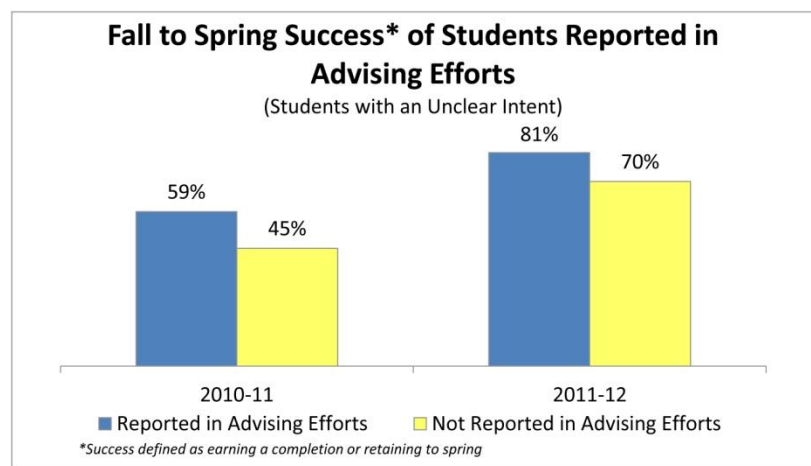
2.C.18; 2.C.19—Continuing Education Policies and Procedures Policies and procedures for admission, registration, fees, and refunds, as well as those for the awarding of credit and the maintenance of student records, have been the same for Continuing Education and Distance Learning students as for on-campus students. Policies are published in the Course Catalog and quarterly Schedules.

Grant-funded programs continue to operate according to applicable federal and state grant guidelines; however, BBCC is responsible academically and fiscally for all instructional programs and offerings. No contractual arrangements are made with any academic institution that is not regionally accredited.

Standard 2.D—Student Support Resources

2.D.1—Effective and Appropriate Student Services Big Bend provides a full array of support services to help students plan their education and succeed in their classes. Our student services departments provide wrap-around services designed to meet the needs of students and support student learning needs.

Advising: Advising is provided by counselors, full-time instructors, and other trained staff. New students, students with fewer than 30 credits, and students on academic probation are required to obtain advising. All students are encouraged to seek advising to help them establish educational plans and set goals. In 2010-2011 and 2011-2012, BBCC’s tracking of students revealed that those who were reported to have been advised had higher retention rates and completion rates than students who were not reported to have been advised. (See chart below.) In fall 2012, BBCC will implement advising software created by Walla Walla Community College that will assist students in the creation of educational plans and also provide advisors with tools to facilitate the advising process.



Athletics: BBCC student athletes participate on women’s volleyball, men’s and women’s basketball, men’s baseball, and women’s softball teams. BBCC’s five athletic teams are part of the Northwest Athletic Association of Community Colleges (NWAACC).

Counseling: BBCC counselors take a whole-person approach to counseling. By helping students address personal issues, a variety of educational opportunities become viable possibilities.

Career Planning Services: BBCC offers multiple career planning resources, including books, brochures, and computer programs that allow students to explore career options and job prospects. Students can also use online career assessments, a vocational interest inventory, and a personality profiler in the Counseling Center to begin their educational and career searches.

Learning Center Childcare: The Learning Center Childcare opened in 2004 as a result of expressed student need through student surveys. The center accommodates children from the age of one year to school age. It is open to students, staff, and community members.

Disability Services: A full-time Coordinator of Disability Services ensures that all programs and facilities are accessible, provides support services, and arranges accommodations and/or modifications to meet the needs of individual students with documented disabilities.

English Skills Lab: This lab offers students help with writing assignments for any discipline or subject. Students enrolled in developmental courses are encouraged to use the lab. The lab also offers classes to improve language skills.

Financial Aid: The Financial Aid Office provides access to educational programs by offering financial assistance to students seeking a certificate or degree by removing financial barriers for students who do not have adequate funds to attend BBCC. Funding includes federal and state financial aid and scholarships. Office staff provide outreach workshops and individual help to individuals applying for financial aid.

Math and Science Resource Center: The Math and Science Resource Center offers students tutoring in math, science, and business courses. Reference materials, tutorials, and mathematical software are also available for use. Community members and students not enrolled in a math, science, or business course may still use the lab by enrolling in a math lab section.

Student Programs, Activities and Student Government: Big Bend Community College strives to provide a well-balanced program of extra-curricular activities for all students. Participation in college activities contributes to the development of a well-rounded personality and to the growth of leadership ability. These activities help promote school spirit, furnish outlets for special interests and talents of students, and enhance their cultural development.

Student government is an integral part of the college. All BBCC students are automatically members of the Associated Student Body (ASB), and ASB officers serve on college committees, are represented at the Board of Trustees meetings, hear complaints, approve funding for student clubs, and plan and schedule activities.

Student Housing: BBCC is one of the few Washington community colleges that offers campus housing. This resource provides students with accommodations that are close to their classes, food service, the library, and the gym.

Veteran's Services: BBCC offers educational programs that are approved for veteran benefits.

In addition to these student resources, we provide a number of grant-funded programs targeted at special populations to accomplish specific student-success goals. These include:

- Supplemental Instruction
- Academic Early Warning Interventions
- In-person and online tutoring
- Mentoring programs
- TRiO Student Support Services
- Opportunity Grant
- WorkFirst
- Textbook and laptop loans

In practice, these programs aim not only to provide services to students, but to assess how the service impacts student success, retention, and completion. Each program identifies indicators of success and tracks data related to those indicators.

BBCC has been negatively impacted by the ongoing budget crisis, as have many other colleges across the country. In light of this, one strategy that BBCC has pursued to continue to provide adequate resources to students is to obtain grant funding. BBCC currently has a number of grants that are supporting innovation and sustaining best practices for student success.

The specific grants that feed into these resources are as follows:

Achieving the Dream: In the summer of 2006, Big Bend Community College was invited to be one of six Washington Community and Technical Colleges to apply for an Achieving the Dream (AtD) Grant. The focus of AtD is to promote student success in groups that have faced the most significant barriers to success, including low-income students and students of color. Achieving the Dream emphasizes the use of data to drive change and focuses on measurable outcomes, especially those that help close achievement gaps.

In reviewing its data, the college found that it was important to look at achievement gaps by race/ethnicity and sex. The review focused on Hispanic and white students since they represent over 90% of BBCC students.

The review included examinations of retention rates in order to answer a number of pertinent questions: were students staying enrolled, and were they failing particular classes that prevented them from moving to the next level?

Initial findings showed that more Hispanics than whites were not returning after the first quarter. And significantly more Hispanics than whites placed three or more levels below college-level courses in math. Half as many Hispanics as whites placed in college-level English. It was also noted that overall success rates (2.0 grade point or higher) in developmental math were around 50%, creating a barrier to student progress.

Based on the data, BBCC developed two priorities to improve student success. The first priority was to improve the first-year experience, and the second priority was to improve developmental math success.

First-Year Experience Activities: To improve students' first-year experience, BBCC took a number of steps: renovated New Student Orientation to include workshops on study skills,

paying for college, technology use, and other student-centered topics; updated College Success Skills classes and made these classes a requirement for all students who place in developmental English or math classes; started Mentoring for Academic Persistence and Achievement (MAPA), a mentoring program for Latino students; and initiated online tutoring.

Developmental Math Activities: To improve student success in developmental math classes, BBCC took a number of steps: initiated Math Jam, an intensive, short-term, summer brush-up on math to help students improve their math placement score; started Supplemental Instruction for developmental math courses; and modularized Elementary and Intermediate Algebra classes.

The most noteworthy changes occurred in the first-year experience activities. Students who participated in these were more likely to stay enrolled, which is of course necessary to student success. Developmental math activities were not as successful for as many students. Students who participated in Math Jam did improve their test scores, but student participation was limited. Supplemental Instruction improved students' success in developmental math classes, but again, student participation was limited. Initially, student success in modularized Elementary and Intermediate Algebra classes improved, but this success was not sustained beyond the first quarter. Consequently, with the support of our STEM grant staff, we are now working on implementation of an inverted instruction model for developmental math. A pilot implementation project began in spring of 2012, with full implementation planned for fall 2012.

BBCC has been able to sustain the first-year experience activities and continue to develop strategies to improve student success in developmental math. The Achieving the Dream grant helped instill a culture of evidence that continues. Now, when the college pursues a new strategy to improve student success, the college immediately reviews data to measure the extent of improvement. Because resources are limited, it becomes especially important that they are used in areas where they will have the strongest positive impact on student success.

Cooperative Title V Grant: This grant partners with Heritage University (HU) to increase access and success for Hispanic, low-income, rural students at both BBCC and HU through a two-component activity: one, by increasing student access through curricular development of three online programs, as well as joint professional development of BBCC and HU's faculty in online distance learning strategies; and two, by developing on-campus and online support services for transfer students in newly created Transfer Centers. We are developing online distance delivery of programs in Interdisciplinary Studies (associate and baccalaureate), supported by in-person and online distance delivery of registration, virtual office hours, and financial/career planning, as well as transfer-oriented programming in renovated Transfer Centers.

Individual Title V Grant: This grant addresses the challenges of educational access for our area's Hispanic, low-income residents by converting curricula that leads to high-demand STEM and healthcare degree programs to flexible distance delivery formats. Over the course of the project, we are targeting gateway math and science courses, as well as computer science and nursing programs, for distance delivery. As part of this process, we are blending distance delivery modalities, including fully online content, real-time live interactive content, and captured audio-visual content for asynchronous delivery. New distance courses will be supported through a range of online student services—also developed for blended delivery modalities—and access labs in instructional centers across BBCC's vast service area. The blended nature of new distance offerings and services will respond to at-risk students' instructional

and support needs. Distance instruction and services alike will be built upon a robust infrastructure, increasing Big Bend's capacity to provide rich eLearning opportunities to time- and place-bound students well beyond the funding period.

AmeriCorps Retention Project: The BBCC Peer Mentoring program is a college-based mentoring program designed to: help improve retention and academic success for first-generation and low-income students; address the issue of retention with the focus of connecting students to BBCC college services in a timely and appropriate manner; and reduce the number of students on Academic and/or Financial Aid probation or suspension by connecting students to early intervention services. Additionally, the program encourages civic engagement through mentor training, involvement with service-learning projects, and sharing of college information with area high school students. The final goal is to encourage personal growth and development in leadership skills that will benefit students when they enter the workforce.

College Access Challenge Grant: The College Access Challenge Grant (CACG) provides resources that support peer training and workshops, provides university campus tours, and supports the Latino Education Fair.

Connect2Complete: The Connect2Complete (C2C) program is a campus-based peer advocacy and service program designed to improve persistence and completion of low-income college students enrolled in developmental education courses. Peer advocates connect at-risk students with the resources and support they need to succeed in college. By engaging them in community service, students gain valuable workforce skills, clarify educational goals, and strengthen civic leadership skills. Peer Advocates mentor students in College Survival Skills classes, provide links to campus resources and events, and form learning communities by connecting with students through Facebook. Campus faculty are engaged in developing and offering service learning for credit in their course curriculum.

Persistence Grant: This grant supports the Persistence Retention Specialist in the Student Success Center. This position provides information and resource information for students. The position anticipates, assesses, and responds to the needs of our diverse body of students and develops, plans, and coordinates special projects that benefit student persistence and success.

HSI STEM: The STEM grant goals are aimed at 1) increasing the number and percent of BBCC's Hispanic and predominately low-income students who complete a degree and transfer; and 2) developing articulation/transfer models in new Engineering programs. The grant will remodel the Math and Science building (1200) to provide a new updated facility, as well as develop a new math model that has proven successful across the nation in improving completion in developmental math. Additionally, programs in Electrical and Mechanical Engineering will be developed and implemented, along with summer institutes that develop academic, career, and transfer advising.

Department of Labor: BBCC is a partner in a \$20 million grant from the Department of Labor to support education and training for aerospace industries. The Community Colleges of Spokane are the fiscal agent for this grant. BBCC's role is to expand capacity in the area of Aviation Maintenance Technology, and to integrate training for fiber optics into our Industrial Electrical program.

2.D.2—Safety and Security Big Bend Community College has a comprehensive Emergency Operations Plan that adopts an all-hazards approach to emergency planning and recovery. This plan includes discussion of the National Incident Management System (NIMS) that was adopted through Presidential declaration and approved by the Board of Trustees. This system allows for seamless participation with

local emergency responders in response to any incident. Furthermore, we hold annual training and drills on our emergency procedures, as well as update our Operations Plan as necessary.

In addition to our Emergency Operations Plan, we maintain compliance with the Clery Act reporting requirements for higher education. This entails an annual report on Crime Awareness that must be disseminated on our campus by October 1st every year. This report includes our general safety procedures, as well as our procedures for timely notification of students in an emergency, our annual fire safety report, and our three-year campus crime statistics. We also maintain a Campus Alert System, which allows us to notify students immediately through text message or email of any campus-related information. This is an opt-in system that students are encouraged to participate in.

2.D.3—Admissions and Orientation BBCC provides a variety of services and tools to ensure that students understand their educational path and receive accurate, timely information about degree requirements, academic policies, and transfer options. The college uses a variety of tools to communicate this information to students, including the Course Catalog, the quarterly Class Schedules, the Student Kiosk, program brochures, the Student Handbook, New Student Orientation sessions, meetings with advisors, workshops, and mentoring.

One of the most successful new tools that have been implemented recently is the Degree Audit system. This state database search tool allows students to search their transcript and determine which degree requirements they have completed and which they still need to complete. In 2011, Big Bend increased the number of degree and certificate completions by 12%. We believe that Degree Audit was one important factor in this increase, as it allows students to better understand what they need to do to complete their degree.

2.D.4—Program Elimination or Change The procedure for program deletion is included in the Faculty Negotiated Agreement, Article XXIV. 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 during negotiations between the Faculty Association and Administration. In the event that a program must be eliminated due to lack of enrollment, lack of jobs in the field, lack of resources, or other factors, the college makes provisions for each student to complete their degree, either by teaching out current students, providing them with effective transfer options, or working with them to identify alternate educational paths.

2.D.5—Published Information BBCC uses its Course Catalog and website to provide consistent, convenient, and accurate information to students and other stakeholders. The catalog is updated annually, with input gathered from all appropriate departments. The website is updated as needed to keep relevant information easily available.

- The Mission, Vision, and Board Ends Statements have been published in the catalog for many years and may be found on pages 2-3.
- Admissions information includes an Admission Checklist for students; information for transfer students, including the CTC Reciprocity Agreement; the Transfer Rights and Responsibilities policy, as endorsed by the Washington Higher Education Coordinating Board; information on assessment and placement; and information for International Students. This information may be found on pages 5-8.

- Academic information, including grading policies, the Academic Amnesty policy, and information on credit loads, may be found on pages 19-22.
- Information on degrees and certificates available, as well as individual programs of study, may be found on pages 23-70.
- Information on credentials of faculty and administrators may be found on pages 112-114.
- Information on the student Code of Conduct and student rights and responsibilities is available on pages 11-17 of the Catalog and in the [Student Handbook](#).
- Information on tuition and fees is available on page 10 of the Catalog, as well as in the quarterly [Class Schedule](#).
- Refund and withdrawal policies for students are available in the Catalog on page 9.
- Financial aid information is available on page 13-14 of the Catalog, and on the financial aid [web page](#).
- The academic calendar is located in the Catalog on page 4, as well as on the [website](#).

In 2011-2012, BBCC ceased publishing its catalog in paper format and began using the web-based version of the catalog as the official version. Paper versions are printed through Word Services—our in-house printing department—as needed for specific departments. The college continues to update its communication strategies to meet the changing expectations of new generations of students.

One of the projects supported by our Title V grants is the development of more online student services. This not only helps the college reach out to students in more remote communities in the service district, but also helps us make information available when offices are not open. In spring of 2011, we began use of an online Academic Early Warning system, through which faculty members can report students who are in need of intervention to succeed in their classes. These reports are screened by the Online Student Services Developer and then distributed to cohort leaders, including the Opportunity Grant Director, the Director of WorkFirst, the Director of Disability Support Services, athletic coaches, and personnel in the Student Success Center. These cohort leaders then attempt to reach the students by phone or email to inform them of available support services that will help them improve class performance. Typically students are referred to online tutoring, the Math Lab, the English Lab, supplemental instruction, mentoring and advising, and other services.

2.D.6—Information on Educational Programs BBCC uses several strategies to communicate information on educational programs to students, including the Programs of Study section of the BBCC Course Catalog and the program pages on the BBCC website. In addition, some programs with specific licensure or regulatory requirements also publish program handbooks and other resources:

- The Aviation program publishes the BBCC Professional Pilot Course Handbook, as well as providing access to FAA publications.
- The Aviation Maintenance Technology program publishes FAA requirements for program hours in Airframe and Powerplant instruction.
- The Commercial Driver’s License program publishes program-specific enrollment procedures, as well as clearly outlining the fact that the program prepares students to take the driver examination, but does not confer that license.
- The Nursing program publishes program-specific admission procedures, as well as information on physical and psychosocial requirements for the Nursing program.

2.D.7—Student Records Information contained in student educational records is protected according to the Family Educational Rights and Privacy Act (FERPA). Students’ rights under FERPA are published in BBCC’s Course Catalog. 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. Faculty and staff are aware of the importance of student confidentiality. Information about what student data college faculty and staff may release is in the Course Catalog, the Part-Time Faculty Handbook, and in the Faculty Handbook.

An online FERPA tutorial was made available to BBCC faculty and staff during the winter of 2012, but improvement in training of staff and faculty in FERPA regulations is needed.

The computer that runs all of BBCC’s administrative processes is located in Olympia, Washington, and password clearance is necessary to access its files. All BBCC academic transcripts since 1989 are protected by this system, and those academic transcripts prior to 1989 that have not been entered in this system are stored in a fire-resistant room in the Admissions/Registration Office. This room is locked when the office is unattended, and keys to this room are limited.

2.D.8—Effective Program of Financial Aid The institution provides an effective and accountable program of financial aid that is consistent with Big Bend Community College’s mission, which is, in part, *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 associate degrees and certificates, as well as comprehensive support services that promote student access, success, and retention.

Funding for financial aid originates from federal and state government, local tuition dollars, tuition waivers, and from other public and private agencies. Students also use a variety of other sources to fund their education, including private scholarships, BBCC Foundation scholarships, and benefits from the Veterans Administration.

Financial aid application forms and procedures, eligibility requirements, and satisfactory academic progress requirements appear in the Course Catalog and on the Financial Aid [website](#). To get the word out even further, college staff conduct financial aid information sessions at area high schools and participate in the national College Goal Sunday event in January. In addition, new students receive financial aid information during the New Student Orientation sessions conducted by college staff before the start of each quarter.

In 2012, BBCC hired a new Director of Financial Aid who will be evaluating the entire financial aid operation and reorganizing it to better serve the students. The number of students applying for financial aid has increased by 13% from 2009-2010 to 2010-2011. Furthermore, federal financial aid regulatory changes have required more manual processing. Managing this rapid growth and regulatory change requires review and continual improvement of the financial aid application and award procedures.

The Financial Aid Office focuses on communicating with students in a timely manner about their financial aid process, so its major mode of communication with students has changed from traditional mail to electronic mail. In addition to getting information to students more quickly, this change has freed staff to focus more on processing applications. The Financial Aid Portal, which is available on the college website, provides students access to real-time financial aid information. Through this platform,

students can verify when the college received required forms and information, identify and download any missing forms, and view their financial aid award.

2.D.9—Repayment Obligations The Financial Aid Office staff regularly monitors and reviews the U.S. Department of Education’s Direct Loan Program to make the application process easier and more understandable for students, reduce the default rate, and increase processing efficiency. Staff use the National Student Loan Data System (NSLDS) to check and verify previous loan information when awarding loans. The college focuses on decreasing the default rate by encouraging students to repay their loans.

BCC does not include loans in the student’s initial financial aid award unless the student specifically requests loan funding. Students who want to borrow must complete the Ford Direct Loan Worksheet, the Department of Education Entrance Counseling Tutorial, and an electronic Master Promissory Note. The Department of Education Counseling Tutorial and the Master Promissory Note websites emphasize the importance of repaying the loan debt.

As a part of the self-study, the new Director of Financial Aid is reviewing all of the regulations, policies, and procedures regarding the Ford Direct Loan Program. The Ford Direct Loan Program represents the second largest aid program after the Pell Grant. The volume has steadily increased each year, as evidenced below:

| | 2009-2010 | 2010-2011 | 2011-2012 |
|--------------------------|--------------------|--------------------|--------------------|
| Ford Direct Subsidized | \$1,572,397 | \$1,617,708 | \$1,807,471 |
| Ford Direct Unsubsidized | \$1,589,368 | \$1,671,908 | \$1,659,490 |
| Total | \$3,161,765 | \$3,289,616 | \$3,466,961 |

The Financial Aid Office reviews the annual cohort default rates provided by the U.S. Department of Education. The cohort default rate is the percentage of borrowers who enter repayment on Ford Direct or Federal Family Education Loans during a particular fiscal year and default before the end of the next fiscal year. Despite an unstable local economy, the default rate has remained relatively constant over the past five years:

| Fiscal Year | Two-Year Cohort Rate |
|--------------------|-----------------------------|
| 2009 | 12.1% |
| 2008 | 12.3% |
| 2007 | 11.1% |

Due to a change in loan regulations, the cohort default rate calculation will increase to a three-year rate starting with loans that enter repayment during the 2009, 2010, and 2011 fiscal years. The National Student Loan Data System (NSLDS) has begun publishing *trial* three-year loan default rates. With a three-year window of time in which a student could default on a loan, all default rates are expected to increase.

The volume of loans taken out by BCC students, coupled with the negative impact that an increased default rate could have on current students, mandate that BCC focus its attention on emphasizing

repayment obligations and default management. Staff changes in the Financial Aid Office provide the Director with the opportunity to reorganize the office and reassign staff duties to address these needs.

2.D.10—Academic Advising BBCC believes that accurate and timely advising is crucial to student success. The student development model seeks to help students learn about their educational options and to plan an education pathway. The Counseling Center provides access to academic advising and counseling services using a “whole person” approach to student development.

Quarterly advising is mandatory for new students, students with fewer than 30 credits, and students on academic probation. As clearly defined in the Faculty Negotiated Agreement, full-time faculty members provide ongoing advising for students, and professional/technical faculty work closely with student cohorts to ensure they understand program requirements and employment opportunities. Our advising system is set up to ensure that students receive guidance from knowledgeable sources, such as those with professional or academic experience in a particular field of study. To further keep faculty up-to-date on advising methods and systems, training and discussion sessions are often made available at the quarterly in-services sessions.

As part of BBCC’s Academic Master Plan monitoring reports, the college attempts to track the correlation between use of college resources, such as advising services, and student retention and success. In the fall 2010 SENSE survey, 96% of students reported that they were satisfied with advising and educational planning services; however, only 60% of entering students reported that an advisor had helped them plan a course of study. In order to better understand these results, the college has attempted to improve tracking of advising. A new system for reporting advising contacts to Institutional Research and Planning was implemented. The number of advising contacts that were tracked increased from 1,505 in fall 2010 to 1,887 in fall 2011. However, the reporting came from only a small sample of faculty and staff. So while the current system tracked more student advising contacts, a better tracking system is still necessary in order to more accurately gauge the scope and effectiveness of advising efforts across campus. The college plans to adopt Walla Walla Community College’s advising database tool during the 2012-2013 year.

One example of successful educational planning and intervention is TRiO Student Support Services, which provides advising, academic support, and monitoring of progress for students. Students in this program have an average retention rate of 84%, despite the fact that these are first-generation students who come to college with disadvantages typically associated with deficits in student success. Extending this kind of ongoing intervention to more students is likely to increase student retention and success. One way that we are attempting to do this is through the establishment of our Student Success Center, which has been funded through a Title V grant. Opened in 2011, the center provides an array of services and resources to assist students.

2.D.14—Identity Verification Processes Big Bend’s online courses are delivered through the college’s Learning Management System (LMS). The LMS system is accessed by students through the BBCC Portal, which requires a network login. New students receive their Student Identification numbers (SIDs) in their admissions letter, which is mailed to the address listed in their application. In order to be activated, network accounts require the user’s SID, last name, ZIP Code, and date of birth. The student is then required to select a special question and develop his or her own answer, which must also be supplied before changes can be made to the account in the future. Students create unique passwords that contain at least eight characters and include upper- and lower-case characters and a number and/or special character. Passwords expire every 120 days and the same password cannot be used

consecutively. Currently, activation must take place while the student is using an on-campus computer. The college has developed and will soon implement an online system that will allow students to activate their new account or reactivate their expired accounts from any location. There are currently no charges associated with the identity verification process.

Instructors of individual online courses employ a variety of methods to verify student identity in the assessment process. In some cases, examinations must be proctored in the Math lab, library, or an off-campus setting acceptable to the instructor. In addition, the college is investigating a variety of online test-proctoring systems for use by students enrolled in online courses who take exams at off-campus sites.

2.D.12—Auxiliary Services Big Bend Community College business enterprises operate both residence halls and the bookstore. Both of these services report directly to the Vice President for Financial and Administrative Services.

The bookstore is college owned and operated. Besides textbooks, the store offers supplementary reference books, computer software, study aids, gifts, emblematic clothing, sundries, snacks, and convenience foods. The college strives to keep prices as low as possible and to provide high quality service. In fall 2008, a book rental program was started to reduce book costs for students. The bookstore gives \$30,000 per year of its profits to the college; this amount goes towards the COP payment.

BBCC offers students a residential option on campus. There are two halls: Viking Hall and Philips Hall. Both are former Air Force barracks with large 10-foot by 16-foot rooms, lounges, laundry facilities, kitchens, and convenient public transportation. In addition to a full-time director and part-time office assistant, the residence halls employ custodians, security staff, and resident assistants. During 2011, an 11-month contract to provide housing to Fairchild Air Force personnel allowed us to make some improvements to both halls. Improvements included air conditioning in each room, electrical updates, new fixtures in the restrooms, and new furniture in the lounges, as well as fresh paint throughout.

Food Services are provided through a fee-for-service contract with Sodexo. This is a bid-awarded, independent food services company. It is an exclusive contract for all campus catering as well as the dining commons food service. Sodexo regularly surveys students and staff for comments. These suggestions guide menu selections.

The contributions of auxiliary services support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Student, faculty, and staff have the opportunity for input regarding these services. Many of the Institutional Research and Planning surveys ask questions and solicit comments to help improve these services to campus.

Standard 2.E—Library and Information Resources

2.E.1—Library Access and Mission The BBCC Library's primary purpose is to support the mission of the college by providing access to information technologies and resources, as well as instruction and assistance in the research process. The library's collections and services are offered in formats that meet the diverse needs of its users. Secondary to this, the library provides access to resources that promote personal growth, as well as those of entertainment value. The library provides services for users living within the college's service district, as well as the college's students, staff, and faculty.

The college’s dedication to providing quality library and information resources was never more evident than when the new library opened on January 3, 2005. The new facility, primarily designed by the library staff, nearly tripled the amount of space for library resources and services. At approximately 27,000 square feet, the library now provides many more spaces for its users, including ten study rooms of varying sizes ranging from 4 to 10 seats, 14 four-person tables, 18 individual carrels, and nearly 70 terminals in the Computer Commons adjacent to the library’s service desks. Lounge space for more casual studying or relaxing, which did not exist in the old facility, was also added.

The new facility includes expanded collection space as well as instructional rooms and added lab space. The library’s Bibliographic Instruction Room (1802) offers access to 36 terminals for students and dual projectors for easy viewing of whatever is presented from the multimedia-enabled instructor station. When it is not being used for library instruction, 1802 can be booked for class use, and more and more faculty are requesting the room for online testing. It is also used by partnering universities and is rented out to a variety of commercial and private users, which has provided revenue that the library has used to help pay for a part-time weekend and evening staff member.

BBC Library Room Use (not including Bibliographic Instruction)

| | 2002-2003* | 2003-2004* | 2004-2005 | 2005-2006 | 2006-2007 |
|---------------------|-------------------|-------------------|------------------|------------------|------------------|
| 1801 Use - Course | - | - | 15 | 21 | 17 |
| 1801 Use - One-time | - | - | 49 | 26 | 25 |
| 1802 Use - Course | - | - | 3 | 3 | 3 |
| 1802 USE - One-time | - | - | 321 | 264 | 285 |
| Room Rental Income | - | - | \$1,650 | \$920 | \$792 |
| Study Room Reserved | - | - | Not Tracked | 29 | 19 |
| | | | | | |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| 1801 Use - Course | 16 | 18 | 18 | 17 | 18 |
| 1801 Use - One-time | 26 | 35 | 23 | 41 | 28 |
| 1802 Use - Course | 1 | 1 | 2 | 7 | 6 |
| 1802 USE - One-time | 246 | 277 | 350 | 362 | 270 |
| Room Rental Income | \$966 | \$1,880 | \$665 | \$860 | \$645 |
| Study Room Reserved | 14 | 34 | 62 | 53 | 30 |

* The new library opened in winter quarter, 2005

A multipurpose instruction room (1801) was also included in the new facility. Originally designed to serve as a laptop lab, it was used as a much-needed general instruction space until spring 2012. Most recently, the room’s flexible design has allowed the pre-college math program to set up a 38-seat computer lab and begin teaching their new inverted model while their permanent space in the Math and Science building (1200) is remodeled to fit the new mode of instruction.

The library also incorporated the English Skills and Foreign Language labs into the new space. Unfortunately, the Foreign Language Lab was eliminated in 2011-2012 due to budget cuts. That space will be repurposed to temporarily house the Math and Science Resource Center while the aforementioned remodel takes place.

Consolidated and efficient office and workroom space has made it easier for library staff to manage its significantly expanded location as only one staff position was added when the new library opened. The facility has been well-received and is utilized by students, staff, faculty, and community members.

Library Door Count

| 2002-2003* | 2003-2004* | 2004-2005 | 2005-2006 | 2006-2007 |
|-------------------|-------------------|------------------|------------------|------------------|
| N/A | 106,619 | 172,505 | 170,054 | 167,868 |
| 2007-2008 | | | | |
| 179,608 | 186,542 | 189,860 | 175,719 | 179,602 |

* The new library opened in winter quarter, 2005

2.E.3—Library Instruction and Support In addition to the Dean of Library Resources, who is a degreed librarian, the library currently employs four full-time staff, two part-time staff, and one full-time tenured faculty member. An additional staff member (Paraprofessional 1) was added when the library moved to its new building in 2005. In the previous facility, evening and weekend hours had been covered by a single staff member. This was a serious concern, but moving into a space three times as large necessitated having two staff members in the building any time it was open. The library is currently open 68 hours a week, Monday through Saturday, during fall, winter, and spring quarters. Sunday hours were eliminated due to budget cuts. The library is open 40 hours a week, Monday through Friday, during summer quarter and when classes are not in session.

Due to the budget-related loss of a dean-level position on campus and the resulting reassignment of duties, the Dean of Library Resources is away from the library much more frequently and the scope of his duties has broadened significantly. He now administers the English Skills Lab, the Developmental Education Division, eLearning, and eTutoring. This has stretched already thin staffing levels. He is working to move a number of basic library duties he currently performs to other staff members and hopes to further modify job duties and positions with the retirement of the library’s cataloger in July of 2012.

| Position | Duties |
|---|---|
| Dean of Library Resources | library administration, e-resources, library instruction, reference |
| Faculty Librarian | collection development, library instruction, reference |
| Program Assistant | purchasing, budget and contracts, room and equipment scheduling |
| Library & Archives Paraprofessional 4 | library technology |
| Library & Archives Paraprofessional 4 | materials processing, cataloging, repair and preservation |
| Library & Archives Paraprofessional 1 | serials, interlibrary loan |
| Part-Time Staff – 17 hours per week fall, winter, and spring quarters | evening and weekend circulation and reference coverage |

All staff members assist with circulation services and creating student and staff ID cards, and occasionally provide basic reference services.

2.E.1; 2.E.2—Library Planning, Use, and Data The library acquires information in a broad range of formats, from traditional paper-bound books to online resources that are offered both on- and off-campus. Consistent with its Collection Development Policy, the library encourages participation in the selection of resources from all of its users. The library currently employs one full-time librarian who holds faculty status, but the Dean of Library Resources is also a degreed librarian. Both perform collection-development activities in their various fields of experience, expertise, and interest, but considering the breadth of programs offered, assistance from college faculty is vital. As stated in the Faculty Handbook, the library recognizes that the college’s instructors are the experts in their particular fields and strongly encourages them to work with the library to ensure that its resources are current and have the depth and breadth appropriate for community college level users. The library also provides purchasing and processing of any materials that faculty need as soon as possible.

While faculty participation in collection development is adequate, there is room for improvement. The Library Advisory Committee has not met since 2002, and was recently eliminated when it was determined that faculty involvement with the library was more efficient at a one-on-one level. And while the library has had great success with providing access to online automotive repair databases for the Automotive Technology Department, it has struggled to provide the same types of service to other professional/technical programs. The Dean of Library Resources hopes to address this issue as part of the restructuring of the department. It is hoped that a stronger focus on library staff directly working with faculty will increase the use of library-provided resources by departments not currently actively working with the library.

BCC Library Points of Service (POS), Circulation, and Proctoring

(POS = interaction with users, including reference, computer assistance, circulation transactions, creating ID cards, etc.)

| | 2002-2003* | 2003-2004* | 2004-2005 | 2005-2006 | 2006-2007 |
|----------------------|-------------------|-------------------|------------------|------------------|------------------|
| Point of Service | N/A | 9,876 | 11,095 | 11,100 | 7,959 |
| POS - Reserve Item | N/A | 950 | 672 | 444 | 382 |
| Circulated Materials | N/A | 10,081 | 11,903 | 10,380 | 9,999 |
| Proctored Tests | N/A | 60 | 68 | 158 | 131 |
| | | | | | |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Point of Service | 8,716 | 8,492 | 13,392 | 11,309 | 9,922 |
| POS - Reserve Item | 253 | 177 | 144 | 131 | 95 |
| Circulated Materials | 8,752 | 8,661 | 7,055 | 6,741 | 5,913 |
| Proctored Tests | 82 | 355 | 531 | 372 | 370 |

* The new library opened in winter quarter, 2005

Points of Service data tends to not be recorded as accurately when staff get busy, but the Dean is looking into ways of improving the collection of this data. Circulation has seen a significant drop as students have become more focused on online resources to meet their research needs. This seems to be a trend in most college libraries.

The number of proctored tests took a huge upswing when the Dean mentioned this service at a faculty in-service. The rise in students attending online university programs who need proctors has also contributed to the increase in the use of this service. The library does not currently charge a fee for this service, but it is being considered.

2.E.2—Library Planning and Data The Dean of Library Resources sits on a number of committees, including the Instructional and Executive Councils and the Academic Master Planning Committee, which allows him to be aware of new or changing needs of the college community and to promote library services and resources.

The library currently offers a limited number of online resources, the vast majority of which are purchased through consortia memberships that the library maintains for their significant cost-saving benefits. Off-campus access for students, staff, and faculty through the BBCC Portal is available for most of the library databases, and instructions for user access are available on the [library's web page](#).

2.E.1; 2.E.4—Library Resources and Evaluation State budget cuts to the college have resulted in a drop in purchasing of information resources of all types. Online resources, which students prefer for their ease of access, tend to come at a higher cost due to the FTE-pricing utilized by most vendors. This, in addition to the fact that online resources represent an ongoing cost, as most are subscription-based, has significantly limited the library's ability to offer a wider range of online resources. The Dean of Library Resources has served for a number of years on a subcommittee of the Library and Media Directors' Council (LMDC) of Washington State to encourage the legislature to fund a set of core databases which would be available for free, either at the community college level or statewide, as a number of states already do. This would allow the library to focus its spending on more specialized resources for its users and would likely represent a cost savings to the state. Unfortunately, the state legislature has focused on cuts more than savings as it has worked to deal with the significant economic downturn of the past few years.

While the library has not dropped any of the online resources that it currently subscribes to, faculty have expressed significant concerns that resources supporting their programs not be eliminated. For example, when budget cuts were announced several years ago, English Department faculty immediately questioned whether their online resource of choice, Literature Resource Center, was on the chopping block. While they have been assured that the database is not going to be eliminated, and that no online resource would be purged without consulting potentially impacted departments, they and others have checked back regularly to reiterate their interest in the fate of such resources.

The library recognizes that it can never provide in-house access to resources that will meet all of the needs of its vast array of users, so it provides open, unlimited, and essentially free Interlibrary Loan (ILL) services. The library covers all costs for borrowing and mailing of these materials, including the cost of mailing them to students if they live more than 50 miles from campus. The only time a user pays a fee for this service is if the library cannot source it without paying more than \$10.00, which is rare. All library users, from students to community members, have access to the Online Computer Library Center's (OCLC) web-based FirstSearch service while on campus. College staff, students, and faculty also have access to FirstSearch off-campus via the BBCC Portal and can request resources any time, day or night. The service offers rapid turnaround averages—slightly less than a week for books and a couple of days for articles—while ILL services from the local public libraries average two or more weeks. While this service is discussed in library instruction sessions and is promoted in the library's handout and the

Faculty and Student Handbooks, it is not used extensively, possibly due to the limited time for research in a quarter system.

Interlibrary Loan Statistics

| | 2002-2003* | 2003-2004* | 2004-2005 | 2005-2006 | 2006-2007 |
|--------------|------------|--------------|--------------|--------------|--------------|
| Borrowed | 351 | 332 | 310 | 641 | 964 |
| Loaned | 191 | 185 | 223 | 304 | 363 |
| Total | 542 | 517 | 533 | 945 | 1,327 |
| | | | | | |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Borrowed | 333 | 620 | 623 | 326 | 337 |
| Loaned | 473 | 836 | 878 | 757 | 654 |
| Total | 806 | 1,456 | 1,501 | 1,083 | 991 |

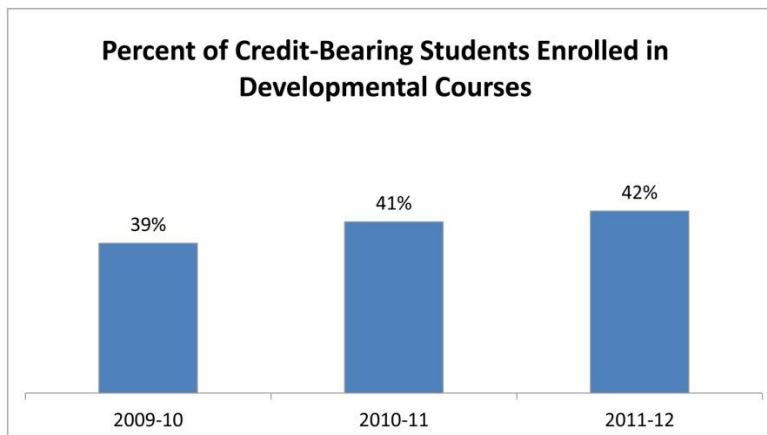
* The new library opened in winter quarter, 2005

2.E.2; 2.E.4—Library Resources and Evaluation The library would like to see a significant increase in the use of its online resources and is actively looking at ways to promote them to potential users. However, in this age of Google and immediate information, many students are less willing to sift through lists of online resources or conduct deeper searches within subscription databases in order to access the highest caliber of academic information. As a possible way of reckoning with this reality, Title V funding will become available in the fourth year of the grant (2014-2015) to cover the cost for yearlong demonstrations of online resources. These funds will also allow the library to examine services that can aggregate searches over some or all of its online resources, possibly including the library’s online catalog, to provide a “one-stop shop” for students and increase the use of the library’s online resources.

2.E.3—Library Offerings and Support The library is considering other methods that might encourage users to take advantage of its online resources. With the shift to Learning Management Suites (LMS) such as Canvas, Blackboard, and ANGEL, students are automatically entering into the “protected” spaces required by online resource vendors as a condition of providing access. Instead of steering users to the library’s site to get the resources they need, the library plans to look into the viability of providing direct links to library resources that have been specifically targeted to connect to particular course content and objectives. For example, this would grant students access to an online resource such as Literature Resource Center (LRC) directly from their English 101 or 102 class site on Canvas, rather than having to find a link to the library’s web or portal page and then searching for the link to the LRC. If viable, this would streamline the process for students and bring them one step closer to success.

2.E.2; 2.E.3; 2.E.4—Library Planning, Instruction, and Evaluation Partly due to a limited number of staff who can teach library classes for credit, and partly due to the fact that students learn better when library instruction is connected to course content, it was decided that library instruction would only be offered for instructors who request it for their particular classes. One factor is that the majority of students attending BBCC place in developmental classes where library instruction is part of the curriculum (in both developmental English and College Skills classes). For many students, this has meant they receive the same basic library instruction multiple times. The average percentage of students reporting having previously attended a library instruction session from 2007-2008 to 2011-2012 was 31%. Because of this, the library started developing new instruction to address this. Faculty have concerns that, despite attending multiple sessions, some students exhibited in their work a lack of competence with library skills. The library also has been concerned about students who place in college-

level courses (those numbered 100 or above) who might never receive library instruction so this was seen as an opportunity to draw in those classes as well.



Bibliographic Instruction Statistics

| | 2002-2003* | 2003-2004* | 2004-2005 | 2005-2006 | 2006-2007 |
|------------|------------|------------|-----------|-----------|-----------|
| Sessions | N/A | 51 | 46 | 43 | 42 |
| Attendance | N/A | 1,047 | 979 | 879 | 854 |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Sessions | 26 | 40 | 43 | 45 | 56 |
| Attendance | 566 | 924 | 1,027 | 1,034 | 1,362 |

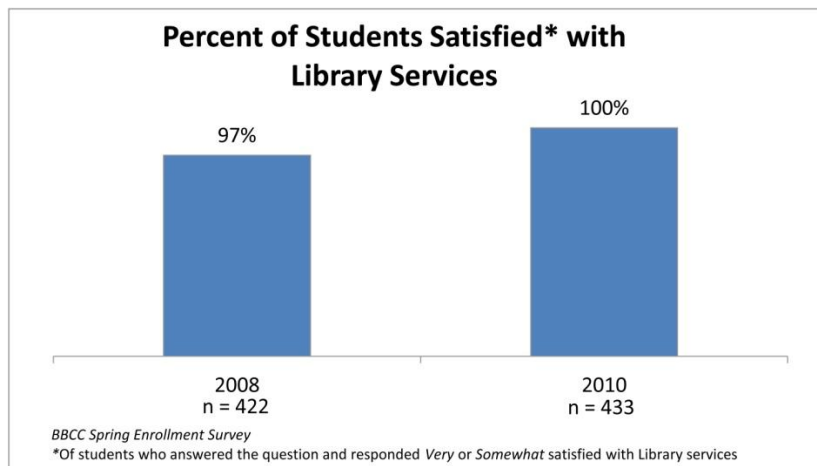
* The new library opened in winter quarter, 2005

2.E.3—Library Instruction and Support The new library instruction sessions, which began in spring 2012, offer hands-on activities in which students work to find and evaluate paper-bound, database, and web-based information resources. The student comments area on the “quiz” given at the end of most library instruction sessions and other anecdotal evidence point to the hands-on activities as their favorite part of the sessions. Though there have only been a handful of these sessions offered to date, response from faculty has been positive and instructors who have never brought their classes to the library for instruction have already signed up.

2.E.3—Library Instruction The library is also looking at how to provide “just-in-time” instruction, as well as instruction for students who may only be taking online courses. One of the resources provided by the Washington State Board for Community and Technical Colleges (WSBCTC) through its online efforts is access to Tegrity, a program that essentially makes any computer with web access, a microphone and, optionally, a webcam, into a web-based video recording studio. The Dean of Library Resources attended a training session and a conference on the use of Tegrity and has since recorded a number of sessions on specific topics and resources that are freely available for instructors, online or not, to link to, in whole or in part, for any of their classes. Plans are to also provide links on the library’s web page and portal site that will offer instruction on how to use the library’s resources and services.

2.E.4—Library Evaluation The library consistently receives high marks for customer service and user satisfaction from the surveys of current and former students, which would include online as well as on-

ground students. These surveys are administered by the college's Institutional Research and Planning Department.



Standard 2.F—Financial Resources

Washington community and technical colleges have experienced budget cuts in the last five years and there is a high probability of more cuts in the 2013-2015 biennium. Since 2008, Big Bend Community College state funding has been cut approximately \$3.8 million. Despite these cuts, the community college system is considered a vital part of the state economic recovery process and is expected to provide education and training to the increasing number of unemployed members of the communities they serve. The present reality is that there are fewer financial resources to serve an increasing number of students. In dealing with this paradox, a number of strategies were implemented to preserve reserve accounts: travel was limited, equipment purchases were reduced and others were delayed, positions were not filled as employees retired or resigned, and alternative sources of revenue were pursued. There have been new funds from Title V and STEM grants and from a federal contract to provide housing, food service, and fitness center use to Fairchild Air Force Base personnel.

As the budget crisis began to evolve, a Budget Review Task Force was formed to discuss budget topics and ideas for budget reductions, as well as to generate ideas for new revenue. All proposed budget cuts were reviewed with this group before they were presented to the Board of Trustees. This committee consisted of the Vice President for Financial and Administrative Services, division chairs, two members of the classified staff, and one member of the exempt staff. However, the meetings were open to anyone on campus who wanted to attend and they were available on MediaSite as well. The idea was to seek input from all staff and keep the budget cuts and decisions as transparent as possible.

Some of the budget cuts have been offset by tuition increases. Most of the reductions have been met by not filling vacant positions as employees retire or resign. Each vacated position was reviewed and a decision was made as to whether it needed to be replaced. If the position was not filled, staff was moved to other departments and/or took on additional duties. Staff members that were in positions most likely to be eliminated were reviewed for the feasibility of moving them to a grant-funded position or to a vacant position that needed to be filled.

2.F.1—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. Funding sources continue to shift, with an increasing amount of institutional funds coming from grants and contracts. BCC is continually pursuing other financial resources to serve the mission of the college.

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. BCC’s instructional base budgets, including primary support to instruction and the library allocation, comprise approximately 52% of the college’s operating budget. The specialized occupational, technical, and professional program budgets are further supplemented with Carl D. Perkins funds, Vocational Grants, Workforce Training, and contract training (i.e., Air Rescue and Fire Fighting program).

BCC maintains a healthy cash reserve fund of approximately 28% of its operating budget. The reserve is composed of accumulated revenues from administrative fees, international student tuition, and interest earnings. BCC 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 approximately \$2,300,000.

The table below, Financial Highlights, identifies different funding based on state allocation, local funds, grants and contracts, and proprietary funds from 2007-2008 to 2011-2012.

Financial Highlights

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Allocations | \$10,286,083 | \$10,875,709 | \$10,028,910 | \$10,069,733 | \$8,336,710 |
| Local Funds | \$4,356,295 | \$4,791,870 | \$5,115,320 | \$5,062,466 | \$5,756,236 |
| Grants and Contracts | \$4,764,000 | \$4,582,000 | \$4,250,000 | \$4,717,300 | \$4,501,015 |
| Proprietary & Internal Funds | \$4,049,404 | \$4,191,050 | \$4,275,009 | \$3,934,008 | \$6,133,917 |
| FA Grant Aid | \$4,348,000 | \$4,350,000 | \$5,391,500 | \$6,457,425 | \$7,254,540 |
| TOTAL BUDGET | \$27,803,782 | \$28,790,629 | \$29,060,739 | \$30,240,932 | \$31,982,418 |

The college has been very successful in receiving grant funding. Public/private partnerships have resulted in helping support capital project costs. The two tables below provide examples of the variety and funding amounts provided by various grants throughout the institution.

Major Federal Grant and Contract List 2011-2012

| Federal Grants | Timeline | Number of Years | Total Dollars | Current Year Dollars |
|--------------------------------------|------------------|-----------------|---------------------|----------------------|
| Trio Upward Bound | 6/2007 - 5/2012 | 5 | \$2,223,106 | \$404,404 |
| Title III – STEM | 10/2011 - 9/2016 | 5 | \$4,296,334 | \$311,958 |
| Title V – Cooperative Grant | 10/2009 - 9/2014 | 5 | \$3,486,223 | \$750,503 |
| Title V – Institutional Grant | 10/2010 - 9/2015 | 5 | \$3,236,376 | \$731,790 |
| Dept. of Defense – Air force | 1/2011 - 11/2011 | 1 | \$3,253,286 | \$1,502,724 |
| Student Support Services | 9/2011 - 8/2016 | 5 | \$1,407,310 | \$248,064 |
| Direct Federal Grant Subtotal | | | \$17,902,635 | \$3,949,443 |

| Pass Through Grants | Timeline | Number of Years | Total Dollars | Current Year Dollars |
|---|----------------|-----------------|---------------------|----------------------|
| Air Washington (Pass Through Spokane Community College) | 10/2011-9/2014 | 3 | \$841,916 | \$21,245 |
| Pass Through Federal Grant Subtotal | | | \$841,916 | \$21,245 |
| GRAND TOTAL | | | \$18,744,551 | \$3,970,688 |

The Board of Trustees has established a reserve and contingency policy to assure fiscal viability by the establishment of reserve funds for current operation, capital debt, and new program offerings. The Vice President for Financial and Administrative Services provides a report of reserve balances during the annual financial report to the Board. The President is expected to start each fiscal year with dedicated contingencies of at least 2.5% of the total general operating budget. To keep the trustees informed, the Board receives quarterly budget updates.

2.F.2—Resource Planning and Development Budget planning considers historical data, tuition rates, and state allocation, and is realistic with respect to anticipated revenues. The revenue figures are set at conservative levels so the budget expenditures will be covered. Next we look at the expenditure side of the budget. Instructional departments submit their budget requests to the appropriate dean. Student Services and Administrative Services submit their budget requests to the appropriate Vice President. The Vice President for Financial and Administrative Services and the Director of Business Services collect all of the budget requests. They work with the other Vice Presidents and the President to develop the budget. Revenue, 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.

Grants and contracts are becoming a larger percent of the institutional funds. They provide additional services, equipment, and projects, including construction projects. In order to facilitate and document the process, a grant and contract routing process and form are readily available on the college portal system. Routing and signature approval are required for the grant proposals, and routing documents include both narrative and budget information. In addition to these steps, the Business Office works closely with the grant staff on accounting services. The connection between the grant staff and administrator and the executive team—comprised of the President and vice presidents—assures that grants are integrated into the campus business practices.

2.F.3—Policies, Guidelines, and Processes As a participant in the Washington State Community and Technical College system, BBCC uses an accounting system common to all system colleges. The Statewide Administrative and Accounting Manual (SAAM) also clearly defines policies, guidelines, and processes for financial planning and budget development. Local procedures and internal controls have also been developed throughout the years and are regularly reviewed for effectiveness.

The budget process provides an opportunity for input into the development process. During extraordinary circumstances, such as the budget cuts that we have recently been experiencing, a Budget Review Task Force is established.

2.F.4—Timely and Accurate Financial Information Accounting functions and information are managed and compiled through an integrated financial management system (FMS), using Minisoft software, which was developed for all State Board institutions. Safeguards are built into FMS that alert fiscal services staff to potential errors. The State Board staff does monthly reconciliations and alerts college staff of any errors. When these occur, colleges must make corrections promptly. This system ensures timely and accurate financial information.

All staff have electronic access to daily budget information, as well as revenue and expenditure reports, through the use of an access database called FMS Query. Accuracy of this information starts at the departmental level, with the Business Office reconciling with the campus accounting system for another level of internal control. Staff is able to download the database from our BBCC Portal system, and this information is updated every evening with daily processing. Monthly lab account information, along with general ledger information for each budget code, is available on the portal on a monthly basis.

With the recent budget cuts, travel and equipment expenditures have additional approvals in place. All travel and equipment expenditures over \$5,000 must be approved by the immediate supervisor and appropriate vice president, as well as the President.

2.F.5—Capital Budgets The Facility Master Plan accurately reflects the campus facility needs. It is driven by the college's mission and strategic vision. This plan represents an ongoing planning process and is typically updated every five years, most recently in 2011. Requests for capital funds follow an established process managed by SBCTC. Proposals that colleges submit for new construction, replacement facilities, or renovation projects are extensive. Requests from all colleges in the system are scored and ranked according to published criteria and a unified capital budget request for the entire SBCTC is presented to the state legislature.

In addition to requesting a state capital allocation, BBCC has the option to request project funding through the state by a Certificate of Participation (COP). With legislative approval, the state issues bonds and the proceeds are used to fund construction or acquisition of facilities. The college then has an obligation to repay this certificate over a 20-year period. Before granting approval, the college's overall fiscal position is vetted by SBCTC and the State Treasurer. Only after fiscal integrity of the institution has been proven is the COP issued. In 2004 the state issued a COP on behalf of BBCC to construct the Grant County Advanced Technologies Education Center (Building 1800).

The SBCTC also makes annual or biennial allocations to BBCC for maintenance, repairs, and minor improvement projects. Each capital project is assigned a unique budget code by the SBCTC. Budgets are monitored both locally and by the SBCTC. Any deviations from the approved allocations are noted and

may require additional justification and demonstration of financial viability (typically through positive fund balances) and approval by the SBCTC.

2.F.6—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. The bookstore shares \$30,000 per year of its profits with the college; this amount goes toward the semi-annual COP payment. The residence halls do not qualify for capital funding and have been in need of capital improvements. A 2011 contract with Fairchild Air Force Base allowed us to do some of these projects and create more comfortable and functional living accommodations for our students.

Food services are provided through a fee-for-service contract with Sodexo, a bid-awarded, independent food services company. It is an exclusive contract for all campus catering as well as the dining commons food service. Sodexo regularly surveys students and staff for comments, and these suggestions guide menu selections.

The Washington state accounting system considers the Associated Student Body of Big Bend Community College an auxiliary service. ASB accounts are included in the college's accounting system, but are reported under a separate budget number. Funds from the college are not used to balance ASB accounts and the funds from ASB are not used to balance the BBCC budget.

2.F.7—Audits BBCC is audited by the Washington State Auditor's Office (SAO) on a biennial basis, and the college has an exemplary record of compliance with state and federal law. The last audit was conducted during the 2008-2009 academic year. Results from the audit were shared in an exit interview during an open, public Board of Trustees meeting, so anyone could attend in addition to the audit team, the President, Trustees, and administrators. Because the statewide budget cuts have resulted in a reduction in staff for SAO, they are beyond the two-year period for the college audit, but they have indicated they will be here in the fall of 2012. In preparation of the audit work, all system colleges, including Big Bend, upload financial data to the SAO at the close of each academic year. 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/cafr>). All public community and technical colleges submit their financial records to the SBCTC, where they are combined and audited.

The SBCTC also conducts an annual operations review. As stated in a July 31, 2009 SBCTC memo, "these on-site visits are conducted to ensure consistency in record keeping and reporting and to assure adherence to SBCTC policies and guidelines as well as compliance with federal laws, regulations, and grant provisions." BBCC's Director of Business Services, who reports to the Vice President for Financial and Administrative Services, is responsible for the annual risk-assessment of internal controls. The Director identifies applicable controls and implements them.

Other reviews are conducted at BBCC as well. Each grant on campus has an annual review as prescribed by that granting agency, and most are reviewed by external evaluators. The external evaluator is often recommended by the grant program and is frequently an individual that has extensive grant experience.

2.F.8—Fundraising The Big Bend Community College Foundation's mission is to actively and visibly support the mission of the college. The Foundation is the fundraising arm of BBCC. It is a separate, non-profit 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.

The relationship between the college and the Foundation is defined by a quid pro quo agreement signed by the President and the Foundation Board. The Foundation provides significant scholarship support to BBCC students and contributes funds in support of facilities, equipment, staff development, and special events. The Foundation helps the college increase community support, recognizes 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.

Standard 2.G—Physical and Technological Infrastructure

2.G.1—Physical Infrastructure In 2012, Big Bend celebrated its 50th year as a college, and during those years the campus community has grown to include 24 buildings on 154 acres. BBCC is committed to providing well-maintained, technologically capable, and safe facilities that contribute to an educational atmosphere that is conducive to learning. The college’s Facility Maintenance and Operations Department is charged with meeting these goals as they relate to the physical climate on campus. Campus infrastructure and buildings are carefully monitored through the facility condition surveying program to identify needed repairs and improvements. In addition, a computerized maintenance management system assists in the effective planning, scheduling, and completion of preventative maintenance and other work orders.

Through the State Board for Community and Technical Colleges, BBCC has requested and received capital funds from the state legislature for repairs, minor works, and some renovation and construction of facilities. With careful maintenance and wise use of capital funds, the facilities continue to function despite many of them being over 50 years old. The table below identifies the investment and increase in square footage from capital funds since the last full-scale accreditation.

Renovations and New Construction Projects

| Capital Project | Expenditure | Additional Square Footage |
|---|--------------------|----------------------------------|
| 2004 Building 1300/Child Care - new modular | \$358,000 | 3,302 |
| 2004 Building 1800/Library/ATEC Building - new | \$14,152,000 | 66,935 |
| 2005 Building 1700/Nursing Dept. - remodel | \$96,000 | 0 |
| 2006 Building 1400/Bookstore - remodel | \$216,600 | 0 |
| 2006 Building 1500/CSC Dept. - remodel | \$143,911 | 0 |
| 2008 Building 1900/Fine Arts Building - new | \$3,300,600 | 13,568 |
| 2009 Building 1400/Business Office - remodel | \$254,000 | 0 |
| 2010 Building 1400/Student Success Center/Restroom - remodel* | \$343,000 | 0 |

*Student Success Center funded by Title V grant funds

BBCC works with the State Board to ensure all aspects of accessibility are appropriately addressed. Physical accessibility is carefully reviewed for any new construction or remodel work performed on campus.

2.G.2—Hazardous and Toxic Materials The Director of Campus Safety and Security is the contact for the college’s Hazardous Materials Management Plan. This program provides training for college employees on the handling and disposal of hazardous materials and on personal protective requirements, labeling hazardous waste containers, providing supervisors and employees with copies of material safety data sheets (MSDS), and informing contractors of hazardous materials used at the college.

All Maintenance and Operations employees are instructed on the proper handling and disposal of hazardous waste accumulated during work performed. That hazardous waste is labeled and stored in a central location following all applicable laws and standards. In addition, science lab personnel maintain their own hazardous waste storage area. All hazardous waste is regularly removed from the campus by a licensed hazardous waste removal vendor.

MSDS sheets are located in each building with hazardous or toxic materials and a copy is maintained by the Facility Maintenance and Operations Department. Reduction of hazardous waste is a goal for BBCC. Custodial practices have been updated to use as many non-toxic cleaning products as possible.

2.G.3—Facility Master Plan The Facility Master Plan (FMP) incorporates the college mission and strategic plan, as well as feedback from Facility Assessment Surveys completed by administration, staff, faculty, and students. Also, community members provide input during focus groups. The process is driven by program needs and involves a contracted architecture firm with experience in education environments to prepare the plan and manage the process of developing and evaluating it. The document represents an ongoing planning process and is usually updated every five years; it was most recently updated in 2011.

The latest FMP articulates five goals:

- Offer state-of-the-art teaching and learning opportunities.
- Provide a safe, accessible, and sustainable campus.
- Create a sense of campus identity.
- Expand and enhance partnerships and collaboration.
- Increase community engagement with the college.

2.G.4—Equipment Funding for the replacement of both instructional and technology equipment has been built into the operating budget, but the recent budget crisis has temporarily eliminated many of these expenditures. Major equipment purchases often result from one-time funding. Technology purchases have benefitted from Title V grant funds that included an emphasis on improving technology and access to the campus and to learning centers in the service district. The college continues to seek creative ways to supplement the equipment budgets through donations, federal surplus opportunities, grants, special state funding, and public and private partnerships. Also, some technology equipment has been replaced or upgraded through funding from the student technology fee.

Purchases of equipment are governed by strict state regulation. All equipment is recorded and labeled with a state identification tag and an annual inventory of equipment is required. All transactions are audited by the Washington State Auditor's Office.

2.G.5—Technological Infrastructure Big Bend Community College has improved its network infrastructure over the past year. For example, Big Bend Technology (BBT) has installed a new firewall appliance using a Cisco ASA 5520. This is a standard that is recommended by SBCTC for all Washington CTCs. We use our firewall to connect five site-to-site VPN tunnels for off-site virtual computer labs (Community Knowledge Centers) in our service district.

The network Layer 2 campus has changed to a network Layer 3 campus by upgrading from switching to routed infrastructure between building sites on campus using a Nexus 5548UP at the core and 3560X switches in the remote building sites. Dynamic routing using Cisco's proprietary EIGRP has been chosen as the method to route internal traffic. Each building now has its own segmented VLAN traffic—including a Data-VLAN, Voice-VLAN, and Wireless-VLAN—which streamlines the troubleshooting process and segments broadcast domains within the network.

Big Bend Technology has upgraded its virtual environment from a four server host that uses 4Gb iSCSI to SAN storage, to a 2 Chassis 6 blade server host that uses 10Gb Fiber Channel to SAN Storage. We have added an EMC VNX 5300 SAN, which added 5TB of additional storage, and a Promise array, which added another 27TB of usable storage. BBCC currently uses VMware for its virtualization server software and is planning to use VMware View software to deploy an additional 250 virtual desktop clients that will connect to a hardware thin client using the PCoIP protocol.

We are currently in the process of building out a new wireless network that will be present throughout campus. To date, we have deployed 33 of the 100 access points that will be added to the BBCC Cisco Wireless 5508 controller. This will provide secure wireless enterprise access to Big Bend students, staff, and guests.

Our campus supports over 1000 network devices, providing 10Gb Core connection to our vocational departments and 1Gb to all other sites back to the datacenter.

Big Bend Technology uses Commvault to perform full back-ups of approximately 18 Terabytes of data to SAN storage and copies the SAN backup to tape on a weekly basis. Incremental back-ups occur on a nightly schedule. As the BBCC virtual environment grows, we will be adding to and using more of the available SAN storage.

BBCC uses the KACE K1000 and K2000 appliances to deploy disk images, security patches, and software to all campus workstation PCs. The KACE product is automatically updated with the latest critical updates and patches from Microsoft, Adobe, and other systems, and is set to deploy on a weekly schedule.

To support instruction, all classrooms have at least one PC workstation and one ceiling-mounted projector. BBCC also has five "smart" classrooms and two studios that are outfitted with Crestron touch-panel control A/V systems, MediaSite lecture-capture appliances, DVD/VHS players, document cameras, S-Video cameras, ceiling microphones, and speakers. Big Bend utilizes MediaSite and Tegrity solutions for lecture capture, which have proven to be valuable for both onsite and online education. Lecture capture has allowed the college to discontinue the use of Polycom ITV classrooms, which were once

present at distance sites throughout our service district. Big Bend also has Hitachi Starboard Interactive Whiteboards (FXTRIO) and LCD displays (T-17SXL) in several classrooms, which also aid in classroom instruction.

ANGEL Learning Management Suite is currently used for eLearning. This LMS solution is a hosted service that is provided to all the Washington CTCs by SBCTC. The state has been involved in an RFP process to determine which LMS will replace ANGEL, and Canvas has been chosen as the apparent succeeding vendor. Contract negotiations are in progress at SBCTC and training for Big Bend users will begin fairly soon.

2.G.6—Technological Instruction and Support Big Bend Technology consists of the following staff:

| Name | Position | Level |
|----------------|--------------------------------|-------|
| Scott Carsey | Information Systems Manager | ITS 5 |
| Clint Hansen | Network Administrator | ITS 4 |
| Eric Gruber | Application/Database Developer | ITS 3 |
| Kamela Mattson | Web Services Coordinator | ITS 1 |
| Mark Rogerson | Desktop Support Specialist | ITS 1 |
| Tony Lidbetter | Desktop Support Specialist | ITS 1 |
| Sarah Hankins | Instruction Support Technician | ITT 1 |
| Terry Stenzel | Media Technician Lead | N/A |

Big Bend Technology provides technical support for Big Bend students, faculty, and staff. Hardware and software troubleshooting and maintenance are limited to Washington State tagged technology inventory. It is BBT’s policy not to work on personally owned equipment to avoid liability. However, BBT staff are willing to give basic recommendations to staff and students who may have questions about their personal computing equipment.

Big Bend Technology monitors and maintains all areas of campus technology, including desktop support, network infrastructure, database and application development, online services, A/V support in classrooms and the conference center, VOIP system, and security surveillance cameras.

During the first week of each quarter, Big Bend Technology provides in-person instruction called the “Viking Technology Workshops” to assist students and staff with common technology issues, such as network account and password problems, as well as troubleshooting issues with new technologies that have been recently introduced to the Big Bend campus.

Big Bend Technology also occasionally participates in “Brown Bag Lunch” technology sessions. During these gatherings, a member of the BBT staff is available in a common area of campus to provide technical assistance in an open-forum Q&A session. A most recent “Brown Bag” topic covered the newly implemented campus wireless LAN. It provided a forum for staff to have their technical questions answered quickly in a casual setting.

2.G.7; 2.G.8—Opportunities for Input and Adequacy of Support Big Bend Technology has semi-monthly staff meetings to discuss current campus technology issues and to review what is and is not

working. This is a chance for all members of the technology team to provide their input and make contributions to the direction of campus technology. During these meetings, work orders are reviewed, progress reports on technology projects are updated, assignments are delegated, and new information is disseminated to all IT staff.

Big Bend Community College's Technology Advisory Committee (TAC) typically meets once a month to discuss campus technology issues. This committee is made up of various campus stakeholders, such as classified and exempt staff, faculty, student ASB representatives, and IT staff. The purpose of this committee is to have discussions about campus technology and policy, and to create a venue for IT staff and BBCC's constituencies to review, develop, and provide input on plans for campus technology initiatives.

CHAPTER THREE STANDARD THREE: INSTITUTIONAL PLANNING

Standard 3.A—Institutional Planning

3.A.1—Planning and Mission Fulfillment Big Bend’s Academic Master Plan (AMP) is the college’s primary strategic planning document and, as such, it guides all planning efforts on campus. Originally the AMP was based on BBCC’s six mission areas: transfer education, professional/technical education, basic skills and developmental education, community and continuing education, training for local business and industry, and support services. In 2002, the Big Bend Board of Trustees adopted a variation of Carver’s Policy Governance, which included the establishment of six Ends Statements or goals.

BBCC Board of Trustees’ Ends Statements:

Mission (E-1): The mission of BBCC is to serve the educational needs of a diverse population throughout its service district.

Access (E-2): BBCC provides quality resources and affordable access to the diverse population of its entire district.

Partnerships (E-3): BBCC works with organizations and agencies to enhance access and service for our district population.

Student Achievement (E-4): BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

Climate (E-5): BBCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners.

Multiculturalism (E-6): The Board will promote a climate of cultural understanding to be reflected in an approach for both students and college employees that results in an attitude of inquiry and openness. (Note: *Multiculturalism* evolved from the Ends Statement that was originally called *Cultural Enrichment*.)

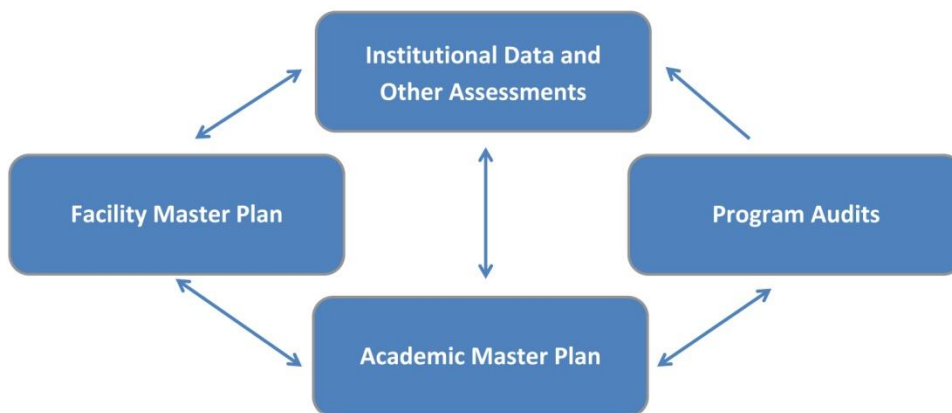
Since this implementation, each subsequent AMP has been based on the Board’s Ends Statements as they relate to BBCC’s mission areas. The current AMP, titled Student Success, maintains its focus on these Ends Statements and is organized into three main components: Access, Programs, and Outcomes.

- **Access** – focuses on providing resource awareness, recruitment, and enrollment.
- **Programs** – focuses on retention, completions, and progression towards goals. Instructional programs and college services perform program audits to assess the effectiveness of each program.
- **Outcomes** – focuses on the assessing and grading of our efforts to achieve AMP Outcomes.

Each year, the college develops a report for each of these components. The reports are compiled by the Institutional Research and Planning Office with input from all areas of the college. These reports are then presented to the Board of Trustees in public meetings.

The Facility Master Plan (FMP) feeds into the AMP and offers a prioritized view of the structures, purposes, and relationships that we believe will serve the emerging needs of students. The FMP reflects the college’s need to be flexible, efficient, sustainable, and bold in adapting to new technologies. The FMP also details the ongoing process of remodeling old Air Force buildings to better meet college needs, and makes clear the need to replace outdated buildings with modern, efficient, flexible, and sustainable spaces that are appropriate for current and developing programs. The [FMP](#) provides a priority list for the campus and is published on the BBCC website.

Big Bend’s Planning Process



3.A.2; 3.A.3—Planning Input and Evaluation Throughout the year, the Board of Trustees is presented with three monitoring reports that show BBCC’s progress on meeting the outcomes of the AMP. The following table shows the data that is presented in each report:

MONITORING REPORTS DATA

| Access (Winter Meeting) | Programs (Spring Meeting) | Outcomes (Summer Retreat) |
|--|--|--|
| <i>Focus: Resource Awareness; Recruitment; Enrollment</i> | <i>Focus: Retention; Completion</i> | <i>Focus: Assessment and Grading of Efforts to Achieve AMP Outcomes</i> |
| <ul style="list-style-type: none"> Administrative Activity Logs Community College Survey of Student Engagement (CCSSE) Data Community Knowledge Centers Overview Completions and Degrees Continuing Partnerships Matrix Counselor and Advisor Outreach Efforts Counseling and Advising Division Success Rates (fall) | <ul style="list-style-type: none"> Community College Survey of Student Engagement (CCSSE) Data Completions English and Math Placement Data Grants Program Audits Instructional Program Audits Service Program Audits Retention Survey of Entering Student Engagement (SENSE) Data Student Activities Overview | <ul style="list-style-type: none"> Administrative Activity Log Advising Efforts Reported ASB Activities and Student Attendance with Student Characteristics Basic Skills Achievements Continuing Education Enrollment Course Success Rates by Year Degrees by Ethnicity Division Success Rates eLearning Overview English and Math Lab Use |

| | | |
|---|--|---|
| <p>and annual)</p> <ul style="list-style-type: none"> • eLearning Enrollment • FTE Generation • Marketing Efforts (detailed list) • Marketing Plans for Academic Transfer, Professional/Technical, and Basic Skills • Grants Overview • Online Tutoring Overview • Student Achievement Momentum Points • Student Characteristics by Intent • Student Enrollment by BBCC District High Schools • Student Enrollment by ZIP Code • Spring Enrollment Survey Summary • Student Success Center Data • Supplemental Instruction Success Rates • Survey of Entering Student Engagement (SENSE) Data | | <ul style="list-style-type: none"> • English and Math Placement Scores • Enrollment • Enrollment Trends from BBCC District • Estimated Employment Rates and Earnings • Financial Aid Reports • Graduate and Completion Summary • High-Touch Programs' Effectiveness • Integrated Postsecondary Education Data System (IPEDS) Graduation Rates (BBCC and Comparison Group) • Library Use • Marketing Efforts • New Student Orientation and Re-enrollment • Online Tutoring • Pre-college English and Math Success Rates • Retention by Race/Ethnicity and Gender • State Tuition, Grant and Contract Funding, and Revenue Collected • Student Achievement Cohort Success (GISS) • Student Achievement Initiative Points • Student Characteristics by Educational Program • Student Characteristics by Intent • Student Enrollment by District ZIP Code and High School • Success Rates in Developmental Classes • Success Rates in Highest Enrolled Classes • Transfers • Wage Progression |
|---|--|---|

Each summer, the AMP Committee and Cabinet (as described in the Administrative Policy on Standing Committees, [AP 2310](#)) engage in an extensive and interactive analysis of the comprehensive data in the Outcomes Report, which monitors the college’s efforts to meet the outcomes of the AMP. During this process, relevant groups rate how well the college is meeting AMP goals, discuss ideas for improvement and, when appropriate, set up action plans to improve college progress. At the Board of Trustees’ Summer Retreat, the report and the analysis are shared, and the Board rates how well the college is meeting AMP outcomes based on its own analysis of the data. A combined Board and staff “Summary Report Card” is then produced, and this becomes the foundation of the [Outcomes Report](#) officially presented and accepted by the Board in the fall. Ongoing Program Assessments also feed into the goals and priorities of this process, providing the guidance needed to improve efforts and document the importance of meeting AMP outcomes.

3.A.4—Resource Allocation From the assessment of the data, goals are identified for the following academic year and discussions ensue about how to revise the AMP in order to more effectively monitor progress toward meeting institutional goals

For example, in 2011-2012, the AMP Committee reviewed the results from the Outcomes Report assessments and recommended changes to some of the AMP outcomes. Outcome B.2 was changed from “Students establish Educational Plans” to “Advising and Counseling lead to improved student retention and success.” To track and accomplish this new outcome, however, better tools were needed, so a group of advisors and administrators held a teleconference meeting with staff from Tacoma Community College to learn about their Declared and Prepared advising model. They also contacted Walla Walla Community College to learn about their Advisor Data Portal (ADP). Staff from Big Bend Technology were then asked to evaluate advising database tools from each college and recommend one for implementation. As of this writing, plans are being made to implement the ADP tool developed by Walla Walla Community College. This is one example of the way that Big Bend uses assessment results from the AMP to allocate resources and accomplish AMP outcomes.

Findings from Program Assessments feed into the Facilities Master Plan as well, and have included facility changes to improve program safety (most recently in Welding and Aviation Maintenance Programs). In addition, assessment data relating to student retention and success guided a Title V grant application to support a redesign of developmental mathematics instruction and placement. Currently, a remodeling project is under way in the Math and Science Building (1200) to upgrade the Math and Science Resource Center and build new STEM facilities. This upgraded facility will help us to fully implement our “Emporium” model for pre-college math and to respond to AMP outcome B.1, which states, “Students complete courses with a grade of passing or 2.0 GPA or better.”

3.A.5—Emergency Preparedness and Contingency Planning Big Bend Community College has a comprehensive Emergency Operations Plan that adopts an all-hazards approach to emergency planning and recovery. This plan includes training in the National Incident Management System (NIMS) that was adopted through Presidential declaration and approved by the Board of Trustees. This system allows for seamless participation with local emergency responders in response to any incident. Further, we hold annual training and drills on our emergency procedures, as well as update our Operations Plan as necessary. (Please see APPENDICES H and I for NIMS Incident Command organization charts.)

In addition to our Emergency Operations Plan, we maintain compliance with the Clery Act reporting requirements for higher education. This entails an [annual report](#) that must be disseminated on our Campus by October 1 each year. This report includes our general safety procedures as well as our

procedures for timely notification of students in an emergency, our annual fire safety report, and our three-year campus crime statistics.

We also maintain a Campus Alert System, which allows us to notify students immediately through text message or email of any campus-related information. This is an opt-in system that students are encouraged to participate in. The system can be used to report emergency situations, weather-related closures, and outages of the electronic Learning Management System, as well as to alert students to individual class cancellations.

CHAPTER FOUR

STANDARD FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

Eligibility Requirement 22—Student Achievement

For each of its degrees and certificate programs, BBCC identifies and publishes the expected learning outcomes and engages in regular assessment of those outcomes. Program outcomes are published on the [Institutional Research and Planning](#) web page, as well as on the pages of individual professional/technical [programs](#). General education and related instruction outcomes are published on the [catalog page](#) of the college website and on the [Institutional Research and Planning](#) web page. The Assessment Committee facilitates a process by which each department or program writes an annual assessment plan, carries out annual assessment activities, and publishes an annual assessment report to document student achievement and identify areas of improvement. Findings from the annual assessment reports are used to update the plan for the coming year, to make changes to curriculum or classroom instruction, or to initiate additional data-gathering.

Eligibility Requirement 23—Institutional Effectiveness

BBCC annually evaluates and assesses the extent to which it achieves its mission and the Board of Trustees' Ends Statements in three Monitoring Reports that measure BBCC's progress on the AMP strategic outcomes (from which the Core Themes were derived, as described in 3.B.1). These reports are presented to the Board of Trustees in public meetings and posted on the BBCC website. The results of the assessments are used to adjust plans for the upcoming year with the aim of improving student learning outcomes and making progress on institutional outcomes.

BBCC practices a data-driven model of assessment and institutional effectiveness. The college participated in an Achieving the Dream grant from 2006-2011, which focused on improving student retention and success through the cultivation of a culture of evidence. During this time, the college rewrote its Academic Master Plan (AMP) and implemented a number of new strategies and interventions based on national data derived from Achieving the Dream and local assessments of student retention, success, and completion.

Community Focus Groups are held at least every other year to determine how the community perceives the college, if there are areas that need improvement, and if there are programs or services that should be added. Focus group summaries are published on the [Institutional Research and Planning](#) web page. In addition, employers are surveyed on their satisfaction with the training their employees received at Big Bend. Results are shared across campus and areas that need improvement are addressed.

For example, results from an employer survey conducted in spring of 2012 indicate general satisfaction of employers with the job-readiness of Big Bend graduates, and several employers made suggestions for additional program offerings. Further follow-up on these issues may include needs assessment for new programs. Two additional areas received multiple comments from the employers surveyed:

- The need for expanded agriculture offerings at the college.
- The need for better writing skills for Big Bend graduates in technical programs.

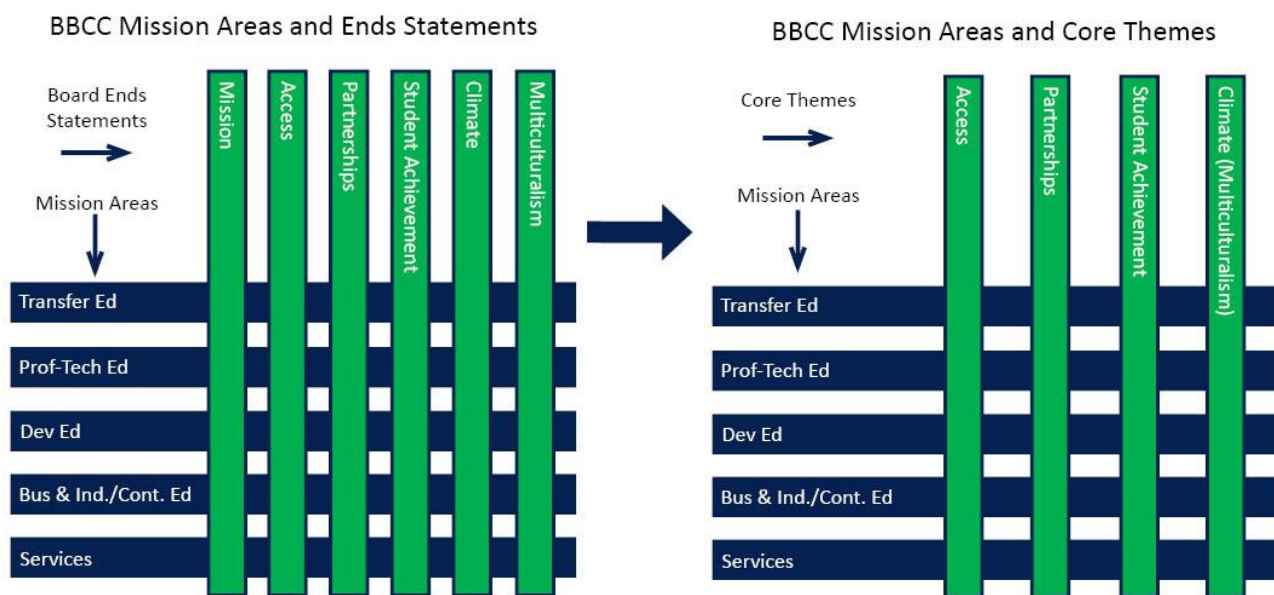
Both of these areas will receive further assessment in 2012-2013 to determine an effective response to the need identified by the employers.

Student input is also gathered from surveys and focus groups. Results are compiled and discussed across campus, as well as published on the [Institutional Research and Planning](#) web page. Changes are made to improve access, student learning, and achievement.

Through these processes, BBCC regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

3.B.1—Core Theme Planning Alignment At BBCC, the Core Themes are based on the Board of Trustees’ Ends Statements. In planning this self-study, the college considered our already established strategic planning processes and identified the Academic Master Planning (AMP) Committee to serve as the steering committee for the self-study. In order to assure that college constituencies had sufficient ownership of the planning process, this AMP committee appointed a Core Themes subcommittee to examine the focus of each Ends Statement—Access, Partnerships, Student Achievement, Climate, and Multiculturalism—and to write criteria for each focus area. At the same time, the Board of Trustees was in the process of revising its Ends Statements, and eventually decided to change the old statement on Cultural Enrichment to a new statement on Multiculturalism. Because of this process, the Core Themes subcommittee elected to combine the focus areas of Climate and Multiculturalism into one Core Theme.

Core Theme planning incorporates mission areas and Board of Trustees’ Ends Statements which are manifested in the college’s strategic plan, the AMP. The following chart shows that the Core Themes were based on established Board of Trustees’ Ends Statements, already used in planning and institutional effectiveness.



3.B.2—Core Theme Planning and Institutional Guidance Core Theme planning at BBCC is integrated with our ongoing institutional effectiveness processes:

- The Academic Master Plan, including annual reporting on Access, Programs, and Outcomes.
- Program audits, which supply data for the Programs monitoring report.

- Annual assessment plans and reports for academic divisions, which assess student achievement at the course and program levels.
- The Facility Master Plan, which considers the adequacy of the physical plant to meet the college mission.

All strategic planning efforts begin with direction from the Board of Trustees, via the approved Mission Statement and the Ends Statements. From those broad goals, specific objectives and outcomes are developed to set benchmarks for success.

3.B.3—Core Theme Planning and Evaluations In response to our Core Themes indicators, BBCC collected and analyzed a variety of data. The AMP committee established a benchmark system by which to rate each objective:

1. Outstanding performance
2. Good performance
3. Satisfactory performance—monitor closely
4. Needs improvement
5. Unsatisfactory—needs immediate attention

Any item rated 3 or above was considered to have met the benchmark. Using this scale, the data for each outcome was analyzed and rated. Only one area—Outreach—was rated as not meeting the benchmark. There were several factors related to the failure to meet the benchmark in this area; those factors and the institution’s response plan are outlined below.

All other Core Theme objectives met or exceeded the benchmarks. Data from that assessment process is included below. A snapshot of Core Themes ratings can be found in Appendix G.

Core Theme 1: Access

The BBCC Board of Trustees has established Access as a Core Theme for the college. Big Bend serves 15 primary communities within its 4,600-square-mile service district. Making sure that residents of the district have access to the educational programs they need is a key factor in fulfilling the mission of the college. The Board has adopted the following End Statement on Access:

- *Access: BBCC provides quality resources and affordable access to the diverse population of its entire district. This is manifested through resource sharing with most of the communities of community college district #18, and inclusion of representative numbers of ethnic and economic groups receiving college services and continued support of Basic Skills programs.*

This statement provides policy direction to college personnel and provides the first component of BBCC’s Academic Master Plan. Working from this statement, the AMP subcommittee on Core Themes established objectives for each mission area—transfer education, professional/technical education, developmental education, business and industry training, and support services. Those objectives are indicated in the chart below:

| Mission Areas | Core Theme Objectives: Access |
|--|---|
| Transfer Education | 1.AT.1: Regularly assess academic areas with a systematic review. |
| Professional/Technical Education | 1.PT.1: Regularly assess professional/technical programs, as well as local and regional demand for new programs, through a systematic review. |
| Developmental Education | 1.DV.1: Maintain enrollment, as indicated in FTE generation, in pre-college level classes for current and potential students throughout the BBCC service district to pursue their educational goals. |
| Developmental Education | 1.DV.2: Increase the college-going culture of the service district. |
| Business Partnerships & Continuing Education | 1.BP/CE.1: Businesses of the BBCC service district will recognize the college as a regional resource to provide learning opportunities that are accessible, professional, innovative, and service-oriented. |
| Support Services | 1.SS.1: Provide effective support services to prospective and current students to help them overcome barriers and attain their educational goals. |

Each of these objectives has one or more specific indicators that identify the measures used to assess fulfillment in this area. The chart that follows identifies the indicators of success for each of the Core Theme Objectives for Access, along with the data used to assess achievement.

| Core Theme 1 - Access | | |
|-----------------------|---|-------------|
| Mission Areas | Indicator | Rating* |
| Transfer Ed | 1.AT.1.a 75% to 80% of current and former students report overall satisfaction with their classes and are engaged in learning. Data: Former Arts & Science Student Survey 2010; Spring Enrollment Survey 2008 and 2010. | Good |
| | 1.AT.1.b Transfer rate and success after transfer are equal to or above state average. Data: Student Achievement Cohort Data 2011, State Board for Community and Technical Colleges; BBCC Transfer Students' GPAs at CWU, Fall 2011. | Good |
| Prof/Tech | 1.PT.1.a Former students report they were well-prepared for an entry position in their field of study. Data: Professional/Technical Former Student Survey Summary 2010. | Outstanding |
| | 1.PT.1.b Employers provide feedback on new training and skillsets required in the workplace. Data: Needs Assessment Surveys (Agriculture, Computer Science Survey, Green Jobs, Graphic Design, and Medical Assistant Surveys). | Good |

| Mission Areas | Indicator | Rating* |
|-----------------------------------|---|-------------------|
| Dev Ed | 1.DV.1.a Enrollment and demographics in developmental education approximate district population. Data: College enrollment data 2008-2011; State and County Demographic data. | Outstanding |
| | 1.DV.2.a Transitions from Basic Skills and developmental education to college-level coursework increase year by year. Data: College transition data. | Outstanding |
| | 1.DV.2.b Increase the number of residents able to access higher education through the completion of a GED—since a GED is required to receive financial aid. Data: College completion data 2008-2011; State and County Educational Attainment data. | Outstanding |
| Bus & Industry Prtnrshps/ Cont Ed | 1.BI/CE.1.a Business and industry partners maintain involvement with Pre-Employment Training (PET) and contract training. Data: BBCC PET records. | Outstanding |
| Services | 1.SS.1.a Maintain a consistent level of service district outreach efforts. Data: College outreach records; College District Resident Enrollment Data; College District High School Student Enrollment Data. | Needs Improvement |
| | 1.SS.1.b Advising and interventions show a positive correlation with retention. Data: College advising and retention data; Spring Enrollment Survey 2010. | Good |
| | 1.SS.1.c Survey responses will indicate effective communication about services. Data: Spring Enrollment Survey 2010. | Good |

*Rating Scale: Outstanding—use as a best practice; Good—continue to support this practice; Satisfactory—meets benchmark, but keep improving; Needs Improvement—develop an action plan; Not Acceptable—take immediate action.

Improvement

The Core Theme of Access includes the only indicator for which the college did not reach the benchmark: *maintain a consistent level of service district outreach efforts*. This is a result of several factors, including the fact that our tracking of outreach efforts has not been systematic enough:

- In 2009, BBCC began implementation of a recruiting software program called Azorus.
- Throughout 2010, we attempted to gather data on contacts with prospective students using Azorus; however, the majority of contacts were through personal contact or high school visits, rather than through our website. This meant the need for a large amount of manual data entry.
- In 2011, when it was time to renew the contract with Azorus, we were in the middle of ongoing state budget cuts. It was determined that we did not have enough human resource capacity to use Azorus effectively, and therefore we did not renew the contract.
- At the same time, due to ongoing budget cuts, we lost a number of personnel who had been assisting with some aspect of outreach and recruitment. In addition, our Outreach Coordinator had taken on a number of additional duties, including a substantial advising load for professional/technical programs. This left him with less time to devote to outreach and recruiting.

As a result, we rated our current outreach and recruitment efforts as *needing improvement*. As of this writing, we are developing an action plan to address the need for improvement in our outreach efforts:

- We are currently beginning a hiring process to replace the Coordinator of Outreach and Recruiting, who resigned to take a position with another college.
- We have rewritten the job description for the Coordinator of Outreach and Recruiting to focus college-wide outreach efforts in that office and make the Coordinator responsible for college-wide tracking of outreach efforts. We also minimized other duties for this position, including substantial reduction of the advising load.
- As soon as we have completed the hiring process for the Coordinator position, we will form a new outreach work group, including the Associate Vice President of Student Services, the Coordinator of Outreach and Recruiting, the Public Information Officer, and the Activities Director for Title V. This team will be responsible for leveraging all outreach activities across the district.

We are confident that these changes will help us return to our benchmark for this indicator. All other indicators for this core theme were rated as either *good* or *outstanding*.

Core Theme 2: Partnerships

The second area identified by the Board of Trustees in giving policy guidance to mission fulfillment is Partnerships. BBCC works hard to develop partner relationships with local businesses and industries, school districts, other community colleges, baccalaureate institutions, community groups, and local government entities. Only by working in concert with various constituents in our service district can we hope to assess and meet the education and training needs of our district. The Board has adopted the following End Statement on Partnerships:

- *Partnerships: BBCC works with organizations and agencies to enhance access and service for our district population. This is seen through active participation by the BBCC Board, staff, and students at the local, state, national, and international levels, in planning and implementation of both policy and service.*

This policy statement by the Board gives direction to college personnel to implement best practices for establishing a broad array of partnerships as they go about the daily business of the college. The AMP subcommittee on Core Themes established the following objectives for each mission area:

| Mission Areas | Core Theme Objectives: Partnerships |
|--|--|
| Transfer Education | 2.AT.1: Maintain communication and articulation with appropriate transfer institutions, grant partners, and K-12 to support community needs. |
| Professional/Technical Education | 2.PT.1: Create and maintain partnerships that enhance professional/technical program offerings to meet employer and community needs. |
| Developmental Education | 2.DV.1: Provide basic skills training opportunities to meet the needs of industry partners, the workforce, and community members. |
| Business Partnerships & Continuing Education | 2.BP.CE.1: Work with partners to provide quality instruction for continuing education courses and training. |
| Support Services | 2.SS.1: Work with a variety of partners to provide services and support to students and staff. |

Each of these objectives has one or more specific indicators that identify the measures used to assess fulfillment in this area. The chart that follows identifies the indicators of success for each of the Core Theme Objectives for Partnerships, along with the data used to assess achievement.

| Core Theme 2 - Partnerships | | |
|-----------------------------------|--|--------------|
| Mission Areas | Indicator | Rating* |
| Transfer Ed | 2.AT.1.a BBCC regularly participates in state and regional efforts to maintain articulation agreements. Data: Articulation agreements; Joint Faculty Member/University Center Partnerships; Science Technology Engineering & Math (STEM) Grant. | Outstanding |
| | 2.AT.1.b BBCC regularly seeks grant support to enhance transfer opportunities. Data: Current and recent grants (Title V Co-operative, Title V Institutional, STEM, Achieving the Dream, Washington Campus Compact/Connect2Complete). | Outstanding |
| Prof/Tech | 2.PT.1.a BBCC works with a variety of partners to assess and meet employer and community needs. Data: Pre-Employment Training (PET) Business Partners; Air Washington partnership; Employer Survey, 2012. | Outstanding |
| Dev Ed | 2.DV.1.a Partnerships make basic skills training available to service district organizations and businesses. Data: Review of Developmental Education Partnerships. | Satisfactory |
| Bus & Industry Prtnrshps/ Cont Ed | 2.BI/CE.1.a Business and industry partners report satisfaction with training offerings. Data: Employer Survey, 2012. | Good |
| Services | 2.SS1.a Partnerships increase services available to students Data: Review of Partnerships to support students. | Outstanding |

*Rating Scale: Outstanding—use as a best practice; Good—continue to support this practice; Satisfactory—meets benchmark, but keep improving; Needs Improvement—develop an action plan; Not Acceptable—take immediate action.

Improvement

All indicators for this core theme met or exceeded the benchmark. However, one indicator was rated as *satisfactory*, which means that we will focus some attention on improving performance in this area so that we do not fall below the benchmark.

2.DV.1.a: *Partnerships make basic skills training available to service district organizations and businesses.* In rating this indicator, the committee noted a number of strong partnerships, including working with the Department of Social and Health Services, Opportunities Industrialization Center, the Washington State Migrant Council, and several school districts and businesses within the service district. However, the majority of the partnering is done through the Basic Skills department and our WorkFirst

program. Our Developmental Education Division would like to work on expanding partnerships with local school districts and other agencies to increase college readiness. And while many of these partnerships are strong, at present, there are fewer off-campus sites than the college has had in the past. The Developmental Education Division is currently developing a plan, in conjunction with Basic Skills, WorkFirst, and others, to increase partnerships within the service district.

Core Theme 3: Student Achievement

The next key area identified by the Board of Trustees is Student Achievement. The primary measures of achievement are retention, success, and completion. The college seeks to assure that students are retained from quarter to quarter and from year to year, that they are successful in their courses (i.e., that they earn a grade of 2.0 or better in each course), and that they persist in their educational pathway to complete a degree or certificate. This data is tracked both at the local level and at the state level through the Student Achievement Initiative (SAI), which tracks “momentum points” for student achievement. The Board of Trustees has adopted the following End Statement with regard to Student Achievement:

- *Student Achievement: BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners. Accordingly, the college develops and utilizes a comprehensive range of assessment tools and practices, consistent with the college mission.*

This statement gives a broad level of policy guidance to college personnel in establishing best practices to encourage and assess student achievement. The AMP subcommittee on Core Themes established the following objectives for each mission area:

| Mission Areas | Core Theme Objectives: Student Achievement |
|--|--|
| Transfer Education | 3.AT.1: Support students in persisting to reach their educational goals. |
| Professional/Technical Education | 3.PT.1: Support students in persisting to reach their educational goals. |
| Professional/Technical Education | 3.PT.2: Prepare students for transition into the workplace. |
| Developmental Education | 3.DV.1: Place students in classes according to their skill levels and help them successfully accelerate their educational pathway. |
| Business Partnerships & Continuing Education | 3.BP/CE: Business and industry partners are satisfied with student employment skills. |
| Support Services | 3.SS.1: Students use a comprehensive range of support services to achieve their educational goals. |
| Support Services | 3.SS.2: Transfers by student characteristics |

Each of these objectives has one or more specific indicators that identify the measures used to assess fulfillment in this area. The chart that follows identifies the indicators of success for each of the Core Theme Objectives for Student Achievement, along with the data used to assess achievement.

Core Theme 3 - Student Achievement

| Mission Areas | Indicator | Rating* |
|---------------|---|--------------|
| Transfer Ed | 3.AT.1.a A majority of students attain a success rate of 2.0 in classes. Data: Division Success Rates. | Outstanding |
| | 3.AT.1.b Students are retained quarter to quarter and complete degrees at a rate equal to or better than the previous year. Data: Retention Rates; Completion Rates. | Outstanding |
| | 3.AT.1.c Student Achievement Initiative Momentum Points increase year to year. Data: Student Achievement Points. | Outstanding |
| Prof/Tech | 3.PT.1.a A majority of students attain a success rate of 2.0 in classes. Data: Division Success Rates. | Good |
| | 3.PT.1.b Students are retained quarter to quarter and complete degrees at a rate equal to or better than the previous year. Data: Retention Rates; Completion Rates. | Good |
| | 3.PT.1.c Student Achievement Initiative Momentum Points increase year to year. Data: Student Achievement Points. | Good |
| | 3.PT.2.a Employers report satisfaction with BBCC students in entry-level positions. Data: Employer Survey, 2012 | Good |
| | 3.PT.2.b Former BBCC Prof/Tech students are employed and, where there were pre-college earnings, show an increase in earnings. Data: State Board Estimated Employment and Wage Progression (Unemployment Insurance wages from a 5-state region). | Good |
| Dev Ed | 3.DV.1.a Student Achievement Initiative Momentum Points for pre-college students stay steady or increase year to year. Data: Student Achievement Points. | Satisfactory |

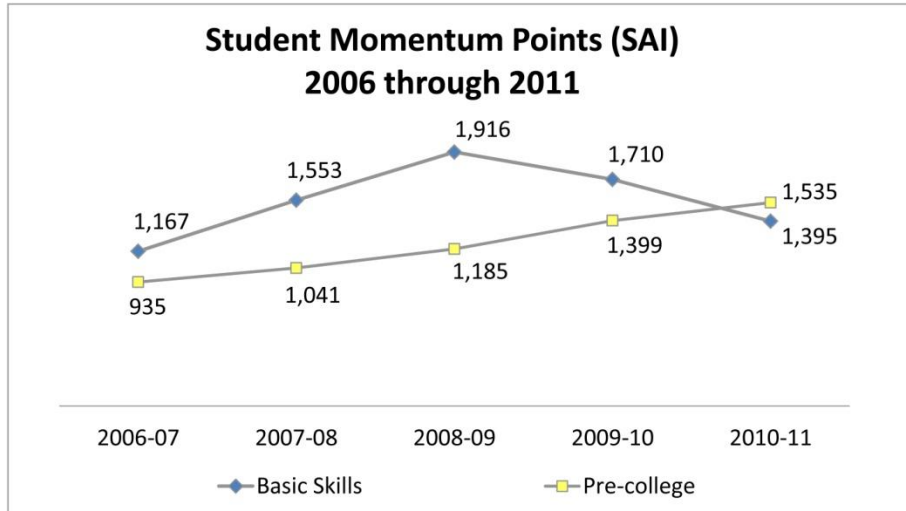
| Mission Areas | Indicator | Rating* |
|--|---|---------|
| Bus & Industry Prtnrshps/ Cont Ed | 3.BP.1/CE.1.a Visitors, industry partners, and clients report satisfaction with courses and training. | Good |
| | Employer Survey, 2012; PET Partner responses, 2012. | |
| Services | 3.SS.1.a Use of college resources correlates to student success and completion. | Good |
| | Data: Student use of services, and retention- and/or completion-rates. | |
| | 3.SS.1.b Students will report high rates of satisfaction with services. | Good |
| | Data: Spring Enrollment Survey. | |
| 3.SS.2.a BBCC disaggregates data to track students by different student characteristics. | Good | |
| Data: Enrollment and Transfer Data, by race/ethnicity and sex. | | |

*Rating Scale: Outstanding—use as a best practice; Good—continue to support this practice; Satisfactory—meets benchmark, but keep improving; Needs Improvement—develop an action plan; Not Acceptable—take immediate action.

Improvement

All indicators for this core theme met or exceeded the benchmark. However, one indicator was rated as *satisfactory*, which means that we will focus some attention on improving performance in this area so that we do not fall below the benchmark.

3.DV.1.a: *Student Achievement Initiative momentum points for pre-college students stay steady or increase year to year.* Total momentum points have increased consistently for students in developmental courses from 2006 through 2011. However, momentum points for Basic Skills students increased from 2006 through 2009, but then decreased from 2009 through 2011 (see chart that follows). This was largely due to loss of funding for Basic Skills as a result of state budget cuts, as well as the expiration of some temporary funding. So, while the decline is understandable under the circumstances, the college sees only partial success in this area.



To assure that additional attention is paid to this area, the Director of Basic Skills, Sandy Cheek, has volunteered to serve on a statewide task force examining the SAI framework and performance funding guidelines. In addition, the college is exploring ways to expand Integrated Basic Education and Skills Training (IBEST) programs to accelerate progress for basic skills students. And the upper-level ESL and ABE classes have intensified their focus on college transition and helping students access career pathways.

Core Theme 4: Climate

The final Core Theme area is Climate. This theme integrates two of the Ends Statements from the BCC Board of Trustees—Climate and Multiculturalism. The AMP subcommittee on Core Themes combined the two areas when they were establishing the Core Theme objectives, the Board of Trustees was in the process of revising an old End Statement on Cultural Enrichment to a new statement on Multiculturalism. The subcommittee decided to combine the two themes rather than wait for the conclusion of the revision process from the Board of Trustees. The two Ends Statements that form the basis of this Core Theme are as follows:

- *Climate: BCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners. This means the college will establish, maintain, and review standards of service, safety, and ethical conduct for students and staff. The college efforts in its personnel and student recruitment policies reflect a commitment to cultural inclusiveness.*
- *Multiculturalism: The Board will promote a climate of cultural understanding to be reflected in an approach for both students and college employees that results in an attitude of inquiry and openness. In the workplace and community, this approach sets a standard for customer service and civility in all interactions. In the classroom it leads to understanding of our world and the people in it.*

This statement gives a broad level of policy guidance to college personnel in establishing best practices to encourage a positive climate and to enhance multicultural skills. The AMP subcommittee on Core Themes established the following objectives for each mission area:

| Mission Areas | Core Theme Objectives: Climate |
|--|---|
| Transfer Education | 4.AT.1: Provide an atmosphere conducive to open inquiry and cultural understanding. |
| Professional/Technical Education | 4.PT.1: Provide an atmosphere conducive to open inquiry and cultural understanding. |
| Developmental Education | 4.DV.1: Provide an atmosphere conducive to open inquiry and cultural understanding. |
| Business Partnerships & Continuing Education | 4.BP/CE.1: Establish and review standards of customer service and ethical conduct. |
| Support Services | 4.SS.1: Provide exemplary customer service and civility. |
| Support Services | 4.SS.2: Establish and implement policies and procedures that promote a safe, secure, and ethical environment. |

Each of these objectives has one or more specific indicators that identify the measures used to assess fulfillment in this area. The chart that follows identifies the indicators of success for each of the Core Theme objectives for Climate, along with the data used to assess achievement.

| Core Theme 4 - Climate (Multiculturalism) | | |
|---|---|-------------|
| Mission Areas | Indicator | Rating* |
| Transfer Ed | 4.AT.1.a Students report that BBCC has contributed to their interactions with people from racial, ethnic, and religious beliefs other than their own, contributed to their understanding of fine arts, contributed to their ability to understand or accept cultures other than their own, and has made them feel that their own culture is accepted by others on campus. | Good |
| | Data: Spring Enrollment Survey; Board of Trustees' modification of Ends Statement (from Cultural Enrichment to Multiculturalism). | |
| | 4.AT.1.b Students report that they feel safe and welcomed on campus. | Good |
| | Data: Spring Enrollment Survey; Survey of Entering Student Engagement (SENSE); Security Audit. | |
| Prof/Tech | 4.PT.1.a Students report that BBCC has contributed to their interactions with people from racial, ethnic, and religious beliefs other than their own, contributed to their understanding of fine arts, contributed to their ability to understand or accept cultures other than their own, and has made them feel that their own culture is accepted by others on campus. | Outstanding |
| | Data: Spring Enrollment Survey; Board of Trustees' modification of Ends Statement (from Cultural Enrichment to Multiculturalism). | |
| | 4.PT.1.b Students report that they feel safe and welcome on campus. | Outstanding |
| | Data: Spring Enrollment Survey, SENSE, Security Audit. | |
| Dev Ed | 4.DV.1.a Students report that BBCC has contributed to their interactions with people from racial, ethnic, and religious beliefs other than their own, contributed to their understanding of fine arts, contributed to their ability to understand or accept cultures other than their own, and has made them feel that their own culture is accepted by others on campus. | Outstanding |
| | Data: Spring Enrollment Survey; Board of Trustees' modification of Ends Statement (from Cultural Enrichment to Multiculturalism). | |
| | 4.DV.1.b Students report that they feel safe and welcome on campus. | Outstanding |
| | Data: SENSE, Security Audit. | |
| Bus & Industry Prtnrshp/ Cont Ed | 4.BP/CE.1.a Clients report that they feel safe and welcome on campus. | Outstanding |
| | Data: Customer Task Force Summary; Employer Survey. | |

| Mission Areas | Indicator | Rating* |
|---------------|--|-------------|
| Services | 4.SS.1.a Ongoing professional development activities. Data: Human Resources Professional Development Report. | Outstanding |
| | 4.SS.1.b Training and surveys. Data: Classified staff recognition for excellence in customer service, Spring Enrollment Survey, Community College Survey of Student Engagement (CCSSE). | Outstanding |
| | 4.SS.1.c Students report positive relationships and interactions with various groups on campus and with college employees. Data: CCSSE, Spring Enrollment Survey. | Outstanding |
| | 4.SS.2.a FERPA, safety, financial, and IT security compliance. Data: Policies on maintaining student records in compliance with Family Educational Rights and Privacy Act (FERPA); Policies and Procedures for Safety, Financial Policies, Information Technology (IT) Security Compliance. | Good |

*Rating Scale: Outstanding—use as a best practice; Good—continue to support this practice; Satisfactory—meets benchmark, but keep improving; Needs Improvement—develop an action plan; Not Acceptable—take immediate action.

Improvement

All indicators in this Core Theme met or exceeded the benchmark. However, we are continuing to make some improvements in this area. In the summer of 2012, the college hired a full-time Director of Campus Safety and Security. The new Director, Kyle Foreman, has a strong background in law enforcement, public safety, and communications. Since his arrival on campus, he has begun a review of all safety and security policies, has updated emergency procedures, and is making plans for additional safety training. We are confident that these updates will allow us to continue to exceed our benchmarks in these areas.

Standard 4.A—Assessment

4.A.1—Integration of Assessment as the Basis for Evaluation BBCC has a systematic process of assessment at the institutional, program, and course levels:

- At the institutional level, the Academic Master Plan (AMP) guides planning and assessment of the college's major goals. The AMP is designed to implement and assess accomplishment of the Board of Trustees' Ends Statements. These Ends Statements form the basis of Big Bend's Core Themes objectives. The [AMP Monitoring Reports](#) involve three annual reports on Access, Programs, and Outcomes; data is gathered for these reports, analyzed by a variety of constituencies across campus, compiled by the Institutional Research and Planning Office, and reported to the Board of Trustees in a study session.
- At the program level, regular program audits assess resources and capacity of the various departments and programs across the college as part of the Programs Monitoring Report. Academic departments construct [annual assessment plans](#) each fall, then conduct ongoing assessment of the identified outcomes and report results the following fall; they then use the assessment results to write a new assessment plan for the coming year.
- At the course level, faculty in the various disciplines write student learning outcomes for each course and publish them in the [Master Course Outline](#) for each course. Results from individual course outcomes are used as part of the annual assessment plan for each department to drive changes to curriculum and improve instruction practices.

4.A.2—Effectiveness of Assessment As part of the Programs Monitoring Report, departments and programs conduct program audits on a regular schedule to assess resources and capacity. In addition, the Institutional Research and Planning Department conducts a number of surveys and focus groups to assess the accomplishment of institutional goals:

- [Community College Survey of Student Engagement \(CCSSE\)](#): Conducted biannually up to 2011. Currently conducted annually to meet C2C grant-reporting requirements.
- [Spring Enrollment Survey](#): Conducted biannually up to 2010. Currently on hold until 2014; temporarily replaced by annual CCSSE.
- [Survey of Former Professional/Technical Students](#): Conducted every three years.
- [Survey of Former Arts & Sciences Students](#): Conducted every three years.
- [Employer Survey](#): Conducted every five years.
- [Student and Community Focus Groups](#): Conducted as needed.

The results of these data-gathering efforts are analyzed and distributed to college committees and work groups to identify needs and assess the achievement of goals.

4.A.3—Assessment and Student Achievement Systematic assessment of student learning begins with the identification of student learning outcomes by faculty in all of the academic divisions. These outcomes are approved by the Instructional Council (IC), which includes faculty Division Chairs from each division, as well as the Deans, the Associate Vice President of Students Services, and the Vice President of Instruction and Student Services. The Instructional Council is responsible for curriculum and instructional policies.

During 2011-2012, IC engaged in a review of the current format for Master Course Outlines (MCOs), largely because the current format does not include the General Education and Related Instruction

outcomes for each course (these outcomes are currently identified in a separate [matrix](#)). Prompted by this review, IC approved a new [MCO form](#) that will incorporate Gen Ed and Related Instruction outcomes along with the individual course outcomes. Faculty will begin revising all MCOs in the fall of 2012 and all of the curriculum will be moved to the new format no later than the spring of 2015.

The Assessment Committee is composed of faculty representatives from the various divisions, as well as instructional administrators. The committee facilitates the completion of annual assessment plans from each department and acts as a resource to help faculty develop effective assessments. The Assessment Committee reports regularly to the Instructional Council as a standing agenda item to keep IC apprised of assessment issues.

Each fall, instructional departments submit [assessment plans](#) for the coming year. Faculty use a variety of assessment tools to answer questions about student success and persistence, such as nationally standardized tests, completion rates on industry certifications, comparisons of different teaching methods, tracking students against specific benchmarks, and other strategies. During the year, departments track data that can be used to analyze achievement of benchmarks. The following fall, they submit reports on their assessment activities. The plans and reports are cataloged on the [Educational Assessment Site](#). Below are some examples from the 2010-2011 reports:

- The Biology Department tracked the success of students moving through a sequence of biology courses, from Biology 211 to Biology 241 or Biology 260. In response to the previous year's assessment, the department decided to remove all extra credit points from tests and quizzes, put more emphasis on study skills, and actively encourage students to set high goals for themselves in completing the biology sequence. They noted a 5.4% gain in success rates (a grade of 2.0 or better) over the previous year.
- Developmental English instructors tracked student persistence from English 098 to English 099, and from English 099 to English 101. They noted that students who completed English 099 completed English 101 with grades slightly higher than those for English 101 students in general. To encourage more students to accelerate their progress to completing English 101, they implemented a pilot project in which students in English 099 could work to complete the learning outcomes for English 101. Those who successfully completed the English 101 outcomes would receive credit for the 101 course on their transcript. The department will report on the results of the acceleration project in the fall of 2012.
- The Automotive Technology program noted that 88% of students who earned a degree or certificate reported that they were employed, exceeding the benchmark that had been set of 75%. However, they also noted that few students were taking the ASE certification exam, though data on exam taking has been difficult to track. To increase the number of students taking ASE certification exam, faculty will emphasize the importance of this certification more prominently in the curriculum, make the ASE logo more visible within the automotive lab, and explore means of providing funds that students can access to pay the exam fee, as some students noted this as a barrier to taking the exam.

The annual assessment plans are a systematic means for faculty to work together to set goals and implement changes based on assessment results.

4.A.6—Reviews of Assessment As part of this self-study, the Assessment Committee engaged in a discussion of its current role and membership. The committee members determined that two changes might make their assessment work more effective:

1. Restructuring of committee membership, with the possibility of a smaller committee with more clearly defined roles;
2. Additional professional development in assessment techniques for members of the committee, as well as for other members of the faculty.

Since the membership and charge of the Assessment Committee are delineated in the Negotiated Agreement, the committee agreed to develop a proposal in the fall of 2012 to be prepared for the next contract negotiation.

In addition to BBCC's internal process of learning assessment, the college participates in the Washington State Student Achievement Initiative (SAI). This is a performance-funding model based on [research](#) into student achievement trends. Beginning in 2006, the Washington State Board for Community and Technical Colleges has tracked and reported data related to the completion of student "momentum points" for each of the 34 community and technical colleges in Washington. This [data](#) tracks the following indicators:

- Gains in skill levels for basic skills students.
- Completion of developmental coursework in math and English.
- Completion of the first 15 college-level course credits.
- Completion of the first 30 college-level course credits.
- Completion of a college-level quantitative skills course.
- Completion of 45 college-level credits and a degree or certificate.

Data is reported from the State Board to the college for annual performance points in each category, and an additional report tracks cohort data for entering students beginning in 2006 and 2007. This data is used by the college to help focus planning efforts, to develop interventions for students to overcome barriers, to identify areas where further data collection is needed, and to improve overall success and completion rates.

The data derived from SAI helps BBCC focus attention on specific areas in response to trends in student achievement. For example, we can see trends in a number of areas:

- The number of students making momentum gains in basic skills courses has declined by 27% between 2008 and 2010. This drop has been largely due to lower enrollments in basic skills as a result of state budget cuts and the expiration of some external grant funding. The Basic Skills Department is placing a renewed focus on increasing intensity of class hours, as well as working directly with students to increase transition to college classes.
- The number of students completing developmental math and English courses has increased steadily from 2006-2007 to 2010-2011, by annual rates of 8% to 18%. Continued focus on increasing success rates in developmental math will likely continue this upward trend.
- The number of students completing a degree or certificate has increased over a three-year period, from 2008-2009 to 2010-2011, by 11% and 12%, respectively. This positive trend will continue in the current year, as Big Bend saw its largest graduating class in June of 2012.

Data from SAI is shared in a number of forums across campus, including Instructional Council meetings, meetings of Deans and student services directors, at faculty in-service activities, and at Board of Trustees meetings.

4.A.4; 4.A.5—Evaluation and Core Theme Objectives, Programs, and Services The AMP is the primary vehicle for evaluation of Core Themes. Each of the three annual monitoring reports addresses different aspects of college programs and services:

- The [Access Monitoring Report](#) addresses services, outreach, and capacity. It assesses whether the college has the correct mix of programs and services to meet the needs of the service district. This report includes an inventory of resources and services, as well as partnerships that the college has cultivated to meet the needs of its students. It considers enrollment targets, marketing, and recruitment.
- The [Programs Monitoring Report](#) includes regular audits of instructional and service programs, staffing needs, and trends in student enrollment and achievement. The report seeks to correlate use of specific services with student retention and success.
- The [Outcomes Monitoring Report](#) provides an annual assessment of the accomplishment of the outcomes of the AMP. It includes a Summary Report Card that rates annual performance on each AMP outcome. College personnel and the Board of Trustees analyze data compiled by the Institutional Research and Planning Office to grade annual performance on each indicator and provide feedback to be used in planning for the coming year.

4.A.6—Reviews of Assessment As part of this self-study process, the college expanded its regular AMP monitoring process to examine its Core Themes in light of the new NWCCU standards. The AMP committee was asked to serve as the steering committee for the self-study process to assure that this process was fully aligned with our ongoing assessment processes. The committee wrote additional objectives for each Core Theme; data was collected and analyzed, and a benchmark was established for the accomplishment of each objective.

Out of 41 total indicators, the college achieved the benchmark set by the AMP committee on all but one. This indicates that our regular monitoring report process is doing a good job of helping the college collect and analyze data to track and accomplish the various components of the mission.

Additionally, as part of the regular AMP Monitoring Report process, each year the college reviews the components of each monitoring report and updates the outcomes or data to be collected in response to the previous year's results or requests from college constituencies for additional data. For example, these are some of the recent changes that have been made to the AMP process or reports:

- The original AMP report process involved six bimonthly reports. After utilizing this cycle for a number of years, the college reviewed the process and determined that it could address outcomes more effectively by combining the six reports into three more substantial reports. This change took effect in 2009.
- The AMP is a five-year document. The current AMP covers the years 2009-2014. In 2013, the college will review the AMP and its current outcomes and write a new Academic Master Plan for the next five years. This five-year timeline helps ensure regular review of the process.
- In the fall of 2011, the AMP Committee examined the results of the most recent Outcomes report. They concluded that some of the outcomes were difficult to assess accurately, because

the outcome addressed more than one item, because there was redundancy between outcomes, or because the outcome was not specific enough. As a result, the committee revised the AMP outcomes and brought the revised outcomes as a proposal to the Board of Trustees, approved the change. The new outcomes form the basis for the current round of monitoring reports.

- The Outcomes Monitoring Report typically includes success rates by course for each division. The college has identified a benchmark of 2.0 GPA as a definition of success. In 2011, faculty requested additional data on students who passed courses but failed to make the benchmark (i.e., students who earned between 0.7 and 1.9 grade point in their coursework). This additional data is now included as part of the 2012 Outcomes Report. This updating of data elements is an annual feature of the monitoring reports.

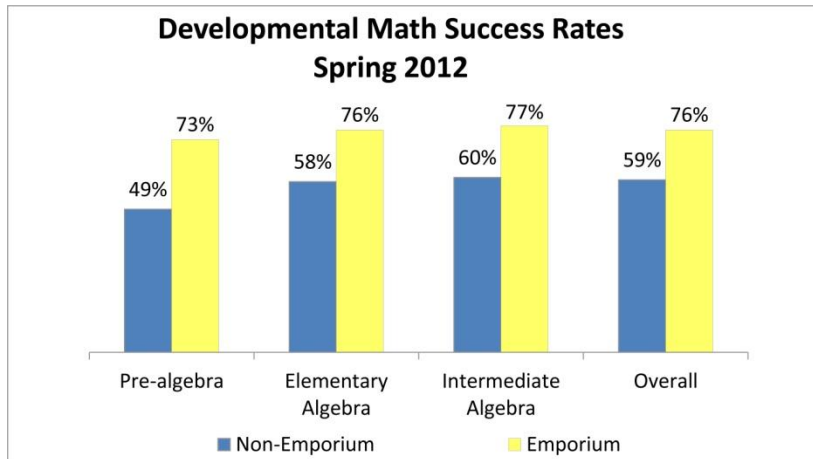
Through these processes, BBCC regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Standard 4.B—Improvement

4.B.1; 4.B.2—Effective and Meaningful Use of Assessment Results AMP [Monitoring Reports](#) are based on indicators developed by the AMP Committee and approved by the Board of Trustees. They are published on the college website for the use of college personnel and the general public.

BBCC regularly implements data-driven best practices to improve student retention, success, and completion. As a result of participation in Achieving the Dream, the college piloted and adopted a number of new practices in instruction and student services that aim to help the college function more efficiently and to help students achieve. Some examples are included below:

- A primary focus has been improving student success in developmental math courses. While Big Bend is not alone in facing this challenge, our problems are particularly acute—in recent years, approximately 95% of incoming students have tested into developmental math, and only about 50% of those students passed their developmental math courses. This poses a significant barrier for students. The Math Department, with support from other college personnel as well as some grant funding, undertook a revamping of the developmental math curriculum. The first attempt was to design 1-credit math modules to replace the 5-credit courses and to eliminate the comprehensive final that many students failed. The fall of 2010 saw an improvement of 10% to 15% in the success rates in two levels of developmental math courses. However, in the winter and spring of 2011, success rates dropped again. In addition, the logistics of the new system were challenging in many ways. With support from a Title V STEM grant, some of the math faculty adopted the [Emporium](#) model—an inverted instruction model that has been successful at the University of Idaho and other schools. In a pilot project in the spring of 2012 that involved five faculty members, success rates improved by 17% (see chart that follows). During the summer and fall of 2012, this pilot is being expanded to reach a larger number of students. At the same time, we are remodeling the current Math Resource Center into a STEM Resource Center that will include a large classroom designed specifically for the Emporium model classes.



- BBCC has a large percentage of Hispanic students—the college meets the designation for Hispanic Serving Institutions, as described by the U.S. Department of Education—but retention rates for Hispanic students have been considerably lower than for the rest of the student population. The college implemented a number of interventions aimed at improving those rates, including Mentoring for Academic Persistence and Achievement (MAPA), a MEChA club to address the interests and engagement of Hispanic students, and the opening of a Student Success Center to provide a variety of support services for all students. From the fall of 2008 to the fall of 2011, retention rates for female Hispanic students improved by 25%; rates for male Hispanic students improved by 17%.
- BBCC instituted a New Student Orientation (NSO) program to improve retention of incoming students. In 2010-2011, students who attended NSO were 15% more likely to be retained from fall to winter quarter than students who did not attend. The college continues to support and expand NSO in order to reach more students.
- As part of Achieving the Dream, BBCC began requiring any student who tested into two or more pre-college classes to take a college success course. Between 2007 and 2010, the retention rates for students enrolled in college success courses improved by 24%. Due to this success, the college continues to expand offerings in college success courses to accommodate more students.

Through the use of data-driven practices, strategies learned from experience with Achieving the Dream, our ongoing AMP monitoring process, and participation in the Student Achievement Initiative, BBCC regularly sets goals, monitors progress, and uses the results of assessments to change practice and improve results.

However, these processes are not always easy to manage. Ongoing state budget cuts have resulted in a loss of the personnel necessary to complete assessments and implement changes. The Institutional Research and Planning Office lost one full-time employee due to budget cuts in 2011; at the same time, they had to take on additional reporting duties to support reporting requirements for two Title V grants and an HSI STEM grant. These grants have provided additional human and fiscal resources, which have allowed the college to implement new programs and improve physical resources in spite of state budget cuts. However, it may not be easy to sustain these new programs in the long run, particularly if the state budget climate remains inhospitable.

CHAPTER FIVE
STANDARD FIVE: MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

Eligibility Requirement 24—Scale and Sustainability

While the recent state budget cuts have been significant, to date they have not significantly undermined the college's ability to fulfill its mission and achieve its Core Themes. As has been previously noted, most personnel cuts were made by attrition, and the college has managed to generate 18% more FTEs despite having fewer full-time personnel and exceptionally deep cuts to its budget. This was achieved, in large part, due to a staff and faculty willing to help out during tough economic times. The attitude adopted at all levels of the college was that it would be better to take on additional work and pare expenses to a minimum than to have Big Bend employees lose positions in this difficult economy. Toward this end, faculty agreed to take on extra students, when possible, even when their classes were strained beyond traditional caps. The college has also been fortunate to find additional part-time instructors to help cover the course load, including some retired instructors who were able to pick up occasional classes to help meet student demand. In some areas, staff members have pitched in by emptying their own garbage cans and vacuuming their workspaces. Purchasing and travel were also cut to the absolute minimum throughout the college. Funds from hosting Fairchild Air Force Base personnel on the campus in 2011 lessened the blows as well.

During this period, many discussions have occurred about the absolute core of the college's mission and what potential cuts could be made, if necessary, to fulfill that mission on its barest levels. Thankfully, it has thus far proved unnecessary to implement the ideas generated from these conversations. While there was talk at the legislative level of merging some community colleges, there has been no discussion of cuts or changes that would keep Big Bend from fulfilling its mission and achieving its Core Themes in the foreseeable future.

Standard 5.A—Mission Fulfillment

As noted throughout this self-study, Big Bend’s focus on Mission Fulfillment is the starting point and touchstone for every aspect of the college, as demonstrated by the following flowchart:

BCC Institutional Effectiveness Model



5.A.1—Assessment and Mission Fulfillment Part of the college’s success in fulfilling its mission derives from its consistent and transparent reliance upon evidence-based assessment throughout the institution. These measures of success are developed in a number of different ways, including the college’s strategic plan--the Academic Master Plan (AMP). These efforts are regular, systematic, participatory, self-reflective, and evidence based:

- *Regular:* The AMP monitoring reports are compiled and reviewed annually. Assessment plans and reports for academic programs are compiled and reviewed annually. The Facilities Master Plan (FMP) is reviewed and updated every five years. These efforts form the basis of BBCC’s Core Themes.
- *Systematic:* The mission and the Board’s End Statements give direction to all strategic planning processes for the college to ensure that planning is coordinated and focused on the most relevant goals.
- *Participatory:* Strategic planning and assessment are integrated into the shared governance system of the college. The AMP Committee includes representatives from faculty, staff, students, and administration. The annual review and rating of outcomes for the AMP monitoring reports includes participation from staff, faculty, and students. Results are published for use by college personnel as well as interested community members.
- *Self-reflective:* Three times a year, the Board of Trustees engages in a study session to consider the AMP monitoring reports. This is a regular opportunity for reflective discussion on the college’s accomplishments and challenges. In addition, the annual Outcomes Monitoring Report includes a series of meetings in which various constituencies rate the accomplishments of AMP outcomes, discuss the factors influencing the results, and consider what additional information might shed light on the college’s performance.
- *Evidence-based:* The Institutional Research and Planning Department collects and publishes a wide variety of data and other information that college personnel use to make planning decisions. In addition to internal data on retention, completion, success and resources, the college uses a variety of external data for comparison and identification of best practices.

5.A.1; 5.A.2—Assessment and Communication of Mission Fulfillment Monitoring reports that show BBCC’s progress on meeting the outcomes of the AMP are presented to the Board of Trustees three times each year. These regular reports—titled Access (presented in winter), Programs (presented in spring), and Outcomes (presented in summer)—are part of the ongoing and systematic assessment of the institution’s accomplishments, and they express the inherent role of the mission as a foundation for all institutional activity. One key element that goes into the development of these reports is the interactive process of creating “grades” and “report cards” that make determinations of quality, effectiveness, and mission fulfillment. This process includes input from the Board of Trustees, the cabinet, and the AMP Committee, which includes Division Chairs. This exemplifies the level of self-reflection involved in the college’s mission fulfillment processes. (This process is further detailed in Chapter Three: Institutional Planning.)

As mentioned elsewhere in this self-study, the assessment processes in place at Big Bend are part of an ongoing system of self-reflection and participation. On a departmental level, this entails setting clear departmental goals and finding objective means to measure them, following up on the results, and making the changes necessary to increase effectiveness within each department. This process is published in annual reports on Big Bend’s [Educational Assessment](#) site on the BBCC Portal.

5.A.1—Assessment and Mission Fulfillment Part of the college’s ability to fulfill its mission is due to the participatory approach it uses in assessing its effectiveness. While Big Bend’s Institutional Research and Planning Office (IRP) is the college’s primary source for compiling and reporting data, assessment efforts happen throughout the college, in virtually every department and program. These campus-wide efforts produce much of the evidence used in IRP reports, and each department plays an active and reflective role not only in its own growth, but also in its contribution to broader mission fulfillment.

In addition to the Academic Master Plan and monitoring reports, every five years the college produces its [Facility Master Plan](#) (FMP)—most recently in 2011. As described in Chapter Three, the FMP assesses the physical facilities of the campus and, in a prioritized manner, examines what steps need to be taken to create an environment conducive to mission fulfillment. Because the FMP is, at its core, based on the relationship between the college’s facilities and its ability to fulfill its mission, it is necessary that each outpost of the college have its input into the creation of the FMP.

One example that feeds this process is the annual “wish lists” that faculty members are asked to fill out. These departmental reports give faculty the chance to assess their classroom spaces, offices, equipment, or buildings and to make requests that will help them better serve the students and the college. Also, through the Big Bend portal, all college staff has the ability to create work orders for any facility and/or equipment issues that might hinder their ability to effectively fulfill their job duties and contribute to the college’s mission.

Part of Big Bend’s Mission Statement is “to serve the educational needs of a diverse population throughout its service district,” and toward that end, the college performs needs assessments, surveys, focus groups, and focused conversations that expand beyond the perimeter of the Big Bend campus. These focused assessments help evaluate the needs of the service district and determine how the college can best address them. Recent examples of needs assessments have focused on Agriculture, Green Jobs, Graphic Design, and Medical Assistantships. The IRP Office also conducts many other surveys—on campus and off; of students and former students and non-students; of employers and employees—and these also play a role in the college’s ongoing, self-reflective, evidence-based assessment of mission fulfillment.

5.A.2—Communication of Mission Fulfillment Mission fulfillment that occurs in a vacuum would limit the influence and potential of the college, which is why Big Bend thoroughly and consistently makes its conclusions available. Toward that end, Board meetings are open to the public and available to view live and through cataloged recordings on the [Board of Trustees](#) web page. This page also includes open public access to the Board’s minutes, agenda, and budgetary reports. The college’s [Institutional Research and Planning Office](#) web page also makes available detailed information on the college’s accreditation process, assessment, focus groups, institutional data, monitoring reports, surveys and results, and student achievement information.

Another way that Big Bend communicates information about its mission fulfillment happens each spring, when the President gives a State of the College address. The event is advertised in local newspapers and through targeted invitations, and the speech itself is open to the public and available to view live or through cataloged recordings on the Big Bend [State of the College](#) web page.

Standard 5.B—Adaptation and Sustainability

5.B.1—Evaluation and Adequacy of Resources Emerging from BBCC’s Mission Statement and the Board of Trustees’ Ends Statements, the Academic Master Plan (AMP) and Facilities Master Plan (FMP) are “living documents” that are updated and revised every five years. The three monitoring reports, which are produced annually, essentially evaluate the campus at its core focus points, and those findings then inform the changes made to the AMP and FMP. The monitoring reports are utilized in a variety of ways across the campus, including in discussions at the following meetings: Board of Trustees, Coaches, Executive Council, Instructional Council, and Cabinet. This ongoing process demonstrates Big Bend’s commitment to consistent and pertinent self-evaluation.

As documented previously, in addition to the institutional assessment included in the monitoring reports, all academic departments and professional/technical programs have an annual assessment plan. At the fall in-service in September, departments finalize their assessment reports from the previous year and update their plan for the current year with the help of members of the Assessment Committee and data supplied by the Institutional Research and Planning Department.

As specified in Chapter One, many departmental changes have occurred as a direct result of assessment and outcomes monitoring reports. Here are a few examples:

- The Physics Department identified less than optimal results in assessments on “unit conversion” (only 56% of students scored better than 80% on unit conversion problems when tested). The Physics instructor examined the test questions for this unit, determined that the questions were challenging but appropriate, and consequently decided to incorporate more practice and homework questions on unit conversion in order to bolster student performance in this area.
- The English Department, while satisfied with the overall results of assessments for English 101, 102 and 201, determined that there might not be enough consistency among all of the various instructors teaching sections of these courses. They revised the Master Course Outlines for English 101 and 102 to make expectations for these courses more explicit.
- In the Outcomes Monitoring Report, it was noted that success rates for history classes had dropped significantly. Consequently, the History Department is developing a plan to implement Supplemental Instruction in several history classes for the upcoming academic year.

It was also noted in the Outcomes Report that, while we have improved data collection efforts to track students accessing academic advising, which should lead to the creation and use of their educational plans, we did not have a good mechanism for capturing accurate data about the actual use of those plans. This issue was discussed by Student Services staff and Instructional Council. We are now implementing a system to keep educational plans online, allowing easy access for all advisors and allowing for better data collection in this area.

Also, as noted in Chapter Two, significant changes to Big Bend’s math curriculum have been initiated as a direct result of assessment findings:

- The Math Department responded to very low success rates in pre-college math courses by reorganizing their curriculum into 1-credit modules. They received support from a Title V grant, as well as through the college’s Achieving the Dream efforts. In the fall of 2010, they improved

success rates by 15% in MPC 095 and by 10% in MPC 099. However, the results in subsequent quarters were somewhat inconsistent; the department is currently trying to identify problem areas for students and make adjustments. Overall, success rates in pre-college math have improved by 4% from 2008 through 2011. In 2012, through continued focus on the redesign of pre-college math and a pilot project to implement an inverted instruction model (a.k.a., the Emporium model), success rates for pre-college math improved by an additional 8% (between 2011 and 2012).

Part of how Big Bend has shown adaptability in its mission fulfillment can be clearly seen against the backdrop of the recent state budget crisis. Since 2008, the college has lost 13% of full-time personnel in all areas (faculty, staff, and administrators) while generating 18% more FTE.

During this period of diminishing resources, BBCC has increasingly sought to supplement its funding with grants to maximize its mission fulfillment. BBCC has had three Title V grants, an Achieving the Dream (AtD) grant (2006-2011), and a STEM grant, and the college has worked with a number of other agencies and organizations, including local industry, to meet the needs of the service district. Furthermore, the grants that Big Bend has received require performance reports evaluating the effectiveness and sustainability of the functions they are supporting.

Another way that Big Bend has been able to adequately meet the needs of its constituents and standards of its mission has been to update some of its physical campus. While doing so, the college has consistently utilized its internal resources to adapt to budgetary stresses, as exemplified by the following:

2004—The Advanced Technologies Education Center (ATEC; Building 1800) was completed, which includes a new, modernized library, the Masto Conference Center, a new dining commons, additional classrooms, and the Paul Lauzier University Center (currently occupied by Central Washington University and Heritage University). While the state paid for much of the building (primarily the library), through Big Bend's own fundraising efforts and academic partnerships the college was able to expand its resources and make it a state-of-the-art educational and community center.

2008—The new Fine Arts Building (Building 1900) was completed, which includes classrooms, painting and ceramic studios, and faculty offices. To help make the project more affordable, Big Bend's Maintenance and Operations staff stepped in to assist with finishing work, including texturing, painting, irrigation, landscaping, and other tasks.

2011—The north wing of the Administrative Building (Building 1400) was remodeled to create a new Student Success Center. This was only possible because of the college's pursuit and reception of a Title V grant.

These are just a few examples of the ways that Big Bend has met growing demand and provided the types of instruction and wrap-around services that foster student success. Big Bend consistently has adapted to less-than-ideal situations in its pursuit of mission fulfillment.

5.B.2—Documentation, Evaluation, and Institutional Improvements As mentioned previously in this self-study, Big Bend’s documentation and evaluation processes are ongoing and systematic. These include a range of evaluations, from departmental assessments and program audits to industry surveys and community focus groups.

Assessment at Big Bend always has as its ideal end actual changes that will improve whatever class, department, or program is being assessed. One way that these processes reach their fullest potential is when the information acquired leads to the creation of new programs or certifications. This can happen with various degrees of state support.

In 2011, Big Bend’s Integrated Basic Education and Skills Training (I-BEST) Commercial Driver’s License program received a prestigious award from the Governor of Washington. Through a competitive process, BBCC was nominated and awarded the Governor’s Best Practices Award and was the only community college to be recognized as such. The award recognizes programs and projects that create new jobs and economic activity in the state while helping Washington workers get the training they need to land a job and earn a living wage. BBCC’s I-BEST program was one of 10 original pilot programs initiated in 2004. Since then, the program has achieved a 98% pass rate on the CDL exam, and the average wage increase of these basic skills students is 40%. Basic skills students overwhelmingly state that their goal upon entry is to get a job or a better job; clearly, the I-BEST CDL program has a record of helping them achieve that.

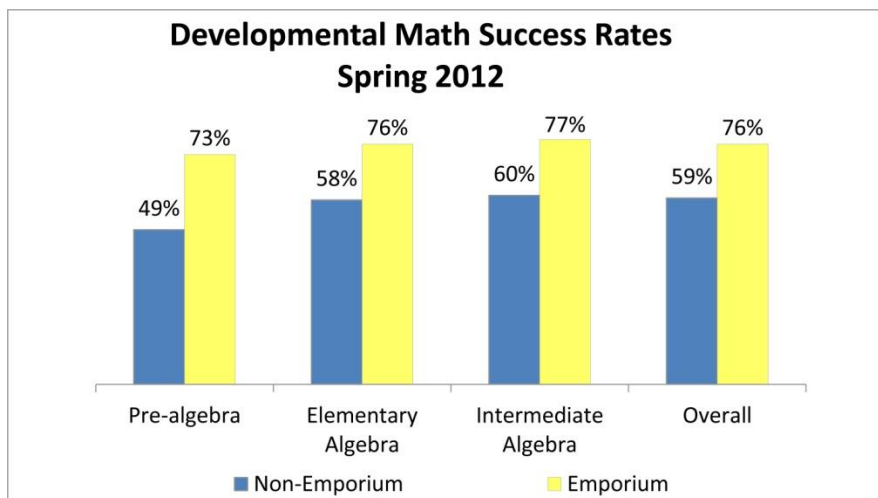
Tuition for the I-BEST CDL program can be a significant financial burden for its students, which is why both internal and external partnerships can play a role. To help offset this burden, the Opportunities Industrialization Center (OIC) and Workforce partners have supported students with tuition assistance as well as other support services. Along with these two agencies, basic skills students have been able to leverage funds from the Opportunity Grant, Worker Retraining, and WorkFirst to offset the costs of their educational goals. Working collaboratively to ensure that the cost of training is not a barrier, the basic skills program and its partners have succeeded in creating viable pathways for adults who want living-wage jobs.

Another example of Big Bend’s adaptability and improvement culminated in 2010, when the college started offering a new certification in Mechanized Irrigation System Technology (MIST) as part of its Industrial Systems Technology program. This program came directly out of the college’s recognition that while Columbia Basin farmers have a lot invested in their center pivot systems, there is a shortage of skilled technicians to maintain and repair them. Although this need was clear, given the bleak economic situation the college recognized its inability to create this program on its own. By partnering with center-pivot manufacturers such as Reinke, Valley, and Zimmatic, and by working with the Washington Potato Commission, the college was able to find qualified instructors, recruit students, and raise scholarship money to get the certification program off the ground.

Another innovation that reflects Big Bend’s ability to adapt to the needs of its constituents and the limits of a struggling economy is exemplified in the public/private partnership that culminated in 2012 with the development of a new Helicopter Pilot certification. While this certification dovetails with the college’s Commercial Pilot program, it also utilizes flight instruction and helicopters that are provided by a private company, Inland Helicopters of Spokane. Inland Helicopters also recruits and offers financial aid options.

Grant funding is another way that Big Bend has been innovative in sustaining needed programs. In 2009, in the midst of budget cuts and staff retirements, and after several institutional assessments and a program audit, the Computer Science program ceased offering classes. In the wake of this elimination, however, the college recognized the high demand for trained workers in this field and sought options that might revive the program. In December 2009, the Center for Excellence for Information and Computing Technology performed a program analysis, and with employer input, provided recommendations for a new Computer Science program at Big Bend. Program development and course revisions were funded entirely through a federal Title-V grant and new classes will commence in the fall of 2012.

The receipt of a [STEM](#) (Science, Technology, Engineering, and Mathematics) grant has allowed the college to implement a new method of instruction for pre-college math classes. When assessment data revealed a need to improve success rates in developmental math classes, some of the math faculty adopted the [Emporium](#) model—an inverted instruction model that has been successful at the University of Idaho and other schools. In a pilot project in the spring of 2012 that involved five faculty members, overall success rates improved by 17%. (See chart below.)



In addition to the adaptations and improvements mentioned above, one of the most significant ways that the college has adapted to the recent budget crisis was to create the Budget Review Task Force (further detailed in Standard 2.F). Since 2008, this committee has met on a regular basis to discuss state budget forecasts and provide the college with the opportunity to educate staff and faculty on the fiscal process; discuss institutional viability in light of shrinking financial support; facilitate discussion among staff, faculty, and administrators about these concerns; and open avenues for suggestions of potential cost-savings areas.

5.B.3—Monitoring and Revisions While Big Bend has received a number of serious blows due to the state budget cuts and the significant loss of employees from all areas of the campus, the college has chosen not to be paralyzed by these circumstances. Instead, Big Bend has made improvements to its facilities, developed new certifications, researched, designed, and implemented new instructional methods, and found other sources of funding to support the innovations necessary to meet the needs of its constituents. None of this could have been done without the substantial and ongoing relationships that exist between Big Bend and the people in its service district. In addition to community focus groups, needs assessments, and the various surveys the college utilizes to monitor its internal and external

environments, Big Bend's close ties to those living and working in this region have proven invaluable to its quality and sustainability. These ties allow the college to recognize emerging needs and trends and to look for innovative ways to meet them in ways that surveys alone cannot. This is possible in large part because of the guiding leadership of the college's Trustees, who have worked closely with the college to develop, implement, and modify, when necessary, Big Bend's goals and focus.

One example of adaptability that flows from the governance system can be seen in the evolution of Big Bend's strategic outlook. BBCC's Board members are uniquely and closely tied to the communities the college serves and are deeply committed to the success of both the college and its service district. Steered by this commitment and inspired by the mission, the Board worked with the college to develop the Ends Statements that have defined Big Bend's strategic outlook for a number of years. Originally, this process manifested itself in [six annual reports](#) to the Board, the college, and the district that covered Access, Climate, Cultural Enrichment, Mission, Partnerships, and Student Achievement. While clearly valuable, researching, generating, and presenting this many reports each year proved to be a daunting task, so the Board, in collaboration with the college, refined the process and with the adoption of the 2009-2014 Academic Master Plan brought the number of reports down to a more manageable three:

- Access (access to education, services, and educational programs)
- Programs (the collection of educational programs and services that lead to student success)
- Outcomes (our comprehensive overview of how well the college has done throughout the year)

Another example of the college's adaptability is reflected in the Board's willingness to change and refocus its Ends Statements. This came about after a period in which the college struggled with its application of the Cultural Enrichment Ends Statement. For example, while offering activities such as a "Lunch Fest" with Japanese drummers had ample value, such events seemed less than satisfactory as a means of meeting the college's deeper goal of Cultural Enrichment. In response to this, the Board developed Ends Statement E-6, Multiculturalism, which was adopted on October 19, 2010, and better reflects the college's goal of developing an attitude of "inquiry and openness" toward other cultures. As Vice President of Instruction and Student Services Bob Mohrbacher stated during the Board's discussion, "multiculturalism is the ability to see someone else's point of view; this is a skill that can be taught... It doesn't matter which minority group is being discussed; it's how you meet someone new and find out about them." This Ends Statement has since been implemented as a General Education Outcome and has entered into larger discussions about assessing course content and outcomes. Its adoption exemplifies the systemic process of review and revision that occurs throughout the college.

CONCLUSION

In 2012, Big Bend Community College is celebrating its 50th anniversary. While many things have changed in those 50 years, many things have remained constant: the primary mission of the college to meet the needs of its service district, the community of Moses Lake and the greater Columbia Basin. Big Bend is a small college in a largely rural community, but it is a comprehensive community college, providing academic transfer courses, professional/technical programs, basic skills courses, and lifelong learning opportunities. The college mission and goals help focus our efforts and provide a framework by which to gauge our accomplishments.

This self-study process has provided an opportunity for reflection with regard to how the college fulfills its mission and meets the educational needs of its district. By examining each Core Theme in detail, we have identified many successes, as well as areas in need of improvement. Overall, the college is proud of its achievements and we believe the quality of our efforts is borne out by the evidence. However, we know that there will always be areas in which we can make improvements.

The primary area in which we have identified a need for improvement is in our outreach efforts. While enrollment has been high for the last several years, this study confirmed what we already suspected—that our outreach efforts, though substantial, are less systematic and well-focused than we would like them to be. In response, we have begun to revamp our outreach efforts. As it happens, our former Outreach Coordinator has now left the college to take a position with another school. As of this writing, we are recruiting for a new Outreach Coordinator, which has afforded us the opportunity to revise the job description. Over time, that position had accumulated significant other duties, including a fairly substantial advising load for professional/technical students. The new job description scales back those additional duties and puts a new emphasis on being the focal point for outreach activities for the college—namely, to coordinate and track all of our many outreach efforts to make our outreach work more systematic. In addition, the person in this position will lead an outreach team that will include our Public Information Officer, key staff from some of our grant-funded programs, and other staff who perform outreach. During the 2012-2013 academic year, we will implement our new plan and once again achieve our benchmark for outreach.

In addition, there were two areas in which we rated performance as *satisfactory*—that is, we met our benchmark, but would like to improve. Both of those were for the mission areas of developmental education, with regard to the Core Themes of Partnerships and Student Achievement.

- *Developmental Education—Partnerships*: The rating of *satisfactory* for this Core Theme results from the fact that we are doing very well in some ways, but see a need to expand our efforts in other ways. The college partners with the Department of Social and Health Services, Opportunities Industrialization Center, the Washington State Migrant Council, and some of the school districts within our service area. However, the majority of the partnering is done through the Basic Skills Department and our WorkFirst program. Our Developmental Education Division would like to work on expanding partnerships with local school districts and other agencies to increase college readiness.
- *Developmental Education—Student Achievement*: The Student Achievement Initiative (SAI) showed a decrease in Basic Skills momentum in 2010-2011. To a large extent, this was a result of budget cuts, which led to lower enrollments in Basic Skills. College Readiness Points increased in the same period, though they could still be improved. To address the need for improvement, the Basic Skills Department is working more closely with Developmental

Education and with Student Services to increase student transitions from Basic Skills courses to pre-college or college courses.

While both of these indicators met the benchmark set by the AMP committee, additional attention to these issues will allow us to improve the performance to *good* or *outstanding* for the next cycle of assessment.

During the current self-study, BBCC attempted to adapt its existing institutional effectiveness processes to the Core Themes model called for in NWCCU's recently revised standards. While our Academic Master Plan Monitoring process is in many ways similar to the Core Themes approach outlined in the standards, the two systems are not quite identical in all aspects. The exercise of developing specific indicators for the Core Themes proved to be a good check of the strengths and weaknesses of our internal system.

In the immediate future, two events will offer us an opportunity to further refine our internal processes for measuring institutional effectiveness:

- In the fall of 2013, BBCC will submit its next Standard One report to NWCCU, to begin the next seven-year cycle in the accreditation review process.
- At the same time, the college will begin rewriting the Academic Master Plan, which expires in 2014.

Since these two events overlap, it affords the college a great opportunity for further alignment of the internal and external systems of assessment. Our goal will be to effectively align several cyclical processes to meet all of our assessment goals, without undue duplication of effort:

- The AMP Monitoring Report cycle is annual, with three annual reports.
- The AMP also has a five-year life cycle, calling for review and revision every five years.
- The Facilities Master Plan (FMP) has a five-year review cycle; the latest revision was completed in 2011.
- Program Audits, which supply information to the AMP reports, are on a three-year cycle.
- Assessment plans and reports for educational programs are completed annually.

The focus of our planning and assessment efforts in the near future will involve aligning these cycles, as well as the measures within each process, to increase the useful information derived from each process while minimizing the efforts created by the overlapping and ongoing cycles.

Since the last full-scale accreditation visit in 2002, Big Bend has developed a culture of evidence that dovetails nicely with the Core Themes model of NWCCU. Participation in Achieving the Dream was a crucial step in implementing many of the current processes. In addition, a series of major grants—and the performance reporting that comes with them—has kept us focused on effective ways to measure the success of the college and its students. The Washington State Student Achievement Initiative and a gradual move toward performance funding have also helped focus the college's attention on student achievement and benchmarking.

So while many of these factors have brought about productive changes for Big Bend, our commitment to serving the needs of our constituents in Grant and Adams Counties remains the same as when the college first opened its doors 50 years ago.

Appendices

APPENDIX A

Washington Student Achievement Initiative

Purpose of the Initiative

In 2006, the Washington State Board for Community and Technical Colleges adopted a System Direction with an overall goal of “rais[ing] the knowledge and skills of the state’s residents” by increasing educational attainment across the state.

The Student Achievement Initiative is a performance funding system for community and technical colleges. Its purposes are to both improve public accountability by more accurately describing what students achieve from enrolling in our colleges each year and to provide incentives through financial rewards to colleges for increasing the levels of achievement attained by their students. It represents a shift from funding entirely for enrollment inputs to also funding for meaningful outcomes.

Achievement Measures

Through a partnership with the Community College Research Center at Columbia University, the college system has been able to identify key academic benchmarks that students must meet to successfully complete degrees and certificates. These Achievement Points are meaningful for all students across demographic characteristics (race, age, income, employment status), academic program or entering skill levels (basic skills, remedial, workforce education, academic transfer), intensity of enrollment (part-time or full-time enrollment), and type of institution attended (urban, rural, large, small, community college, technical college). Rigorous data analysis has identified Achievement Points that, once accomplished, substantially improve students’ chances of completing degrees and certificates.

There are four categories of achievement measures:



1. Building towards college-level skills (basic skills gains, passing pre-college writing or math)
2. First-year retention (earning 15, then 30 college-level credits)
3. Completing college-level math (passing math courses required for either technical or academic associate degrees)
4. Completions (degrees, certificates, apprenticeship training)

The Board goals represent the values or “Core Themes” of the college. In order to assess whether we are fulfilling our Mission, we set benchmarks or indicators in each of the Mission areas to show how we are putting our values into practice. The questions below are examples of how we establish our indicators:

Take a look at the grid and try to answer these questions:

1. *Can you locate on the grid where the different parts of your job are located? Could you help someone else do the same thing?*
2. *What indicators or benchmarks would you identify to demonstrate how we are meeting our Mission in those areas?*

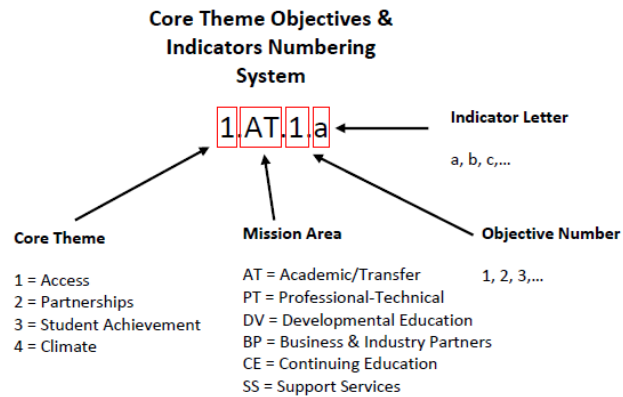
APPENDIX B
Core Themes Faculty and Staff Work Sheet

| Core Themes  Mission Areas  | Access <i>ie. Everyone can join or use the service</i> | Partnerships <i>ie. practical relationships with people or entities outside of the college</i> | Student Achievement <i>ie. the ways in which student, college and employers define accomplishment</i> | Climate <i>ie. the atmosphere we strive to create to nurture success</i> |
|--|--|---|---|---|
| Transfer Education | How will we know that we are providing adequate access for Transfer Education? | How will we know if we are working successfully with our Transfer Education partners? | How will we assess student success in our Transfer Education programs? | Do we provide a climate & culture conducive to the needs of transfer students? |
| Professional/ Technical Education | How will we know if we are providing an adequate range of Prof/Tech programs? | Who are our partners in Prof/Tech education & how do we know if we are an effective partner? | How will we assess student success in our Professional/Technical Education programs? | Do we provide a climate & culture conducive to the needs of Professional/Technical students? |
| Developmental Education | How will we know whether we are providing adequate access to developmental education? | Who are our partners in developmental education & how do we know if we are an effective partner? | How will we assess student success in our Development Education programs? | Do we provide a climate & culture conducive to the needs of developmental students? |
| Business & Industry Partnerships | How do our business & industry partnerships expand or promote access for students? | Who are our partners in Business Industry & how do we know if we are an effective partner? | How will know if our business & industry partnerships result in student success? | Do we provide a climate & culture conducive to the needs of business & industry partnerships? |
| Continuing Education | How will we know if we are providing adequate access to lifelong learning? | Who are our partners in Continuing Education & how do we know if we are an effective partner? | How will we assess student success in our Continuing Education offerings? | Do we provide a climate & culture conducive to the needs of lifelong learners? |
| Support Services | How will we know if we are providing adequate access to support services for students? | Who are our partners in providing support services to students & how do we know if we are an effective partner? | How will we know whether our support services have a positive impact on student achievement? | Do we provide a culture of service that is responsive to whole student development? |

APPENDIX C

1.B.2—Rationale for Indicators of Achievement

The indicators that BBCC has selected as measures of achievement for the Core Theme Objectives are relevant and assessable. The majority of indicators are data points that form part of BBCC's annual Academic Master Plan monitoring reports and are directly correlated to our ongoing institutional effectiveness measures. The indicators fall into several categories, as indicated below. Indicators are numerated as shown here:



Success and Completion Rates: Success rates in specific courses are measured as a grade of 2.0 or better. Both internal data and external research (i.e., Achieving the Dream 2006 Kick-off Institute materials) indicate that students who complete courses with a 2.0 or better are more likely to be successful in subsequent related coursework. Completion rates indicate accomplishment of degree or certificate requirements.

Relevant Indicators: 1.SS.1.d, 3.AT.1.a, 3.PT.1.a, 3.DV.1.a, 3.SS.1.a

Transition and Goal-Completion Rates: These indicators document educational planning; achievement of intermediate success, such as first 15 college-level credits or quantitative skills requirements; or movement from Adult Basic Skills to Developmental Education or college-level coursework.

Relevant Indicators: 3.AT.1.a, 3.PT.1.a, 3.DV.1.a, 3.SS.2.a

Compliance with External Guidelines: These indicators signify attainment of satisfactory performance with ethics, safety, confidentiality, and other standards.

Relevant Indicators: 4.SS.2.a, 4.SS.2.b

Responsiveness to Current Market Demand: These measures indicate both employability of BBCC students and our partnerships with local community and business interests.

Relevant Indicators: 1.BI/CE.1.a, 2.PT.1.a, 3.BI/CE.1.a

Employment and Wage Data: These indicators help BBCC gauge the ongoing relevance of current programs and the employability of graduates, as well as how to best distribute human and fiscal resources.

Relevant Indicators: 1.PT.2.a, 3.PT.2.a, 3.PT.2.b

Sustainable Enrollment: Trends in enrollment patterns for specific programs indicate demand for the program, the college's ability to provide adequate resources, and may (in some cases) be an indicator of the quality of the program.

Relevant Indicators: *1.AT.2.b, 1.PT.1.a, 1.DV.1.a, 1.DV.2.a, 1.BI/CE.2.a, 2.BI/CE.1.a*

Surveys and Focus Groups: These tools allow us to collect both quantitative and qualitative data about how we are satisfying the needs of constituents and how we might identify unmet needs.

Relevant Indicators: *1.AT.2.a, 1.PT.2.a, 1.PT.2.b, 1.SS.1.c, 3.PT.2.a, 3.BI/CE.1.b, 3.SS.1.b, 4.SS.1.a*

Numbers of Courses and Events: These indicators allow us to quantify the depth and breadth of our offerings, as well as how well we are able to reach out to our service district and to specific constituent groups. They allow us to assess whether our resources are adequate in specific areas.

Relevant Indicators: *1.AT.1.a, 1.SS.1.b, 1.SS.1.e*

Numbers of Contacts and Services: These indicators help us to quantify access and outreach.

Relevant Indicators: *1.SS.1.a, 2.SS.1.a*

Communication, Articulation, and Partner Feedback: These are indications of access, partnerships, and climate. They provide both quantitative and qualitative data.

Relevant Indicators: *2.AT.1.a, 2.AT.1.b, 2.DV.1.a, 2.SS.1.a*

APPENDIX D

Current BBCC Programs, Degrees, and Certificates

BBCC transfer degrees and their contents conform to the standards of the state's Direct Transfer Agreement (DTA) as articulated by the ICRC.

The college offers seven degrees:

The Associate in Arts and Science (AA&S) Direct Transfer Agreement (DTA) degree

is awarded to students completing the requirements of the college transfer program. This degree is designed to transfer to most Bachelor of Arts degrees at Washington's four-year institutions.

The Associate in Science Transfer (AS-T) degree is awarded to students who intend to transfer and major in mathematics, engineering, or a natural science.

The Associate in Business DTA/MRP (Major Related Program) degree is designed for students who intend to transfer to a baccalaureate institution to complete a bachelor's degree in business.

The Associate in Elementary Education DTA/MRP degree is designed for students who intend to transfer to a baccalaureate institution to complete a bachelor's degree in elementary education.

The Associate in Pre-Nursing DTA/MRP degree is designed for students who intend to transfer directly from BBCC to a baccalaureate institution to complete a bachelor's degree (BSN) in nursing.

The Associate in Applied Science (AAS) degree is awarded to students completing an approved course of study in a professional/technical program.

The Associate in General Studies (AGS) degree is awarded to students completing a less structured program of study. Although credit for appropriate coursework included in an AGS may be transferred to a four-year institution, the AGS degree does not, by itself, provide the potential transfer advantages of the Associate in Arts & Science-DTA. The AGS is not a direct transfer degree program.

Professional/Technical—Certificates of Achievement and Certificates of Accomplishment

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.

APPENDIX E

Current BBCC Professional/Technical Programs, Certificates, and Degrees

| Primary | Option | EPC | Program Title | Credit Hours | Type of Award |
|---------|---------|-----------------------|--|--------------|---------------|
| 01.0301 | | 105 | Agriculture | 91.5 | AAS |
| 11.0201 | | 515 | Computing Systems | 90 | AAS |
| 11.0203 | | 501 | Cisco Networking Academy | 20 | Cert |
| 11.0203 | | 501 | Microsoft Certified Systems Engineering (MCSE) | 35 | Cert |
| 11.1006 | | 509 | Micro-computer Specialist | 90 | AAS |
| 13.1210 | | 402 | Early Childhood Education | 90 | AAS |
| | 13.1210 | 402 | Early Childhood Education | 43 | Cert |
| 46.0302 | | 784 | Industrial Systems Technology—Industrial Electrical Emphasis | 103 | AAS |
| | 46.0302 | 784 | Basic Electricity | 15 | Cert |
| | 47.0101 | 780 | Electrical Mechanized Irrigation Technology | 48 | Cert |
| | 46.0302 | 784 | Electronics | 15 | Cert |
| | 46.0302 | 784 | Electronics Technology | 46 | Cert |
| | 46.0302 | 784 | Industrial Electrical | 50-53 | Cert |
| | 46.0302 | 784 | Industrial Electrical Technology | 56 | Cert |
| | 46.0302 | 784 | Industrial Electricity | 20 | Cert |
| | 46.0302 | 784 | Instrumentation | 15 | Cert |
| | 46.0302 | 784 | National Electric Code | 6 | Cert |
| | 46.0302 | 784 | Programmable Logic Controllers | 15 | Cert |
| | 46.0302 | 784 | Programmable Logic Controllers | 48 | Cert |
| 47.0396 | | 770 | Industrial Systems Technology—Mechanical Maintenance | 109 | AAS |
| | 47.0396 | 770 | Boiler/Refrigeration | 13 | Cert |
| | 47.0396 | 770 | Boiler/Refrigeration | 49 | Cert |
| | 47.0396 | 770 | Industrial Fabrication | 48 | Cert |
| | 47.0396 | 770 | Industrial Mechanics | 46-49 | Cert |
| | 47.0396 | 770 | Machining | 14 | Cert |
| | 47.0396 | 770 | Mechanical | 15-18 | Cert |
| 47.0604 | | 712 | Automotive Technology | 137 | AAS |
| | 47.0604 | 712 | Automatic Transmission & Transaxle Repair | 10 | Cert |
| | 47.0604 | 712 | Automotive Heating & Air Conditioning | 6 | Cert |
| | 47.0604 | 712 | Brake Repair | 10 | Cert |
| | 47.0604 | 712 | Electrical/Electronic Systems | 16 | Cert |
| | 47.0604 | 712 | Engine Performance | 19 | Cert |
| | 47.0604 | 712 | Engine Repair | 10 | Cert |
| | 47.0604 | 712 | Manual Drive Train & Axle | 9 | Cert |
| 47.0604 | 712 | Suspension & Steering | 10 | Cert | |

| Primary | Option | EPC | Program Title | Credit Hours | Type of Award |
|--|---------|-----|---|--------------|---------------|
| 47.0687 | | 718 | Aviation Maintenance Technology | 174 | AAS |
| | 47.0687 | 718 | Airframe Maintenance Technician | 63 | Cert |
| | 47.0687 | 718 | Airframe Maintenance—General | 20-25 | Cert |
| | 47.0687 | 718 | Airframe Mechanic I | 24 | Cert |
| | 47.0687 | 718 | Airframe Mechanic II | 24 | Cert |
| | 47.0687 | 718 | Powerplant Maintenance Technician | 63 | Cert |
| | 47.0687 | 718 | Powerplant Mechanic I | 16 | Cert |
| | 47.0687 | 718 | Powerplant Mechanic II | 16 | Cert |
| | 47.0687 | 718 | Powerplant Mechanic III | 16 | Cert |
| 48.0508 | | 814 | Welding Technology—Pipe Welding | 106 | AAS |
| | 48.0508 | 814 | Welding | 52 | Cert |
| | 48.0508 | 814 | Welding | 37 | Cert |
| | 48.0508 | 814 | Welding Technology—Production Welding | 106 | AAS |
| | 48.0508 | 814 | Welding Technology—Structural Welding | 106 | AAS |
| 49.0102 | | 672 | Commercial Pilot | 90-90.5 | AAS |
| | 49.0102 | 672 | Commercial Pilot | 67 | Cert |
| | 49.0102 | 672 | Commercial Pilot | 21 | Cert |
| 49.0205 | | 715 | Commercial Driver’s License | 17 | Cert |
| 51.0801 | | 381 | Medical Assistant | 90 | AAS |
| | 51.0801 | 381 | Medical Assistant | 59-63 | Cert |
| 51.3801 | | 323 | Associate Degree Nursing | 101 | ADN |
| | 51.3901 | 326 | Practical Nursing | 80 | Cert |
| 51.3902 | | 329 | Nursing Assistant | 9 | Cert |
| 52.0204 51.0705 | | 547 | Administrative Professional Services | 94 | AAS |
| | 52.0204 | 547 | Administrative Assistant | 64 | Cert |
| | 52.0204 | 547 | Business Information Management—Office Technology Support Services | 94 | AAS |
| | 52.0204 | 547 | Customer Service Associate | 51 | Cert |
| | 52.0204 | 547 | Office Assistant | 32 | Cert |
| | 51.0705 | 567 | Business Medical Support Services | 93 | AAS |
| | 51.0705 | 567 | Business Information Management—Medical Office & Billing Support Services | 98 | AAS |
| | 51.0705 | 567 | Medical Office Receptionist | 31 | Cert |
| | 51.0705 | 567 | Medical Office Technician | 53 | Cert |
| 52.0302 | | 505 | Accounting Technician | 99-99.5 | AAS |
| | 52.0302 | 505 | Accounting | 49 | Cert |
| | 52.0302 | 505 | Accounting Principles Proficiency | 20 | Cert |
| | 52.0302 | 505 | Basic Office Computing | 15 | Cert |
| | 52.0302 | 505 | Business Communications | 19 | Cert |
| | 52.0302 | 505 | Computerized Accounting Applications | 5 | Cert |
| 13.1210 | | 402 | Early Childhood Education | 90 | AAS-T |
| 47.0396 | | 770 | Maintenance Mechanics Technology | 5 | Cert |
| 49.0102 | | 672 | Aircraft Solo | 5 | Cert |
| 49.0102 | | 672 | ATP: Multi-Engine | 1 | Cert |

| Primary | Option | EPC | Program Title | Credit Hours | Type of Award |
|----------|---------|-----|---|--------------|---------------|
| 49.0102 | | 672 | Flight Instructor (CFI) | 8 | Cert |
| 49.0102 | | 672 | Flight Instructor Instrument (CFII) | 2 | Cert |
| 49.0102 | | 672 | Instrument Pilot | 8 | Cert |
| 49.0102 | | 672 | Multi-Engine | 2 | Cert |
| 49.0102 | | 672 | Multi-Engine Instructor (MEI) | 2 | Cert |
| 49.0102 | | 672 | Private Pilot License | 17 | Cert |
| 49.0102 | | 672 | Sea Plane | 2 | Cert |
| 49.0102 | | 672 | Simulator Training | 1 | Cert |
| 52.0204 | | 547 | Office Clerk | 16 | Cert |
| 52.0207 | | 542 | Fundamentals of Customer Service/Leadership | 4.3 | Cert |
| Inactive | 13.1501 | 839 | Child & Family Education w/Paraeducator Emphasis (6/12) | | |

APPENDIX F

Educational Program Changes since the 2002 Accreditation Visit

- 2003** Associate Degree of Nursing (ADN) was approved and implemented.
- 2004** Associate in Applied Science Degree in Agriculture was approved and implemented.
Associate in Applied Science – Transfer Degree in Child and Family Education was approved and implemented.
- 2005** Associate in Applied Science – Transfer Degree in Agriculture was approved in collaboration with Wenatchee Valley College and implemented.
Certificate of Accomplishment in Airframe Maintenance - General (certificate under 45 credits) was approved and implemented.
Certificate of Accomplishment in Airframe Mechanic I, II (certificates under 45 credits) was approved and implemented.
Certificate of Accomplishment in Powerplant Mechanic I, II, III (certificates under 45 credits) was approved and implemented.
Associate in Applied Science Degree in Civil Engineering Technology was terminated.
- 2006** Associate of Arts and Sciences in Pre-Nursing DTA/MRP (Direct Transfer Agreement/Major Ready Pathway) degree was approved and implemented.
- 2007** Certificate of Accomplishment for IBEST (Integrated Basic Education and Skill Training) Welding was approved and implemented.
Certificate of Achievement in Medical Assistant was approved and implemented.
Certificate of Achievement in Commercial Pilot was approved and implemented.
Associate in Applied Science Degree in Medical Assistant was approved and implemented.
Certificate of Achievement in Engineering Graphics was terminated.
- 2008** No changes.
- 2009** No changes.
- 2010** Certificate of Achievement in Electrical Mechanized Irrigation Technology was approved and implemented.
Certificate of Accomplishment in Office Clerk was approved and implemented.
Associate in Applied Science Degree in Office Technology Support Services was approved and implemented.
Associate in Applied Science Degree in Medical Office and Billing Support Services was approved and implemented.
Associate in Applied Science Degree in Microcomputer Specialist was terminated.
- 2011** No changes.

APPENDIX G
BBCC Core Themes Faculty and Staff Ratings

| Core Themes → | Theme 1 Access Provide quality resources and affordable access to the diverse population of the service district | Theme 2 Partnerships Work with organizations and agencies to enhance access and service for the district population | Theme 3 Student Achievement Students develop and achieve their goals with support from the college and its partners | Theme 4 Climate (Multiculturalism) Provide a climate that facilitates cultural understanding, safety, and a welcoming environment |
|---|--|---|---|---|
| Transfer Ed | Good | Outstanding | Outstanding | Good |
| Professional-Technical | Student Preparation Outstanding | Outstanding | Good | Outstanding |
| | Employer Feedback Good | | | |
| Developmental Ed | Outstanding | Satisfactory | Satisfactory | Outstanding |
| Business & Industry Partnerships/ Continuing Ed | Outstanding | Good | Good | Outstanding |
| Services | Outreach Needs Improvement | Outstanding | Good | Customer Service Outstanding |
| | Services Good | | | Safe Environment Good |

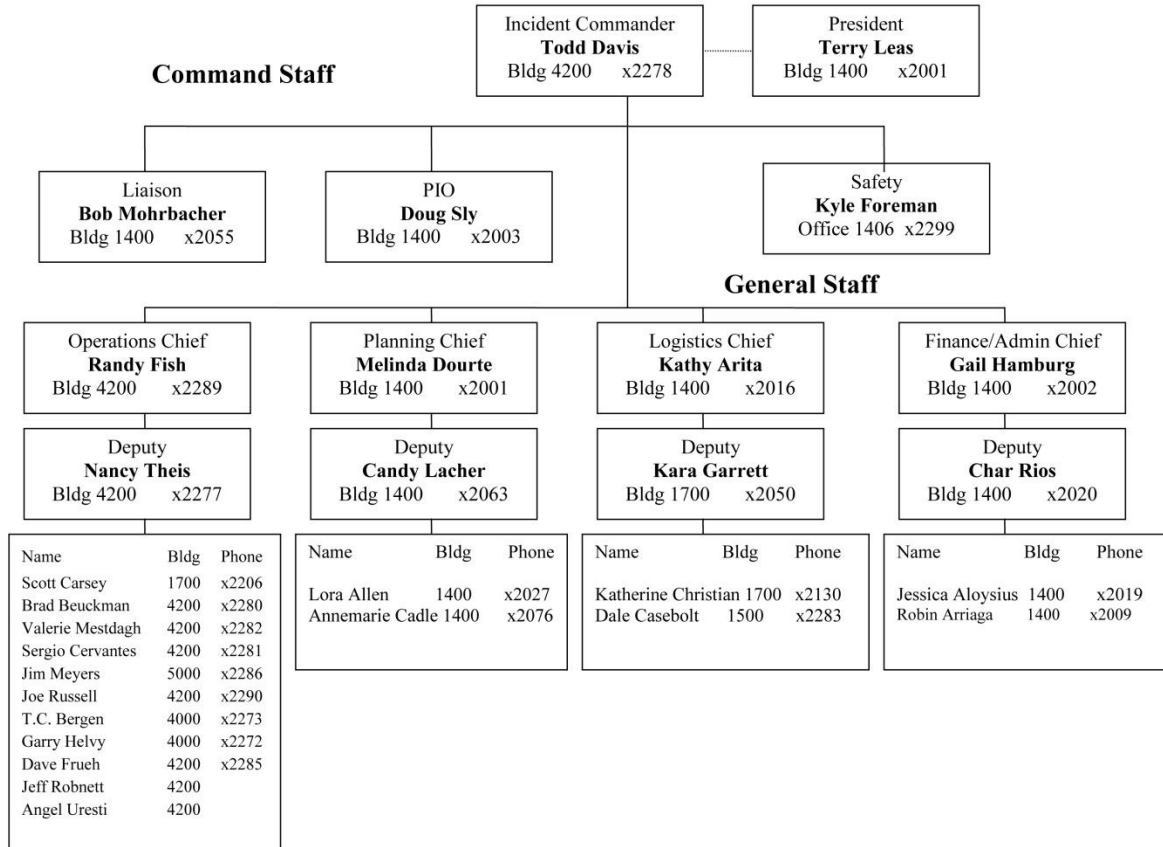
BBCC Core Themes & Mission Areas – How Are We Doing?

Key:

| | | |
|-------------|-------------------|--|
| Light blue | Outstanding | Use as a model, best practice |
| Light green | Good | Continue to support this practice |
| Yellow | Satisfactory | Meets the benchmark, but keep improving so we don't slip |
| Orange | Needs Improvement | Develop an action plan |
| Red | Not Acceptable | Take immediate action and commit additional resources |

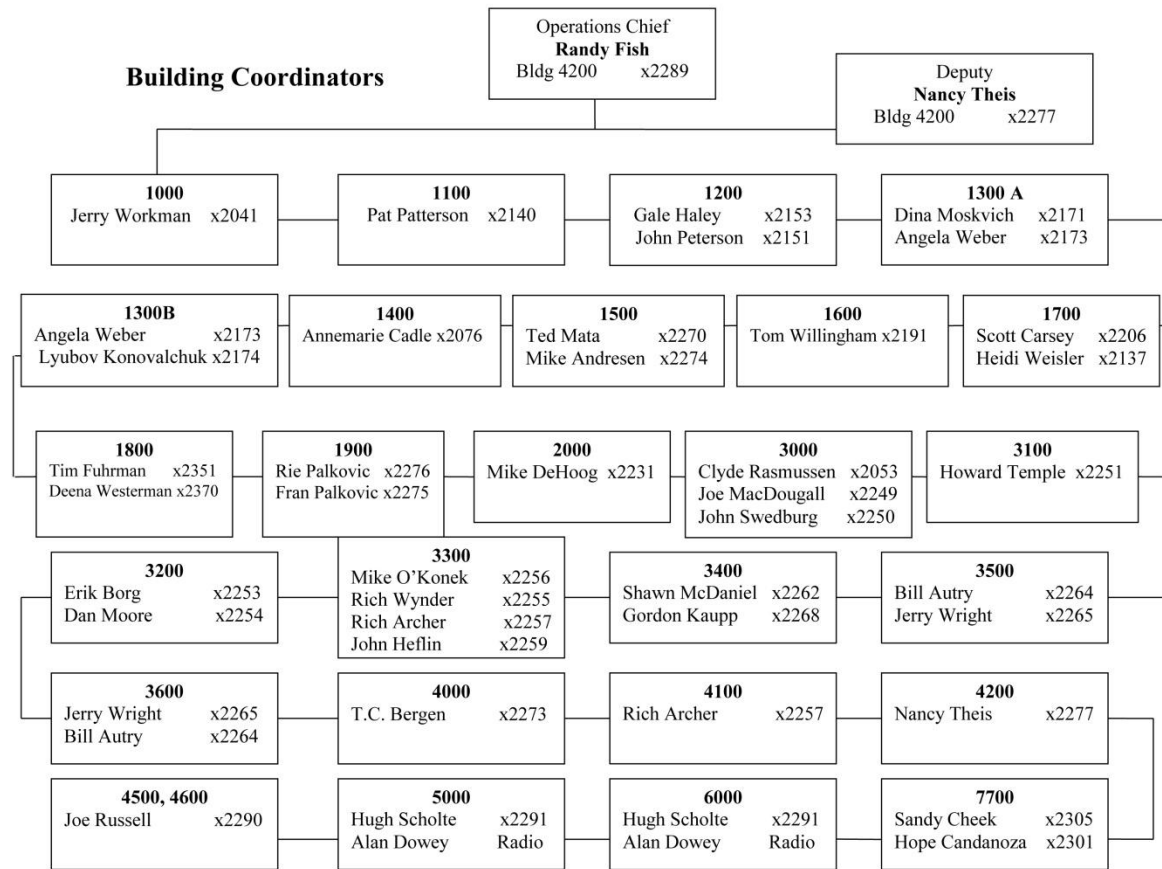
APPENDIX H

BBC Incident Command System



APPENDIX I

BBCC Incident Command System



APPENDIX J

Important Links

- **General**

BBCC Website:

<http://www.bigbend.edu/>

BBCC Accreditation (NWCCU) Reports and Progress:

<http://information.bigbend.edu/administration/IRP/Pages/Accreditation.aspx>

- **Governance**

Carver model of Policy Governance: <http://www.carvergovernance.com/model.htm>

Board Policies:

<http://information.bigbend.edu/administration/policies/boardpolicy/Pages/default.aspx>

BBCC Board of Trustees Meetings:

<http://information.bigbend.edu/administration/boardoftrustees/Pages/default.aspx>

Organizational Charts:

<http://information.bigbend.edu/administration/policies/adminprocess/Documents/7-2012%20Org%20Charts.pdf>

Administrative Processes:

<http://information.bigbend.edu/administration/policies/adminprocess/Pages/default.aspx>

Washington State Legislature website to locate Revised Code of Washington (RCW) and Washington Administrative Code (WAC): <http://www.leg.wa.gov/pages/home.aspx>

Revised Code of Washington (duties, responsibilities, and authority of the board) RCW 28B.50:

<http://apps.leg.wa.gov/RCW/default.aspx?cite=28b.50>

Washington State Open Public Meetings Act (RCW 42.30):

<http://apps.leg.wa.gov/rcw/default.aspx?cite=42.30>

- **Strategic Planning**

2009-2014 BBCC Academic Master Plan:

<http://information.bigbend.edu/administration/academicmasterplan/Pages/default.aspx>

Facilities Master Plan:

<http://information.bigbend.edu/documents/2011%20Facility%20Master%20Plan.pdf>

Monitoring Reports: <http://information.bigbend.edu/administration/IRP/Pages/Monitoringreports.aspx>

Big Bend Community College State of the College Web page:

<http://information.bigbend.edu/administration/president/Pages/StateoftheCollege.aspx>

- **Students**

Student Handbook:

<http://studentlife.bigbend.edu/Documents/20111230%20Student%20Handbook%202011-12.pdf>

Student Kiosk: <https://www.ctc.edu/~bigb/>

Class Schedules: <http://academics.bigbend.edu/schedules/Pages/default.aspx>

Academic Calendar:

<http://admissions.bigbend.edu/Documents/2012%20to%202013%20catalog%20calendar.pdf>

Financial Aid Web Page: <http://admissions.bigbend.edu/FinAid/Pages/default.aspx>

Counseling Web Page: <http://studentlife.bigbend.edu/Pages/Counseling.aspx>

Running Start Home Page: <http://academics.bigbend.edu/programs/runningstart/Pages/default.aspx>

International Students Home Page:

<http://academics.bigbend.edu/programs/internationalstudents/Pages/default.aspx>

Aviation (Commercial Pilot) Admissions Process:

<http://www.bigbendaviation.com/prospectivestudentpacket.pdf>

Nursing Application Process:

<http://academics.bigbend.edu/programs/nursing/Documents/20111215%20Nursing%20Program%20Application%20Packet%202012.pdf>

Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities:

<http://www.wsac.wa.gov/sites/default/files/PolicyonIntercollegeTransferandArticulation-UmbrellaPolicy1986.pdf>

Intercollege Relations Commission (ICRC) Handbook:

<http://www.washingtoncouncil.org/ICRC%20Documents/THE%20ICRC%20HANDBOOK%20%202004%20April%202011%20Updated%20041511.pdf>

- **Educational Programs & Assessment**

Program Brochures: <http://academics.bigbend.edu/programs/Pages/default.aspx>

Program Outcomes: <http://information.bigbend.edu/administration/IRP/Pages/Assessment.aspx>

General Education Outcomes:

http://information.bigbend.edu/CKCinfo/Documents/General_Education_w_Classes.pdf

Related Instruction Outcomes:

http://information.bigbend.edu/CKCinfo/Documents/RELATED_INSTRUCTION_OUTCOMES_FOR_PROFESSIONAL_TECHNICAL.pdf

Portal - Educational Program Assessment Worksite:

<https://port.bigbend.edu>

User name: accreditation@bigbend.edu Password: evalU8bbcc

To access Educational Assessment Plans

1. Click on “Report Center” tab (right tab at top of page).
2. Click on “Educational Program Assessment Worksite” (lower left corner of page)

2011-2012 BBCC Course Catalog:

http://academics.bigbend.edu/coursecatalogs/Documents/Catalogs/2011%20to%202012_Catalog.pdf

Math Redesign – Emporium Model:

<http://information.bigbend.edu/STEMgrant/Pages/MathRedesign.aspx>

STEM Grant: <http://information.bigbend.edu/STEMgrant/Pages/default.aspx>

Library web page: <http://academics.bigbend.edu/library/Pages/default.aspx>

Master Course Outlines:

<https://port.bigbend.edu>

User name: accreditation@bigbend.edu Password: evalU8bbcc

1. Go to “Faculty & Staff Workspace” tab (second tab at top of page).
2. Click on Instruction under Departments in the center of the page
3. Click on Master Course Outlines

Master Course Outline Approval Guidelines 2012:

<https://port.bigbend.edu>

User name: accreditation@bigbend.edu Password: evalU8bbcc

1. Go to “Faculty & Staff Workspace” tab (second tab at top of page).
2. Click on Instruction under Departments in the center of the page
3. Click on Master Course Outline Approval Guidelines 2012

- **Faculty and Staff**

Human Resources Web Page:

<http://information.bigbend.edu/administration/jobs/Pages/default.aspx>

Human Resources Portal Page:

<https://port.bigbend.edu>

User name: accreditation@bigbend.edu Password: evalU8bbcc

1. Go to “Faculty & Staff Workspace” tab (second tab at top of page).
2. Click on Human Resources, under Departments in the center of the page

Portal – Negotiated Agreement between BBCC Faculty Association and Community College District No. 18 Board of Trustees:

<https://port.bigbend.edu>

User name: accreditation@bigbend.edu Password: evalU8bbcc

To access the Negotiated Agreement:

1. Go to “Faculty & Staff Workspace” tab (second tab at top of page).
2. Click on Negotiated Agreement, under Faculty in the center of the page

Technology Use Policy & Procedures:

<http://academics.bigbend.edu/universities/Pages/UsePolicyProcedures.aspx>

Washington State Human Resources rules and regulations (employees and constituents are entitled to due process): <http://www.dop.wa.gov/Pages/DOPHome.aspx>

State Board for Community and Technical Colleges (SBCTC) Policy Manual:

http://www.sbctc.ctc.edu/general/a_policymanualtoc.aspx

- **Climate**

Annual Campus Security and Fire Report 2012:

http://information.bigbend.edu/publicsafety/Documents/20120731_BBCC_Clery_Act_Crime_Report.pdf

Clery Act: <http://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol3/pdf/CFR-2011-title34-vol3-sec668-46.pdf>

- **Administrative Services**

Washington State Community and Technical College system, Comprehensive Annual Financial Report:

<http://www.ofm.wa.gov/cafr/>

- **Data**

Institutional Research and Planning Web Page:

<http://information.bigbend.edu/administration/IRP/Pages/default.aspx>

Survey Results: <http://information.bigbend.edu/administration/IRP/Pages/SurveysResults.aspx>

Focus Group Results: <http://information.bigbend.edu/administration/IRP/Pages/FocusGroups.aspx>

Student Achievement Cohort Data:

<http://information.bigbend.edu/administration/IRP/Pages/StudentAchievementInformation.aspx>

Washington State Board for Community and Technical Colleges, Research Report No. 08-6, Student Achievement of Washington’s Community and Technical College Students Preparing for Work:

http://www.sbctc.ctc.edu/college/education/resh_rpt_08_6_student_achievement.pdf