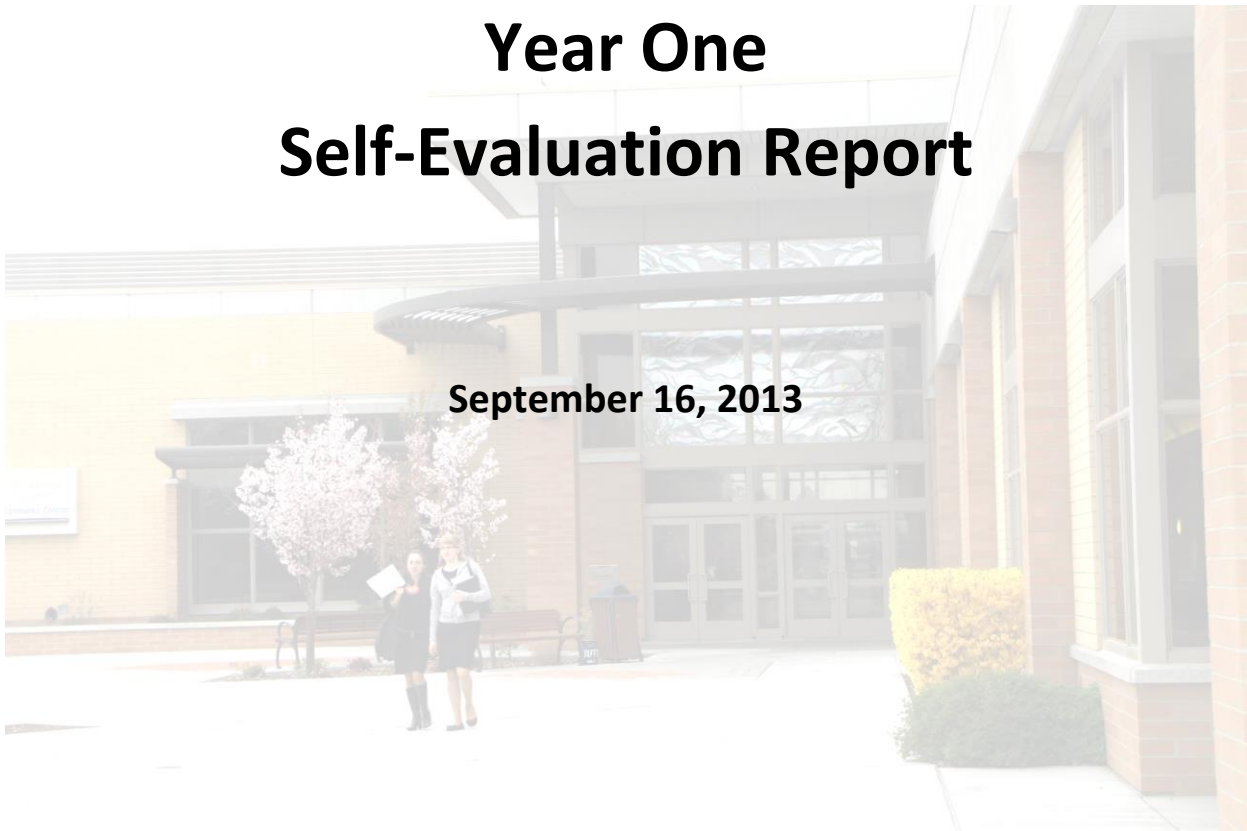




# **Year One Self-Evaluation Report**

**September 16, 2013**



**Prepared for the Northwest Commission on Colleges and Universities**



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## INSTITUTIONAL OVERVIEW

In 2012, Big Bend Community College celebrated its 50<sup>th</sup> year of operation as part of the Washington Community and Technical College system. In 2013, we are working to assure the success of Big Bend's second 50 years. Located 75 miles from any other institution of higher education, BBCC currently serves a diverse and rurally isolated population of nearly 111,000. The college district encompasses a 4,600-square-mile area including all of Adams, Grant, and a portion of Lincoln counties. From the Moses Lake campus, services are provided to 15 primary communities.

With just over 1900 annual FTE in 2012-13, Big Bend is one of the smaller colleges in the Washington state system. Enrollments are approximately 45% academic transfer, 32% workforce education, and 23% pre-college or basic skills (*SBCTC 2011-12 Academic Year Report*). BBCC offers a number of unique opportunities for students, such as the Commercial Pilot training program, where students can train for a career in commercial aviation. The college owns approximately two dozen airplanes, and conducts regular training flights out of the Grant County International Airport, which is adjacent to the campus.

The BBCC campus is located on the grounds of the former Larson Air Base. The college inherited the Air Force facilities in 1966, after Larson Air Base was decommissioned. This situation brings both opportunities and challenges: the college has plenty of land on which to grow, but many of the buildings are aging and were not originally intended for educational purposes. These challenges are addressed in the college's *2011 Facility Master Plan*, one of the key elements of BBCC's strategic planning process.

The college is governed by a five-member Board of Trustees, appointed by the Governor. In 2002, the Board adopted a version of Carver's Policy Governance model, delegating operating authority to the president and monitoring annual performance through accomplishment of the Board's Ends Statements. In 2013, the college adopted a new statement of mission, vision, and values (as described below).

Between 2008 and 2012, the college endured a series of cuts to the state budget allocation. During that time, enrollment demand was high and college personnel had to serve more students with fewer resources. The commitment of faculty and staff to the college and to the success of the students allowed the institution to weather the budget storm successfully. In 2013, the state budget situation seems to be stabilizing and the college has begun the process of rebuilding some of the resources that were impacted during the economic downturn.

From 2006 to 2011, Big Bend Community College participated in Achieving the Dream in order to establish a strong culture of evidence leading to student success. We have followed that effort with a series of Title V, STEM and other grants that have allowed us to increase success for students. BBCC is a Hispanic Serving Institution (as designated by the US Department of Education), making the college eligible for Title V funding. In 2011-12, BBCC had the highest overall performance in the Washington Student Achievement Initiative (SAI), a performance-funding system for the Washington community and technical college system. In addition, BBCC has made significant progress in improving performance in pre-college math and boosting student retention to 90% or better for three years in a row.

Big Bend Community College is proud of its 50 year tradition of serving the educational needs of central Washington. As we embark on our second 50 years of operation, we will build on that tradition and continue to improve by focusing on student success, excellence in teaching and learning, and community engagement.

## PREFACE

### Brief Update on Institutional Changes since the Last Report

As BBCC's last accreditation report was only one year ago, the number of changes in that time is fairly small. However, there are some significant developments.

- At approximately the same time as our last report, Big Bend welcomed its first new president in over 17 years. Dr. Terry Leas came to us from Riverland Community College in Minnesota and is now completing his first year with Big Bend.
- During the last year, BBCC undertook a process to write a new statement of mission, vision, and values. This process involved broad input from across the college as well as from community members. The new mission, vision, and values statement was adopted by the Board of Trustees in May 2013.
- During 2012-13, BBCC remodeled the Student Success Center, adding additional square footage for student support services such as supplemental instruction, tutoring, student success workshops, and open study areas. The funding for this project came from our Title V grant.
- During 2012-13, BBCC remodeled one wing of the 1200 building for math and sciences. This remodel replaced the former math lab, and allowed for expanded square footage. The new facility includes the new Emporium math lab, a new STEM Center, two classrooms, and room for testing services, office space and student conferences.
- During 2012-13, BBCC remodeled the existing chemistry lab in the 1200 building. This remodel allowed for updating of obsolete equipment and providing all new work stations for students in the lab setting.
- In July 2013, BBCC paved a new track for the Commercial Truck Driving program (CDL). Previously, the driving range was covered with gravel and using the track often caused significant dust to blow onto our neighbors at the Port of Moses Lake. The newly paved track eliminates that problem.
- Currently, BBCC is remodeling the Opportunity Center, which houses Basic Skills and Workforce Education Services. The remodel will provide better workspaces for students, including new carpet and fresh paint.
- BBCC has just begun a plan to update and add lighting across campus. This project is paid for by and energy efficiency grant. It will put more efficient lighting in several buildings across campus, and add exterior lighting, which has been requested through surveys on campus safety.

### Response to Topics Previously Requested by NWCCU

In response to BBCC's *Comprehensive Self-Evaluation Report 2012*, the college received two recommendations:

*1. The Evaluators recommend that the college ensure the alignment between the mission statement and the core themes – that the core themes “individually manifest” and “collectively encompass” the college mission statement (1.B.1), that the core theme objectives and verifiable indicators be sufficient to evaluate the accomplishment of core themes (1.B.2), and that the evaluation of programs and services be holistically informed by indicator data for each core theme objective (3.B.3, 4.A.4).*

*2. The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)*

#### Response to Recommendation 1

When BBCC first began working with the new NWCCU standards and the concept of core themes, the college already had in place an institutional effectiveness process that was based on the Carver Policy Governance model. This included our Board of Trustees' Ends Statements, which established outcomes for the college which are measured on an annual basis. This system was similar to, but not completely compatible with, the core themes process outlined in the NWCCU standards. So, as we worked on our comprehensive self-study in 2011-12, we ended up with what were essentially two parallel processes for measurement of mission fulfillment. We were on an accelerated schedule for transition to the new NWCCU standards, with a Standard 1 report due in fall of 2011, a comprehensive Year 7 visit in fall of 2012, and now this current Standard 1 report for fall of 2013. Due to this accelerated schedule, we felt that a transitional approach to the core themes would be the most effective.

When the NWCCU evaluation team made their visit to campus in October 2012, they discussed our model with us at some length. They made a couple of relevant observations:

- That our existing institutional effectiveness model was very effective in many ways and did provide for some measure of mission fulfillment;
- But that the parallel process that we had constructed, while addressing the spirit of the core theme model, did not fully meet the requirements of the standards because our core themes responded more directly to the Board's Ends Statements than to the published mission of the college.

In response to these observations, during the 2012-13 academic year the college community engaged in a comprehensive revision of its mission statement, followed by rewriting our core theme outcomes, objectives and indicators. The previous mission statement had not been revised since September, 2000. For many reasons, the time was ripe to revisit our mission. In June 2012, Dr. Bill Bonaudi retired after 17 years as the president of BBCC. In August of that year, Dr. Terry Leas began his tenure as the new president. The college hired Dr. Ron Baker, of Baker Collegiate Consulting, to facilitate a process to evaluate our mission statement and revise it. On February 8, 2013, Dr. Baker led a workshop for nearly 200 college faculty, staff, administrators, and community members. During this workshop, we collected copious notes on what the participants valued about the college and its mission, what values bind us together, and where we think we should aspire to be in the future. The general consensus of the participants at the workshop was that the old mission statement was too mechanistic—it was essentially an organizational chart of the college in narrative format. The college needed a mission statement that was systemic and visionary.

After the February workshop, a small work team from the college met regularly over the ensuing weeks to craft new value, mission, and vision statements. Draft statements were circulated to the college community for comment via email, the college web site, and committee meetings. Feedback was gathered by the work group and the draft statements were revised. Dr. Baker also participated in this

process and gave additional feedback. The final draft then went to several key committees on campus for approval and then went to the Board of Trustees in May 2013 for final approval.

**Mission:**

Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

**Vision:**

Big Bend Community College inspires every student to be successful.

**Values:**

Student Success  
Excellence in Teaching & Learning  
Inclusion  
Community Engagement  
Integrity & Stewardship

Using the newly approved mission statement, a small workgroup then drafted new core theme outcomes, objectives and indicators. These new core theme outcomes are integrally connected to the new mission statement and give the college a clear basis for assessing mission fulfillment.

During the 2013-14 academic year, there will be two additional steps in the revision of our institutional effectiveness system:

- The Board of Trustees will review their existing Ends Statements at their annual retreat and give college personnel further guidance as to how these outcomes relate to the new mission, vision, values and core themes.
- The Academic Master Plan Committee will rewrite the Academic Master Plan for the college, as the current plan expires in 2014.

These additional steps will give BBCC a more streamlined and coherent system for measuring institutional effectiveness and mission fulfillment.

Response to Recommendation 2

In a letter dated January 30, 2013 from Sandra Elman on behalf of NWCCU, BBCC received the following instructions with regard to Recommendation 2:

“...the Commission requests an addendum to the College’s Fall 2015 Year Three *Resources and Capacity* Self-Evaluation Report to address Recommendation 2 of the Fall 2012 Comprehensive Peer Evaluation Report.”

In accordance with this timeline requested by the Commission, BBCC is working to update assessment processes. We will report on the results of those efforts in the fall of 2015.



## **STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS**

### **Executive Summary of Eligibility Requirements 2 and 3**

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

BBCC is guided by its Mission, Vision and, Values Statements, as approved by the Board of Trustees. The Mission, Vision, and Values Statements were written during the 2012-13 academic year and approved by the Board of Trustees on May 23, 2013. The institution's Core Themes are derived from the mission and were approved by the Board of Trustees on June 14, 2013.

The college exists to meet the educational needs of Service District 18, which is comprised of Grant and Adams Counties and the Odessa School District in Lincoln County. The BBCC Board of Trustees adopted a form of Carver's Policy Governance in 2002. Through the exercise of policy governance, the Board of Trustees gives policy guidance to the college staff. As part of the policy governance model, the Board adopts specific Ends Statements in the form of measurable outcomes for the college; an executive limitations policy describing the parameters within which the president must operate; a governance process, describing how the Board will operate; and a Board-staff linkage policy by which the board delegates authority to act to the president and describes how performance will be monitored.

## Standard 1.A—Mission

### 1.A.1—Mission Statement

During the 2012-13 academic year, BBCC underwent a thorough evaluation of its mission statement, using a collaborative and inclusive process that involved faculty, staff, administrators and students, as well as community members. The college hired Dr. Ron Baker, of Baker Collegiate Consulting, to facilitate the work of evaluating and revising the mission statement. The previous mission statement had not been revised since 2000.

On February 8, 2013, a workshop was held for nearly 200 members of the college community and key stakeholders in the community. As we analyzed the old mission statement, there was a consensus that it was too mechanistic—that it was primarily a representation of our organization chart, a list of our various administrative units. The desire of the college community was to have a mission statement that more accurately represented our values as an institution and gave clear direction to our ongoing work. Working in small groups, the workshop participants developed notes on our shared values, on the nature of our work, and on our aspirations for the future.

The next step was to take this raw material and turn it over to a small work group to begin drafting new statements of our values, mission and vision. Those draft statements were then shared with the broader college community; feedback was gathered and used to revise the draft statements. The next drafts were shared with key committees on campus and then the final draft statements went to the Board of Trustees for adoption. In May 2013, the BBCC Board of Trustees approved the following statement of mission, vision, and values:

#### MISSION

*Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.*

#### VISION

*Big Bend Community College inspires every student to be successful.*

#### VALUES

*At Big Bend Community College, these values shape our decisions and actions, and guide us toward our preferred future.*

Student Success	Excellence in Teaching and Learning	Inclusion	Community Engagement	Integrity and Stewardship
<ul style="list-style-type: none"><li>Academic achievement</li></ul>	<ul style="list-style-type: none"><li>Innovation</li></ul>	<ul style="list-style-type: none"><li>Diversity</li></ul>	<ul style="list-style-type: none"><li>Collaboration</li></ul>	<ul style="list-style-type: none"><li>Accountability</li></ul>
<ul style="list-style-type: none"><li>Empowerment</li></ul>	<ul style="list-style-type: none"><li>Commitment to quality</li></ul>	<ul style="list-style-type: none"><li>Access</li></ul>	<ul style="list-style-type: none"><li>Outreach</li></ul>	<ul style="list-style-type: none"><li>Sustainability</li></ul>
<ul style="list-style-type: none"><li>Lifelong learning</li></ul>	<ul style="list-style-type: none"><li>High standards</li></ul>	<ul style="list-style-type: none"><li>Opportunity</li></ul>	<ul style="list-style-type: none"><li>Partnerships</li></ul>	<ul style="list-style-type: none"><li>Ethics and honesty</li></ul>
<ul style="list-style-type: none"><li>Service to students</li></ul>	<ul style="list-style-type: none"><li>Continuous improvement</li></ul>	<ul style="list-style-type: none"><li>Equity</li></ul>	<ul style="list-style-type: none"><li>Improving quality of life</li></ul>	<ul style="list-style-type: none"><li>Resource management</li></ul>

The process used to revise the mission statement was inclusive and collaborative. This process allows for a new mission statement that is derived from the community we serve and helps college employees, students and community members to understand and embrace the state mission of the college.

The new statement of mission, vision, and values is currently published on the college web site and in other key documents. As of the current writing, the Public Information Office is developing additional posters and other media to make the mission statement increasingly visible around campus. The new mission posters are scheduled to be unveiled at the In-Service Day on September 16, 2013 and then posted around campus to remind the college community of the new mission statement. As we print new business cards for college employees, the mission statement will now be included on the back side of all the cards, so that college employees will always have quick access to the mission statement and can easily share it with others as they go about their work in the community.

### **1.A.2—Mission Fulfillment**

Currently, BBCC has two parallel systems for measuring mission fulfillment:

- The Academic Master Plan (AMP) monitoring system, which responds to the Board of Trustees Ends Statements
- The Core Themes outcomes and objectives, which respond to the newly revised mission statement.

When BBCC first began working with the new accreditation standards and the core themes, the college already had a well-developed system for monitoring mission fulfillment, based on the Carver Policy Governance model. This was the AMP monitoring system. As we began to work with the core themes concept, we found that our AMP system was partially but not completely compatible with the core themes requirements in the accreditation standards. Since we were on an accelerated schedule for transitioning to the new accreditation standards, it was necessary to set up these parallel systems to facilitate a smooth transition from one system to another. The timeline for BBCC's monitoring of mission accomplishment is outlined below:

- 2002: BBCC Board of Trustees adopts a modified form of the Carver Policy Governance model, including the development of an Academic Master Plan with regular monitoring reports.
- 2009: BBCC writes a new Academic Master Plan, which runs from 2009 to 2014.
- 2011: BBCC adopts new Core Themes in accordance with revised NWCCU standards.
- January-May 2013: BBCC rewrites its mission statement in order to facilitate better articulation of mission fulfillment.
- April-May 2013: BBCC writes new Core Theme outcomes and objectives in order to respond to the new mission statement.
- August 2013: BBCC Board of Trustees will review their existing Ends Statements in light of the new college mission statement.
- 2013-14: BBCC will rewrite its Academic Master Plan, which expires in the summer of 2014, and align the new AMP with the existing Core Themes.

In the current AMP monitoring system, the Board of Trustees writes and regularly reviews their Ends statements. These statements give guidance to the president and college personnel and act as annual performance outcomes. The current Ends Statements are outlined in [Board Policy 1000.1](#) and are listed below:

- **Access:** BBCC provides quality resources and affordable access to the diverse population of its entire district.
- **Partnerships:** BBCC works with organizations and agencies to enhance access and service for our district population.
- **Student Achievement:** BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.
- **Climate:** BBCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners.
- **Multiculturalism:** The Board will promote a climate of cultural understanding to be reflected in an approach for both students and college employees that results in an attitude of inquiry and openness. In the workplace and community, this approach sets a standard for customer service and civility in all interactions. In the classroom it leads to understanding of our world and the people in it.

In addition to these outcomes, the mission statement of the college is also part of the Ends Policy [\(1000.1\)](#) adopted by the Board. As of this writing, the Board is scheduled to meet in August and September to review their ends and goals; they will then update policy 1000.1 to reflect the new mission of the college, which will in turn give guidance to the AMP committee as they rewrite the Academic Master Plan during 2013-14.

The accomplishment of the Board's Ends Statements, including the college mission, has been monitored through annual reports compiled by the Office of Institutional Research and Planning. Currently, there are three annual monitoring reports presented to the Board and the college community each year: Access, Programs, and Outcomes.

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

The second monitoring report to the Board focuses on Programs, both instructional and service-related. The major emphasis here is on a detailed audit of all services and programs, as well as reporting on the accomplishment of outcomes or progress. Data sets identify the level of activity of each service or program, and changes related to the data sets are discussed. Critical needs are also identified, and the needs are tied to the outcomes. By the completion of this second report on Programs, all six Board Ends Statements have been addressed.

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

At BBCC, the primary tool for measuring Mission fulfillment since 2009 has been our annual and final AMP Outcomes Monitoring Report. In the process of developing this report, college staff and the Board of Trustees are presented with data and evidence and asked to provide a numerical rating on the AMP outcomes, based on evidence gathered throughout the year. Staff and Trustees each provide their own rating and those ratings are compared to give two perspectives on Mission fulfillment. At the same time,

we compare the current year's ratings to the ratings from the previous year. From these assessments, we identify goals for the coming year and any additional data needed to more fully assess the outcomes.

With the implementation of the new NWCCU accreditation standards, BBCC added an additional tool for measuring mission fulfillment: the core theme outcomes and indicators. In conjunction with the development of the new mission, vision, and values statements that were developed in 2013, BBCC developed new core themes which respond directly to the key components of the new mission statement. The AMP committee has previously established a five-point scale for rating the accomplishment of each core theme outcome:

**Core Theme Rating Scale**

Outstanding	Use as a model; best practice.
Good	Continue to support this practice.
Satisfactory	Meets the benchmark, but keep improving so we don't slip below the benchmark.
Needs Improvement	Develop an action plan.
Not Acceptable	Take immediate action and commit additional resources.

This scale is used by the AMP committee to rate accomplishment of each core theme outcome. The current benchmark for core theme outcomes is a rating of satisfactory or better on each core theme outcome.

During the 2013-14 academic year, the AMP committee, along with other college constituencies, will rewrite the Academic Master Plan. The new AMP will address both core theme outcomes and Board Ends Statements. As part of this process, the committee will consider benchmarks for individual objectives under each core theme outcome. The process of rewriting a new Academic Master Plan will complete the process of integrating BBCC's two current systems for measuring mission fulfillment.

## Standard 1.B—Core Themes

### 1.B.1—Identification of Core Themes

As part of the process of rewriting the college's mission statement in 2013, we also rewrote the college's core theme outcomes, objectives, and indicators. The same subcommittee that worked on drafting the new statements of mission, vision, and values also worked on drafting the new core themes, in order to ensure that the core theme outcomes are closely aligned with the mission statement.

The new core theme outcomes were vetted and approved by the AMP Committee, Instructional Council, the Cabinet, and the Board of Trustees during the spring of 2013. There are three core theme outcomes that address the three key components of Big Bend's mission statement:

- **Student Success:** Big Bend Community College provides access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.
- **Excellence in Teaching and Learning:** Big Bend Community College supports innovation, variety, and creativity; maintains high academic standards; and supports professional development for continued growth.
- **Community Engagement:** Big Bend Community College supports economic development, nurtures community partnerships, and acts as a responsible steward of common resources.

These three themes emerged out of a workshop held on February 8, 2013 to review and rewrite the college's mission, vision, and values. The intention is that the first outcome, Student Success, represents the students and their goals and accomplishments; the second, Excellence in Teaching and Learning, focuses on faculty and staff and their ongoing accomplishments and professional development; the third outcome, Community Engagement, represents the other partners and constituents across our 4600 square mile service district. These elements collectively encompass the mission of Big Bend Community College.

**1.B.2—CORE THEME ONE: Student Success**

**Student Success**

Outcome: Big Bend Community College provides access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

**Objectives**

- 1.1 BBCC provides access to programs and services that meet the needs of our service district.
  
- 1.2 Use of services correlates with success, retention and completion.
  
- 1.3 Students are prepared to graduate and to transfer or seek employment.

**Indicators**

- 1.1a Inventory of programs, modalities, and services.
- 1.1b Service area & student demographic data.
- 1.1c Class-fill rates & class cancelation data.
- 1.1d Feedback from advisory committees.

*Rationale: Analysis of current and potential student population is matched to enrollment data and feedback from advisory committees to inform program planning and strategic enrollment management.*

- 1.2a Course success rates.
- 1.2b Use of services.
- 1.2c Use of technology & resources.

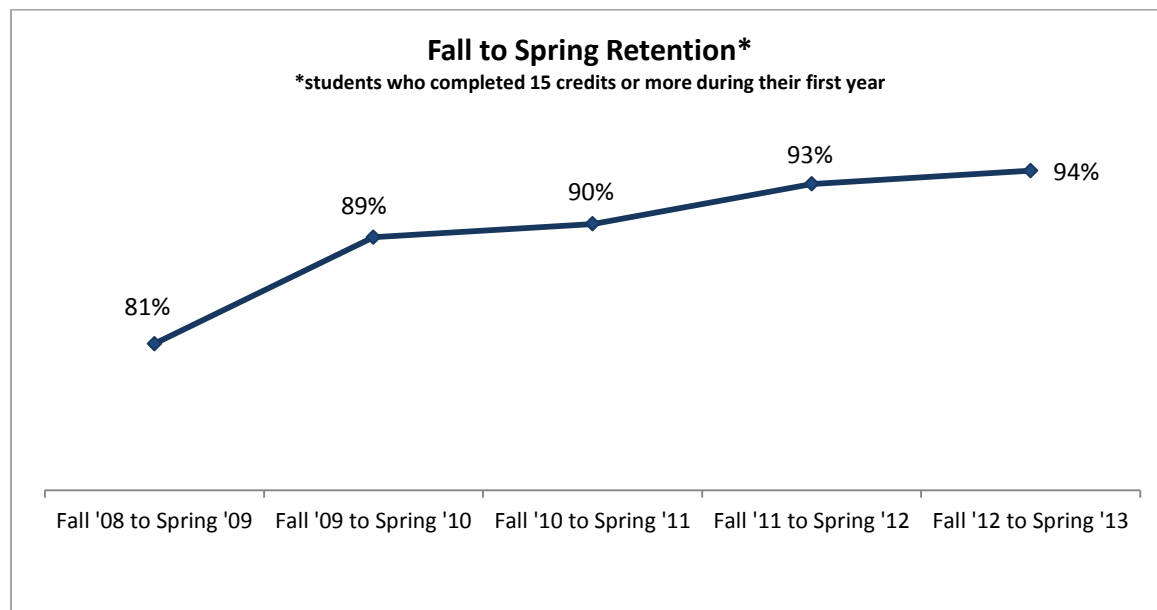
*Rationale: Use of specific services by students (i.e. tutoring, supplemental instruction, new student orientation, etc.) is correlated to course success, retention, or completion in order to determine effectiveness of services.*

- 1.3a Student Achievement Initiative (SAI) data.
- 1.3b Retention & graduation rates.
- 1.3c Transfer rates & transfer success rates (MRTE).
- 1.3d Employment & certification rates.

*Rationale: These data sets track students moving through educational pathways in order to determine how many successfully complete goals or transition to next steps.*

The first core theme—student success—focuses specifically on students. The first objective addresses access, which is a cornerstone of the traditional mission of the community college. In order to adequately serve the needs of our constituents, it is important for us to understand the demographics and the economic realities of our district. Big Bend’s service district is primarily rural. Median incomes and educational attainment are typically lower than state or national averages. On the other hand, the economy in Grant and Adams Counties continues to diversify, adding new businesses in a variety of sectors, including aerospace, manufacturing, and food processing. The annual growth rate for new businesses has been at or above the state average in recent years (see [Grant County Trends](#)). This means that Big Bend has a significant role to play in preparing the local workforce for new types of jobs.

In addition to providing access, the second objective under this core theme is focused on success, retention, and completion. BBCC has had considerable achievements in these areas in the last several years. For example, in 2011-12 Big Bend had the best overall performance in Washington’s Student Achievement Initiative (SAI). This statewide performance funding system for Washington community and technical colleges measures student performance on multiple benchmarks, from performance of Basic Skills students through the completion of degrees and certificates. Big Bend has also had great success in improving student success in pre-college math courses by implementing the Emporium model of inverted instruction. The number of students completing pre-college math courses with a grade of 2.0 or better has improved from approximately 50% in 2007 to 75% in 2013. By implementing a wide array of interventions and support services for students, BBCC has significantly improved student retention. These successes have positioned BBCC to significantly increase graduation rates as well, and our third objective under student success is focused on completion, transfer, and employment.





**1.B.2—CORE THEME TWO: Excellence in Teaching and Learning**

**Excellence in Teaching and Learning**

Outcome: Big Bend Community College supports innovation, variety, and creativity; maintains high academic standards; and supports professional development for continued growth.

**Objectives**

2.1 BBCC implements innovation and creativity in programs and services.

2.2 BBCC helps students attain high academic standards.

2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes.

**Indicators**

2.1a Program audit of best practices/new practices.  
2.1b Correlation of practices to success, retention or completion.

*Rationale: Program audits allow the college to track new initiatives or strategies; correlation allows the college to tie these initiatives or strategies to student outcomes.*

2.2a External certification rates.  
2.2b CCSSE data on academic challenge.  
2.2c NCCBP data on success rates.  
2.2d MRTE data on transfer success.

*Rationale: SBCTC Efficiency Study: Understanding Benefits Drivers (March 1, 2013), reports that higher perception of academic challenge by students increases student persistence. CCSSE and NCCBP data allow the college to assess student perceptions of academic rigor; external certification rates and MRTE data on transfer success allows the college to compare student achievement to external standards.*

2.3a Full-time faculty ratio.  
2.3b Student/faculty ratio.  
2.3c Budgets & attendance for professional development.

*Rationale: SBCTC Efficiency Study: Understanding Benefits Drivers (March 1, 2013), reports a higher percentage of full-time faculty and lower student/faculty ratios increase student persistence. Professional development helps to engage faculty and promote continuous improvement.*

Excellence in teaching and learning is one of the key values for BBCC. This became clear at the mission, vision, and values workshop in February 2013, and it is also a key point of emphasis for Big Bend's new president, Dr. Terry Leas. The core theme objectives outlined here attempt to translate the value that the community places on excellence in teaching and learning into assessable goals. The focus of the objectives is on innovation, high academic standards, and ongoing professional development for faculty and staff.

Over the last several years, the Washington State Board for Community and Technical Colleges was engaged in producing an efficiency study for the state system. One part of that report, *SBCTC Efficiency Study: Understanding Benefit Drivers* (March 1, 2013), outlines several benefit drivers that impact excellence in teaching and learning. One is how students perceive the academic challenge presented to them in their coursework. According to the report, the higher the student's perceived level of academic challenge, the higher the persistence rate. BBCC captures data on perceived academic challenge through the Community College Survey of Student Engagement (CCSSE).

Another important finding of the *Understanding Benefit Drivers* report is the fact that the higher the percentage of full-time faculty at an institution, the higher the persistence rates. Between 2008 and 2012, Big Bend Community College suffered a series of substantial cuts in state funding at the same time that enrollment was increasing. During that time, the college was unable to fill a number of full-time faculty vacancies and the overall number of full-time faculty at the college decreased. In 2013, with the state budget situation stabilizing, BBCC has begun to hire additional new full-time faculty.

The objectives and indicators that collectively make up the core theme of excellence in teaching and learning are designed to articulate how our values are manifested in our practices. Big Bend Community College has already made great strides in improving student retention and persistence. The current objectives should help the college have an increasing impact on student completion rates as well.

**1.B.2—CORE THEME THREE: Community Engagement**

**Community Engagement**

Outcome: Big Bend Community College supports economic development, nurtures community partnerships, and acts as a responsible steward of common resources.

**Objectives**

3.1 BBCC works with community partners to support economic development.

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

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

**Indicators**

3.1a Inventory of active partnerships.

3.1b Report on economic impact.

*Rationale: Community partners have direct knowledge of economic and employment needs in the service district. Economic impact of college efforts can be quantified in terms of grant monies obtained, employment of graduates, and investment in new programs and services.*

3.2a Inventory of current dual credit programs.

3.2b Inventory of current outreach & pathway programs.

3.3c Analysis of partnership opportunities.

*Rationale: In the rural communities within the BBCC service district, access to postsecondary education is often limited; partnerships between the college and K-12 and university partners can increase opportunities and make better educational pathways.*

3.3a Budget process is tied to strategic goals.

3.3b Sustainable practices are increasing.

*Rationale: As a public institution, BBCC has a responsibility to use public resources efficiently and responsively. Tying budgeting to strategic goals and sustainable practices allows a measure of accountability in the use of resources.*

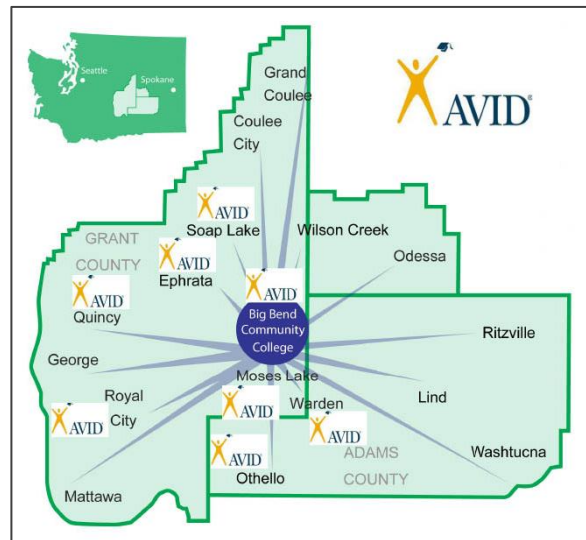
The final core theme, community engagement, is particularly important in small, rural communities such as those that make up the Big Bend service district. The report on *Understanding Benefit Drivers* defines access as “the proportion of individuals with the county who have not yet earned an Associate’s degree that are currently enrolled, adjusted by age group and gender, then assigned proportionately to the institution by share of total county headcount.” The next closest institution of higher education to Big Bend is more than an hour away. This means that BBCC is the primary point of higher education access for residents in the 4600 square mile service district. This makes it imperative that BBCC sustains effective partnerships with K-12, other colleges and universities, local businesses, and the community at large.

The University Center on the Big Bend campus gives students a local transfer option in order to finish a Bachelor’s degree. Currently, Central Washington University and Heritage University offer courses through the University Center, as well as providing advising on transfer options for local students. In the fall of 2013, they will be joined by Whitworth University, expanding local options for higher education.

Big Bend Community College works closely with the Grant County Economic Development Council, the Port of Moses Lake, the Workforce Development Council, and other local groups to meet the economic development needs of our community. BBCC’s Center for Business and Industry Services (CBIS) provides customized training opportunities and works with new and existing employers to identify and meet training needs. CBIS provides access to the Washington state Job Skills Program (JSP), which provides funding for training needs for local industry.

In 2013, BBCC will begin planning for implementation of the AVID program, a college readiness and success program that has been working with high schools for over 30 years. BBCC’s participation in AVID is largely a response to local school districts. A majority of high schools within Big Bend’s service district now participate in AVID, and they were anxious for their students to have an opportunity to continue this programming at the college level.

In addition to our partnerships, BBCC is also committed to responsible use of resources—fiscal, natural, and human resources. As a public institution, we have a responsibility to use resources efficiently and responsibly. This objective will help us monitor our progress toward that goal.



## **Conclusion**

This Standard One report gives an overview of BBCC's institutional effectiveness practices and provides a framework for our on-going process of self-study. The system of planning and data-collection described here help ensure that our Mission is more than a piece of paper—that it accurately represents who we are and what we do, as well as how well we do it.

Our experience as an Achieving the Dream college and our systematic monitoring reports for our Academic Master Plan have prepared BBCC for the task of self-study and continuous improvement. The college's new mission, vision, and values statements, along with our new core theme outcomes and objectives give a clear framework for assessment of our efforts.

## Appendix A

### Important Links

BBCC Website:

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

2013-14 BBCC Course Catalog:

<http://academics.bigbend.edu/programs/techprep/jobfair/Documents/2013-14%20catalog%20final%20updated%20Aug13.pdf>

BBCC Monitoring Reports:

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

2009-2014 BBCC Academic Master Plan:

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

## Appendix B

List of Acronyms	
AMP	Academic Master Plan
BBCC	Big Bend Community College
CCSSE	Community College Survey of Student Engagement
CDL	Commercial Driver's License
FTE	Full-time Equivalent
MRTE	Mutual Research Transcript Exchange
NCCBP	National Community College Benchmark Project
NWCCU	Northwest Commission on Colleges and Universities
SAI	Student Achievement Initiative
SBCTC	State Board for Community and Technical Colleges
STEM	Science, Technology, Engineering, and Mathematics