

Big Bend Community College



Board of Trustees

Regular Board Meeting

**Tuesday, May 25, 2010
1:30 p.m.**

**ATEC
Hardin Community Room**

Community College District No. 18

**7662 Chanute Street NE
Moses Lake WA 98837**

**BOARD OF TRUSTEES
BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18**

7662 Chanute Street
Moses Lake, Washington 98837

Tuesday, May 25, 2010, 10:30 a.m.

**HARDIN COMMUNITY ROOM
GRANT COUNTY ATEC BUILDING 1800**

BOARD STUDY SESSION AGENDA

1. Academic Master Plan Report #2 Programs 2010

The Board of Trustees of Community College District 18 have scheduled a Study Session on Tuesday, May 25, 2010, 10:30 a.m. in the Hardin Community Room, Grant County ATEC Building 1800.

1. Purpose: Academic Master Plan Report #2 Programs 2010

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1):

- (b) to consider the selection of a site or the acquisition of real estate by lease or purchase;
- (c) to consider the minimum price at which real estate will be offered for sale or lease;
- (d) to review negotiations on the performance of a publicly bid contract;
- (f) to receive and evaluate complaints or charges brought against a public officer or employee;
- (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;
- (h) to evaluate the qualifications of a candidate for appointment to elective office;
- (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

Information: If you have any questions please contact Autumn Dietrich (793-2003), Director of Public Information, Big Bend Community College.



Big Bend
Community College

COMMUNITY COLLEGE DISTRICT NO. 18
BIG BEND COMMUNITY COLLEGE

7662 Chanute Street
Moses Lake, Washington 98837
Regular Board Meeting Agenda
Tuesday, May 25, 2010, 1:30 pm
Study Session 10:30 am
ATEC- Hardin Community Room

	Action		Tab #
Governing Board Members: Felix Ramon, Chair Katherine Kenison, Vice Chair Mike Blakely Angela Pixton Mike Wren Dr. Bill Bonaudi, President	A	1. Call to Order/Roll Call	
	I	2. Introductions	
	I/A	3. Consent Agenda	3
		a. Approval of Regular Mtg Minutes 4/13/10 (A)	
		Approval of Study Session Mtg Minutes 4/13/10 (A)	
		b. Student Success (I)	
		Achieving the Dream	
		Student Achievement Initiative	
		Academic Master Plan	
		c. Accreditation	
		d. Assessment Update (I)	
		e. Capital Project Report (I)	
	f. Human Resources Report (I)		
	g. Enrollment Report (I)		
	h. Donations (A)		
	i. Job & Career Fair Report (I)		
	I 4. Remarks (Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board according to the conditions set in Board Policy 1001.3.E)		
	a. ASB Representative – Rhoan Ashby, President		
	b. Classified Staff Representative – Kathy Aldrich		
	c. Faculty Representative – Mike O’Konek, Faculty Assn. President		
	d. VP Financial & Administrative Services – Gail Hamburg		
	e. VP Instruction/Student Services – Dr. Mike Lang		
	f. VP Human Resources & Labor – Holly Moos		
	I 5. Exceptional Faculty Award Report-Julia Berry	5	
A	6. 2010 Program Monitoring Report- Dean Valerie Kirkwood	6	
	-----BREAK-----		
	Executive Session		
A	7. Exceptional Faculty Award Recommendations- President Bonaudi	7	
I/A	8. Board Officer Matrix- President Bonaudi	8	
A	9. Assessment of Board Activity- Board	9	
A	10. Next Regularly Scheduled Board Meeting– Board	10	
I	11. Misc.	11	
A	12. Adjournment		

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NEXT MEETING REMINDER – Regular Meeting June 29, 2010, 1:30 p.m..

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President’s Office at 793-2001 (or TDD 762-6335) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #3: CONSENT AGENDA (for action)

- a. Board Study Session Minutes April 13, 2010
Regular Board Meeting Minutes April 13, 2010

BACKGROUND:

Minutes of the Board Study Session April 13, 2010, and Regular Board Meeting April 13, 2010, are included for review.

Prepared by the President's Office.

RECOMMENDATIONS:

President Bonaudi recommends the Board of Trustees approve the minutes.

**BIG BEND COMMUNITY COLLEGE
BOARD OF TRUSTEES
STUDY SESSION**

April 13, 2010, 4:00 p.m.

Present:

Mike Blakely
Katherine Kenison
Angela Pixton
Felix Ramon

Absent:

Mike Wren

1. Academic Master Plan Report #1 Access 2010

Dr. Bonaudi reminded all that the meeting was being captured on Mediasite. He explained this Study Session is devoted to an analysis of the Academic Master Plan for this year. Three monitoring reports are presented on BBCC's progress each year. Presentation of this information during a Study Session provides time for discussion of the report. The report will be officially presented to the Board for acceptance at the Regular Board meeting later today at 7:00 p.m.

Dr. Bonaudi Introduced Dean of Institutional Research and Planning Valerie Kirkwood. Dean Kirkwood stated this is year two of the 2009-14 AMP report. The Access report details how BBCC informs the service district of college resources and provides opportunity for the communities to express their needs. The Programs report will be presented during the May 25 Board meeting and the Outcomes report will be presented during the Board Retreat in August.

The first section is **1.1 Resources / Services Inventory**. This section is related to the E-2 Access, E-3 Partnerships, E-5 Climate, and E-6 Cultural Enrichment Ends Statements. Dean Kirkwood explained that Autumn Dietrich (formerly Weis) the Director of Public Information is on her honeymoon. Director Dietrich created a video clip to share information. In the video she said there was no process in place to measure the effectiveness of communications when she came to BBCC in 2008. She described Azorus as a data focused program that will help measure effectiveness. She stated, to date, Azorus is showing that "word of mouth" is an effective communication tool.

About evaluating the effectiveness of our communication strategies, and our planning with respect to the college catalog and a viewbook, Ms. Dietrich also discussed the development of a viewbook and the college catalog. A survey of all Washington State community and technical colleges revealed most colleges

are reducing their number of printed catalogs and schedules. Some are even considering no printed copies, i.e., only an on-line version would be available. BBCC is following that same theme. The number of pages and copies of the catalog and schedules have been cut. There were 6,500 copies of the 2008-09 catalog, 3,200 copies of the 2009-10 catalog and the copies will be cut in half again down to 1,600 for the 2010-11 catalog.

The viewbook committee believes a presentation folder would be most effective. Members of the committee brought samples folders to review. The general theme has been chosen by the committee and the design was chosen by the BBCC students. The folder allows for specific program information to be inserted. The folder is very simple and highlights the steps to enrollment. The goal is for the viewbook to have a two-year shelf life. Mailing the viewbook to potential students rather than the catalog will save postage. The viewbook is flexible and allows for specific information to be shared.

The next section is **1.2 Assessment of Need**. The two foci in this section are institutional assessment and community assessment. This session contains elements of Board Ends Statements: E-2 Access and E-3 Partnerships. Dean Kirkwood reviewed the assessment tools BBCC uses: surveys, online instructor evaluations, focus groups. She also listed the information that is collected: needs of students, community members and employers; quality use and satisfaction with services; areas of improvement; quality of relationships; cultural awareness; and climate.

Data Analyst Starr Bernhardt described the process used to develop a program based on assessment. She used the center pivot program as an example. A conversation between Trustee Angela Pixton and a center pivot provider led Trustee Pixton to share information with President Bonaudi who in turn passed it along to Dean Clyde Rasmussen. He spoke with center pivot industry leaders from Reinke Irrigation. Surveys were administered to gauge the need for a center pivot program in this area, to a wide sample of the agricultural community including growers and equipment manufacturers. The response was overwhelmingly positive in support of such a program.

Institutional Research is transitioning to on-line surveys. They have found that on-line surveys are effective and collect more information than a paper survey. They also save time and resources and improves response rates. BBCC uses Survey Monkey for only \$200 per year with unlimited use.

The Spring enrollment survey is administered every other spring. The costs of printing and pencils to administer a paper survey is approximately \$100 and the expense of an online survey is about \$10. The online surveys do not interrupt classes, and students can take the surveys anytime. Organizing and summarizing paper survey results was labor intensive. With Survey Monkey it is a much more effective process. In 2006, 315 paper responses were collected for

the Spring Enrollment Survey, in 2008, 500 responses were collected. To date, 412 online surveys have been collected and next week a reminder will be sent which usually results in a spike of responses. Currently the following surveys are being completed online: spring enrollment survey, former student surveys, community needs surveys and online instructor evaluations. The employer surveys will be administered online in the near future. This is a culture shift and it is working great.

The next section is **1.3 Counseling and Advising**. Elements of the E-2 Access and E-4 Student Achievement Ends Statements are included. Associate VP of Student Services Candy Lacher highlighted training for the advisors. Three staff members attended the National Academic Advising Association (NACADA) conference in Seattle funded by the Title V Grant. Achieving the Dream (AtD) funded five staff members to attend the AtD conference in Charlotte, North Carolina. The staff learned a lot about advising. Webinars have also been offered on campus. Ms. Lacher report an online advising resource kit has been developed and is available to all staff on the portal.

Ms. Lacher stated advisors are assigned in admissions based on the student's interest. For the spring quarter there are 150 students assigned to each counselor and faculty advising loads average about 30 students. Professional/Technical faculty usually have more advisees. Counselors schedule 30-60 minute blocks for student advising. Walk-in students are also accepted daily.

Director of Career Advising & Outreach and Tech Prep, Mary Shannon, explained Rapid Response. When there is a layoff in the area BBCC in partnership with Employment Security, and Skillsource schedule time onsite at the business to discuss training options and funding and they make follow up appointments. She reported several Rapid Responses were held with Genie. Samaritan Hospital also held a Rapid Response recently. Outreach Advisor Jose Esparza and Director Shannon do a lot of a advising in the professional/technical area and help with overflow from the counseling office.

Ms. Lacher stated the new student registration provides opportunity for group academic advising. The student groups see one presentation and then split into smaller groups for advising. Then they are enrolled in their first quarter. Counseling staff have designed a resource binder to help with advising.

Students are encouraged to meet their advisor the first week of the quarter and time is provided during new student orientation for students and advisors to connect. The 2010 Spring Enrollment survey with approximately 300 responses measuring the effectiveness of advising showed 94% of the students were satisfied with advising at BBCC. The same survey showed that 65% of the respondents sometimes or often use academic advising services. Note that advising is not required after 30 credits.

Associate VP Lacher discussed the Former Arts & Science students survey results. After a dip in the ratings for advising by counselors as excellent or good area from 86% down to 63% in 2008, the ratings have risen up to 77% in 2010. Fall to winter retention rates have steadily increased up to 84%.

Financial Aid Director Andre Guzman shared information regarding accessing financial aid. Traditional outreach and resources are both key components. He shared the WA state per capita income average is \$39,000 and BBCC service district per capita income average is \$23,000. Up to 70% of BBCC students use some form of financial aid. There has been a 28% increase in financial aid recipients since 2007-08. Recipients include worker retraining and scholarship funding. These programs are exploding due to the financial needs of our students. Foundation scholarships are up 32%. Revision requests have more than doubled. Increased allocations equal increased work. Loans have increased 35% from 2007-08. The workload in financial aid has increased and no additional personnel have been hired resulting in many hours of overtime.

Director Guzman went on to describe examples of traditional outreach activities performed by Financial Aid: College Goal Sunday, Educate Latino Fair geared toward potential Hispanic students, high school financial aid nights, FAFSA info sessions (changed from individual sessions to group sessions- 187 served in this way so far this year) and GED transitions and Viking seminars. Director Guzman reported this is not just at BBCC but an issue statewide. Some community colleges have chosen to close the Financial Aid office one day per week to allow for dedicated, uninterrupted processing time. He said BBCC may revise the schedule in the near future. He is considering closing the office Wednesdays to avoid being unavailable for folks who travel to visit close to weekends.

Trustee Mike Blakely asked if any federal money has been received. He said legislation passed authorizing more federal funds. This will increase workload even more by making more money available to students. Director Guzman said the state need grant funding was depleted the beginning of the second quarter. President Bonaudi stated this demonstrates the impact of tough economic times, and, he noted there is a limit to how many applications the staff can process. This is one example of what budget cuts will do to BBCC.

The next section for discussion was **1.4 Marketing Plan and 1.8 Communication**. These sections contain elements of the E-2 Access, E-3 Partnerships and E-6 Cultural Enrichment End Statements. Director of Public Information Autumn Dietrich again shared information via a video clip. She said BBCC uses a diverse range of media to inform the public of resources: newspaper, radio ads, and theater advertising. She receives good feedback and the data shows word of mouth is the most effective advertising.

BBCC Foundation Executive Director Doug Sly shared information about the Foundation's outreach efforts. Foundation members Ms. Erika Hennings and Ms. Katherine Franz Swinger wanted to encourage Lind and Ritzville students to apply for BBCC scholarships. The students attended a college planning day and the BBCC Foundation funded a pizza feed. Jose Esparza and Max Heinzman led a tour. Several scholarship applications were submitted and the high school counselor was impressed by our campus and is now our advocate.

Director Sly reported the Foundation Board started visiting with school district board meetings to share information about each school district's students who attend BBCC classes. They also share the history of scholarship awards in their communities. The visits have evolved into promoting BBCC fundraising. Foundation Board members visited the Quincy School Board meeting that was held today. They discussed the center pivot program and it was a big hit. Title V is also very interesting to the communities with high Hispanic populations. The Foundation Board members will visit the Warden school board on April 22.

Weinstein Beverage is a strong partner with the BBCC Foundation. They provide the intervention scholarships and they are working to access Pepsi funding. Pat Weinstein said BBCC is our customer and our partner. Director Sly said two new Board members were appointed during the last Foundation Board meeting: Wes Crago from Ephrata and Vicky Melcher from Odessa.

The **1.5 Partnerships** section was next, it is related to Ends Statements E-2 Access, E-3 Partnerships, E-4 Student Achievement and E-6 Cultural Enrichment. Dean Kara Garrett shared about BBCC's partnership with the Othello Community Hospital. Director of Health Education Programs, Katherine Christian, talked with the Othello Community Hospital staff about some of the second year nursing students gaining clinical time in Othello. The Hospital is small and eight students are too many, less than eight is too few to be economically feasible in a clinical setting. Together they developed a plan and by winter quarter one of the Othello Community Hospital staff members was in place to instruct five students. This is a win/win situation. Our students gain valuable clinical time and some of our graduates are being hired by the Othello Community Hospital.

Dean Clyde Rasmussen shared information about two new educational partners. He said partners are critical to technical professional programs to keep them up to date. The Ag advisory committee developed a survey with questions to address the need for a Center Pivot Program. Dean Rasmussen contacted businesses across the service district for their input. The Industrial Electrical and the Maintenance Mechanic Advisory Committee members were also involved. BBCC is developing partnerships with Reinke and Zimmatic. A Center Pivot Program certificate of achievement will be offered to students next year. Dean Rasmussen will work with Director Autumn Dietrich to develop a brochure to help market the program.

Dean Rasmussen also shared information regarding our partnership with the CWU Aviation Program. It allows students to obtain a four-year degree on our campus. BBCC developed a contract to share a position with CWU. BBCC alumnus Bryan McKune was hired into that position and he recruits and teaches aviation.

Terry Kinzel, Director of Title V talked about BBCC's partnership with Heritage University. She explained that BBCC is working with a \$3.5 million new Title V grant with Heritage University. This is an ongoing partnership and the relationship has helped BBCC change the way it serves the Hispanic student population, taking college level credit, which has risen from 21% to 29%. After researching the communities and data they discovered that both institutions have HeadStart services in their service areas. Due to some new federal requirements 50% of HeadStart employees need baccalaureate degrees. This is an area that we can help our communities. The HeadStarts in Mattawa employ over 200 people, many of them already have an AA degree from BBCC and may seek a BA degree. Eastern Washington University and Heritage University are offering BS degrees in Children's Studies. Students with AAS transfer degrees can earn their BS in this path. The Applied Technology Program follows the same process, and can be earned online through Heritage University. Their goal is to open the doorway to baccalaureate degrees. Under the Title V grant BBCC and Heritage identify and align pathways for students for continued education and learn from each other.

Trustee Felix Ramon said he sees great potential for increase in developing programs with Heritage University and Central Washington University. He said this same model could be applied to other 4-year universities and increase baccalaureate degree opportunities with multiple partners. There is also potential for additional grants with other institutions.

The **1.6 Recruitment** section includes the E-2 Access, E-3 Partnerships, E-5 Climate, and E-6 Cultural Enrichment. Outreach Advisor Jose Esparza shared information about Azorus and how we're using it in our outreach programs. Recall that this is software to establish relationships with potential students to get them enrolled. The program went live six months ago. The Recruitment team provides direction for Azorus. Advisor Esparza is meeting with the recruitment team next week and he will be creating faculty biographies for the portal pages. The biographies will also be linked to the automated e-messages.

Advisor Esparza said Azorus is averaging eight prospects per week. The admissions office reported seven phone inquiries per month in the past. He is adding the human element and making phone calls to the students who have indicated they want to enroll but have not done so.

Mary Shannon, Director of Tech Prep stated Tech Prep is a dual credit program that connects area high school students to BBCC professional/technical AAS degrees. The consortium is made up of 15 Grant and Adams county high schools and the Odessa high school. In 2009, 647 students earned community college credits through tech Prep. The consortium meets quarterly and this improves communication. Students can earn college credits in their high school classrooms. Credits are federally funded and there is no cost to the students. "It's a good deal!" Participating school districts pay a fee to be consortium members. The credits boost students' earning potential and resumes. This is a people intensive program and dependent on high school teachers registering students. Office Tech Prep courses have the highest enrollment rate. Approximately 30% of Tech Prep students continue their education at BBCC after high school.

1.7 College Services is connected to E-2 Access, E-3 Partnerships, E-4 Student Achievement, E-5 Climate and E-6 Cultural Enrichment Ends Statements. Director of IT Russ Beard provided an update on tutor.com. In the Spring of 2008 the free online tutoring for students was funded by Achieving the Dream. In December 2008, BBCC began offering tutor.com 24 hours per day, 7 days per week and there was a spike in usage. In January 2009, there was exponential growth of a 250% increase. Math staff are sharing information about tutor.com with students. Director Beard said it's impressive that the satisfaction level has remained very high at 98%. Sessions are accessed from off campus 91% of the time.

Director Beard reported E-learning on campus has grown. BBCC is running out of MediaSite classroom space and online classes are working well. The number of online classrooms have doubled in the past year. There are currently 15 Mediasite rooms. The Viking workshops staffed by BBT from 8am-7pm helps students with technology questions. These workshops have served 1,500 students since fall 2009 leading to improved student success. Enrollment in distance education has grown steadily from 1,065 in 2005-06 to 2,117 in 2008-09.

Director Beard showed examples of an online Angel classroom, Elluminate classroom and Mediasite options. The Rural Utility Services (RUS) grant focuses on Mediasite classrooms in five communities as learning centers: Ritzville, Othello, Washtucna and Warden. The community learning center in Lind opened Friday, April 9. Director Beard complimented the Lind school district for embracing this opportunity. He anticipates the Washtucna learning center will open the end of this quarter. Students can log in at the learning centers and take BBCC classes.

Dean Kirkwood concluded the report by stating we are communicating with our service district asking how we can improve and what our communities' need. This report reviews seven action plans BBCC is continually assessing. We

continue to track information to measure what is having a positive impact on student success.

Trustee Angela Pixton commented she has noticed advertisements for Regis noting the many advantages to distance education, it fits into students' lifestyles and cuts expenses.

Trustee Mike Blakely stated BBCC is doing an outstanding job and has made great strides in the past four years. He said we can't afford more people and we need to encourage students to tell our story. He said this report detailed what faculty, support and administration is all about.

President Bonaudi stated the Board will be asked to formally accept this report at the regular meeting later today. Good things happen when we go off campus.

Trustee Ramon stated the fact that faculty, staff and administration are willing to make effort and commitment to get out in the community increases enrollment and partnerships. He also said you never know when you talk with community members how it will impact them. He complimented the great quality in the report and thanked the group.

The Study Session adjourned 5:47 pm

Felix Ramon, Chair

ATTEST:

William C. Bonaudi, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting Tuesday, April 13, 2010, at 7:00 p.m. in the ATEC Hardin Community Room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Chair Felix Ramon called the meeting to order at 7:00 p.m.

Present: Mike Blakely
Katherine Kenison
Angela Pixton
Felix Ramon

Absent: Mike Wren

President Bonaudi reminded all that the meeting was streaming live via MediaSite.

2. Introductions

President Bonaudi introduced Associate Vice President Candy Lacher. She introduced Softball Coach Jeremy Iverson. Coach Iverson introduced the Softball Team Captains Kelly Heller and Amanda Martin. Ms. Heller is the catcher and Ms. Martin plays shortstop and second base.

Associate Vice President Candy Lacher also introduced Baseball Coach Donny Lindgren. Coach Lindgren stated he has held the coach position for ten years and before that he was BBCC baseball player. He thanked the Board for the support. He described the four baseball players present as "solid citizens." Zach Houser is a pitcher from Whidbey Island and majoring in education. Tyler Druffel is a pitcher and first baseman from Pullman majoring in education. Brian Pisca is a pitcher from Touchet and working toward a transfer degree. The last player to introduce himself was Yuki Koyama from Japan.

President Bonaudi reported that after interviewing four highly qualified candidates last week, Mr. Bob Mohrbacher was offered and accepted the position of Vice President of Instruction and Student Services. Mr. Mohrbacher currently fills the position of Division Chair of Arts and Humanities at Pierce College. Dr. Bonaudi stated Mr. Mohrbacher and his family is very excited to come to BBCC. He may attend the next Board meeting.

3. Consent Agenda

a) Approval of Regular Meeting Minutes for March 2, 2010 (A); b) Student Success Update (I); c) Accreditation (I); d) Assessment Update (I); e)

Capital Project Report (I); f) Human Resources Report (I); g) Enrollment Report (I); h) Quarterly Budget Update (I).

The minutes of the March 2, 2010, Regular meeting minutes were corrected on page 2215, changing a she to he and a sentence was revised in the last paragraph of page 2219.

MOTION 10-16 Trustee Mike Blakely moved to approve the Consent Agenda with the corrections to the March 2, 2010 minutes. Trustee Katherine Kenison seconded the motion, and the motion carried.

Board Chair Felix Ramon stated agenda item 11 Miscellaneous would be reviewed next.

11. Miscellaneous

President Bonaudi reported that he gave the State of the College Address on March 30. It was captured on Mediasite and is available for viewing online. The nine Washington State Supreme Court Justices will be on campus May 17-18. Their visit to campus will offer great opportunities for interaction with students and community members.

TACTC Administrator, Erin Brown, e-mailed Dr. Bonaudi about the possibility of highlighting the BBCC Board self-evaluation process as a best practice during the Spring TACTC Conference May 20-21. He said the annual self-evaluation process used by the Board is very good and this was an invitation for the Board to participate in the TACTC conference.

Trustee Katherine Kenison reported she is chairing the TACTC nominating committee. They are preparing for the election of officers at the Spring TACTC Conference. Trustee Mauri Moore from Edmonds is the President-elect and Trustee Tom Malone is the current secretary and moving into the President-elect position. The secretary and treasure positions are open for nominations. Trustee Kenison stated the committee is encouraging ethnic, geographical and gender diversity. She added if any BBCC Trustees are not attending they could vote by proxy.

President Bonaudi introduced Ms. Kathrina Komlofske, one of BBCC's All WA Academic team members. March 25 the All WA Academic Team Celebration was held at South Puget Sound Community College. Executive Assistant to the President, Melinda Dourte, guided the students and Phi Theta Kappa Advisor through the celebration. She shared a brief powerpoint presentation which highlighted the celebration and the capital tour afterward. The group met with Senator Janea Holmquist,

Representative Warnick and Washington Supreme Court Justice Tom Chambers.

President Bonaudi announced that Wild Horse Wind and Solar Facility has been reserved for the Board Retreat August 25, 2010. He asked the Trustees to confirm this date will work with the schedules.

Trustee Katherine Kenison had to leave the meeting early. She provided her Board activity report. She presented at the March 25 Gear Up event at BBCC. Trustee Kenison also attended the TACTC Legislative Contact Conference meeting and the TACTC Nomination Committee meeting.

8. Probationary Review Committee Summary Template

President Bonaudi stated during the March 2, 2010, Board of Trustees meeting the Trustees acted to renew probationary contracts and grant tenure. Following that action the Trustees discussed using a consistent approach to report the probationary review committees' assessments and recommendations. The same report should note if recommendations from previous years have been followed. President Bonaudi asked if the Trustees reviewed a report in one of the probationary tenure binders that detailed their concerns. He also commented that a draft template was presented in the agenda for their consideration.

Trustee Kenison commented she liked that the template shows the progress through the years and that it also includes both commendations and recommendations. There is also space for the committee to state whether the previous recommendations have been addressed. Ms. Kenison said it is good to be consistent to ensure all are treated the same. Trustee Mike Blakely concurred with Ms. Kenison. Trustee Angela Pixton said the standardization will be good to compare "apple to apples." Trustee Ramon agreed the template is good.

MOTION 10-17 Trustee Mike Blakely moved to adopt the probationary review committee summary report as presented. Trustee Angela Pixton seconded the motion. The Trustees discussed this motion before voting.

Trustee Kenison asked if the probationary review committee members had seen the template. President Bonaudi responded that they had not reviewed the form yet and that it is important for them to review it and provide input. He suggested the form be shared with Faculty Association President Mike O'Konek and he could share it with the committee members. Trustee Mike Blakely withdrew his motion. The committees will review the template and be provided the opportunity to comment. Dr. Bonaudi suggested this item be put on the May 25, 2010 Board agenda. Mr. Mike O'Konek asked if the Board would provide comments regarding

probationers' progress or if there are targeted areas they would like to see addressed. Trustee Kenison responded that she understood the interest and she might have legal concerns. Trustee Ramon stated the Board should not get too involved in the committee process. Trustee Kenison left the meeting.

4. Remarks

- a. ASB President Rhoan Ashby provided the ASB report and club updates. The Asian lunchfest was held today with entertainment by One World Taiko drummers. There were 255 in attendance which is up from the 2009 Asian lunchfest attendance of 211.

The monthly ASB pool tourney will be held April 14. The average turnout is about 16 participants and 20+ onlookers.

The ASB Election process has started. All positions are being contested except for Public Relations and Programming Director. Online elections will take place the last week of April. Wednesday, April 21 the "Meet the Candidates Forum" will be held followed by free ice cream.

During their regional meeting the Phi Theta Kappa club received a 5 Star Chapter award, which they have been awarded since the 1997-98 school year. They also received first place in the Chapter yearbook, and first place in the Di Braun Visual Arts Award. Their collection of 1,900 pounds of trash during their "Trek of Trash" project earned first place in the Regional Service Project. Advisor Barbara Whitney was awarded the Distinguished Chapter Advisor Award. Three Phi Theta Kappa members recently attended the international conference in Florida.

A group of students from the Students Supporting Students Club will attend the TRiO Student Leadership Conference at Central Washington University on April 17. Other members will be attending the Students of Color Conference in Yakima at the end of the month.

The soccer club will be playing the JATP students on Friday, April 30.

- b. Classified Staff representative Kathy Aldrich presented the Classified Staff training report; in February 43 employees attended 9 training sessions. Randy Fish & Nancy Theis attended NIMS Training at BBCC February 5. Randy Fish, Susan Nichols, Ana Ellsworth, Andrea Elliott, and Dina Moskvich attended a Managing Change and Conflict Seminar on campus on February 11. Barbara Riegel and Kathy Starr attended a Campus Partner Report Webinar on February 11 at BBCC. Dina Moskvich attended the second part of the Autism webinar on February 12. Susan Nichols attended a Campus Safety meeting on February 19 at BBCC. Kamela Mattson attended Computer Information Systems Risk

Management during February 2010 through the University of Phoenix Online. Benny DeLeon attended EWAEYC Gift of Childhood 2010 seminar on February 20 at Community Colleges of Spokane.

Randy Fish, Sergio Cervantes, Jim Tincher, Robin Arriaga, Yvonne Ponce, Michelle Williamson, Danelle Happer, Dania Bisnett, Darci Alamos, Cheryl Brischle, Barbi Schachtschneider, Hope Strnad, Joe Russell, Jeff Robnett, Kathy Aldrich, Rick Tincani, Jonie Walker, Valeria Mestdagh, Angel Uresti, Rita Delgado, Jessica Aloysius, Barb Riegel, Angie Smith (Albert), Linda Lowry, Tana Richins, Karen Okerlund, Dale Casebolt, Debbie Simpson, and Ruth Coffin attended Flashpoint, Recognizing and Preventing Violence in the Workplace on campus February 26. Dina Moskvich attended the Bureau of Education & Research training on Current, Best Strategies for Creating an Outstanding Preschool Program on February 26 at Spokane.

In March eight employees attended seven training sessions. Danelle Happer attended ECASAS Training on March 5, 2010 at Yakima Valley Community College. Barbi Schachtschneider and Barbara Riegel attended the Managing Conflict Seminar at CBIS. Nathan Holes attended Magnetic Particle Non-Destructive Inspection refresher course and recertification at Northwest Propeller Service in Puyallup Washington March 24-26. Rick Tincani learned how to replace a vacuum breaker on March 16 at BBCC. Howard Temple attended an Inspection Authorization Refresher Course on March 6 in Spokane. Kamela Mattson attended CIS Strategic Management online during March from University of Phoenix. Robin Arriaga attended Department of Personnel Roundtable Controlling Overtime ITV training on March 25 at BBCC.

Ms. Aldrich reported 48 employees attended the Classified Staff Breakaway. She thanked the BBCC Foundation and Bookstore for their continuing support.

- c. Faculty Association President Mike O'Konek reported on faculty activities. Counselor Max Heinzman reported that BBCC hosted College Planning Day on March 23. It was sponsored by the Washington Council for High School-College Relations. Counselor Heinzmann took care of the planning and logistics. Representatives from The Art Institutes, The Community Colleges of Spokane, Cornish College of the Arts, Central Washington University, Eastern Washington University, The Evergreen State College, Gonzaga University, Heritage University, Northwest University, Pacific Lutheran University, Seattle Pacific University, The University of Washington, The University of Washington Bothell, The University of Washington Tacoma, Washington State University, Washington State University Tri-Cities, and Western Washington University each gave four half-hour presentations to an audience of

several hundred high school students, mostly juniors, from across our service district. BBCC presented three different offerings: Big Bend Community College (Marsha Nelson and MariAnne Zavala-Lopez), Technical programs in Washington's Community and Technical colleges (Jose Esparza and Mary Shannon), and, new to the conference this year, Financial Aid (Rita Delgado). The financial aid presentations were jam-packed with students (maybe this tells us something about the economy).

Right after the conference, Outreach Advisor Jose Esparza and Counselor Max Heinzmann had pizza with a group of 80 students from the Ritzville and Lind high schools. Then, they took an hour-plus walking tour of the campus.

Planning is underway for **College Information Night**, most likely in early October (the date is not yet determined), sponsored by the same group.

Chief Pilot John Swedburg reported the Aviation and Aviation Maintenance Technology programs are hosting an open house Saturday, May 1, from 10-4:00 p.m. Instructors will be available to answer questions and guide tours of the aircraft. Counselor Max Heinzmann will also be available to explain the transfer process. A BBQ lunch will be available to all attendees.

Daneen Berry-Guerin, Business Information Management Instructor, reported she registered with Quality Matters as a certified reviewer and will finish the Train the Trainer and Institution Representative training courses. Quality Matters is a state supported, faculty-centered, peer-reviewed process that is designed to ensure the quality of an online course and its components for better student learning. During the spring and summer quarters, Instructor Berry-Guerin will create a class for faculty to learn how to use the process to review online and hybrid course designs. Faculty Association President O'Konek reminded all that this is an evaluation of course content not faculty.

Physics Instructor Jim Hamm will attend a meeting of the Pacific Northwest Association for College Physics in Forest Grove, Oregon funded by an Exceptional Faculty Award. This is an organization oriented toward the teaching of physics.

Mr. O'Konek reported the following faculty had completed Angel training: Lilly Park, Maureen Roylance, John Peterson, Brinn Harberts and Steve Close.

March 19, the Professional/Technical programs hosted an FFA District Ag contest. About 200 students from around the BBCC service district attended.

- d. VP of Finance and Administrative Services Gail Hamburg reported the auditorium remodel is complete, and the business office has moved downstairs. Director of Business Services, Char Rios, reported the two-day move went very smoothly. The business service staff have reported very good reviews from students. They have commented that the space looks “professional.”
- e. VP of Instruction and Student Services Mike Lang reported that Director of College Bound, Anita Deleon informed him that some of her students have done very well in the scholarship competitions. Three College Bound students are Dell scholarship recipients and will receive \$20,000 each for college: Mariel Rodriguez, Moses Lake High School; Dalia Mendoza, Moses Lake High School; and Elena Estrada-Zurita, Othello High School. There are only 300 Dell scholarships awarded in the nation and only seven from Washington state. Mariel Rodriguez was also one of 53 students nationwide chosen from a pool of 80,000 applicants for the Coca Cola Scholarship award of \$20,000. As one of 253 finalists she was flown to Florida to be interviewed by a panel. Gates Millennium Scholarship semi-finalists include Mariel Rodriguez, Moses Lake High School; Dalia Mendoza, Moses Lake High School; and Seth Adams, Lake Roosevelt High School. VP Lang said College Bound is doing their part to help students gain access to higher education. President Bonaudi commented College Bound is doing an excellent job.
- f. VP of Human Resources and Labor Holly Moos thanked the VP screening committee and the other staff involved during the week of hosting interviews for their efforts. She commended Deena Westerman, ATEC Coordinator; BBT; Karen Okerlund and Robin Arriaga, Human Resource Consultants. She also thanked Dean Fuhrman and Dean Lacher for providing tours for the VP candidates.

VP Moos reported that Linda Lowry is retiring from the BBCC Bookstore. The Bookstore is not a state funded operation and therefore Human Resources is recruiting for Ms. Lowry’s replacement. VP Moos also reported she and her staff are excited about moving into the former business office space April 30. She complimented the M &O and BBT staff for facilitating the office moves smoothly.

5. **Exceptional Faculty Award**

Dr. Ryann Leonard provided a report on her EFA funded attendance at the American Psychology Law Society Conference. She said she has attended this conference in the past. In 2004, as a grad student she was one of the founding members of the mentorship committee. They bring together grads and undergrads with experts in the field. The committee has developed a website to match up mentors/mentees, and they facilitate

an activity at each conference. This year the theme was the “Top 5 Topics for Success.” Several mentors volunteered to provide their top five success tips. Dr. Leonard stated she gave a presentation last year at this same conference and one of the students who heard it shared with her this year how she was positively impacted by the information. Dr. Leonard attended several talks regarding how terrorism is defined and how terrorism has changed law enforcement. She reported she used this new information in her class today. Fascinating new research and emerging trends were discussed as well as confessions, interrogations, eyewitness evidence and jury decision making. Dr. Leonard expressed her appreciation for the Exceptional Faculty Award and the committee’s work to review the application.

6. **Academic Master Plan Report #1 Access 2010**

MOTION 10-18 Trustee Mike Blakely moved to adopt the AMP 2010 Access Report as presented. Trustee Angela Pixton seconded the motion and the motion carried.

Trustee Mike Blakely commended the staff on a job well done.

At 8:07 p.m. Board Chair Felix Ramon announced a five-minute break. The meeting reconvened at 8:12 p.m.

7. **Emeritus Status**

President Bonaudi stated he was grateful for the services Dr. Lang has provided and the faculty endorsed awarding him Emeritus status. Faculty Association President Mike O’Konek stated he spoke with many faculty members and they unanimously supported this award. Some of the comments he received from faculty included: “he’s very deserving of the honor”, “absolutely, definitely, yes”, “he is dedicated in a job that is a meat grinder at best”, “Mike Lang richly deserves the award of Emeritus status.”

MOTION 10-19 Trustee Mike Blakely moved to award VP Mike Lang Emeritus status. Trustee Angela Pixton seconded the motion and the motion carried.

Trustee Mike Blakely complimented VP Mike Lang on his long term dedication, he is helpful and always a gentleman and a role model for administrators. Trustee Pixton commented that she first met VP Lang through the WA State Potato Commission. She said he represents BBCC well within the college system and business world. Trustee Ramon remarked that he met VP Lang years ago. He also said former BBCC Administrator, Dr. Mason, described VP Lang as his “right hand man.” He wished him lots of luck in the future.

9. Assessment of Board Activity

Trustee Pixton stated she attended the State of the College and it was an impressive event and speech. She commented President Bonaudi represents the college well. She also reported that the WA State Potato Commission would like to kick off the irrigation program by providing eight \$2,000 scholarships.

Trustee Mike Blakely reported he attended the CDL graduation and the JATP reception. He plans to visit the JATP students soon. He also met with the Quincy High School (QHS) Principal and Vice Principal about Running Start. BBCC will be presenting Running Start information at QHS. Trustee Blakely thanked Senator Murray and Senator Cantwell for their support for the tax exemption for data centers. He also sent an e-mail to President Obama thanking him for his health and education programs and his kudos to community colleges. Trustee Blakely stated he was appointed to the local library board to support their grant application and promote collaboration with BBCC.

Trustee Felix Ramon stated he attended the Foundation Committee meeting on Trusteeship and two new members were accepted. He also attended the Foundation Board meeting. Trustee Ramon reported he had contact with three community members about the budget. He said he hopes people will understand that we need support with the legislative process and the Foundation for scholarships.

10. Next Regularly Scheduled Meeting

The next meeting is scheduled for May 25, 2010. A study session was suggested to precede the regular meeting from 10:30-12:00 to review the AMP 2010 monitoring report on Programs.

MOTION 10-19 Trustee Mike Blakely moved to schedule the next meeting on May 25, 2010 at 1:30. A Study Session will precede the meeting from 10:30 to 12:00. Trustee Angela Pixton seconded the motion and the motion carried.

The meeting adjourned at 8:26 p.m.

Felix Ramon, Chair

ATTEST:

William C. Bonaudi, Secretary

Big Bend Community College

Date: 5/25/10

ITEM #3: CONSENT AGENDA (for information)

- b. Student Success Initiatives Update
 1. Achieving the Dream
 2. Student Achievement Initiative
 3. Academic Master PlanSee Agenda Item #6

BACKGROUND: **Achieving the Dream**

The Achieving the Dream Annual Narrative and Financial report is attached.

Student Achievement/Persistence

In 2006 the State Board for Community and Colleges adopted a System Direction with an overall goal to “raise the knowledge and skills of the state’s residents” by increasing educational attainment across the state.

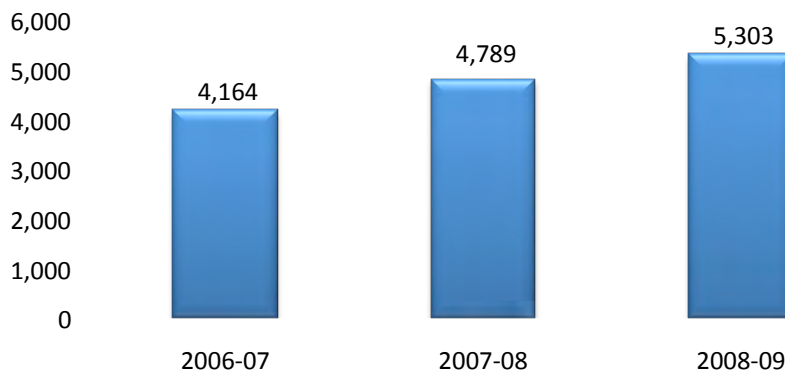
http://www.sbctc.ctc.edu/college/e_studentachievement.aspx, retrieved on 5/13/2010.

Every college received points when their students achieved various momentum points. The following is the criteria for Student Achievement Momentum Points:

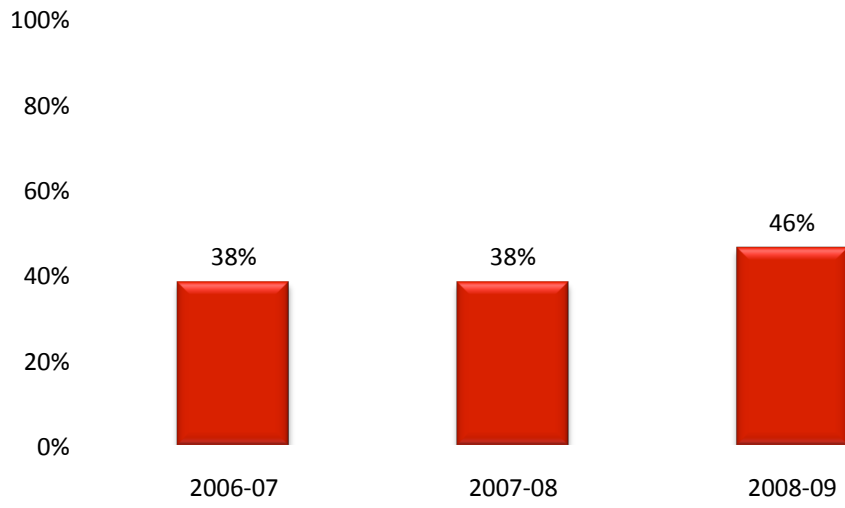
- Makes nationally recognized standardized test gains in math or in English language reading or listening as measured by pre- and post-testing or by earning a GED or high school diploma
- Passes a remedial math or English course with a qualifying grade to advance toward college-level work
- Earns the first 15 college-level credits
- Earns the first 30 college-level credits
- Completes the 5 college-level math credits
- Earns a certificate backed by at least one year of college, earns a two-year degree or completes an apprenticeship

The following charts show BBCC’s progress over the first three years of the Student Achievement Initiative.

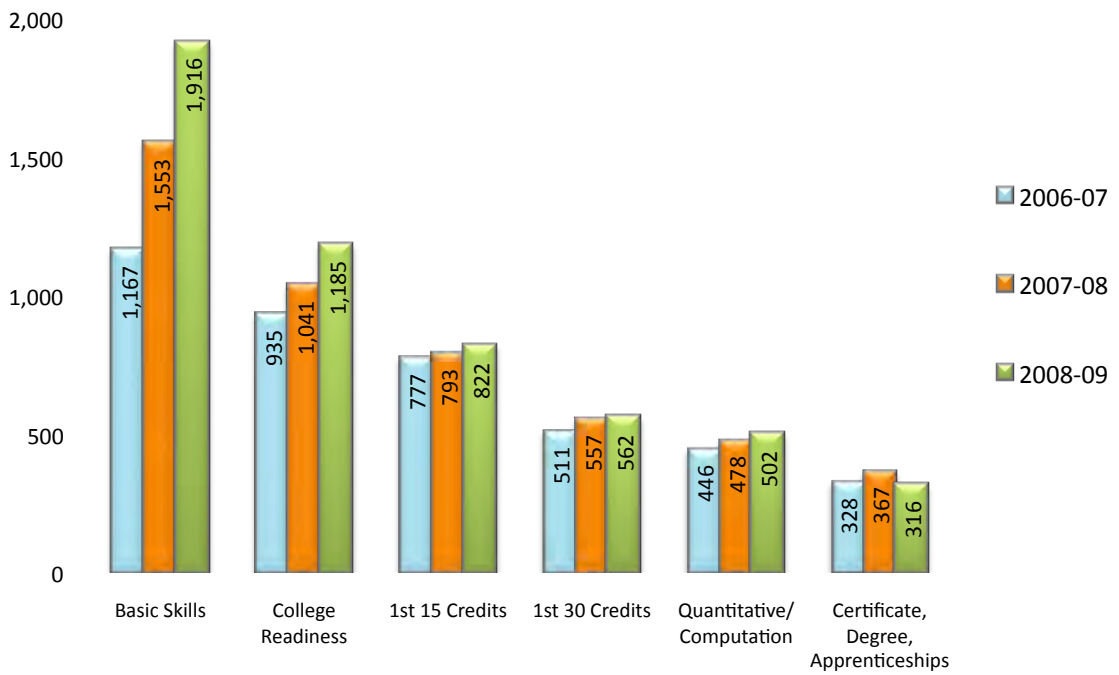
**BBCC Total Student Achievement Momentum
Points Gained per Year**



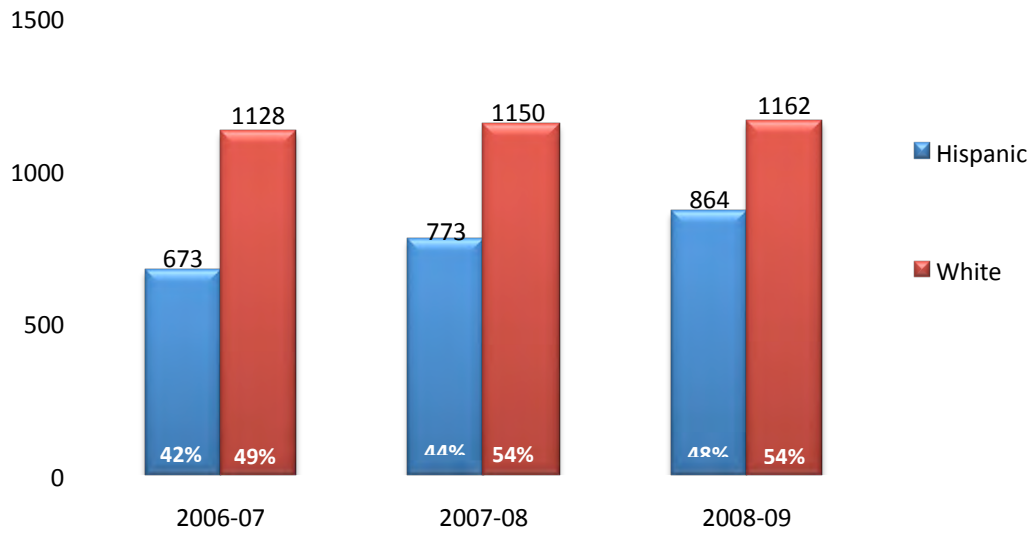
BCC Percent of Total Students Gaining Student Achievement Momentum per Year



BCC Student Achievement Momentum Points Gained by Area per Year



BBCC Student Achievement Momentum Points Gained by Ethnicity per Year



NOTE: values in white color represent the *percent of total headcount for that population in that year that gained momentum points*

Academic Master Plan

Presentation of "Programs" monitoring report- agenda item #6.

Achieving the Dream

Annual Narrative & Financial Report: April 2010

Name of Institution: Big Bend Community College

Submission Date: April 29, 2010

Achieving the Dream Funder (if applicable): College Spark Washington

Grant Number (if applicable):

Applying for Leader College Status: ___ Yes ___X___ No

Name and E-mail of Contact Person Regarding this Report: Candy Lacher,
candyl@bigbend.edu

Section 1: Implementing the ATD Model of Institutional Improvement

Committed Leadership

1. Briefly describe how the president, chancellor, and/or campus CEO participated in your ATD work this year.

President Bonaudi serves as a member of the Achieving the Dream (ATD) core and data teams and has worked directly with strategies contained in our priority 1 – improving developmental math success rates. He has had public discussions about ATD at community events and Board of Trustee meetings. Dr. Bonaudi directs the Institutional Research and Planning department. Members of the BBCC math department visited the math program at the University of Idaho to discuss an alternate method of teaching math. This visit was arranged by Dr. Bonaudi and he was in attendance during part of the meeting.

2. Briefly describe how your Board of Trustees was engaged in your ATD work this year.

The Board of Trustees receives a written report at every board meeting updating them on ATD activities. Annual monitoring reports (three per year) presented to the board include outcomes of ATD strategies. The board was directly involved in the writing of the academic master plan (AMP, strategic plan) and monitors the college's progress towards successfully meeting the goals of the AMP ends statements.

Use of Evidence to Improve Programs and Services

3. Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?

For the purpose of this question, an achievement gap is a disparity in outcomes among student subgroups. Subgroups may be defined by a variety of characteristics, including race/ethnicity, gender, enrollment status, Pell grant eligibility, or other characteristics pertinent to your student population.

Big Bend is a designated Hispanic Serving Institution and has used the Achieving the Dream Initiative as a spring board to introduce initiatives that will alleviate achievement gaps between Hispanic and white students. Our ATD priorities are to increase successful completion of developmental math courses and to increase retention of first-quarter students by improving the first-year student experience.

When BBCC looked at fall to winter retention for students, we found it was important to disaggregate the data not only by Hispanic and white, but by female and male as well.

In 2006-2007 the new student fall to winter retention rate was 75%. However; white females had a six percent higher retention rate than Hispanic females and white males had a six percent higher retention rate than Hispanic males.

Using IPEDS data, the 2004 cohort also showed that white students had a 33% graduation rate compared to Hispanic students with a 20% graduation rate.

Progress in Implementing Proposed Interventions.

In addition to this report narrative, the Interventions for Student Success Online Tool on the ATD Web site will be used to determine compliance. Please ensure that ALL Achieving the Dream interventions (including those that have been discontinued) have up-to-date entries in the Online Tool.

For instructions on updating the online tool, see Achieving the Dream Intervention Strategies User Guide v1.3, Attachment 1 of these report guidelines. The guide is also available on the members-only side of the Achieving the Dream Web site, in the Data and Research section under "Interventions Online Tool."

4. Please list the titles of the interventions posted on the Interventions Online Tool: The entries on the Interventions Online Tool and your list below should be identical.

*Note: Please make one entry for each **type** of intervention. Grouping several interventions of the same type is acceptable. For example, your institution may offer 3 developmental math learning communities; these should constitute one entry, not three separate entries. You may attach separate evaluation data files to the general entry online.*

- Administer math placement test at area high schools
- Summer math jam course
- Supplemental Instruction for pre-college math classes

- Online tutoring
- New Student Orientation
- College success skills & mentoring
- Hispanic student mentoring (MAPA)
- Viking Seminars

Responses to Questions 5-10 should refer to the interventions posted on the Interventions for Student Success Online Tool listed above.

5. How do these interventions address achievement gaps or equity concerns on your campus? (Please use the definition of achievement gaps given in Question 3.)

Math placement tests in the high schools: This allows the high school staffs and students to see high school students' current math placement level and evaluate their readiness for college level math. Since 96% of potential BBCC students place below college level math it is crucial that students become aware of college math requirements earlier so they can work on their math skills while they are still in high school.

Summer Math Jam: This is a two week class that is designed to help students improve math understanding and skills sets. Students are given the BBCC math placement test prior to the class and following the class to determine skill gains and hopefully to allow them to begin in a higher level math class. This concentrated class allowed 59% of the participants to begin one level higher.

Supplemental Instruction (SI): More students have begun to use Supplemental Instruction as they have become aware of it. Grades of those who used SI were on average 12.5% higher than students who did not use SI. During a Developmental Math Focus Group students indicated that SI was a big help to them and that they recommend that all developmental math classes have an SI component.

Online Tutoring: "Live" online tutoring is available in English, Algebra I, Algebra II, Calculus, Geometry, Trigonometry, Chemistry, Biology, Earth Science, and Physics. It is available from any location with internet access and is available 24/7. Online tutoring is available in English and Spanish. In fall 2009, BBCC students accessed 371 sessions of online tutoring. In winter 2010, this number jumped to 922 tutoring sessions (the majority of these sessions were accessed off-campus). Students self-report high satisfaction with the service and are recommending it to their peers. A more in-depth analysis of the effectiveness of the service in regards to student success in related classes and enrollment in next-level classes is currently being developed.

Mandatory Advising & Advisor Training: BBCC's 2010 spring enrollment survey preliminary results indicate that about two thirds of students are regularly using advising and that 94% of students are satisfied with advising services.

College Success Skills Course & Mentoring: Students placing in two developmental classes are required to take a College Success Skills (CSS) Class. CSS classes basically help students develop the skills needed to be more successful at college. We continue to see improved fall-to-winter reenrollment rates of students who take a CSS class. This year, students who took the class had a reenrollment rate of 83% compared to 79% for students who did not take the course. The biggest impact is on our Latino students, where 91% of Latino students who took the class reenrolled, compared to 83% who did not take the class.

BBCC Mentoring Program: This is an Achieving the Dream initiative which involves faculty and staff advisors mentoring students in college success skills and lowest level math classes. BBCC mentors visit select classes four times throughout the term, including online classes. The goal of this program is to assist students in becoming aware of campus resources, inform students of important student information and create connections with the college community. In addition to classroom visits, students are encouraged to contact their BBCC mentor throughout the quarter as questions arise. This can be done via e-mail, telephone, and/or office appointment. The BBCC Mentoring Program is an effort to help students reach their educational goals at Big Bend Community College.

Hispanic Mentoring Program: In an effort to assist Hispanic students in attaining academic success at BBCC, first quarter full-time Latino students are invited to participate in Mentoring for Academic Persistence & Achievement (MAPA). Students may participate in MAPA throughout their enrollment at BBCC. Staff representing various student services departments have provided mentoring to students through various MAPA activities. Students attend workshops where they engage with other students, meet with a mentor to discuss their educational and career plans, and "get to know" Student Services staff who can provide information regarding services and resources.

Viking Seminars: In 2009-10 there were seminars on the following:

Viking Seminar	Number of Attendees
Cash for College	84
How to Apply for Scholarships	35
Writing Scholarship Applications	71
Mysteries of Transfer	24

Additional seminars to be offered in May 2010 include:

- Finding Employment
- Mysteries of Transfer

- Financial Literacy/Credit Card Debt
- Using your Strengths to Determine your Major/Career
- How to be Successful in Online Classes

6. Have you used the evaluation data to improve any of your student success interventions? If so, what specific improvements were made based on analysis of data?

Our low attendance at summer math jam, but positive results, caused us to develop a developmental math refresher course. Offered on Friday evenings, this class provides instruction in basic math with a goal of helping students prepare for the college math placement test. Improved success of students participating in MAPA and a mentoring project at South Texas College led us to implement, during the 2009-2010 academic year, a mentoring program within our college success skills and lowest level math classes. New student orientation student evaluation comments are used to continually improve our orientation content and workshops.

7. What obstacles (if any) have you faced evaluating these interventions?

Internal coding issues have been obstacles in assuring that we are tracking all students who are part of the ATD strategies. Incomplete information provided by local high schools and high school students has made tracking those taking our math placement assessments while in high school more difficult to track.

8. Did you use the data sets submitted to JBL Associates for inclusion in the national database to conduct analyses of the interventions described above? If not, why not?

Yes
 No

For explanation see #9.

9. Did you use ATD's eSTATS to conduct analyses of the interventions described above? If not, why not?

Yes
 No

At BBCC, we do not use JBL data or eSTATS because:

The data sets submitted to JBL (and accessible through eSTATS) consist of restricted cohorts of students (typically cohorts used for federal reporting or IPEDS); BBCC is so small, we typically expand our cohorts to include ALL students. We have done this historically, so—in order to accurately compare data *before* ATD to data *during* the ATD process—we need to keep our definitions of cohorts consistent for analysis and reporting purposes.

Although it is fairly easy to learn how to use the eSTATS tool, our IR office is overworked and understaffed and we found it to be a more efficient use of our time to collect and analyze data using our own systems and methods.

After starting to use eSTATS as an analysis and reporting tool for the first time this year, we came across discrepancies in our data. Our JBL Data Coordinator provided some very surface-level advice on how to correct the problem, but going back and correcting it was much more time consuming and involved than our schedules allow. (The resources it takes to collect, format, and submit the data to JBL is astronomical for our office.) Because of this, the process of using eSTATS has been put on hold until we can dedicate some time to finding and solving the problem. In the meantime, we continue to use our traditional databases and methods for collecting, analyzing, and reporting data related to our ATD efforts and student outcomes.

- 10a. Briefly describe any substantial changes you propose to make to the interventions listed above.

In collaboration with staff working with a Title V grant, we are providing training in supplemental instruction to faculty members, to supplemental instruction leaders, and will be expanding our supplemental instruction offerings. This effort will be paid for with Title V funds, which will provide SI to BBCC students in expanded courses for at least the next 4 years.

- 10b. List any interventions you have chosen to discontinue. Please indicate why you chose to discontinue them.

None

- 10c. Briefly describe any new interventions you plan to implement. (These should be entered into the Interventions Online Tool once implementation has begun.)

To meet our goal to increase student achievement in college-level math courses by improving student success in and progress through pre-college math, BBCC intends to restructure and redefine how pre-college math is taught, engage student learning in new ways using technology, and continue to assess and reflect on student achievement to drive instructional practice. Pre-college math will create modules in the curriculum for beginning and intermediate algebra. Each module will be two weeks in length and earn one credit. Each module will be assessed at the end of the two weeks for competency through the placement testing. Students will be able to repeat a module that is failed within the quarter without repeating a whole course. Classes will be available through distance learning modalities including Mediasite, Elluminate, and online delivery. This project is scheduled for summer 2010, with a pilot implementation in fall 2010 or winter 2011.

Evidence of Improvement in Student Achievement

11. Please provide a graph or chart presenting evidence of improvement in student achievement on one of the following measures¹ over three or more years².

- Course completion
- Advancement from remedial to credit-bearing courses
- Completion of college-level “gatekeeper” math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

The chart or graph should include baseline performance data and track the performance of at least one cohort over three years. Outcome data should include both the number of students served and that number as a percentage of total enrollment and of the target population. Data should be disaggregated, if applicable. The intervention described should be of a sufficient scale to benefit a substantial proportion of the target population.

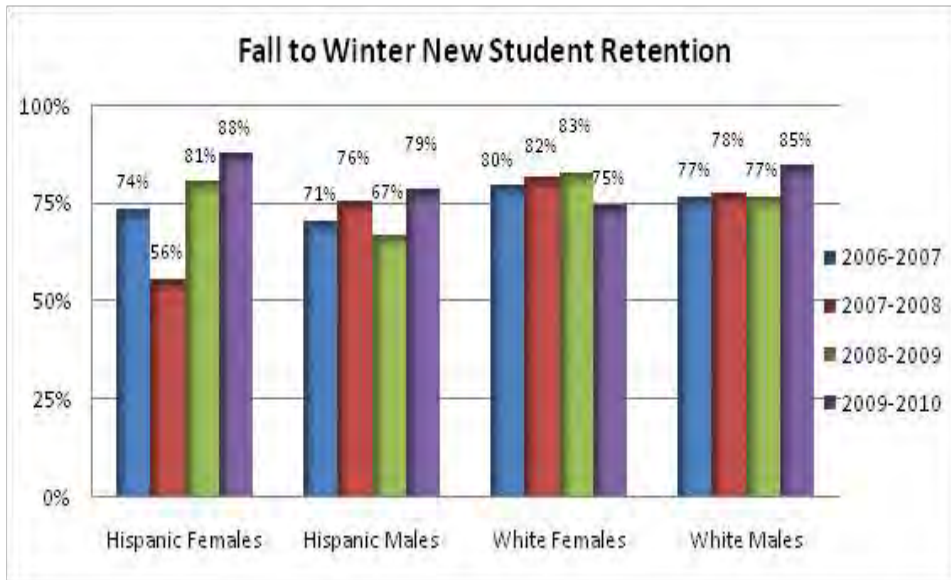
New Student Fall-to-Winter Retention

	2006-07	2007-08	2008-09	2009-10
Total Enrollment* Fall Quarter	338	333	348	329
Number Reenrolling Winter Quarter	259	251	271	267
Percentage of Total Fall Enrollment Reenrolling Winter Quarter	77%	75%	78%	81%

*New students in academic or professional-technical programs

¹Colleges can present student sub-group data related to the five measures. Though it is preferred, measures do not have to apply to the entire student population. For example, colleges can submit course completion data for minority male students in developmental education.

² If your institution has not collected three years of data, please submit as many terms as are available.



*New students beginning in fall in academic or professional-technical programs

12. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes documented in Question 11, including how you believe the intervention helped to improve student outcomes. Please include:
- the number of students served
 - the number students served as a percentage of total enrollment and of the target population.

Was this intervention developed as part of your college's ATD work? Yes

If you are unable to document improvement in outcomes on one of the measures listed in Question 11, please identify one of the measures you have targeted for improvement, providing the same cohort data requested above. Then describe an intervention you are implementing that is aimed at improving outcomes on the identified measure.

Note: Questions 11 and 12 will be considered in the ATD Leader College determination process. *All colleges must answer questions 11 and 12 regardless of whether or not they are applying for Leader College status.* For more information about the process please see "ATD Leader College Information" circulated via the ATD Core Team and Presidents listservs.

Two-hundred-forty-seven students participated in New Student Orientation. Initially, when BBCC looked at New Student Orientation, we retrieved information on new students only, but we found that one third of the students who attended, were either transfer students or students who were coming to college after stopping out years before. Therefore, our unorthodox control group includes students with less than 30 cumulative credits and who had not been enrolled in the prior spring quarter (see tables below).

Clearly, students who attended New Student Orientation reenrolled at a much higher rate (94%) than students who did not attend New Student Orientation (71%).

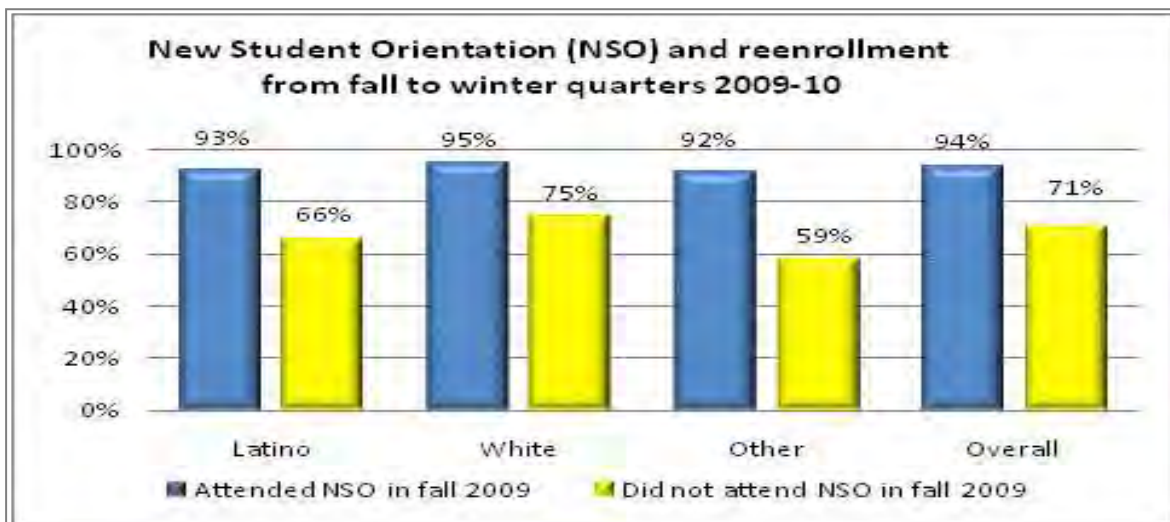
The SENSE Survey, administered in 2008, showed that 31% of the students who did not attend New Student Orientation did not attend due to scheduling or other issues. Only two percent were unaware of orientation (compared to 21% of new students in the national SENSE cohort) - indicating our students are much more aware of orientation than most others. In 2010-11, BBCC plans to develop an online New Student Orientation for students who cannot attend a scheduled on campus session.

		New Students* who attended New Student Orientation in fall 2009		
		Fall 2009	Reenrolled in Winter 2010	%
Latino Students	Female	59	55	93%
	Male	36	33	92%
	Total Latino Students	95	88	93%
White Students	Female	78	73	94%
	Male	62	60	97%
	Total White Students	140	133	95%
Other Students	Female	4	3	75%
	Male	8	8	100%
	Total Other Students	12	11	92%
Total Students		247	232	94%

**New Students* who did not attend
New Student Orientation in fall 2009**

		Fall 2009	Reenrolled in Winter 2010	%
Latino Students	Female	82	54	66%
	Male	48	32	67%
	Total Latino Students	130	86	66%
White Students	Female	155	106	68%
	Male	132	108	82%
	Total White Students	287	214	75%
Other Students	Female	20	12	60%
	Male	21	12	57%
	Total Other Students	41	24	59%
Total Students		458	324	71%

* Intent Codes: A, B, F, G, X, prior education does not have an associate degree, has less than 30 cum credits and were not Running Start Students



Institutional Research and Information Technology Capacity

13. Number of FTEs at your institution devoted to institutional research: 3
14. Number of FTEs at your institution devoted to information technology: 6
15. What institutional research challenges has the college faced this year? Check all that apply.
- None
 - Too few IR staff positions
 - Too few IT staff positions
 - Unfilled staff positions
 - Inadequate IR staff training in needed skills
 - Difficulty retrieving useful, timely data
 - Other. Please describe:

Institutional research staff members are involved, as part of their job, in governance, accreditation, providing data for numerous grants and state initiatives, and event planning including fund raising events for the BBCC foundation. Budget review data collection during the current legislative term has been time consuming and continues now that the legislature has adjourned. BBCC data is stored in multiple databases as part of a Legacy system. Data from the State Board for Community and Technical Colleges is provided quarterly, but only after the term has ended.

16. Please describe any increases in institutional research capacity at your institution this year. Include staff increases as well as new hardware or software acquisitions.

In order to more effectively and efficiently disseminate data across campus and inform decision-makers—a major focus of the ATD effort—BBCC developed and implemented the use of dashboards in the summer of 2009. Prior to the use of dashboards, gathering and reporting data was a cumbersome and time consuming process which resulted in opportunities for human error and inconsistency, ineffective spreadsheet reporting of results, and less time for IR to rigorously analyze the data. In addition, this process was often hindered by the inaccessibility to current data and, therefore, often drove discussions to be more about data parameters and when it was collected, rather than what can be changed to better help students succeed at college.

At BBCC, there is currently one “live” dashboard that reports current FTE counts (annualized and quarterly). A second dashboard that is nearing completion will report year-to-year and quarter-to-quarter retention trends among various student cohorts over a three year time period. This dashboard will also report the types of awards earned by the completers in the cohort. Additional dashboards to be designed at BBCC include, but are not limited to: course success rates/grade

distributions, annual student characteristics, graduates/certificates/completions, budget information, etc.

17. Briefly describe how your institution has used data on student progression and outcomes in:

Program review and evaluation

Student progress, course success rates, and graduation rates are used extensively in individual academic disciplines and professional-technical program reviews.

Strategic planning

BBCC's strategic plan, *Student Success*, is certainly inspired by ATD efforts, reinforced by Washington State's Student Achievement Initiative with Momentum Points, and also the successful award of a Title V grant. BBCC examines progress which is presented to the Board of Trustees in three monitoring reports annually. As we find areas where we need to improve, adjustments are made in our college efforts to improve student success.

Budget allocation

Since developmental math courses continue to be gatekeeper classes, the college has pursued many avenues to help our students become successful in math, including expanded tutoring, Supplemental Instruction, math jam, and placement testing in the high schools. The most current effort is modularizing elementary and intermediate algebra curriculum. The President and faculty traveled to the University of Idaho to learn how they had improved their success rates.

Broad Engagement

Faculty and Staff

18. Please complete the following table based on current course and team/committee assignments.

	FT Faculty	PT Faculty	Staff	Newly engaged this year
# serving on ATD core, data, or other ATD teams	3	0	11	2
# involved in ATD intervention delivery	19	8	31	9

19. Please estimate the percentage of *full-time faculty* involved in each of the following activities:

- 10% Participated in data collection and/or analysis
- 25% Participated in focus groups or surveys related to Achieving the Dream
- 96% Participated in professional development to further student success
- Other. Please provide the name of the activity:

20. Please estimate the percentage of *part-time faculty* involved in each of the following activities:

- ___ Participated in data collection and/or analysis
- 5% Participated in focus groups or surveys related to Achieving the Dream
- 30% Participated in professional development to further student success
- ___ Other. Please provide the name of the activity:

21. Please estimate the percentage of *staff* involved in each of the following activities:

- ___ Participated in data collection and/or analysis
- ___ Participated in focus groups or surveys related to Achieving the Dream
- 10% Participated in professional development to further student success
- ___ Other. Please provide the name of the activity:

22. Please describe a particularly successful faculty or staff engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of faculty and staff involved.

As a part of our ATD priority 2: Improve student first-year experience, we have increased and improved our advisor training. Faculty members are providing training to their peers about advising and student success strategies at quarterly faculty in-service meetings and through workshops. In addition to 96% (54 of 56) of the full-time faculty participating in these training sessions an estimated 90% of staff members and 10% of part-time faculty who provide advising have also attended.

Students

23. Please estimate the percentage of *students* involved in each of the following activities:

- 20% Surveys
- 2% Focus groups
- 2% Student participation on planning or advisory committees
- ___ Other. Please provide the name of the activity:

24. Please describe a particularly successful student engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of students involved.

BBCC students who place into developmental math and English are now required to enroll in a college success skills (CSS) class, preferably during their first quarter of attendance. During fall 2009, 325 students were enrolled in a CSS class. Of that number, 173 were on campus new students enrolled in a degree program. Winter 2010 reenrollment was 4% higher for those new students who enrolled in a CSS class. This reenrollment number is important because the majority of students

in the CSS classes are those at the precollege level in math and English – the students normally most likely to drop after the first quarter.

External Community

25. In what ways have you engaged the *external community* in your ATD efforts this year? Check all that apply.
- X_ Collaborative activities with K-12 schools to improve student preparation for college
 - X_ Data sharing with local high schools
 - ___ Collaborative activities with four-year institutions to improve student success
 - ___ Collaborative activities with community organizations
 - X_ Collaborative activities with employers.
 - X_ Other. Please provide the name of the activity:
Report to the BBCC Foundation Board
26. Please describe a particularly successful *community* engagement activity that is helping or has helped improve student readiness and/or success. Please include an estimate of the number of community members involved.

The Big Bend Community College Foundation had various Big Bend staff make several presentations to their Board on college programs and issues. These presentations included information on ATD Interventions - the college success skills classes, Title V - Hispanic outreach and student success. One report provided an overview from Institutional Research on the needs of BBCC's rural, low socioeconomic service district along with the ATD interventions and student success progress.

Due to these reports and the BBCC Foundation Board's initiative, the Foundation began its own outreach to local communities. To date (April 2010), Foundation members have given enrollment and scholarship reports to seven school boards in the BBCC Service District reaching 140 people. The goal is to create awareness of the number of residents from each community enrolling at BBCC and of Foundation scholarships available to potential students in those communities.

The Foundation also started an Intervention Scholarship Program in 2007 to help students cope with financial emergencies to keep them in school and progressing toward a degree or certificate. From 2007 to 2010, the Intervention Scholarship Program assisted 400 students with awards ranging from \$5 to \$1,200. Approximately 175 of those students received "major" awards. The emergency funds have been used for tuition, books, testing fees, gas, car repairs, vaccinations, and more. This program affects retention, progress to degree, and completion.

See the results below of data provided by BBCC Institutional Research on the Intervention Scholarship Program. This data is for major awards.

**Big Bend Community College
Intervention Scholarships**

	Students who received emergency funds	Stayed enrolled that quarter	%	Retained to next year	%	Completed	%	Retained to following year or received a Credential*	%
2007-08	52	46	88%	24	46%	19	37%	34	65%
2008-09	59	51	86%	25	42%	18	31%	35	59%

This information was pulled during fall 2009 quarter and shows students who were retained through fall 2009 or received a credential by spring 2009.

Systemic Institutional Improvement

27. Briefly describe how you have aligned your Achieving the Dream work with your institution’s goals for improving student outcomes, other major initiatives designed to improve student success, and the institution’s core activities, processes, and policies this year.

While not initiated this year the following are examples of changes in policies that were a direct result of our ATD work. ATD data and relevant discussions resulted in two major changes in institutional policies: (1) academic advising is now required for all students who have earned less than 30 credits and (2) mandatory placement into a college success skills course for students who place into developmental math and English. Discussions about ATD interventions and student achievement also resulted in the addition of the following statement to the BBCC mission: –Support services for students to help promote student access, success and retention”. This addition was made by the Board following campus discussions with the faculty on the approval of the 2009-2014 Academic Master Plan (strategic plan) for the college. The 2009-2014 Academic Master Plan (strategic plan) has been named –Student Success”. Many of the strategies contained in the strategic plan were developed based on data gathered and analyzed through our Achieving the Dream processes. The Student Success plan may be found at: <http://information.bigbend.edu/administration/academicmasterplan/Pages/default.aspx>

28. Briefly describe how you have aligned your Achieving the Dream work with the institution’s ongoing accreditation activities.

Accreditation reports will be based on the 2009-2014 Academic Master Plan and monitoring reports presented to the BBCC Board of Trustees on progress toward

the goals of the Academic Master Plan (strategic plan). These reports include data on ATD interventions and their results, particularly related to student access, success and retention.

29. Briefly describe your greatest Achieving the Dream accomplishment this year.

This year we are especially pleased to have made progress with our online tutoring (tutor.com) strategy. We are now able to capture student identification numbers of those receiving tutoring through the online system and will be able to track the success and retention of these students, this was not possible until recently. The tutoring service is now available 24x7 and student feedback continues to be extremely positive. During February 2009 there were 132 BBCC student sessions, with 106 (80%) being accessed remotely. During February 2010 we had 404 BBCC online tutoring sessions, with 361 (89%) being accessed remotely. An increase of over 3 times the number of sessions in just one year!

30. Briefly describe your greatest disappointment or setback (if any) with ATD this year.

BBCC's Dean of Arts and Science resigned in June 2009. The Dean was a leader in our ATD efforts and co-chair of our developmental math priority. Due to budget, this position was not replaced and tasks associated with this job were distributed among other administrators on campus. This had an adverse effect on progress with the developmental math completion priority.

We are disappointed in our lack of success in removing barriers to student progress in developmental math. Our successful completion rates in developmental math have not improved as we'd hoped and we continue to struggle with how to improve student attendance within our math strategies. It is expected that the planned redesign of our developmental math classes during summer 2010 will provide us with success in this priority in the next couple of years.

31. In the summer of 2009, you received feedback on your 2009 annual report from MDC and your coach/data facilitator team. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?

We have incorporated 2009 annual report feedback into our practices this year.

–Continue to cultivate faculty leaders to support and take ownership of the student success agenda” – Faculty members are providing advisor and student success strategy training to their peers and staff advisors. Math faculty members have become more involved in the research and development of strategies (including curriculum redesign) that should improve our developmental math success rates.

-Continue to strengthen the IR function so they can move from primarily reporting data to facilitating discussions about data to a broader campus constituency.” – Our purchase and implementation of dashboards will aid in this effort. Using automated dashboards to disseminate more data to a wider audience—including providing the audience with some “drill down” capabilities—will free IR time from gathering and reporting data and refocus it more to engagement with and discussion of the data.

-Move forward with plans to institute a campus-wide program review process that is evidence-based . . .” – The student services division has chosen a program review document that will be completed by all departments during spring quarter 2010.

32. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that the ATD partnership can provide to support Achieving the Dream on your campus?

Over the next few months Institutional Research and Big Bend Technology will work together to build an intervention data mart. Currently there are multiple types of data residing on many different databases that track students’ use of interventions such as tutoring, attendance at seminars, College Success Skills Courses, Supplemental Math Instruction, mentoring, etc.

This project will identify those data points and create process’s that will gather them into a single database and give us the ability to measure the effectiveness of all the interventions over time. The long term goal is to use this data mart to provide key performance indicators that trigger indicators when students are in need of additional interventions.

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #3 CONSENT AGENDA (for information)

c. Accreditation

BACKGROUND:

The National League for Nursing Accrediting Commission (NLNAC) evaluated the Nursing Program February 9-11, 2010. The site visitors have recommended continuing accreditation in their final report. The NLNAC Evaluation Review Panel will review the report and consider presentations by the panel members regarding the BBCC Nursing Program. The Panel will meet Tuesday, May 25 in Atlanta, Georgia. Director of Health Education Programs Katherine Christian will be in attendance at the deliberations.

BBCC has confirmed presentation on new accreditation standards for the Fall In-Service, September 13, 2010, by Dr. Ron Baker, Executive Vice President, Northwest Commission on Colleges and Universities.

Prepared by President Bonaudi, Ms. Valerie Kirkwood, Dean of Institutional Research & Planning.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #3 CONSENT AGENDA (for information)

d. Assessment Update

BACKGROUND:

The results of the SENSE (Survey of Entering Student Engagement) and a developmental math student focus group summary are attached. These have been shared with the AtD Core & Data Teams to date.

Prepared by President Bonaudi and Ms. Valerie Kirkwood, Dean of Research & Planning.

RECOMMENDATION:

None

Assessment Results Presented to AtD Data and Care Teams

SUMMARY OF ATD DATA TEAM ANALYSIS OF SENSE SURVEY RESULTS AND DEVELOPMENTAL MATH FOCUS GROUP DATA

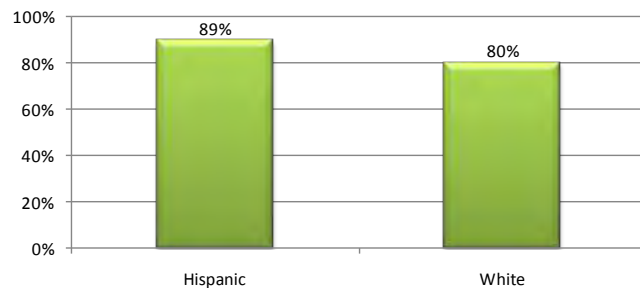
Below are selected elements of the SENSE results and Developmental Math Focus Group data that the Data Team believes should be reviewed further. The goal of this is to design action plans or “next steps” in the process of improving student success. This information has been discussed at the AtD Data Team Meeting, the Core Team Meeting, Cabinet and Instructional Council – during April and May meetings 2010.

Survey of Entering Student Engagement (SENSE), fall 2008

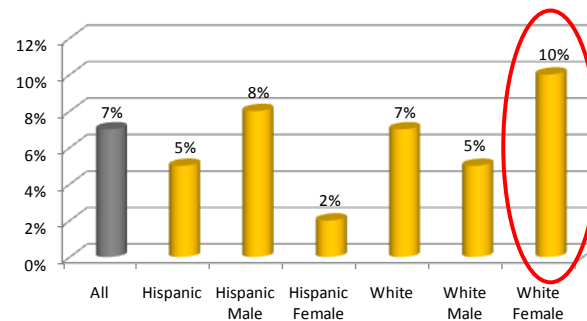
SENSE is a national survey (similar to CCSSE) that was administered during the fifth week of the fall academic term to students enrolled in all developmental math and English courses (excluding ESL courses), first college-level math and English courses, and CSS courses—courses that typically enroll entering students. In fall of 2008, 251 students participated in SENSE at BBCC. Selected results are below:

- Hispanic males were the group most likely to have enrolled in a college success class during their first quarter (57% had enrolled) and, of students who did enroll in such a course, 82% of Hispanic males agreed that the class should be mandatory for all new students. (The next closest group of students was white females: 43% enrolled in a class; 53% thought it should be mandatory.)
- Tutoring is highly valued by students (93% of students who used it during the first 3-weeks of their first quarter were satisfied with it). However, less than 20% used it in their first 3-weeks of their first quarter. Should we consider a SSS tutoring model to implement campus-wide? Possible funding sources?
- Quality of Relationships with:

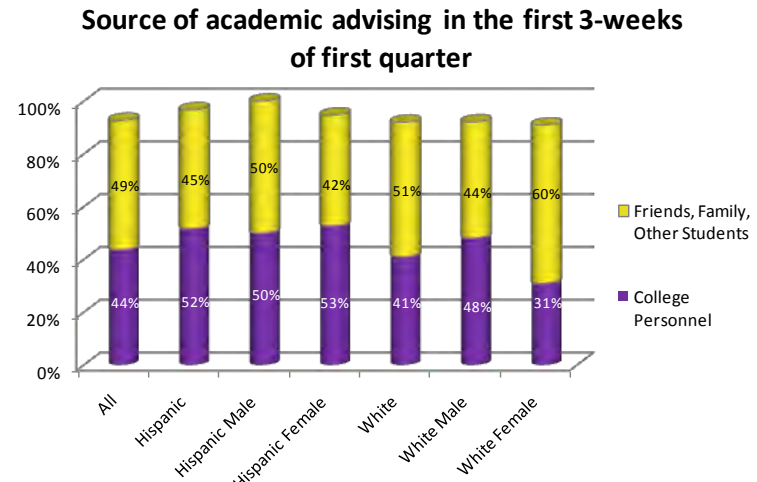
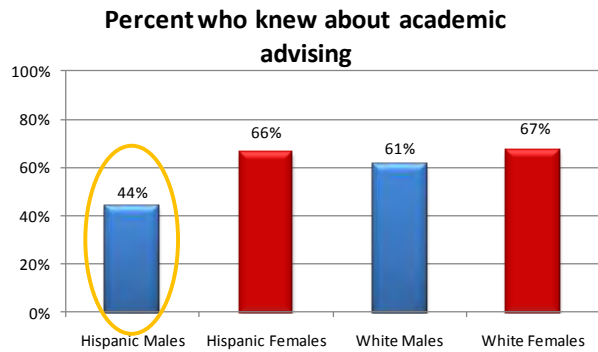
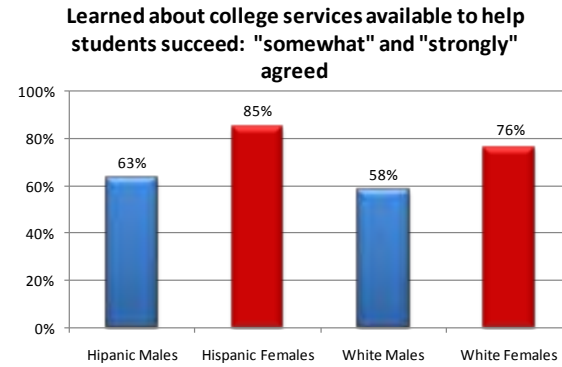
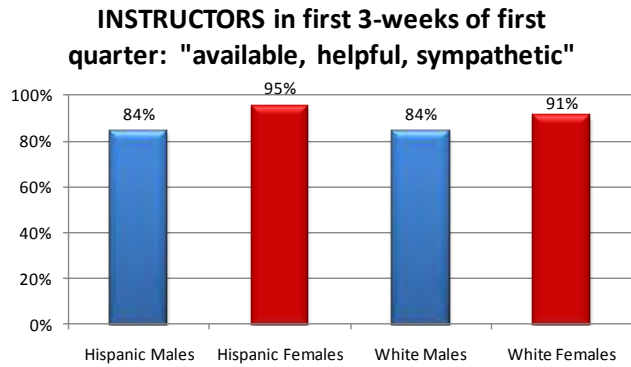
OTHER STUDENTS in first 3-weeks of first quarter: "friendly, supportive, sense of belonging"



ADMIN PERSONNEL in first 3-weeks of first quarter: "unhelpful, inconsiderate, rigid"

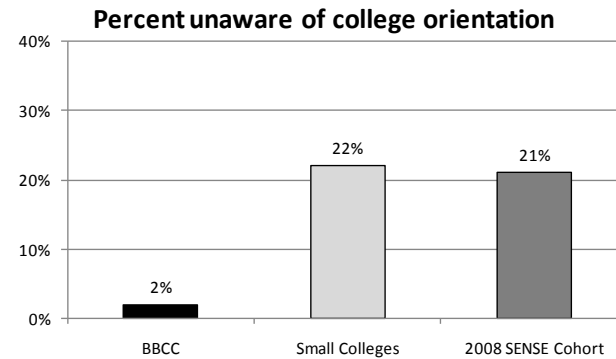
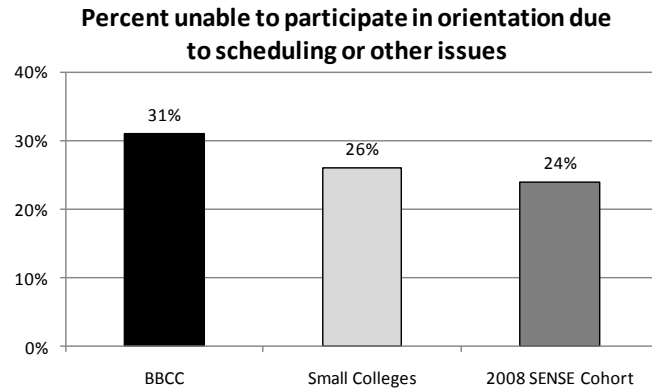


- Need to increase engagement with males; males are not as connected as females.



NOTE: <10% of respondents selected "Other" option (computerized degree advisor system, college web site, and "other" college materials) and is therefore not included on the above chart.

- May need to review availability options for New Student Orientation...wait and compare to 2010 SENSE results. More BBCC students are unable to attend orientation due to scheduling than other cohorts. However, we are clearly doing an amazing job of letting students know about orientation, as compared to other cohorts.



Follow-up

SENSE	Suggested Follow-up	Action Items	Responsible Person(s)	Timeframe
Students need to see their advisors to establish and follow educational plans which will help students reach their educational goals.	*At Fall In-Service, prepare a brief PowerPoint for faculty to use with their students the first day of fall quarter that provides a framework to reinforce the need to see an advisor. *Remind students that when they get their registration/access time – they will see their advisor’s name.	Prepare PowerPoint for faculty to use the first day of fall quarter – show it at fall inservice.	MariAnne Zavala-Lopez, Autumn Dietrich, & Russ Beard	Fall In-service 2010
Many students are not aware of the resources that will help them succeed in college.	Provide a list of all student resources at the beginning of the quarter.	Redesign 8x10 sheet MariAnne has that lists resources, so it can be designed into a book mark, poster, and/or links online	MariAnne Zavala-Lopez, Autumn Dietrich, & Russ Beard	Fall in-service 2010

Developmental Math Focus Group, fall 2009

Conducted in November, 2009, the purpose of this focus group was to learn what is helping students succeed in their developmental math classes and to learn what they believe will improve students' success and progress through the developmental math sequence. Frank Renz and Mark Figueroa facilitated the focus group with current developmental math students.

Developmental Math Focus Group Input	Suggested Follow-up	Action Items	Responsible Person(s)	Timeframe
Donna Brown, Math/Science Resource Center Coordinator, is very knowledgeable and helpful to students.	Need a succession plan for when Donna retires in a few years. Need a 2 nd full-time person in the Math/Science Resource Center		Math Department, with Bob Mohrbacher, VPI/S	Fall 2010
Provide people taking the placement test with avenues to review math prior to the test.	Refresher Course; Math Jam; Topics for review online; Create a list of available resources for review from Donna Brown;	Collect and analyze data; Make Math Jam and the Refresher course available to anyone; Recommended that Barb Whitney and the Math Department meet to create review materials and post online and provide in other prime locations. Develop worksheets Once list is available from Donna, post a link online for review materials, has all levels of math provide list to students when they pay to take the test. Make hard-copy resources available in Bookstore, Donna uses <u>Cliffs Quick Review</u> it has all levels of math. It's about \$10 per book.	Sandy Cheek; Math Dept. & Tennille Kimball; Math Dept. Title V Tyler Wallace Donna Brown, Math Department Math Department with BBCC Bookstore	Current Start summer 2010 Start summer 2010 Start summer 2010 Summer 2010

Students wanted the MPC 091, 092, 093 series to be a first option, not a fail out option.	Alternatively, the Math Department wants to begin modularizing MPC 095 and 099.	AtD Core Team approved financing this w/ AtD money; Math Dept. will work on designing and scheduling this over the summer	Math Dept.	Summer 2010
Put lectures online so students can go back and review the information later.	Math Dept. and BBT need to work together to make sure tools are in place	Math Dept. to create video lectures to post online; Research/purchase Smart Boards	Math Dept. & Russ Beard	Start summer 2010
Provide a list of all student resources at the beginning of the quarter.	Create a bookmark that can be given to students in class or handed out in the bookstore when they purchase books.	Redesign 8x10 sheet MariAnne has that lists resources, so it can be designed into a book mark, poster, and/or links online	MariAnne Zavala-Lopez, Autumn Dietrich, & Russ Beard	Fall 2010

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #3: CONSENT AGENDA (for information)

e. Capital Project Update

BACKGROUND:

Transfer Center and Restroom Remodel – Building 1400: Bernardo Wills has been selected as the architect for this project. The design phase should be completed by June 30, 2010. We believe the additional traffic that will be created by the Transfer Center makes the restroom remodel essential at this time.

Old Developments/Background:

4/13/10 Construction funding from a Title V Grant is provided to remodel the north hallway and offices of building 1400 to accommodate a Transfer Center. RMI funding will be used to expand and remodel the existing bathrooms in building 1400 to allow for the increased occupancy due to the Transfer Center. The Public Works Request has been completed and General Administration is in the process of architect selection.

Auditorium Remodel – Building 1400: The contractor is still working on a couple of items on the punch list. The work is scheduled to be completed on May 13 and 14.

Old Developments/Background:

4/13/10 The project is complete. A preliminary punch list of things remaining to do was conducted by the architect at the last construction meeting on 3-16-10. The Business Office is planning on moving downstairs the week of April 5-12. There is still some work to be done on leveling the floor in College Bound offices before they can move downstairs.

3/2/10 The project is approximately 80% complete. There was about a week lost for removal of asbestos piping. The project timeline now shows a completion date of March 5, 2010. The painting has been done, the ceiling grid is being installed this week and data wiring is in its final stages. Floor leveling and carpet installation will be done next week along with the casework.

1/12/10 Gobi Construction LLC, the second lowest bidder, withdrew its bid. The third lowest bidder said they could not get the required bond amount at this time. They had taken on other projects since the original award. The fourth lowest bidder is Halme Builders, Inc. of Davenport. The bid amount was \$254,000, plus sales tax of \$20,066 and a contingency amount of \$27,406.60 for a total of \$301,472.60. A contract was awarded to Halme Builders, Inc. on November 13, 2009, followed by the Notice to Proceed on December 3, 2009. A crew came in on December 3, 2009 and started the asbestos abatement. The project timeline shows a completion date of February 24, 2010.

11/17/09 The low bidder, Straightline Construction & Remodeling, LLC, was not able to get its bonding and insurance requirements in place within 15 days as required by our contract. Our project manager let them know that the project was being awarded to the second low bidder. Straightline Construction & Remodeling LLC responded by filing an appeal with General Administration (GA). GA extended the time to get the necessary documentation submitted by 2 days. The next day the low bidder officially withdrew their bid for the auditorium remodel. A contract was awarded to Gobi Construction LLC of Bellevue on October 21, 2009. The bid amount was \$227,000, plus sales tax of \$17,933 and a contingency amount of \$24,493.30 for a total of \$269,426.30. We do not have the date for the Notice to Proceed yet, but we are hoping it will be by mid November.

10/20/09 The bid advertisement was released on August 24, 2009. There was a pre-bid walk-through on September 9, 2009. Attendance at the walk-through was encouraged, but not mandatory. The bids were opened at 11:00 A.M. on September 23, 2009; there were eight bids. The contract was awarded to Straightline Construction & Remodeling, LLC of Woodinville. The bid amount was \$164,000.00, plus sales tax of \$12,956.00 and a contingency amount of \$17,695.60 for a total of \$194,651.60. The contract was awarded on October 1, 2009. We do not have the date for the Notice to Proceed yet, but we are hoping it will be by mid October.

9-8-09 Department of Corrections will not be able to do the asbestos abatement and demolition work after all. Our architect, Bernardo Wills, is adjusting the bid packet to include this work. Construction is expected to start in October.

8-4-09 The drawings for the remodel are complete and Grant Counts has approved the permit. A Department of Corrections crew is tentatively scheduled to arrive on August 24 for asbestos abatement and demolition work. Our architect, Bernardo Wills, is preparing the bid packet. Construction is expected to start in September and be completed in December.

7-7-09 We are continuing to work with our architect, Bernardo Wills, on the drawings which should be finished by June 30. The project will then be advertised for bids. Construction is expected to start in August and be completed in December.

5-19-09 Our architect, Bernardo Wills, is completing drawings which should be finished by June 15th. The project will then be advertised for bids. Construction is expected to start in August and be completed in December.

4-14-09 Funding from facility repairs is provided to replace the damaged plaster ceiling and lighting in the auditorium. Additional minor improvement funding will be used to convert the space to a Business Office and other offices for tutoring and advising in an effort to provide better access for our students. Our architect, Bernardo Wills, is completing drawings which should be finished by June 15th. The project will then be advertised for bids. Construction is expected to start in August and be completed in December.

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #3: CONSENT AGENDA (for information)

f. Human Resources Report

BACKGROUND:

The biggest news is that Human Resources & Payroll are now located in the old business office area, upstairs in building 1400. Many thanks go out to the M & O crew for painting the area, ripping out old non-working wall heat registers, updating needed electrical work, and moving the heavy fireproof filing cabinets and other furniture. They were so good natured about things we wanted done, even down to hanging pictures & bulletin boards for us! Also, thanks to Scott Carsey for his expertise in getting computer, phones and printers working quickly to minimize our down time. The employees in HR & Payroll (including awesome student workers) worked hard to get things put away and make our new area professional and “welcoming.” Please come visit us sometime!

See photos on the next page.

Prepared by Vice President of Human Resources & Labor Holly Moos.

RECOMMENDATIONS:

None





BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #3: CONSENT AGENDA (for information)

g. Enrollment Report

BACKGROUND:

The tuition amount budgeted for 2009-2010 is \$3,108,514. As of April 30, 2010, we have collected \$3,504,680 or 112.7% of the budgeted amount. As of April 30, 2009, we had collected \$2,973,310 or 103.4%.

TUITION COLLECTION REPORT
As of April 30, 2010 and April 30, 2009

	<u>2009-10</u>	<u>2008-09</u>
Annual Budget	\$3,108,514	\$2,876,000
Total Collections as of April 30	\$3,504,680	\$2,973,310
As a % of annual budget	112.7%	103.4 %
Left to collect to meet budget target	\$ 0	\$ 0

Prepared by Associate Vice President of Student Services Candy Lacher and
Director of Business Services Charlene Rios.

The Spring 2010 tenth day enrollment report and 2009-10 FTE as of May 4th are included for your information. We are currently 5.8% over our two year state-funded FTE target (10.1% over for the 2009-2010 academic year). State funded FTE was up as of the tenth day in all three major areas: ABE/ESL, academic and professional/technical.

SPRING 10TH DAY ENROLLMENT REPORT							
HEADCOUNTS							
	SPRING 2010	SPRING 2009	SPRING 2008	SPRING 2007	SPRING 2006	SPRING 2005	SPRING 2004
<u>ETHNIC ORIGIN</u>							
Amer. Indian/Alaska Ntv	33	43	32	30	31	24	34
Asian/Pacific Islander	29	32	36	30	25	23	29
Black	40	31	22	21	32	25	18
Hispanic	658	588	535	525	370	337	472
White	1,348	1,245	1,130	1,213	1,186	1,342	1,422
Other/Unknown	195	146	158	153	110	123	93
<u>SEX</u>							
Female	1,309	1,200	1,095	1,132	973	1,044	1,185
Male	967	828	749	792	746	800	854
Not Coded	27	57	69	48	35	30	29
<u>STUDENT STATUS</u>							
Continuing	1,844	1,668	1,460	1,548	1,352	1,486	1,674
Former	264	214	241	254	229	264	258
New	169	171	184	139	147	90	99
Transfer	26	32	28	31	26	34	37
TOTAL HEADCOUNT	2,303	2,085	1,913	1,972	1,754	1,874	2,068
Running Start	138	120	128	121	150	103	122
International	4	4	3	1	2	3	1
STATE FUNDED FTES							
ABE/ESL	68.9	56.1	41.4	69.0	1.9	12.7	52.9
Academic	891.1	746.6	698.2	718.7	694.7	714.5	774.2
Occupational	619.2	565.1	505.1	494.4	470.6	485.4	521.7
TOTAL STATE FTES	1579.2	1367.8	1244.7	1282.1	1,167.2	1,212.6	1,348.8

F.T.E. REPORT		
5/12/2010		
		ANNUALIZED
		<u>FTEs</u>
1st year (08-09)		
SUMMER		115.2
FALL		533.0
WINTER		560.6
SPRING		489.9
<i>Total</i>		<u>1698.7</u>
2nd year (09-10)		
SUMMER		115.8
FALL		589.4
WINTER		600.2
SPRING		552.3
<i>Total</i>		<u>1857.7</u>
TOTAL		<u>3556.4</u>
1st year Target (includes 53 Workforce)		
		1676
2nd year Target (includes 53 Workforce)		
		<u>1686</u>
<i>Two-year Target Total</i>		
		3362
SBCTC 2-year rolling enrollment count		
Past year + current year actual FTE		3556.4
Past year + current year allocation		3362.0
% of allocation target attained to date		105.8%
Add'l FTEs to meet minimum 96%		-328.9
Add'l FTEs to meet target 100%		-194.4
FTEs over target - 1st year		22.7
FTEs over target - 2nd year		171.7

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #3: CONSENT AGENDA (for action)

h. Donations

BACKGROUND:

Ms. Sheri Lou Carter would like to donate a 1990 Dodge vehicle to the BBCC automotive program.

Mr. Howard Brooks would like to donate a 1986 Chevrolet S10 to the BBCC automotive program.

Ms. Donna McKim would like to donate a 1988 Chevrolet Celebrity to the BBCC automotive program.

Allan and Cindy Peterson would like to donate a 1994 Isuzu Rodeo to the BBCC automotive program.

North Central WA Skill Center in Wenatchee would like to donate a 2003 Chevrolet Malibu to the BBCC automotive program.

These vehicles will provide the automotive students with a better selection of cars to perform maintenance and repairs on at no cost to the college. The automotive program is very appreciative of these generous donations.

Mr. Carl Weber would like to donate three boxes of aviation books to the BBCC flight program. These books will be a great resource for students when they are added to the "aviation library."

Prepared by the President's Office.

RECOMMENDATION:

President Bonaudi and Vice President Hamburg recommend acceptance of the above-mentioned donations.

MEMORANDUM

TO: Clyde Rasmussen



From: Mark Yosting, John Heflin

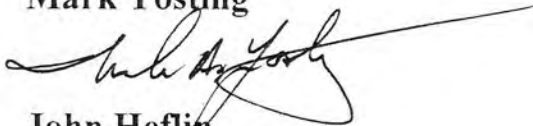
Subject: Donation of a car

A very generous donation of a 1990 Dodge G/Pas to the automotive program has been offered by Sheri Lou Carter. Sheri Lou Carter is very supportive of our program and wish to donate this car to our program no cost to BBCC.

I recommend that the College accept Sheri Lou Carter generous offer. We will be acquiring a very useful piece of equipment that will give us a better selection of different cars for the students to learn on.

Thank You

Mark Yosting



John Heflin



MEMORANDUM

TO: Clyde Rasmussen



From: Mark Yosting, John Heflin

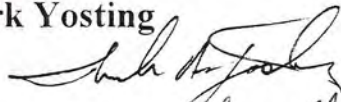
Subject: Donation of a car

A very generous donation of a 1986 Chev. S14 to the automotive program has been offered by Howard Brooks. Howard Brooks is very supportive of our program and wish to donate this car to our program no cost to BBCC.

I recommend that the College accept Howard Brooks generous offer. We will be acquiring a very useful piece of equipment that will give us a better selection of different cars for the students to learn on.

Thank You

Mark Yosting



John Heflin



MEMORANDUM

TO: Clyde Rasmussen



From: Mark Yosting, John Heflin

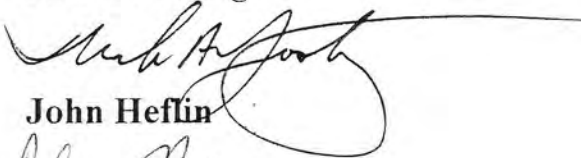
Subject: Donation of a car

A very generous donation of a 1988 Chevrolet Celebrity to the automotive program has been offered by Donna Mckim. Donna Mckim is very supportive of our program and wish to donate this car to our program no cost to BBCC.

I recommend that the College accept Donna Mckim generous offer. We will be acquiring a very useful piece of equipment that will give us a better selection of different cars for the students to learn on.

Thank You

Mark Yosting



John Heflin





Big Bend Community College

7662 Chanute Street N.E.
Moses Lake, WA 98937-3299
<http://www.bigbend.edu>

(509) 793-2222
TDD (509) 762-6335
FAX (509) 762-6329

May 12, 2010

Clyde and Gail,

The BBCC automotive program would like to accept the donation of this 1994 Isuzu Rodeo from Allan and Cindy Peterson. This vehicle will be used for instructional purposes in our program.

I have attached the donation letter from the Petersons as well as the vehicle title

Please let me know if you require any further information.

Thank you,

Mike O'Konek
Automotive Instructor



Big Bend Community College

7662 Chanute Street N.E.
Moses Lake, WA 98937-3299
<http://www.bigbend.edu>

(509) 793-2222
TDD (509) 762-6335
FAX (509) 762-6329

May 12, 2010

Clyde and Gail,

The BBCC automotive program would like to accept the donation of this 2003 Chevrolet Malibu from the North Central Washington Skill Center in Wenatchee. This vehicle will be used for instructional purposes in our program.

I have attached the donation letter from the Skills Center and there is no title on this vehicle as it was a GM training vehicle.

Please let me know if you require any further information.

Thank you,

Mike O'Konek
Automotive Instructor



Dr. Clyde Rasmussen, Dean of Prof/Tech Education
Big Bend Community College

May 14, 2010

Dr. Rasmussen,

Mr. Carl Weber, a resident of Moses Lake, has offered to donate three boxes of aviation books to the Big Bend Community College flight program. The books, mostly historical in value, contain aviation identification books, books dating back to World War II including books on the flight testing and design of aircraft flown during the early years of jet aircraft, and many aviation stories written by both well know authors as well as lesser known authors. The boxes also include more recent books about specific aircraft designs. The books are in good condition and are part of a larger collection he has covering many related subjects such as transportation, marine, and Washington history. He is donating these aviation books because of his interest in the BBCC flight program.

These books will be of value to the flight program students, by giving them a resource for information while writing term papers and for general knowledge about specific aircraft types. They will be included into the small but growing "aviation library" that we have been developing over the past few years. This library is a part of the program's goal to have a recourse center in our flight training building for the aviation students. We will appreciate this donation as a help in meeting this goal.

Sincerely,

John M. Swedburg
Chief Flight Instructor
Big Bend Community College

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #3: CONSENT AGENDA (for information)

i. BBCC Job & Career Fair

BACKGROUND:

The 17th annual Job & Career Fair was held April 22, 2010 in the ATEC Center.

Fast Facts:

- 53 employers
- 9 Big Bend Community College professional technical programs
- Approximately 1,600 attendees
- 25 workshops
- Employment Resource Center sponsored by Moses Lake WorkSource

The 2010 Job & Career Fair was another successful event. The Fair was busy all day with a steady stream of over 1,600 visitors filling the ATEC building. Moses Lake WorkSource hosted the "Employment Resource Center" providing assistance with resumés, job search techniques, and mock interviews. A featured workshop sponsored by the Central WA JOBS project recruited new candidates for the BBCC P.E.T. (Pre-Employment Training) program.

The Job & Career Fair continues to be a premier job fair in Washington State. Although there were ten fewer employers than last year, many were hiring and accepting job applications. The Fair received outstanding evaluations from employers and visitors.

The success of the Job Fair is directly related to the efforts of BBCC employees and community partnerships. Special recognition for organizing the event goes to the following individuals:

Mary Shannon, Chairperson

Barbara Collins, Employer Outreach and Organizational Support

Heidi Baldwin, Workshops

Michele Williamson, Hospitality Room

Autumn Dietrich, Advertising & Publicity

Deena Westerman and BBCC Maintenance Crew, Setup

Elizabeth Mendoza, Tennille Kimball, Volunteers

Columbia Basin Job Corps, Parking attendants and set-up crew

Word Services, Printing

Sodexo Inc., Food Service

Future Date:

The 18th Annual Job & Career Fair is scheduled for April 21, 2011

Prepared by Mary Shannon, Director of Career Advising & Outreach and Tech Prep

BBCC Job & Career Fair 2010



BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #5: Exceptional Faculty Award Report (for information)

Julia Berry (Psychology Instructor)

BACKGROUND:

Psychology Instructor Julia Berry was awarded a \$2,000 Exceptional Faculty Award to attend two conferences. She attended the annual Society for Industrial and Organizational Psychology Conference in Atlanta, Georgia.

The balance of her award will be provided to her after she attends the American Psychological Association Conference in California this summer.

Prepared by the President's office.

RECOMMENDATION:

None

The Exceptional Faculty Award provided me with the wonderful opportunity to present my thesis at the annual Society for Industrial and Organizational Psychology (SIOP) conference in Atlanta on April 7 – 10, 2010. I did a paper and poster presentation on “The Work-Family Conflict and Job Performance Relationship” and it went very well.

During my presentation, I was able to demonstrate actual reasons that employers should be concerned about work-family conflict. The strain of family demands are leading to low concentration levels and fatigue on the job, which is essentially sabotaging job performance (and costing organizations huge amounts of money). Thus, implementing family-friendly programs into the workplace have the opportunity to benefit both individual and organizational performance. I am hoping that my study will inspire future research to continue to examine this essential work-family-conflict/job performance link, and the reasons this relationship is occurring.

This conference also granted me with the opportunity to keep up to date with the latest research, which has enabled me to provide my students with the most current findings in the field. Specifically, I attended various sessions on the importance of teamwork, aging in the workplace, new research practices, and job satisfaction. Because the field of psychology is constantly changing, it is important that I adapt my knowledge and teaching practices to change with it. I am hoping to teach a new class (Industrial/Organizational Psychology) in 2011, and the SIOP conference provided me with ideas of how to structure the course. And lastly, I had the opportunity to represent Big Bend, to network, and to put our name out there. Thank you so much for this experience.

Julia Berry
Psychology Instructor

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #6: AMP Report #2 Programs (for action)

BACKGROUND:

The second comprehensive report of the 2009-2014 Academic Master Plan (AMP) is titled PROGRAMS. This report, produced annually, addresses the relationship of our programs, both of services and instruction, to student achievement. Here we are exploring our efforts that result in retention of students from quarter to quarter and progression to the goals of their individual educational plans.

Prepared President Bonaudi and Dean Valerie Kirkwood.

RECOMMENDATION:

President Bonaudi and Dean Kirkwood recommend acceptance of Programs 2010.

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #7: Exceptional Faculty Award Recommendation (for action)

BACKGROUND:

The Exceptional Faculty Awards Committee is pleased to recommend the following awards:

Scott Richeson, Sociology Instructor, requested an Exceptional Faculty Award for \$1,220 (he also received \$500 from Instructional Council) to attend a community college workshop at CWU this summer. The workshop subject matter is centered on assessment, instructional technologies and teaching skills. The committee supports this request.

Jerry Wright, Industrial Electrical Technology Instructor, requested an Exceptional Faculty Award for \$1,720 to attend a community college workshop at CWU this summer. The workshop subject matter is centered on assessment, instructional technologies and teaching skills. The committee supports this request.

Richard Wynder, Automotive Maintenance Technology Instructor requested a \$1,506 Exceptional Faculty Award to attend two wheel alignment training courses at Shoreline Community College. The committee supports this request.

Shawn McDaniel, Welding Instructor, requested a \$2,000 Exceptional Faculty Award to attend an Ultrasonic Weld Inspection training. The committee supports this request.

At this time the Exceptional Faculty Awards Endowment has a value of approximately \$236,000. The Foundation has budgeted \$13,000 for faculty awards in 2010. During the March 2, 2010, meeting Exceptional Faculty Awards in the amount of \$5,000 were approved by the Board. This additional \$6,446 brings the total approved for the 2009-10 year to \$11,446.

Prepared by the President's Office and the Exceptional Faculty Awards Committee.

RECOMMENDATION:

President Bonaudi and VP Lang recommend approval of the Exceptional Faculty Awards for Scott Richeson, Jerry Wright, Richard Wynder and Shawn McDaniels.



April 25, 2010

Dear President Bonaudi,

The Exceptional Faculty Award committee is pleased to present four EFA applications for your consideration. The committee has reviewed each application and believes each plan fits within the guidelines of the awards. The respective activities should augment each faculty member's instructional expertise and will add personal growth, proficiency, and inspiration for our esteemed instructors.

Scott Richeson and Jerry Wright are asking for awards that they may attend a community college teaching workshop at CWU this summer. This workshop subject matter is centered on assessment, instructional technologies, and teaching skills. The committee believes their attendance and participation will aid and streamline their instructional and course administrative abilities. The committee sees this as a positive step for new instructors as well as the more seasoned individuals and supports their drive for improvement.

Richard Wynder has applied for an award so he may attend two wheel alignment training courses. The automotive program recently acquired a new alignment machine. Mr. Wynder asked for an award that he may attend courses to learn the technological aspects of the machine and add to his expertise. As a relatively new instructor to the automotive program, Mr. Wynder must be very familiar with the equipment used for instruction. The committee appreciates his desire to improve his capabilities and fully supports his endeavor.

Finally, Shawn McDaniel desires an award to attend training on 'ultrasonic weld inspection.' Mr. McDaniel periodically must recertify his welding inspection certifications. This process allows him to certify welders locally and keeps him up to date on the latest techniques and codes. We understand that an EFA award will not cover all of his expenses and Mr. McDaniel will probably have substantial out-of-pocket expense. We applaud his energy and desire to add the extra dimension to the welding program. We support his strength of character and his undying service to his students.

We have included copies of the applications and other materials for your convenience. We look forward to your recommendations and, ultimately, the Board's consideration.

Finally, we are in the final cycle of the awards for this school year. With this group of applications we have aided seven faculty members to realize extra-curricular activities that simply wouldn't have been funded by regular budgetary means. We are living in extraordinary



times and with the ensuing budgetary contractions, it is a pleasure to be able to make some of these faculty improvement activities possible. The EFA committee is honored to be a part of this process and wish to thank you, President Bonaudi, the Foundation, and the Board of Trustees, for your support, trust and guidance.

Thank you.

Sincerely,

Matthew Sullivan

Charlene Rios

Dennis Knepp

John Gillespie

Bill Autry

APPLICATION FORM BBCC EXCEPTIONAL FACULTY AWARD

NAME: J. Scott Richeson

DATE: April 12, 2010

DIVISION: Social Sciences

1. List all your principal professional duties including courses normally taught.

I teach introductory sociology, marriage & family, and social problems.

2. Amount requested: \$1220.00

**3. Specific purpose the award would be used for:
(Attach a separate sheet with details, if necessary.)**

I propose to complete the community college teaching certificate program offered at Central Washington University (Ellensburg campus) on August 2-13. This would involve ten days of in-class instructional workshops on the topics of assessment, becoming a successful community college instructor, instructional technologies, and teaching in a diverse classroom.

4. If the award is to be used for reimbursement for an activity, which will require personal expenditures, provide an itemized list of expected expenses.

The total tuition cost is \$1,000. \$500 was awarded from the Professional Development Fund by the Foundation. I request \$500 dollars for the tuition fees. The class meets for ten days. I will be commuting by POV. I request mileage reimbursement to Ellensburg at 144 miles/day x 10 days x \$.50/mile totaling \$720.

5. If there are any other sources of reimbursement for this activity provide an itemized list of expected reimbursements.

I have been awarded 500 dollars from the Instructional Counsel

6. When was your last sabbatical? N/A (I have never had one)

7. What travel monies have you received during the last year?

None

8. How will this stipend improve your teaching and/or professional expertise?

This content would be useful to improving my instructional effectiveness at Big Bend Community College. It focuses specifically on improving teaching effectiveness at the community college level.

9. Describe your previous involvement in working with other faculty on this campus to improve the quality of the institution.

Because I am not tenured, my experiences have been limited to normal departmental matters such as program assessment and participation in faculty in-service events. I have not been assigned to be a member of any standing college committee (as non-tenured faculty do not receive such assignments).

Home Page CCT

The new Central Washington University Community College Teaching certificate program prepares participants for what to expect and how to succeed as a teacher in the community college classroom.

WHAT TOPICS ARE COVERED?

The program includes four workshops:

- **Becoming a Successful Community College Faculty Candidate**
- **Instructional Technologies**
- **Assessment**
- **Teaching in the Diverse Classroom**

This non-credit program takes only two weeks to complete. The workshops will be taught by outstanding community college instructors who are experts in the four areas.

WHO SHOULD ATTEND?

The program is geared toward several audiences: 1) graduate students who intend to pursue a career teaching in a community college, 2) high school teachers who might want to teach a course or two in a community college, 3) current community college and university faculty who want to enhance their knowledge in any or all of the workshop topics.

LOCATION AND DATES:

The program will be offered in two locations:

CWU-Des Moines	July 12-23, 2010
CWU-Ellensburg	August 2-13, 2010

CWU-Des Moines

Workshop	Dates	Times	Instructor
Assessment	July 12, 13, and 14	9-4	Carolyn Calhoon-Dillahunt
Becoming a Successful Community College Faculty Candidate	July 15 and 16	9-4	Sandra Fowler-Hill
Instructional Technologies	July 19, 20 and 21	9-4	Michael Batali
Teaching in the Diverse Classroom	July 22 and 23	9-4	Eric Davis

CWU, Ellensburg

Workshop	Dates	Times	Instructor
Instructional Technologies	August 2, 3 and 4	9-4	Michael Batali

Contact Information

Office of Continuing Education
 400 E University Way
 Bouillon 206
 Ellensburg, WA 98926-7433
 Phone: (509) 963-1504
 Fax: (509) 963-1690

Becoming a Successful Community College Faculty Candidate	August 5 and 6	9-4	Sandra Fowler-Hill
Assessment	August 9, 10 and 11	9-4	Carolyn Calhoon-Dillahunt
Teaching in the Diverse Classroom	August 12 and 13	9-4	Allison Green

COSTS:

BECOMING A SUCCESSFUL COMMUNITY COLLEGE FACULTY CANDIDATE	\$200
INSTRUCTIONAL TECHNOLOGIES	\$300
ASSESSMENT	\$300
TEACHING IN THE DIVERSE CLASSROOM	\$200

Tuition for the entire certificate program is \$1,000. You may take any number of workshops separately, but to complete the program and receive a certificate, you must complete all four workshops successfully.

WHAT STUDENTS ARE SAYING:

"Graduate students will definitely benefit from enrolling in the Community College Teaching certificate program. After completing the four workshops, I had a sense that I had received insider information. I am confident this knowledge will enhance my chances of getting a teaching job at the community college level."

- Don McCorkindale, CWU graduate student

"After completing Central's CCT program, I felt like someone had handed me the answers to a final test. Seasoned community college instructors and administrators provided me with innovative pedagogies and professional development strategies that left me feeling confident about my future in community college education. This workshop is dynamite."

- Del Enders, CWU graduate student

REGISTRATION:

To register, please call the Office of Continuing Education at 509-963-1504.

Clock hours available!

WORKSHOP DESCRIPTIONS**BECOMING A SUCCESSFUL COMMUNITY COLLEGE FACULTY CANDIDATE**

This is a two day workshop for current or recent graduate students, adjunct faculty, and high school teachers seeking a teaching position in a community college. The participants will gain skills and insider information to be a successful candidate for a community college faculty position. Participants will complete a process to plan and execute an effective academic job search including the culture of the organization, application letter, supplemental questions, resume

and curriculum vitae, teaching philosophy statement, teaching demonstration, interview strategies, and the first day of class.

INSTRUCTIONAL TECHNOLOGIES

This three day workshop is for current or recent graduate students, adjunct faculty, and high school teachers seeking a teaching position in a community college. This workshop will also be helpful to higher education faculty at any level who wish to improve their knowledge of pedagogically sound uses of various instructional technologies. Participants will gain knowledge of what to use when, and the limitations and appropriateness of selected classroom technologies. They will also improve their skills in using instructional technology (including ITV and online course delivery, Web, and Web 2.0 technologies), in enhancing learning opportunities in their courses, and in making distance learning classes more interactive.

TEACHING IN THE DIVERSE CLASSROOM

This is a two day workshop for current or recent graduate students, adjunct faculty, and high school teachers seeking a teaching position in a community college. This workshop will also be helpful to higher education faculty at any level who wish to improve their ability to shape curriculum and teaching methods for the diverse classroom. Participants will become more culturally self-aware and competent, in order to interact comfortably with diverse students and make learning and curriculum relevant to them. Participants will also gain improved understanding of the language of diversity, of pedagogies that are responsive to diverse communities, and of intervention strategies into student interaction that address diversity issues.

ASSESSMENT

This three day workshop is for current or recent graduate students, adjunct faculty, and high school teachers seeking a teaching position in a community college. This workshop will also be helpful to higher education faculty at any level who wish to improve their understanding of formative and summative assessment. Participants will gain improved understanding of the benefits of assessment, various accreditation processes, components of good assessment, including outcomes, rubrics and reports, and how assessment leads to improved curriculum, teaching, and learning.

FACULTY TESTIMONIALS:

"The Central Washington University's Community College Teaching Certificate Program offers an opportunity for learning and growth. Even with 10 years of prior teaching experience at the community college level, I found the Diversity, Assessment, and Technology workshops to offer innovative ideas and methodologies that I was able to integrate into my courses immediately. It was an excellent investment of time and effort, and I highly recommend the program to both new and seasoned instructors."

- Tonya McCabe, Faculty, Business Education, Green River
Community College

"CWU's Community College Teaching Certificate Program provides valuable information and ideas for adjunct and full-time instructors. The flexible format allows instructors to choose program components that work for their learning needs and schedules. CWU has developed a cost-effective way to provide current and potential community college instructors with valuable professional development."

- Leslie Heizer Newquist, Executive Dean,
Professional/Technical & Workforce Education, Green River
Community College

CONTACT INFORMATION:

For questions about workshop content, contact the instructor of the session you wish to attend. For all other questions contact the CWU Office of Continuing Education at 509-963-1504.

INSTRUCTOR CONTACT INFORMATION:

Becoming a Successful Community College Faculty Candidate

Sandra Fowler-Hill, Everett Community College, sfowler-hill@comcast.net

Instructional Technologies

Michael Batali, Yakima Valley Community College, mbatali@yvcc.edu

Assessment

Carolyn Calhoon-Dillahunt, Yakima Valley Community College,
ccalhoon@yvcc.edu

The Diverse Classroom

Eric Davis, Pierce College and Bellevue College, ecdavis@dmg-
associates.com

Allison Green, Highline Community College, agreen63@comcast.net

**APPLICATION FORM
BCC EXCEPTIONAL FACULTY AWARD**

NAME: Jerry Wright

DATE: April 15, 2010

DIVISION: IET

1. List all your principal professional duties including courses normally taught.

Industrial Electrical Technologies Instructor, teaching MAP 103, ELC-101, ELC-102, ELC-105, ELC-215, ELC-223, ELC-224, ELC-225, ELC-170, ELC-271

2. Amount requested: \$1720

**3. Specific purpose the award would be used for:
(Attach a separate sheet with details, if necessary.)**

Community College Teaching Workshop – Central Washington University
Aug 2nd - 13th. This is a two-week, 4 workshop program preparing the candidate to become a successful Community College Faculty member.

4. If the award is to be used for reimbursement for an activity, which will require personal expenditures, provide an itemized list of expected expenses.

\$1,000 Workshop fee for Central Washington University
\$720 for mileage from Moses Lake to Ellensburg and back (144 miles) each day x 10 days x \$.50/mile

5. If there are any other sources of reimbursement for this activity provide an itemized list of expected reimbursements.

no

6. When was your last sabbatical? Never

7. What travel monies have you received during the last year?

None

8. How will this stipend improve your teaching and/or professional expertise?

As a freshman teacher, I need to develop the necessary skills to improve my instructional abilities and how proper assessments can lead to improved curriculum, teaching, and learning.

9. Describe your previous involvement in working with other faculty on this campus to improve the quality of the institution.

I have worked with both Steve Matern and Bill Autry to gain an understanding of the needs and requirements of a professional instructor at an institute of higher learning.

Note workshop materials are the same as submitted by Instructor Scott Richeson

**APPLICATION FORM
BBCC EXCEPTIONAL FACULTY AWARD**

Note: Click on or <tab> each form Field and type your information. Each field will expand as you need more space. You may print this copy and submit to each Exceptional faculty committee member or e-mail as an attachment. Thank you.

NAME: Richard Wynder

DATE: April 13, 2010

DIVISION: Auto Technology

1. List all your principal professional duties including courses normally taught.

Auto 111, 115, 121, 124, 125, 131, 132, 190

2. Amount requested: \$1,506.00

**3. Specific purpose the award would be used for:
(Attach a separate sheet with details, if necessary.)**

I wish to attend two alignment trainer courses specific to AUT equipment we have recently acquired. The first course will be July 12th -14th. The second will be September 13th - 17th. The company has waived the course fees and I request funding to cover travel expenses.

4. If the award is to be used for reimbursement for an activity, which will require personal expenditures, provide an itemized list of expected expenses.

The cost would entail lodging and meals in Shoreline as well as mileage. The accounting is as follows:

Per Diem	\$1150.00 (5 days X \$230 Seattle area)
Mileage	\$356.00 (356 miles each trip x 2 x \$.50/mile)
Total	\$1506.00

5. If there are any other sources of reimbursement for this activity provide an itemized list of expected reimbursements.

none

6. When was your last sabbatical? n/a

7. What travel monies have you received during the last year?

\$359.28 for Automotive Service Association training in Seattle.

8. How will this stipend improve your teaching and/or professional expertise?

The training is for our Hunter computer-based wheel alignment system. I teach wheel alignment as part of the Auto 125 course as well as use the machine for needed adjustments after other repairs which may affect vehicle alignment. Although Mike O’Konek and I are quite capable of using the machine, I believe we may be just scratching the surface of its capabilities.

It is programmed with hundreds of screens of data and numerous levels of repair which I know could be better utilized with more training.

9. **Describe your previous involvement in working with other faculty on this campus to improve the quality of the institution.**

I am a first year instructor at Big Bend, so that experience is limited, but I greatly appreciate the input and the mentoring of my tenure committee, particularly Mike O'Konek, who is always available whenever I have a question, a need, or even a gripe. In fact, the school as a whole has a family feel about it.

Richard Wynder
Auto Technology Department
Big Bend Community College
509-793-2255

BBCC Exceptional Faculty Awards Committee
Big Bend Community College
Moses Lake, WA

Committee Members,

I would like to apply for an Exceptional Faculty Award to allow me to receive factory training on new equipment which the Auto Program recently acquired.

The training is for our Hunter computer-based wheel alignment system. I teach wheel alignment as part of the Auto 125 course as well as use the machine for needed adjustments after other repairs which may affect vehicle alignment. Although Mike O'Konek and I are quite capable of using the machine, I believe we may be just scratching the surface of its capabilities. It is programmed with hundreds of screens of data and numerous levels of repair which I know could be better utilized with more training. I have been in conversation with the instructor for Hunter and am sure this would be a good opportunity for our program.

The cost would entail lodging and meals in Shoreline as well as mileage. The accounting is as follows:

Per Diem \$1150.00 (5 days X \$230)

Mileage \$400.00 (400 miles X 2)

Total \$1550.00

The total mileage is split in two because the training is divided between two days in July and three days in September requiring two trips. (see enclosed web page brochure)

Although the brochure lists a registration cost of \$725.00, it would be waived in our case as a courtesy, because of our purchase of the aligner. That is a substantial savings.

This alignment system is state-of-the-art and the ability to use its full potential will be of great benefit to my first year students as they begin to learn the basics of alignment and will benefit second year students as they hone their skills. It also adds prestige to the College as a whole. By simply owning the system and possessing the knowledge to use it well, we become a showcase, not only for our students, but also to our advisory board and the community.

Point nine (9) on the application asks about my involvement with other faculty. I am a first year instructor at Big Bend, so that experience is limited, but I greatly appreciate the input and the mentoring of my tenure committee, particularly Mike O'Konek, who is always available whenever I have a question, a need, or even a gripe. In fact, the school as a whole has a family feel about it. A friend of mine who works for WSU and has had dealings with Big Bend has said the same thing.

Thank you for your consideration,

Sincerely,

Richard Wynder



Hunter Training

[Hunter Training](#)


[Class Schedules & Registration](#)

[Regional Training Centers](#)

[Video Courses](#)

Seattle, WA Training Class Schedule

SEATTLE, WA AREA

GO!  [Map, Hotel and Detailed Training Center Information](#)

Click on a date to register.

ALIGNMENT FUNDAMENTALS LEVEL I [Description]

Cost: \$400.00

[Jul 12 - 14 - MON - WED 8AM-5PM - !\[\]\(b4eeff342f60cc7bcd67d869b4fedca2_img.jpg\)](#)

[Sep 13 - 15 - MON - WED 8AM-5PM - !\[\]\(4f6bf54ae7e4144a72d78316053e412d_img.jpg\)](#)

INTERMEDIATE ALIGN LEVEL II [Description]

Cost: \$325.00

[Sep 16 - 17 - THURS & FRI 8AM-5PM - !\[\]\(1f56542a42e2413e44a2b2023033aa2e_img.jpg\)](#)

COMBO FUND/INTER LEVEL I

Cost: \$625.00

[Sep 13 - 17 - MON - FRI 8AM-5PM - !\[\]\(bff896c19919791b89ab521f039b410a_img.jpg\)](#)

© 2010 Hunter Engineering Company

**APPLICATION FORM
BBCC EXCEPTIONAL FACULTY AWARD**

Note: Click on or <tab> each form Field and type your information. Each field will expand as you need more space. You may print this copy and submit to each Exceptional faculty committee member or e-mail as an attachment. Thank you.

NAME: Shawn McDaniel

DATE: April 2010

DIVISION: Welding

1. List all your principal professional duties including courses normally taught.

Safety, instruction on multiple welding processes on many metals, metallurgy, codes blueprint reading, welding inspection, layout, fabrication, content development, budgeting, assessment, scheduling classes, testing, and certification of welders.

2. Amount requested: \$2000

**3. Specific purpose the award would be used for:
(Attach a separate sheet with details, if necessary.)**

Training on Ultrasonic weld inspection. This would allow the students to learn more about this method of welding inspection, as well as satisfy the requirements for me to recertify as a welding inspector. I must continue to remain a welding inspector or we will not be able to certify welders at BBCC any longer.

4. If the award is to be used for reimbursement for an activity, which will require personal expenditures, provide an itemized list of expected expenses.

The training expense is \$2400 for the level II certification course. In addition there will be travel, meal, and lodging expenses.

5. If there are any other sources of reimbursement for this activity provide an itemized list of expected reimbursements.

No other reimbursements

6. When was your last sabbatical? Never

7. What travel monies have you received during the last year?

Travel to AWS meetings

8. How will this stipend improve your teaching and/or professional expertise?

Yes, I will be able to go more in depth in the weld testing methods class WLD207. I will also be able to do some testing for the flight program on their Lycoming crankshafts if the need arises.

9. Describe your previous involvement in working with other faculty on this campus to improve the quality of the institution.

I work with the other faculty in the division to find new methods to deliver instruction, to improve safety, and to offer new and improved content.



NDE Professionals, Inc., 13339 NE Airport Way, Suite 100
 Portland, OR 97230
 Office (503) 287.5255 Fax (503) 287.5992

2010 Summer Schedule

Course	Number	Dates	Time	Course Fee	Registration Fee
Visual Testing Level I/II 24 hours	NDT-VT-01	7/13 – 4/15	8-4:30	\$ 775.00	\$ 116.25
Magnetic Particle Level I/II 32-hours	NDT-MT-02	7/19 – 7/22	8-4:30	\$ 950.00	\$ 142.50
Liquid Penetrant Level I/II 32-hours	NDT-PT-02	7/26 – 7/29	8-4:30	\$ 950.00	\$ 142.50
Ultrasonic Level I 40 hours	NDT-UT-01	8/2 – 8/6	8-4:30	\$ 1050.00	\$ 150.00
Ultrasonic Level II 40 hours	NDT-UT-02	8/9 – 8/13	8-4:30	\$ 1050.00	\$ 150.00
Radiography Level I 40 hours	NDT-RT-01	8/16 – 8/20	8-4:30	\$ 1050.00	\$ 150.00
Radiography Level II 40 hours	NDT-RT-02	8/23 – 8/27	8-4:30	\$ 1050.00	\$ 150.00

If you are not being sponsored by a company you will be required to pay both the course and registration fee(s)

Quality Training Center Training Course Enrollment Form

<p style="text-align: center;">Student Information</p> <p>Name: _____</p> <p>Company: _____</p> <p>Address: _____</p> <p>City: _____</p> <p>State: _____ Zip: _____</p> <p>Work Phone: _____</p> <p>Fax Phone: _____</p>	<p style="text-align: center;">Enroll me in the following course(s):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Course</th> <th style="width: 30%;">Fee</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total:</td> <td> </td> </tr> </tbody> </table>	Course	Fee							Total:	
Course	Fee										
Total:											

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #8: Board Officer Elections (for action/information)

BACKGROUND:

The Board typically elects a new slate of Board officers effective July 1, of each year. The Board Vice Chair rotates into the Chair position. The Board has consulted the rotation schedule below in voting its Vice-Chair selection.

BBCC Board Officer Matrix
(C = Chair)
(VC = Vice Chair & Chair Elect)

	08/09	09/10	10/11	11/12	12/13
Blakely	C				VC
Ramon	VC	C			
Kenison		VC	C		
Pixton			VC	C	
Wren				VC	C

Term Expires:

Blakely 9/30/14
Kenison 9/30/13
Pixton 9/30/10
Ramon 9/30/08
Wren 9/30/12

RECOMMENDATION:

The Board may choose to take no action at this time or may act to approve.

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #9 Assessment of Board Activity (for action)

Northwest Commission on Colleges and Universities Standard 2.A Governance

BACKGROUND:

This agenda item provides an opportunity for the individual Trustees to report on community contacts they may have made and/or meetings they have attended since the previous Board meeting. This has been implemented as an assessment tool to give the Board a way to definitively measure what is accomplished throughout the year for its next self-evaluation review.

Prepared by the President's Office.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #10 Next Regularly Scheduled Board Meeting (for action)

BACKGROUND:

The next regularly scheduled Board meeting is Tuesday, June 29, 2010, at 1:30 p.m.

Prepared by the President's Office.

RECOMMENDATION:

BIG BEND COMMUNITY COLLEGE

Date: 5/25/10

ITEM #11: Miscellaneous (for information)

BACKGROUND:

The Washington Supreme Court Justices visited campus May 17-18, 2010. They interacted with staff, faculty, students and community members. They also held open court on campus May 18.

The Spring TACTC Conference was held in Wenatchee May 20-21. Trustees may choose to give a report from the conference.

A retirement celebration for Vice President Mike Lang will be held Thursday June 3, 3:30-5:30 in Masto Conference Rooms C & D. Please join the rest of the BBCC family celebrating his retirement.

Several graduation and commencement ceremonies will be held the end of the school year:

Tuesday, June 8, CDL I-Best Graduation Masto Conference Center 5:00 p.m.

Wednesday, June 9, GED Graduation; Wallenstien; 7:00 p.m.

Thursday, June 10, Preschool Graduation Masto Conference Center 6:00 p.m.

Friday, June 11, Commencement DeVries Activity Center 7:00 p.m.

Saturday, June 12, Nurses' Pinning Ceremony Wallenstien Theater 1:00 p.m.

RECOMMENDATION:

None.