Big Bend
COMMUNITY COLLEGE

Policies, Regulations, and Financial Review (PRFR) Evaluation Report

August 7, 2020

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Mission Fulfillment

The current framework used by Big Bend Community College (BBCC) for its ongoing accreditation and mission fulfillment efforts is comprised of the BBCC Mission, Board End Statements, Core Themes, Objectives, and Indicators. The BBCC Mission Statement reads as follows: *Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.*

Mission fulfillment at BBCC means making progress towards meeting the Board End Statements and achieving the outcomes for each of the College's Core Themes. Under the policy governance model used by the BBCC Board of Trustees, the Board has adopted six End Statements that are derived from the College Mission and articulated in Board Policy (BP) 1000 ([BP 1000](#)). Board ends are defined as long-range goals for policy governance that lay out the Board's expectations for meeting the needs of the College's service district. They give guidance to the president and college personnel with regards to specific areas of policy focus, serve to align the College's strategic planning goals with the Board's expectations, and are aligned with the College's Core Themes. The Board End Statements are

E-1 Mission
BBCC delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

E-2 Student Success
BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

E-3 Excellence in Teaching and Learning
BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement
BBCC supports economic development by nurturing community and industry partnerships and support to the College to enhance access and service to our district population.

E-5 Integrity and Stewardship
BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 Inclusion and Climate
BBCC provides and maintains a climate of inclusiveness for students, employees, and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

BBCC's three core themes of *student success, excellence in teaching and learning, and community engagement* are each subsets of the broader mission and are referenced in the mission statement. Each of the three core themes is further defined by ten different supporting objectives that provide college staff direction in efforts to meet each core theme. The Core Themes and their supporting Objectives are:

Student Success

1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students.

1.2 Use of services correlates with success, retention, and completion.

1.3 Students are prepared to graduate and to transfer or to seek employment.

Excellence in Teaching & Learning

2.1 BBCC implements innovation and creativity in programs and services.

2.2 BBCC helps students attain high academic and industry standards.

2.3 BBCC supports professional development for faculty and staff.

Community Engagement

3.1 BBCC works with community and industry partners to support economic development.

3.2 BBCC works with K-12 & university partners to provide educational opportunities.

3.3 BBCC practices responsible use of resources, including fiscal and natural resources.

3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community.

INSTITUTIONAL REPORT CERTIFICATION FORM

Institutional Report Certification Form

On behalf of Big Bend Community College, I certify that:

- There was broad participation/review by the campus community

- This report accurately reflects the nature and substance of this institution

- The Institution is in compliance with NWCCU Eligibility Requirements

- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

_____

(Signature of Chief Executive Officer)

Terrence Leas, President
_____

(Name of Chief Executive Officer)

Big Bend Community College
_____

(Name of Institution)

July 28, 2020
_____

(Date)

Standard Two – Resources and Capacity

GOVERNANCE

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Big Bend Community College (BBCC) is one of 34 community and technical colleges (CTCs) in Washington established by the legislature (RCW 28B.50.020, RCW28B.50.040) and supervised by the State Board for Community and Technical Colleges (SBCTC) (RCW 28B. 50.050). As an agency of the state of Washington, BBCC's governance structure is partly grounded in legislation. Specific Washington Administrative Codes (WACs) and Revised Codes of Washington (RCWs) establish the rules that apply to all community and technical colleges in Washington as well as the WAC (132R) that applies specifically to BBCC.

A five-member board of trustees (BOT), appointed by the Governor of the state of Washington and confirmed by the Washington Senate for five-year terms pursuant to RCW 28B.50.100, governs BBCC. Trustees have no contractual, employment-relationship, or personal financial interest with BBCC. The BOT adopted an effective policy governance model and issued a statement of its policies, powers, and by-laws (BP 1000) that reiterates the policies and powers granted by state law and clearly defines trustees' authority, roles, and responsibilities. The BOT's policy statement defines that its primary function is to establish policies by which the College will be administered, and the primary function of the College's president and staff is to operate the College. The BOT delegated operational authority to the president in BP 1000.4, BSL-2 Delegation to the President. The current list of BOT approved policies are listed on the BBCC website. During the current accreditation cycle the BOT has updated board policies and continues to update policies during regularly scheduled BOT meetings.

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

In addition to the board-appointed president, the College employs a diverse group of qualified administrators to provide effective leadership and management across the institution (see Organizational Chart). BBCC conducts nationwide, open, and competitive searches to ensure pools of applicants with broad skills and abilities to provide effective leadership and management. Employing a thorough and rigorous review and interview process, BBCC officials make a concerted effort recruit the most qualified personnel available for each position. In all cases, appointment to these positions follows hiring processes that assure senior administrators have the appropriate educational and experiential qualifications as evidenced by their curricula vitae. The BBCC Human Resources department maintains updated documentation of educational credentials for administrators and all college employees and

positions. Senior college leaders serve as members of Cabinet and each is responsible for planning, organizing, and managing specific areas of the College. Cabinet members are responsible for the ongoing and annual assessment of their areas of responsibility and evaluating progress towards institutional goals.

The BBCC's Mission, BOT Ends Statements, Core Themes, Objectives and *2017-2020 Strategic Plan* guide the major direction of the institution. In addition, senior leaders use other operational plans, such as the *Academic Master Plan*, *Facilities Master Plan (FMP)*, and *Communications & Marketing Plan* to guide their work. Departmental Workplans are key tools that aid senior administrators in planning, organizing, managing, and assessing programs and responsibilities under their purview. All plans align with and support BBCC's Mission, Core Themes, and Objectives.

Additional Supporting Documents
- Curricula vitae of BBCC Presidents Terrence Leas and Sara Thompson Tweedy, Vice President of Learning & Student Success Bryce Humpherys, Vice President for Finance & Administration Linda Schoonmaker, Vice President of Human Resources & Labor Kim Garza

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The BOT hires an appropriately qualified president after conducting an open, competitive national search and an extensive selection process. Current president Dr. Terrence Leas assumed the role in August 2012 and retired August 16, 2020. The new president Dr. Sara Thompson Tweedy assumed the role August 17, 2020.

The president's full-time responsibility is to the College. The president provides overall leadership to BBCC and management of the College's human, physical, and financial resources. The president establishes the organizational structure of the College and implements the policies of the BOT. The president also represents the College to the state legislature; to the SBCTC; to local governmental, business, civic, and other interested groups; and to district constituents. The president serves as secretary to the BOT (BP 1000.3, GP – 8, By Laws of Community College District #18, Officers of the Board) and *ex-officio* member but shall not serve as chair of the BOT.

The BOT has delegated to the president the authority to appoint all faculty, classified, and exempt employees, and the authority to terminate classified and exempt employees (BP 1004). The BBCC Faculty Negotiated Agreement describes the processes for awarding tenure to (Article XX: Probationary Evaluation Process for Tenure, pgs. 62-67) and termination of (Article XXVI: Discipline/Dismissal for Cause, pgs. 76-79) faculty, processes that also involve the president and the BOT. Therefore, the president oversees the staffing and organization of BBCC. The president makes regular reports to the BOT about institutional staffing and organization, and significant changes are reported to the BOT. Board Policy 1000.2, Executive Limitations, describes the BOT's executive limitations established for the College president.

The BOT has an established practice of evaluating the president annually (BP 1000.4, BSL – 4, Monitoring Presidential Performance). The president's contract specifically codifies this annual evaluation by the BOT, and BOT agenda and minutes include reference to the president's performance evaluation, typically conducted in part during a BOT executive session.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

BBCC has established institutional governance policies and procedures to ensure a model of shared governance. The inclusion of faculty, staff, administrators, and students in college decision-making is valued, and practices are in place to support transparency and encourage participation, including the following:

1. Monthly reports to the BOT by the president of the BBCC Faculty Association representing the Washington Education Association union and by a representative of the classified staff. (see BOT meeting minutes)
2. Monthly reports to the BOT by the president of the BBCC Associated Student Body (ASB). (see BOT meeting agendas)
3. Presentations to the BOT by faculty, staff and students on their programs.
4. Annual budget requests from each department and a committee review of the requests.
5. Broad participation at Shared Governance Council meetings. (the president, vice presidents, deans, directors, faculty division chairs, faculty association president, and student leaders)
6. Participation on standing and ad hoc committees, councils, and task forces (see Administrative Procedure (AP) 2310). Some examples include
    a. Participation on screening committees, including the 2019 Presidential Search process
    b. Participation in college-wide workgroups as part of the Strategic Priorities Committee
    c. Participation in the Scholarship Review Committee
    d. Participation in the Instructional Council (IC)
    e. Participation in the Accessible Technology Team
    f. Participation in the strategic planning process
    g. Participation in the strategic enrollment management planning process
    h. Participation in the master facilities planning process
7. Participation in student government and on a committee that allocates student funds
8. Participation in budget forums, presidential chat sessions, and other informal avenues to express ideas and opinions

Along with student, faculty, and staff participation, BBCC engages the community in areas where wider input is critical to the College meeting its mission. The strategic planning process included extensive community involvement, and the College continues to solicit feedback through periodic engagement events. The College engages business and industry advisory groups to support and guide its workforce education and training programs. These advisory groups review the skills and content being taught and recommend changes as necessary to align with industry standards. BBCC also participates in regional and state-level industry groups to align efforts, develop partnerships, and formulate strategy.

The College strives for transparency in all governance activities. Announcements and agendas for all BOT meetings are communicated campus-wide on the college website, meetings have been live-streamed and recorded, and the minutes are available on the BBCC's website. College policies, procedures, proposed updates to the WAC, strategic planning documents, and annual planning documents that include student achievement data are all placed on the BBCC website. Announcements, agendas, and minutes for the leadership meetings of the president, Cabinet, Shared Governance Council, and Instructional Council are also communicated campus-wide with the documents stored on the BBCC

intranet where they are accessible to all employees. Open dialogues with the College president and vice presidents, and open access to committee meetings are other examples of College-wide efforts to provide open access to information and communication channels. These strategies seek to provide the entire campus community with opportunities to participate in college governance and decision-making.

ACADEMIC FREEDOM

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The Faculty Negotiated Agreement Article VII: Academic Freedom and Freedom of Expression (pg. 10) "grants academic employees free expression in their search for truth and understanding in the classroom." The section protects the rights of academic employees and students while maintaining standards within their subject matter. Historically at BBCC, curriculum development and maintenance has been completed by faculty within the disciplines (Faculty Negotiated Agreement Article IX Position Descriptions, pg. 12). New and significantly changed curriculum is reviewed by IC (see AP 2310). The voting members of this curricular review committee are the VP for Learning and Student Success, four instructional and student services deans, Director of Library Resources & eLearning, and eight faculty division chairs, representing all eight instructional divisions on campus. This composition helps to further honor the academic freedom of our faculty, protecting them from inappropriate internal and external influences or pressure and confirming that curriculum development is a faculty-driven endeavor. Additionally, college policies and procedures (BP6115, AP7705) prohibiting harassment of any type protects all college employees from inappropriate influences and pressures that would curb academic freedom.

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

BBCC seeks to maintain a culture of inquiry and freedom of expression. The BOT recognizes the right of college employees to engage in the important activities of a democratic society (BP 1015, AP 1015). BP 6115.1 affirms BBCC's commitment to free speech and the free exchange of ideas. 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. The Faculty Negotiated Agreement (Article VII: Academic Freedom and Freedom of Expression, pg. 10) states the duties of academic freedom and freedom of expression, including the need to self-identify in a public forum whether a college employee is speaking as an institutional spokesperson or as a private citizen and the encouragement to strive for accuracy and show respect for the opinions of others. Students are "guaranteed the rights of free inquiry, expression and assembly" in facilities that are open to the public while respecting the rights of others (Student Handbook, pg. 22).

POLICIES AND PROCEDURES
The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

The BBCC transfer-of-credit policy maintains the integrity of its programs by adhering to the statewide [Policy on Inter-college Transfer and Articulation among Washington Public Colleges and Universities](#). The transfer policy is available via the *Course Catalog* (pgs. 14-15), the [Admissions webpage](#), and is accessible via the [Getting Started checklist](#). BBCC currently offers transfer degree options in arts and science, business, nursing, pre-nursing, computer science, science, and pre-engineering. The Direct Transfer Agreement (DTA) and Major Related Program (MRP) options with receiving four-year colleges in Washington State, and a reciprocity agreement with other Washington State Community and Technical colleges, facilitate transfer and efficient mobility of students desiring to continue toward completion of educational goals. General transfer policies and procedures are contained in the *[Course Catalog](#)* (pgs. 14-15). Students are also informed of program specific requirements through *[Course Catalog](#)* (pgs. 58-164), [academic programs webpage](#), college marketing, advisors and other college staff. Students and advisors use program-specific [Advising Maps](#) and Degree Audit to plan coursework and monitor progress towards completion.

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

BBCC provides and outlines policies and procedures related to student rights and responsibilities in the *[Course Catalog](#)* and *[Student Handbook](#)*. The Student Code of Conduct is codified in [WAC 132R-04](#). Documentation for students' rights and responsibilities, in regards to academic honesty, conduct, appeals, grievances, and accommodations are outlined in their respective areas within the *Student Handbook* and *2020-21 Course Catalog* as shown in the table below. BBCC implements all student conduct policies and procedures fairly and consistent with specific and designated timeframes.

BBCC maintains student rights and responsibilities policies and procedures that adhere to state and federal mandates related to Title IX, violence against women act (VAWA), and counsel from the state attorney's general's office. BBCC staff advisors and student government leaders are required to attend annual trainings that include, but are not limited to, campus safety, equity, diversity and inclusion, and leadership and VAWA trainings. BBCC expects that student leaders are respectfully engaged in their communities in which they belong and model what BBCC's mission and values represent.

BBCC provides students reasonable accommodations in an appropriate and timely manner ([BP 6112](#), [AP 6112](#)) through the Disability Support Services (DSS) department. Faculty, staff, current students, and prospective students are supported and educated by the DSS office. The DSS coordinator provides and facilitates students obtaining and using reasonable accommodations that allows for equal access for all programs and activities in accordance with the state and federal law. Instructors provide information on

how to access disability services in their respective syllabi. These services are also explained in both New Student Orientation and New Student Registration.

Topic	*Student Handbook* and/or *2020-21 Course Catalog* page numbers
Code of Student Rights and Responsibilities	*Student Handbook*, pgs. 22-41; *Course Catalog*, pg. 31
Student Code of Conduct Violations (includes academic honesty expectations)	*Student Handbook*, pgs. 26-30
Student Conduct Process	*Student Handbook*, pgs. 30-34, 35-40
Appeal Procedure	*Student Handbook*, pg. 34-35, 40-41
Academic Grievance	*Student Handbook*, pg. 41
Discrimination, Harassment, and/or Sexual Harassment	*Student Handbook*, pgs. 51-56; *Course Catalog*, pg. 30-31
Disability Services accommodation procedures	*Student Handbook*, pgs. 62-64; *Course Catalog*, pg. 22-23

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

BBCC has an open-door admissions policy and accepts all applicants who are 18 years of age or older (BP 6106, AP 6106). Those under 18 years of age who have graduated from an accredited high school, have an equivalent certificate (GED), or qualify as a Running Start student will be admitted. The admissions policy is available via the *Course Catalog* (pgs. 12-16), the Admissions webpage, and is accessible via the Getting Started checklist. To ensure a reasonable probability of success, new degree-seeking students must take placement tests or provide other approved placement information prior to registering for classes if they have not previously fulfilled BBCC math and English requirements at another institution. Information about placement testing is available on the Testing Center webpage. Information about alternative placement options is also available on the Admissions webpage, and is accessible via the Getting Started checklist. Some programs (e.g., nursing and aviation flight) ensure a reasonable probability of student success through selective admissions processes where students must meet specific criteria and minimum standards before being admitted to the program.

BBCC's continuation in and termination from educational programs policy (AP 6108) is published in the *Course Catalog* (pgs. 35-38) and *Student Handbook* (pgs. 42-43). Students on warning or probation are required to meet with their advisor before registering in future classes. Students on academic suspension must take one quarter off from attending unless they appeal the suspension and are reinstated on academic probation. The appeals process found in the *Course Catalog* (pg. 38) and *Student Handbook* (pgs. 42-43) allows a student to appeal the suspension to the Academic Council. The Academic Council may grant re-admission under certain conditions. Students on academic suspension who do not appeal and fail to meet minimum standard after returning will be placed on academic dismissal and suspended from enrollment in classes for one calendar year. There is no appeals process for academic dismissal.

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

BBCC's policies and procedures regarding the security and retention of student records (BP 6107, AP 6107) include provisions related to confidentiality and release of these records and complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA notification is published in the *Course Catalog* (pg. 39) and the *Student Handbook* (pgs. 43-46). Students can sign a non-disclosure of directory information form, which prevents any directory information from being released. All new staff working directly with students and student records sign a FERPA agreement as a condition of their employment and receive training through Human Resources. BBCC records management policies and procedures (BP 8060, AP 8060) guide college actions regarding maintenance, preservation, and destruction of records. BBCC complies with the general retention schedule approved by the SBCTC for retention, archiving, and destruction of student records. BBCC also has information security policies and procedures (BP 8053, AP 8053) that include the protection of electronic records. Additionally as specified in the Faculty Negotiated Agreement, faculty maintain student course materials for two quarters beyond the quarter of attendance (Article IX: Position Descriptions, pg. 20).

Physical student records are stored on campus and are monitored at all times by staff during business hours. During non-business hours, records are stored in a double-layer locked space. Incremental local backup and storage of the SQL server (where electronic student records reside) occurs daily and full backup occurs weekly on campus. Copies are stored for 90 days in two separate locations – one on-site and one off-site. Additionally, the SBCTC makes and stores backup copies of electronic student records daily. This strategy ensures preservation and retrievability in case of a location-specific disaster.

INSTITUTIONAL INTEGRITY

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The College employs a process to ensure current and accurate information that involves direct feedback from faculty, administrative staff from student services, and are channeled through the Office of Communications. This process is used in the creation of marketing materials as well as website and social media content creation. All appropriate publications and website content delineate the college's mission and core themes; programs and courses; admissions requirements and procedures, including tuition, fees, refunds, and program costs; academic regulations, including grade definitions and policy, requirements for degrees, and academic standards; the academic calendar; opportunities and requirements for financial aid; student rights and responsibilities; and names and credentials of faculty and staff.

The Office of Communications oversees and approves all publications and coordinates the college's marketing and public information efforts to ensure integrity and consistency in messaging. The Office of Communications developed a Branding Style Guide outlining expectations for documents that will be published. Additionally, the Office includes the BBCC nondiscrimination statement on all publications.

College employees are reminded periodically that all information for public consumption, including requests from the media, be routed through the Office of Communications before distribution.

The college's website is largely used for communication with students, faculty, and the public. . All website updates are submitted to the Office of Communications through an electronic work order system. Department webpages are updated and maintained by staff that have completed training offered by the Communications Department. Where appropriate, information is also shared through the college's social media channels (Facebook, Instagram, Twitter, and YouTube).

BBCC's degree and certificate program requirements are clearly outlined in the college's course catalogs and on the website. Advising maps on the website and information in the *Course Catalog* demonstrate that academic programs can be completed in a timely fashion.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

BBCC advocates for, subscribes to, and demonstrates high ethical standards in its operations and management of the College. Expectations for ethical behavior and actions are addressed in the following Board Policies and Administrative Procedures:
- BP 1015, Staff Participation in Political Activities
- BP 2050, State Employee Misconduct
- BP 8054, Ethical Conduct and Conflicts of Interest
- AP 1015, Staff Participation in Political Activities
- AP 8054, Ethical Conduct

Ethics training is provided during new employee orientation. In addition, Human Resources provides periodic training reminders via email to all employees, who take refresher training as requested.

BBCC ensures fair and equitable treatment of students, faculty, administrators, staff and other stakeholders by complying with relevant federal laws. Specifically, 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, the college's website, posters, flyers, forms, and the Student Handbook.

BBCC has procedures for handling complaints and grievances in order to ensure they are addressed in a fair, equitable, and timely manner. Grievance procedures for full-time and part-time faculty are detailed in the Faculty Negotiated Agreement, Article XXXV: Grievance Procedure (pgs. 95-98). Grievance procedures for classified staff represented by the Washington Public Employee Association (WPEA) are covered in Article 30, Grievance Procedure, located in the current collective bargaining agreement (pgs. 60-65).

AP 4200, Grievance Procedure for Non-Represented Classified and Admin/Exempt employees, details of the process are available to full-time and part-time employees not covered by a collective bargaining

agreement. All employees and constituents of the College are entitled to due process under Washington State law and as outlined in the SBCTC Policy Manual.

For students, academic grievance procedures are detailed in the *Student Handboo*k in the section of Student Rights and Responsibilities. Student grievances arising from employment situations are covered under AP 4200.

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

BBCC adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board, administration, faculty, and staff. Expectations for ethical behavior and actions along with descriptions of conflicts of interest are addressed in the following Board Policies and Administrative Procedures:
- BP 1000, Policy Governance-By Laws
- BP 1015, Staff Participation in Political Activities
- BP 2050, State Employee Misconduct
- BP 8054, Ethical Conduct and Conflicts of Interest
- AP 1015, Staff Participation in Political Activities
- AP 8054, Ethical Conduct

BP 1000, Policy Governance-By Laws, establishes expectations for the college president's ethical behavior and actions and provides a code of ethics for members of the Board of Trustees.

AP 8054, Ethical Conduct, sets forth "ethical standards for the work and conduct of members of the board of trustees, faculty and staff (including student & non-student temporary employees) hereinafter 'employees' of Big Bend Community College. The administrative procedure supports and implements Chapter 42.52 RCW, Ethics in Public Service.

Expectations for ethical behavior and actions are discussed in new employee orientation. Human Resources provides periodic ethics training reminders via email to all employees, who take refresher training as requested.

FINANCIAL RESOURCES
2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

BBCC's policies for budgeting, reserves, investments and debt ensure effective financial oversight and regulatory compliance as demonstrated by the College's annual audited financial statements. BBCC has an inclusive, transparent budget process designed to allocate resources in accordance with the college's strategic priorities. The BOT reviews and approves the college's operating budget annually and receives quarterly budget status updates. The BOT also sets the minimum operating reserve levels, extraordinary repair and future program reserves, operating contingency budgets (BP 1000 Section EL 7 & 8, AP 1010 Section 1010.1 A 1, BP 6000), the Associated Student Body budget (BP 6200 , AP 6200) and waiver changes (BP 6101, AP 6101, AP 6103, AP 6104, AP 6105). The BOT authorizes all debt and delegates management authority to the President. The President delegates management of the investment

program (BP 8200, AP 8200) to the VP of Finance & Administration who works with the Executive Director of Business Services.

The Big Bend Community College Foundation, an independent 501c(3) entity, raises funds (BP 8020, AP 8020; BP 8021, AP 8021) for the College. The Foundation has its own Board of Directors. Each year the college prepares a memo for the Foundation listing the expected resources provided by the college and by the Foundation.

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The College created a shared governance system that assures participation by the college's internal stakeholders. The Budget Review Task Force (BRTF), a standing committee with representation from each of the campus constituencies, was originally created over a decade ago to present budget reduction options when the college faced a financial crisis. Departments submit their budget requests beginning in February of the previous fiscal year for the new fiscal year and the BRTF begins their review of the requests after the new operating budget for the college is in its final draft. In the last few years its role has shifted and it has reviewed and ranked budget requests in three separate categories: Permanent, Permanent Personnel, and One-Time funding. The process and results are reviewed by the Executive Team and the President makes the final decisions on what to fund.

The BOT sets the minimum operating reserve levels, extraordinary repair and future program reserves, and operating contingency budgets (BP 1000 Section EL 7 & 8, BP 6000). The College begins each annual budget process with the prior year's budget as a starting point. New available funds used to develop each year's budget (pgs. 190-198) are shared through a transparent process and include reviews of operating budgets and reserve budgets. Campus-wide risk management priorities are developed in a separate process but ultimately considered in terms of both short and long-term financial decisions.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Big Bend Community College's financial resources are managed according to all board policies (BP 6000, BP 8200, AP 8200) and applicable state and federal laws. The Statement of Net Position and Statement of Revenues, Expenses and Changes in Net position are reported under the accrual basis of accounting where all of the current year's revenues and expenses are taken into account regardless of when cash is received or payments are made. Full accrual statements are intended to provide a view of the college's financial position similar to that presented by most private-sector companies. These financial statements are prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB), which establishes standards for external financial reporting for public colleges and universities.

See BBCC's annual audited Financial Statements for a complete picture of Big Bend Community College's financials and the Management's Discussion and Analysis for FY 2019 and prior years.

HUMAN RESOURCES

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination through a variety of avenues. Published recruitment announcements for faculty, staff, and administrators address conditions of employment, work assignments, salary potential, and job duties and requirements.

After accepting an offer of employment, faculty, staff and administrators receive letters confirming their appointments including the agreed upon starting salary. Faculty and administrators receive annual employment contracts confirming their salary and conditions of employment. Classified staff members receive regular notifications about the amount and date of their salary increments.

All new full-time faculty, administrators, and classified staff participate in a new employee orientation session conducted by the Human Resources Office. The new employee orientation checklist signed by the employee and Human Resources outlines the topics covered in each session.

Employees within BBCC's two bargaining units, the classified staff bargaining unit (WPEA) and the faculty bargaining unit (BBCC Faculty Association), are further apprised of terms and conditions of employment through their labor agreements (WPEA, Faculty Negotiated Agreement). Both collective bargaining agreements contain key employment provisions including, but not limited to, types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions-in-force, leave, work performance evaluation procedures, promotion, retention, disciplinary standards and due process, termination, and non-discrimination and grievance procedures.

Administrators and non-represented classified staff utilize the following Board Policies and Administrative Procedures along with the provisions of WAC 357 and guidance from Washington State Human Resources with regard to conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Board Policy	Title	Administrative Procedure
1030	Compensation Plan	
1040	Personnel Administration	
2070	BP/AP-Reasonable Accommodation for Employees	2070
3011	BP-Administrative and Exempt Staff Employment and Benefits Schedule AP-Exempt Employee Leaves	3011
3015	BP-Administrative and Exempt Contract	3015

Board Policy	Title	Administrative Procedure
	AP-Administrative/Exempt Staff Performance Evaluations	
4001	BP-Layoff Policy for Classified Staff AP-Layoff Procedure for Classified Staff	4001
	AP-Classified Work Schedules	4100
	AP-Transfer/Lateral Movement/Voluntary Demotion Procedure for Classified Employees	4125
4200	BP/AP-Communications/Grievance Procedure for Classified & Exempt Staff	4200
4500	Salary Determination Policy for Non-Represented Classified Employees	4500
6115	BP-Equal Employment, Non-Discrimination, and Anti-Harassment AP-Prohibition of Discrimination, Sexual Harassment, Sexual Misconduct, Domestic Violence, Stalking, and Retaliation	6115

Faculty position descriptions are published in the Faculty Negotiated Agreement. Job descriptions for administrators and both represented and non-represented classified staff are maintained in the Human Resources Office.

Human Resources staff are available to help answer questions in the areas of employment, compensation, benefits, work assignments, rights and responsibilities, criteria and procedures for evaluation, retention, promotion, termination, employee and labor relations, and employee records.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

BBCC encourages and provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development. These opportunities are selected based on alignment with the Strategic Plan, Board Ends Statements, Core Themes, and Strategic Priorities and relevance to the employee's job duties. Regulatory training requirements are outlined in an annual training plan.

Human Resources works closely with the Leadership Development Workgroup and the Staff Training and Recognition (STAR) Committee to offer a variety of growth and development opportunities through on-campus trainings, online learning, participation in regional and national conferences, and workshops. Past training session topics include leadership training, behavioral styles, communication, conflict resolution, bias in hiring, employment law, effective performance management, just cause and employee discipline, employee leaves, employee benefits, software and technology, advising, suicide prevention, sex, gender, and orientation, and safety in the workplace. Online learning opportunities are available through a Learning Management System (i.e., LawRoom/EverFi), which provides regulatory compliance training for faculty, staff and administrators. Online training is also available through the

Employee Assistance Program (EAP) and the Washington Department of Enterprise Services (DES). The Human Resources Office records completed professional development activities in a database system with hardcopy certificates maintained in employee personnel files.

Faculty, staff, and administrators are notified of training opportunities through campus email with information on cost and instructions for registration. Funding for professional development opportunities is included in department budgets and is reviewed annually during the budgeting process. The BBCC Foundation and the eLearning department provides additional funds for faculty and staff professional development opportunities.

Through the procedure of application, evaluation and approval outlined in AP 3003, Professional Leaves-Administrators, full-time administrators may be granted professional leave status for designated period of time not to exceed one year for the purpose of professional enrichment.

BBCC is able to provide many opportunities specifically for administrators because of its membership with the Community and Technical College Leadership Development Association (CTCLDA), a professional development organization for college leaders of publicly-funded community and technical colleges in Washington State. BBCC professionals are encouraged to attend conferences sponsored by CTCLDA, which focus on timely issues for all levels and divisions of community and technical colleges. These conferences are held in various locations around the state.

BBCC has sent executive leaders to the Washington Executive Leadership Academy (WELA) that provides year-long and in-depth training and mentorship to become a vice president or president.
Faculty and staff have the opportunity to attend the Social Justice Leadership Institute (SJLI) offered by Bellevue College.

BBCC is able to provide additional training and development opportunities for staff through its membership with the Staff Training for Technical and Community Colleges (STTACC) group.

Professional Development processes for both full-time and part-time faculty are outlined in the Faculty Negotiated Agreement, Article XV: Professional Development Units (PDUs), (pgs. 45-50). This article provides a means of tying continued professional development to salary advancement through promotional steps or one-time payments. PDUs may be earned for increasing competency in any of the following areas:
- Communication
- Discipline Knowledge
- Technology
- Andragogy/Pedagogy
- Cultural Diversity
- Mentorship
- Accredited College courses
- Safety and First Aid Courses
- Certification/Recertification
- Service to the College

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 has an Exceptional Faculty Award program to provide professional development funding for faculty. The details of the plan are outlined in Article XVI: Exceptional Faculty Award Guidelines of the [Faculty Negotiated Agreement](), (pgs. 50-51). Full-time and part-time 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 BOT 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.

Full-time faculty may also submit sabbatical requests under Article XVIII: Leaves, Section A, Sabbatical/Professional Leave of the [Faculty Negotiated Agreement](), (pgs. 52-56). Applications for Sabbatical Leave are reviewed by a Sabbatical Committee. Recipients of sabbatical leave agree to return to the college and serve in a position comparable to the position they vacated for the leave.

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Consistent with its mission, programs, and services, BBCC employs a sufficient number of faculty, staff, and administrators qualified to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The college's recruitment practices are outlined in [Board Policy, 6115, Equal Employment, Non-Discrimination, and Anti-Harassment]() and also in [Administrative Process 3014, Selection of Personnel](), the WPEA Collective Bargaining Agreement, and the Faculty Negotiated Agreement. 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 SBCTC. Employment opportunities are posted on the BBCC website. BBCC is an Equal Opportunity Employer and seeks to recruit the most qualified personnel available in order to successfully execute the mission of the College.

Human Resources provides guidance in recruitment processes, ensuring criteria, qualifications, and procedures are appropriate and posted accordingly. Human Resources maintains position descriptions for administrators and staff that accurately reflect duties and responsibilities. The Faculty Negotiated Agreement contains position descriptions for faculty. BBCC posts vacant positions and accepts applications using the NEOGOV applicant tracking platform.

Requests for new or replacement administrator and staff positions are reviewed and approved by the appropriate vice-president, Business Office/Accounting, Human Resources, and the College president prior to posting to ensure ongoing support of the college's mission, programs, and services.

Faculty hiring requests are generated, reviewed, and approved consistent with the college's mission, programs, and services as part of the annual budgeting process. First, division chairs consult with

program faculty to identify requests for both new and replacement positions. Department faculty, in consultation with the division chair, develop rationale for position requests. Division chairs present their respective requests to the BBCC Instructional Council for prioritization. Prioritized requests are submitted to the VP of Learning & Student Success for further consideration. The College president makes the final determination on which positions will be approved for recruitment.

Faculty and the division chair form the primary component of every college faculty search committee. These individuals are responsible for formulating appropriate discipline-specific position requirements and interview questions based on identified need. The search process for new or replacement faculty is outlined in Article XXIV: Hiring Standards and Procedures for Faculty, of the Faculty Negotiated Agreement, (pgs. 72-75).

BBCC's faculty are well prepared to teach within their assigned disciplines; the standard for hiring faculty is typically a master's degree in the discipline or a closely related area, particularly for faculty teaching general education or transfer preparation courses. Workforce Education program faculty may be determined to have appropriate preparation between degrees and workforce experience as outlined in WAC 131-16-091. A bachelor's degree is the typical standard for faculty teaching pre-college courses.

Faculty are engaged in college governance. Faculty serve in key positions, responsible for decision making and recommendations, on numerous college committees including Shared Governance Council, Instructional Council, Committee on Equity, Inclusion, and Diversity (CEID), Budget Review Task Force, Academic Master Plan Committee, Accessible Technology Team, Assessment Committee, and others. The Faculty Association President appoints faculty to committees and thus ensures appropriate distribution of workload and expertise. As committee representatives, faculty are responsible for maintaining effective communication with their constituents. In recent years, changes have been made to the faculty contract to support increased associate/adjunct faculty participation in formal college governance.

BBCC maintains 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 Student-Faculty Ratio	WA CTC Student-Faculty Ratio	BBCC State Supported Teaching Faculty FTE-F Percent Part-time	WA CTC State Supported Teaching Faculty FTE-F Percent Part-time
2011-2012	20.64	22.16	44%	54%
2012-2013	19.88	22.04	49%	54%
2013-2014	20.25	21.06	45%	54%
2014-2015	20.02	20.69	43%	53%
2015-2016	21.14	20.28	47%	53%
2016-2017	19.38	20.04	45%	52%
2017-2018	18.35	19.51	43%	51%
2018-2019	19.06	19.32	44%	50%

SBCTC Research & Data

Additional Supporting Documents
- BBCC Organizational Chart

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

BBCC employs a variety of strategies to ensure the regular and systematic evaluation of faculty, staff, and administers in alignment with the institutional mission and goals, educational objectives, and college policies and procedures.

Evaluation procedures for full-time faculty are outlined in the Faculty Negotiated Agreement in Article XIX: Evaluation of Academic Employees, Article XX: Probationary Evaluation Process for Tenure (pgs. 62-67). Evaluation procedures for part-time faculty are included in the Faculty Negotiated Agreement in Article X: Associate and Senior Associate Faculty, Section 3, Evaluation. The Faculty Negotiated Agreement also provides for a mentor program for probationary faculty (pg. 25).

Annual performance reviews for staff and administrators 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. To ensure employees are evaluated on an annual basis, Human Resources provides reminders to supervisors of the due date for evaluations and records the date of the evaluation as each is submitted. This practice allows the Human Resources department to monitor the date of an individual's most recent evaluation.

Classified staff are evaluated annually by their direct supervisor. Procedures for classified staff evaluations follow the process set by Washington State Human Resources for non-represented employees and the WPEA Collective Bargaining Agreement for represented classified staff. Supervisors are trained on protocols for completing performance evaluations.

Administrators are evaluated annually by their direct supervisor with regard to performance of work duties and responsibilities in alignment with the college's mission and goals, educational objectives, and policies and procedures. Evaluation procedures for administrators are outlined in Administrative Process 3015, Administrative/Exempt Annual Performance Appraisal. The annual evaluation includes a self-evaluation, annual work plan review, an assessment of the administrator's execution of primary responsibilities, and an assessment of leadership competencies such as communication and continuous improvement. In odd-numbered years, deans, vice-presidents, and the president receive comprehensive feedback from the campus community. Criteria for administrator evaluations are based on the work duties and responsibilities outlined in the position description, leadership competencies adopted by the College, and the individual's success in carrying out the annual work plan.

STUDENT SUPPORT RESOURCES
2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

BBCC has created and maintains effective services and programs to support student learning and success. As a federally designated Hispanic Serving Institution (HSI) with a large population of first-generation college students, BBCC is particularly focused on providing services that support the closure of equity gaps, especially the gap between students coming from Historically Underrepresented Groups (HUG) and Asian/White students. During the current accreditation cycle, BBCC made multiple changes to existing services and added new services in an effort to reduce achievement and equity gaps. These services are marked with an asterisk and are described in the Evaluation of Institutional Effectiveness (EIE) report.

Academic Services
*eLearning
*Basic Education for Adults (BEdA)
Big Bend Technology (BBT) Services
Bookstore
Class schedule & Course Catalog
Computer labs
*William C Bonaudi Library
*STEM Center - supplemental instruction
*Tutoring, etutoring
*Writing Center

Student Services
*Academic Advising
*Admissions & Registration
*Athletics
BBCC Foundation – scholarships
Campus Safety
*Career Services
Cashiering
Childcare
Counseling
Disability Services
*Dual Enrollment Services
*Early Alerts

Emergency Assistance
*Financial Aid
*Food Pantry
Food Services
International programs
*New Student Orientation
*New Student Registration
*Outreach & Recruitment
Residence Halls
*Student Programs- ASB, clubs, communities
Testing Center – placement, make-up testing
*TRIO Student Support Services
TRIO Upward Bound
Veterans Services
*Workforce Education Services

Administrative Services
ATEC Conference Services
*Communications Office
Facilities Maintenance & Operations
Human Resources
Institutional Research & Planning
Payroll
Purchasing
Word Services

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Each year BBCC publishes an electronic *Course Catalog* on the college's website where students, employees, the public, and other stakeholders can easily access it. The *Course Catalog* contains the following:

1. BBCC mission statement (pg. 6)
2. BBCC admission requirements and procedures (pgs. 12-16)
3. BBCC grading policies (pgs. 35-38)
4. BBCC degree, certificate, and diploma completion requirements (pg. 40-164)
5. Institutional and program learning outcomes (pg. 40-164)
6. Required course sequences (pg. 40-164)
7. Projected timelines to completion (pg. 40-164)
8. Frequency of course offerings (pgs. 224-264)
9. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (pgs. 265-268)
10. Refund policies and procedures for students who withdraw from enrollment (pg. 17)
11. Opportunities and requirements for financial aid (pg. 26-29)

Some of the information in the *Course Catalog* is also available at other locations on the BBCC website. Specifically, academic program and department web pages contain degree and program requirements, program outcomes, required courses sequences, and program costs.

BBCC also posts on its website the following information:
- *Student Handbook* which contains rules and regulations for student conduct, rights, and responsibilities;
- Tuition and fees schedule
- The current academic calendar

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

The educational programs at BBCC that require external licensure for entry into the occupation are nursing, nursing assisting, medical assisting, aviation flight, aviation maintenance, commercial driver's license, and unmanned aerial systems. As shown in the table below, program handbooks, brochures, and associated program materials for each program contain accurate information on eligibility requirements for licensure, employment, and advancement.

Program	Document
Aviation Flight	Recruiting Packet, pgs. 12-16
Aviation Maintenance	Recruiting Packet and Rack Card
Commercial Driver's License	Program Application
Medical Assisting	Program Handbook, pgs. 8-11
Nursing	Program Handbook, section 1.2, 3.0, 3.1, Appendix D, Appendix G
Nursing Assisting	Program Handbook, pg. 5 and NNAAP Handbook

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

BBCC provides an effective and accountable financial aid program consistent with its mission, student needs, and institutional resources. The BBCC Financial Aid Department awards federal, state, institutional, and private grants, loans and scholarships; Veterans benefits; and tracks outside agency assistance in accordance with state and federal guidelines. The Financial Aid Department reviews and updates policies and procedures guiding the awarding and disbursement of state and federal aid as needed in accordance with federal and state regulations.

Information for potential and enrolled students regarding financial assistance such as scholarships, grants, and loans is available on the financial aid webpage including the financial aid application process, forms, eligibility requirements, and satisfactory academic progress requirements. The financial aid webpage can also be accessed from the Getting Started page for new students. A summary of financial aid information is listed in the *Course Catalog* (pgs. 26-29) as well as the *Student Handbook* (pg. 9). In addition, the Online Orientation, which is mandatory for all new students, contains information about financial aid services. Financial aid staff present summarized information to new students during New Student Registration sessions. Staff also present similar information to potential students during financial aid information sessions at local high schools throughout the year.

After students submit a financial aid application to BBCC, financial aid staff communicate with students via email and the financial aid portal. The portal is available on the college website and provides students the ability to check the status of their financial aid application. This tool allows students to see their cost of attendance budget, receipt of financial aid application, view missing information, download verification documents, verify that forms have been received, and view their financial aid awards.

Big Bend Community College Foundation Scholarships
The Big Bend Community College Foundation awards over one hundred scholarships in three category types: Named Scholarships, Foundation General Scholarships, and Intervention Scholarships. Named scholarships are created by donors and based on criteria established by the donors. Based on criteria set by the BBCC Foundation Board, Foundation scholarships are funded by the Foundation's annual fundraiser event. Foundation scholarships provide student scholarships for Workforce Education programs, returning students, high schools within the service district, and disability scholarships. Intervention scholarships cover unexpected emergencies which prevent students from completing their education. These scholarships are awarded on emergency basis only, and the amounts vary by need and nature of the emergency.

Awarded annually to BBCC students, each scholarship has a unique set of criteria which the Foundation staff update for existing scholarships and also create for new scholarships. For example, some scholarships require recipients to be first-generation students, veterans, or minorities, while others may require the recipient to possess a certain GPA or to enter a specific program like Aviation or Agriculture. The online application is available to students through a website called AwardSpring and has the capability to filter applicants by criteria based on their answers. The online application simplifies the process for current and prospective BBCC students to apply for a BBCC scholarship. Foundation scholarships provide critical assistance for talented students who otherwise would be unable to afford to attend college.

The scholarship application opens in September and closes in late February or early March depending on the school calendar. The 2020-21 scholarship cycle ended on March 13, 2020. The foundation staff provide scholarship presentations during classroom visits at the College and deliver information packets to each of the fifteen high schools in the BBCC service district. In addition, the Foundation hosts six scholarship workshops on the BBCC campus as well as workshops or classroom presentation appointments with the high schools in the service district. After students have submitted their application, a committee of faculty members review and score the applications. Awards are determined based on the scores and the scholarships criteria, and recipients are chosen and notified. During the 2019-20 academic year, the Foundation awarded over $280,000.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Students receiving financial assistance are informed of repayment obligations. For federal and state aid grant repayments, the information is found here within the financial aid section of the BBCC website. Repayment information and guidelines are also found in the *Course Catalog* (pg. 8). Additionally, students are notified about grant repayment via the conditions of award that is attached to their financial aid award letter.

At BBCC, student loans are not automatically packaged in the student's initial financial aid award. Instead, students are required to submit a Direct Loan Request Form if they need to borrow funds to pay for college. Students are informed of loan repayment obligations prior to the submission of the loan request form, when the student's loan has been awarded and disbursed, and when the student enters repayment. This information is provided to the student through the BBCC Direct Loan and PLUS Loan Request Forms, BBCC Direct Loan Notification Letter, and the state Loan Debt Letter . BBCC follows the federal requirement for entrance and exit loan counseling. BBCC sends loan recipients an exit letter explaining their loan counseling obligations and instructions for accessing the counseling online through the Federal Student Aid website.

The student loan programs at BBCC are regularly monitored to ensure students are informed about the loan process and that the disbursement of funds is timely. BBCC's current three-year cohort default rate is 18.6% which is posted on the direct loan web page.

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

BBCC has a comprehensive academic advising program with both faculty and staff advisors. BBCC has a mandatory advising policy described in the *Course Catalog* (pg. 21) and *Student Handbook* (pgs. 6-7) requiring all students to receive academic advising each quarter until they complete 30 credits. BBCC has also adopted six "Areas of Interest" or metamajors covering all academic programs and is adjusting its advising model to support the Areas of Interest. After new students complete a mandatory orientation, they attend a New Student Registration session where they meet an advisor from their Area

of Interest, receive advising, and register for their first quarter of classes. In successive quarters, students can receive advisement for the following quarter between weeks six and ten of the quarter. Under the mandatory advising requirement, full-time students will need to receive advisement during their first year of attendance.

All full-time faculty have advising responsibilities and are assigned to an Area of Interest. Most advise in the discipline(s) that they teach, but some advise in other areas. For instance, some math and science faculty advise pre-nursing students. Faculty counselors and some staff advisors provide advising for nearly all academic programs. In addition, staff coordinators supporting specific workforce education programs advise for their programs. A "blank" Advising Canvas shell is available for any advisor/program to use. A number of programs on campus use an Advising Site in Canvas to share college and program information, send announcements, and/or house program plans. The Advising shell is pre-populated with links to college information, the Advising Syllabus, information for students on making the most of an advising session, and a module for advisors to add their specific program/Area of Interest information.

Faculty counselors evaluate elements of the advising program through assessment activities that they report on annually. The Assessment of 2019-2020 from the counselors explains the assessment of the Degree Completion Campaign for students in the Running Start program and students enrolled in the College Success Skills course. The data indicate that informing students of the process to complete a degree within the time that it is needed does increase the chances that a student will be able to identify their courses and expected graduation date. The data also show that reevaluating and adjusting the timing of information sessions related to students' advising appointments is key to student success.

In addition to faculty and counselor assessment and advisement, the Advising Coordinator conducts an annual department work plan and evaluation to evaluate and improve elements of the advising program. The 2020-2021 advising work plan outlines the goals to create annual training for different types of advising and just-in-time communication to increase consistency and timeliness of information for both advisors and advisees.

BBCC implements various training activities to ensure advisors are knowledgeable about the curriculum and programs for which they advise and are prepared to successfully fulfill their responsibilities. An Advising Coordinator and faculty counselors provide online and in-person training to advisors. The Advising Coordinator provides quarterly trainings and impromptu training when requested by faculty and staff advisors. In addition, BBCC maintains a Canvas-based advisor training site with a variety of online training materials including multiple modules on advising. Advising modules include directions for using advising tools such as an advisor information sheet, advising maps, the student kiosk, the advisor data portal, Student Success Quarterly Checklist, and steps for class registration. Another important training tool is BBCC's Academic and Program advising syllabus, which covers general education and student learning outcomes that define the expectations of both the student and advisor. Advisors are provided access and asked to adhere to the syllabus when they receive advisor training. New advisors are also paired with experienced advising mentors for their first quarter of advising.

BBCC has developed advising maps for all workforce programs and some transfer pathways that are available online. The advising maps are valuable tools for advising students as well as training new advisors. In addition, advising requirements and expectations for students and advisors are outlined in the *Course Catalog* (pgs. 17, 21) and pgs. 6-7 in the *Student Handbook*.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

BBCC's online courses, hybrid, and many face-to-face courses utilize the Canvas Learning Management System (LMS), which students access through their campus network accounts. Originally Canvas was only accessible through the BBCC Portal, which also requires a network login. At that time college employees concluded that the campus web site should be exclusively for potential students, and the portal would be the primary location for resources for enrolled students. However, few students needed to use the Portal and found typing their network login twice to access Canvas was redundant and confusing. To simplify the log-in process for students, the link to Canvas was moved to the top right of all BBCC web pages.

New students receive their Student Identification numbers (SIDs) in their written admissions letter. Students receive written instructions and a video through the online Viking Orientation about how to set up their network account. In order to be activated, network accounts require the user's SID, last name, and date of birth. The student is required to select a security question and develop their own answer, which must also be supplied to reset their password if forgotten. Unique passwords are required and must contain at least eight characters and include upper- and lower-case characters and a number and/or special character. Passwords expire every 90 days, and the same password cannot be reused. At the time of the 2012 comprehensive accreditation report, students were required to set up their network logins using an on-campus computer; however, the College has developed a web based system that will allow students to activate their new account and reset passwords via the web. There are currently no charges associated with the identity verification process.

Instructors can employ a variety of methods to verify student identity in the assessment process. In some cases, examinations must be proctored at the campus Testing Center or vetted facilities for students living some distance from the College, but this is becoming rarer. Canvas allows for the option of requiring a special password for assessments. Instructors can also have students record their assessments using systems linked to Canvas, and those recordings are only available for the faculty member to view. Starting in the fall of 2019-2020, after researching options for many years, the eLearning department chose to run a one-year demonstration project with ProctorU, an online proctoring service that offered the promise of easy, secure, and inexpensive online proctoring. The hope was to offer this service to students at no cost to them. The system did not live up to expectations and did not work outside Canvas, which is necessary for math assessments which utilize WAMAP, a learning management system specifically designed for math instruction. When the COVID-19 pandemic struck and all learning was moved online, the eLearning arm of the SBCTC purchased a large number of online proctoring testing licenses from an alternative vendor and provided them for free to colleges. This new vendor's product works outside the Canvas environment and is of equal or improved quality. eLearning plans to continue with this vendor and get faculty and student input on the possibility of long-term utilization of the product. If it is determined there must be some cost sharing or that the cost should be solely borne by students utilizing the system, notification of the cost would be included in the course description for the class.

LIBRARY AND INFORMATION RESOURCES

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The BBCC Library's primary purpose is to support the college's mission 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 students, staff, and faculty as well as users living within the college's service district. Policies relating to user access to services and resources are posted in the BBCC Library Policies and Procedures, on the general library handout which is available in the library, the student and faculty resources, and on the library's website.

The Library Advisory Committee was eliminated in 2012 as it was determined that faculty involvement with the library was more efficient at a one-to-one level, especially in a college with so many fields taught by only a single instructor.

The library's Collection Development Policy is very comprehensive in its coverage of collection assessment and development. The library recognizes that the college's faculty are the subject area experts in their fields and, as such, relies on them to assist in collection assessment and development. While the library does not have a formal collection assessment policy for print materials, an end-of-the-quarter library project is to shelf read (ensure the print collections were in proper shelf order) the entire collection. This allows staff to assess the print collection for currency, depth, and breadth on a regular basis. With the continued growth of online resources and need to focus on other areas, in 2019, the shelf reading duties shifted to the part-time staff who consult with the director or librarian if they have questions or concerns.

Library and information resources integrated into the learning process
The library invites instructors to collaborate with library staff to meet their students' needs for library instruction. They can request anything from a single session general library orientation to sessions zeroing in on specific topics, skills, or resources. However, the number of faculty scheduling such sessions has declined. While not giving up on the traditional library instruction sessions, in 2019, the college's new librarian developed and began offering online Zoom webinars on the following topics: Library Orientation, Databases A-Z; How to Find, Identify, and Read Scholarly Articles; Business Research; Nursing & Healthcare Research; Science Research; and Sociology & Psychology Research. Some sessions were recorded for students who could not attend and are available on the library's website under Library Orientations and Webinars. The webinars were sparsely attended but will continue to be offered in the coming year in the hopes of building momentum. The librarian also developed a credit-bearing library instruction class that will be taught for the first time in the fall of 2020-21.

In 2013, the library subscribed to the LibGuides product to host its web pages. LibGuides is specifically designed for library use and assists in promoting text and online resources and services. The library works with the Public Information Office to ensure smooth linkages and a similar look between the library's and college's sites. Having eLearning as part of the library's services also makes it easy for it to promote its resources and services in the online instruction environment.

As the number of online resources continued to grow, so did concerns that students and staff would not be willing to search each one individually; therefore, the Dean of Library Resources, in collaboration with the directors and deans from many of the other community and technical colleges across the state, began researching Discovery Layer Additions which could simultaneously search multiple online resources similarly to a web search engine such as Google. They settled on PRIMO from Ex Libris, and by the end of 2014, it was in place. Then in 2017, the library directors and deans, in collaboration with the SBCTC eLearning Division, moved most of the state's community and technical college libraries from various legacy library management systems to Alma from Ex Libris allowing for a more fully integrated connection with PRIMO and allowing for the potential for closer integration of the libraries' systems and for further collaboration.

The library is always looking for ways to share its resources, not just with students, but to benefit other departments. In 2013-14, the library began training other departments, such as the Student Success Center, WorkFirst, and TRiO, to set up holdings in the library system to more easily track the checkout and return of equipment and textbooks to students utilizing their services. Over time most of these departments have chosen to move the resources to the library and direct students there as the library has the expertise to better maintain and organize textbook collections and keep equipment repaired and software updated. This proved especially helpful when most of campus closed due to COVID in 2020. The library was able to easily distribute and accept the return of textbooks and equipment from departments all over campus as they were already in the library's circulation system and located in the library. The library's drive-up and return services have been used by faculty to distribute course packs and other materials during the campus closure. The Viking Food Pantry has also provided "grab and go" bags from its resources for the library to distribute and recently the library has begun distributing free cloth masks to those in need of them. The college's new librarian, Rhonda Kitchens, working from home, used the LibGuides system to help the Writing Center move its services completely online. The library staff's resourcefulness, ingenuity, and focus on service has never shone as brightly as it has in assisting the College in its response to the COVID crisis.

Library Staffing
- Tim Fuhrman, Director of Library Resources and eLearning, is a degreed librarian, has been with the College since 1998, and is an alumnus of BBCC.
- Rhonda Kitchens, Faculty Librarian, holds a BA in Mass Communication and Masters in Library Science.
- Mattias Olshausen, eLearning Coordinator, has dual Master's degrees in American and Russian History and Library Science.
- John Anderson, Library Systems Specialist, started at BBCC in 1994 and holds an AA in Library Science.
- Teresa Curran-Sweeney, Library & Archives Paraprofessional 3, manages cataloging, serials, and interlibrary loan. Teresa started out as a student worker in the library and has performed a number of positions in the library before being promoted to her current position.
- Cassandra Torres Program Assistant, holds an AA in Library Science from BBCC and is a former library student worker.

Services

The library is currently open 68 hours a week, Monday through Saturday, during fall, winter, and spring quarters and is open 40 hours a week, Monday through Friday, during summer quarter and intersession. All staff work a combination of day and evening hours. The library also employs two on-call part-time library staff to ensure two staff members are always present whenever the library is open.

In 2013, the Library also incorporated eLearning. With the move to Canvas, academic leaders decided that all courses would receive a shell class to encourage use of the platform but also in case, as with COVID, instruction needed to move online rapidly. The eLearning department is intentionally not an academic division but offers support and professional development to faculty and students using online instruction resources and services. For instance, eLearning supports ongoing Regular and Substantive Interaction training required of all faculty teaching hybrid and online classes.

For many years, the College used bubble sheet forms and a Scantron machine for quarterly class, administrative, and faculty surveys for probationary faculty, but the technology was hitting its end of life in 2015. Replacing the machine was going to be extremely expensive, there was no good way to use the bubble sheet forms in online courses, readings were inconsistent at best, could not be filled out if students were absent, and student comments were written by hand and had to be transcribed, which was tedious and time consuming. The eLearning staff researched online options used by other colleges within the CTC system, recommended moving to EvaluationKit, and volunteered to both cover the cost and administer the system. EvaluationKit surveys generate web addresses that can be posted on web pages or sent via email, but its primary value is that it integrates easily into the Canvas environment allowing for surveys to appear each time students login. EvaluationKit gives the College the option to require students to complete surveys, which the College has chosen not to do. The system also makes it easy for the faculty members, the deans, and tenure committees to view and utilize survey results. The only problems have been dealing with courses with multiple instructors and making sure the eLearning staff has an up-to-date list of instructors that need, or want, their courses surveyed. Another challenge has been working with faculty who have not normally used Canvas as part of their courses to use it for completing student evaluations.

Other services managed by the eLearning Coordinator, and paid for by eLearning student fees, include TurnItIn (added 2018 at faculty request), Online Tutoring (added in 2011), and AskWA, a 24/7/365 online chat with a librarian service (added in 2011). While these services are important to support online, with the exception of TurnItIn, the lack of utilization reporting capability in these systems is a significant issue with which, the department continues to struggle.

Fees to support eLearning have always been attached to hybrid and fully online courses only, the director is working with the Deans and Vice President of Learning & Student Success to determine a more equitable fee structure as many face-to-face classes have used Canvas extensively but with no fees to support the work of eLearning.

PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Physical infrastructure

Big Bend Community College has two distinct land sites. The main campus, located in unincorporated Grant County, consists of 143 acres and is where 99.5% of instruction and activities occurs. The second piece of land is 11 acres of farmland that is leased for most of the year. To support and enhance BBCC's strategic objectives, academic programs, and student support programs, the College maintains 23 buildings on the main campus for a total of approximately 658,000 square feet of facility space. These facilities include specific space for Workforce labs, academic classroom space, STEM Center, Student Success Center, informal student learning, library, fine arts, performing arts, residential student living, conference space, gymnasium, childcare center, and administrative space. There are also outdoor facilities for a Commercial Driver's License (CDL) driving track, an outdoor unmanned systems netted facility, and baseball and softball fields.

The SBCTC allocates money every biennium for minor improvements to facilities (based on student FTE) and building maintenance and repairs.

The current *Facilities Master Plan (FMP)* was reviewed and updated in 2015. The College embarked on an update to the plan in late 2019 but deferred the finalization for one year to allow for the completion of the College's newest two buildings and for the new college president to contribute her vision. The FMP lays out the long-term vision for the campus and establishes a framework for guiding land use, infrastructure, and development over the subsequent 20 years.

Accessibility

All existing facilities, planned capital projects, and pedestrian routes are designed and reviewed in order to meet accessibility standards as required by Americans with Disabilities Act (ADA) regulations at the time of construction. The College underwent a review for the Office of Civil Rights in 2019 and responded with a Voluntary Compliance Plan. While there were non-compliance items revealed, the maintenance department has worked diligently to bring all physical non-compliance items into compliance.

The College also takes steps to ensure the accessibility of its website and all software and hardware owned by the institution. The College established the Accessibility Technology Team (committee) in 2014. This group reviews policy and procedures for ensuring the College provides materials and tools that are accessible for everyone, provides awareness of accessibility, and provides opportunities for training. BBCC has a website review tool, Site Improve, which helps identify and correct any issues on the website. BBCC also has an accessibility procedure in place for all software and hardware purchases to be reviewed by Big Bend Technology (BBT) department and require documents from the vendors that ensure accessibility before items are approved for purchase.

Safety, Security & Emergency Management

Safety, Security, and Emergency Management (SSEM) is a responsibility of everyone on campus.

The Director of SSEM offers campus-wide events for students and employees including evacuation and active threat, first aid, campus security authority, and more. The department also provides jump starts and safety escorts for students and employees.

The college Emergency Operations Plan was reviewed and updated this year. The Director of SSEM maintains the list of staff who serve as Emergency Management Team members and their Incident Command System job duties as well as tracking the Federal Emergency Management Agency (FEMA)

training each person has taken. The department also posts campus evacuation maps (sample) and emergency procedure flyers in every office and classroom.

In the event of a campus weather closure or other emergency, campus is notified through the college emergency alert system. These alerts are delivered to all college computers, phones, and any personal cellphones registered with the service.

The Annual Security and Fire Safety Report (aka Clery Report) is compiled annually and posted to the public BBCC website.

The Director of SSEM also serves as the environmental health and safety officer. The use, storage, and disposal of hazardous materials follow regulations established by OSHA. The Hazardous Waste Management Procedures mandate maintaining up-to-date Safety Data Sheets (SDS) for all chemicals on campus. Copies of SDS are located in all buildings and available to staff. These policies and procedures are updated as needed and guidelines for proper storage of materials, proper use of personal protective equipment (PPE), and proper disposal of chemicals are followed.

Policies and procedures include the following:
- Incident reports
- Reviewing equipment or service needs
- Training on safety compliance programs and equipment
- Scheduling hazardous waste pickup

Additional Supporting Documents
- BP 1000, EL 6
- BP 4130 & AP 4130
- BP 7700 & AP 7700
- AP 7701, AP 7702
- WAC 132R-116-020, 132R-116-120; 132R-117-010; 132R-117-020; 132R-118-010; 132R-118-040; 132R-136-030;

Technological Infrastructure
The college develops and maintains its own technological infrastructure. BBCC's information technology department, also known as Big Bend Technology (BBT), provides both day-to-day and advanced support to a wide variety of technology users both on and off campus. Direct support for technologies is provided by the Help Desk via telephone, email, and in person assistance for faculty, staff and students.

A Technology Refresh Strategy was established in 2015 for the college. One guiding principle was that regular replacement was necessary to ensure students and staff could achieve their goals and conduct the business of the college. The plan outlined the following schedules for replacements:
- Employee Desktop and laptops: Every 4 years and 3 years respectively
- Student Computer Labs: Every 4-5 years
- Classroom AV: Every 6-7 years
- Networking Infrastructure: Every 6-7 years as evaluated.

In 2018, BBCC wrote a draft Technology Strategic Plan that outlined a technology replacement plan as well as new initiatives. Due to the departure of the director and the vacancy of the position for a year, the 2020 version of Technology Strategic Plan was only recently completed.

Moving Forward

Since BBCC is submitting the PRFR and EIE reports simultaneously, all conclusions and reflections about moving forward are included in the EIE report.