Big Bend
COMMUNITY COLLEGE

Student Success

Excellence in Teaching and Learning

2016

Presented to the BBCC Board of Trustees, June 10, 2016
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Mission Statement

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

BBCC Board of Trustees' Ends Statements

The BBCC Board of Trustees provides policy direction through the following Ends Statements derived from the college Mission. The Ends Statements are implemented through the BBCC Academic Master Plan.

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

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

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

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

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

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

BBCC Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Front cover: Barbara Jacobs, BBCC Instructor, demonstrates a lesson in human anatomy to Biology students using SynDaver. SynDaver is an elaborate and sophisticated full-body surgical simulator with synthetic tissues that simulate properties of live tissue. Every muscle, bone, vascular component, and organ is removable and replaceable. This simulator can provide extensive hands-on training for a variety of programs at BBCC. SynDaver was introduced to staff and students in fall of 2015.

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Student Success

Three Core Themes comprise BBCC's Mission: *Community Engagement, Excellence in Teaching and Learning, and Student Success*.

The *Excellence in Teaching and Learning* Core Theme focuses on innovation, variety, and creativity in programs and services; high academic and industry standards; and professional development for college faculty and staff.

Data related to each indicator (shown in the table below) are collected, compiled, and presented to the BBCC Board of Trustees and staff annually to assess the college's efforts for effectiveness in these areas. Faculty and staff met to discuss the feedback and provide direction for the coming year. A summary of these efforts is found on page 11.

This cycle of continuous improvement provides feedback to college staff that is used to improve programs, services, and student success.

***Excellence in Teaching and Learning Outcome*: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.**	
Objectives	**Indicators**
2.1 BBCC implements innovation and creativity in programs and services	2.1a Program audits, including best practices 2.1b Correlation of practices to success, retention, or completion
2.2 BBCC helps students attain high academic and industry standards	2.2a External certification rates 2.2b CCSSE data on academic challenge 2.2c NCCBP data on success rates 2.2d Transfer data 2.2e Sections taught by full-time faculty 2.2f Student/faculty ratio 2.2g Annual Assessment Report
2.3 BBCC supports professional development for faculty and staff	2.3a Budgets for professional development 2.3b Attendance for professional development 2.3c Report on Professional/Technical Certification plans 2.3d Administrative/exempt and classified staff performance evaluation rates

Objective 2.1

BBCC implements innovation and creativity in programs and services

2.1a Program audits, including best practices

Historically, each education program and service or administrative area at BBCC has completed an annual audit. These audits provide a place for faculty and staff to describe their innovative and creative services, best practices, partnerships, needed resources, methods for assessing effectiveness, and plans for moving forward.

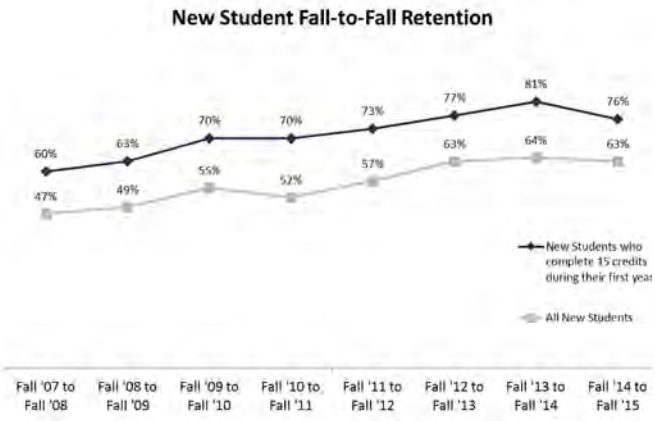
Starting this year, the program/area audits are assigned to a three-year rotating cycle. This provides opportunity for more in-depth analysis of fewer programs at once and also allows each area more time to implement and assess new and innovative practices.

2014-15 Education Program Audits (Appendix A):

- Aviation
- Commercial Driver's License
- Early Childhood Education
- History/Political Science
- Mathematics
- Music

2014-15 Service Area Audits (Appendix B):

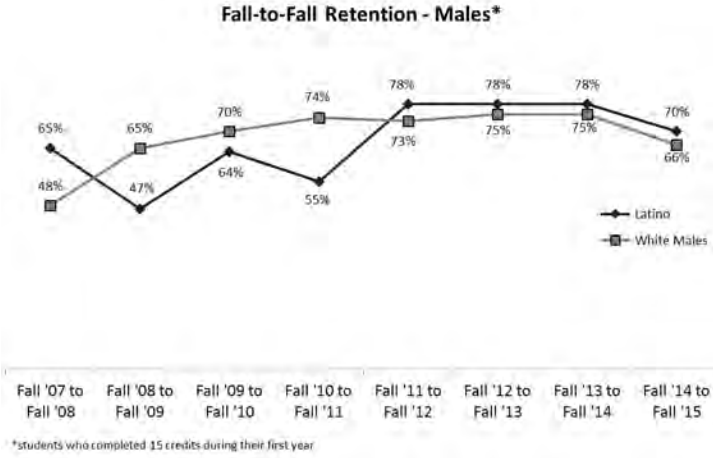
- Athletics
- Business Services
- Center for Business and Industry Services (CBIS)
- Community Relations
- DeVries Activity Center (Gym)
- STEM
- Student Activities
- Testing Center
- TRiO Student Support Services
- Word Services

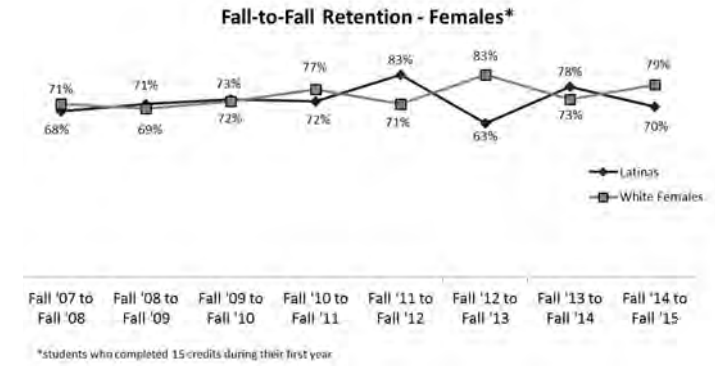


2.1b Correlation of practices to success, retention, or completion

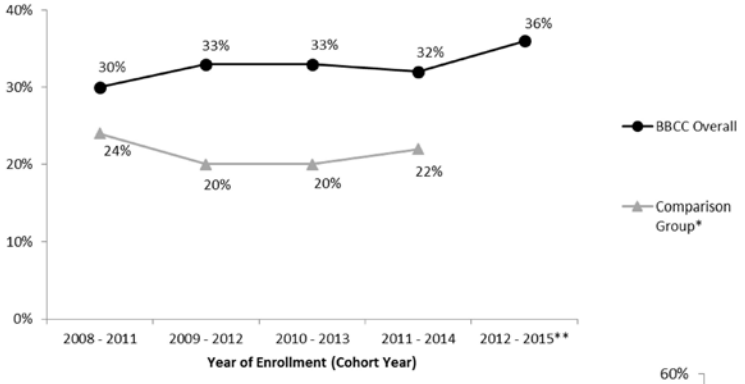
BBCC's fall-to-fall retention rate has improved over the past eight years; however, the retention rate from fall 2014 to fall 2015 decreased slightly for new students who earned at least 15 credits their first year (see chart below, left). Female retention has remained fairly consistent, whereas male retention – which had been improving and/or stable over time – decreased this year (see charts below, right).

BBCC's graduation rate has increased six percent since 2011 (2008 cohort; see chart on top of page 3, left) and increased from 32% in 2014 (2011 cohort) to 36% in 2015 (2012 cohort). This is due to an increase in white students' graduation rate (see chart on top of page 3, right). Over the last four years, the Latino students' graduation rate has decreased slightly. Recent Achieving the Dream (AtD) research indicates this is related to first-generation and low socio-economic statuses.





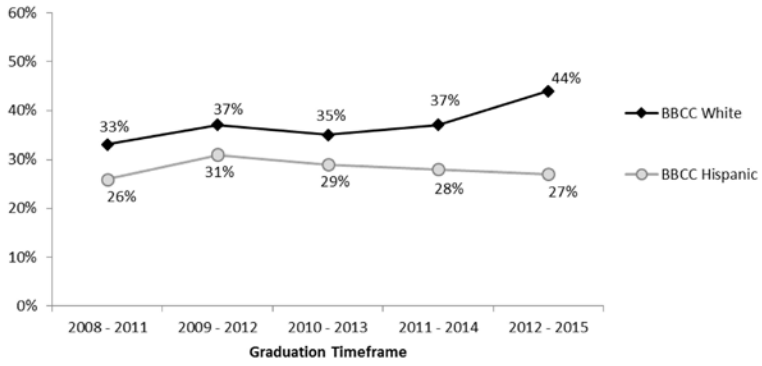
Graduation rates of full-time, first-time degree/certificate seeking undergraduates within 150% of normal time to completion (IPEDS)



*Comparison group consists of medium, public, 2-year colleges, in the western states, town locale; the comparison group typically includes 25-30 other institutions. Comparison groups vary year-to-year.

**Comparison group data from cohort year 2012-2015 is unavailable at this time.

Graduation rates of full-time, first-time degree/certificate seeking undergraduates within 150% of normal time to completion, by race/ethnicity (IPEDS)



BBCC continues to keep student success a primary focus and strives for continued improvement. Grant initiatives and related funding help with this.

Achieving the Dream (AtD)

In 2015, BBCC rejoined AtD which focuses on improving completion rates and reducing achievement gaps among groups.

Faculty and staff serve on Core and Data Teams and are currently writing an implementation plan to guide future work.

Working Student Success Network (WSSN) Grant

BBCC has been involved with the WSSN for two years. It is an AtD initiative that includes grant-funding for three years and focuses on bundling services for low-income students organized around three pillars:

- Education and employment advancement
- Income and work supports
- Financial literacy and asset building

Financial coaching is one element of the initiative. While other colleges hired financial coaching staff, BBCC took the approach of bundling financial coaching with existing student services. Students often do not seek-out services but are more likely to confide their financial struggles or uncertainties to a trusted advisor or staff mentor. Staff have received training and we are working to develop a common set of practices to equip staff to help students successfully navigate these challenges.

An exciting new service on campus is a food pantry, opening in spring 2016. BBCC partners with the Moses Lake Food Bank as the main supplier for the BBCC food pantry. Donations for food will be accepted, along with donations of personal hygiene products and household items such as toilet paper and laundry detergent. The food pantry will be located in the 1500 building and will be primarily student-run through the assistance of work study funds and PAC leaders.

In fall 2015, a total of 477 students received a service provided through WSSN. The table below shows the services used with the number of students accessing each.

Service activity or content area	Number of people accessing service
$ALT*	1
Apply to Washington Connection	3
Career Coach	7
Career Planning and Advising	12
Career Services	29
College Success Skills - $ALT*	215
Meeting with staff	69
Workforce Education Services financial aid	232
Workforce Education Services support: tools, textbooks, etc.	22
WorkFirst Participation	3
Workshops	31

*$ALT is a financial literacy training tool

Objective 2.2

BBCC helps students attain high academic and industry standards

2.2a External certification rates (Appendix C)

Industry certification is available to students in all professional-technical programs. The table in Appendix C lists professional-technical certifications earned by BBCC students in 2013-14 and 2014-15. Students' ability to obtain industry certifications allows professional-technical faculty and staff to determine if the program is preparing students for the workplace.

2.2b CCSSE data on academic challenge

Research at the University of Texas at Austin shows that the more actively engaged students are with faculty, staff, other students, and subject matter, the more likely they are to reach their educational goals. BBCC uses data from the Community College Survey of Student Engagement (CCSSE) – a national survey that collects information about student engagement – as one measure of academic challenge.

We administered the CCSSE survey to randomly selected classes in spring of 2015 and compared results to historical and comparison group data to help determine if BBCC provides a challenging and engaging learning environment for students.

Historically, BBCC has outperformed the national cohort and the average score of other small colleges on this benchmark, but our score has been declining since 2007. The 2015 data show that our performance on this score has improved slightly over 2012 (see table below). More females than males felt that examinations "extremely challenged them to do their best work at BBCC". A complete summary of CCSSE results can be found in Appendix D.

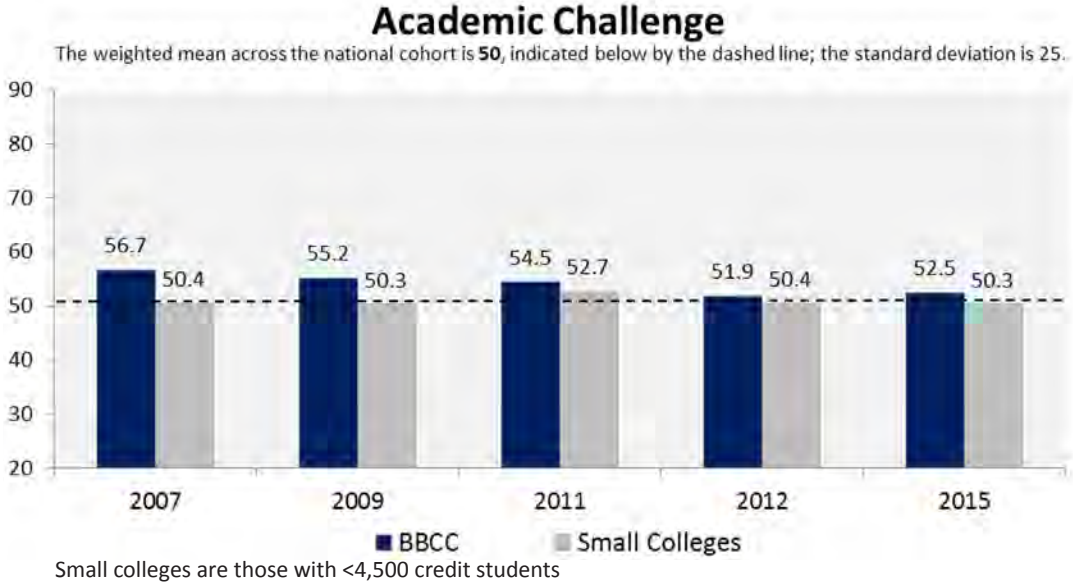
2.2c NCCBP data on success rates (Appendix E)

The National Community College Benchmarking Project (NCCBP) is the largest benchmarking initiative for two-year institutions in the United States. Nearly 250 institutions participated in this project in 2015.

BBCC showed continued areas of strength in 2015, despite serving a student population with characteristics linked to decreased student success (low income and first-generation). The NCCBP defines a college strength as a rank at or above the 85th percentile nationally.

NCCBP Student Success

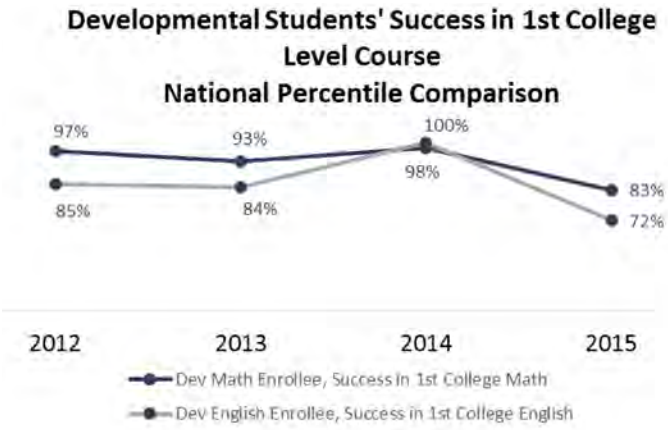
Student success is built on student learning and success in the classroom. In 2015, BBCC ranked at the 91st



Small colleges are those with <4,500 credit students

percentile on this measure, meaning that our students were more successful than 91% of other students at other participating colleges in the study. Although slightly decreased from our 2014 ranking of 94th percentile, this is still considered a college strength.

In 2014-15, 91% of students who had placement scores placed into one or more developmental class. Nationally, BBCC ranks at the 93rd percentile for students successfully completing developmental math courses and at the 98th percentile for success in developmental English. The chart at right shows that BBCC is doing well at moving students successfully through their first college-level math (83rd percentile), when compared nationally. However, our percentile ranking dropped in developmental students' success in first college-level math and English. We need to continue to track this to determine if it is a real trend or simply a one-year anomaly.



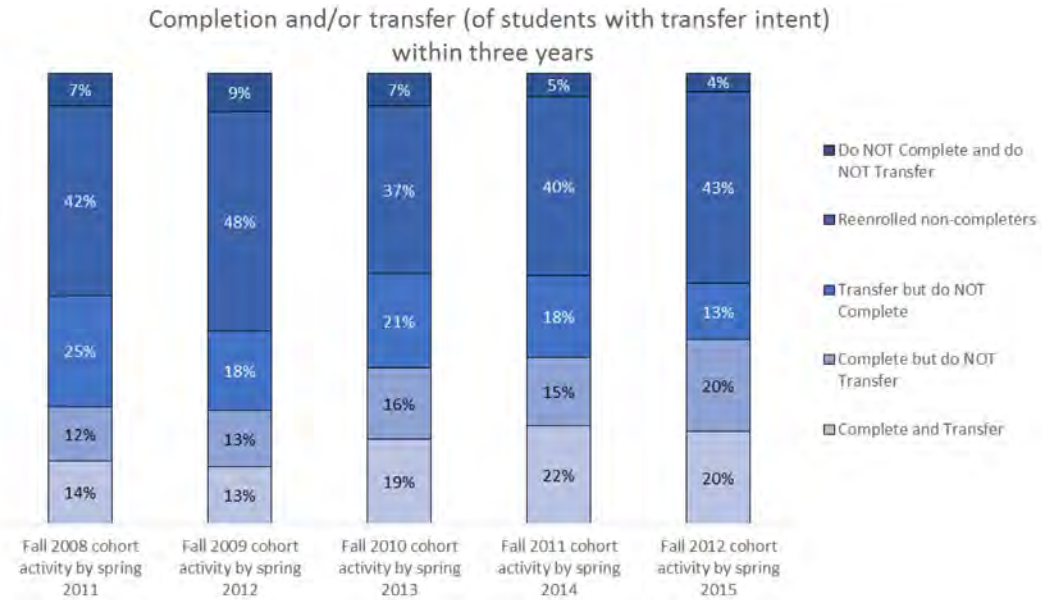
NCCBP Completion Rates

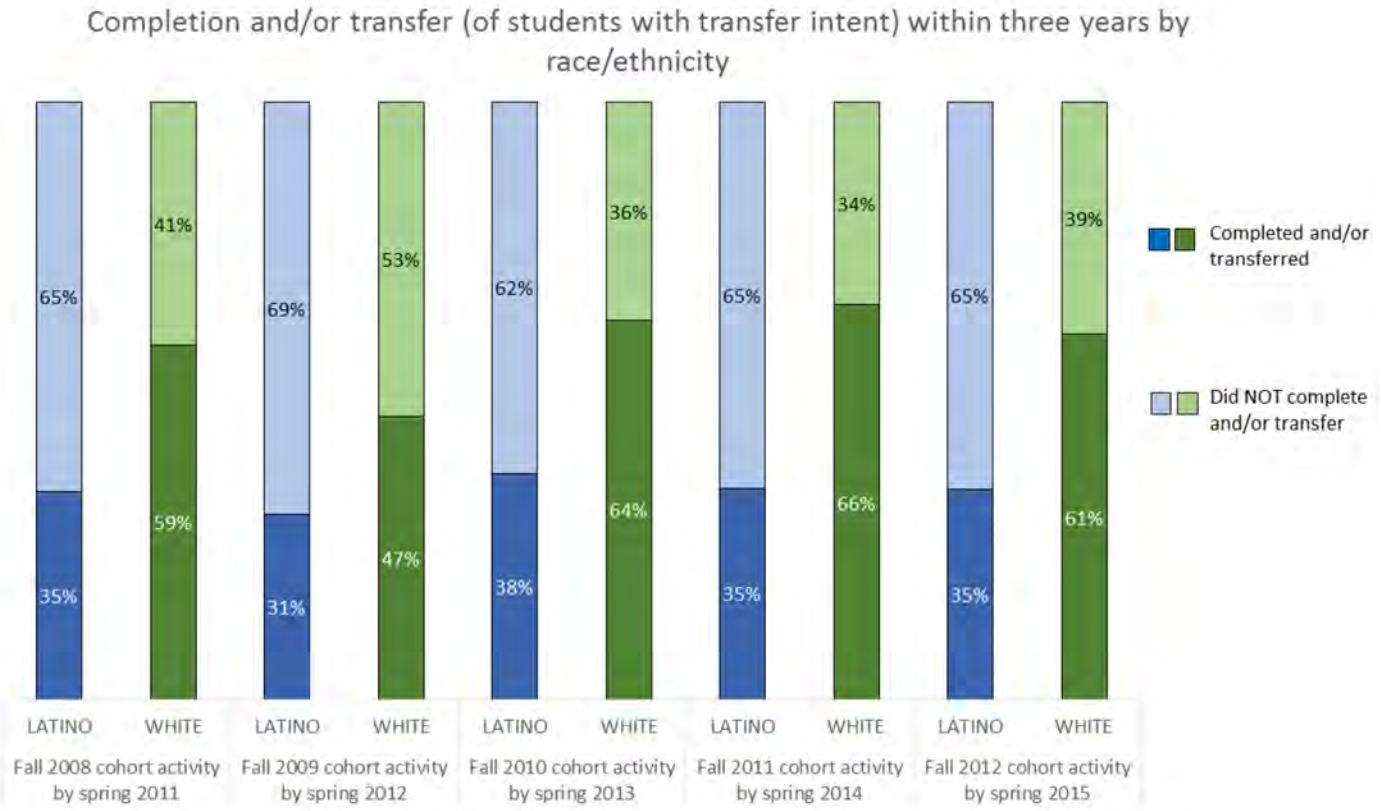
In 2015, BBCC ranked at the 90th percentile for full-time students completing within three years of starting college and at the 92nd percentile for part-time students. Despite this, BBCC graduation rates have stayed around 34% for the last three years (IPEDS data). Achieving the Dream (AtD) efforts will focus on improving this completion rate.

2.2d Transfer data

Cohort completion and transfer data from the past five cycles (fall 2008 cohort through fall 2012 cohort) indicate that just over one-third (37%) of transfer students actually transfer within three years of enrollment. An additional 15% (on average) earn a credential within three years of enrollment but do not transfer (see chart below). Nearly half (48%) of transfer students did not complete or transfer within three years of enrollment, although the vast majority of these students are still enrolled at BBCC.

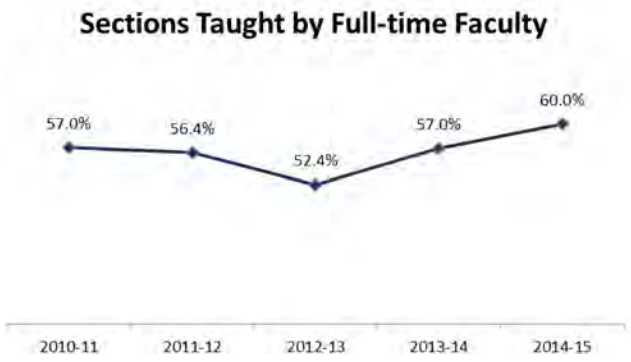
Fewer Latino students than white students complete or transfer within three years of enrollment (see chart on top of next page). AtD work focuses on improving completion and transfer rates for all groups, but especially for traditionally underserved populations to reduce the success gap between Latino students and white students. These two groups comprise 92% of BBCC's student population.





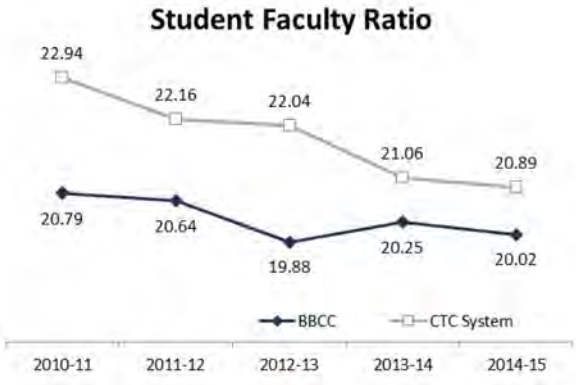
2.2e Percent of sections taught by full-time faculty

BBCC continues to regain faculty positions not filled during the state budget reductions, increasing from 52.4% of sections taught by full-time faculty in 2012-13 to 60.0% in 2014-15 (see chart below). Full-time faculty are able to offer additional interaction with students through office hours, serving as club advisors, and are more likely to be available to assist students with coursework and in other ways.



2.2f Student-to-faculty ratio

Historically, BBCC has had a lower student-to-faculty ratio than the Washington State CTC system as a whole (chart above, right). This difference is decreasing, however—not because our student-to-faculty ratio (20.02) is increasing, but because the system's ratio (20.89) is decreasing. Maintaining smaller classes allows students more interaction with their instructors and the learning process.



2.2g Annual Assessment Report (Appendix F)

Continual assessment of general education and program-specific outcomes provides another means of maintaining high academic and industry standards.

The Annual Assessment Report found in Appendix F provides a review of the BBCC General Education Outcomes and related analysis, program-specific outcomes related to the professional-technical programs, and the completed 2014-15 plans for each educational area.

Objective 2.3

BBCC supports professional development for faculty and staff

The Leadership Development Team (LDT) and the Staff Recognition and Training (STAR) Committee continued their commitment to the professional development of BBCC employees this year. Each team created a training calendar for 2015 based on feedback from employees and their supervisors (Appendix G).

Staff Recognition and Training (STAR) Committee

The STAR Committee supports the personal and professional development of all classified staff by planning a variety of useful training opportunities, developing programs for the recognition of staff contributions, and maintaining a presence with other groups on campus. Committee members uphold high standards in leadership and customer service to provide other employees and BBCC students with positive examples of behaviors that contribute to success in the workplace.

Members of the STAR Committee with donations for the 2015 *Coats for Kids* STAR-sponsored community service project. From L to R: Heidi Bratsch, Barbi Johnson, Barbara Collins, Robin Arriaga, Ted Mata, Donnie Brown, Starr Bernhardt, Tony Lidbetter (back), and Cassandra Fry.

The STAR Committee added a Community Service Project component in 2015 by partnering with the Moses Lake Children's Foster Care Program and Daze-of-Camelot Animal Sanctuary. Donation drives for *Coats for Kids*, *School Supplies*, and *Supplies for Elderly, Abused, and Disabled Animals* provided much needed support for these organizations.

The STAR Committee focused on "Are We Student Ready?" when coordinating and hosting the first all-staff BBCC Campus Safety Preparedness Training which included *Active Shooter*, *Campus Safety and Security*, and *Self-Defense Mindset* sessions. A complete 2015-16 STAR training calendar can be found in Appendix G.

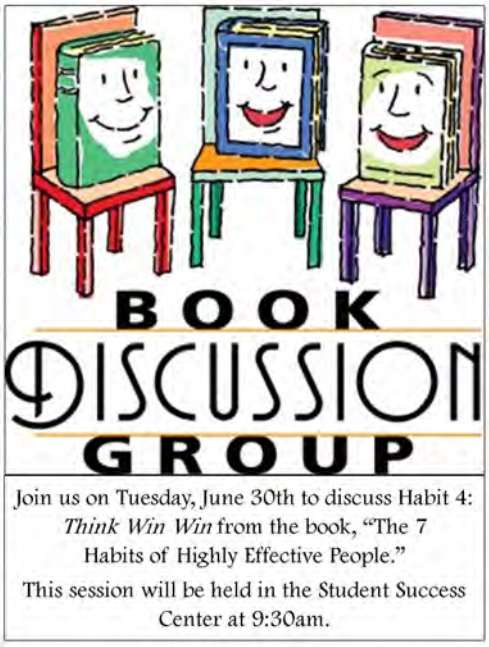
Leadership Development Team (LDT)

The LDT continues to design development opportunities based on the 11 leadership competencies adopted in 2012. These competencies form the foundation of the BBCC leadership development program. Training courses and development opportunities are tied to one or more of the 11 competencies.

Formal standards for professional and personal development are also in place for 2015 (Appendix H). Administrative/exempt employees are expected to complete a specified number of development hours each calendar year through on-campus trainings (Appendix G). Personal development hours may be met through reading, teaching, enrolling in college classes, attending workshops and seminars, etc. Administrative/exempt employees completed over 600 hours of professional development activities in 2015.

The LDT used the book, "The 7 Habits of Highly Effective People" by Stephen Covey as the theme for 2015. The team offered 10 Lunch & Learn sessions as well as one workshop. Each training opportunity was related to one or more of the seven habits featured in the book.

The team also launched monthly "Beyond the Book" discussion sessions (see flyer on next page). These sessions were held on the last Friday of each month with the purpose of discussing a chapter of the book and relating the information back to the workplace.



Also in 2015, the LDT introduced a learning kit called *Make the Connection*. This learning kit is a tool designed to help department leaders engage staff in deeper discussions after workshops and seminars. This helps align all employees with organizational goals, discuss how the information provided in the workshop affects the department, and helps individual departments agree on goals and objectives moving forward (Appendix I).

The 360-feedback process was utilized by one administrative/exempt employee in 2015. The purpose of this process is to provide individuals with a deeper understanding of how their behaviors and actions are perceived by others and how those perceptions impact their ability to influence and accomplish change. Feedback from the employee indicated the survey process was positive and provided insight on relationships with faculty, staff, and students.

In September 2015, Dr. Dennis Knepp, Dr. Ryann Leonard, Matt Sullivan, Barbara Whitney, and MariAnne Zavala-Lopez were promoted to Senior Tenured Faculty status. Each received an increase of $2,500 to their base salary. Tenured faculty may apply for the promotion once they have completed two years of teaching at BBCC, beyond the award of tenure, and completed 30 professional development units.

2.3a Budgets for professional development

In 2015, travel and specific training-related costs were reported as expenses for professional development. This year, travel has been removed from this reporting to more accurately reflect direct professional development expenditures.

During the 2014-15 year, BBCC's staff training budget was $4,762. Additional funding for professional development from individual budgets totaled $59,973.

2.3b Attendance for professional development (Appendix J)

In addition to the work done by the LDT and the STAR Committee, staff and faculty have participated in additional training. The Workforce Education Services (WES) Department provided all full-time faculty and staff with the book, "Blind Spot: Hidden Biases of Good People". WES also coordinated a number of workshops designed to increase awareness of diversity and inclusion. The workshop series, entitled *Breakfast & Blindspot*, has been well-received. Topics include:

- *The Science Behind Blindspot* – 33 attendees
- *Words Matter* – 33 attendees (also presented to faculty at Winter 2016 In-service)
- *Hidden Micro-Aggressions* – 32 attendees
- *When Billy Broke His Head* – 32 attendees

Faculty, administrative/exempt, and classified employees reported nearly 1,020 hours of professional development activities in 2015 (Appendix J).

2.3c Report on professional-technical faculty certification plans

Requirements for WAC 131-16-094 state that all professional-technical full-time faculty and faculty teaching two-thirds full-time load for more than three quarters be certificated. Each professional-technical instructor develops a documented professional development plan that identifies areas for professional growth. First, faculty complete an assessment of their current skills in particular areas and identify areas of highest priority for professional development. They

then identify particular items which document that they achieved their professional development objective(s). Much of this is done via software provided through the Washington State Board for Community and Technical Colleges (SBCTC).

The professional-technical dean is responsible for monitoring all faculty certification plans that are maintained in SBCTC's Professional Development and Certification Tracking System. All faculty are current and up-to-date on First Aid and CPR certifications.

Examples from Professional-Technical Faculty Certification Plans

In his professional development plan, Benjamin Altrogge (Aviation Commercial Pilot Instructor) chose *Objective H4: Provide information for prospective students*. Benjamin stated that he would study and train on the degree paths for students pursuing Associate and Bachelor degrees through BBCC and affiliated institutions. Because Ben was new to BBCC in fall 2014, he chose this objective knowing he would utilize this knowledge at BBCC Aviation recruiting events.

As part of his plan, Guillermo Garza (Commercial Driving Instructor) chose *Objective A1: Obtain required equipment, systems, tools, supplies, and materials*. Guillermo noted that he would continue to update the BBCC fleet of trucks and trailers to better equip students for the trucking industry's increasingly advanced vehicle technologies. As a supplement to Objective A1, Guillermo also chose *Objective A3: Maintain instructional systems, equipment, and/or tools*. He noted that he will introduce truck and trailer maintenance to the CDL curriculum to further prepare students in their new careers. Additionally, this could help reduce equipment malfunctions in the fleet.

Shawn McDaniel (Welding Instructor) chose *Objective I2: Maintain current knowledge of technology in field* and *Objective I3: Identify, evaluate, and implement emerging technologies according to industry needs* as part of his plan. As an officer for the American Welding Society (AWS), Shawn regularly attends statewide and national AWS and AWS officers' meetings to work with experts in the field and remain abreast of current and emerging welding technologies.

2.3d Administrative/exempt and classified staff performance evaluation rates

Professional development is also reflected in administrative/exempt and classified staff performance evaluations which are to be completed annually for each employee. These evaluations document application of professional development training, provide a record of employee performance over time, align behaviors and actions with college goals and objectives, and provide the employee and supervisor with an opportunity to discuss future career aspirations.

For calendar year 2015, 16% of administrative/ exempt employees received a performance evaluation, while 69% of classified staff received a performance evaluation.

Conclusion

The *Excellence in Teaching and Learning* feedback discussion included challenges of measuring program creativity and innovation and how to tie those efforts to progress over the next year. On-going communication will help staff better understand new initiatives and how those initiatives relate to student progress and success. While professional development has increased, it is important that professional development supports student success and is linked to student outcomes.

Rating Scale definitions and key:

- **5 – Significant success**: Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.
- **4 – Considerable success**: Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve.
- **3 – Approaching success**: Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.
- **2 – Limited progress toward success**: While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized.
- **1 – Not addressed or minimal progress**: The College has not focused on this objective. No significant planning or action has yet occurred; resources have not yet been allocated.

Key:

KPI	Progress Toward Target	Average Rating	Action
	Outstanding	4.1 - 5.0	Use as a model, best practice
	Good	3.1 – 4.0	Continue to support this practice
	Satisfactory	2.1 – 3.0	Meets the benchmark, but keep improving so we don't slip
	Needs Improvement	1.1 – 2.0	Develop an action plan
	Not Acceptable	0.0 – 1.0	Take immediate action and commit additional resources

BBCC Faculty, Staff, and Trustee Feedback and Priorities

***Excellence in Teaching and Learning Outcome*: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.**		
Objective 2.1 BBCC implements innovation and creativity in programs and services		
	3.47	• The program audits provide information that other areas of the college can use to improve systems or practices, but the challenge is identifying next steps to allow the college to reassess progress over the year. • The faculty/staff feedback provided suggestions on how the college can enhance educational opportunities and student success. Due to limited college resources, the college prioritizes which activities or programs it implements. • Faculty and staff suggested more frequent communication on how new initiatives and grants are designed to address student needs and help students make progress to degrees.
Objective 2.2 BBCC helps students attain high academic and industry standards		
	3.61	• It is important for the college to maintain high academic and industry standards while continuing efforts to improve student success. • One faculty member stated, "Students think a 2.0 GP [in class] is their goal, but it is a minimum, not success – their goal should be higher." • Currently, there are misconceptions on Running Start standards set by the high school versus overall college standards. As Running Start enrollment continues to climb, faculty and staff need to be informed of the differences in these standards.
Objective 2.3 BBCC supports professional development for faculty and staff		
	3.65	• It is perceived that access to professional development opportunities is disparate among employee groups. Some respondents felt they didn't have access to resources or time in their schedules to allow attendance at trainings or professional development activities. Developing a clear process for faculty and staff to access professional development opportunities will help address concerns in this area. • Professional development is essential in providing excellence in teaching and learning. It is important to clearly link professional development to student outcomes and success (i.e. link specific behaviors and actions to goals completed). • There is a significant discrepancy on performance evaluation completion rates between admin/exempt (16%) and classified (69%) staff. A plan has been developed to realize improvements in this area. As more evaluations are completed, employees will be able to link their responsibilities to college goals and objectives.

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Appendix A

Aviation

Program Data

	2010-11	2011-12	2012-13	2013-14	2014-15
Annualized FTE	35.30	46.62	48.11	54.72	63.33
FTEF (full-time equivalent faculty)	6.77	6.28	6.57	6.14	6.32
Student-Faculty Ratio (FTE/FTEF)	5.21	7.42	7.32	8.91	10.02
Direct Cost Per FTE (no lab expenses)	13,662	8,035	9,462	8,447	8,907

Describe innovative practices in your department/program. Focus on specific efforts being made toward introducing new ideas, devices, or methods to students in your department/program.

Our program is always looking at advances in the industry to assess how we prepare students for careers. We are in the process of procuring new simulator equipment which will allow instructors to simulate situations that would not be safe or economical in the aircraft. This allows students to spend more time concentrating on the process and not just the outcome. This also allows the student to assess how certain procedures may cause undesired results without risk to the student or the aircraft.

Our program is also researching the purchase of new aircraft. These aircraft will contain new avionics equipment and other technologically advanced equipment. This equipment will better prepare students for industry and the aircraft that they are going to operate.

How do you assess the effectiveness of the efforts described above? Describe how the innovations were effective (or not) and how you plan to move forward accordingly.

The Aviation program assesses the effectiveness of the efforts by tracking the progress of the class when compared with others. Individually, we track the progress of each student using progress reports charted in the student's flight folder. Due to changes in FAA regulations, our students only have access to one simulator and, therefore, we have seen a negative trend in the class' progress. We anticipate that more access to technologically advanced equipment will have a positive effect on the students.

Describe partnerships you have in the community. Describe current results or products that came from this partnership.

The Aviation program has an advisory committee. This committee is comprised of leaders in the community in the aviation field as well as alumni that are currently serving in the industry. Our program also uses several airports in surrounding communities (Moses Lake Municipal, Ephrata, Quincy, Warden, Othello, Odessa, Wilson Creek, Coulee City, and more) and has a direct relationship with the Grant

County Tower. The program provides many of the landings that occur at the Grant County International Airport and helps to create a training environment that allows the tower to train new controllers. The program communicates with the military and Boeing as we share the same airspace. In the fall, the Air Force allows our students to see a C-17 up close and holds a joint briefing with the college to help define each group's operations in the area.

The program is also working to connect with alumni and create a mentorship program that pairs current students with alumni working in the industry. The alumni will serve as career advisors as well as career motivators.

Commercial Driver's License

Program Data

	2010-11	2011-12	2012-13	2013-14	2014-15
Annualized FTE	18.18	23.55	26.27	19.82	19.50
FTEF (full-time equivalent faculty)	2.45	2.98	3.23	2.86	3.23
Student-Faculty Ratio (FTE/FTEF)	7.42	7.90	8.13	6.93	6.04
Direct Cost Per FTE (no lab expenses)	8,832	5,101	6,032	7,583	8,971

Describe innovative practices in your department/program. Focus on specific efforts being made toward introducing new ideas, devices, or methods to students in your department/program.

- I am introducing students to the FMCSA (*Federal Motor Carriers Safety Administration*) website, teaching them how to find the latest D.O.T. (*Department of Transportation*) Laws, Federal Laws, State Laws, and Rules and Regulations regarding the transportation industry. I also allow students to interact in an open classroom discussion regarding their findings.

How do you assess the effectiveness of the efforts described above? Describe how the innovations were effective (or not) and how you plan to move forward accordingly.

- The introduced FMCSA website method into the CDL program has given us positive results by allowing students to search the website and keep themselves updated on the latest laws, rules and regulations. I will continue to proceed forward with this because it has allowed the students to be more knowledgeable with the trucking industry laws and regulations.

Describe partnerships you have in the community. Describe current results or products that came from this partnership.

- Many trucking companies have contacted our CDL program asking us to post their flyers and applications. We also invite them to come and spend time in the classroom talking about the trucking industry and their company.

- As a result of having these trucking companies come into our classroom and speak, many of our students have been employed by them. Also, some of the trucking companies have donated used tires for our driving range trucks and trailers.

- Harvey Oswalt from Harvey's Repair has given us many preventative maintenance tips and what trouble signs to look for on our trucks' engines.

Early Childhood Education*

Program Data

	2010-11	2011-12	2012-13	2013-14	2014-15
Annualized FTE	49.15	31.77	34.07	34.01	38.46
FTEF (full-time equivalent faculty)	2.26	1.63	1.56	1.61	1.43
Student-Faculty Ratio (FTE/FTEF)	21.75	19.49	21.84	21.12	26.90
Direct Cost Per FTE (no lab expenses)	1,465	1,517	1,247	1,728	2,374

Describe innovative practices in your department/program. Focus on specific efforts being made toward introducing new ideas, devices, or methods to students in your department/program.

- Rolled out second year of offering state-wide stackable certificates to support industry demand for high-quality early childhood practitioners
- Offered more online and hybrid courses to accommodate students' work and family schedules, which resulted in increased enrollment
- 14 students obtained an "Initial Certificate" (required to be a preschool assistant teacher in a state or federally-funded program)
    - Of those 14:
        - Five got two additional Infant/Toddler and General certificates (I/T certificate required to be a I/T teacher in a state or federally-funded program)
- Seven students graduated with their AAS in ECE degree
    - One of those transferred on to complete her BA in Children's Studies at EWU under an articulation agreement between BBCC and EWU
    - Two of the seven were hired on as ParaProfessionals in the Othello School District and Moses Lake School District
        - The other five were already employed and needed the degree to sustain their current positions

How do you assess the effectiveness of the efforts described above? Describe how the innovations were effective (or not) and how you plan to move forward accordingly.

- Students who finish certificates and/or degrees complete a program survey to evaluate the effectiveness of the program
- I also utilize my ECE advisory group to provide feedback regarding necessary skill sets to be prepared for the industry
- We will continue to offer the stackable certificates, based on the industry demand for highly-skilled I/T and preschool teachers

Describe partnerships you have in the community. Describe current results or products that came from this partnership.

- Department of Early Learning
    - Representation on ECE advisory committee
- Child Care Aware
    - Representation on ECE advisory committee
- Moses Lake School District
    - Representation on ECE advisory committee
    - Field practicum placements
    - Employer
    - Guest speaker for Exceptional Child course
- Grant County Health District
    - Guest speakers for Health, Safety, Nutrition course
- Family Services of Grant County
    - Representation on ECE advisory committee
    - Field practicum placements
    - Employer
- Inspire Development Centers
    - Representation on ECE advisory committee
    - Field practicum placements
    - Employer
- North Central Regional Library
    - Guest speaker for Language & Literacy Development course
- Heritage University
    - Representation on ECE advisory committee
    - Guest speaker for Introduction to Education course
- BBCC Learning Center Childcare
    - Field practicum placements

History/Political Science

Program Data

	2010-11	2011-12	2012-13	2013-14	2014-15
Annualized FTE	63.67	67.22	62.11	73.44	74.34
FTEF (full-time equivalent faculty)	2.55	2.55	2.66	2.89	2.99
Student-Faculty Ratio (FTE/FTEF)	24.97	26.36	23.35	25.41	24.86
Direct Cost Per FTE (no lab expenses)	2,092	1,942	2,091	1,935	1,936

Describe innovative practices in your department/program. Focus on specific efforts being made toward introducing new ideas, devices, or methods to students in your department/program.
The department utilizes a hierarchic model of instruction. 100-level courses are lecture based and intended to give students the general knowledge necessary to excel at the more in-depth 200-level courses. Assignments tend to be less rigorous than the more advanced classes as instructors assume the students are less likely to have the fore-knowledge necessary to be competent at more intensive work. In the 200-level history courses, students are given more writing-intensive work and exposed to more primary documents. History courses are still lecture-based, although with more opportunities for discussion and role-play. Political Science courses are flipped to give student as much exposure to real-world applications of the course material as possible.

How do you assess the effectiveness of the efforts described above? Describe how the innovations were effective (or not) and how you plan to move forward accordingly.
Students are assessed using traditional methods: writing assignments, quizzes and exams. Assessments for the flipped courses include the traditional methods, but also include assessments based upon the students' ability to translate theory into practice. Rubrics have been developed and are followed to track student progress through these exercises. Faculty also hold regular debriefing discussions with students at the conclusion of role-play exercises to learn from them what they felt worked and didn't work. Online surveys are also employed, occasionally, to gain feedback anonymously from students when the instructors feel things didn't work as planned. This feedback has led to several rewrites of large projects aimed at making the process easier for students to buy into while maintaining the expected rigor.

Describe partnerships you have in the community. Describe current results or products that came from this partnership.
Last year, the BBCC history department piloted an internship for Central Washington University graduate students interested in teaching history. Students were interviewed and one was chosen to write a course and teach it in a subsequent quarter. Alongside of that, another CWU student

approached the department of her own accord and requested an opportunity to shadow instructors outside of the internship. She attended classes and began working alongside the instructors to learn the craft of instruction. She attended courses offered by other instructors on campus who use other pedagogy and conducted interviews with them afterward to learn more about that approach. Those discussions were then brought back to the department whereupon further discussion sought to clarify for her how those methods could be adapted to fit department outcomes. After a year of shadowing, she was moved into a formal relationship with BBCC to do as her predecessor had done: write and teach a course. That course is being debuted spring 2016.

Math

Program Data

	2010-11	2011-12	2012-13	2013-14	2014-15
Annualized FTE	252.03	253.40	259.89	258.36	260.75
FTEF (full-time equivalent faculty)	9.40	10.10	9.65	8.11	8.85
Student-Faculty Ratio (FTE/FTEF)	26.81	25.09	26.93	31.86	29.46
Direct Cost Per FTE (no lab expenses)	2,281	2,278	1,930	1,744	1,847

Describe innovative practices in your department/program. Focus on specific efforts being made toward introducing new ideas, devices, or methods to students in your department/program.
Various members of the department do different things. We use WAMAP online (a web-based mathematics assessment platform) for homework, skill diagnosis, and quizzes. We use WAMAP to track student progress, time spent working toward math objectives and achieving outcomes.

We teach precollege math in an Emporium setting. Several of the instructors use the inverted classroom model. We also use SI in all our math classes.

When applicable, interactive mathematical demonstrations are used. For example, last fall an interactive demonstration of ε-δ proofs was used. There is also the development of three-dimensional surfaces using the 3D printers in the STEM center.

One member of the department is developing a linked course with the English department.

How do you assess the effectiveness of the efforts described above? Describe how the innovations were effective (or not) and how you plan to move forward accordingly.

There is plenty of feedback from the students. We have undergone a steady increase in the demand for higher level courses during the last few years. Our department assessment indicates that we are doing well.

In particular, the students who make use of the SI clearly outperform those students who do not.

Describe partnerships you have in the community. Describe current results or products that came from this partnership.

We are working with a consortium of community colleges in the area to offer higher level math classes. This allows colleges with small enrollments to offer courses that would otherwise be unavailable. We have a partnership with the STEM grant and have offered courses through various high schools in the area.

One area that we need to investigate is working with the Aviation and the new Unmanned Aerial Systems (UAS) programs.

Music

Program Data

	2010-11	2011-12	2012-13	2013-14	2014-15
Annualized FTE	24.29	20.18	13.38	13.67	16.93
FTEF (full-time equivalent faculty)	1.32	1.19	1.08	1.08	1.08
Student-Faculty Ratio (FTE/FTEF)	18.40	16.96	12.39	12.66	15.68
Direct Cost Per FTE (no lab expenses)	3,862	4,003	6,844	6,172	4,843

Describe innovative practices in your department/program. Focus on specific efforts being made toward introducing new ideas, devices, or methods to students in your department/program.
In fall of 2015, a new music instructor, Michael Dzbenski, was hired to teach all the humanities courses offered in music. Through his hard work and dedication, he revitalized the existing coursework in Music Appreciation and History of Jazz. Also, he developed new courses in College Choir, College Band, Music Technology, Musical Theatre, World Music, and History of Rock and Roll. In winter of 2016, for the first time, Music Appreciation was offered through distance education and had a waiting list of over 20 students in its second quarter offered. This required a second section to be opened to keep up with demand. Students are excited by all the changes and new classes. Many of the courses for spring 2016 filled in the first few days of registration. In addition, Michael has developed community education classes (Community Choir, Community Band, Community Musical Theatre, and Private Music Instruction) to further engage local residents in Big Bend's remarkable music program.

How do you assess the effectiveness of the efforts described above? Describe how the innovations were effective (or not) and how you plan to move forward accordingly.
Enrollment is the number one indicator of student interest and engagement. Courses are highly enrolled and students are enthusiastically telling their peers about how excellent the music classes are. The excitement on the campus has generated a need for additional sections of the courses. Effective and engaging advertising is also generating interest in the courses. The probationary tenure committee complemented Michael on his engaging teaching style, energy, and variety of teaching activities/methodologies. This type of teaching is drawing students to take music classes and give Michael high ratings and praise on his class evaluations.

Describe partnerships you have in the community. Describe current results or products that came from this partnership.
Michael has been developing relationships with local high school music teachers and local private music teachers. He has offered performance opportunities and clinics to area music instructors at the K-12 level. Big Bend Community College is currently in discussions with Ephrata High School for a *College in*

the High School Music Appreciation class. Michael will mentor the current High School Choir Director and create a strong partnership between the two music programs. Engaging with the local art and music community is one of his top priorities. He supports/attends Moses Lake Museum openings and Columbia Basin Allied Arts events. He has also played and sang at the United Methodist Church's Christmas Eve service and will play piano for the ESL student celebration in March. His visibility and engagement is stimulating the program and increasing enrollments in all our music classes.

Appendix B

Program Audit of Best Practices 2015-16

Program Name: Athletics

Administrator: Preston Wilks

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

We have implemented a new certification process for all head coaches and assistant coaches, as prescribed by the NWAC. Additionally, all coaches were required this year to do concussion training for better understanding of treating injured athletes.

We continue to emphasize with head coaches the need to recruit quality athletes that possess demonstrated success in the classroom from high school. The baseball and men's basketball teams enjoyed much success in the classroom during the fall 2015 quarter, the best in recent years.

We adopted the NWAC annual review of academic performance of teams by way of participating in the President's Cup. BBCC Athletics has taken 1st, 2nd, and 2nd in the three years of the Cup's duration.

2. Are you currently able to meet the internal and external demands placed on your program/department?

We still have not recovered from the elimination of state funding for athletics that came in the 2012-2013 budget year at the State level. Approximately $90,000 of expenditures were shifted off of State funds and no local changes were made in our funding model for Athletics. Thus, our expenditures exceeded our revenues approximately $27,000 that first year. As costs continue to rise, the annual shortfall has risen. Fortunately, Athletics had reserves built-up which we used to fund our teams and programs in 2012-2013, 2013-2014, 2014-2015. We are anticipating a similar shortfall for this current year, 2015-2016, which again will be covered by reserves. Athletics paid for a new press box facility for the Softball field in 2015-2016 and will be paying approximately $100,000 for unexpected wind-damage repairs to the backstop-netting structure for the Baseball field in 2015-2016. Much of the reserves will be exhausted after absorbing these two large expenditures. Athletics has made efforts to increase fundraising efforts to off-set some of the losses. It is anticipated that if Athletics continues at the current bleed rate, we will be through our reserves in just a couple of years and it is anticipated we will have to change our current offerings/programs if no further changes are made for funding the programs.

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Description of what is needed	Role of the needed resource in fulfilling duties related to your department
Personnel a) Assistant to athletic director b) On-site athletic trainer available for practices and for all games	a) Insufficient staffing to complete all required tasks; currently using personnel in Admin building with clerical work-load. Plus, difficult to provide game management-supervision during softball/baseball seasons. b) Huge risk and safety issue for baseball and softball seasons; should be provided for proper game management.
Equipment a) New scoreboard for baseball facility b) New Camcorder and DVD-Video Recording equipment for games and practices	a) Becoming antiquated, must have in order to run games. b) Insufficient DVD-recording equipment. Current camcorder is aging.
Facilities a) New gym floor b) New/updated baseball-softball facility with ADA public restrooms c) Separate indoor practice facility for baseball/softball teams to alleviate crowding of student-athletes from all five sports in current facility along with PEH students d) Air conditioning for gym	a) The floor has been sanded down as many times as possible and we are unable to paint the floor again. It will need to be replaced within five years. b) Sub-par facilities for baseball-softball teams. Restrooms become a bottleneck during events, especially the men's restroom as you have two teams (approx. 65 men) and fans trying to use it during baseball games. c) Separate indoor practice facility for baseball/softball teams to alleviate crowding of student-athletes from all five sports in current facility along with PEH students. d) Sub-par facility during summer months; impacts when we can use facilities and hampers ability to offer camps during July and August months.
Other a) New DVD, TV monitors, and sound equipment for BBCC bus	a) Currently broken, needs to be updated.

4. Program Review

A) How do you review and evaluate your program/department's annual performance?

1) Frequent on-site comparisons of other NWAC athletic programs and facilities by VP, AD, and head coaches.
2) Team season records.
3) Annual player evaluations of Head Coaches.
4) Individual team performance on the Scoring Matrix for the NWAC President's Cup, and academic award.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

1) We need to increase funding of our programs by asking for additional S&A fees and/or tuition. Additional funding is needed to provide for upgrades and repairs to athletic facilities.
2) We need to replace gymnasium floor within the next five years.
3) We need to improve baseball-softball facilities (specifically enlarging restrooms).
4) We need air conditioning in the gymnasium.
5) We need to improve game management staffing and policies for all sports.

Completed by : ___Preston Wilks_____ __3/22/16_____
Name Date

Program Audit of Best Practices 2015-16

Program Name: Business Services

Administrator: Charlene Rios

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

- Moved processing payroll check printing to on-campus

Yes we meet the benchmark and this is an industry standard

-Utilizing the scan feature more and emailing documents instead of faxing or snail mail

Yes we meet the benchmark and this is becoming an industry standard with the Electronic Signatures Act of 2000

2. Are you currently able to meet the internal and external demands placed on your program/department?

All deadlines are met and the office is able to meet daily activities. Major projects have caused many extra hours and would be helpful to have someone to focus on them.

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Description of what is needed	Role of the needed resource in fulfilling duties related to your department
Personnel	Someone to focus on budgets and financials
Technology	
Equipment	
Facilities	
Other	

4. Program Review

A) How do you review and evaluate your program/department's annual performance?

By the number of adjusting and manual entries in year-end close.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

Prep for ctcLink and the additional training required which will take time away from desks and duties. So, focus on learning while continuing to provide great customer service to all internal and external clients.

Completed by : Charlene Rios (Name) 3.22.2016 (Date)

Program Audit of Best Practices 2015-16

Program Name: Center for Business and Industry Services (CBIS)

Administrator: Beth S. Laszlo, Coordinator

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

CBIS's best practices include:

1) Being innovative beyond the traditional delivery methods of workforce training for our industry partners. Our innovative approach has created efficiencies for our partners, oftentimes allowing their employees to stay at work and also receive training at their worksite within the same day.
2) CBIS leadership has initiated a more comprehensive approach to training programs for our industry partners (vs individual training sessions focused on individual skill development) which has resulted in more effective, system-wide skill building within an organization and an increase in the use of grant funding programs.
3) A "Network of Experts" has been developed that incorporates trainers from the BBCC campus, across WA State, as well as across the country in an effort to be "Training Ready" at all times. CBIS develops a partnership with each trainer and establishes a good base of customer service for our industry partners – including the use of a newly developed "Trainers Toolbox", so trainers can proactively prepare for each training and facilitate the registration, sign in, and evaluation process required by grant funds and CBIS procedures.
4) CBIS has also developed a new process for keeping the flow of information and contract development process organized and efficient – eliminating rework or duplication of efforts within our department and also proactive in preparation for potential auditing visits. 100% of all contracts and training events have been created and monitored utilizing this new process.

2. Are you currently able to meet the internal and external demands placed on your program/department?

CBIS continues to meet current demands of developing grant education training, responding to training requests on a timely basis, and completing the necessary documentation to support those efforts (increasing our Contract FTE's by over 250% in winter quarter 2016). And, providing the best customer service is integral to every decision and discussion in meeting those demands. But, with only 1.5 FTE staffing available, CBIS is highly challenged to stay on top of state requirements so that grant education, workforce education and community education can continue to development new programming and be "audit ready".

In regards to meeting current demands, CBIS understands that it is critical to have a team of partners to support our efforts. CBIS is very fortunate to have supportive relationships with our on-campus partners, to ensure smooth collaboration and coordination for our training efforts. Working together with our on-campus partners helps us provide a better training experience to our industry partners. In return, this positive experience for our industry partners has resulted in positive comments from both trainers, industry partners, and our internal partners. These partnerships and collaborations will continue to be a source of growth for workforce education within our service area.

Our internal campus partners include:

1) Conference Services – A one-stop-shop for scheduling of conference rooms, equipment, and meeting the needs of our trainers.
2) Sodexho – Especially for full day training events, quality food services offered at a reasonable price is critical to the community accessing the ATEC services, and leaving with a positive experience.
3) Big Bend Technology – Providing the expertise and guidance for high tech training experiences to our rural community and our local industry partners, for a global approach to training.
4) Business Office – This partnership is critical to not only our contract process, but our department's receivables and payables. Oftentimes, we are asked to expedite a process, the flexibility and oversight that the business office offers is unmatched.
5) Registration – With over 1,600 participants involved in our workforce training, community education and other programming offered this year, the registrar's office also had to enter those same individuals into our institution's electronic system. This department has collaborated with CBIS exhibiting professionalism and providing positive support without hesitation.
6) BBCC Instructors – The expertise of our instructors on campus has been instrumental to CBIS' ability to offer diverse and highly regarded trainings in the professional, technical, and sciences areas. Each instructor that has collaborated on a training project with CBIS has offered customized training programs that receive the highest praise on the evaluations from our industry partners.

Again, it is in collaboration with these internal partners that CBIS can continue to meet the internal and external demands for workforce training.

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Description of what is needed	**Role of the needed resource in fulfilling duties related to your department**
Personnel	Resources needed: An increase of program assistant staff (.5 to 1 FTE) to support organizational requirements so that the Coordinator can continue to focus on developing relationships and respond to contract development opportunities for meeting industry training needs. Due to the demonstrated ability to be self-sustaining, it is recommended that salary and benefits for CBIS staff be more in-line and competitive with other similar departments across the State of Washington. **(Per the SBCTC Admin/Mid-Level Professional Salary Survey - 58 Director Business Development Position** responsible for securing contracted training with businesses, agencies, and organizations.) When Community Education becomes a priority…. An additional part time employee, focused on developing course programming, networking with instructors, and scheduling community education will be necessary.
Facilities	Office space (with walls) to accommodate private discussions with staff and a professional location for visiting industry

	leaders to discuss training opportunities, budget information and other highly confidential information with discretion.

4. Program Review

A) How do you review and evaluate your program/department's annual performance?

For the 2015-16 year alone we have increased our workforce training programs by over 300%. CBIS has brought over $575k of workforce training to our service area during the 2015-16 year. Contract FTE has increased over 250% for winter quarter. The number of participants (duplicated) impacted through workforce training and community education is over 1,600. Over 60 separate training sessions are projected to be held during the 2015-16 year. All of these increases in services and sustainability efforts were due to networking and program developments to inform local industry on training opportunities available as well as the focus on organizational efforts within CBIS. With the huge influx in contract development, the CBIS program assistant has become highly efficient in the contract process, development, and construction – creating new leaner, more efficient systems within our department. Our new organizational system assists CBIS to be proactive and ready for future audits and a quick response for services.

Through the use of grant funded programming, the 2015-16 year has brought self-sustainability to the CBIS department, as well as additional financial support to the Purchasing Department and the Business Office in support of their efforts on behalf of CBIS. CBIS Project Development and Administration Services are projected to be over $120,000 which will support CBIS sustainability this year.

The Job Skills Program (JSP) grant funding has tripled in support of workforce training to our service area, Customized Training Program (CTP) grant funding is once again being utilized and other individual Workforce Education programs (private pay) are now offered through CBIS. The CBIS "Network of Experts" has been developed and is expanding, creating a reactive, instructional resource tool and adding to the efficient and effective CBIS capabilities as requests for training are received.

Community Education programming has increased by over 400%. At this time, there are over 10 community education programs available through CBIS.

CBIS has also become the lead for other former professional-technical programs: ARFF, MIST, and Flagging. At the time of publication, ARFF has at least five Customized Training programs scheduled and the annual Spring General and Refresher courses are available to our Washington State firefighting partners.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

Action Plans for CBIS future:

1) Continue to research and increase our Network of Experts in order to meet new challenges and areas of development in our service areas. (On-campus expertise that is brought to our local employers as well as other state and/or national trainers.)
2) Become more visible on campus so that BBCC instructors understand that CBIS is an outlet for them to utilize their expertise in a specific area through Workforce Training and Community Education.
3) Continue to develop organizationally in order to, not only meet the demands of this department, but to continue to grow.
4) Continue to work with administration on awareness for the need of additional organizational and financial support for continued departmental growth.
5) Staying apprised of training innovations and community needs in workforce education through networking efforts and other educational opportunities.

Completed by : Beth S. Laszlo, Coordinator March 29, 2016
Name Date

Program Audit of Best Practices 2015-16

Program Name: Community Relations

Administrator: Doug Sly

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

A "Time for a Change" advertising and social media campaign directed at local people who are already working, but need skills to get a higher-paying job. Workforce programs were featured. This approach was used because unemployment in the service district is at near historic lows.

A new staff directory with photos of most key employees was developed. The responsibility for the staff directory was shifted from IT to Community Relations. The staff directory now shows on the web page as one list, which is much easier to use than the previous format that required four clicks to get to the names at the end of the alphabet.

New flyers were developed to showcase services available to students (Student Success Center, Engineering/STEM Center, and STEPP). Most flyers have been dedicated to workforce programs. A new flyer also was developed to showcase services of the Center for Business and Industry Services (CBIS).

All program flyers were redesigned to a new "card" format, then redesigned again (narrower) so the flyers will fit in traditional three-panel brochure racks used by some of our partners.

Identified and pushed out positive stories that play well in state, regional, and national media—Unmanned Aerial Systems, emporium math, Timothy Woodiwiss Transforming Lives.

Identified and pushed out important stories that play well locally (service district)--#1 in Student Achievement Initiative, Transforming Lives group, many awards and honors, new STEM culture

Continue to update brag sheet and Workforce Development Resume. Wrote case for support for STEM endowment donations.

Used the campus calendar on the portal to schedule messages on the Vegas sign to welcome visitors who are not part of the college community.

"Siphoning traffic" from social media. When we have a Press Release or News item, we post this content in a blog post. We will post a picture and a sentence or two about the post in the major social media networks with a link back to the post in order to draw more traffic from the "teaser content" we provide in social media. This has worked quite well for increasing new traffic to the web site.

The current web site is utilizing a responsive design—the same content is served to both desktop and mobile devices, but the layout changes based upon screen resolution. Accessibility has also been an added priority in the latest version of the web site.

2. Are you currently able to meet the internal and external demands placed on your program/department?

No. The director does not have the expertise, equipment, or budget to produce video.

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Description of what is needed	Role of the needed resource in fulfilling duties related to your department
Personnel	Expertise in video production
Technology	
Equipment	Video production equipment, Mac Pro for web design and development
Facilities	
Other	

4. Program Review

A) How do you review and evaluate your program/department's annual performance?

Periodic web and social media analytics provided by the web and multi-media specialist. Overall there's a general **positive trend** seen in analytics since launching the new WordPress Content Management System and employing the "traffic siphoning" strategy with social media.

Google Alerts and other services show when BBCC communications are used and by whom.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

More work on communications to prospective students that explain the BBCC experience in words that first-generation students can relate to. Much of this work will involve communications about the many services provided to students by the college.

Completed by : _____Doug Sly_____ _3.25.16_____
Name Date

Program Audit of Best Practices 2015-16

Program Name: DeVries Activity Center

Administrator: De Hoog, Michael, H.

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

The department is focused on providing consistent, quality service to the varied population of users. I feel our game management is very solid and we receive positive feedback from opponents and fans. Our workout facility provides a good environment for the PEH department classes, given the space and financial constraints.

No new practices have been implemented. We are simply trying to do what we do as effectively as possible given the constant turnover of student employees annually. We are also looking to meet with coaches/instructors regarding the PEH classes that are arranged to find a better method to track and verify student attendance in PEH classes.

2. Are you currently able to meet the internal and external demands placed on your program/department?

We are able to meet demands that come up. Non-campus groups, such as the WIAA state basketball tournament that partnered with the MLSD, are handled relatively easily as we work cooperatively with them to host the events.

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Description of what is needed	Role of the needed resource in fulfilling duties related to your department
Technology	New computer for my office would make work more efficient
Equipment	Replacement of some PEH equipment is needed. Some sections of bleachers need to be fixed or replacement is needed eventually.
Facilities	New leaks in the ceiling/roof need to be fixed. Gym floor needs to be replaced within the next five years. "Wiggly Wall" needs to be repaired/replaced. Air conditioning – the gym and my office can reach 80-85 degrees during the summer.

	One classroom has thermostat problems and has difficulty maintaining a constant temperature. Lower parking lot has cracks up to 8” in places and poses a fairly large tripping hazard, especially in winter. Concession stand should be remodeled/repainted.

4. Program Review

A) How do you review and evaluate your program/department’s annual performance?

I speak with my assistant and staff/faculty that we serve in order to evaluate our performance and what can be improved. I also speak with students, coaches, and opponents from our college and other colleges to find out if we are meeting their needs during their experience here.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

I feel we are doing a fairly good job given the financial limits and space issues.

Completed by : _____ _____

Name Date

Program Audit of Best Practices 2015-16

Program Name: STEM

Administrator: James Sauceda

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

The STEM department has brought many innovative practices to BBCC during the last review cycle. The STEM Center currently houses many of these best practices. The STEM Center houses tutors for all math and science courses as well as supplemental instruction sessions. Adjacent to the STEM Center is the Emporium Math Lab which has helped many of our students become successful in pre-college mathematics. The Emporium Lab is a direct result of our benchmark and has redefined what excellence in student support looks like.

The STEM department has also developed a new engineering program. The engineering program is now being offered in partnership through a consortium. The engineering consortium has allowed our program to help the students in our service district as well as students in four other surrounding service districts. This new innovative concept is still growing and has the potential to help other community colleges in the future. The engineering students now have an introductory course that helps prepare and advise them for their desired program. The Introduction to Science and Engineering course, ENGR 110, implements strategies developed by Dr. Raymond Landis. Over 300 institutions across the country have implemented his strategies. The students in this class work on assignments that build off of each other to create one final paper which is deemed their "road map" to becoming a successful student focusing on STEM. The assignments require them to research transferring university programs that align with their interests. They then present their findings in class. The presentation also includes careers that align with the degree as well as current job listings in the area. Once they have identified the pathway they would like to pursue, the next assignment has the students meet with our advisors to complete a program advising plan. The advising session includes researching their transfer program at the university to ensure any program certification requirements are met prior to transferring. Once the final paper is complete at the end of the quarter, the students each have their own 8-10 page paper that outlines what pathway they want to pursue, where they want to transfer, what classes are required at both the community college and transferring university, and what habits they need to implement in order to be a successful student.

In summary, the STEM department has not only met the defined benchmark but we are continually redefining what the industry standard looks like. We will continue to leverage benchmarks to ensure our programs are identify best-practices and to share the knowledge we have gained.

2. Are you currently able to meet the internal and external demands placed on your program/department?

The STEM department is currently able to meet the demands placed on our program. Our department has worked with many internal departments to institutionalize the programs that have been developed. Our grant is on the fifth and final year of implementation. The college is currently working together to ensure the positions and programs are sustained and able to continue meeting the demands.

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Description of what is needed	Role of the needed resource in fulfilling duties related to your department
Personnel	The following personnel need to be retained to ensure current demands are met: 1. STEM Center Director 2. Engineering Coordinator 3. IT Specialist I

4. Program Review

A) How do you review and evaluate your program/department's annual performance?

The STEM department currently utilizes a third-party evaluator, Ramona Munsell & Associates (RMA), to assess our annual performance. RMA evaluates similar programs throughout the county. With their experience and oversight of so many programs, we are able to get valuable feedback that helps ensure our programs continue to meet outlined goals and incorporate best practices.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

The STEM department has processes in place to ensure ongoing action plans are created to meet foreseen needs. We continue to leverage feedback from our advisory committees as well as RMA. We also collect student feedback in our courses as well as in the STEM center. All feedback is evaluated by our group to ensure our services continue to meet their needs and overall efficiency.

Completed by : James Sauceda 3/22/16
Name Date

Program Audit of Best Practices 2015-16

Program Name: Student Activities

Administrator: Kim Jackson

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

ASB agreed to continue reading their mission statement out loud at every executive meeting, in order for their event planning to blend with their mission statement. ASB has also taken steps to incorporate student learning outcomes with their event evaluations, which both Executive Officers and Programmers complete after each event. Currently these outcomes are generated from both the Director as well as the Assistant. I would like to see more responsibility placed on the Officers to generate more of the student learning outcomes. We also need to align these outcomes with both the ASB and college mission statements. At an APCA conference, George Kuh, the keynote presenter for advisors, stated that we need to be facilitating this process with our student leaders. The training for this will be implemented either during the leadership retreat in June or at the training the week before school is in session. At this weekly training in September, we will continue to have the motivational speaker, Dion Jordan, present a training workshop on diversity with the officers, as well as Campus Security Authority training, Title IX training and Sexual Harassment training. The officers will continue to be part of the fall Faculty in-service. The full week of leadership training for the new ASB Officers was a success this year and will be implemented as a standard practice for the future.

We have been able to update our social media pages on a regular basis, as part of our Assistant's responsibilities. We have purchased an iPad for the officers to use to both tap into social media as well as the advisor being able to use it when off-campus to access remote desktop and stay on-course with correspondence. We are also announcing upcoming events at the beginning of our current events.

ASB continued to sponsor the Thrillin' Third Thursdays for an additional year. Attendance continued to be not as strong as hosting random single events, therefore we will go back to that practice in future years. We continued to hold the Flashlight Easter Egg Hunt as well as adding a Bingo night, with prizes from a grocery store. Both events were a success, according to those who attended. We continue to sponsor monthly motivational speakers with topics dealing with disabilities, cultures, financial literacy, gender identity, women empowerment, and drug abuse topics.

ASB sent an initiative to the students fall quarter, requesting a change to the ASB Constitution allowing more students to be hired as Programmers. Currently we have 14 students serving as Programmers, along with our six Executive Officers. ASB has been discussing creating a new position on the executive board, for a student leader to be involved with legislative issues, such as the state Voice Academy and with Washington Community and Technical College Student Association. We are continuing to move forward with this position, seeing if there is any interest from current students to be involved on the state level.

ASB continues to sponsor quarterly leadership training for both ASB and club officers. Response to these trainings has been very positive. The quality of the presenters has been fantastic – national level individuals presenting to our student leaders.

A permanent assistant has been hired and has become a great asset to the Activities Office, working 30 hours a week. I have been invited to continue my responsibilities as the Western States Regional Area Coordinator with the Association for the Promotion of Campus Activities for an additional two years. Part of the benefits of this position enable us to be members with no annual fees (waived) and, since I help with organization, my registration is waived when attending regional conferences. This past year, ASB was able to take all of the Executive Officers to Atlanta to participate in their regional conference. This experience left a great impression on the ASB leaders as they are still referring to things they learned and experienced at the conference.

ASB has participated during the athletic events, as well as helping with financial needs of different teams – whether it be "selfie-stick giveaways" during men's basketball games, publishing team posters with schedules on them, or helping finance infield materials for the baseball team due to the severe windstorm this past fall. Several people in attendance at the basketball games have commented about how great the atmosphere is, in part to all of the activities that ASB does during the games.

2. Are you currently able to meet the internal and external demands placed on your program/department?

Even though I have additional office assistance now, I spend extra hours outside of the normal work week, trying to get ahead of projects. We continue to have a strong response from students being involved or creating new clubs. Having an assistant has given me the opportunity to create new ideas and activities as well as refine ones that we currently sponsor. There is great energy in ASB and that is exciting!

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Yes, current resources are adequate.

4. Program Review

A) How do you review and evaluate your program/department's annual performance?

At the annual ASB Retreat in June, the new ASB officers will continue to review the event evaluations, focus on both the college and ASB's mission statements, and plan upcoming events with those statements in mind. We try to involve as many students as possible with our events, such as professional-technical students and students with families.

I hope to receive an evaluation from my supervisor this year.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

ASB would benefit by generating another survey for the students during spring quarter to find out which events/performers would be of benefit to them.

Program Audit of Best Practices 2015-16

Program Name: Testing Center

Administrator: Margie Lane

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

Continue to research and add new testing publishers to meet the needs of BBCC and the community. Recently began Performance Assessment Network (PAN) testing, to assist employers with their hiring and development goals. Commonly known employers include Safeway as well as government agencies such as DEA and TSA. Also recently added CastleWorldWide (Castle) Testing, which is another certification and licensure testing company.

Our goal is to serve BBCC students and community members with needed testing services. Many that we serve, including K-12 teachers, would need to travel to Spokane or Ellensburg for certification exams. We also serve our community by proctoring exams for students in online classes from many other colleges and universities.

We currently provide BBCC placement, GED and many other Pearson Vue certification exams, PAN tests, Castle, MOS, TEAS, COMPASS, DSST Prometric, CASAS for non-students, SAT/ACT, and proctoring services for other colleges/universities as well as other users (insurance, police departments, ABMDI, etc.). BBCC computer science students can take Comptia A+ and Cisco exams. BIM students take MOS certification exams. Nursing students need the TEAS test. We provide make-up exams and accommodated testing for BBCC students.

Comparing volume of testing with Peninsula College (GED, Pearson Vue, placement only), we are fairly equal with approximately 2,000 annually. Faculty proctoring and other miscellaneous tests would add another 1,500, but we lack comparison numbers for those. Peninsula has two employees, one full-time and one part-time (16 hrs/week).

Wenatchee Valley College tests in three separate areas. One area tests for placement and GED, some CASAS, and accommodated WVC students. One area tests TEAS and proctors for other institutions. Most CASAS tests are done in still a different department. They do not provide certification testing with other test publishers for community members.

2. Are you currently able to meet the internal and external demands placed on your program/department?

Yes. Because colleges are now accepting placement results from many other sources, I expect a decrease in the number of placement tests needed. However, this could open any additional time that might be needed for certification type testing. Because we have only actually tested PAN and Castle for a couple of months, it is not known at this time what the actual annual requests for those tests will be. With the new lowered passing score required for GED tests, we could see an increase in that area as well.

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Description of what is needed	Role of the needed resource in fulfilling duties related to your department
Personnel	Currently have one employee (who shares full-time duties between the business office and admissions/registration) who can fill-in for absences of the test coordinator, usually requiring some closures of the test center. Best practice would be if this person were truly "on call".
Technology – stable fax line	Most out-going faxes receive the "poor line condition" error which requires me to fax from another building.
Equipment – one camera	Could use one more camera for the one private room currently in the dark to improve test security in that area. Computers – good for now. I have one computer at BBT that is "ready to go" in case of sudden failure of a lab computer.
Facilities – sound proofing, temperature control	Better sound-proofing would provide a quieter, less disruptive testing experience, especially for the "high stakes" exams. Also, more consistent temperature control would be greatly appreciated. Many test sponsors do not allow any outer-wear, etc., The computer lab can get very cold and the classroom at the other end can get very warm.

4. Program Review

A) How do you review and evaluate your program/department's annual performance?

We are continually evaluated by most of our testing partners by way of customer service surveys, the results of which are reported to us. We are evaluated on such things as professionalism, courtesy, preparedness, timeliness, whether we follow specific protocols, facilities, and overall satisfaction with the testing experience.

I also initiate informal conversations with faculty members who use the testing center for make-up tests and accommodated testing for their students. I also receive random comments from both faculty and test takers.

I will continue to track the volume of testers per test category on a quarterly basis.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

- Work with English department regarding the English placement test as the COMPASS is phasing out in November 2016.
- Watch trends in placement testing over the next few months and adjust test publisher schedules accordingly.
- Make necessary improvements, when possible, based on BBCC user feedback and test partner customer survey results.
- Work with appropriate department on fax line.
- Continue with training back-up personnel to ensure that we provide an excellent testing experience for all users.
- Continue to research additional test publishers.

Program Audit of Best Practices 2015-16

Program Name: TRiO-Student Support Services

Administrator: Custodio Valencia

1. What are your department's best practices or new practices you are trying?

The BBCC SSS project proposes to serve the needs each year of 190 students who meet the eligibility criteria of low-income, first-generation, and/or disabled. The SSS project provides a variety of free services that enhance students' academic success and personal and social skills. The SSS project focuses on the following objectives:

1. Increase BBCC's retention and graduation rates of SSS participants;
2. Increase the academic standing of SSS participants by increasing their GPA;
3. Increase BBCC's transfer rate of SSS participants from 2-year to 4-year institutions; AND
4. Improve the financial literacy and economic literacy of participants including (a) basic personal income, household money management and financial planning skills and (b) basic economic decision making skills.

Retention and Mentoring are the most critical components of the SSS project. The following are systems put in place to monitor and facilitate student retention and mentoring.

- Orientation/Welcome Workshops
- Personal Interview with SSS Director
- Individualized Service Plan/Active Status Requirements
- Academic Tutoring
- Academic Advising
- Academic Progress (Academic Early Warning)
- Mentoring (Emerging Leader Student Program)
- Financial Literacy Workshops ($ALT, FAFSA, Scholarships)
- Career Coaching (Strong Interest Inventory Assessment)
- 4-year College Transfer Workshops
- 4-year College Campus Tours
- Degree Audit (Graduation Assessment)
- Graduation Application

2. What is the current FTE of your program/department?

Full-time Employees	Part-time Employees	Total
4	0	4

3. Are you currently able to meet the internal and external demands placed on your program/department?

YES

4. Are current resources (technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

YES

5. Program Review

A) How do you review and evaluate your program/department's annual performance?

BBCC's SSS Project is driven by qualitative and quantitative measures that provide consistent methods of evaluation that are reflected in student outcomes. We rely on critical sources that provide relevant feedback for the Continuous Quality Improvement (CQI) plan such as: *soliciting student and staff feedback, measure student progress, and StudentAccess (student tracking software)* that compiles data for Annual Performance Report which is submitted to Department of Education annually.

The StudentAccess-student tracking system collects a wide range of data based on demographic, historical, and current status of each participant. This type of data collection is called Formative Evaluation. The information in the database generates extensive reports that include: *eligibility criteria, results of standardized tests, placement tests, career interests, personality and social characteristics. Academic progress data collects tutoring reports including grade at the inception and conclusion of tutoring, Grade Point Averages are monitored at the beginning and end of each quarter.* Also, as integral to the Formative Evaluation process, results of these reports are discussed at weekly and monthly staff meetings.

Another model of evaluation used is called Summative Evaluation and this type of data collection process captures the following: *analysis of academic progress and performance, retention/graduation/transfer rates by ethnicity, low-income level, first-generation status, and other socioeconomic reasons.* Whenever reports show evidence of problems with the above objectives or activities, appropriate alternatives are explored and changes are made accordingly.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

Through our membership with Northwest Association Educational Opportunity Programs (NAEOP), our SSS project has adopted and implemented a self-assessment study guide called Council for the Advancement of Standards in Higher Education (CAS). This type of instrument evaluates each SSS service, activity, and program objective. The results of this assessment will be discussed at the yearly SSS In-Service. If a need for changes in the services provided by SSS is indicated, feedback from staff and students will be used to implement changes.

Continue to attend annual NAEOP trainings that provide updates on TRiO regulations, legislation, and current issues. Also, continue to reach out to the Washington State TRiO Association (WSTA) which can allow our project to find out what methods and services work for other SSS projects, and bring this information back to the BBCC/SSS project.

Big Bend
COMMUNITY COLLEGE

Program Audit of Best Practices 2015-16

Program Name: Word Services

Administrator: Michael Andresen

1. What are your department's best or innovative practices you are trying? Did you meet the benchmark you are assessing? How does your program compare to industry standards?

Best Practice – We strive for a super quick turn-around time for all printing requests. We always welcome walk-in customers. We want to be a positive service to all our customers, so they can concentrate on other important issues.

Upgrade – Our Konica Minolta digital press has been in service for a couple of years now, it's working out super for our customers color printing projects. We're able to print projects that took days/weeks to complete on our Ryobi one color press. It's been one of the best upgrades we've had. It's clean, fast and safer.

With the upgrade to the KM digital press, we've met one of the areas we've always wanted to make more efficient, color printing.

Compared to industry standards - We are, by design, a non-profit print shop specifically for the needs of Big Bend. Over the years we've grown to meet those needs. We can't offer every printing option that is available, it isn't cost effective. We are however, very good at what we do/offer and we save the college money.

2. Are you currently able to meet the internal and external demands placed on your program/department?

Yes, and we are always looking to expand our services as the demands change, if it's cost effective.

3. Are current resources (personnel, technology, facilities, equipment, etc.) adequate to serve your program/department? If not, please list needs below.

Description of what is needed	Role of the needed resource in fulfilling duties related to your department
Personnel	
Technology *Training/Workshops*	*Training in Excel, Micro Soft Word and Adobe (InDesign, Photoshop) would help the staff be more productive.*

Equipment *Dedicated scoring/perforating unit*	*We wouldn't need to tear down/set up our current folder/scoring/perforating machine each time we need to score/perforate. This would save a huge amount of time.*
Facilities	
Other *Repair/replace stitcher heads (1)* *Paper cutter – maintenance (2)*	*(1) This piece of equipment lets us collate up to 24 pages, and have them stapled. For now, we can only collate the pages and staple them one at a time using our power stapler.* *(2) Cutter is still working fine, but would really benefit from a professional service person giving it a tune-up and replace some parts.*

4. Program Review

A) How do you review and evaluate your program/department's annual performance?

We are a job shop. Each print job, whether large or small will evaluate our performance. We are tested every day.

B) Based on your review, what action plans will your department implement to meet the needs of students, improve services, and/or improve overall efficiency?

We solve any issues using the combined 50+ years of printing experience we have. We exchange ideas and methods that we've used in the past that might work. In the end our customers, by their satisfaction, let us know how we're doing.

Completed by : Michael Anderson (Name) 3-25-16 (Date)

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Appendix C

Professional-Technical External Certifications			
Program	**External Certification and/or Licensure**	**BBCC Students' Certifications and Licensures Received**	
		2013-14	**2014-15**
Aircraft Rescue & Fire Fighting	Certificate of Completion for Aircraft Rescue & Fire Fighting /Live Drills	51	117
Aviation	Federal Aviation Administration Commercial	16	20
Aviation	Federal Aviation Administration Instrument	15	12
Aviation	Federal Aviation Administration Private	20	30
Aviation	Federal Aviation Administration Instructor Rating	Not reported*	6
Aviation	Federal Aviation Administration Multi-Engine Rating	Not reported*	5
Aviation Maintenance	Federal Aviation Administration	10	24
Business Information	Microsoft Office Specialist	2	15
Commercial Driver's License	CDL License	38	36
Computer Science	Microsoft Technology Associate Windows Operating System Fundamentals	19	8
Computer Science	Microsoft Technology Associate Security Fundamentals	2	1
Computer Science	Microsoft Technology Associate Comp TIA, Network+	1	2
Computer Science	Microsoft Technology Associate Comp TIA, A+ 801	1	2
Computer Science	Microsoft Technology Associate Comp TIA, A+ 802	Not reported*	2
Computer Science	Microsoft Technology Associate Comp TIA, Project +	Not reported*	1
Computer Science	Networking Fundamentals	4	1
Early Childhood Education	Initial Certificates	Not reported*	14
Early Childhood Education	Infant/Toddler Certificates	Not reported*	5
Early Childhood Education	General Certificates	Not reported*	4
Flagging	Flagging Certification	Not reported*	123
Industrial Systems	Labor and Industries Electrical Trainee cards – 1400 hours of apprenticeship credit	18	7

Professional-Technical External Certifications			
Program	**External Certification and/or Licensure**	**BBCC Students' Certifications and Licensures Received**	
		2013-14	**2014-15**
Medical Assistant	American Medical Technologist (AMT) exam for Registered Medical Assistant (RMA), a national designation. The state recognizes the students as MA-C (Medical Assistant-Certified). Students receive a temporary one-year license to practice following completion of their externship prior to taking the exam.	11	24
Nursing Assistant	Washington State Certification Examination Nursing Assistant – Certified (NAC)	55	35
Nursing – Practical Nursing	National Council Licensure Examination of Practical Nurses (NCLEX PN)	10	17
Nursing – Registered Nursing	National Council Licensure Examination of Registered Nurses (NCLEX RN)	19	10
Welding	WABO Testing	4	7

*It is unclear why these were not reported in 2013-14; possibilities could be that none were reported, none were issued, or none were offered. In future reports, details regarding new or discontinued certificates will be provided.

Appendix D

Big Bend COMMUNITY COLLEGE
Institutional Research and Planning

2015 CCSSE Summary

DATA NOTE: Because the CCSSE survey is administered at the classroom level and full-time students are enrolled in more classes than part-time students, full-time students are more likely to be sampled in the survey process. To adjust for this sampling bias, CCSSE results are weighted using the most recently available IPEDS data for each college.

For BBCC, the following table shows the difference between the respondent population and the actual student population as reported in IPEDS:

Enrollment Status	Respondent Population	IPEDS Population
Full-time	84%	72%
Part-time	16%	28%

When comparing all members of one subgroup with all members of another subgroup (e.g., all Hispanic males with all white males in which both full- and part-time students are included), weights should be used. Because weights are based on enrollment status, analysis of results in which full-time students are in one group and part-time students are in another group should *not* employ weights.

Therefore, data in the pages that follow are broken out accordingly – data for all groups *except* the full-time/part-time groups are weighted by enrollment status. Full-time/part-time data is *not* weighted.

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Big Bend COMMUNITY COLLEGE
Institutional Research and Planning

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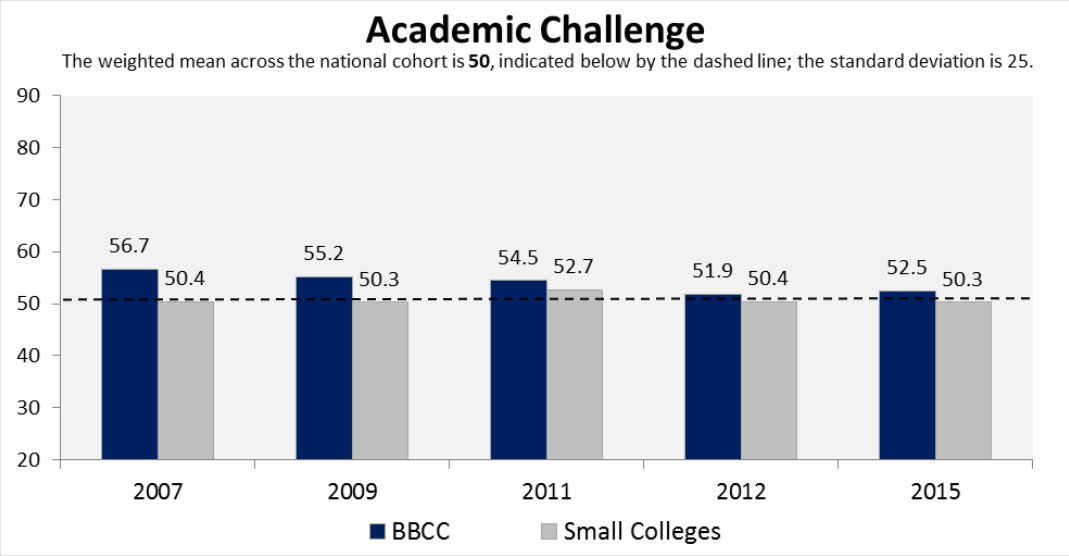
2015 CCSSE Benchmark Scores' Explanation

Academic Challenge	Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examination used to evaluate student performance.
Active and Collaborative Learning	Students learn more when they are actively involved in their education and have opportunities to apply what they have learned. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.
Student Effort	Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.
Student-Faculty Interaction	In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.
Support for Learners	Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

2015 CCSSE Benchmark Scores



	Examinations during the current school year *extremely* challenged you to do your best work at BBCC		BBCC encourages you *very much* or *quite a bit* to spend significant amounts of time studying		During the current school year, how much has your coursework at BBCC emphasized the following (*very much* or *quite a bit*): Analyzing the basic elements of an idea, experience, or theory		Synthesizing and organizing ideas, information, or experiences in new ways		Making judgements about the value or soundness of information, arguments, or methods		Applying theories or concepts to practical problems or in new situations		Using information you have read or heard to perform a new skill	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status														
Hispanic Female	47	77%	56	89%	37	58%	40	63%	35	55%	32	51%	42	66%
Hispanic Male	32	65%	42	78%	35	65%	36	67%	34	63%	32	59%	36	67%
Hispanic All	79	72%	98	83%	72	61%	76	64%	70	59%	63	53%	78	66%
White Female	75	72%	87	80%	77	71%	71	65%	59	54%	64	58%	66	60%
White Male	69	69%	77	73%	74	69%	57	55%	56	52%	60	57%	83	78%
White All	144	71%	163	76%	149	69%	128	60%	114	53%	124	57%	150	69%
First Generation	80	71%	99	86%	74	64%	79	69%	69	38%	68	60%	87	76%
Not First Generation	104	67%	124	75%	124	74%	101	62%	89	53%	98	59%	114	67%
ALL	248	69%	297	78%	256	67%	240	63%	218	56%	217	57%	260	67%
Data is not weighted by full-time/part-time enrollment status														
Full Time	215	71%	262	82%	220	68%	205	64%	192	59%	194	60%	218	67%
Part Time	36	63%	41	69%	38	64%	36	61%	30	50%	29	48%	41	68%

Small group numbers in table may not equal "all" numbers due to rounding of decimals.

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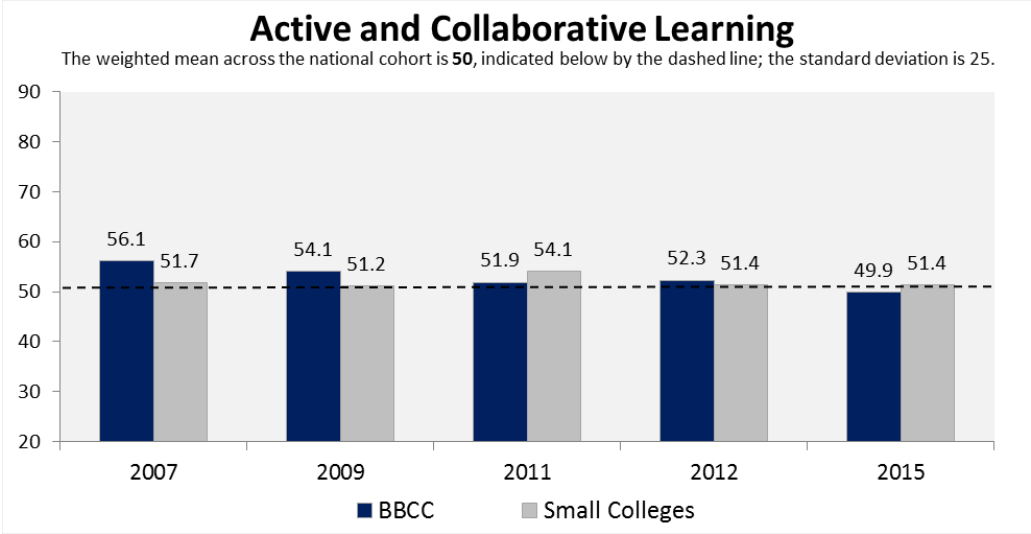

Often or Very Often	Asked questions in class or contributed to class discussions		Worked with other students on projects during class time		Worked with classmates outside of class to prepare class assignments		Tutored or taught other students (paid or voluntary)		Discussed ideas from class with others outside of class (family, friends, etc.)	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status										
Hispanic Female	43	67%	32	51%	24	38%	7	11%	33	52%
Hispanic Male	29	54%	24	44%	12	23%	5	9%	23	43%
Hispanic All	72	61%	57	48%	35	30%	12	10%	57	48%
White Female	76	69%	42	38%	38	35%	17	15%	59	54%
White Male	78	73%	51	48%	40	38%	13	12%	45	42%
White All	153	71%	92	43%	78	36%	29	13%	103	47%
First Generation	79	69%	51	44%	34	30%	8	7%	62	54%
Not First Generation	111	66%	67	40%	51	31%	31	18%	80	47%
ALL	254	66%	169	44%	120	31%	50	13%	187	48%
Data is not weighted by full-time/part-time enrollment status										
Full Time	222	68%	158	49%	111	35%	46	14%	167	51%
Part Time	36	60%	19	32%	14	23%	6	10%	25	42%

Small group numbers in table may not equal "all" numbers due to rounding of decimals.

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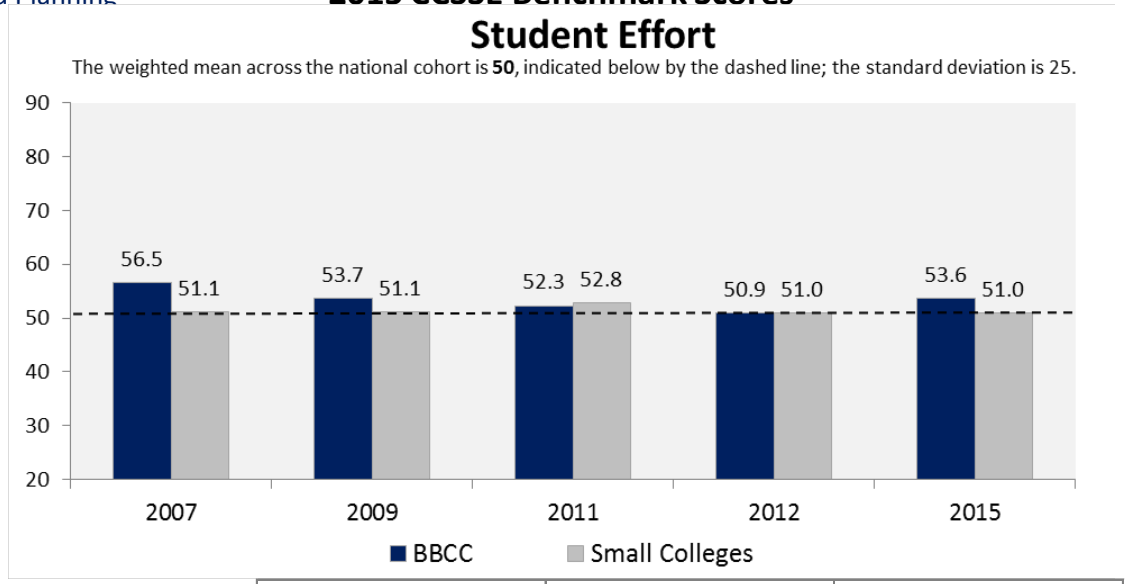
2015 CCSSE Benchmark Scores

Student Effort

The weighted mean across the national cohort is **50**, indicated below by the dashed line; the standard deviation is 25.



	Often or *very often* came to class without completing readings or assignments		*Rarely/never* used peer or other tutoring		*Rarely/never* used skill labs (writing, math, etc.)	
	n	**Pct**	**n**	**Pct**	**n**	**Pct**
Data is weighted by full-time/part-time enrollment status						
Hispanic Female	10	16%	22	36%	13	21%
Hispanic Male	7	13%	13	24%	12	22%
Hispanic All	17	15%	35	30%	25	22%
White Female	16	15%	46	42%	36	33%
White Male	14	13%	37	36%	34	33%
White All	30	14%	83	39%	70	33%
First Generation	10	9%	36	32%	27	24%
Not First Generation	30	18%	58	35%	56	34%
ALL	59	15%	129	34%	105	28%
Data is* not *weighted by full-time/part-time enrollment status						
Full Time	50	15%	113	36%	87	28%
Part Time	9	15%	18	31%	17	29%

Small group numbers in table may not equal "all" numbers due to rounding of decimals.

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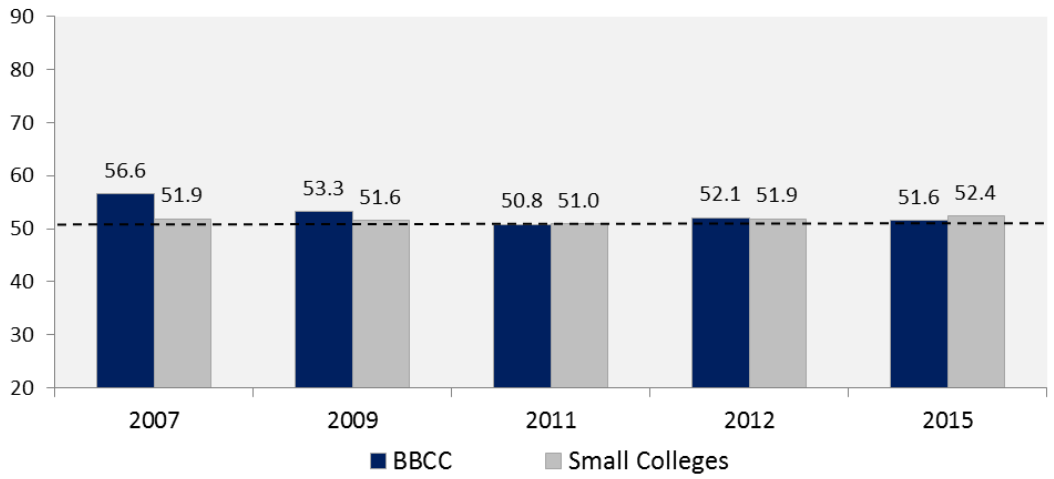
2015 CCSSE Benchmark Scores

Student-Faculty Interaction

The weighted mean across the national cohort is **50**, indicated below by the dashed line; the standard deviation is 25.



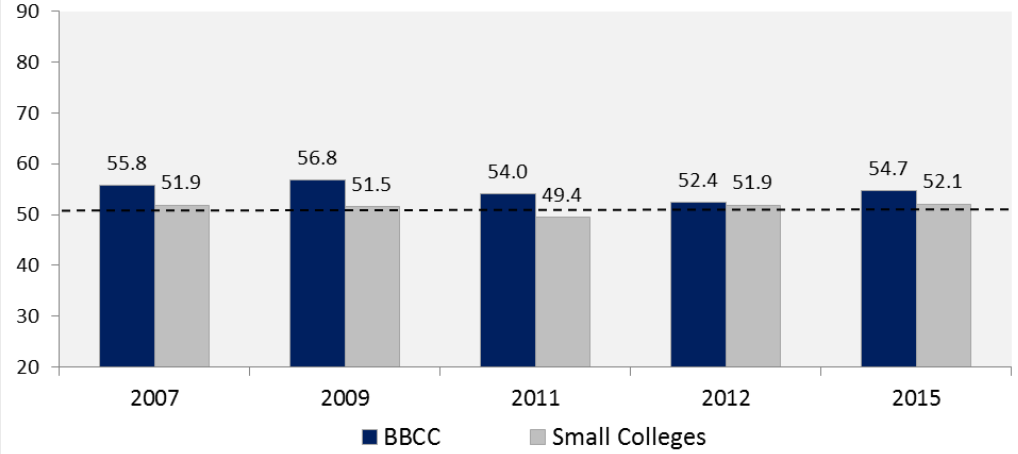
Often or Very Often	Discussed grades or assignments with an instructor		Talked about career plans with an instructor or advisor		Received prompt feedback from instructors on your performance	
	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status						
Hispanic Female	33	52%	25	40%	35	56%
Hispanic Male	26	49%	19	35%	28	52%
Hispanic All	59	51%	44	38%	63	54%
White Female	53	48%	30	27%	80	73%
White Male	56	52%	33	31%	61	59%
White All	109	50%	63	29%	141	66%
First Generation	60	63%	38	33%	66	59%
Not First Generation	82	49%	50	30%	110	66%
ALL	192	50%	120	31%	235	62%
Data is not weighted by full-time/part-time enrollment status						
Full Time	174	54%	114	36%	208	65%
Part Time	24	40%	13	22%	32	54%

Small group numbers in table may not equal "all" numbers due to rounding of decimals.

2015 CCSSE Benchmark Scores

Support for Learners

The weighted mean across the national cohort is **50**, indicated below by the dashed line; the standard deviation is 25.



How much does BBCC emphasize each of the following (*quite a bit* or *very much*):									
Providing the support you need to help you succeed at BBCC		Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		Helping you cope with your non-academic responsibilities		Providing the support you need to thrive socially		Providing the financial support you need to afford your education	
n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status									
Hispanic Female	54	87%	39	62%	26	42%	25	40%	47	75%
Hispanic Male	40	74%	30	56%	22	41%	25	46%	34	63%
Hispanic All	94	81%	69	58%	48	41%	50	43%	80	68%
White Female	95	87%	69	64%	41	38%	35	33%	68	64%
White Male	88	84%	57	54%	30	28%	40	38%	46	44%
White All	182	85%	126	59%	72	33%	74	35%	114	54%
First Generation	100	88%	68	59%	40	35%	51	45%	83	72%
Not First Generation	138	84%	98	59%	51	31%	54	33%	75	46%
ALL	318	84%	221	58%	132	35%	145	39%	221	59%
Data is not weighted by full-time/part-time enrollment status									
Full Time	273	86%	202	63%	121	38%	138	44%	205	64%
Part Time	47	80%	27	46%	16	27%	15	26%	26	45%

Small group numbers in table may not equal "all" numbers due to rounding of decimals.

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2015 CCSSE General Data Summary

Quality of relationships with people at BBCC	Other Students - Friendly, supportive, sense of belonging		Instructors - Available, helpful, sympathetic		Staff - Helpful, considerate, flexible	
	n	**Pct**	**n**	**Pct**	**n**	**Pct**
Data is weighted by full-time/part-time enrollment status						
Hispanic Female	50	79%	54	86%	50	79%
Hispanic Male	40	74%	41	76%	41	76%
Hispanic All	90	76%	96	81%	91	77%
White Female	84	78%	99	92%	88	81%
White Male	83	79%	93	89%	74	70%
White All	168	79%	192	90%	162	76%
First Generation	87	76%	100	88%	88	77%
Not First Generation	128	78%	144	87%	125	76%
ALL	295	78%	331	87%	291	77%
Data is* not *weighted by full-time/part-time enrollment status						
Full Time	263	83%	274	86%	251	79%
Part Time	39	65%	54	90%	43	72%

I would recommend BBCC to a friend or family member.

	n	**Pct**
Data is weighted by full-time/part-time enrollment status		
Hispanic Female	62	97%
Hispanic Male	49	91%
Hispanic All	111	94%
White Female	109	99%
White Male	97	92%
White All	205	95%
First Generation	111	97%
Not First Generation	158	94%
ALL	359	95%
Data is* not *weighted by full-time/part-time enrollment status		
Full Time	301	93%
Part Time	57	98%

My entire educational experience at BBCC is *good* or *excellent.*

	n	**Pct**
Hispanic Female	60	94%
Hispanic Male	47	87%
Hispanic All	107	90%
White Female	101	92%
White Male	94	88%
White All	195	90%
First Generation	160	92%
Not First Generation	152	90%
ALL	342	90%
Full Time	287	89%
Part Time	54	93%

Small group numbers in table may not equal "all" numbers due to rounding of decimals.

Big Bend COMMUNITY COLLEGE

Institutional Research and Planning

2015 CCSSE General Data Summary

9/8/2015

How much has BBCC contributed to your knowledge, skills, and personal development in the following areas (*quite a bit* or *very much*):

	Acquiring a broad general education		Writing clearly and effectively		Speaking clearly and effectively		Thinking critically and analytically		Solving numerical problems		Using computing and information technology		Understanding people of other racial and ethnic backgrounds	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status														
Hispanic Female	55	87%	55	87%	53	84%	58	92%	55	89%	45	71%	47	75%
Hispanic Male	45	83%	35	65%	34	63%	35	65%	34	63%	31	57%	26	48%
Hispanic All	100	85%	90	76%	87	74%	94	80%	89	76%	76	64%	73	62%
White Female	83	76%	74	68%	64	59%	83	76%	81	74%	61	56%	52	48%
White Male	69	66%	59	56%	50	47%	66	62%	68	64%	56	53%	41	39%
White All	153	71%	133	62%	114	53%	150	70%	149	69%	118	55%	93	43%
First Generation	95	83%	88	77%	75	65%	88	77%	92	80%	70	61%	59	51%
Not First Generation	125	76%	107	64%	89	54%	124	75%	114	69%	90	54%	76	46%
ALL	293	77%	257	67%	231	61%	283	74%	272	72%	223	59%	191	51%
Data is* not *weighted by full-time/part-time enrollment status														
Full Time	259	81%	225	70%	213	67%	250	78%	230	72%	196	61%	175	55%
Part Time	40	67%	36	60%	27	45%	39	65%	42	70%	31	52%	23	38%

***Rarely/Never* use the following services:**

	Academic advising		Career Counseling		Peer or other tutoring		Skill labs (writing, math, etc.)		Financial Aid advising		Student organizations	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status												
Hispanic Female	16	26%	28	45%	22	36%	13	21%	16	26%	28	45%
Hispanic Male	15	28%	25	46%	13	24%	12	22%	15	29%	19	37%
Hispanic All	30	26%	53	46%	35	30%	25	22%	30	27%	47	41%
White Female	38	35%	51	46%	46	42%	36	33%	20	18%	60	55%
White Male	35	33%	45	43%	37	36%	34	33%	30	29%	52	50%
White All	73	34%	96	45%	83	39%	70	33%	50	23%	112	53%
First Generation	30	26%	47	42%	36	32%	27	24%	24	21%	55	49%
Not First Generation	60	36%	77	47%	58	35%	56	34%	49	30%	80	49%
ALL	118	31%	165	44%	129	34%	105	28%	94	25%	171	46%
Data is* not *weighted by full-time/part-time enrollment status												
Full Time	90	28%	141	44%	113	36%	87	28%	83	26%	139	44%
Part Time	23	38%	25	42%	18	31%	17	29%	13	22%	29	49%

Small group numbers in table may not equal "all" numbers due to rounding of decimals.

2015 CCSSE General Data Summary

How satisfied are you with the following services at BBCC?

	Academic advising				Career counseling				Peer or other tutoring				Skill labs (writing, math, etc.)				Financial Aid advising				Student organizations			
	Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied		Very Satisfied		Somewhat Satisfied	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status																								
Hispanic Female	35	63%	21	38%	22	44%	22	44%	22	48%	16	35%	31	66%	11	23%	33	61%	13	24%	15	38%	22	55%
Hispanic Male	22	45%	23	47%	16	36%	21	47%	20	49%	16	39%	21	51%	13	32%	21	49%	20	47%	10	29%	16	46%
Hispanic All	56	54%	44	42%	38	40%	43	45%	42	48%	32	36%	53	60%	24	27%	54	56%	33	34%	25	33%	38	51%
White Female	42	43%	50	52%	25	37%	29	43%	37	51%	27	37%	49	65%	21	28%	50	63%	20	25%	29	49%	18	31%
White Male	34	47%	34	47%	20	39%	28	55%	18	38%	26	54%	31	51%	29	48%	25	42%	30	50%	6	15%	29	71%
White All	76	45%	83	49%	45	38%	57	48%	55	45%	53	44%	80	59%	49	36%	75	53%	50	35%	35	35%	48	48%
First Generation	48	50%	47	49%	28	36%	36	47%	44	54%	28	35%	55	65%	22	26%	59	61%	30	31%	22	34%	31	48%
Not First Generation	62	46%	65	48%	41	44%	43	46%	39	44%	43	49%	52	50%	46	44%	42	42%	37	37%	20	29%	41	59%
ALL	151	48%	148	47%	93	39%	111	47%	111	46%	102	43%	152	60%	82	32%	147	55%	89	33%	66	34%	97	51%
Data is not weighted by full-time/part-time enrollment status																								
Full Time	139	52%	112	42%	86	42%	94	46%	96	47%	86	42%	130	60%	75	35%	138	58%	73	31%	63	37%	86	50%
Part Time	18	37%	29	59%	11	31%	17	49%	16	44%	16	44%	23	61%	10	26%	16	42%	15	39%	7	27%	13	50%

How likely is it that the following would cause you to withdraw from class or from BBCC (*very likely* or *likely*):

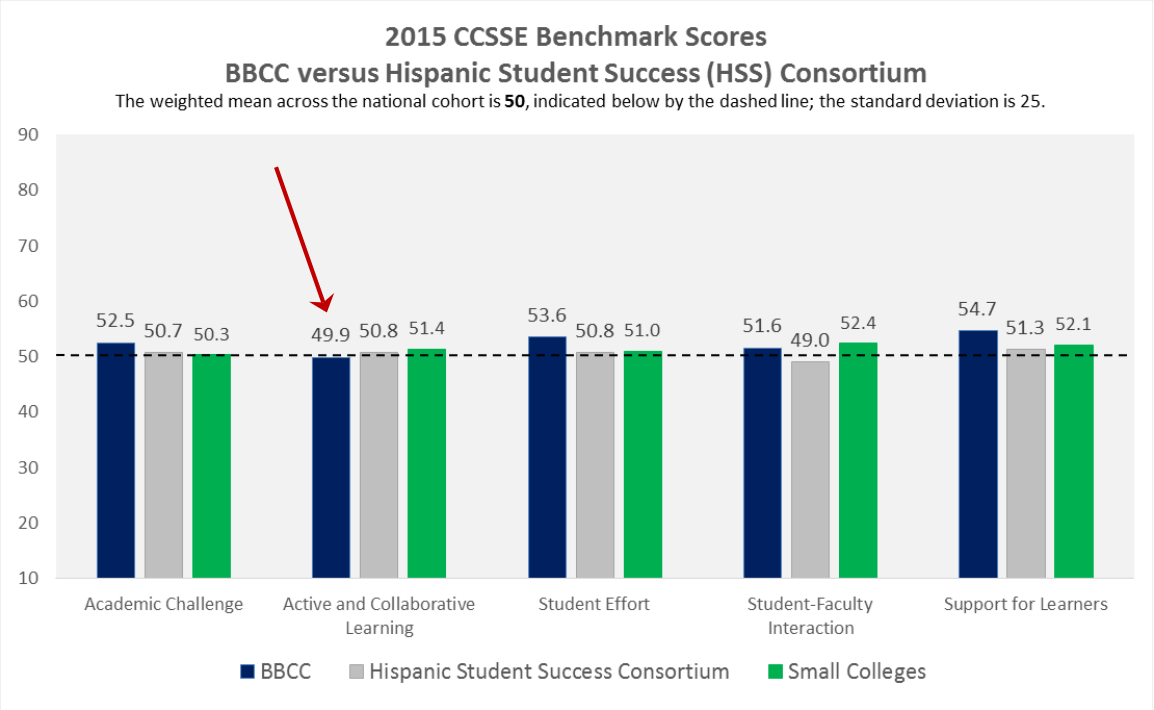
	Working full-time		Caring for dependents		Academically unprepared		Lack of finances		Transfer to a 4-year college	
	n	Pct	n	Pct	n	Pct	n	Pct	n	Pct
Data is weighted by full-time/part-time enrollment status										
Hispanic Female	34	54%	32	51%	24	39%	43	68%	27	43%
Hispanic Male	29	54%	18	33%	12	22%	32	59%	26	48%
Hispanic All	63	53%	50	42%	36	31%	74	63%	53	45%
White Female	41	37%	35	32%	15	14%	66	61%	49	45%
White Male	33	31%	26	25%	13	12%	43	41%	48	45%
White All	74	34%	61	28%	28	13%	109	51%	97	45%
First Generation	46	40%	40	35%	20	18%	75	65%	52	45%
Not First Generation	59	36%	47	28%	24	14%	75	45%	90	54%
ALL	152	40%	125	33%	68	18%	202	53%	178	47%
Data is not weighted by full-time/part-time enrollment status										
Full Time	113	35%	96	30%	63	20%	173	54%	161	50%
Part Time	31	53%	24	41%	8	14%	30	51%	23	39%

Small group numbers in table may not equal "all" numbers due to rounding of decimals.

2015 CCSSE Benchmark Scores – HSS Consortium

In 2015, BBCC was part of a *Hispanic Student Success (HSS)* consortium. Colleges eligible to participate in this consortium were those designated as Hispanic-Serving Institutions (HSI) and/or held membership in the Hispanic Association of Colleges and Schools (HACU). BBCC has HSI designation, meaning that more than 25% of our students in degree-seeking programs are Hispanic.

The chart below compares our benchmark scores to those of the HSS consortium and other small colleges comparison groups. BBCC outperforms the HSS consortium on all but one benchmark – **Active and Collaborative Learning**: *Students learn more when they are actively involved in their education and have opportunities to apply what they have learned. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems*. BBCC scored lower than all groups in this case, indicating that our students (or certain groups of students) are less actively involved in their learning and/or real-life application thereof. Detailed results of questions that comprise this benchmark can be found on page 3 of this summary. The data on page 3 indicate that ***Hispanic Males*** and ***Part-Time Students*** are groups that are consistently less engaged in the classroom and with other students, accounting, in large part, for the underperformance on the Active and Collaborative Learning benchmark.



Appendix E

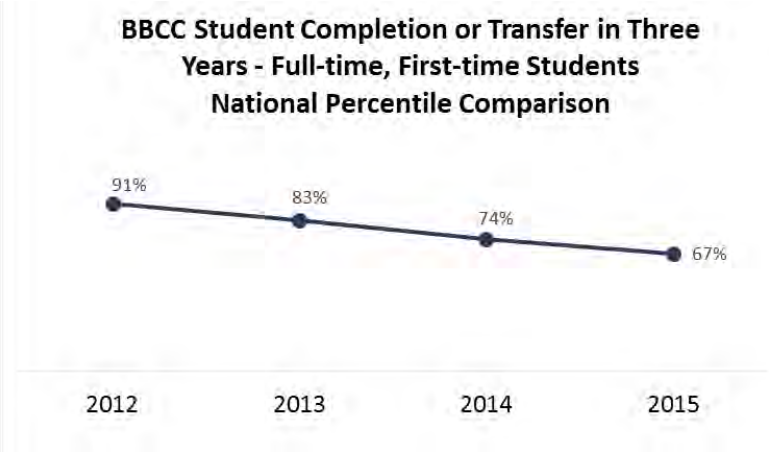
National Community College Benchmark Project (NCCBP) 2015 Summary

NCCBP is the largest benchmarking initiative for two-year institutions in the United States. The research is conducted by the National Higher Education Benchmarking Institute at Johnson Community College, Kansas. In 2015, 248 institutions participated in the study.

During the period reported, 80% of BBCC's students were first-generation college students (98th percentile) and 50% were Pell recipients (68th percentile), two primary characteristics linked to decreased student success. Despite this, BBCC performance in various areas of student achievement were considered college strengths by the NCCBP in 2015. The NCCBP defines a college strength as a rank at or above the 85th percentile nationally.

Student Success:

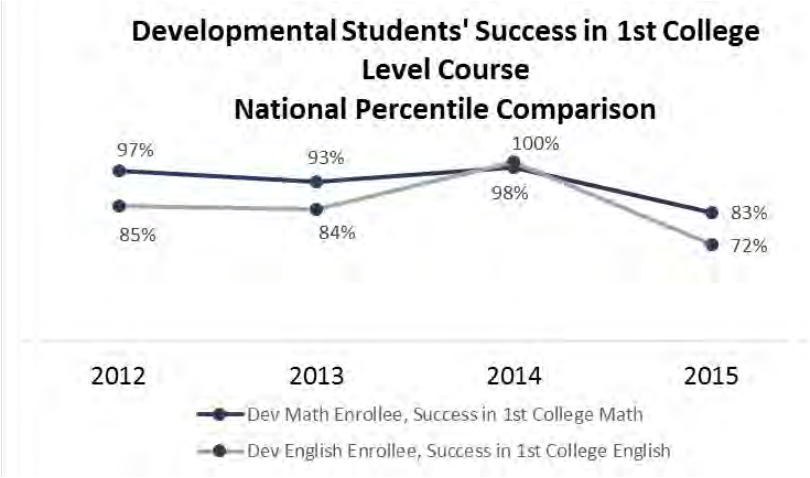
The foundation of student success begins with student learning and success in the classroom. The first chart demonstrates how BBCC students' success in their classes compares to students' success at other community colleges. The second chart demonstrates BBCC's students' three-year completion rates compared to other colleges. While we can be pleased that BBCC's completion rates are significantly better than other community colleges (90th percentile for full-time students), the completion rate is 34%, leaving much room for improvement in this area. Additionally, when we include transfer with completion rates, we see a clear downward trend (see chart on next page).



Not only has our percentile ranking dropped from the 91st in 2012 to the 67th in 2015, but the actual percentage of students in this group completing or transferring is also declining. This indicates that other colleges in the NCCBP study are not simply improving their completion or transfer rates and, thus, "bumping" us down in rank. Rather, the decline in ranking reflects the decline in student success in this category.

Success after Developmental Education:

Successfully completing developmental courses and moving into college-level courses is key to students' academic progress and success. Nationally, BBCC ranks at the 93rd percentile for students successfully completing developmental math courses and at the 98th percentile for success in developmental English, but how do these students perform in their first college-level classes? The chart below shows that BBCC is doing well at moving students successfully through their first college-level math (83rd percentile). Our percentile ranking dropped in developmental students' success in first college-level English (100th percentile in 2014 to 72nd percentile in 2015; however, we need to continue to track this over time to determine if this is a real trend or simply a one-year anomaly.



Community Outreach:

The benchmark measuring high school graduates enrolling at Big Bend the following fall has been under the 30th percentile in all four years that BBCC has participated in this study. Although low on this measure, additional data from the Washington State Research & Data Center provides BBCC with insight into outreach efforts at specific schools. For example, nearly 50% of recent Moses Lake High School graduates who attended college enrolled at BBCC. Additionally, over 50% of college-going graduates from Warden High School enrolled at Big Bend and 35%-40% of the same group enrolled from Ephrata High School.

Comparison Data:

The table on page 3 illustrates BBCC reported values and rankings from 2012 through 2015 on select measures.

Appendix F

Big Bend Community College
General Education and Program Outcomes
Annual Faculty Assessment Report

2014-2015

Ryann Leonard, Assessment Chair

Overview

Big Bend Community College works hard to provide an environment where our students achieve and succeed in meeting whatever educational goals they set for themselves. Some students seek personal enrichment. Some desire to improve their job-related skills and some are seeking a degree so that they can transfer to a university or start a career. One way we can help students meet their goals is by engaging in continual assessment of our general education and program specific outcomes. The following report is a summary of progress over the past year.

The first part of the report is a review of our General Education Outcomes and related analysis. The second part of the report is a review of program specific outcomes related to our Professional Technical Programs. The third part of the report is our 2014 – 2015 completed plans for each academic and professional technical department.

Part One: General Education Outcomes

Big Bend Community College believes that students who graduate from an academic pathway will demonstrate certain general education outcomes as part of their degree plan. These outcomes center on writing ability, mathematical reasoning, problem solving, interpretation of information, and culture. (See the General Education Outcomes listed below.)

There were two goals regarding general education outcomes. First, faculty were tasked with meeting the most recent accreditation recommendations. Specifically, "The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)". To address this, at the Spring 2013 faculty in-service, most academic faculty reviewed their courses and listed the top 5 general education outcomes addressed within those courses (See 2012-2013 report). We believe that with the changes made for the 2013-2014 and 2014-2015 assessment that these two recommendations are met. The second goal was for faculty to tie the general education outcomes to their department and course level assessment outcomes. All faculty completed this goal for the 2014 – 2015 academic year. The general education outcomes addressed are discussed in detail below.

Accreditation Recommendations

Related to the first goal is the question of whether students graduating from Big Bend Community College will have assessable documentation of degree learning outcomes. In an attempt to address this question, the top 30 enrolled courses were identified and their corresponding data was extracted from the matrix developed at the Spring 2013 in-service. The top 30 enrolled courses were chosen with the belief that high enrollment in a course means that the course is part of most degrees completed. From the top 30 courses, 21 of them were college-level courses or courses for which we had general education data. The courses cover a good representation of distribution areas required for the degree (i.e., Humanities, Social Sciences, and Math/Science). Four of the courses were college-level courses (BUS 120, CDL 100, FAD 150, NUTR& 101, PEH 100) but they are courses that are typically taught by part-time instructors or only part of one program and we have no general education data for these courses. Four of the courses were pre-college level courses that many of our students take. For the second year in a row these pre-college courses appear in the list for the top 30 enrolled courses. Last year they were not included in the analysis. This year they are included so we can track the courses to see if they show up in the list continually. It is likely that several Gen Ed outcomes are covered in these courses and perhaps they should be included in our analysis. The courses are ENGL 099, Math 094, Math 096, and Math 098. These courses are not a part of the degree plan but they do influence student learning and provide a foundation for success in future courses.

The data appears to show that students will encounter the majority of the general education outcomes as they complete their transfer degree (See Table 1). The data also show that there are a few general education outcome criteria that students are less likely to perform

- 2.b. Understand and use statistical information,
- 2.c. Understand geometrical concepts,
- 3.d. Generate multiple and diverse perspectives in trying to solve the problem,
- 3.e. Recognize extraneous information,

If the top 30 courses are a true representation of the most likely encountered courses, then the data may indicate that graduates are not being exposed to all of the general education outcomes. We may want to reconsider whether some of the outcomes should truly remain on the list. Further, if the majority of students enroll in certain pre-college level courses (e.g., Math 94 - 98) then perhaps we should assign general education outcomes to them and include them in the overall assessment of a student's degree. This might also address those lesser encountered outcome criteria.

GENERAL EDUCATION OUTCOMES

1. Students will be able to write clearly and effectively.

1.a. Clarity
1.b. Logical flow from point to point
1.c. Sound support of assertions
1.d. Creative or divergent thinking
1.e. Adhere to conventions of standard written English
1.f. Sources adhere to citation/reference formats

2. Students will be able to reason mathematically.

2.a. Interpret information in graph form
2.b. Understand and use statistical information
2.c. Understand geometrical concepts
2.d. Work with numerical and algebraic relationships

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

3.a. Define the problem
3.b. Break it into steps
3.c. Draw logical conclusions
3.d. Generate multiple and diverse perspectives in trying to solve the problem
3.e. Recognize extraneous information
3.f. Follow directions and fulfill the expectations of the assignment

4. Students will be able to gather and interpret information.

4.a. Distinguish between well-supported and unsupported claims
4.b. Make comparisons and draw contrasts
4.c. Recognize the points of an issue or claim
4.d. Access multiple sources of information

5. Students will be able to define and articulate personal, historical, global and workplace/community aspects of culture.

5.a. Define and articulate an objective sense of personal culture as it relates to external cultures.

5.b. Define and articulate historical aspects of cultures using appropriate vocabulary and examples.

5.c. Define and articulate meaningful aspects of global cultures using appropriate vocabulary and examples.

5.d. Define and articulate concepts related to the culture of the workplace and community.

Table 1. Top 30* Enrolled Academic College Level Transfer Courses and Top Gen Ed Outcomes Covered in Those Courses

	1. Write clearly and effectively						2. Reason mathematically				3. Solve problems combining and applying knowledge from multiple sources						4. Gather and interpret information				5. Define and articulate personal, historical, global and workplace/ community aspects of culture				Enrollment Numbers
	a	b	c	d	e	f	a	b	c	d	a	b	c	d	e	f	a	b	c	d	a	b	c	d	
BIOL 100							5					3	4					1	2						212
BUS 120	NO DATA																								144
CDL 100	NO DATA																								126
CHEM 121							3		4		1	5	2												204
CJ 101			2	4								5						3		1					200
CMST 220			1	2													3	4	5						502
CSS100	4						5				1						2				3				469
ENGL 099	NO DATA																								334
ENGL 101	4	3	2		1	5																			842
ENGL 102			3		2	1								4		5									486
ENVS 100			5				3				1		4						2						147
FAD 150	NO DATA																								223
HIST 136		5			4								3						2			1			204
HIST 137		5			4								3						2			1			122
MATH 094	NO DATA																								365
MATH 096	NO DATA																								435
MATH 098	NO DATA																								424
MATH 107							2	3		1		4	5												140
MATH 141							2			1		3	4			5									284
MATH 142							2			1		3	4			5									126
MATH 146							3	1		2			4			5									284
NUTR& 101	NO DATA																								280
PEH 100	NO DATA																								327
PHIL 101											1	2	3				4		5						150
PHIL 120							2			1		4	3										5		165
POLS 202					5									4					3	2	1				157
PSYC 100				2												1	3	4					5		418
SOC 101	1																2				5	4	3		324
SPAN 121		5																			3	1	2	5	176
SPA 122		5																			3	1	2	5	126

Note: The top 30 enrolled courses were queried; however, 9 of the courses were either pre-college level or were college level courses for which no General Education data was collected. Additionally, numbers within the columns indicate the degree to which the outcome is believed to be covered in the course with 1 being the most addressed outcome in the course.

General Education Requirements by Department

Included in part three of our report are the annual assessment reports and narratives from each department on campus for the 2014 -2015 academic year. As you can see there are a variety of assessment outcomes, techniques, and ideas that take place across campus. These outcomes are focused specifically on assessing student learning, program success, and faculty curiosity regarding their students, courses and programs.

For 2014- 2015, our academic faculty refined their assessment goals to more clearly include general education outcomes. Several of the departments successfully included these goals and outcomes and others are still working to refine their assessment.

Our General Education Outcomes consist of 5 primary outcomes with 24 specific criteria divided among the 5 outcomes. For the 2014-15 academic year, departments reported 61 assessments of the various outcomes and specific criteria. This is lower than last year's assessments of 72 but more than double the number of assessments during the first year (2013-2014; 30 assessments). Out of the 61 reported assessments, 53 reported that specific benchmarks had been established for the assessments. This is down from 57 benchmarked assessments from last year but the overall proportion of benchmarked assessments increased for this year. Of those 53 benchmarked assessments, 48 reported successful achievement of the outcome, for an overall success rate of 91%.

Of the five Gen Ed outcomes, all were assessed at some level. Of the 24 specific criteria related to the five outcomes, 23 out of 24 criteria were explicitly assessed, or 96% of the criteria were assessed. Last year only 88% were assessed and 58% the year before. This shows a dramatic improvement in two year trends. The only outcomes not assessed this year are 2c. It should be noted that outcome 2c is not represented in any of our academic courses. It was discussed that this outcome should be removed from the General Education Outcomes.

The summary below is drawn from the assessment reports submitted by all instructional departments and programs. When a specific outcome was not stated the assessment chair reviewed the data provided and tried to determine which outcomes were addressed. For further information on any of these results, see the department reports in part three below.

1. Students will be able to write clearly and effectively.

- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.

1.a. Clarity

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

- Chemistry reports that 71% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Communications reports that 100% of their students accomplished this outcome. The benchmark was 90%.
- Developmental English reported 83% and 95% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.
- Foreign Language reports that 100% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

1.b. Logical flow from point to point

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 83% and 95% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- Foreign Language reports that 100% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

1.c. Sound support of assertions

- Chemistry reports that 71% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Communications reports that 96% of their students accomplished this outcome. The benchmark was 80%.
- Developmental English reported that 95% of students met this outcome. The benchmark was 80%.

1.d. Creative or divergent thinking

- Developmental English reported that 76% of students met this outcome. The benchmark was 80%.

1.e. Adhere to conventions of standard written English

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported that 76% of students met this outcome. The benchmark was 80%.

- **1.f. Sources adhere to citation/reference formats**
  - English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.

2. Students will be able to reason mathematically.

2.a. Interpret information in graph form

- Biology reports that an average of 90% of students from different classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

- Math reports that 89% of students achieved this outcome, with a benchmark of 75%.
- Philosophy reports that 82% of students achieved this outcome, with a benchmark of 75%.
- Physics reports that 90% of students were able to graph data correctly, but only 60% of students were able to successfully make predictions based on that data. The benchmark was 75%; the benchmark was reached on the less complex part of the task, but results were lower on the more complex part of the task.

2.b. Understand and use statistical information

- Math reports that 67% of students achieved this outcome, with a benchmark of 75%.

2.c. Understand geometrical concepts

- No specific assessment reported.

2.d. Work with numerical and algebraic relationships

- Biology reports that 90% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Math reports that 67% of students achieved this outcome, with a benchmark of 75%.

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

- Psychology reports that students who completed weekly summaries of the course content performed better on this outcome, 83% vs 78%.

3.a. Define the problem

- Biology reports that 95% of students from one class accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 83%, 95%, and 76% of students met this outcome in three different courses. The benchmark was 70%, 80% and 80% respectively.

3.b. Break it into steps

- Chemistry reports that 61% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Developmental English reported 83% and 95% in two courses. The benchmark was 70% and 80% respectively.

3.c. Draw logical conclusions

- Chemistry reports that 61% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Biology reports that an average of 90% of students from different classes accomplished this outcome on a series of different assessments. The benchmark was 75% of students demonstrating the outcome successfully.

3.d. Generate multiple and diverse perspectives in trying to solve the problem

- Biology reports that an average of 95% of students from one class accomplished this outcome on a specific assessment. The benchmark was 75% of students demonstrating the outcome successfully.

3.e. Recognize extraneous information

- Biology reports that an average of 95% of students from one class accomplished this outcome on a specific assessment. The benchmark was 75% of students demonstrating the outcome successfully.

3.f. Follow directions and fulfill the expectations of the assignment

- Biology reports that 84% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 94% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 90% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 86% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.

4. Students will be able to gather and interpret information.

- Criminal Justice reports that 88% of students accomplished this outcome. The benchmark was 75% for each assessment.
- History reports that 87% of students accomplished this outcome in multiple assessments. The benchmark was 75%.
- Psychology reports that students who completed weekly summaries of the course content performed better on this outcome, 83% vs 78%.

4.a. Distinguish between well-supported and unsupported claims

- Developmental English reported 83% of students met this outcome. The benchmark was 70%.

4.b. Make comparisons and draw contrasts

- Biology reports that an average of 86% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 84% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 95% of students met this outcome. The benchmark was 80%.

4.c. Recognize the points of an issue or claim

- Criminal Justice reports that 88% of students accomplished this outcome. The benchmark was 75%.

4.d. Access multiple sources of information

- Biology reports that 75% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that 95% of students from one class accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

- Biology reports that 90% of students from one class accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Criminal Justice reports that 89% of students accomplished this outcome. The benchmark was 75%.

5. Students will be able to define and articulate personal, historical, global and workplace/community aspects of culture.

- Anthropology 100 reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.
- Art reports that on average 50% of students in Art 216, 217, and 218 are meeting the objective to define and articulate all aspects of Outcome 5.
- Sociology 101 reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.

5.a. Define and articulate an objective sense of personal culture as it relates to external cultures.

- Spanish reports an assessment of this outcome with a benchmark of 75%.
    - Spanish 121 achieved 68% success
    - Spanish 122 achieved 85% success
    - Spanish 123 achieved 81% success

5.b. Define and articulate historical aspects of cultures using appropriate vocabulary and examples.

- Spanish reports an assessment of this outcome with a benchmark of 75%.
    - Spanish 121 achieved 68% success
    - Spanish 122 achieved 85% success
    - Spanish 123 achieved 81% success

5.c. Define and articulate meaningful aspects of global cultures using appropriate vocabulary and examples.

- Anthropology 100 reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.
- Spanish reports an assessment of this outcome with a benchmark of 75%.
    - Spanish 121 achieved 68% success
    - Spanish 122 achieved 85% success
    - Spanish 123 achieved 81% success
- Religious Studies reports that 89% of students achieved this outcome; the benchmark was 75%.

5.d. Define and articulate concepts related to the culture of the workplace and community.

- Spanish reports an assessment of this outcome with a benchmark of 75%.
    - Spanish 121 achieved 68% success
    - Spanish 122 achieved 85% success
    - Spanish 123 achieved 81% success

General Conclusions:

- The number of specific assessments of General Education outcomes collected remains high and in comparison with 2013-2014 numbers.

- Assessment data was collected for all 5 General Education outcomes; assessment data was collected for 23 out of 24 (96%) of the specific criteria listed under each outcome. This is an increase of 8% over the previous year.
- Of the assessments collected (N=69), 88% were benchmarked assessments (compared to 82% last year), with 12% of assessments being either qualitative (7%), comparative (3%), or quantitative with no specific benchmark (2%)
- Of the benchmarked assessments, 89% met the benchmarks
- In 2014-15, institutional data shows that 77% of students overall met the success benchmark of earning a 2.0 grade or better per course. Eighty percent of students in traditional, face-to-face classes, 75% of students online, 73% in Hybrid, and 76% of Web-enhanced met the 2.0 benchmark. This would seem to affirm that the results of our assessment data are approximately equivalent to the grade data we are seeing institutionally.

Part Two: Program Outcomes for Professional Technical Education
Spring, 2014

For 2014- 2015, our academic faculty continued to refine their assessment goals to more clearly include general education outcomes and professional technical faculty identified student level learning outcomes in addition to their program level outcomes. Several of the departments successfully included these goals and outcomes and others are still working to refine their assessment.

In conjunction with their Advisory Boards, our Professional Technical Faculty develop program outcomes that identify or state what the students are supposed to know or do when they graduate from the program. The current outcomes for each of our Professional Technical Programs are listed below. The Outcomes are further labeled by the type of outcome they are – Program (PO), Course (CO), or Student Learning Outcome (SLO). For the 2014-2015 academic year, faculty in these areas were asked to assess at least one PO and one SLO. All programs assessed at least one SLO and one PO except Industrial Systems Technology, which needed an SLO. Of the assessed outcomes, our faculty assessed 24 POs, 18 SLOs, and 3 COs. Many of the assessed outcomes were directly related to the Program Outcomes listed below. Additional assessment outcomes looked at specific skills students achieved in a program or how many students completed a specific level of a program.

Accounting Outcomes for Students completing an Associate Degree
1. Graduates of the program will be successfully employed in an accounting or accounting-related position. (PO)
2. Graduates of the program will know how to apply related accounting knowledge such as taxation, payroll, and proper application of Generally Accepted Accounting Principles (GAAP) in performing accounting/bookkeeping functions/work. (SLO)

Automotive Technology Program Outcomes for Students completing an Associate Degree
1. Graduates of the program will be employed in transportation or transportation related field. (PO)
2. Graduates of the program will be prepared to successfully pass the ASE exams. (PO)
3. Graduates of the program understand and apply safe working practices and properly handle hazardous materials. (SLO)

Aviation Outcomes Program Outcomes for Students completing an Associate Degree
1. Students who successfully complete stage 3, shall obtain a FAA Private Pilot Certificate.
2. Students who successfully complete stage 6, shall obtain a FAA Instrument Pilot Certificate.
3. Students who successfully complete stage 7, shall obtain a FAA Commercial Pilot Certificate.

Aviation Maintenance Technology for Students completing an Associate Degree

1. Graduates of the AMT program will be able to meet or exceed the knowledge levels as outlined in the Code of Federal Regulations Title 14 Part 147 Appendix A, B, C, and D for General, Airframe, and Powerplant. (SLO)
2. Graduates of the AMT program will be able to successfully complete a FAA Written, Oral, and Practical certification exam to the level outlined in the Code of Federal Regulations Title 14 Part 147 Appendix A, B, C, and D for General, Airframe, and Powerplant. (PO)
3. Graduates of the AMT program will be able to successfully get and hold a job or continue their education. (PO)

Business Information Management for Students completing an Associate Degree
1. Exhibit initiative, dependability, integrity, and a high-quality work ethic. (SLO)
2. Be an MOS certified user of the current version of MS Office (CO)
3. Write, speak, and present information effectively (SLO)
4. Identify the interpersonal and ethical attributes needed for success in the profession (SLO)

Commercial Driver's License Outcomes
1. Students, who successfully complete the program, will have the skills to be employed in the trucking industry.
2. Students, who successfully complete the program, will have obtained the skills to pass the State CDL Exam. (PO)

Early Childhood Education Program Outcomes for Students completing an Associate Degree
1. Understand how children acquire language and creative expression and develop physically, cognitively and socially. (SLO)
2. Establish an environment that provides learning experiences to meet children's needs, abilities and interests. (SLO)
3. Observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental needs. (SLO)
4. Develop strong relationships with families and work collaboratively with agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education. (SLO)
5. Establish and maintain an environment that ensures children's safety, health and nourishment**.** (SLO)
6. Establish supportive relationships with children and guide them as individuals and as part of a group. (SLO)
7. Establish, implement, evaluate and analyze an early care and education setting**.** (SLO)
8. Serve children and families in a professional manner and participate in the community as a representative of early care and education. (SLO)

Industrial Systems Technology Program Outcomes for Students completing an Associate Degree

1. Graduates of the program will be gainfully employed in a position related to IST.
2. Graduates of the program will be able to safely apply sound maintenance procedures to related industrial equipment. (SLO)

Medical Assistant Outcomes for Students completing an Associate Degree

1. Demonstrate clear, effective communications with patients and members of the healthcare team in a variety of structured settings. (SLO)
2. Demonstrate cultural competency when caring for patients experiencing selected health deviations. (SLO)
3. Prioritize, organize, and complete assignments in a timely manner as directed by the delegator. (SLO)
4. Demonstrate professional behavior consistent with standards of performance appropriate to the Medical Assistant. (SLO)
5. Consistently communicate information in the clinical setting in a relevant, concise, accurate, and clear manner. (SLO)
6. Develop teaching materials and conduct patient teaching within defined role. (SLO)
7. Demonstrate delegated skills and procedures with the highest standard of competency. (SLO)
8. Deliver a sound professional attitude and demonstrate professional behavior when caring for patients and working with your delegator as well as other healthcare professional at all times. (SLO)

Nursing Outcomes for Students completing the Associate Degree

1. Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team. (SLO)
2. Deliver safe and effective physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings. (SLO)
3. Plan, initiate, and evaluate patient teaching including assessment of current knowledge, use of appropriate materials and techniques. (SLO)
4. Demonstrate clinical decision-making from a theoretical knowledge base utilizing the nursing process to develop patient care plans that ensure safe, effective care in a variety of settings. (SLO)
5. Assume responsibility and accountability in the practice of registered nursing as defined by the professional standards and codes of nursing. (SLO)
6. Participate as a member of the healthcare team for educational and institutional growth. (SLO)

Welding Program Outcomes for Students completing an Associate Degree

1. Graduates of the program demonstrate safe shop practice by safely using basic tools and equipment. (SLO)
2. Graduates of the program demonstrate competent cutting procedures and correct operation of equipment. (SLO)
3. Graduates of the program apply a variety of welding techniques competently. (SLO)
4. Graduates of the program display knowledge of welding information. (PO)

Part Three: Completed 2014-2015 Assessment Reports

Below are the completed 2014-2015 assessment reports. For those instances where specific outcomes were not identified by the department, the Assessment Chair attempted to appropriately label the assessed outcome.

Annual Assessment

Department: Accounting/Business **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Accounting Technician (Prof/Tech)	60% of students graduating from the Accounting Technician Program will be employed successfully.(PO)	State Board Estimated Employment Report	37% of Accounting Tech students were employed—per the most recent (2012-2013) Estimated Employment Report.
Accounting/Business	Students will know how to apply related accounting knowledge such as taxation, payroll, and proper application of GAAP in performing accounting/bookkeeping functions/work.(SLO)	Pre-Post Tests	58% of Accounting/Business students arrived at the correct figure in the pre-post test—given in the Winter 2015 quarter.
Business	Students will know by the end of the year which components of the curriculum assisted their learning process the most. (SLO)	Survey	The students replied to the affirmative, more than 70%, that they were happy with 5 of the 6 major methods and tools used in teaching the course during the quarter.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

OUTCOME 1: 60% of students graduating from the Accounting Technician Program will be employed successfully.

- **What you did to assess your course**

The Accounting Technician (AT) program uses the Estimated Employment rates for completers of the AT program. The most current (2012-13) Estimated Employment Rates for the AT program were 37% as provided by the Data Linking for Outcomes

Assessment. This information is provided by the State Board for Community and Technical Colleges which links Unemployment Insurance Data for WA, OR, ID, MT and AK.

- **What you expected to find.**

Students graduating from our AT program will be hired at a rate equal to or above the rate expressed in our desired outcome.

- **What the results actually showed.**

The results showed that our graduates are not being gainfully employed at a rate above our expected outcome.

- **What conclusions do you draw from these results.**

The data is 2 years lagging but is the most current we have from the SBCTC. The local economy in 2012-2013 was still suffering the effects from the national and state economic recession that began in 2009. For the 2014-2015 plan, we bumped the goal down by 10% to the new goal of 60% as the national and state economies did not begin a slight rebound until 2013. However, our actual employment numbers were much worse than we had estimated.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

We plan to keep our teaching techniques the same.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We will keep the goal at 60% because a year from now, we will be looking at 2013-2014 data, and the national and state economies continued to slightly improve in 2014. We will keep our assessment activities the same for this outcome.

OUTCOME 2: Students will know how to apply related accounting knowledge such as taxation, payroll, and proper application of GAAP in performing accounting/bookkeeping functions/work.

- **What you did to assess your course**

The Accounting Technician (AT) program uses pre-post tests as tools to assess this outcome. A pre-test was given to establish a baseline for evaluating students' knowledge of a particular accounting related topic/function. Then a post-test was given to evaluate students' learning and comprehension of selected topics, all of which relate to the work and functions performed within the accounting and bookkeeping career fields.

- **What you expected to find.**

Students will be able to comprehend and apply applicable accounting knowledge to the work-related tasks that they would be expected to perform.

- **What the results actually showed.**

On the pre-test, not one group arrived at the correct figure. On the post-test, 7 out of 12 groups arrived at the correct figure.

- **What conclusions do you draw from these results.**

Over the prior 2 years in which a pre-post test was given, the percentage of groups arriving at the correct figure in the post-test was between 45-55%. This time around, the percentage is closer to 58%. Although, we did see good improvement from the pre- to the post-test work, we need to continue to monitor this tool to see if it helps us with

what we are looking for. The results from prior years' consistently indicate a pattern that the AT faculty are successfully helping students learn and apply related accounting knowledge.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

Based upon this year's results, faculty will dedicate more class time and more emphasis will be given to the teaching and learning and application of GAAP which correlates with properly calculating Net Income.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We plan to implement and begin using a pre-post test in the ACCT&202 classes during 2015-2016 so we can hopefully gather data from two different classes.

OUTCOME 3: Students will know by the end of the year which components of the curriculum assisted their learning process the most.

- **What you did to assess your course**

In the past, a survey was administered the day prior to the final exam in the Intro to Business class (BUS&101). The survey used asked for essay-type responses.

- **What you expected to find.**

We feel we use good, sound methods and tools for teaching the related concepts of Accounting and Business. However, it is critical to know to what degree the students believe the methods we use are beneficial to their learning.

- **What the results actually showed.**

The students replied to the affirmative, more than 70%, that they were happy with 5 of the 6 major methods and tools used in teaching the course during the quarter.

- **What conclusions do you draw from these results.**

The students are mostly satisfied with the methods used during the delivery of the course. These methods, with the exception of a) required readings of the WSJ, and b) writing summaries of the WSJ articles, will be used again the next time this class is taught.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

Based upon this year's results, the most of the same methods will be used again the next time the class is taught.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We will keep our assessment activities the same for this outcome.

Annual Assessment

Department: Art **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
ART 216, 217, 218	80% of students will pass with a 3.0 or better Verifying their ability to define and articulate outcome 5	Exams and projects	Art 218= 52% Art 217=48% Art 216= 48%

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Not too happy with data results but various factors might contribute to the outcomes. Some of them include a greater number of Running Start students and a larger number of students per class. Art history classes include a number of interactive projects to illustrate or demonstrate the unit being covered. For example, in Art 218 which is a Modern Art course, a varied art style is demonstrated by the students with a studio project. This allows the student to more fully understand the thinking behind a style like Cubism. In Art 217 students were given the opportunity to be “curators” by figuring out who the artist was on examples of art they had not seen before. In Art 216 students measured out the dimensions of the Parthenon in a field to physically see the immensity of this ancient wonder. In each class students were encouraged to do research on individual artists. All these projects and many more allow the student to engage all their senses to understand the scope of human accomplishment in art. According to feedback from students it allowed them to engage in history in a way that was meaningful for them. Students who showed up to class, did assignments, and were engaged did the best.

Some changes this year include the following:

Art 218: online discussion will be changed to discussion in the classroom. Students will discuss key points of the lecture given earlier in the week to clarify and solidify the key points. Discussion will occur after a studio project to demonstrate and create continuity. ART 217 AND 216: quick quizzes after projects to identify how much understanding was achieved and other tweeking to projects specific to each time period.

Despite the low results I feel that we are sparking an interest in students to nurture their curiosity for other subjects. As teachers of foundation courses we hope to inspire students in their academic pursuits. We will continue to refine the projects and adding more when needed to further engage students.

Annual Assessment Results

Department: Automotive **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Automotive	75% of students who earned certificates, degrees, or 45 technical credits will be employed in the auto or related industry. (PO)	Employment Data form yearly survey.	87% of respondents are employed full-time. 13% are employed part-time.
Automotive	Work to increase the number of students who take the ASE certification exams by use of the new student tests. This will decrease travel and costs. (SLO)	Results from on-campus testing.	There are no results to report. On-line on-campus testing was not initiated last Fall.

Preparation for on-line on-campus testing was not completed in time for students to take advantage of the two testing windows available in the Fall and Spring. For this reason it was thought that the fees required to register may be wasted. Registration will begin in Fall 2015 for two windows of testing to begin in late Fall.

We are encouraged by employment numbers. We also know there is a lot of movement of employees from one shop to another, a trend that isn't as prevalent in larger markets. We receive requests for graduates to come work in the larger markets, but most graduates like to stay nearby. We believe that number changes in response to graduate's ages and family status.

Annual Assessment Results

Department: Aviation **Year: 2014-2015**

DEPARTMENT	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
Commercial Pilot -1	Aviation students will have 90% pass rates on FAA Flight Checks. (SLO)	Flight information on computer and in written records	90% pass rate on FAA Flight Checks
Commercial Pilot - 2	Aviation students will have a 70% pass rate on FAA Knowledge Tests. (SLO)	Knowledge test pass/fail rates and subject matter codes	86% pass rate on the FAA Knowledge Tests
Commercial Pilot - 3	90% of Aviation students will pass the required ground school classes. (PO)	Grade records collected by each ground school instructor	100% pass rate in the required ground school classes

Narrative:

- Findings used to upgrade training course outline every year.
- Pass/fail rates and subject matter codes are used to determine which areas are problematic for students.
- Gauge student knowledge of the Aviation Program's expectations and formulate solutions for positive outcomes.

Annual Assessment

Department: Aviation Maintenance **Year: 2014-2015**

DEPARTMENT	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
AMT – 1	90% AMT students who complete Airframe and/or Powerplant successfully pass the FAA Written, Oral and Practical Exams (SLO) (PO)	Instructor Records	Of the 20 AMT students that completed the FAA exams, three students failed one of the three FAA written exams and three students failed one of the three Oral and Practical exams. Two of the three students came back and successfully completed all FAA required Written, Oral and Practical Exams.
AMT – 2	Of all AMT students completing any FAA written exams, what is the subject matter codes that are most frequently missed. (SLO)	FAA Airmen knowledge test report	Identified 12 areas out of 274 which were missed by more than 60% of students.
AMT-3	Of all the AMT students that enter the AMT program with a English and or Math score lower than college level, what is the success rate of these students. (PO)	Instructor Records	We found no real significant difference between AMT students that scored a 95% or lower on the English placement exams or a 85% or lower on the Math placement exams. We will continue to monitor these numbers for any trends that will be helpful in the future.

It is the goal of the Aviation Maintenance Technology (AMT) program to have 90% of the AMT students who complete Airframe and/or Powerplant successfully pass the FAA Written, Oral, and Practical exams. Of the 20 AMT students that completed the FAA exams, three students failed the one of the three FAA written exams and three students failed one of the three Oral and Practical exams. Two students came back and successfully completed all FAA required Written, Oral and Practical Exams and all 20 students received FAA certification.

The AMT instructors also looked at the percentage of students completing the FAA written exams for find any subject areas that more the 60% of the students had trouble in. By reviewing the FAA written test results, and screening the subject codes we found that of the 274 different required subject areas only 9 were missed by more than 60% of

the students. As a result of this finding the AMT instructors will enhance the theory and lab instruction in these areas.

With the continued surveillance that the FAA performs on our AMT program and the severity of what a mistake could mean the AMT instructors are continually assessing and making adjustments to the AMT program. The AMT program operates under the guidance and surveillance of the Federal Aviation Administration and is required to follow an FAA approved curriculum manual.

The AMT program developed a student self-paced program that has allowed our students to move through the program at a fast pace (6 qtrs.) or at a slower pace in order to fulfill other obligations that they may have. As a result of this, the majorities of our students receive certificates of accomplishment and enter the work force rather than stay to earn the AAS degree.

Safety continues to be one of our biggest concerns this academic year. We will strive to write our safety procedures to help assure the safety of our students.

Annual Assessment

Department: Business Information Management **Year: 2014-15**

DEPT	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
BIM-1	Lab course grades 14/15 will remain level or improve over lab course grades 13/14 (PO)	Checklists 13/14 and 14/15	The overall average remains level 14/15 Average: 3.42 13/14 Average: 3.40
BIM-2	The percentage of credits completed will improve in the lab courses (PO)	Checklists 13/14 and 14/15	The percentage of credits completed did improve. 14/15- Students successfully completed 81% of credits registered 13/14 - Students successfully completed 74% of credits registered
BIM-3	75% or more of BUS121 students will perform at a 2.0 or better (CO)	Student grades	W15 – 48% (10 of 21) students earned a 2.0 or better. Sp15 – 57% (8 of 14) students earned a 2.0 or better.
BIM-4	All students starting and completing BIM280 modules will pass the MOS exams. (SLO) (CO)	Grades & MOS exam results	F14 – 1 of 6 students passed the MOS exam Sp15 – 3 of 4 students passed the MOS exam

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

BIM-1: The minimum competency for all BIM Lab courses increased from 1.5 to 2.0 beginning Fall13. Additionally, students had only four, rather than six, testing attempts to meet the course competency (with the exception of the keyboarding skill-based courses). It was expected that the changes will result in higher grades for all lab courses.

This is the third year we have measured this and the changes in the minimum competency for course completion does not appear to have an impact on the overall course grades.

BIM-2: The testing and minimum competency for the courses changed as noted in Outcome 1. Additionally, BIM101-Basic Keyboarding was changed from variable credit to a 2-credit course in 13/14 with required due dates and competency expectations rather than allowing the self-paced environment. These changes were completed to promote completion of credits.

Because the desired results did not materialize and students, overall, were not successful in earning both credits with the required scheduled dates, we offered the keyboarding course in the variable credit, self-paced environment for 14/15. The percentage of credits completed did improve and matches the percentage of credits completed in the year before the change in 12/13.

We will measure again in 15/16.

BIM-3: The outcome was not met in Winter15 or Spring15.

W15 – Of the 11 students scoring lower, 1 student never attended class and did not withdraw after the 2nd week of the quarter, and 7 students had poor attendance and missing assignments that attributed to the lower grade.

Sp15 –Of the six students scoring lower than the 2.0, poor attendance and missing assignments attributed to the lower grade.

This will be measured again in 15/16. This should be measured again after a full-time BIM instructor is hired.

BIM-4: This outcome was not met in F14 or Sp15. No records were available for W15.

F14 – only 1 of 6 students started and successfully completed credits (6 credits started) and passed the MOS exam (1 MOS exam passed).

Sp15 – only 3 of 4 students started and completed credits (5 credits started) and passed the MOS exam (4 MOS exams passed).

This will be measured again in 15/16. It should also be measured again for the new course (BIM285) in 16/17 as the process and requirements will change for the BIM program students.

Annual Assessment

Department: Biology **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Biology – 1	75% of students enrolled in BIOL& 241 or BIOL& 260 will state that BIOL& 211 prepared them very or moderately effectively for their current course.	Biology Student Assessment Survey collected at quarter's end in BIOL& 241 and BIOL& 260	89% of students enrolled in BIOL& 241 or BIOL& 260 stated that BIOL& 211 prepared them very or moderately effectively for their current course.
Biology – 2	75% of students in BIOL& 241 or BIOL& 260 who completed BIOL& 211 at BBCC with a grade point of 2.0 or better will achieve at least a 2.0 in those classes.	Compare database of BIOL& 211 grades to database of BIOL& 241 & BIOL& 260 grades.	80.6% of students who successfully completed BIOL& 211 at BBCC, successfully completed BIOL& 241 or BIOL& 260. (Of the students who did not successfully complete BIOL& 241 or BIOL& 260, 92.3% repeated or received below a 2.5 in BIOL& 211. 96.8% of students who successfully completed BIOL& 211 at BBCC with a 2.5 or better without repeating also successfully completed BIOL& 241 or BIOL& 260.
Biology – 3	75% of students enrolled in Biology courses will achieve selected General Education Outcomes.	Selected assignments/ tests in selected biology courses.	Six courses were evaluated; proficiency rates were: BIOL& 242 75%; BIOL& 260 90%; BIOL& 221 95%; BIOL& 222 94%; BIOL& 211 86%; and BIOL& 100 84% of students achieved selected outcomes.

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Biology – 4	75% of students enrolled in Biology courses will achieve selected Student Learning Outcomes.	Selected assignments/ tests in selected biology courses.	Five courses were evaluated; proficiency rates were: BIOL& 241 83%; BIOL& 222 67%; BIOL& 223 74%; BIOL& 211 72%; and BIOL& 100 74% of students achieved selected student learning objectives.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

The BBCC Biology Department provides courses and training for university and college transfer, for students transferring to a variety of professional-technical areas such as the BBCC Nursing Program, and to give students current and accurate information by keeping apace of rapidly changing information and technology; further the Biology Department strives to give students a background that allows them to understand and assess biological issues as they affect society. To accomplish this overall mission, Biology Department faculty seek to (1) teach effectively and provide an environment conducive for learning, (2) develop and update courses and curriculum that become the content foundation of student future success in the biological sciences, (3) keep up with current trends and developments in science and instructional pedagogy, and (4) assess biology courses to accomplish and maintain our stated goals. The outcomes included in our Biology Department Annual Assessment 2013-2014 focus on these four points.

Biology Outcome 1, *"75% of students enrolled in BIOL&241 or BIOL&260 will state that BIOL&211 prepared them moderately or very effectively for their current course"*, and Biology Outcome 2, *"75% of students in BIOL&241 or BIOL&260 who successfully completed BIOL&211 at BBCC, receiving a grade point of 2.0 or better, will successfully complete BIOL&241 or BIOL&260 (with a 2.0 grade point or better)"* focus on our goal to develop and update courses and curricula that provide a strong content foundation that helps students to succeed in future courses. 89% of students enrolled in BIOL& 241 or 260 stated that BIOL& 211 prepared them very effectively or moderately effectively for their current course. This strong result validates our goal to help students succeed.

As we have tracked student grades in successive courses, 80.6% of students with BIOL&211 grades of 2.0 or more were successful in their next biology course, BIOL&241 or BIOL&260. This represents a higher percentage than last year. We were able to have regular SI sessions available in all BIOL& 211 courses this year. Of the students that did not succeed in a higher level course, 53.8% had achieved a 2.4 or less in BIOL&211, the prerequisite course, and 84.6% repeated BIOL&211 to earn the required 2.0 or above. These percentages accounted together represent 92.3% of the unsuccessful students in BIOL& 241 or 260. These students clearly struggled in BIOL& 211, continuing to struggle even when they repeat the course. Looking

further at the successful students, 96.8% of students scoring a 2.5 or higher without repeating BIOL& 211 were successful in the later courses. It is most clear that repeating BIOL& 211 is not the best solution unless those students elevate their scores greatly above the minimum required 2.0 level. This year, Biology instructors held some of their office hours in the STEM center, encouraging students to see them personally. Further, BIOL& 211 instructors have collaborated in developing strategies to focus on increasing student success in BIOL& 211. These strategies will be discussed later within this narrative.

Biology Outcome 3, *"75% of students enrolled in Biology courses will achieve selected General Education Outcomes,"* focuses on the larger picture of General Education Outcomes. Six courses were evaluated and all met the 75% benchmark. BIOL& 211 classes were assessed for Gen Ed criteria 2d, 3c, 3f, and 4b within Lab 4 Membrane Transport and Homework Assignment 1; 86% of students demonstrated proficiency. BIOL& 100 classes were assessed for Gen Ed criteria 2a, 3c, and 3f within Lab 9 Evolution Lab and Homework Assignment 1; 84% of students demonstrated proficiency. The BIOL& 222 class was assessed for Gen Ed criteria 2a, 2d, 3c, 3f, and 4b within Lab 3 Diffusion, Osmosis, and Cell Models; 94% of students demonstrated proficiency. The BIOL& 221 class was assessed for Gen Ed criteria 2a, 3c, and 3f within Lab 2 Population Ecology and Homework Assignment 1; 95% of students demonstrated proficiency. BIOL& 242 was evaluated for the General Education Criteria: 3a.-f. Solve problems combining and applying knowledge from multiple sources; 4d. Make comparisons and draw contrasts and 4d Access multiple sources of information. An average of 75% of students in two sections of BIOL& 242 achieved these selected criteria using a lab report on Respiratory System Mechanics as the selected assignment. BIOL& 260 was evaluated for Gen Ed Outcomes 3c. Draw logical conclusions, 3e. Recognize extraneous information; 3f. Follow directions and fulfill the expectations of the assignment; and 4d. Access multiple sources of information. 90% of students in BIOL& 260 achieved these selected criteria using a lab report on throat cultures as the selected assignment. We will continue to monitor General Education Outcomes within our Biology courses.

Biology Outcome 4, "75% of students enrolled in Biology courses will achieve selected Student Learning Outcomes". Biology 241 students were evaluated on the course objective to "demonstrate a detailed understanding of cell chemistry and metabolism, and their relationship to health and disease". Students averaged 83% on questions pertaining to this objective on their final exam. Students in BIOL& 222 were assessed on MCO Student Learning Outcomes 2, 3, and 4; 67.2% of students (n=15) answered questions pertaining to these learning outcomes correctly on their final exams. Students in BIOL& 223 were assessed on MCO Student Learning Outcomes 2, 3, and 4; 74.3% of students (n=7) answered questions pertaining to these learning outcomes correctly on their final exams. Students in BIOL& 211 were assessed on MCO Student Learning Outcomes 3, 4, and 5; 71.5% of students (n=39) answered questions pertaining to these learning outcomes correctly on their final exams. Students in BIOL& 100 were assessed on MCO Student Learning Outcomes 1, 2, and 3; 73.8% of students (n=110) answered questions pertaining to these learning outcomes correctly on their final exams.

The student success rates in BIOL& 211, Majors Cellular, and BIOL& 222, Majors Cell Molecular, are lower than we would like. These courses cover difficult content that is hard for students to assimilate and at a pace that is faster than students would like. Many students enter these courses with little biology background, often just high school biology several years prior. The instructors within these courses have developed another course, BIOL 104, Core Concepts in Biology, that is designed to help students planning to take BIOL& 211 or BIOL& 222 regain the introductory biology knowledge that they may have forgotten. We offered BIOL 104 for the first time in Spring 2015 and plan to offer this two-credit course every quarter. Within BIOL& 211, we have developed review activities related to introductory biology vocabulary and quizzes are given over these review terms as new chapters are started. We are hoping that this focus will translate to higher student success within our courses.

Annual Assessment

Year 2014-2015

Department: Commercial Driver's License

DEPT/ COURSE	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
CDL	75% of CDL students who earned certificates or degrees or students with at least a 2.0 G.P.A. will be employed. (PO)	Estimated Employment rates SBCTC data 2010-11 obtained in Winter 2012.	96% of CDL students who completed the program, obtained employment.
CDL	85% of CDL of program completers will pass the State CDL Exam. (PO)	DOL written test and DOL Skills Test with a DOL 3rd party.	100% of the CDL program completers have passed the State CDL Exam.
CDL	Instruction prepared them for an entry-level employment in the transportation industry. (SLO)	CDL former student survey	Survey shows that are instruction is adequate for entry-level employment.
CDL	Equipment is adequate in the program (PO)	CDL former student survey	Survey shows that our equipment is starting to get out dated.

Annual Assessment Report

Department: Chemistry **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Chemistry 161/162/163	Class median on the American Chemical Society General Chemistry Examination will be at or above the national 50th percentile.	ACS General Chemistry Examination administered as a (comprehensive over the full year) final exam at the end of CHEM& 163. This is a standardized exam for General Chemistry with a nationwide reporting base.	Median score is at the 18th percentile. Average percentile score is 35. The lowest score was at the 0 percentile and the highest score was at the 90th percentile. 22 students completed the three quarters and took the final exam.
Chemistry 121	A majority of students will have a combined score of 3 (proficient) or better	Selected question(s) from the Winter quarter final exam will be evaluated on a 4 point scale relating to selected criteria from the *Problem Solving* General Education Outcomes	25 out of the 41 students assessed earned an average score of 3 or higher
Chemistry 105	Students will demonstrate proficiency in clarity of ideas (1a) and sound support of assertions (1c)	Selected discussion posting(s) from Winter quarter will be evaluated on a 4 point scale relating to the *Write Clearly and Effectively* General Education Outcomes	17 out of the 20 students assessed earned a 3 or higher

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Chemistry 161-163:

Description of the ACS exam:

The American Chemical Society General Chemistry Examination is the national standard used by more schools than any other. The statistical analysis of the results are compiled by the ACS exam institute at the University of Wisconsin. Coverage topics include: - atomic structure - molecular structure - stoichiometry - energetics / thermochemistry - states of matter and solutions - dynamics/kinetics - equilibrium - electrochemistry and redox - descriptive chemistry - experimental chemistry.

Discussion:

After many years of average scores above the 50th percentile on this exam the 2015 results are disappointing. The average percentile rating was 35.1 with the median coming in at 18. A sorry state of affairs. I am at a loss to explain these results but I think the number of students in single digits (5/22) may provide some insight. I am not aware of a better way to establish that my General Chemistry class is adequate and that student understanding of the material is acceptable. I recommend continued use of this measure of student learning.

Five students ranked below the 10 percentile and four students above the 75th percentile. There is a strong correlation between grades and the ACS exam scores but not a direct connection. The ACS exam measures comprehension of the concepts that should be presented in a one year general chemistry class more than the ability to complete specific tasks. The exams I prepare are less concept based and more specific task oriented. Some students that do well on the local exams do not do as well on the national exam. Some students who may not perform as well on the BBCC exams will demonstrate better understanding of concepts on the ACS exam. It is a nice 'leveler' for the class.

Chemistry 121:

We decided to use a question from the Winter 2015 final in the CHEM 121 courses that dealt with a synthesis of concepts from the quarter, since the final exam is cumulative. The question selected was an ideal gas law problem with multiple steps:

1) Brandon is a huge fan of the Seattle Sounders and he wanted to use his new knowledge of chemistry to learn about soccer balls. The average match ball has a pressure of 9.75psi (pounds per square inch) and a volume of 370.4 in^3. If the temperature of the stadium that day was 305K, how many moles of gas are in that soccer ball? In order to avoid another "Deflategate" scandal, he wants to test the pressure of the ball at a lower temperature. What would the new pressure (in kPa) of the ball be if the temperature is decreased to 274K? Make sure to show your work and use the correct sig figs!

Given the nature of the question, we decided to specifically assess two criteria from the Problem Solving General Education Outcome (3). The two criteria selected were 1) 3.b Break the problem into steps, and 2) 3.c Draw logical conclusions. The problem (number 1 on the short answer portion of the final exam) provided a lot of information and the student had to understand what all was given and what they had to solve for in each part. We felt these two criteria could be assessed using the following rubric and then the average of the three scores could be used to show proficiency (a score of 3 or higher) of this outcome.

STUDENTS WILL BE ABLE TO SOLVE PROBLEMS COMBINING AND APPLYING KNOWLEDGE FROM MULTIPLE SOURCES						
Performance Area	Exemplary	Proficient	Developing	Emerging	Score	Comments
Break it into steps	Student develops a dear, precise, and concise plan to solve the problem, with alternative strategies	Student develops an adequate plan	Student develops a marginal plan.	Student does not develop a coherent plan to solve the problem, o rno plan is apparent.		
Draws Logical Condusions	Condusion is logical and easily understood, and is very well connected to the steps leading up to it.	Condusion is logical and easily understood, but only marginally connected to the steps leading up to it.	Condusion is logical but is poorly connected to the steps leading up to it.	Condusion is not dearly logical.		

We found that 25 out of the 41 students assessed earned an average score of 3 or higher. The outcome we set for this assessment was a majority of the students showing proficiency. 25 out of 41 is almost 61%, which is definitely a majority of the students that were evaluated.

This is good information and we can use it as a bench mark to show improvement in the future. Next year, we could make "majority" a more specific percentage to show improvement from one year to the next. The other thing that stood out was that the students either were proficient according to this rubric or they really were not proficient. Of those students who got a 3 or higher on this scale, 21 out of 25 got a 4. This shows that for that particular outcome, the students either really knew what they were doing or they really did not. This is something to take into account not only for covering that specific topic, but also in teaching them problem solving, in general.

Chemistry 105:

We decided to use a single representative discussion board post from Winter quarter to assess the CHEM 105 course. The discussion board post that was selected was on Mercury Emissions and the bioaccumulation of mercury in aquatic environments. The purpose of the discussion boards is to get the students to apply the chemistry we learn in class to practical issues that they may or may not be aware of. They are responsible for both a post on the discussion board and a response to a classmate's post. We assessed the original student post only and not the response. To assess it, we used the following rubric, which focused on the two criteria from the General Education Outcome: Students Will Be Able to Communicate Clearly and Effectively (1): 1) 1.a Clarity of Ideas and 2) 1.c Sound Support of Assertions.

STUDENTS WILL BE ABLE TO COMMUNICATE CLEARLY AND EFFECTIVELY						
Performance	Exemplary	Proficient	Developing	Emerging	Score	Comments
Demonstrates Clarity of Ideas	Introduction, development and condusion are exceptional. Paragraphing, transitions, and other aspects of structure are dear and appropriate	Introduction, development and condusion are adequate. Paragraphs/transitions contain no errors in structure. Paragraphs and other aspects of structure develop a single idea and do so thoroughly.	Introduction, development and condusion need improvement. Paragraph structure/transitions show noticeable problems. Paragraphs/sub-topics have a topic, but wander.	Introduction, development and condusion are inadequate. Paragraph structure/transitions/sub-topics are hard to follow. Paragraphs/sub-topics have no solid topic.		
Shows Sound Support of Assertions	Topic is covered thoroughly, with assertions that are creative and dearly supported. Supporting evidence is dearly related to assertion and carefully explicated.	Topic is covered adequately, with limited attention to the support of assertions. Supporting evidence is marginally connected to assertion and explication seems incomplete.	Topic is not adequately covered, and assertions seem incomplete or obliquely related. Supporting evidence seems disconnected from assertions and is inadequately explicated.	Topic is not covered at all, and assertions are unrelated to topic. NO supporting evidence, or ineffective use of evidence. Little or no explication of examples.		

We found that 17 out of the 20 students assessed earned a 3 or higher. This is 85%, which represents a majority of the students that made posts. This figure is somewhat misleading, though, because the only students assessed were those that made posts. There were 4 students that did not complete the assignment, so were not included in the total. If we were to include them, making the total number of students 24, then the percent of students with a 3 or higher would be almost 71%.

Overall, we are pleased that the numbers are so high, but it seems like maybe it is too subjective of an assignment to assess. We will follow up with the same assessment next year and decide after that if it is valuable enough to continue or if we need to look to other assignments.

Annual Assessment

Department: Communications **Year: 2014-15**

COURSE	OUTCOMES	TOOLS USED TO COLLECT DATA	DESIRED RESULTS	ACTUAL RESULTS
CMST&220	Basic Public Speaking Skills: 1. Choice of Topic 2. Strong Introduction 3. Organization, Clarity, Transitions 4. Development and support of main points. 5. Adapting material to the audience. 6. Effective use of eye contact. 7. Effective use of body language. 8. Vocal Projection 9. Strong Conclusion 10. Effective use of visual aids. Outcomes 1a and 1c	Speech Evaluation forms from Instructor. Speech Evaluation from students.	90% of the students will achieve a score of 80% or higher on 8 of the 10 basic public speaking skills. 80% of the Students will achieve a score of 87% or higher on one of their three main speeches as scored by the instructor. 80% of the Students will achieve an overall score of 87% or higher on one of their three main speeches as scored by their peers.	100% of the students achieved a score of 80% or higher on 8 of the 10 basic public speaking skills. 95.6% (44-46) of the students achieved a score of 87% or higher on one of their three main speeches. 100% (46-46) of the students achieved a score of 87% or higher on one of their three main speeches as scored by their peers.

Annual Assessment

Department: Computer Science **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Computer Science Program Goal	By September 30, 2015 at least 90% of students enrolled in Computer Science online courses express satisfaction of instructional strategies and delivery modalities (TV objective 8b)	Student Survey	17/19 = 89% of students who responded to the year-end survey selected 3 or greater on a scale of 1-5
CS 111 Intro to Programming	Upon completion of the course, 75% of students will demonstrate the ability to create a computer program using variables, selection structures, loops, arithmetic computations, and modularity. (SLO) (PO)	Final Exam	17/27 = 63% passed the final exam program with an 80% or higher. 24/27 = 89% passed with a 60% or higher.
CS 104 Intro to Computer Hardware	At least 70% of students pass an A+ certification practice test with a score of 80% or higher (PO)	Certification Practice Exam	This assessment was not performed. The practice cert software was abandoned due to being low quality / buggy. 3 students passed the official A+ certification for the year.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Program Goal: The student survey results revealed 89% were satisfied with the instruction. A year-end survey was given. 19 students responded. Questions were based on a 1 – 5 scale where 1 was labeled as substandard and 5 was labeled as excellent. As our department matures, this number should increase. We should seek to improve the number of respondents to the survey. Perhaps Evaluation Kit will help with this.

Intro to Programming: The students were assessed in their Final Exam where they had to demonstrate the ability to write a computer program with the features listed above. Their performance was graded by the instructor. If we consider an 80% as success,

then this goal was not met. Only 63% of students passed the assessment with an 80% or greater. Areas for improvement include improving teaching experience, better course materials, and always having an SI available (Couldn't get one for Spring quarter).

Intro to Computer Hardware: This assessment was not successfully implemented. The software used to give the students practice certification exams turned out to be very poor quality. 3 students passed the official A+ certification which is up from 2 students the year before. I have learned that several colleges require their students to take the official A+ certification as the Final Exam for the course. We could adopt this strategy. The cert is somewhat expensive though.

Annual Assessment

Department: Counseling Center **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Counseling Center	Counselors and Coordinator of Disability Services/Student Advisor will begin offering students online appointment scheduling access through (mywconline.com).	A brief questionnaire will be administered to students who received advising in the counseling center. The administration of the questionnaire will occur on the following dates. November 10, 2014 – December 5, 2014 February 16, 2015 – March 06, 2015 May 11, 2015 – May 29, 2015	Results will be analyzed after May 29, 2014. Data will be utilized to provide the counseling center with information on improving student accessibility.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

A brief questionnaire was administered to students who received advising in the counseling center during the following dates: November 10, 2014 - December 5, 2014, February 17, 2015 – March 6, 2015, and May 15, 2015 – June 4, 2015. Students were asked – How did you schedule your appointment at the Counseling Center today? The most common way students scheduled their appointment at the Counseling Center was coming in and making an appointment at the front desk (59 %). The second most common way was calling in to schedule their appointment (26%).

The second question on the questionnaire asked - How would you like to make future appointments at the Counseling Center? 40% of the responses indicated students would like to schedule their appointments in person. The second most common response (30%) indicated students would like to call the Counseling Center to schedule their appointment.

In review of this information the Counseling Center has decided not to use the on-line scheduling appointment system at this time. Counseling Center staff will continue to discuss ways of improving that best serve the scheduling advising appointment needs of students. As a result of this questionnaire the Counseling Center staff will administer a short questionnaire during spring quarter to gather information regarding Counseling Center services.

Annual Assessment

Department: Criminal Justice **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Criminal Justice	75% of students will be able to identify the organizations and agencies making up the Criminal Justice System and how they work together. *[4:Gather and interpret information] [4.c. Recognize points of an issue or claim]*	Case Study Project and Instructor generated exams	88% of students were able to identify the organizations and agencies of the CJ system.
Criminal Justice	In 14-15 courses were switched to a flipped model. Students will perform as well or better than students who received a lecture model in years prior.	Final Course Grades	Fall 14 students performed equally well (88.5%) in CJ 101 to students in Spring 14 (89.7%).

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

In Fall 2104 several changes were made to the Intro to CJ courses. First, the Duncan project underwent major revision. The project was streamlined and all extra credit was removed. Students performed as well on this project as they did in previous quarters when the project was harder and there was a lot of extra credit. I think the revisions have stream-lined the project for students and for the instructors. Second, there was a new textbook used as well as a change to course delivery. All sections of CJ 101 were flipped with mini lectures on content watched at home by students and class time was for lecture review and discussion about the chapter topics or current events. This flipped model was more enjoyable for students and for the faculty teaching the course. Further the performance overall in the course seems to be unaffected by the change in format and text.

Annual Assessment

Department: Developmental Studies **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Developmental English 99	70% of students completing English 099 will demonstrate mastery of basic essay writing skills learning outcomes 1a, b 3a, b, 4a, b	Portfolio with a pass or pass with reservation score	83% of students have successfully completed and passed the portfolio requirement with a pass or pass with reservation score.
Developmental English 98	80% of students completing English 98 will demonstrate effective basic writing skills at the paragraph level. learning outcomes 1a, b, c 3a, b	Instructor generated quizzes, tests, and writing assignments Passing English 98 with a 2.0 or above	95% of students passed English 098 with a grade of 2.0 or above.
College Success Skills	80% of students completing CSS courses will be able to define and practice skills needed to persist in college. Learning outcomes 1d, e; 3a,	Instructor generated quizzes, tests, and assignments. Passing CSS classes with a 2.0 or above.	76% of students passed CSS 100 with a grade of 2.0 or above.
Adult Basic Education	Meet or exceed state average of students achieving a level gain, meet or exceed the state average of students who persist forty-five hours and post-test.	CASAS assessment compared with WABERS state database	As of September 2015 the state WABERS report has not been published. 11% of the students did not complete the minimum requirement of 12 hours for the year.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

English 099: To pass English 099 and move onto English 101, students must submit a portfolio that includes two out of class essays and one in class essay. In-class essays must be submitted as the first draft, students may correct with a red pen. No change will be made.

English 098: To measure student mastery, 80% of students must pass with a 2.0 or above. For FY 2014-15 the pass rate with 95%. No change will be made.

CSS 100: To measure student mastery, 80% of students will be successful. For 2014-15, the success rate was 76%. The cause of the drop in success rate was due to students dropping out and not completing the class.

Adult Basic Skills classes: The State report has not been created as of September 2015, but the WABERS for BBCC the report shows that the Basic Skills Programs served 744 students and earned 1019 achievement points. 104 students completed the new HS21 high school diploma program and 117 were determined as post-secondary.

Annual Assessment

Department: Early Childhood Education **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Early Childhood Education	Hire and train at least one new part-time faculty to teach ECED and/or EDUC courses in 14-15. (PO)	Advertising for part-time faculty through word of mouth, newspaper, etc. ECE Coordinator will provide training to support new faculty when hired.	Received recommendation from adjunct faculty member. Coordinator interviewed, hired, and trained Robin Provost to teach spring quarter. Robin also teaches in the Basic Skills program for BBCC out in Othello.
	Develop articulation with Moses Lake High School to offer Initial Certificate to high school students. (PO)	Meeting notes with CTE Director, Wee Chiefs Director, articulation agreement, syllabi for initial certificate courses	Meeting on 12/3/14 with Wee Chiefs Director, Vicki Cadby, BBCC ECE Coordinator, and BBCC Programs of Study Coordinator, Lora Wood. Updated articulations for ECED& 100 and ECED& 120. Provided Vicki with copies of syllabi for all courses outlined within the Initial Certificate: ECED& 105, 107 and 120. Vicki plans to offer Initial Certificate to MLHS students in 15-16.
	10 students will complete at least one, newly adopted, state-wide certificate (Initial, Infant/Toddler, General, and/or State). (SLO)	Certificates of Completion	14 students completed the Initial Certificate. Of those 14, 5 students also completed the Infant/Toddler Certificate. In addition, 4 of the 14 students also completed the General Certificate.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

1. Hired adjunct faculty member (Robin Provost) to replace former adjunct faculty (Maureen Roylance), who resigned. ECE program has full-time Coordinator, who is also considered part-time faculty, and three adjunct faculty members to teach courses within the department as well. Robin went through Canvas training prior to teaching in spring quarter. I provided her with training, and resources, on program and institutional requirements. Robin is a positive addition to the team. She is eager to learn new

strategies, and is always looking for innovative ways to enhance her course design and curriculum. She has committed to teaching more courses in 15-16.

2. Wee Chiefs Director is excited about offering Initial Certificate courses and credential to MLHS students next year. Students who complete the Initial Certificate will be employable in state or federally-funded infant toddler and/or preschool programs. This will support our partnering agencies in filling job vacancies with highly-qualified ECE practitioners.

   ECE Coordinator will follow up with Wee Chiefs Director once school starts to identify schedule of when classes will be offered, and provide any additional support, and/or materials that may be needed.

   If this model is successful next year, we may offer it at other high schools within BBCC's service district.

3. We exceed our goal of at least 10 students completing newly adopted, state-wide certificates. We knew there was a need to offer these certificates, based on the new staff requirements for state and federally-funded programs (must have at least a HS diploma, GED or 12 college credits in ECE). Our students can now become employable at child cares, infant/toddler, and preschool programs after completing the Initial Certificate. However, many are continuing on to complete additional certifications to allow them more job opportunities.

Annual Assessment

Department: English **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
English 101	Evaluate students' ability to write essays which demonstrate: Structure and Clarity of Ideas/ Content, Ideas and Logical Flow/ Mechanics, Citation and Professional Communication/ Voice and Tone. (All taken from Gen Ed communication rubric.	Sample essays collected from all faculty and assessed by full-time faculty	Student outcomes overall were good. There were fewer negative comments about topic and citation style than in previous years. Average scores on an "A"-"F" scale were well above "C."
English 101	Evaluate instructors' ability to evaluate essays according to the above criteria.	Sample essays collected from all faculty and assessed by full-time faculty. Coordinated "norming sessions" involving all instructors	Instructors were informed of our findings and our advice. Average scores an "A" – "F" scale were well above "C", and any individual instructors whose scores were below "C" were tasked with making changes in their courses.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

In 2014-2015 the English Department undertook a rigorous assessment of English 101. We designed a new portfolio scoring standard and applied that standard to essays produced in classes taught by full-time and adjunct instructors.

Compliance this year was 100%. Adjunct instructors were included in discussions of the assessment, and we were pleased with their commitment to the assessment project.

The scoring standards we developed were related to a series of concerns which we brought up in last year's assessment:

Essays written on topics which are not well suited to the style of writing being assessed

Essays which do not contain an arguable thesis and are simply reports (collection of information) on a given topic.

Essays with blocks of plagiarized material or "plagiaphrasing"

Essays which fail to use the proper citation format

We also decided that we were focusing too much on “product” and not addressing “process” sufficiently. We determined that this year, we would assess how individual instructors mark student essays.
As in previous years, this year we collected sample essays from each instructor in ENGL&101. Each instructor submitted three essays—high, medium, and low. Three copies with instructor comments were also submitted. After collecting the samples, we distributed them to full-time faculty. Comments were made based on a 12-point questionnaire which addressed three main focal points—the assignment itself, the execution of the assignment, and the instructor’s interaction with the student on the marked-up version of the essay.

After scoring and commenting, the scores were averaged and the comments were consolidated. Instructors were contacted and presented with a letter which detailed their three highest scores and their three lowest scores, all supported with comments. The goal was to be supportive of the instructors, but to establish areas that they should be focusing on in the coming year. The letters explained what specific goals instructors should have in the coming year. We will contact instructors at the end of the school year to ask what changes they made in their classes based on the feedback they received.

For the 2015-2016 assessment, we have chosen to move away from assessment of packets. The logistics of collecting essays at the end of the term, distributing them to full-time faculty, etc. is far too time-consuming to be undertaken every year.

We have done some preliminary research into forms of testing which don’t require the submission of entire essays. We like the way that Smarter Balanced has put together their writing tests, but licensing of that system is far too expensive and no other options currently exist.

For next year, we are planning to implement a standardized quotation and citation test in all of the composition classes. The details will be worked out during the course of the year. We are also looking into the possibility of adding one or two short, standardized paragraph assignments that could be completed by students in all classes and evaluated by full-time faculty.

Annual Assessment

Department: Foreign Language **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Foreign Language	75% of Spanish 122 students will demonstrate the ability to translate a section of a 1st year Spanish novel by scoring 75% or higher on a translation exam.	Instructor generated final exam translation requirement.	Expected outcome achieved. 80% of students demonstrated ability to translate a section of a 1st year Spanish novel with a score of 75% or higher.
Foreign Language	75% of Spanish 121 students will demonstrate the ability to write a composition of at least 100 words in the target language upon completion of Spanish 121. Gen Ed Outcome 1a, 1b	Instructor generated final exam.	Expected outcome achieved. 100% of Spanish 121 students demonstrated the ability to write a unique composition in the target language with a score of 85% or higher.
Foreign Language	Students in Spanish 121, Spanish 122 and Spanish 123 will demonstrate recognition of cultural differences between the English-speaking world and the Spanish-speaking world as well as the cultural diversity within the Spanish-speaking world. 70% of students will achieve a 75% or higher on "culture quizzes." Gen Ed Outcome 5a-d	Instructor generated assessments based on cultural points as presented in the class required text "The Hispanic Way." *changes made to weight of Cultural Knowledge component in final grade computation; reinforcement of importance of cultural knowledge for all students.	1. 68% of Spanish 121 students received a score of 75% or higher on culture quizzes. 2. 85% of Spanish 122 students received a score of 75% or higher on instructor generated culture quiz. 3. 81% of students enrolled in Spanish 123 received a grade of 75% or higher on instructor generated culture quiz.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment

Department: History **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
History	75% of students will be able to define significant terms and identify the major people in American History from 1500 – 1865. *[4:Gather and interpret information]*	Exam scores. Instructor-generated exams	Goal met. See write-up below.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

This is a continuation of a study undertaken in 2013-14. That study was the first time the AVID study method had been employed. This second year is to determine whether this can be considered a valuable, long term study technique, or a flash-in-the-pan individual to a particular quarter. The study technique will be utilized in a minimum of four US History classes taught using the web-enhanced and online modalities. The exam scores recorded for 2013-14 were 81.7% combined. The final result was that in that particular year 85% of students achieved 70% or higher on their exams.

Results: In the 2014-2015 academic year, a total of six HIST&136 sections were offered using both the web-enhanced and online class format. In these classes, all of the exams were multiple-choice exams utilizing the AVID study method of practice quizzes. Students were directed not to read their textbook, but rather to use the practice quizzes to mine the text for the information. Students were allowed to use the practice quizzes as often as they liked. As the quarters progressed, it became evident who was using the quizzes and who was not. Those who used the quizzes were able to complete their exams in a fraction of the time with higher overall scores than those who did not. At the end of the year, the average score for these exams was 87%. 82% of the students scored 2.0 or above on their combined exams. There were also three sections of HIST&137 offered during the year. These classes used the same exam and study format. The average score in HIST&137 was 87% with 88% scoring 2.0 or above. As a result, this method of testing will continue.

Annual Assessment

Department: Industrial System Technology **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
IST	Students will demonstrate the value of work ethics (SO)	Timely completion of labs and assignments~ by course by course assignments	92.4% of IST Students completed or made up assignments on a timely manner.
IST	Students will be able to troubleshoot and repair simple circuits. (SO, PO)	Successful completion of lab exercises with a 2.0 or better	Fall 2015 course records indicate 97% Lab success rates by grading records

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Students and employers finding value in the IST program are indirectly measureable. Word of mouth opinions from graduates, advisory committee attendees, and employers by and large have been favorable. Data from the Institutional Research department indicates a high percentage of employment (91% average) of graduates. Class by class and program success remain in high percentages (75% plus) with 5 courses rating 100% success rate.

In recent years we have noticed a trend of less mathematically prepared incoming students. Success rates in math intensive, beginning courses have success rates that are hovering around 50%. Three courses -- MAP 103 @ 58%; IST 106 @ 58%; IST 221 @ 45% suggest that math competencies are holding back beginning students. Fortunately as individual students progress into second tier courses success rates climb dramatically as do math skills. Considering this trend the department instructors are actively considering the addition secondary math courses. We are currently in discussions with our advisory committee and considering the scheduling logistics. Two tiered applied math courses will surely intensify our student's math exposure early on. Our goal is to markedly change across the board success rates throughout the program.

Annual Assessment

Department: Math **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Math 96	75% of students who take Unit 8 of the Emporium math class will earn a passing grade in the class. *[(2a) Interpret information in graph form.]*	Emporium model gradebook.	Of the 476 students who took either Unit 8 or the 2-credit and 5-credit Math 98 classes offered in Winter 2015, 423 passed. The pass rate was 88.9%.
Math 146	75% of students will earn a P grade or at least a 2.0 grade. *[(2b) Understand and use statistical information.]*	Final grades.	From Summer 2014 to Spring 2015, 195 students out of 284 earned a passing grade, for a pass rate of 67%.
Math 141	75% of students will earn a P grade or at least a 2.0 grade. *[(2d) Work with numerical and algebraic relationships.]*	Final grades.	From Summer 2014 to Spring 2015, 190 students out of 284 earned a passing grade, for a pass rate of 67%.

Narrative:

Due to a surprising number of under-prepared students this year, the department has concerns regarding college readiness. As such, we made modifications to increase the rigor of the emporium classes. We made the changes in fall and completed the transition in the spring.

The department also made an evaluation of ten questions to be assigned on the first day of class. The evaluation results were inconclusive. The department met and discussed the issue, and we elected not to employ the evaluation for this academic year, justified by a lack of correlation between first-day scores and final grades. The department will take this year to investigate other options for gauging college readiness.

Annual Assessment

Department: Medical Assistant **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Medical Assistant	75% of Medical Assistant Students will be employed in the Medical Assistant field six months of completion of the MA program. (PLO)	Survey Monkey sent to students that have completed the MA program	Results pending: As of 9/17/15 53% had attained employment
Medical Assistant	75% of students declaring MA as major, pass all required MA courses with a 2.0 or better. MA111,112,113,150,195,197 HED 121,122,123,239 MAP 108 (PLO,CLO, SLO)	IR&P data	Success percentage of these classes was 84.5%
Medical Assistant	90% of students will complete the 198 extern hours at 3 or above on the skill check-off evaluation sheet.(SLO)	MA program completion survey to be submitted during exit interview once externship is complete.	Success percentage of completion was 100%.
Medical Assistant	80% pass rate for AMT national certification exam within one year of WA state certification. (PLO)	DOH website report AMT website reporting data	Results pending: As of 9/17/15 pass rate was 100%

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

The percentage of students that were actively seeking employment upon completion of their externship and then were hired as of 9/17/15 is 67%. The difference in the percentage comes from that fact that 1 student continued on into the nursing program, one student decided to be a stay at home parent for a while, and then one student decided on a different career path and is not seeking employment in the MA field. I have reworded this objective for next year to include the defining phrase “that are actively seeking employment” to further clarify the results.

The success rate of 84% for all MA/HED classes, for the students declaring MA as their major is exciting! We have introduced a new textbook and format for our HED 121,122 and 123 classes and have had good success with that. In addition, the clinical series had slight modifications along with a new format for IBEST, and the addition of a lab assistant. These changes to the program have made a dramatic difference in students being more prepared once they enter their externship and clinicals. Next year, I will include HED 119.

With a 100% success rate for externship evaluations at or above a 3, I feel as though what we are doing in the clinical series is good. We will continue with this.

The pass rate for the AMT national test is still pending as the students have 1 full year to complete this once they have been granted the state interim certification. We will have more data by the end of next year.

Annual Assessment

Department: Music **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Music	Hire a new Faculty to revive the music program.	Hiring Data	Success!

Annual Assessment

Department: Nursing **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Nursing – 1	75% of students beginning the nursing program will complete within 3 years (PO)	IR&P to compile data	Cohort 12-14: 83% completed within 3 years
Nursing – 2	85% of Nursing graduates will pass the NCLEX on the first attempt. (above the national mean) (PO)	Nursing Department Collection	Cohort 13-15 100% pass NCLEX-RN on first attempt
Nursing – 3	Graduates will rate the program above 4.0 (on a 5 point scale) six months after graduation. (PO)	Nursing Graduate Survey	Cohort 12-14 – 4.80 (31% response rate) (range 3.83 – 5) Overall satisfaction 4.83. "Would recommend Program" 5.0 Low score: 3.83 "Counseling/registration helpful"
Nursing – 4	Graduates will rate their competency as beginning practitioners above 4.0 (on a 5 point scale), six months after graduation. (PO)	Nursing Graduate Survey	Cohort 12-14: 4.6 (31% response rate) Range 4-33-4.83
Nursing – 5	Employers will rate the graduates' competency as beginning practitioners above 4.0 (on a 5 point scale), six months after graduation. (SLO)	Nursing Employer Survey	Cohort 12-14: 4.62 (50% response rate)

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Nursing – 6	90% of graduates who seek employment will be hired in health care within the first 6 months. (PO)	Nursing Department Collection	Cohort 12-14 100% employment within 6 months
Nursing – 7 (Learning outcome)	100% of students will receive a 3.5 or better (5 point scale) from both their mentor and their instructor in NUR 231 (core concept evaluation (SLO)	Nursing Department Collection	Cohort 13-15: 100% met overall standard; Range 3.75 – 4.89 90% met standard in all core concepts.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Nursing Lecture N110, 120, 130 and N210, 220, 230

Completed Flipped model instruction for both levels. With the "flipped model" instructors have noted definite improvement in student preparation as compared to traditional teaching. Improved student preparation has allowed more time for implementing different strategies to reinforce concepts, as opposed to just introducing them. Examples include:

- Patient case scenarios: After data is provided about a particular patient, students are expected to draw conclusions about the patient's situation. The students are asked to analyze labs and diagnostics and to cluster clinical findings into categories from which they can continue with the nursing process in order to assure the best care of the patient.
- Philosophical chairs: Students respectfully listen to different viewpoints, and must interpret, clarify and articulate ideas efficiently.
- Competitive group games and quizzing strategies were used to reinforce the material: games such as jeopardy, bingo and quiz tournaments were very effective in making learning fun. Here we saw students competing for class points, having to provide and explain rationales for their answers and conclusions. With bingo, students were able to review medical terminology well.
- White boards were used to complete concept maps, organize information about a particular topic and for specific topic group teaching. Students wrote teaching points and educated the classroom on those points. This method was very helpful as students had a framework from which to ask questions.
- Other:
    - NCLEX style questions were reviewed with group participation encouraged. The small group of students would write their letter or number answer on white paddle boards. It

allows to identify which topics students struggle more with. Students who answered correctly were allowed to explain their rationale to the rest of the class.

- On one occasion, half the class represented Rheumatoid arthritis and the other half Osteoarthritis. They had to be quick to stand when a called sign or symptom pertained to them. Students were able to easily compare and contrast between the two conditions. It allowed them to be physically active while learning.

These methods and strategies encourage all students to interact and actively participate, while keeping them engaged. They have been **effective** in helping students retain information. In addition, these methods facilitate the student's application of nursing theory to higher level of critical thinking which is so necessary for development of nursing judgment in the clinical setting. Improvement in these skills reported by staff in the clinical setting.

The nursing department will continue to implement these and new methods for effective instruction. For example, calling on students to summarize most important points for the topic of week has been very helpful for them. The use of Simulation, role playing patient-nurse interactions and providing discharge teaching in the classroom lectures will allow for better knowledge application to clinical areas.

Skills labs and Clinical Courses (all levels)

Feedback from the advisory committee that some graduate registered nurses lack documentation skills in their facilities led to the following planned changes and implementations:

- White boards were placed at the bedside in order for students to practice documentation after each skill performed.
- Specific assignments related to this documentation have been added to each clinical course syllabus. Faculty will focus more specifically on feedback and documentation evaluation

Department: Philosophy **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Philosophy	Assessment 2a: interpret information in graph form. Hypothesis: the majority of my students will successfully use truth tables to determine whether an argument is valid or invalid. Gen Ed Outcome 2a	Exam 4 on Truth Tables in PHIL&120 Symbolic Logic: 75 out of 100 points considered successful	Assessed two sections of PHIL& 120 Spring 2015. 37 out of 45 students were successful: an 82% success rate.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

I assessed the students on their ability to interpret information in graph form (2a).
I chose exam 4 on Truth Tables in PHIL& 120 Symbolic Logic because truth tables are graphs.
Students were given this exam in class. I found that the majority of the students were able to correctly interpret information in graph form using Truth Tables. I plan on continuing to teach Truth Tables.

Annual Assessment

Department: Physics **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Engineering Physics (PHYS& 221)	Class as a whole will match the nationwide average for gains on the Force Concept Inventory. Allows for comparison of BBCC students against other physics students in the U.S.	Pre- & post testing using the Force Concept Inventory, a test widely used in the physics community in the U.S. and some foreign countries. First Force Concept Inventory administered on the first day of class in PHYS& 221. Test to be given again in late Fall Quarter or early Winter Quarter.	The normalized gains for this class averaged 45%. These gains are much better than the national averages of about 13%.
General Physics (PHYS& 114)	Class as a whole will match the nationwide average for gains on the Force Concept Inventory. Allows for comparison of BBCC students against other physics students in the U.S. Gen Ed Outcome 2a	Same as for Engineering Physics (see above).	The normalized gains for this class were 18%. I don't have any national data to compare with for this level of class, so I don't know how these students compare. I'm still searching for data.
Physics for Non-Science Majors (PHYS& 110)	75% of students will demonstrate the ability to graph experimental data correctly, determine the slope of a graph of experimental data, and make predictions based on that graph. 75% of students will demonstrate the ability to correctly convert from one type of unit to another.	Laboratory Final given in the ninth week of winter quarter.	90% of the students could graph the data correctly, and 80% determined the slope correctly, but only 60% were able to make predictions based on the graph.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment

Department: Political Science **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
POLS& 202 (Riley)	Seeking to determine whether required use of practice quizzes as study prep for exams has an impact upon student success	Overall course grades to demonstrate overall results; exams and quizzes to equal the same number of points in the students' overall grades.	Students performed better with practice quizzes than they did with required quizzes. Study continues. See write-up below.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

In spring quarter 2014, I made practice quizzes available to students, telling them these were taken from the same test banks as the questions for the exams. Students were given the opportunity to take the quizzes as often as they liked—up to 99 times. At the end of the quarter, when students were asked if they took the quizzes, most reported they only took them once or twice, if at all. One student suggested that had the quizzes been required, he might have taken them.

This fall quarter, I'm requiring that students take the practice quizzes at least once. They still have the option to take these quizzes as many times as they like—up to 99 times. The highest grade will be recorded. As this assessment is related to exam scores, their performance upon the quizzes is immaterial. The question is, does taking them assist with their exam results in any noticeable way?

Note: The test banks have, on average 70 questions. Students taking the quizzes will be presented with 20 randomly picked questions. The exams each pull from four test banks a total of 100 randomly chosen questions. This is the same format used in spring quarter. The textbook is the same edition as well.

Results: In the spring of 2014 with optional practice quizzes, students scored an average 79% on their exams. The class average grade in the spring of 2014 was 82%. In the fall of 2014, with quizzes required, the average score was 76%. The class average grade in fall 2014 was 77%. Granted, overall course scores involved more than the exams, however, my conclusion is that requiring the quizzes actually has a

detriment to overall performance as students may have found themselves with an extra layer of weekly study which taxed their performance in other areas of the course. To determine whether this was the case, in the spring of 2015 I required students complete the weekly chapter quizzes, but did not require exams on top. The average quiz score was 71% with an average course score of 75%. What this appears to demonstrate is that practice quizzes combined with exams assists with higher course scores overall, whereas the use of a weekly quiz without examinations produces the lowest scores. To further test this, I intend to return to the practice quiz format in the upcoming fall quarter.

Annual Assessment

Department: Psychology **Year: 2014-2015**

Departments	OUTCOMES [BBCC Gen Ed Outcomes being addressed]	TOOLS TO COLLECT DATA	RESULTS
Psychology	Students will perform as well in a new flipped model class room as students who experienced a more traditional lecture format.	Final exam scores	Fall 14 students performed equally well (86.5%) in PSYC 100 to students in Spring 14 (87.5%).
Psychology	Students who complete weekly course summaries in their PSYC 100 course will perform better on exams than students who use only self-derived methods of study *[3. Students will be able to solve problems combining and applying knowledge from multiple sources.& 4:Gather and interpret information]*	Instructor-generated Exam scores compared between Holliway and Leonard's courses	Ryann's courses were 83% successful with the new flipped model. David's classes were 78% successful with the chapter summaries.

All of Ryann Leonard's sections of PSYC 100 were flipped with mini lectures on content watched at home by students and class time was for lecture review and discussion about the chapter topics or current events. This flipped model was more enjoyable for students and for the faculty member teaching the course. Further the performance overall in the course seems to be unaffected by the change in format and text. Ground students did seem to perform a tad worse than online students (85% vs. 88%) and the reason is believed that some students may not have been watching the lectures and may have come to class and only used the in class time for gaining content. Next time the course is taught on ground, I am going to try having students bring questions to class to see if that changes their engagement and success.

It appears that for our Gen Ed Outcome 3 and 4 that students are performing equally well in the new flipped classroom (Leonard) compared to the classroom that requires Chapter Summaries. It appears that while Leonard's data is a bit higher, Holliway's data was higher last year for his courses and we expect this year's results are within error margins. Both formats appear to be effective for student success.

Annual Assessment Plan

Department: Sociology **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Sociology 101	Students will be able to define and articulate personal, historical, global and workplace/community aspects of Culture. 5	Weekly Chapter summaries, in-class writing, and other writing assignments wherein students are required to make personal life connections with the material.	Regular reading of the weekly summaries and a reading of students' end of the quarter reflection clearly demonstrate students' developing ability to see their own life in terms of larger community and global culture.
Anthropology100	Students will be able to define and articulate personal, historical, global and workplace/community aspects of Culture. 5	Weekly Chapter summaries, in-class writing, and other writing assignments wherein students are required to make personal life connections with the material.	Regular reading of the weekly summaries and a reading of students' end of the quarter reflection clearly demonstrate students' developing ability to see their own life in terms of larger community and global culture.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

What will I do and why and how?:

I will have students write weekly summaries of the content we are studying. The weekly summaries ensure students actually read the content before we meet but as importantly students are encouraged to apply the content to their own worldly experiences. In the summaries there are 4 questions students address:

1) What is the chapter about?
2) What are 5 key terms you think are important?
3) What are three "critical" questions you have about the content?
4) What are personal connections you have with the material?

How will I use the results?:

Student writing will offer insight to students' experiences with the issues presented in our Social Science books. Student writing can demonstrate student thinking from simple review of information to insightful conceptual connections.

Although there is some correlation between students creating weekly summaries and their success on the final (&&.5% on finals), I believe that the summaries provide a

different kind of ‘data’ that can offer subtle and powerful insight into student learning. I have not “counted” or measured student summaries, I am convinced through regular reading of the weekly summaries and a reading of students’ end of the quarter reflection clearly demonstrate students' developing ability to see their own life in terms of larger community and global culture. Weekly summaries offered me (the teacher) insight into their own cultural histories, family values and emerging thinking in a way that an end-of-the quarter final cannot. The following direct quotes from three students resembles similar responses by other students in both Anthropology and Sociology:

“I also noticed that I tend to be more interested in problems that deal with ecology. I feel like the summaries and the weekly quizzes were very beneficial for my learning in this class. I felt more opened minded to cultures and it seems in less ignorant to peoples’ beliefs. These summaries also made me realize how much conflict there is the world. I no longer feel like an island when it comes to social matters.“

Another student had a similar response to the weekly summaries :

“I think that the summaries assigned in class are definitely beneficial to my thinking and learning. Summarizing the chapters forces me to look harder into the chapter to really grab the information that I feel is important. The chapters opened up a new way of thinking about the world and the many cultures it holds.”

One student commented on the direct and immediate applicability of what he learned through the writing and summarizing for this course:

“Since I am considered to be the lead pioneer of the leadership program here on campus, I was able to take some of the information shared in class and interpret it to the board of trustees. I presented on diversity issues as it relates to student engagement. To make it put it in a nutshell, the impact caused for a standing ovation and a response from the president, himself, that stirred others interest on the significance of culture and community. I was able to share, largely in part, because of my engagement, focus, time, and commitment to my summaries in this class. I hope to carry what I have learned in my tool bag for years to come.”

The summaries are a consistent way to informally check in with students and to monitor their learning as we move through the content of the course. Not only can I use the summaries as a way to integrate student work directly into class, but the summaries also provide a written record of student thoughts and learning about the content. The summaries allow me to get to know students and to see how I can bring them into the material. More importantly, the summaries demonstrate that students make the material their own. I will continue to use the summary as one path to define and articulate personal, historical, global and workplace/community aspects of Culture.

Annual Assessment Plan

Department: Welding **Year: 2014-2015**

DEPARTMENT/ COURSE	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
Welding	75% of Welding students who earned certificates or degrees or students with 45 credits or more with at least a 2.0 G.P.A. will be employed. (PO)	Estimated employment rates SBCTC data 2012-13 obtained in January 2015	This data must be obtained by Valerie.
Welding	75% of the students who elected to take WABO certification passed (SO)	Washington Association of Building Officials Certification Data	21 of 26 students that attempted the WABO certification successfully.

Narrative:

1. We do not have the data on employment. This makes it challenging to ascertain our success. It is important to be aware that trends in industrial employment change dramatically in response to national, statewide and local economic conditions. The lagging employment data may not accurately depict current employment conditions.

2. The welding department is pleased that over 80% of students attempting the certification test were successful.

Appendix G

2015 Lunch & Learn Calendar (Revised)

Tapping Into Your Leadership Potential

LUNCH-N-LEARN – Sessions will be held in the Hardin Room unless noted otherwise.

January 16 & 22 **7 Habits Overview** Heidi, Tom & Kim	February 19 & 24 **Habit 1: Be Pro-active** Rick Sparks	March 6 & 17 **Habit 2: Begin with the End in Mind** Terry Kinzel	April 10 & 21 **Habit 3: Put First Things First** Tyler Wallace
May 8 & 18 **Private & Public Victories** TBD	June 16 & 26 **Habit 4: Think Win/Win** Beth Laszlo	July 21 & 31 **Habit 5: Seek First to Understand, Then to be Understood** Andre Guzman	August 14 & 18 None Scheduled
Sept 1 & 11 **Habit 6: Synergize** TRiO SSS	Oct 9 & 20 **Habit 7: Sharpen the Saw** Terry Leas	Nov 13 & 17 **Review of 7 Habits & Close** Heidi & Tom	December None Scheduled

BEYOND THE BOOK – Sessions facilitated by Tom Willingham. The group will meet in the Student Success Center.

Fridays: January 30, February 27, March 27, April 24, May 29, June 26, July 31, September 25, October 30, and November 20 at 9:30am.

"To inspire, promote, and develop Big Bend employees to be leaders *wherever* they are and in *whatever* they do."

2014 Classified Staff Training Calendar

Focus Areas for 2014: Organizational Knowledge, Continuous Improvement, Communication, and Decision Making

WORKSHOPS

Winter Quarter	Spring Quarter	Summer Quarter	Fall Quarter
March 20 9:30-12:00 Masto Conference Center C & D /Campus-wide **Scavenger Hunt**	**May 30** 8:00-12:00 Masto Conference Center **On-the-Job Safety Training**	**July 18** 8:00-12:00 Masto Conference Center **Topic TBD**	**October 10** 9:30-12:00 Masto Conference Center **Continuous Improvement**

TRAINING SESSIONS

January None Scheduled	**February 13** 10:00-11:00 and 3:30-4:30 Room 1250 **Local & Global Issues** President Terry Leas	**March 7** Time & Location TBD **CPR/First Aid** Note: this will be a 4-hour training session offered by Campus Safety & Security	**April 10** 10:00-11:00 and 3:30-4:30 Library, Room 1802 **TLR, Leaves, Vacation – Oh my!** HR/Payroll
May 15 10:00-11:00 and 3:30-4:30 Masto A & B **Position Allocation & Performance Evaluations** Kim Garza	**June 26** 10:00-11:00 and 3:30-4:30 Masto A & B **Active Shooter Training** Grant County Sherriff's Deputy Ric Char & Kyle Foreman	**July 8, 10, 11, 22, 24, & 25** Tues. & Thurs. 3:30-4:30 and Fri. 10:00-11:00 & 11:00-12:00 BIM Lab, Room 1612 **Office 2013 Tips & Tricks** Tom Willingham	**August 7** 10:00-11:00 and 3:30-4:30 Masto A & B **Perspectacles** Aryan Dehbozorgi
September 4 10:00-11:00 and 3:00-4:00 Library, Room 1802 **Navigating the Department of Retirement Website Maze** Robin Arriaga	**October 16** 10:00-11:00 and 3:30-4:30 Library, Room 1802 **BBCC Portal Tips & Tricks** TBD	**November 13** 10:00-11:00 and 3:30-4:30 Masto A & B **Diversity Training** TBD	**December** Holiday Social

STAR COMMITTEE MISSION STATEMENT

"The STAR Committee supports the personal and professional development of all classified staff by planning a variety of useful staff training opportunities, developing programs for the recognition of staff contributions, and maintaining a presence with other groups on the BBCC campus."

Appendix H

2015 Leadership Development Standards

1. **Scope:** Leadership development standards define the number of hours per year each admin/exempt employee is expected to devote to his or her leadership development. These standards are based on Big Bend's Leadership Competencies.

2. **Leadership Competencies & Characteristics:**

Administrative	Ownership/Accountability
Communication	Development
Interpersonal	Decision Making
Continuous Improvement	Self-Management
Motivation	Organizational Strategy
Organization Knowledge	

3. **Leadership Development Standard:** The standard for calendar year 2015 is a minimum of **14.0 hours** of training/development, covering at least four different leadership competencies. The standard may be achieved by participating in the following:

   - Leadership workshops: We expect to have 2 workshops in 2015. Viewing taped workshops will satisfy the requirement if attendance is not possible.

   - Lunch-n-Learn: We expect to have 11 Lunch-n-Learn sessions in 2015. Leaders are expected to attend a minimum of five (5) sessions. Participants must arrive on time and attend the entire session to receive credit.

   - Additional Options: Any of the options noted below may be used to meet the 2015 standard, provided it relates to Big Bend's leadership competencies.

   - Videos / DVD's
   - Audiobooks
   - Reading (books, periodicals)
   - Classes, Seminars, & Webinars
   - Preparing & presenting leadership development topics

   The 2015 standard will be pro-rated for individuals who are hired or transferred into admin/exempt positions during the year.

4. **Stretch Goal:** Admin/Exempt employees who achieve the stretch goal of **25.0 or more leadership development hours** in a calendar year, will be recognized at the end of the year.

5. **Eligible Subjects & Sources:** In order for the leadership development hours to count towards the 2015 standard, subjects must pertain to:
   - Big Bend's leadership competencies *(see Item 2)*.
   - Other universally recognized leadership/management skills.
   - Additional subjects pertaining to individual leadership development agreed upon between the employee and his/her supervisor.

If an employee would like assistance in determining if a learning session is eligible for consideration under the 2015 leadership development standards they may contact the Leadership Development Team prior to attending the session.

6. **Reporting Time:** Hours will be reported by each employee on the "honor system," using the *Leadership Development Reporting form* (available on the Portal). Employees are encouraged to submit copies of program certificates or other proof of completion, along with the reporting form so that the certificate can be added to their training file. A form is **NOT** required to report hours for leadership workshops, Lunch-n-Learn sessions or other on-site programs where the attendees have signed in. Hours for these programs will be recorded using the sign-in form.

7. **Reporting Credits & Tracking Credits:** The Human Resources Office will maintain records of completed hours for each admin/exempt employee. Reports will be distributed to the employee and their supervisor on a quarterly basis for tracking.

A Tool to Determine Your Leadership Development Credits

Learning Source	*Credits Hours**	*Minimums / Maximums*
Leadership Workshops	Actual number of workshop hours.	Attendance at all leadership workshops is expected. Viewing taped workshops will satisfy the requirement if attendance is not possible.
Lunch-n-Learn Sessions	1.0 credit hour per session	Attendance at a minimum of 5 LnL sessions is expected.
Preparing for & leading Lunch-n-Learn sessions or other leadership development sessions.	2x the presentation time	No min or max
Tape Talk (book club)	1.0 credit hour per session	No min or max
Videos/DVD's	Actual video/DVD running time (other than workshops – see above)	No min or max
Journals / Periodicals	0.5 credit hour per issue	No min or max
Books Audio books same credit as hard copy book (other than Tape Talk – see above)	up to 100 pages = 1.0 101 - 200 pages = 2.0 201 - 300 pages = 3.0 …and so on	No min or max
Audio & Web Conferences	Actual program time	No min or max
Off-site seminars & conferences	CE value or classroom time	No min or max
On-line courses or other self-paced learning programs.	Based on credit hours indicated for the program	No min or max
Classes/courses at or through accredited colleges/universities	Based on credit hours indicated for the program	No min or max

**Round timeframes to nearest 15 minutes.*

Appendix I

Make the Connection

Behavior Styles

LearnIng Kit

Sharing knowledge; increasing impact.

Learning Kit – "Behavior Styles"
Issued: June 30, 2015
Deadline: August 3, 2015

Purpose: The Learning Kit is a tool designed to help department leaders engage staff in deeper discussions after workshops and seminars. This helps align all employees with organizational goals, discuss how the information provided in the workshop affects the department, and helps a department agree on goals and objectives moving forward.

Expectation: All department leaders would engage staff in deeper conversations using the questions and scripts provided or utilize their own questions.

Development Credit: Learning kits completed by the deadline will be eligible for development credit of 0.5. This is documented using the accompanying Accountability Report.

Instructions: The leader's script (below) is provided as a guide for you to review workshop highlights with staff. Please feel free to use the script as-is or just review the script to get a general idea and use your own words. Some learning kits will include handouts for you to copy and distribute to staff. Once you've conducted the learning kit, please complete the accompanying Accountability Report and forward to the Human Resources Department. Thanks!

Deadline: **August 3, 2015** (4 weeks from date of issue)

Leader's Script:

Lynn Baldwin-Rhodes of Nash Consulting, led a workshop for employees on June 23, 2015. The workshop took us on a walk through the different behavior styles and how our individual behavior styles can positively or negatively impact communication.

During the session, participants completed a brief assessment of their style. A more in-depth assessment is included with this learning kit and employees are encouraged to complete this assessment, particularly those unable to attend the workshop.

So, what are the four behavior styles?

- ✓ Conductor
- ✓ Promoter
- ✓ Listener
- ✓ Analyzer

Each style has a particular group of strengths and limitations, drivers, needs and motivators. Understanding our own behavior styles and the styles of others will help us to develop communication strategies that are respectful and build trust.

Leaders: Consider discussing the following questions with your team.

- What were your take-aways from the workshop?
- How do our styles get in the way of our ability to communicate?
- What are the goals we picked? How can we help each other meet those goals?
- How can I wear the hat I need to wear in order to do my job?

Learning how to approach crucial conversations will help us work together as a team and make it safe to talk about anything. This will move the whole facility into action and results!!!

If your department wants to dig deeper into the topic of behavior styles here are some additional resources:

- Meyers-Briggs Assessment – Terry Kinzel, Tom Willingham, and Kim Jackson have experience with MB
- Strengths Finders – Heidi Summers and Monica Medrano have experience with this
- "Please Understand Me: Character & Temperament Types" by David Keirsey & Marilyn Bates
- "Please Understand Me II: Temperament, Character, Intelligence by David Keirsey
- "StrengthsFinder 2.0" by Tom Rath

Learning how to improve our communication will help us work together as a team and make it safe to talk about anything. This will move the whole organization into action and results!!!

Practice and enjoy!!

Last Step: Please complete the accompanying Accountability Report and forward to the Human Resources Department. Thanks!

Accountability Report
Learning Kit: ***Behavior Styles***

Please return your completed report to: The Human Resources Office

Due: **August 3, 2015**

Leader: _____

Department: _____

Date you discussed the Learning Kit: _____

Number of staff who participated: _____

Please feel free to share any feedback from staff and/or your own:

_____

_____

_____

_____

Leaders: You will receive a 0.5 credit hour toward your leadership development compliance standard for Accountability Reports submitted by the deadline.

Appendix J

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Adkins, Honour	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	0.5	C
Aldrich, Kathy	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Aldrich, Kathy	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Aldrich, Kathy	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Aldrich, Kathy	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Aldrich, Kathy	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	1	C
Aldrich, Kathy	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	1	C
Anderson, John W.	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Andresen, Michael	Hazard Communication/MSDS Training Online-BBCC	01/30/15	01/30/15	1.5	C
Andresen, Michael	WA State Procurement Ethics-DES Training online-BBCC	10/09/15	10/09/15	0.5	C
Andresen, Michael	WA State Small Purchases-DES Training online-BBCC	10/09/15	10/09/15	.75	C
Arriaga, Robin	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Arriaga, Robin	Campus Alert System Training-BBCC	02/05/15	02/05/15	1	C
Arriaga, Robin	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Arriaga, Robin	Shared Governance Council Meeting-BBCC	02/13/15	02/13/15		C
Arriaga, Robin	Fred Pryor Leadership Training-Spokane	02/18/15	02/18/15	1	C
Arriaga, Robin	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Arriaga, Robin	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Arriaga, Robin	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Arriaga, Robin	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Arriaga, Robin	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	C
Arriaga, Robin	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Arriaga, Robin	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Arriaga, Robin	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Arriaga, Robin	WA State Contract Management 101-DES Training online-BBCC	09/30/15	09/30/15	1	C
Arriaga, Robin	HCA Open Enrollment Video Online-BBCC	10/10/15	10/10/15	.5	C
Arriaga, Robin	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	C
Arriaga, Robin	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Arriaga, Robin	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Arriaga, Robin	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	C
Bartleson, Traci	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Bartleson, Traci	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Bartleson, Traci	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Bartleson, Traci	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	0.5	C
Bartleson, Traci	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Bartleson, Traci	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Bergen, TC	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Bergen, Tony	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Bergen, Tony	Excavation, Trenching, and Shoring Safety-Vivid Learning System-online	03/16/15	03/16/15	.92	C
Bergen, Tony	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Bergen, Tony	Fire Safety-Vivid Learning System-online	05/04/15	05/04/15	1.8	C
Bergen, Tony	Lead Awareness-Vivid Learning System-online	05/12/15	05/12/15	.67	C
Bergen, Tony	Personal Fall Arrest Systems-Vivid Learning System-online	05/12/15	05/12/15	1.32	C
Bergen, Tony	Scaffold Safety-Vivid Learning System-online	05/13/15	05/13/15	1.82	C
Bergen, Tony	Slips, Trips, and Falls-Vivid Learning System-online	05/13/15	05/13/15	1.2	C
Bergen, Tony	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Bergen, Tony	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Bergen, Tony	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Bergen, Tony	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Bernhardt, Starr	2015 Winter ITC/RPC (joint) Meeting-Bellevue	02/12/15	02/13/15	20	C
Bernhardt, Starr	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	02/24/15	02/24/15	1.5	C
Bernhardt, Starr	Winter 2015 Association Conference-Seattle	03/05/15	03/06/15	8	C
Bernhardt, Starr	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Bernhardt, Starr	2015 Spring Research & Planning Commission Meeting-Longview	03/25/15	03/27/15		C
Bernhardt, Starr	Active Shooter Training-BBCC	04/15/15	04/15/15	2	C
Bernhardt, Starr	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Bernhardt, Starr	2015 Association of Institutional Researchers (AIR) Forum-Denver	05/27/15	05/28/15	1	C
Bernhardt, Starr	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Bernhardt, Starr	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Bernhardt, Starr	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Bernhardt, Starr	Focus Group Facilitator Training-BBCC	10/12/15	10/12/15	2.5	C
Bernhardt, Starr	Fishbone Facilitator Training-BBCC	10/13/15	10/13/15	2	C
Bernhardt, Starr	WA Research & Planning Commission Meeting Fall 2015-La Conner	10/29/15	10/30/15	12	C
Bernhardt, Starr	WA State Procurement Ethics-DES Training online-BBCC	11/03/15	11/03/15	0.5	C
Bernhardt, Starr	WA State Small Purchases-DES Training online-BBCC	11/03/15	11/03/15	.75	C
Bernhardt, Starr	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.5	C
Bernhardt, Starr	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	C
Bernhardt, Starr	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Bernhardt, Starr	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	C
Bessett, Tina	IA Renewal Conference-Puyallup	02/21/15	02/22/15	8	C
Bessett, Tina	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Bessett, Tina	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Bomstad, David	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Bratsch, Heidi	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Bratsch, Heidi	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Bratsch, Heidi	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Bratsch, Heidi	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Bratsch, Heidi	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Bratsch, Heidi	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Bratsch, Heidi	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Bratsch, Heidi	Don't Judge a Book by Its Cover! Training @ STTACC Conference-Walla Walla	07/29/15	07/29/15	2	C
Bratsch, Heidi	Personal Safety Training @ STTACC Conference-Walla Walla	07/29/15	07/29/15	1	C
Bratsch, Heidi	What's in the Water Training @ STTACC Conference-Walla Walla	07/29/15	07/29/15	1	C
Bratsch, Heidi	Energy Systems Education Training @ STTACC Conference-Walla Walla	07/30/15	07/30/15	1	C
Bratsch, Heidi	Tips and Tricks of Photography Training @ STTACC Conference-Walla Walla	07/30/15	07/30/15	1	C
Bratsch, Heidi	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Bratsch, Heidi	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	.58	C
Bratsch, Heidi	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Bratsch, Heidi	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Bratsch, Heidi	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Brischle, Cheryl	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Brischle, Cheryl	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Brischle, Cheryl	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Brischle, Cheryl	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Brischle, Cheryl	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Brischle, Cheryl	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Brischle, Cheryl	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Brischle, Cheryl	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Brischle, Cheryl	WA State Procurement Ethics-DES Training online-BBCC	10/05/15	10/05/15	0.5	C
Brischle, Cheryl	WA State Small Purchases-DES Training online-BBCC	10/05/15	10/05/15	.75	C
Brischle, Cheryl	Disabilities History Awareness Speaker-Jennifer Adams-BBCC	10/14/15	10/14/15	1	C
Brischle, Cheryl	2015 NAEOP Annual Regional Conference-Spokane	10/19/15	10/19/15	8.5	C
Brischle, Cheryl	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Brown, Amber	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Brown, Amber	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Brown, Amber	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Brown, Amber	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Brown, Amber	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Brown, Amber	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Brown, Amber	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	C
Brown, Amber	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Brown, Donnie	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Brown, Donnie	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Brown, Donnie	WA State Procurement Ethics-DES Training online-BBCC	10/16/15	10/16/15	0.5	C
Brown, Donnie	WA State Small Purchases-DES Training online-BBCC	10/16/15	10/16/15	.75	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Brown, Donnie	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Candanoza, Hope	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Candanoza, Hope	CASAS National Summer Institute-San Diego, CA	06/22/15	06/25/15	16	C
Candanoza, Hope	STTACC Conference-Walla Walla	07/29/15	07/30/15	12	C
Candanoza, Hope	WA State Procurement Ethics-DES Training online-BBCC	10/15/15	10/15/15	0.5	C
Candanoza, Hope	WA State Small Purchases-DES Training online-BBCC	10/16/15	10/16/15	.75	C
Candanoza, Hope	WABERS Training-Granger	10/28/15	10/28/15	6	C
Candanoza, Hope	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	C
Candanoza, Hope	Fall 2015 Association Conference-Best Practices and Successes-Stevenson	11/13/15	11/13/15	8	C
Carsey, Scott	Building Bridges Technology Conference-Spokane	03/11/15	03/13/15		C
Carsey, Scott	WA State Procurement Ethics-DES Training online-BBCC	10/08/15	10/08/15	0.5	C
Carsey, Scott	WA State Small Purchases-DES Training online-BBCC	10/08/15	10/08/15	.75	C
Carsey, Scott	Excellence in Management by Michael Nash-Wenatchee	10/09/15	10/09/15	7	C
Carsey, Scott	Excellence in Management by Michael Nash-Wenatchee	10/23/15	10/23/15	7	C
Carsey, Scott	Excellence in Management by Michael Nash-Wenatchee	11/06/15	11/06/15	7	C
Casebolt, Dale	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Casebolt, Dale	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Casebolt, Dale	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	C
Casebolt, Dale	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Cervantes, Sergio	Asbestos Hazard Awareness-Vivid Learning System-online	02/25/15	02/25/15	1.7	C
Cervantes, Sergio	Excavation, Trenching, and Shoring Safety-Vivid Learning System-online	02/25/15	02/25/15	.5	C
Cervantes, Sergio	Fire Safety-Vivid Learning System-online	02/26/15	02/26/15	1	C
Cervantes, Sergio	Lead Awareness-Vivid Learning System-online	05/13/15	05/13/15	.25	C
Cervantes, Sergio	Personal Fall Arrest Systems-Vivid Learning System-online	05/13/15	05/13/15	.17	C
Cervantes, Sergio	Scaffold Safety-Vivid Learning System-online	05/14/15	05/14/15	.13	C
Cervantes, Sergio	Slips, Trips, and Falls-Vivid Learning System-online	05/14/15	05/14/15	.88	C
Cervantes, Sergio	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Cervantes, Sergio	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Cervantes, Sergio	WA State Small Purchases-DES Training online-BBCC	10/08/15	10/08/15	.75	C
Cervantes, Sergio	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Cesario, Todd	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Christian, Carla Louise	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Christian, Carla Louise	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Christian, Carla Louise	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Christian, Carla Louise	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Christian, Carla Louise	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Christian, Carla Louise	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Christian, Carla Louise	STTACC Conference-Walla Walla	07/29/15	07/30/15	12	C
Christian, Carla Louise	WA State Purchasing & Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	2	C
Christian, Carla Louise	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	1	C
Christian, Carla Louise	WA State Contract Management 101-DES Training online-BBCC	09/29/15	09/29/15	2	C
Coffin, Ruth	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Coffin, Ruth	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Coffin, Ruth	SEVIS International Student Webinar-BBCC	05/08/15	05/15/15	4	C
Coffin, Ruth	GoArmyEd Degree Management Video/Documents-BBCC	07/06/15	07/06/15	1	C
Coffin, Ruth	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Coffin, Ruth	WA State Procurement Ethics-DES Training online-BBCC	10/15/15	10/15/15	0.5	C
Coffin, Ruth	WA State Small Purchases-DES Training online-BBCC	10/15/15	10/15/15	.75	C
Coffin, Ruth	Prior Learning Assessment Conference-CWU	11/06/15	11/06/15	6.5	C
Collins, Barbara	Fred Pryor Effective Leadership Training-Spokane	02/18/15	02/18/14	7	C
Collins, Barbara	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Collins, Barbara	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Collins, Barbara	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Collins, Barbara	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Collins, Barbara	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Collins, Barbara	STTACC Conference-Walla Walla	07/29/15	07/30/15	12	C
Collins, Barbara	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Collins, Barbara	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	C
Collins, Barbara	WA State Small Purchses-DES Training online-BBCC	09/30/15	09/30/15	.75	C
Collins, Barbara	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Collins, Barbara	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Collins, Barbara	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Collins, Barbara	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	C
Collins, Barbara	Grant Management Part 2 Webinar-BBCC	12/08/15	12/08/12	1.5	C
Collins, Barbara	Grant Management Part 3 Webinar-BBCC	12/10/15	12/10/15	3.5	C
Curran-Sweeney, Teresa	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Curran-Sweeney, Teresa	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Fish, Randy	Noxious Weed Board Meeting-BBCC	01/14/15	01/14/15	8	C
Fish, Randy	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Fish, Randy	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Fish, Randy	Call Before You Dig Training-Moses Lake	02/25/15	02/25/15	3	C
Fish, Randy	Slips, Trips, and Falls-Vivid Learning System-online	03/03/15	03/03/15	.75	C
Fish, Randy	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Fish, Randy	Personal Fall Arrest Systems-Vivid Learning System-online	05/13/15	05/13/15	.65	C
Fish, Randy	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Fish, Randy	Scaffold Safety-Vivid Learning System-online	06/02/15	06/02/15	.5	C
Fish, Randy	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Fish, Randy	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Fish, Randy	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	C
Fish, Randy	WA State Small Purchases-DES Training online-BBCC	09/30/15	09/30/15	.75	C
Frueh, Dave	Ladder Safety-Vivid Learning System-online	04/02/15	04/02/15	3.8	C
Frueh, Dave	Fire Safety-Vivid Learning System-online	05/13/15	05/13/15	1.57	C
Frueh, Dave	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Frueh, Dave	Slips, Trips, and Falls-Vivid Learning System-online	06/23/15	06/23/15	1.93	C
Frueh, Dave	Driver Safety-Vivid Learning System-online	07/01/15	07/01/15	1.23	C
Fry, Cassandra	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Fry, Cassandra	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Fry, Cassandra	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Fry, Cassandra	Active Shooter Training-Spectator-BBCC	04/15/15	04/15/15	2	C
Fry, Cassandra	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Fry, Cassandra	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Fry, Cassandra	SALT Client Forum/Training-Spokane	05/28/15	05/28/15	5.5	C
Fry, Cassandra	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Fry, Cassandra	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Fry, Cassandra	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Fry, Cassandra	WA State Procurement Ethics-DES Training online-BBCC	10/12/15	10/12/15	0.5	C
Fry, Cassandra	WA State Small Purchases-DES Training online-BBCC	10/14/15	10/14/15	.75	C
Fry, Cassandra	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	C
Fry, Cassandra	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Fry, Cassandra	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Fry, Cassandra	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	C
Gamboa, Julia	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Gamboa, Julia	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Gamboa, Julia	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	C
Gamboa, Julia	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Gamboa, Julia	WA State Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	0.5	C
Gamboa, Julia	WA State Contract Management 101-DES Training online-BBCC	10/15/15	10/15/15	1	C
Gamboa, Julia	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Girone, Karen	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Girone, Karen	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Girone, Karen	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Girone, Karen	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Girone, Karen	WA State Procurement Ethics-DES Training online-BBCC	10/15/15	10/15/15	0.5	C
Girone, Karen	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Girone, Karen	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	C
Girone, Karen	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	C
Gruber, Eric	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Gruber, Eric	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Gruber, Eric	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Gruber, Eric	WA State Procurement Ethics-DES Training online-BBCC	11/10/15	11/10/15	0.5	C
Hankins, Sarah	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Hanover, Gene	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Hanover, Gene	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Hanover, Gene	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Helvy, Garry	WA State Small Purchases-DES Training online-BBCC	10/06/15	10/06/15	.75	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Helvy, Garry	WA State Procurement Ethics-DES Training online-BBCC	10/07/15	10/07/15	0.5	C
Hesselroth, Paul	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Hesselroth, Paul	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Hesselroth, Paul	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Hesselroth, Paul	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Hesselroth, Paul	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Jacobs, Amber	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Jacobs, Amber	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Jacobs, Amber	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Jacobs, Amber	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	C
Jacobs, Amber	WA State Small Purchases-DES Training online-BBCC	09/30/15	09/30/15	.75	C
Jacobs, Amber	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	C
Jacobs, Amber	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Jacobs, Amber	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Jacobs, Amber	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	1.5	C
Johnson, Barbi	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Johnson, Barbi	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	02/24/15	02/24/15		C
Johnson, Barbi	General Aviation Security Course Online-BBCC	04/06/15	04/06/15	1	C
Johnson, Barbi	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Johnson, Barbi	Personal Code Training-Higher One-BBCC	04/30/15	04/30/15	.75	C
Johnson, Barbi	Financial Fitness-Moses Lake	05/26/15	05/01/37	3	C
Johnson, Barbi	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Johnson, Barbi	WA State Purchasing & Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	1	C
Johnson, Barbi	WA State Contract Management 101-Modules 1-2-DES Training online-BBCC	09/29/15	09/29/15	1.6	C
Johnson, Barbi	WA State Contract Management 101-Modules 3-4-DES Training online-BBCC	09/30/15	09/30/15	1	C
Johnson, Barbi	PAN Proctor Console Testing Certified-BBCC	10/19/15	10/19/15	2	C
Johnson, Barbi	WA State Small Purchases-DES Training online-BBCC	11/19/15	11/19/15	.75	C
Jones, Rick	Hazard Communication/MSDS Training Online-BBCC	01/30/15	01/30/15	1.5	C
Jones, Rick	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Jones, Rick	Driver Safety-Vivid Learning System-online	02/27/15	02/27/15	.5	C
Jones, Rick	Ladder Safety-Vivid Learning System-online	02/27/15	02/27/15	2.4	C
Jones, Rick	Fire Safety-Vivid Learning System-online	03/05/15	03/05/15	.75	C
Jones, Rick	Slips, Trips, and Falls-Vivid Learning System-online	03/05/15	03/05/15	.8	C
Jones, Rick	Bloodborne Pathogens (BBP)-Vivid Learning System-online	03/06/15	03/06/15	1	C
Jones, Rick	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Jones, Rick	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Jones, Rick	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Jones, Rick	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Jordan, Rita	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Jordan, Rita	VA Workshop-Spokane	02/23/15	02/23/15	4	C
Jordan, Rita	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Jordan, Rita	Serving Student Veterans in Public Institutions Conference-Auburn	07/14/15	07/14/15	9	C
Jordan, Rita	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Konovalchuk, Lyubov	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Konovalchuk, Lyubov	Early Achievers Conference-Kennewick	07/16/15	07/18/15		C
Konovalchuk, Lyubov	WA State Procurement Ethics-DES Training online-BBCC	10/15/15	10/15/15	0.5	C
Konovalchuk, Lyubov	WA State Small Purchases-DES Training online-BBCC	10/15/15	10/15/15	.75	C
Krcma, Kristen	Hazard Communication/MSDS Training Online-BBCC	01/30/15	01/30/15	1.5	C
Krcma, Kristen	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Krcma, Kristen	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Krcma, Kristen	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Krcma, Kristen	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Leach, Nancy	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Leach, Nancy	2015 Cultural Enrichment Trip w/ TRiO Upward Bound Summer Academy-Seattle	07/10/15	07/12/15		C
Leach, Nancy	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	0.5	C
Leach, Nancy	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Leach, Nancy	2015 NAEOP Fall Conference-Spokane	10/18/15	10/21/15	8.5	C
Leach, Nancy	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Lidbetter, Tony	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Lidbetter, Tony	Building Bridges Technology Conference-Spokane	03/11/15	03/13/15		C
Lidbetter, Tony	ITIL Foundation/Global Knowledge IT & Business Skills Training-Renton	03/16/15	03/18/15		C
Lidbetter, Tony	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Lidbetter, Tony	WA State Small Purchases-DES Training online-BBCC	10/06/15	10/06/15	.75	C
Lidbetter, Tony	WA State Procurement Ethics-DES Training online-BBCC	10/26/15	10/02/15	0.5	C
Lidbetter, Tony	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Mata, Ted	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Mata, Ted	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Mata, Ted	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
McKinley, Ken	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
McKinley, Ken	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
McKinley, Ken	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
McKinley, Ken	Leadership Training Nash Consulting-Wenatchee	09/18/15	09/18/15	7	C
McKinley, Ken	WA State Procurement Ethics-DES Training online-BBCC	10/06/15	10/06/15	0.5	C
McKinley, Ken	Leadership Training Nash Consulting-Wenatchee	10/09/15	10/09/15	7	C
McKinley, Ken	Leadership Training Nash Consulting-Wenatchee	10/23/15	10/23/15	7	C
McKinley, Ken	Leadership Training Nash Consulting-Wenatchee	11/06/15	11/06/15	7	C
Mestdagh, Valerie	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Mestdagh, Valerie	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Mestdagh, Valerie	Slips, Trips, and Falls-Vivid Learning System-online	06/05/15	06/05/15	.47	C
Mestdagh, Valerie	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Mestdagh, Valerie	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	0.5	C
Mestdagh, Valerie	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Moskvich, Dina	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Munyan, Tom	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Munyan, Tom	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Munyan, Tom	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Okerlund, Karen	Campust Alert System Training-BBCC	02/05/15	02/05/15	1	C
Okerlund, Karen	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Okerlund, Karen	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Okerlund, Karen	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Okerlund, Karen	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Okerlund, Karen	Employee Medical Leave & Accomodation in WA Training-Wenatchee	08/13/15	08/13/15	4.25	C
Okerlund, Karen	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Okerlund, Karen	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	2	C
Okerlund, Karen	WA State Small Purchases-DES Training online-BBCC	09/30/15	09/30/15	1	C
Okerlund, Karen	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Okerlund, Karen	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	C
Okerlund, Karen	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	1.5	C
Pinger, Mikaela	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Pinger, Mikaela	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Ponce, Yvonne	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Ponce, Yvonne	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	02/24/15	02/24/15		C
Ponce, Yvonne	General Aviation Security Course Online-BBCC	04/06/15	04/06/15	1	C
Ponce, Yvonne	Personal Code Training-Higher One-BBCC	04/30/15	04/30/15	.75	C
Ponce, Yvonne	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Ponce, Yvonne	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Ponce, Yvonne	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	09/29/15	09/29/15	.5	C
Ponce, Yvonne	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.5	C
Ponce, Yvonne	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	09/30/15	09/30/15	2.75	C
Ponce, Yvonne	WA State Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	0.5	C
Radchishin, Petr	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Radchishin, Petr	Driver Safety-Vivid Learning System-online	06/04/15	06/04/15	.57	C
Radchishin, Petr	Fire Safety-Vivid Learning System-online	06/05/15	06/05/15	1.1	C
Radchishin, Petr	Ladder Safety-Vivid Learning System-online	06/08/15	06/08/15	1.23	C
Radchishin, Petr	Slips, Trips, and Falls-Vivid Learning System-online	06/09/15	06/09/15	.75	C
Radchishin, Petr	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Radchishin, Petr	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Ralph, Katie	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	09/28/15	09/28/15	1.75	C
Ralph, Katie	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Ralph, Katie	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Richins, Tana	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Richins, Tana	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Richins, Tana	Active Shooter Training on Campus-BBCC	04/15/15	04/15/15	2.5	C
Richins, Tana	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Richins, Tana	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Richins, Tana	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Riegel, Barbara	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Riegel, Barbara	General Aviation Security Course Online-BBCC	04/06/15	04/06/15	1	C
Riegel, Barbara	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Riegel, Barbara	Personal Code Training-Higher One-BBCC	04/30/15	04/30/15	.75	C
Riegel, Barbara	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Riegel, Barbara	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Riegel, Barbara	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Riegel, Barbara	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	09/28/15	09/30/15	3	C
Riegel, Barbara	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Robnett, Jeff	Excavation, Trenching, and Shoring Safety-Vivid Learning System-online	02/25/15	02/25/15	.5	C
Robnett, Jeff	Fire Safety-Vivid Learning System-online	02/26/15	02/26/15	.12	C
Robnett, Jeff	Lead Awareness-Vivid Learning System-online	05/13/15	05/13/15	1.07	C
Robnett, Jeff	Personal Fall Arrest Systems-Vivid Learning System-online	05/13/15	05/13/15	.9	C
Robnett, Jeff	Scaffold Safety-Vivid Learning System-online	05/14/15	05/14/15	.7	C
Robnett, Jeff	Slips, Trips, and Falls-Vivid Learning System-online	05/14/15	05/14/15	.07	C
Robnett, Jeff	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Robnett, Jeff	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Robnett, Jeff	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Robnett, Jeff	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Russell, Joe	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Russell, Joe	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Russell, Joe	811 Forum-Moses Lake	02/21/15	02/21/15	5	C
Russell, Joe	Call Before You Dig Training-Moses Lake	02/25/15	02/25/15	3	C
Russell, Joe	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Russell, Joe	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Russell, Joe	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Russell, Joe	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	2	C
Russell, Joe	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Russell, Joe	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.5	C
Searcy, Brandy	A+ Certification-BBCC	05/15/15	09/16/15	8 cr	C
Searcy, Brandy	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Searcy, Brandy	Network and Security Foundations class through WGU online	11/15/15	12/28/15	4	C
Searcy, Brandy	Hiring a Hacker: Auditing and Penetration Testing Tips, Tricks and Traps Webinar-BBCC	11/18/15	11/18/15	1	C
Shepard, Mike	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Simpson, Debbie	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Simpson, Debbie	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	02/24/15	02/24/15		C
Simpson, Debbie	Active Shooter Drill-BBCC	04/15/15	04/15/15	2.5	C
Simpson, Debbie	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Simpson, Debbie	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Simpson, Debbie	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Simpson, Debbie	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Simpson, Debbie	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Simpson, Debbie	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	C
Smith, Angie	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Smith, Angie	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Smith, Angie	BAR Meeting-Everett	03/12/15	03/13/15		C
Smith, Angie	General Aviation Security Course Online-BBCC	04/06/15	04/06/15	1	C
Smith, Angie	Personal Code Training-Higher One-BBCC	04/30/15	04/30/15	.75	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Smith, Angie	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Smith, Angie	BAR Meeting-Walla Walla	05/28/15	05/29/15		C
Smith, Angie	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Smith, Angie	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	C
Smith, Angie	WA State Small Purchases-DES Training online-BBCC	10/06/15	10/01/15	.75	C
Smith, Angie	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	10/14/15	10/14/15	4	C
Smith, Angie	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Starr, Jennifer	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Starr, Jennifer	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Starr, Jennifer	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Starr, Jennifer	WordPress Training-BBCC	09/10/15	09/10/15	1	C
Starr, Jennifer	Adapting, Succeeding & Thriving in Community College Advancement-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1.5	C
Starr, Jennifer	Building Your Alumni Association on a Budget-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1	C
Starr, Jennifer	Communication & the Art of Persuasion-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1.5	C
Starr, Jennifer	How to Do Banding Right: From Start to Finish-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1.5	C
Starr, Jennifer	LinkedIn: Superb, Free Resource for Alumni and Advancement-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1.5	C
Starr, Jennifer	Listening to Alumni-Feedback from the Field-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1.5	C
Starr, Jennifer	Managing Social Media-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1	C
Starr, Jennifer	The Great Alunmi Hunt-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1	C
Starr, Jennifer	What Motivates a Generation to Give-CASE Conference-Anaheim, CA	10/01/15	10/03/15	1.5	C
Starr, Jennifer	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Starr, Jennifer	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Strnad, Hope	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Strnad, Hope	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Strnad, Hope	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Theis, Nancy	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Theis, Nancy	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Theis, Nancy	Active Shooter Event-BBCC	04/15/15	04/15/15	2	C
Theis, Nancy	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Theis, Nancy	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Theis, Nancy	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Theis, Nancy	WA State Procurement Ethics-DES Training online-BBCC	10/02/15	10/02/15	0.5	C
Theis, Nancy	WA State Small Purchases-DES Training online-BBCC	10/23/15	10/23/15	.75	C
Timofeyev, Taisa	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Timofeyev, Taisa	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Timofeyev, Taisa	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Timofeyev, Taisa	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Timofeyev, Taisa	Managing Stress Module-QuicKnowledge.com Online	05/07/15	05/07/15		C
Timofeyev, Taisa	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Timofeyev, Taisa	Appreciating Personal Differences Module-QuicKnowledge.com Online	05/20/15	05/20/15		C
Timofeyev, Taisa	Assessing the Effectiveness of Programs for At-Risk Students Webinar-BBCC	06/02/15	06/02/15	1	C
Timofeyev, Taisa	CASAS National Summer Institute-San Diego, CA	06/22/15	06/25/15	16	C
Timofeyev, Taisa	Valuing Diversity Module-QuicKnowledge.com Online	07/14/15	07/14/15		C
Timofeyev, Taisa	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Timofeyev, Taisa	STTACC Conference-Walla Walla	07/29/15	07/30/15	12	C
Timofeyev, Taisa	WA State BFET Conference-Spokane	08/05/15	08/06/15		C
Timofeyev, Taisa	Becoming an Effective Team Member Module-QuicKnowledge.com Online	08/13/15	08/13/15		C
Timofeyev, Taisa	Worker Retraining Annual WA Conference-Olympia	09/02/15	09/03/15		C
Timofeyev, Taisa	Balancing Work and Family-QuicKnowledge.com	10/21/15	10/21/15		C
Timofeyev, Taisa	Recognizing and Managing Anger-QuicKnowledge.com	10/23/15	10/23/15		C
Timofeyev, Taisa	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	C
Timofeyev, Taisa	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Timofeyev, Taisa	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	C
Timofeyev, Taisa	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Timofeyev, Taisa	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	C
Tincani, Rick	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Tincani, Rick	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Tincher, Jim	Noxious Weed Board Meeting-BBCC	01/14/15	01/14/15	8	C
Tincher, Jim	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Tincher, Jim	Pesticide Recertfication Class-BBCC	01/26/15	01/26/15	6.5	C
Tincher, Jim	Fire Safety-Vivid Learning System-online	02/02/15	02/02/15	.75	C
Tincher, Jim	Scaffold Safety-Vivid Learning System-online	02/06/15	02/06/15	1	C
Tincher, Jim	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1.25	C
Tincher, Jim	Lead Awareness-Vivid Learning System-online	03/11/15	03/11/15	2.2	C
Tincher, Jim	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Tincher, Jim	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Tincher, Jim	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Tincher, Jim	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	0.5	C
Tincher, Jim	WA State Small Purchases-DES Training online-BBCC	09/30/15	09/30/15	.75	C
Tincher, Jim	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Uresti, Angel	Fire Safety-Vivid Learning System-online	01/08/15	01/08/15	0.75	C
Uresti, Angel	Excavation, Trenching, and Shoring Safety-Vivid Learning System-online	02/04/15	02/04/15	1.5	C
Uresti, Angel	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Uresti, Angel	Call Before You Dig Training-Moses Lake	02/25/15	02/25/15	3	C
Uresti, Angel	Scaffold Safety-Vivid Learning System-online	03/02/15	03/02/15	1.75	C
Uresti, Angel	Slips, Trips, and Falls-Vivid Learning System-online	03/02/15	03/02/15	.75	C
Uresti, Angel	Personal Fall Arrest Systems-Vivid Learning System-online	03/03/15	03/03/15	1.4	C
Uresti, Angel	Lead Awareness-Vivid Learning System-online	03/10/15	03/10/15	2.8	C
Uresti, Angel	Electrical Safety-Vivid Learning System-online	03/24/15	03/24/15	3.1	C
Uresti, Angel	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Uresti, Angel	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Uresti, Angel	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Valdez, Esther	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	02/24/15	02/24/15		C
Valdez, Esther	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Valdez, Esther	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Valdez, Esther	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Valdez, Esther	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Valdez, Esther	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Valdez, Esther	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Valdez, Esther	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Walker, Jonie	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Walker, Jonie	Viking Careers-Utilizing Recent System Changes and Improvements-What You Need to Know!-BBCC	01/30/15	01/30/15	1	C
Walker, Jonie	2015-16 Financial Aid Student File Building-Codes, Forms & Process Changes-BBCC	02/10/15	02/10/15	1.5	C
Walker, Jonie	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Walker, Jonie	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	C
Walker, Jonie	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Walker, Jonie	HigherOne Training-BBCC	04/30/15	04/30/15	.5	C
Walker, Jonie	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Walker, Jonie	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Walker, Jonie	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Walker, Jonie	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Wallace, Alicia	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	C
Wallace, Alicia	Local & Global Issues w/Terry Leas-BBCC	02/12/15	02/12/15	1	C
Wallace, Alicia	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
Wallace, Alicia	Putting First Things First-Organizational Training-BBCC	05/14/15	05/14/15	1	C
Wallace, Alicia	Getting Ahead Facilitator Training-Spokane	06/03/15	06/03/15	7	C
Wallace, Alicia	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Wallace, Alicia	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Wallace, Alicia	WA State BFET Conference-Spokane	08/05/15	08/06/15		C
Wallace, Alicia	WRT Annual WA Conference-Olympia	09/02/15	09/03/15		C
Wallace, Alicia	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	C
Wallace, Alicia	WA State Small Purchases-DES Training online-BBCC	10/07/15	10/07/15	.75	C
Wallace, Alicia	WA State Procurement Ethics-DES Training online-BBCC	10/08/15	10/08/15	0.5	C

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Wallace, Alicia	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	C
Wallace, Alicia	2015 Faculty & Staff of Color Conference-Bellingham	11/04/15	11/06/15	20	C
Wallace, Alicia	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	C
Wallace, Alicia	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	C
Wallace, Alicia	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
Wallace, Alicia	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	C
Weber, Angela	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Weber, Angela	Early Achievers Conference-Kennewick	07/16/15	07/18/15		C
Weber, Angela	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Weber, Angela	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Weiser, Tracey	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	C
Weiser, Tracey	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
Weiser, Tracey	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Weiser, Tracey	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	C
Weiser, Tracey	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	C
Weiser, Tracey	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	09/30/15	09/30/15	4	C
Weiser, Tracey	Career Enhancement and Education-BBCC	11/19/15	11/19/15	1	C
White, Linda	Fire Safety-Vivid Learning System-online	02/20/15	02/20/15	1.35	C
White, Linda	Ladder Safety-Vivid Learning System-online	02/20/15	02/20/15	1.35	C
White, Linda	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	C
White, Linda	Slips, Trips, and Falls-Vivid Learning System-online	06/04/15	06/04/15	1	C
White, Linda	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	C
White, Linda	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	C
Adams, Sarah	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Adams, Sarah	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	E
Adams, Sarah	College Sparks Toolkit Presentation-Kent	01/27/15	01/27/15		E
Adams, Sarah	What the Flip? SBCTC Flipped Classroom Training-BBCC	02/13/15	02/13/15		E
Adams, Sarah	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E
Adams, Sarah	Adult Numeracy Institute Conference-Everett	02/26/15	02/27/15	16	E
Adams, Sarah	Northwest Tutoring Center Conference-Auburn	02/28/15	02/28/15	3	E
Adams, Sarah	NACADA Conference-Coeur d' Alene	03/11/15	03/13/15	20	E
Adams, Sarah	7 Habits of Highly Effective People-Habit 2-BBCC	03/20/15	03/20/15	1	E
Adams, Sarah	Team Teaching SBCTC-BBCC	04/10/15	04/10/15	6	E
Adams, Sarah	Benchmarking CAD Labs for Engineering-Everett/Bellingham	04/16/15	04/16/15		E
Adams, Sarah	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Adams, Sarah	Contextualized Training SBCTC-Yakima-Grandview	04/24/15	04/24/15	7	E
Adams, Sarah	Adult Numeracy Training SBCTC-Everett	04/30/15	04/30/15	8	E
Adams, Sarah	Math Conference-Lake Chelan	05/01/15	05/01/15	3	E
Adams, Sarah	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	E
Adams, Sarah	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Adams, Sarah	7 Habits of Highly Effective People-Habit 4-BBCC	06/26/15	06/26/15	1	E
Adams, Sarah	Spark Grant Summer Institute-Leavenworth	07/15/15	07/17/15	14	E
Adams, Sarah	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Adams, Sarah	The 360 (degree) Leader audio book	08/03/15	08/03/15	3.3	E
Adams, Sarah	Association Summer 2015 Conference-Blaine, WA	08/13/15	08/14/15		E
Adams, Sarah	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Adams, Sarah	Linear Algebra online course through U of Houston	09/01/15	12/31/15	3 sem cr	E
Adams, Sarah	Technology in Math Instruction online course through U of Houston	09/01/15	12/31/15	3	E
Adams, Sarah	MATLAB Training-BBCC	09/17/15	09/17/15	4	E
Adams, Sarah	WA State Procurement Ethics-DES Training online-BBCC	10/15/15	10/15/15	0.5	E
Adams, Sarah	WA State Small Purchases-DES Training online-BBCC	10/15/15	10/15/15	.75	E
Adams, Sarah	NW eLearning Conference-Olympia	10/22/15	10/22/15	8	E
Adams, Sarah	Fall 2015 Assessment Training and Learning Retreat-North Bend	10/29/15	10/30/15		E
Adams, Sarah	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3	E
Adams, Sarah	Fall 2015 CTC Learning Development Association Conference-Stevenson	11/13/15	11/13/15	8	E
Adams, Sarah	Talk Like TED by Carmine Gallo audio book	11/14/15	11/14/15	7.7	E
Allen, LoraLyn	IT Accessibility in Higher Education Capacity Building Institute (DO-IT)-Seattle	02/05/15	02/06/15	10	E
Allen, LoraLyn	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E
Allen, LoraLyn	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Allen, LoraLyn	DSSC/WAPED Spring Meeting-Leavenworth	04/14/15	04/17/15		E
Allen, LoraLyn	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Allen, LoraLyn	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	E
Allen, LoraLyn	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Allen, LoraLyn	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Allen, LoraLyn	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	E
Allen, LoraLyn	WA State Procurement Ethics-DES Training online-BBCC	10/21/15	10/21/15	0.5	E
Allen, LoraLyn	WA State Small Purchases-DES Training online-BBCC	10/21/15	10/21/15	.75	E
Allen, LoraLyn	DSSC/WAPED Fall Conference-Walla Walla	10/28/15	10/30/15	20	E
Allen, LoraLyn	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Allen, LoraLyn	7 Habits of Highly Effective People-Review & Close-BBCC	11/13/15	11/13/15	1	E
Allen, LoraLyn	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	E
Allen, LoraLyn	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Allen, LoraLyn	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	12/03/15	12/03/15	4	E
Alvarez, Luis	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Alvarez, Luis	Nat'l College Opportunity Programs Leadership Summit-Washington, DC	03/14/15	03/16/15	16	E
Alvarez, Luis	35th Annual Policy Seminar & US Ed Seminar-Washington, DC	03/17/15	03/17/15		E
Alvarez, Luis	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Alvarez, Luis	Students of Color Conference 2015-Yakima	04/23/15	04/25/15	8	E
Alvarez, Luis	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Alvarez, Luis	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Alvarez, Luis	2015 NAEOP Conference-Spokane	10/18/15	10/21/15	8.5	E
Arita, Kathy	WA State Contract Training Webinar-BBCC	01/21/15	01/23/15	8	E
Auvil, Joe	WA State Contract Management 101-4 Modules-DES Training online-BBCC	09/29/15	09/29/15	4	E
Auvil, Joe	WA State Purchasing & Procurement 101-4 Modules-DES Training online-BBCC	09/29/15	09/29/15	4	E
Auvil, Joe	WA State Purchasing and Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	0.5	E
Auvil, Joe	WA State Small PUrchases-DES Training online-BBCC	09/29/15	09/29/15	.75	E
Auvil, Joe	2015 NAEP District VI Annual Meeting-Spokane	10/04/15	10/07/15		E
Auvil, Joe	Purchasing Affairs Council Meeting-Bellingham	10/21/15	10/23/15		E
Auvil, Joe	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Berry-Guerin, Daneen	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/22/15	01/22/15	1	E
Berry-Guerin, Daneen	WEC Quarterly Meeting-Everett	02/05/15	02/06/15		E
Berry-Guerin, Daneen	AtD DREAM Conference-Baltimore	02/17/15	02/19/15	20	E
Berry-Guerin, Daneen	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Berry-Guerin, Daneen	Beyond the Book (7 Habits of Highly Effective People)-BBCC	02/27/15	02/27/15	1	E
Berry-Guerin, Daneen	Winter 2015 Diversity Training-Seattle	03/05/15	03/06/15	8	E
Berry-Guerin, Daneen	PNW QM Regional Conference-Seattle	04/09/15	04/10/15		E
Berry-Guerin, Daneen	Leading from the Middle Retreat 2015-Union	04/12/15	04/15/15	36	E
Berry-Guerin, Daneen	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Berry-Guerin, Daneen	Leadership Workshop-Seattle	05/27/15	05/27/15		E
Berry-Guerin, Daneen	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Berry-Guerin, Daneen	AtD Kickoff Training, Professional Development to Enhance Student Success -Cincinnati, OH	06/23/15	06/25/15	20.25	E
Berry-Guerin, Daneen	Workforce Deans' Academy Retreat-North Bend	07/13/15	07/15/15	31	E
Berry-Guerin, Daneen	TSA General Aviation Secutiry Course Online-BBCC	07/22/15	07/22/15	1.5	E
Berry-Guerin, Daneen	Boeing Manufacturing Workforce Initiative Webcast-BBCC	07/29/15	07/29/15	1	E
Berry-Guerin, Daneen	North Central WDC Bridges Healthcare Career Pathways-Moses Lake	08/04/15	08/04/15	1.5	E
Berry-Guerin, Daneen	IBEST Training-BBCC	08/20/15	08/20/15	2.25	E
Berry-Guerin, Daneen	Port of Moses Lake Airport Security Training-Grant County Airport-Moses Lake	09/01/15	09/01/15	1	E
Berry-Guerin, Daneen	Carver Model Policy Governance Training-BBCC	09/02/15	09/02/15	3	E
Berry-Guerin, Daneen	Engaging Students in Their Learning-BBCC	09/15/15	09/15/15	1.5	E
Berry-Guerin, Daneen	Workforce Dean Leadership Training, Team & Project via Skype-BBCC	09/25/15	09/25/15	1	E
Berry-Guerin, Daneen	Rural Alliance Fall Conference-Spokane	09/27/15	09/28/15		E
Berry-Guerin, Daneen	Recruiting for Higher Education Webinar-BBCC	09/29/15	09/29/15	.75	E
Berry-Guerin, Daneen	WA State Executive Management Purchasing & Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	.5	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Berry-Guerin, Daneen	WA State Purchasing & Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	.75	E
Berry-Guerin, Daneen	Workforce Dean Leadership Training Fall Session-Bellingham	10/06/15	10/07/15	20.75	E
Berry-Guerin, Daneen	Workforce Education Council Meeting-Bellingham	10/08/15	10/09/15	13.5	E
Berry-Guerin, Daneen	WA Career Pathway Training (WACAPA)-Bellingham	10/09/15	10/09/15	2.5	E
Berry-Guerin, Daneen	Ted Talk "The Danger of a Single Story" Online-BBCC	10/14/15	10/14/15	.25	E
Berry-Guerin, Daneen	Fighting 147s Qtrly Meeting-BBCC	10/16/15	10/16/15	6	E
Berry-Guerin, Daneen	Chronicle of Higher Ed Webinar "The Hard Truths of Academic Leadership" Online-BBCC	10/19/15	10/19/15	.5	E
Berry-Guerin, Daneen	Workforce Dean Leadership Training Team & Project Phone/Facetime-BBCC	10/23/15	10/23/15	1	E
Berry-Guerin, Daneen	2015 Best Practices Exchange Conference-Lakewood	10/27/15	10/27/15	6.5	E
Berry-Guerin, Daneen	Boeing Manufacturing Workforce Initiative Webcast-BBCC	11/04/15	11/04/15	1	E
Berry-Guerin, Daneen	BAS Fall Conference-Seattle	11/10/15	11/10/15	6	E
Berry-Guerin, Daneen	Workforce Dean Leadership Training-BBCC	12/09/15	12/09/15	.75	E
Berry-Guerin, Daneen	VA Education Service Webinar-BBCC	12/14/15	12/14/15	.5	E
Berry-Guerin, Daneen	Agriculture Center of Excellence Review-Walla Walla	12/15/15	12/15/15	4	E
Berry-Guerin, Daneen	Workforce Dean Leadership Training Team and Project via phone/facetime-BBCC	12/18/15	12/18/15	1	E
Bortz, Jody	Reading Apprenticeship Conference-Renton	03/13/15	03/14/15		E
Bortz, Jody	HS 21 Roundtable-Renton	05/15/15	05/15/15	7	E
Bortz, Jody	Assessing the Effectiveness of Programs for At-Risk Students: Strategies That Work through Innovative Educators-BBCC	06/02/15	06/02/15		E
Bortz, Jody	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Bortz, Jody	CBS Meeting-Bothell	07/15/15	07/15/15		E
Bortz, Jody	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Bortz, Jody	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Bortz, Jody	WSAC Pave the Way Conference-Tacoma	10/05/15	10/06/15		E
Bortz, Jody	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Bortz, Jody	WA State Procurement Ethics-DES Training online-BBCC	12/14/15	12/14/15	0.5	E
Bortz, Jody	WA State Small Purchases-DES Training online-BBCC	12/14/15	12/14/15	.75	E
Cadle, Annemarie	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/22/15	01/22/15	1	E
Cadle, Annemarie	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E
Cadle, Annemarie	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Cadle, Annemarie	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/08/15	05/08/15	1	E
Cadle, Annemarie	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Cadle, Annemarie	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Cadle, Annemarie	WA State Purchasing and Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Cadle, Annemarie	WA State Purchasing and Procurement 101 Modules 1-3-DES Training online-BBCC	09/29/15	09/29/15	3	E
Cadle, Annemarie	WA State Purchasing and Procurement 101 Module 4-DES Training online-BBCC	10/05/15	10/05/15	1	E
Cadle, Annemarie	OFC Meeting-Lakewood	10/15/15	10/16/15		E
Chadwick, Linda	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/22/15	01/22/15	1	E
Chadwick, Linda	Are You Listening?-BBCC	03/04/15	03/04/15	1	E
Chadwick, Linda	60 Minutes of Access Secrets-BBCC	03/17/15	03/17/15	1	E
Chadwick, Linda	Adobe InDesign-BBCC	03/17/15	03/18/15	2	E
Chadwick, Linda	Word 2010 Mail Merge-BBCC	03/17/15	03/17/15	.5	E
Chadwick, Linda	Windows 10-BBCC	03/24/15	03/24/15	1	E
Chadwick, Linda	Business Writing-BBCC	03/25/15	03/25/15	.5	E
Chadwick, Linda	CS6-BBCC	04/07/15	04/08/15	2.03	E
Chadwick, Linda	OneNote 2013-BBCC	04/16/15	04/16/15	1.40	E
Chadwick, Linda	Microsoft Access Queries Made Easy-BBCC	04/21/15	04/21/15	1	E
Chadwick, Linda	Word 2013 Building References-BBCC	04/29/15	04/29/15	1.08	E
Chadwick, Linda	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Chadwick, Linda	WA State Executive Management Purchasing & Procurement-DES Training online-BBCC	09/28/15	09/28/15	.67	E
Chadwick, Linda	WA State Purchasing & Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	1	E
Chadwick, Linda	WA State Contract Management 101 Modules 1-4-DES Training online-BBCC	09/30/15	10/01/15	4	E
Chadwick, Linda	Think About It: Community College Webinar online-BBCC	12/08/15	12/08/15	1	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Christian, Katherine	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/22/15	01/22/15	1	E
Christian, Katherine	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Christian, Katherine	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Christian, Katherine	CNEWS Spring 2015 Meeting-Spokane	04/15/15	04/17/15		E
Christian, Katherine	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Christian, Katherine	Herbal Medications: an Evidence-Based Review Training via NetCE	05/01/15	05/01/15	10	E
Christian, Katherine	Prescription Opiods: Risk Management and Strategies for Safe Use Training via NetCE	05/01/15	05/01/15	15	E
Christian, Katherine	Viral Hepatitas Training via NetCE	05/01/15	05/01/15	5	E
Christian, Katherine	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Christian, Katherine	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Christian, Katherine	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Christian, Katherine	Meeting at CWH-Wenatchee	09/23/15	09/23/15		E
Christian, Katherine	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	0.5	E
Christian, Katherine	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	E
Christian, Katherine	WA State Contract Management 101-DES Training online-BBCC	09/30/15	09/30/15	1	E
Christian, Katherine	CNEWS Fall Meeting 2015-Tukwila	10/14/15	10/16/15		E
Christian, Katherine	Central WA Hospital Meeting-Wenatchee	12/11/15	12/11/15		E
Courtright, Caren	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Courtright, Caren	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E
Courtright, Caren	Beyond the Book (7 Habits of Highly Effective People)-BBCC	02/27/15	02/27/15	1	E
Courtright, Caren	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Courtright, Caren	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/08/15	05/08/15	1	E
Courtright, Caren	Sequoia Meeting-Tacoma	06/09/15	06/09/15		E
Courtright, Caren	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Courtright, Caren	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Courtright, Caren	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Courtright, Caren	NCBA Course Materials Summitt-Tacoma	08/04/15	08/04/15		E
Courtright, Caren	WA State Executive Management Purchasing & Procurement DES Training Online-BBCC	09/29/15	09/29/15	.58	E
Courtright, Caren	WA State Purchasing & Procurement Ethics DES Training Online-BBCC	09/29/15	09/29/15	.75	E
Courtright, Caren	WA State Small Purchases DES Training Online-BBCC	09/29/15	09/29/15	.75	E
Courtright, Caren	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	E
Courtright, Caren	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	E
Courtright, Caren	NCBA Fall Meeting Trade Show and Board Meeting-Portland	11/02/15	11/03/15		E
Davis,Todd	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Davis,Todd	Operations & Facilities Council (OFC) Meetings-Grandview	05/14/15	05/15/15		E
Davis,Todd	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Davis,Todd	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Davis,Todd	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Davis,Todd	WA State Executive Management Purchasing & Procurement-DES Training online-BBCC	09/28/15	09/28/15	.5	E
Davis,Todd	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Davis,Todd	WA State Contract Management 101-DES Training online-BBCC	09/29/15	09/29/15	1	E
Davis,Todd	WA State DES 2015 Client Workshop-Tacoma	11/04/15	11/04/15		E
Davis,Todd	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
De Hoog, Mike	Athletic Finance-Concordia U @ Irvine online	02/16/15	05/01/15	4	E
De Hoog, Mike	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
De Hoog, Mike	Research Methods and Analysis, MCAA 550-Masters in Coaching and Athletic Administration Program-Concordia U @ Irvine online	08/17/15	10/30/15	4	E
De Hoog, Mike	WA State Procurement Ethics-DES Training online-BBCC	11/09/15	11/09/15	0.5	E
De Hoog, Mike	WA State Small Purchases-DES Training online-BBCC	11/09/15	11/09/15	.5	E
De Hoog, Mike	WA State Purchasing and Procurement 101 Modules 1-3-DES Training online-BBCC	11/10/15	11/10/15	2	E
De Hoog, Mike	Psychology of Coaching (MCAA 520)-Masters in Coaching and Athletic Administration Program-Concordia U @ Irvine online	11/16/15	02/05/16	4	E
De Leon, Anita	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
De Leon, Anita	The Association Conference-Seattle	03/05/15	03/06/15		E
De Leon, Anita	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
De Leon, Anita	2015 Cultural Enrichment Trip w/ TRiO Upward Bound Summer Academy-Seattle	07/10/15	07/12/15		E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
De Leon, Anita	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
de Leon, Jennifer	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/22/15	01/22/15	1	E
de Leon, Jennifer	2015 Training Conference and Coaching Certificate Program-Alanta	02/06/15	02/11/15	48	E
de Leon, Jennifer	2015 Training Conference-Atlanta	02/07/15	02/10/15		E
de Leon, Jennifer	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
de Leon, Jennifer	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
de Leon, Jennifer	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
de Leon, Jennifer	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	E
de Leon, Jennifer	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
de Leon, Jennifer	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
de Leon, Jennifer	SIM Training-Bellingham	07/09/15	07/10/15		E
de Leon, Jennifer	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
de Leon, Jennifer	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
de Leon, Jennifer	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	E
de Leon, Jennifer	SUN Conference-Lakewood	11/04/15	11/05/15		E
de Leon, Jennifer	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Dourte, Melinda	Phi Theta Kappa International Convention-San Antonio	04/16/15	04/18/15	16	E
Dourte, Melinda	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Dourte, Melinda	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	E
Dourte, Melinda	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Dourte, Melinda	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Dourte, Melinda	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Dourte, Melinda	Carver Model Policy Governance Training-BBCC	09/02/15	09/02/15	5	E
Dourte, Melinda	WA State Procurement Ethics-DES Training online-BBCC	10/06/15	10/06/15	0.5	E
Dourte, Melinda	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	E
Dourte, Melinda	WA State Small Purchases-DES Training online-BBCC	10/15/15	10/15/15	.75	E
Dourte, Melinda	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	E
Elliott, Andrea	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Elliott, Andrea	SIM Training-Bellingham	07/09/15	07/10/15		E
Elliott, Andrea	SUN Conference-Lakewood	11/04/15	11/05/15		E
Ford, Patrick	WA State Procurement Ethics-DES Training online-BBCC	11/10/15	11/10/15	0.5	E
Ford, Patrick	WA State Small Purchases-DES Training online-BBCC	11/10/15	11/10/15	.75	E
Foreman, Kyle	Advanced A.L.I.C.E. Training-Redmond	02/13/15	02/13/15	16	E
Foreman, Kyle	SSEM Meeting-Grandview	05/24/15	05/25/15		E
Foreman, Kyle	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Foreman, Kyle	WA State Small Purchases-DES Training online-BBCC	11/02/15	11/02/15	.75	E
Foreman, Kyle	SSEM Meeting-Wenatchee	11/06/15	11/06/15		E
Fuhrman, Tim	ELC Meeting-Pasco	04/16/15	04/17/15		E
Fuhrman, Tim	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Fuhrman, Tim	CLAMS Spring Conference-Everett	05/21/15	05/22/15		E
Fuhrman, Tim	LOEL Summer Retreat-Eatonville	07/09/15	07/10/15		E
Fuhrman, Tim	LLC Meeting-Olympia	07/29/15	07/30/15		E
Fuhrman, Tim	ELC Meeting-Mt. Vernon	08/11/15	08/11/15		E
Fuhrman, Tim	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	10/01/15	10/01/15	.5	E
Fuhrman, Tim	WA State Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	0.5	E
Fuhrman, Tim	WA State Small Purchases-DES Training online-BBCC	10/02/15	10/02/15	.75	E
Fuhrman, Tim	LLC Meeting-Bellevue	10/15/15	10/16/15		E
Fuhrman, Tim	ELC Meeting-Olympia	10/20/15	10/21/15		E
Fuhrman, Tim	NW eLearning Conference-Olympia	10/22/15	10/23/15	8	E
Fuhrman, Tim	BAS Meeting-Seattle	11/10/15	11/10/15		E
Garrett, Kara	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/22/15	01/22/15	1	E
Garrett, Kara	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Garrett, Kara	Articulation & Transfer Council Meeting--Walla Walla	04/16/15	04/17/15		E
Garrett, Kara	ICRC Meeting-Spokane	04/30/15	05/01/15		E
Garrett, Kara	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Garrett, Kara	Carver Model of Governance-BBCC	09/02/15	09/02/15	4	E
Garrett, Kara	Fall Rural Alliance Conference-Spokane	09/27/15	09/28/15	9	E
Garrett, Kara	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	09/29/15	09/29/15	.5	E
Garrett, Kara	WA State Contract Management Modules 1-4-DES Training online-BBCC	09/30/15	09/30/15	3	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Garrett, Kara	WA State Purchasing and Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	.5	E
Garrett, Kara	ATC Fall Meeting 2015-Port Angeles	10/08/15	10/09/15		E
Garrett, Kara	Focus Group Facilitation-BBCC	10/12/15	10/12/15	2.5	E
Garrett, Kara	ICRC Meeting-Toppenish	10/15/15	10/16/15	8	E
Garrett, Kara	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	2	E
Garrett, Kara	BAS Meeting-Seattle	11/10/15	11/10/15	6	E
Garrett, Kara	Dual Enrollment Conference-BBCC	11/12/15	11/12/15	7	E
Garza, Kim	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Garza, Kim	Excellence in Management Training w/Mike Nash-Wenatchee	02/09/15	02/09/15	7	E
Garza, Kim	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Garza, Kim	Association Board Meeting and Winter Conference: Designing for Diversity: Creating Intentional Practices Around Inclusion-Seattle	03/06/15	03/06/15	8	E
Garza, Kim	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Garza, Kim	7 Habits of Highly Effective People-Habit 3-BBCC	04/10/15	04/10/15	1	E
Garza, Kim	Leading from the Middle Conference-Union, WA	04/14/15	04/15/15	4	E
Garza, Kim	AVRHA Training/HRMC Meeting-Yakima	05/05/15	05/05/15	8	E
Garza, Kim	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Garza, Kim	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Garza, Kim	Think About It: Campus SaVE online-BBCC	07/29/15	07/29/15		E
Garza, Kim	HRMC Meeting-Spokane	08/05/15	08/06/15	12	E
Garza, Kim	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Garza, Kim	WA State Purchasing and Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Garza, Kim	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	09/29/15	09/29/15	.6	E
Garza, Kim	WA State Contract Management 101-Module 1-DES Training online-BBCC	09/30/15	09/30/15	1	E
Garza, Kim	WA State Contract Management 101-Module 2-DES Training online-BBCC	10/15/15	10/15/15	.6	E
Garza, Kim	WA State Contract Management 101-Module 3-DES Training online-BBCC	10/15/15	10/15/15	.6	E
Garza, Kim	WA State Contract Management 101-Module 4-DES Training online-BBCC	10/15/15	10/15/15	.6	E
Garza, Kim	WA State Contract Modules 2-4-DES Training online-BBCC	10/15/15	10/15/15	1.75	E
Garza, Kim	NW Title IX Conference-Spokane	10/22/15	10/23/15	12	E
Garza, Kim	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	E
Garza, Kim	HRMC Meeting-Bellingham	11/05/15	11/06/15	12	E
Garza, Kim	CTC Leadership Development Association Fall Meeting & Solutions & Best Practices (Inclusion & Diversity) Conference-Stevenson, WA	11/13/15	11/13/15	6	E
Garza, Kim	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Garza, Kim	A Primer for Public Records Webinar online-BBCC	12/16/15	12/16/15	.63	E
Garza, Kim	Bridges: Building a Supportive Community Webinar online-BBCC	12/21/15	12/21/15	1	E
Garza, Kim	Sexual Assault Investigation Refresher Course: Overview of the Trauma Informed Approach to Sexual Assault Investigations on Campus Webinar online-BBCC	12/29/15	12/29/15	1	E
Geiger, Dawn	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Geiger, Dawn	Clifton Larson Allen Foundation Conference-Online	02/18/15	02/20/15	11.67	E
Geiger, Dawn	Foundation Conference-Henderson, NV	02/18/15	02/20/15	11.3	E
Geiger, Dawn	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Geiger, Dawn	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Geiger, Dawn	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	E
Geiger, Dawn	Charity & Nonprofit Governance & Compliance Educational Symposium-Ellensburg	04/03/15	04/03/15	8	E
Geiger, Dawn	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Geiger, Dawn	Beyond the Book (7 Habits of Highly Effective People)-BBCC	04/24/15	04/24/15	1	E
Geiger, Dawn	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Geiger, Dawn	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Geiger, Dawn	CliftonLarsonAllen Roundtable on Enterprise Risk Management-Focusing on the Right Risks-Yakima	06/30/15	06/30/15	3.5	E
Geiger, Dawn	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Geiger, Dawn	WA State Procurement Ethics-DES Training online-BBCC	10/06/15	10/06/15	0.5	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Geiger, Dawn	WA State Small Purchases-DES Training online-BBCC	10/06/15	10/06/15	.75	E
Geiger, Dawn	7 Habits of Highly Effective People-Habit 7-BBCC	10/20/15	10/20/15	1	E
Geiger, Dawn	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Geiger, Dawn	7 Habits of Highly Effective People-Close & 2016 Kickoff-BBCC	11/17/15	11/17/15	1	E
Gillett, David	WA State Procurement Ethics-DES Training online-BBCC	10/06/15	10/06/15	0.5	E
Gillett, David	WA State Small Purchases-DES Training online-BBCC	10/06/15	10/06/15	.75	E
Gillett, David	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Guzman, Andre	WELA Leadership Training-Olympia	01/22/15	01/23/15		E
Guzman, Andre	WELA-TACTC Conference-Olympia	01/28/15	01/29/15		E
Guzman, Andre	WELA-Student Services Commission Meeting-Mt. Vernon	02/05/15	02/06/15		E
Guzman, Andre	WELA-BAC Meeting-Olympia	02/18/15	02/19/15		E
Guzman, Andre	WELA Winter Association Conference-Seattle	03/05/15	03/06/15		E
Guzman, Andre	NACADA Conference-Coeur d' Alene	03/11/15	03/13/15	20	E
Guzman, Andre	WELA Meeting & Benchmarking CAD Labs w/Clover Park & Green River Colleges-Lakewood	04/02/15	04/03/15		E
Guzman, Andre	WELA/ATC Meetings-Walla Walla	04/13/15	04/17/15		E
Guzman, Andre	WELA-WSSSC Conference-Spokane	04/30/15	05/01/15		E
Guzman, Andre	WELA/ACT Spring Convention-Spokane	05/15/15	05/15/15		E
Guzman, Andre	WELA Meetings-Bellevue & Mt. Vernon	05/19/15	05/20/15		E
Guzman, Andre	WELA-ST Board Mtg & Networking STEM Engineering Program-Walla Walla	06/22/15	06/23/15		E
Guzman, Andre	Collaboration Meeting for a Sustainable Engineering Program-Walla Walla	06/30/15	06/30/15		E
Guzman, Andre	WELA Training-Union, WA	07/09/15	07/13/15		E
Guzman, Andre	Summer 2015 Association Conference-Blaine, WA	08/13/15	08/14/15	9	E
Iverson, Jeremy	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Iverson, Jeremy	Navient (Loan Server) School Portal Training Webinar-BBCC	02/12/15	02/12/15	1	E
Iverson, Jeremy	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E
Iverson, Jeremy	Financial Aid Council-North Bend	03/11/15	03/13/15	20	E
Iverson, Jeremy	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Iverson, Jeremy	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Iverson, Jeremy	CWU Financial Aid Workshop-Ellensburg	05/12/15	05/12/15		E
Iverson, Jeremy	SALT Client Forum-Spokane	05/28/15	05/28/15	5.5	E
Iverson, Jeremy	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Iverson, Jeremy	Veteran's WAVES Conference-Anaheim, CA	07/26/15	07/29/15	20	E
Iverson, Jeremy	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Iverson, Jeremy	WFAA Fall Conference-Tacoma	10/14/15	10/16/15	20	E
Iverson, Jeremy	WA State Small Purchases-DES Training online-BBCC	10/16/15	10/16/15	.75	E
Iverson, Jeremy	WA State Procurement Ethics-DES Training online-BBCC	10/18/15	10/18/15	.75	E
Iverson, Jeremy	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	10/26/15	10/26/15	3	E
Iverson, Jeremy	WA State Executive Management Purchasing & Procurement-DES Training online-BBCC	10/26/15	10/26/15	.5	E
Iverson, Jeremy	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Jackson, Kim	Regional Conference for APCA-Hershey, PA	02/26/15	03/01/15	3	E
Jackson, Kim	APCA National Conference-Jacksonville, FL	03/18/15	03/22/15	9	E
Jackson, Kim	CUSP Quarterly State Meeting-Spokane	04/30/15	05/01/15		E
Jackson, Kim	CUSP Focus Group Meeting-Issaquah	05/13/15	05/13/15		E
Jackson, Kim	ASB Leadership Retreat-Plain,WA	06/16/15	06/18/15		E
Jackson, Kim	Student Activities Development/APCA Training-New York	07/17/15	07/19/15	10	E
Jackson, Kim	Green Dot Bystander Training-Anneville, PA	07/27/15	07/30/15		E
Jackson, Kim	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Jackson, Kim	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	E
Jackson, Kim	WA State Contract Management 101-DES Training online-BBCC	09/30/15	09/30/15	1	E
Jackson, Kim	APCA Regional Conference: Campus Security Authority Training; Recent Develpments in Campus Law Training-Atlanta	11/06/15	11/08/15	5	E
Jeffery, Bonnie	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Jeffery, Bonnie	AtD DREAM Conference-Baltimore	02/17/15	02/19/15	20	E
Jeffery, Bonnie	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Jeffery, Bonnie	Beyond the Book (7 Habits of Highly Effective People)-BBCC	02/27/15	02/27/15	1	E
Jeffery, Bonnie	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Jeffery, Bonnie	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	E
Jeffery, Bonnie	7 Habits of Highly Effective People-Habit 3-BBCC	04/10/15	04/10/15	1	E
Jeffery, Bonnie	Disability Etiquette & Customer Service-BBCC	04/23/15	04/23/15	1	E
Jeffery, Bonnie	Beyond the Book (7 Habits of Highly Effective People)-BBCC	04/24/15	04/24/15	1	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Jeffery, Bonnie	Federal Jobs and Internship Meeting-Seattle	05/14/15	05/14/15		E
Jeffery, Bonnie	Beyond the Book (7 Habits of Highly Effective People)-BBCC	05/29/15	05/29/15	1	E
Jeffery, Bonnie	SFCC Job & Career Fair-Spokane	06/02/15	06/02/15		E
Jeffery, Bonnie	Behavior Change & Financial Education Webinar-BBCC	06/09/15	06/09/15	1	E
Jeffery, Bonnie	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Jeffery, Bonnie	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Jeffery, Bonnie	Beyond the Book (7 Habits of Highly Effective People)-BBCC	06/30/15	06/30/15	1	E
Jeffery, Bonnie	Recruitment to Retention: Transforming Your Student Ambassador Program Webinar-BBCC	07/07/15	07/07/15	1	E
Jeffery, Bonnie	Career Services Institute West Conference-Portland, OR	07/10/15	07/10/15	8	E
Jeffery, Bonnie	Work-Life Balance: Is It Possible?-BBCC	07/14/15	07/14/15	1	E
Jeffery, Bonnie	ATD FW: GoToWebinar-Basecamp Introduction and Overview-BBCC	07/16/15	07/16/15	1	E
Jeffery, Bonnie	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Jeffery, Bonnie	WSFN Convening Meeting-Vancouver, WA	08/11/15	08/12/15	8	E
Jeffery, Bonnie	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Jeffery, Bonnie	Navigating the Department of Retirement Systems Website Maze-BBCC	09/03/15	09/03/15	1	E
Jeffery, Bonnie	CESC/WEC Fall Gathering Joint Meeting 2015-Bellingham	10/08/15	10/09/15	14	E
Jeffery, Bonnie	WFSN Fall Meeting/ATD Best Practices Conference-Tacoma	10/26/15	10/27/15	10	E
Jeffery, Bonnie	Ready Big Bend 7700 Bldg Training-BBCC	10/29/15	10/29/15	1	E
Jeffery, Bonnie	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	E
Jeffery, Bonnie	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Jeffery, Bonnie	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	E
Jeffery, Bonnie	7 Habits of Highly Effective People-Close & 2016 Kickoff-BBCC	11/17/15	11/17/15	1	E
Jeffery, Bonnie	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Jeffery, Bonnie	2015 Mountain Pacific Association of Colleges and Employers Conference-Anaheim, CA	12/09/15	12/11/15	17	E
Jeffery, Bonnie	WA State Procurement Ethics-DES Training online-BBCC	12/30/15	12/30/15	0.5	E
Jeffery, Bonnie	WA State Small Purchases-DES Training online-BBCC	12/30/15	12/30/15	.75	E
Kelley, Jeremy	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Kelley, Jeremy	WA State Procurement Ethics-DES Training online-BBCC	10/06/15	10/06/15	0.5	E
Kelley, Jeremy	WA State Small Purchases-DES Training online-BBCC	10/07/15	10/07/15	.75	E
Kelley, Jeremy	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	1.5	E
Kelley, Jeremy	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Kelley, Jeremy	Exchange 2016-What has Changed? Webinar online-BBCC	11/12/15	11/12/15	1	E
Kinzel, Terry	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Kinzel, Terry	Target Travel-Ag Conference/Meeting with Aviation & Computer Science Features-Kennewick	01/20/15	01/20/15		E
Kinzel, Terry	IT Summit-Center for Excellence Robotics & Drones Meeting-Seattle	01/29/15	01/30/15		E
Kinzel, Terry	2015 Engaging in Promising Practices (EPP) Conference-Seattle	02/06/15	02/07/15		E
Kinzel, Terry	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E
Kinzel, Terry	Winter 2015 Association Conference-Seattle	03/05/15	03/06/15	8	E
Kinzel, Terry	Target Meeting for Coop Grant-Richland	05/19/15	05/28/15		E
Kinzel, Terry	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Kinzel, Terry	Co-op Partnership Meeting-Richland	07/01/15	07/01/15		E
Kinzel, Terry	Title V Team Tour for SIM Lab Renovation Project-Wenatchee	07/16/15	07/16/15		E
Kinzel, Terry	Co-op Partership Meeting-Richland	07/22/15	07/22/15		E
Kinzel, Terry	Co-op Target Meeting-Richland	08/05/15	08/05/15		E
Kinzel, Terry	Summer 2015 Association Conference-Blaine, WA	08/13/15	08/14/15	9	E
Kinzel, Terry	Co-op Target Meeting-Richland	08/19/15	08/19/15		E
Kinzel, Terry	Co-op Target Meeting-Richland	09/15/15	09/15/15		E
Kinzel, Terry	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	E
Kinzel, Terry	Fall 2015 Association Conference-Breaking Down Barriers: Best Practices & Successes-Stevenson	11/13/15	11/13/15	8	E
Lacher, Candy	NWAC Executive Board Meeting-Olympia	04/16/15	04/17/15		E
Lacher, Candy	ARC Spring Meeting-Tacoma	04/22/15	04/22/15	3	E
Lacher, Candy	ICRC Meeting-Spokane	04/30/15	05/01/15		E
Lacher, Candy	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	10/01/15	10/01/15	.75	E
Lacher, Candy	WA State Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	0.5	E
Lacher, Candy	NWAC East Region Commissioner's Meetings-Pasco	10/12/15	10/12/15		E
Lacher, Candy	Fall ICRC Meeting-Toppenish10/15	10/15/15	10/16/15		E
Lacher, Candy	WA State Small Purchases-DES Training online-BBCC	10/17/15	10/17/15	.75	E
Lacher, Candy	ARC Fall Meeting-Mount Vernon	10/21/15	10/23/15	3	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Lacher, Candy	Prior Learning Assessment State Meeting-Ellensburg	11/06/15	11/06/15		E
Lane, Margie	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Lane, Margie	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Lane, Margie	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Lane, Margie	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Lane, Margie	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/08/15	05/08/15	1	E
Lane, Margie	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Lane, Margie	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Lane, Margie	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Lane, Margie	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Lane, Margie	WA State Procurement Ethics-DES Training online-BBCC	10/15/15	10/15/15	0.5	E
Lane, Margie	WA State Small Purchases-DES Training online-BBCC	10/15/15	10/15/15	.75	E
Lane, Margie	7 Habits of Highly Effective People-Habit 7-BBCC	10/20/15	10/20/15	1	E
Lane, Margie	7 Habits of Highly Effective People-Review & Close-BBCC	11/13/15	11/13/15	1	E
Laszlo, Beth	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Laszlo, Beth	Quarterly CEC Meeting-Highline CC	01/29/15	01/30/15		E
Laszlo, Beth	Adams County Development Council Meeting-Othello	02/12/15	02/12/15		E
Laszlo, Beth	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Laszlo, Beth	ACDC Meeting-Othello	03/04/15	03/04/15		E
Laszlo, Beth	Diversity Conference-Seattle	03/05/15	03/06/15	8	E
Laszlo, Beth	ATOS/Microsoft Meeting-Quincy	03/17/15	03/17/15		E
Laszlo, Beth	7 Habits of Highly Effective People-Habit 2-BBCC	03/20/15	03/20/15	1	E
Laszlo, Beth	Prosperity Conference-Othello	04/17/15	04/17/15		E
Laszlo, Beth	CEC Spring Meeting-Wenatchee	04/23/15	04/24/15		E
Laszlo, Beth	ATD Conference-Mercer Island	04/29/15	04/30/15		E
Laszlo, Beth	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	E
Laszlo, Beth	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Laszlo, Beth	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Laszlo, Beth	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	E
Laszlo, Beth	WA State Contract Management 101 Modules 1-4-DES Training online-BBCC	10/02/15	10/02/15	4	E
Laszlo, Beth	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	E
Laszlo, Beth	CEC Meeting-Bellingham	10/15/15	10/16/15		E
Laszlo, Beth	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Laszlo, Beth	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Leas, Terry	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Leas, Terry	AtD Dream Conference-Baltimore	02/17/15	02/19/15	20	E
Leas, Terry	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Leas, Terry	WACTC Meeting-Olympia	02/27/15	02/27/15		E
Leas, Terry	Winter 2015 Association Conference-Seattle	03/05/15	03/06/15	8	E
Leas, Terry	North Central Wokforce Development Council Retreat & Board Meeting-Chelan	03/12/15	03/13/15		E
Leas, Terry	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Leas, Terry	WACTC Meeting-Olympia	03/26/15	03/27/15		E
Leas, Terry	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Leas, Terry	Beyond the Book (7 Habits of Highly Effective People)-BBCC	04/24/15	04/24/15	1	E
Leas, Terry	WACTC-A Replicable Associate Degree for Adults with Cognitive Disabilities Turn-key Approach-Spokane	05/14/15	05/15/15	1	E
Leas, Terry	WACTC-General Imperative-Spokane	05/14/15	05/15/15	3	E
Leas, Terry	WACTC Presidents' Academy Allocation Framework-BBCC	05/23/15	05/23/15	3.5	E
Leas, Terry	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Leas, Terry	Achieving the Dream-Building a Culture of Evidence and Inquiry-Cincinnati, OH	06/24/15	06/24/15	1	E
Leas, Terry	Achieving the Dream-Teamwork Training-Cincinnati, OH	06/24/15	06/24/15	2	E
Leas, Terry	Data Center Public Hearing-Quincy	07/09/15	07/09/15		E
Leas, Terry	WACTC Retreat-Winthrop	07/29/15	07/31/15		E
Leas, Terry	Grant County Commissioners Meeting-Ephrata	08/31/15	08/31/15		E
Leas, Terry	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Leas, Terry	Carver Model Policy Governance Training-BBCC	09/02/15	09/01/15	5	E
Leas, Terry	North Central WorkForce Meeting-Omak	09/22/15	09/23/15		E
Leas, Terry	WACTC Meeting-Lakewood	10/01/15	10/02/15		E
Leas, Terry	WA State Procurement Ethics-DES Training online-BBCC	10/05/15	10/05/15	0.5	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Leas, Terry	WA State Contract Management 101-Module 1-DES Training online-BBCC	10/06/15	10/06/15	1	E
Leas, Terry	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	10/06/15	10/06/15	.5	E
Leas, Terry	BAC Meeting-Bothell	10/08/15	10/09/15		E
Leas, Terry	WA State Contract Management 101-Modules 2-4-DES Training online-BBCC	10/13/15	10/13/15	3	E
Leas, Terry	High Expectations: Placemaking-Beyond the Quad-ACCT Conference San Diego	10/15/15	10/15/15	1	E
Leas, Terry	Legal Issues Affecting Community Colleges-ACCT Conference-San Diego	10/15/15	10/15/15	1	E
Leas, Terry	Lowering Default Rates and Achieving Student Success: How Cochise College and Central Wyoming College Lowered Their Default Rates While Increasing Their Completion Rates-ACCT Conference-San Diego	10/15/15	10/15/15	1	E
Leas, Terry	Update on Community College Federal Priorities-ACCT Conference-San Diego	10/15/15	10/15/15	1	E
Leas, Terry	30/30 Campaign-Foundation Success-ACCT Conference-San Diego	10/16/15	10/16/15	1	E
Leas, Terry	Are You Conducting an Effective Presidential Evaluation and Board Self-Assessment?-ACCT Conference-San Diego	10/16/15	10/16/15	1	E
Leas, Terry	Transforming an Institution Through Integrated and Proactive Strategic, Facilities, Budget, and Enrollment Planning Processes-ACCT Conference-San Diego	10/16/15	10/16/15	1	E
Leas, Terry	Lessons Learned from Corman v NCAA-Education Law Association Conference-Cleveland, OH	11/05/15	11/05/15	1	E
Leas, Terry	The Best of Both Worlds? An Analysis of UCF vs. Plancher and Its Implications for University Direct Support Organizations-Education Law Association Conference-Cleveland, OH	11/05/15	11/05/15	1	E
Leas, Terry	The Impact of OCR Clery Investigation on ASR Sexual Assault Statistics-Education Law Association Conference-Cleveland, OH	11/05/15	11/05/15	1	E
Leas, Terry	Title IX SB-967, Affirmed Consent and the Future of Collegiate Sexual Assault Prevention-Education Law Association Conference-Cleveland, OH	11/05/15	11/05/15	1	E
Leas, Terry	Higher Education Institutions and Regulation of "Open" Areas of Campus-Education Law Association Conference-Cleveland, OH	11/06/15	11/06/15	1	E
Leas, Terry	Legal Issues Addressing University Information Accessibility-Education Law Association Conference-Cleveland, OH	11/06/15	11/06/15	1	E
Leas, Terry	Protecting Yourself and Your Institution from Workplace Bullying and Harassment: An Update and Further Developments in the Law and Policy-Education Law Association Conference-Cleveland, OH	11/06/15	11/06/15	1	E
Leas, Terry	School Bullying: Relationship of Student Victim Characteristics and Types of Bullying Actions with Case Law Outcomes-Education Law Association Conference-Cleveland, OH	11/06/15	11/06/15	1	E
Leas, Terry	7 Habits of Highly Effective People-Review & Close-BBCC	11/13/15	11/13/15	1	E
Leas, Terry	Quincy Leadership Roundtable-Quincy	11/16/15	11/16/15		E
Leas, Terry	ACT Fall Conference-Seattle	11/20/15	11/20/15		E
Leas, Terry	WACTC Meetings-Kirkland	12/10/15	12/11/15		E
Leas, Terry	BAC Meeting-Lakewood	12/27/15	12/27/15		E
Medrano, Monica	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/22/15	01/22/15	1	E
Medrano, Monica	AtD DREAM Conference-Baltimore	02/17/15	02/19/15	20	E
Medrano, Monica	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Medrano, Monica	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Medrano, Monica	Leading from the Middle Retreat 2015-Union	04/12/15	04/15/15	36	E
Medrano, Monica	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Medrano, Monica	CESC Spring Meeting-Spokane	04/30/15	05/01/15		E
Medrano, Monica	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/08/15	05/08/15	1	E
Medrano, Monica	SALT Client Forum-Spokane	05/28/15	05/28/15		E
Medrano, Monica	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Medrano, Monica	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Medrano, Monica	WA State BFET Conference-Spokane	08/05/15	08/06/15		E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Medrano, Monica	WFSN Summer Convening Meeting-Vancouver	08/11/15	08/12/15		E
Medrano, Monica	WRT Annual WA Conference-Olympia	09/02/15	09/03/15		E
Medrano, Monica	WSAC Pave the Way Conference-Tacoma	10/05/15	10/06/15		E
Medrano, Monica	2015 Best Practices Exchange Conference-Lakewood	10/27/15	10/27/15	6.5	E
Medrano, Monica	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	E
Medrano, Monica	2015 Faculty and Staff of Color Conference-Bellingham	11/04/15	11/06/15	20	E
Medrano, Monica	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Mohrbacher, Bob	ADCD Meeting-Ritzville	01/08/15	01/08/15		E
Mohrbacher, Bob	WFSN Meeting-Des Moines	01/13/15	01/13/15		E
Mohrbacher, Bob	PNW Direct Seed Association Conference-Kennewick	01/20/15	01/20/15		E
Mohrbacher, Bob	Rural Alliance Meeting-Spokane	01/25/15	01/26/15		E
Mohrbacher, Bob	College Sparks Toolkit Presentation-Kent	01/27/15	01/27/15		E
Mohrbacher, Bob	WACTC Operating Budget Meeting-Olympia	01/30/15	01/30/15		E
Mohrbacher, Bob	WSSSC Winter Meeting-Mt. Vernon	02/04/15	02/06/15		E
Mohrbacher, Bob	Legal Issues Update-Skagit Valley College	02/05/15	02/05/15	1	E
Mohrbacher, Bob	Instruction Commission Winter Meeting-Olympia	02/12/15	02/13/15		E
Mohrbacher, Bob	Legal Issues Update-Olympia	02/12/15	02/12/15	1	E
Mohrbacher, Bob	Chief Diversity Officers in CTC System-Olympia	02/13/15	02/13/15	1.5	E
Mohrbacher, Bob	NWCCU Meeting-Seattle	03/10/15	03/11/15		E
Mohrbacher, Bob	ACDC Board Meeting-Ritzville	03/12/15	03/12/15		E
Mohrbacher, Bob	WACTC Meetings-Olympia	03/27/15	03/27/15		E
Mohrbacher, Bob	SBCTC Capital Budget Workshop-BBCC	04/07/15	04/07/15	2	E
Mohrbacher, Bob	ACDC Board Meeting-Othello	04/09/15	04/09/15		E
Mohrbacher, Bob	Active Shooter Planning Meeting-BBCC	04/13/15	04/13/15	2	E
Mohrbacher, Bob	Active Shooter Functional Exercise-BBCC	04/15/15	04/15/15	3	E
Mohrbacher, Bob	eLearning Council Meeting-Pasco	04/17/15	04/17/15		E
Mohrbacher, Bob	WACTC Meetings-Longview	04/23/15	04/24/15		E
Mohrbacher, Bob	Washington State Student Services Commission (WSSSC) Spring Meeting-Spokane	04/30/15	04/30/15		E
Mohrbacher, Bob	Working with Dreamer Students (panel discussion)-Pasco	05/20/15	05/20/15	2	E
Mohrbacher, Bob	Community Outreach Port of Quincy-Quincy	06/04/15	06/04/15		E
Mohrbacher, Bob	ACDC Board Meeting-Othello	06/11/15	06/11/15		E
Mohrbacher, Bob	AtD Kickoff Training, Professional Development to Enhance Student Success -Cincinnati, OH	06/23/15	06/25/15	20.25	E
Mohrbacher, Bob	Instructional Commission Summer Meeting-Kent	07/07/15	07/08/15		E
Mohrbacher, Bob	Enrollment Work Group Meeting-Kent	07/23/15	07/23/15		E
Mohrbacher, Bob	Working Family Success Network Summer Meeting-Vancouver	08/11/15	08/12/15		E
Mohrbacher, Bob	ACDC Board Meeting-Othello	08/13/15	08/13/15		E
Mohrbacher, Bob	New Facutly Institute-Lakewood	09/03/15	09/04/15		E
Mohrbacher, Bob	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	09/28/15	09/28/15	.5	E
Mohrbacher, Bob	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Mohrbacher, Bob	Enrollment Count Meeting-Kent	09/29/15	09/29/15		E
Mohrbacher, Bob	WACTC President's Academy & Ed Services Committee Meeting-Lakewood	10/01/15	10/01/15		E
Mohrbacher, Bob	WA State Contract Management 101- Modules 1-4-DES Training online-BBCC	10/06/15	10/06/15	4	E
Mohrbacher, Bob	ACDC Meeting-Othello	10/08/15	10/08/15		E
Mohrbacher, Bob	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	E
Mohrbacher, Bob	WSSSC Fall Meeting-Bellevue	10/14/15	10/15/15		E
Mohrbacher, Bob	Instructional Fall Commission Meeting-Bothell	10/22/15	10/23/15		E
Mohrbacher, Bob	Enrollment Workgroup Meeting-Kent	10/26/15	10/26/15		E
Mohrbacher, Bob	Best Practices Exchange Meeting-Lakewood	10/27/15	10/27/15		E
Mohrbacher, Bob	BAS Meeting-Seattle	11/10/15	11/10/15		E
Mohrbacher, Bob	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Mohrbacher, Bob	WACTC Meeting-Kirkland	12/10/15	12/10/15		E
Nagy, Joni	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	.75	E
Nagy, Joni	WA State Procurement Ethics-DES Training online-BBCC	10/02/15	10/02/15	0.5	E
Nighswonger, Jenny	WERA Conference-Seattle	03/02/15	03/03/15		E
Nighswonger, Jenny	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Nighswonger, Jenny	ECTPC Retreat-North Bend	04/30/15	05/01/15		E
Nighswonger, Jenny	Major Ready Pahtways Meeting/Training-Spokane	05/11/15	05/11/15		E
Nighswonger, Jenny	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Nighswonger, Jenny	Young Child Expo-Spokane	09/30/15	10/02/15	20	E
Nighswonger, Jenny	WA State Procurement Ethics-DES Training online-BBCC	10/15/15	10/15/15	0.5	E
Nighswonger, Jenny	WA State Small Purchases-DES Training online-BBCC	10/17/15	10/17/15	.75	E
Nighswonger, Jenny	NCELC Meeting-Wenatchee	10/27/15	10/27/15		E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Nighswonger, Jenny	ECTPC/WAEYC Fall Conference-Seattle	10/29/15	10/30/15		E
Nighswonger, Jenny	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Ohs, Kyla	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Ohs, Kyla	Team Teaching Training-BBCC	04/10/15	04/10/15	7.5	E
Ohs, Kyla	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Ohs, Kyla	WA State Procurement Ethics-DES Training online-BBCC	10/08/15	10/08/15	0.5	E
Ohs, Kyla	WA State Small Purchases-DES Training online-BBCC	12/14/15	12/14/15	.75	E
Parton (Kirkwood), Valerie	WFSN Meeting-Des Moines	01/13/15	01/13/15		E
Parton (Kirkwood), Valerie	2015 Winter ITC/RPC (joint) Meeting-Bellevue	02/12/15	02/13/15	20	E
Parton (Kirkwood), Valerie	AtD Dream Conference-Baltimore	02/16/15	02/20/15	20	E
Parton (Kirkwood), Valerie	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Parton (Kirkwood), Valerie	Association, Diversity and Inclusion Training-Seattle	03/06/15	03/06/15	6.5	E
Parton (Kirkwood), Valerie	NW Commission on Colleges and Universities, Accreditation Liaison Training and Mid-cycle Evaluation Reporting Training-Seattle	03/11/15	03/12/15	7	E
Parton (Kirkwood), Valerie	How Well Do You Know Your EAP?-BBCC	03/19/15	03/19/15	1	E
Parton (Kirkwood), Valerie	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	E
Parton (Kirkwood), Valerie	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Parton (Kirkwood), Valerie	AtD Kickoff Training, Professional Development to Enhance Student Success -Cincinnati, OH	06/23/15	06/25/15	20.25	E
Parton (Kirkwood), Valerie	Enrollment Work Group Meeting-Kent	07/23/15	07/23/15		E
Parton (Kirkwood), Valerie	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Parton (Kirkwood), Valerie	WFSN Summer Convening Meeting-Vancouver	08/11/15	08/12/15		E
Parton (Kirkwood), Valerie	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Parton (Kirkwood), Valerie	Enrollment Count Meeting-Kent	09/29/15	09/29/15		E
Parton (Kirkwood), Valerie	7 Habits of Highly Effective People-Habit 7-BBCC	10/20/15	10/20/15	1	E
Parton (Kirkwood), Valerie	Enrollment Management Meeting-Renton	10/26/15	10/26/15		E
Parton (Kirkwood), Valerie	WA State Procurement Ethics-DES Training online-BBCC	10/30/15	10/30/15	0.5	E
Parton (Kirkwood), Valerie	WA State Small Purchases-DES Training online-BBCC	10/30/15	10/30/15	.75	E
Parton (Kirkwood), Valerie	7 Habits of Highly Effective People-Review & Close-BBCC	11/13/15	11/13/15	1	E
Parton (Kirkwood), Valerie	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	E
Parton, LeAnne	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Parton, LeAnne	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Parton, LeAnne	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Parton, LeAnne	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Parton, LeAnne	Beyond the Book (7 Habits of Highly Effective People)-BBCC	04/24/15	04/24/15	1	E
Parton, LeAnne	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	E
Parton, LeAnne	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Parton, LeAnne	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Parton, LeAnne	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Parton, LeAnne	CASE Conference-Anaheim, CA	10/01/15	10/02/15	20	E
Parton, LeAnne	7 Habits of Highly Effective People-Habit 7-BBCC	10/20/15	10/20/15	1	E
Parton, LeAnne	WA State Procurement Ethics-DES Training online-BBCC	11/02/15	11/02/15	0.5	E
Parton, LeAnne	WA State Small Purchases-DES Training online-BBCC	11/02/15	11/02/15	.75	E
Parton, LeAnne	7 Habits of Highly Effective People-Review & Close-BBCC	11/13/15	11/13/15	1	E
Pixton, Rafaella	7 Habits of Highly Effective People-Habit 2-BBCC	03/20/15	03/20/15	1	E
Pixton, Rafaella	WA State TRiO Association Annual Conference-Port Angeles	04/10/15	04/11/15		E
Pixton, Rafaella	Financial Literacy Webinar-BBCC	06/09/15	06/09/15	1	E
Pixton, Rafaella	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Pixton, Rafaella	Strageties for Developing and Maintaining a Robust Ambassador Webinar-BBCC	06/24/15	06/24/15	1.5	E
Pixton, Rafaella	Jack Kent Cooke Foundation Scholarship Training Webinar-BBCC	09/24/15	09/24/15	1	E
Pixton, Rafaella	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Pixton, Rafaella	Protecting Student Information Webinar online-BBCC	11/12/15	11/12/15	1	E
Pixton, Rafaella	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Pruneda, Elsa	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Pruneda, Elsa	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Pruneda, Elsa	2015 Cultural Enrichment Trip w/ TRiO Upward Bound Summer Academy-Seattle	07/10/15	07/12/15		E
Ramirez, Rita	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Ramirez, Rita	Summer 2015 Association Conference-Blaine, WA	08/13/15	08/14/15	9	E
Ramirez, Rita	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Ramirez, Rita	NAEOP Conference-Spokane	10/18/15	10/21/15		E
Ramirez, Rita	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Ramirez, Rita	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	E
Ramirez, Rita	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	E
Rasmussen, Clyde	WEC Meeting-Spokane	04/30/15	05/01/15		E
Rasmussen, Clyde	Air WA Meeting-Spokane	06/02/15	06/03/15		E
Rios, Charlene	ctcLink-SME-Webinar	01/08/15	01/08/15	1	E
Rios, Charlene	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Rios, Charlene	WA State Contract Management 101-Modules 1-2-DES Training online-BBCC	01/21/15	01/21/15	1.5	E
Rios, Charlene	WA State Contract Management 101-Module 3-DES Training online-BBCC	01/23/15	01/23/15	.5	E
Rios, Charlene	WA State Contract Management 101-Module 4-DES Training online-BBCC	01/27/15	01/27/15	.5	E
Rios, Charlene	Active Shooter: What You Can Do-Online-BBCC	01/29/15	01/29/15	2	E
Rios, Charlene	BAR Meeting-Webinar	01/29/15	01/29/15	7	E
Rios, Charlene	BAC Meeting-Olympia	02/19/15	02/20/15		E
Rios, Charlene	WA State Purchasing and Procurement 101-Module 1-2-DES Training online-BBCC	02/24/15	02/24/15	1.5	E
Rios, Charlene	WA State Purchasing and Procurement 101-Module 3-4-DES Training online-BBCC	02/26/15	02/26/15	.5	E
Rios, Charlene	BAR Meeting-Everett	03/12/15	03/13/15		E
Rios, Charlene	ctcLink-Webinar	03/19/15	03/19/15	1	E
Rios, Charlene	ctcLink-Webinar	03/26/15	03/26/15	1	E
Rios, Charlene	ctcLink-Webinar	04/02/15	04/02/15	1	E
Rios, Charlene	ctcLink-Webinar	04/16/15	04/16/15	1	E
Rios, Charlene	ctcLink-Webinar	04/30/15	04/30/15	1	E
Rios, Charlene	Higher One Personal Code Training Webinar-BBCC	04/30/15	04/30/15	.75	E
Rios, Charlene	ctcLink-Webinar	05/07/15	05/07/15	1	E
Rios, Charlene	ctcLink-Webinar	05/14/15	05/14/15	1	E
Rios, Charlene	BAR Meeting-Walla Walla	05/28/15	05/29/15		E
Rios, Charlene	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	06/02/15	06/02/15	.5	E
Rios, Charlene	WA State Procurement Ethics-DES Training online-BBCC	06/02/15	06/02/15	0.5	E
Rios, Charlene	WA State Small Purchases-DES Training online-BBCC	06/02/15	06/02/15	.5	E
Rios, Charlene	ctcLink-Webinar	06/04/15	06/04/15	1	E
Rios, Charlene	ctcLink-Webinar	06/11/15	06/11/15	1	E
Rios, Charlene	ctcLink-Webinar	06/18/15	06/18/15	1	E
Rios, Charlene	BAR Leadership Meeting-Bellevue	09/10/15	09/10/15		E
Rios, Charlene	WA State DES Insurance Updates-Ellensburg	09/30/15	09/30/15	5	E
Rios, Charlene	WFOA Training-Federal Grants Requirements and Management-Yakima	10/16/15	10/16/15	8	E
Rios, Charlene	BAR Meeting-Lakewood	10/22/15	10/23/15		E
Rios, Charlene	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Rios, Charlene	ctcLink Chartfield Workshop-Kent	12/01/15	12/01/15	6	E
Rios, Charlene	RMA Title III/V Grant Management Webinar #2-BBCC	12/08/15	12/08/15	1.75	E
Rios, Charlene	RMA Title III/V Grant Management Webinar #3-BBCC	12/10/15	12/10/15	2	E
Roy, Trudie	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Sauceda, James	Chautauqua Short Course Conference-Intro to Engineering-Los Angeles, CA	01/06/15	01/08/15		E
Sauceda, James	NACADA Conference-Coeur d' Alene	03/11/15	03/13/15	20	E
Sauceda, James	WCERTE Conference-Moscow, ID	04/10/15	04/10/15		E
Sauceda, James	Collaboration Meeting for a Sustainable Engineering Program-Walla Walla	06/30/15	06/30/15		E
Sauceda, James	Summer 2015 Association Conference-Blaine, WA	08/13/15	08/14/15	9	E
Sauceda, James	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Sauceda, James	MATLAB Training-BBCC	09/17/15	09/17/15	4	E
Sauceda, James	WA State Executive Management Purchasing & Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	0.5	E
Sauceda, James	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	09/30/15	09/30/15	4	E
Sauceda, James	WA State Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	0.5	E
Scholte, Hugh	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Scholte, Hugh	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	E
Scholte, Hugh	WA State Small Purchases-DES Training online-BBCC	09/30/15	09/30/15	.5	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Schoonmaker, Linda	WA State IT Security Awareness Training DES-OFM Online-BBCC	07/23/15	07/23/15	.75	E
Schoonmaker, Linda	WA-State Getting to Know the IT Position Description DES-OFM Online-BBCC	07/23/15	07/23/15	.33	E
Schoonmaker, Linda	Grant County Commissioners Meeting-Ephrata	08/31/15	08/31/15		E
Schoonmaker, Linda	Carver Model Policy Governance-BBCC	09/02/15	09/02/15	4	E
Schoonmaker, Linda	Annual NFP (not-for-profit) Tax Update Webinar-BBCC	09/10/15	09/10/15	2	E
Schoonmaker, Linda	Federal Single Audit Update Webinar-BBCC	09/16/15	09/16/15	1.5	E
Schoonmaker, Linda	Tax Accounting Quarterly Update Webinar	09/17/15	09/17/15	1.5	E
Schoonmaker, Linda	WA State Food Handlers Card Online	09/17/15	09/17/15	.67	E
Schoonmaker, Linda	WA State Small Purchases-DES Training online-BBCC	09/17/15	09/17/15	.5	E
Schoonmaker, Linda	CFO (chief financial officer) Financial Forum Webinar-BBCC	09/22/15	09/22/15	2	E
Schoonmaker, Linda	High Growth Markets Webinar-BBCC	09/22/15	09/22/15	1	E
Schoonmaker, Linda	Reinforcing Audit Quality Webinar-BBCC	09/24/15	09/24/15	1	E
Schoonmaker, Linda	WA State Executive Management Purchasing & Procurement-DES Training online-BBCC	09/24/15	09/24/15	.5	E
Schoonmaker, Linda	WA State Procurement Ethics-DES Training online-BBCC	09/24/15	09/24/15	.58	E
Schoonmaker, Linda	WA State Contract Management 101-DES Training online-BBCC	09/25/15	09/25/15	2.75	E
Schoonmaker, Linda	WA State Purchasing & Procurement 101-DES Training online-BBCC	09/26/15	09/26/15	3	E
Schoonmaker, Linda	CFO Quarterly Outlook Webinar-BBCC	09/29/15	09/29/15	1.5	E
Schoonmaker, Linda	WA State DES Office of Risk Management-Cyber Liablity/WA State Insurance overview/Employment Law-Ellensburg	09/30/15	09/30/15	3.5	E
Schoonmaker, Linda	Nonprofit Transparency Webinar-BBCC	10/06/15	10/06/15	1.5	E
Schoonmaker, Linda	ctcLink Launch-BAC Meeting-Bothell	10/08/15	10/08/15	2	E
Schoonmaker, Linda	Deep Dive 2017 Allocation Spreadsheet-BAC Meeting-Bothell	10/09/15	10/09/15	1	E
Schoonmaker, Linda	Annual Nisqually Fraud Seminar-Lacey	10/12/15	10/12/15	8	E
Schoonmaker, Linda	WFOA Training-Federal Grants Requirements and Management-Yakima	10/13/15	10/13/15	8	E
Schoonmaker, Linda	Asset Management Update Webinar-BBCC	10/14/15	10/14/15	1.5	E
Schoonmaker, Linda	Reining in 3rd Party Risk Webinar-BBCC	10/14/15	10/14/15	1	E
Schoonmaker, Linda	Healthcare Higher Ed & Not For Profit Series Webinar-BBCC	10/15/15	10/15/15	1.5	E
Schoonmaker, Linda	Tax Provision & Compliance Software Annual Tax Tech Update Webinar-BBCC	10/15/15	10/15/15	1	E
Schoonmaker, Linda	Fraud Investigator Training-Lacey	10/21/15	10/21/15	8	E
Schoonmaker, Linda	Ethics for WA CPA's Webinar-home	10/31/15	10/31/15	4	E
Schoonmaker, Linda	DES Engineering & Architecural Services Client Workshop-Tacoma	11/04/15	11/04/15	5	E
Schoonmaker, Linda	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Schoonmaker, Linda	Fostering Learning through Furniture and Interior Design Webinar-BBCC	11/16/15	11/16/15	1	E
Schoonmaker, Linda	Boardroom Agenda 2016 Webinar-BBCC	12/10/15	12/10/15	1	E
Schoonmaker, Linda	2016 Sales Tax Changes Webinar-BBCC	12/31/15	12/31/15	1	E
Schoonmaker, Linda	Evolving Financial Crime Landscape Webinar-BBCC	12/31/15	12/31/15	1	E
Schoonmaker, Linda	Tax Planning 2015 Webinar-BBCC	12/31/15	12/31/15	4	E
Seda, Jeremy	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	E
Seda, Jeremy	Campus Alert System Training-BBCC	02/05/15	02/05/15	1	E
Seda, Jeremy	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Seda, Jeremy	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Seda, Jeremy	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Seda, Jeremy	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Seda, Jeremy	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Seda, Jeremy	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1	E
Seda, Jeremy	Phi Theta Kappa Open Session-BBCC	11/30/15	11/30/15	1.5	E
Shankar, Jille	Financial Aid Training-North Bend	03/09/15	03/13/15	20	E
Shankar, Jille	FAM Direct Loan Training Webinar-BBCC	04/06/15	04/06/15	7	E
Shankar, Jille	Financial Aid Training ITV-BBCC	05/11/15	05/11/15	2	E
Shannon, Mary	IT Summit-Center for Excellence Robotics & Drones Meeting-Seattle	01/29/15	01/30/15		E
Shannon, Mary	IT Summit 2015-Creating IT Futures-Bellevue	05/14/15	05/15/15	8	E
Shuttleworth, Kate	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	E
Shuttleworth, Kate	WA State Small Purchases-DES Training online-BBCC	09/30/15	09/30/15	.75	E
Shuttleworth, Kate	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Sly, Doug	TACTC Meeting/PIC Conference-Olympia	01/28/15	01/29/15		E
Sly, Doug	PIC Conference-Vancouver	05/14/15	05/15/15		E
Sly, Doug	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Sly, Doug	Carver Model Policy Governance Workshop/Study Session-BBCC	09/02/15	09/02/15	4	E
Sly, Doug	PIC Fall 2015 Conference -Kirkland	10/08/15	10/09/15		E
Sparks, Rick	WACTC Operating Budget Meeting-Olympia	01/30/15	01/30/15		E
Sparks, Rick	IT Accessibility in Higher Education Capacity Building Institute-Seattle	02/05/15	02/06/15		E
Sparks, Rick	ITC/PRC Commission Meeting-Bellevue	02/12/15	02/13/15		E
Sparks, Rick	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E
Sparks, Rick	WACTC Meeting-Olympia	02/26/15	02/26/15		E
Sparks, Rick	Building Bridges Technology Conference-Spokane	03/11/15	03/13/15		E
Sparks, Rick	ITIL Foundation IT and Business Skills Training-Renton	03/19/15	03/21/15		E
Sparks, Rick	WACTC Operating Budget Committee Meeting-Olympia	03/26/15	03/26/15		E
Sparks, Rick	ITC Meeting-Wenatchee	04/08/15	04/10/15		E
Sparks, Rick	IT Committee Meeting/WACTC Meeting-Lonview	04/23/15	04/23/15		E
Sparks, Rick	CIO Leadership Development-Olympia	05/27/15	05/27/15		E
Sparks, Rick	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Sparks, Rick	ITC Meeting-Olympia	08/06/15	08/06/15		E
Sparks, Rick	Project Management Training Institute (PMTI)-Establishing a Business PMO Online	09/05/15	09/05/15		E
Sparks, Rick	WA State Procurement Ethics-DES Training online-BBCC	10/07/15	10/07/15	0.5	E
Sparks, Rick	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	E
Sparks, Rick	WA State Executive Management Purchasing and Procurement-DES Training online-BBCC	10/09/15	10/09/15	.5	E
Sparks, Rick	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	10/12/15	10/12/15	4	E
Sparks, Rick	ITC Meeting-Olympia	10/21/15	10/22/15		E
Sparks, Rick	WACTC Meeting-Bellingham	11/03/15	11/03/15		E
Sparks, Rick	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Sparks, Rick	ITC Meeting-Everett	12/10/15	12/11/15		E
Summers, Heidi	WFSN Meeting-Des Moines	01/13/15	01/13/15		E
Summers, Heidi	AtD DREAM Conference-Baltimore	02/17/15	02/20/15	20	E
Summers, Heidi	4 Disciplines of Execution by Meg Thomson, Franklin Covey-DREAM Institute-Baltimore	02/18/15	02/18/15	1	E
Summers, Heidi	7 Habits of Highly Effective College Students-Suceeding in Life by Sean Covey-DREAM Institute-Baltimore	02/18/15	02/18/15	1	E
Summers, Heidi	Now You See It by Stephen Few, Founder and Principal Edge-DREAM Institute-Baltimore	02/18/15	02/18/15	1	E
Summers, Heidi	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E
Summers, Heidi	The Life-Changing Magic of Tidying Up by Marie Kondo-AudioBook	02/25/15	02/25/15	4.75	E
Summers, Heidi	Beyond the Book (7 Habits of Highly Effective People)-BBCC	02/27/15	02/27/15	1	E
Summers, Heidi	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Summers, Heidi	Talk LikeTED by Carmine Gallo-AudioBook	04/01/15	04/25/15	7.75	E
Summers, Heidi	7 Habits of Highly Effective People-Habit 3-BBCC	04/10/15	04/10/15	1	E
Summers, Heidi	Leading from the Middle Retreat 2015-Union	04/12/15	04/15/15	25.5	E
Summers, Heidi	Strengths Finder 2.0 by Tom Rath-Book	04/12/15	04/12/15	1.75	E
Summers, Heidi	WFSN Grant and Coaching Meeting-Walla Walla	04/23/15	04/23/15		E
Summers, Heidi	Beyond the Book (7 Habits of Highly Effective People)-BBCC	04/24/15	04/24/15	1	E
Summers, Heidi	Whale Done!:the Power of Positive Relationships by Ken Blanchard-Book	04/29/15	04/29/15	1.25	E
Summers, Heidi	CESC Spring Meeting-Spokane	04/30/15	05/01/15		E
Summers, Heidi	The Advantage by Patrick Lencioni-AudioBook	05/05/15	05/05/15	5.5	E
Summers, Heidi	Helping People Win at Work by Garry Ridge & Ken Blanchard-AudioBook	06/06/15	06/06/15	2.5	E
Summers, Heidi	2 Second Lean: How to Grow People and Build a Fun Lean Culture by Paul A. Akers-AudioBook	06/08/15	06/08/15	4.5	E
Summers, Heidi	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Summers, Heidi	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Summers, Heidi	Good Leaders Ask Great Questions by John C. Maxwell-AudioBook	06/26/15	06/26/15	8.25	E
Summers, Heidi	I Quit But Forgot to Tell You by Terri Kabachnick-Book	06/28/15	06/28/15	3	E
Summers, Heidi	Career Services Institute West Conference-Portland, OR	07/10/15	07/12/15	8	E
Summers, Heidi	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Summers, Heidi	WA State BFET Training Forum-Spokane	08/05/15	08/06/15		E
Summers, Heidi	WFSN Summer Convening Meeting-Vancouver	08/11/15	08/12/15		E
Summers, Heidi	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Summers, Heidi	The Virgin Way by Richard Branson-AudioBook	09/01/15	09/06/15	11.5	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Summers, Heidi	WRT Annual WA Conference-Olympia	09/02/15	09/03/15		E
Summers, Heidi	Blindspot by Mahzarin R. Banaji and Anthony G. Greenwald-Book	09/10/15	09/10/15	2	E
Summers, Heidi	Michael Nash Excellence in Management-Wenatchee	09/18/15	09/18/15	7	E
Summers, Heidi	Coaching From The Heart by Kenneth Blanchard and Don Shula-AudioBook	10/01/15	10/25/15	5.25	E
Summers, Heidi	Leading at a Higher Level by Kenneth Blanchard-AudioBook	10/01/15	10/25/15	14.5	E
Summers, Heidi	WA State Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	0.5	E
Summers, Heidi	WA State Small Purchases-DES Training online-BBCC	10/01/15	10/01/15	.75	E
Summers, Heidi	Excellence in Management by Michael Nash Consulting-Wenatchee	10/09/15	10/09/15	7	E
Summers, Heidi	7 Habits of Highly Effective People-Habit 7-BBCC	10/20/15	10/20/15	1	E
Summers, Heidi	Excellence in Management by Michael Nash Consulting-Wenatchee	10/23/15	10/23/15	7	E
Summers, Heidi	WFSNCC State Meeting-Lakewood	10/26/15	10/26/15		E
Summers, Heidi	2015 Best Practices Exchange Conference-Lakewood	10/27/15	10/27/15	6.5	E
Summers, Heidi	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	E
Summers, Heidi	Excellence in Management by Michael Nash Consulting-Wenatchee	11/06/15	11/06/15	7	E
Summers, Heidi	Great People Decisions: Why they Matter So Much, Why They Are So Hard, and How You Can Master Them by Claudio Fernandez Araoz-AudioBook	12/01/15	12/31/15	9.5	E
Summers, Heidi	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	E
Valencia, Custodio	Nat'l College Opportunity Programs Leadership Summit-Washington, DC	03/14/15	03/16/15	16	E
Valencia, Custodio	COE Conference-Policy Seminar & US Dept Education Relations Seminar-Washington, DC	03/16/15	03/17/15		E
Valencia, Custodio	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Valencia, Custodio	2015 NAEOP Conference-Spokane	10/18/15	10/21/15	8.5	E
Valencia, Custodio	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	E
Villafana, Diana	2015 Engaging in Promising Practices (EPP) Conference-Seattle	02/06/15	02/07/15		E
Villafana, Diana	WA State Multicultural Student Services Directors Meeting-Yakima	02/11/15	02/13/15		E
Villafana, Diana	Students of Color Conference 2015-Yakima	04/23/15	04/25/15	8	E
Villafana, Diana	WA State Multicultural Student Services Directors Meeting-Vancouver	05/14/15	05/15/15		E
Villafana, Diana	2015-2016 CAC Program Americorps Supervisor Training-Spokane	06/03/15	06/03/15	6	E
Villafana, Diana	AtD Kickoff Training, Professional Development to Enhance Student Success -Cincinnati, OH	06/23/15	06/25/15	20.25	E
Villafana, Diana	WA State Multicultural Student Services Directors Meeting-Blaine, WA	08/10/15	08/14/15		E
Villafana, Diana	2015 Best Practices Exchange Conference-Lakewood	10/27/15	10/27/15	6.5	E
Villafana, Diana	WA State Procurement Ethics-DES Training online-BBCC	11/03/15	11/03/15	0.5	E
Villafana, Diana	WA State Small Purchases-DES Training online-BBCC	11/03/15	11/03/15	.75	E
Villafana, Diana	2015 Faculty & Staff of Color Conference-Bellingham	11/04/15	11/06/15	20	E
Villafana, Diana	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	E
Villalobos, Rafael	NACADA Conference-Coeur d' Alene	03/11/15	03/13/15	20	E
Villalobos, Rafael	WCERTE Conference-Moscow, ID	04/10/15	04/10/15		E
Villalobos, Rafael	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Villalobos, Rafael	Benchmarking Lab Equipment for Engineering STEM Pathways at CWU-Ellensburg	07/09/15	07/09/15		E
Villalobos, Rafael	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Villalobos, Rafael	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Villalobos, Rafael	MATLAB Training-BBCC	09/17/15	09/17/15	4	E
Villalobos, Rafael	Advisor Training-BBCC	10/15/15	10/15/15		E
Villalobos, Rafael	WA State Procurement Ethics-DES Training online-BBCC	10/28/15	10/28/15	0.5	E
Villalobos, Rafael	WA State Small Purchases-DES Training online-BBCC	10/28/15	10/28/15	.75	E
Villalobos, Rafael	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	E
Villalobos, Rafael	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	E
Villalobos, Rafael	Think About It: Campus SaVE Training online-BBCC	12/10/15	12/10/15	3	E
Wallace, Tyler	7 Habit of Highly Effective People Book	01/01/15	01/31/15	4	E
Wallace, Tyler	CBS Meeting-Kent	01/15/15	01/16/15		E
Wallace, Tyler	WABERS Refresher Training Webinar-BBCC	01/29/15	01/29/15	2	E
Wallace, Tyler	Teaching and Learning at a Distance Book	02/01/15	02/28/15	5	E
Wallace, Tyler	Administrators Working with IBEST Webinar-BBCC	02/10/15	02/10/15	1.5	E
Wallace, Tyler	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Wallace, Tyler	Admistration for Distance Education in Basic Skills Webinar-BBCC	02/24/15	02/24/15	1	E
Wallace, Tyler	Numeracy Training-Everett	02/26/15	02/27/15	15	E
Wallace, Tyler	How Colleges Work Book	03/01/15	03/31/15	3	E
Wallace, Tyler	Association Board Meeting and Winter Conference-Seattle	03/06/15	03/06/15	8	E
Wallace, Tyler	Core to Challenge Conference-Association Winter Conference-Seattle	03/06/15	03/06/15	6	E
Wallace, Tyler	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	E
Wallace, Tyler	The Higher Education Manager's Handbook Book	04/01/15	04/30/15	5	E
Wallace, Tyler	Team Teacher Training-BBCC	04/10/15	04/10/15	8	E
Wallace, Tyler	CBS Spring Meeting-Vancouver	04/16/15	04/17/15		E
Wallace, Tyler	Contextualized Training-Yakima	04/24/15	04/24/15	8	E
Wallace, Tyler	IBEST Administrator Collaborate Webinar-BBCC	04/28/15	04/28/15	1	E
Wallace, Tyler	Qualitative Inquiry Research Desgin Book	05/01/15	05/31/15	5	E
Wallace, Tyler	HS 21+ Conference-Renton	05/15/15	05/15/15	6	E
Wallace, Tyler	Systems Analysis Course	05/15/15	05/15/15	3	E
Wallace, Tyler	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	E
Wallace, Tyler	Beyond the Book (7 Habits of Highly Effective People)-BBCC	05/29/15	05/29/15	1	E
Wallace, Tyler	Data For Program Improvement Webinar-BBCC	05/29/15	05/29/15	1	E
Wallace, Tyler	Imagaes of Organizations Book	06/01/15	06/30/15	6	E
Wallace, Tyler	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Wallace, Tyler	VISTA Supervisor Training-Moses Lake	06/17/15	06/17/15	5	E
Wallace, Tyler	CASAS National Summer Institute-San Diego, CA	06/22/15	06/25/15	16	E
Wallace, Tyler	Beyond the Book (7 Habits of Highly Effective People)-BBCC	06/30/15	06/30/15	1	E
Wallace, Tyler	Good to Great AudioBook	07/01/15	07/31/15	10	E
Wallace, Tyler	What Most Successful People Do Before Breakfast AudioBook	07/01/15	07/01/15	1	E
Wallace, Tyler	Leadership Training for Workforce Deans-North Bend	07/13/15	07/15/15	12	E
Wallace, Tyler	Supporting Quality Team Teaching-Bothell	07/16/15	07/16/15	6	E
Wallace, Tyler	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Wallace, Tyler	Project I-DEA Webinar-BBCC	07/22/15	07/22/15	1	E
Wallace, Tyler	IBEST Administrative Training Webinar-BBCC	07/28/15	07/28/15	1	E
Wallace, Tyler	VISTA Supervisor Training Webinar-BBCC	07/30/15	07/30/15	1	E
Wallace, Tyler	Outliers: The Story of Success AudioBook	08/01/15	08/31/15	7	E
Wallace, Tyler	Distance Education Reporting Webinar-BBCC	08/04/15	08/04/15	1.5	E
Wallace, Tyler	WDC Meeting-Moses Lake	08/04/15	08/04/15		E
Wallace, Tyler	Summer 2015 Association Conferenc: Diversity-Blaine, WA	08/13/15	08/14/15	9	E
Wallace, Tyler	IBEST Summit and Training-BBCC	08/20/15	08/20/15	2	E
Wallace, Tyler	WABERS+ and I-DEA Distance Hours Online-BBCC	08/20/15	08/20/15	1.5	E
Wallace, Tyler	Qualitative Methods of Research Course	08/21/15	08/21/15	3	E
Wallace, Tyler	WABERS+ Refresher Training Online-BBCC	08/26/15	08/26/15	2	E
Wallace, Tyler	The One Minute Manager AudioBook	09/01/15	09/01/15	1	E
Wallace, Tyler	NRS Refresher Training Webinar online-BBCC	09/02/15	09/02/15	3	E
Wallace, Tyler	Nash Leadership Workshop-Wenatchee	09/18/15	09/18/15	7	E
Wallace, Tyler	WA State Small Purchases-DES Training online-BBCC	09/30/15	09/30/15	.75	E
Wallace, Tyler	How To Make People Like You in 90 Seconds or Less AudioBook	10/01/15	10/01/15	3	E
Wallace, Tyler	How to Win Friends and Influence People AudioBook	10/01/15	10/31/15	7	E
Wallace, Tyler	WA State Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	0.5	E
Wallace, Tyler	Workforce Education Council & Dean's Academy Fall Training-Bellingham	10/06/15	10/07/15	9	E
Wallace, Tyler	Nash Leadership Workshop-Wenatchee	10/09/15	10/09/15	7	E
Wallace, Tyler	Focus Group Facilitator Training Workshop-BBCC	10/12/15	10/12/15	2.5	E
Wallace, Tyler	Council for Basic Skills-Spokane	10/15/15	10/16/15		E
Wallace, Tyler	Foundations of Educational Technology and Online Learning Course	10/16/15	10/16/15	3	E
Wallace, Tyler	7 Habits of Highly Effective People-Habit 7-BBCC	10/20/15	10/20/15	1	E
Wallace, Tyler	CASAS Cadre Webinar-BBCC	10/22/15	10/22/15	2.5	E
Wallace, Tyler	Nash Leadership Workshop-Wenatchee	10/23/15	10/23/15	7	E
Wallace, Tyler	Data for Program Imrovement Training-Grandview	10/28/15	10/28/15	6	E
Wallace, Tyler	Ready Big Bend Training Workshop-BBCC	10/29/15	10/29/15	1	E
Wallace, Tyler	Reading Apprenticeship Workshop-BBCC	10/30/15	10/30/15	7	E
Wallace, Tyler	The Mentor Leader AudioBook	11/01/15	11/15/15	6	E
Wallace, Tyler	Nash Leadership Workshop-Wenatchee	11/06/15	11/06/15	7	E
Wallace, Tyler	Ability to Benefit Webinar-BBCC	11/09/15	11/09/15	1.5	E
Wallace, Tyler	HS21+ Webinar-BBCC	11/10/15	11/10/15	3	E
Wallace, Tyler	Dual Credit Workshop-BBCC	11/12/15	11/12/15	2.5	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Wallace, Tyler	CTC Leadership Development Association Fall Meeting & Conference-Stevenson	11/13/15	11/13/15	6	E
Wallace, Tyler	The 360 Degree Leader AudioBook	11/16/15	11/30/15	3	E
Wallace, Tyler	7 Habits of Highly Effective People-Close & 2016 Kickoff-BBCC	11/17/15	11/17/15	1	E
Wallace, Tyler	CCRS 101: An Introduction to the CCRS Meeting-Pasco	11/20/15	11/20/15	6	E
Wallace, Tyler	Sometimes You Win; Sometimes You Learn AudioBook	12/01/15	12/15/15	7	E
Wallace, Tyler	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	E
Wallace, Tyler	Leadership Traning for Workforce Deans Webinar-BBCC	12/09/15	12/09/15	3	E
Wallace, Tyler	College and University Administration Course	12/18/15	12/18/15	3	E
Warnock, Laura	WSU AVID Tutor Training-Richland	05/14/15	05/14/15	6	E
Warnock, Laura	SALT Client Forum-Spokane	05/28/15	05/28/15	5.5	E
Warnock, Laura	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Warnock, Laura	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Warnock, Laura	7 Habits of Highly Effective People-Habit 5-BBCC	07/21/15	07/21/15	1	E
Warnock, Laura	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Warnock, Laura	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	E
Warnock, Laura	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Warnock, Laura	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	E
Welhouse, Zach	Panopto Webinar-BBCC	01/21/15	01/21/15	1	E
Welhouse, Zach	IT Accessibility in Higher Education Capacity Building Institute-Seattle	02/05/15	02/06/15		E
Welhouse, Zach	eLearning Council Meeting-Pasco	04/16/15	04/17/15	4	E
Welhouse, Zach	eTutor Advisory Council Meeting-Seattle	04/24/15	04/24/15	3	E
Welhouse, Zach	IGNIS "Five Tips for Creating an Accessible Syllabus" Webinar-BBCC	05/01/15	05/01/15	1	E
Welhouse, Zach	CLAMS Spring Conference-Everett	05/21/15	05/22/15		E
Welhouse, Zach	InstructureCon Software & Pedagogy Training Conference 2015-Park City, UT	06/16/15	06/18/15	18	E
Welhouse, Zach	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Welhouse, Zach	Service Cloud Training Webinar-BBCC	06/26/15	06/26/15	1	E
Welhouse, Zach	Evaluation Kit Training Online Conference-BBCC	06/30/15	06/30/15	2	E
Welhouse, Zach	Trade Day at the Gen Con Game Convention-Indianapolis	07/29/15	07/29/15	5	E
Welhouse, Zach	Applying the Quality Matters Rubric Training Online-BBCC	10/03/15	10/20/15	20	E
Welhouse, Zach	ELC Meeting-Olympia	10/20/15	10/21/15	4	E
Welhouse, Zach	NW eLearning Conference-Olympia	10/22/15	10/23/15	8	E
Welhouse, Zach	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	E
Westerman, Deena	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Whittaker, Shellie	ELUNA Conference-Minneapolis	05/06/15	05/08/15		E
Whittaker, Shellie	CLAMS Pre-Conference-Everett	05/21/15	05/21/15		E
Willingham, Tom	How to Achieve Exceptional Front-Line Customer Service in Higher Education Webinar-BBCC	01/21/15	01/21/15	1.5	E
Willingham, Tom	Critical Thinking/Problem Solving-BBCC	02/06/15	02/06/15	2.75	E
Willingham, Tom	Reading Technical Texts-BBCC	02/06/15	02/06/15	1.25	E
Willingham, Tom	Workplace Communication-BBCC	02/06/15	02/06/15	1.5	E
Willingham, Tom	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	E
Willingham, Tom	Beyond the Book (7 Habits of Highly Effective People)-BBCC	02/27/15	02/27/15	1	E
Willingham, Tom	7 Habits of Highly Effective People-Habit 2-BBCC	03/20/15	03/20/15	1	E
Willingham, Tom	Customer Service Training-Online @ Alison.com	04/05/15	04/05/15	2	E
Willingham, Tom	Team Teaching Training-BBCC	04/10/15	04/10/15	7.5	E
Willingham, Tom	Diploma in Customer Service-Online @ Alison.com	04/16/15	04/18/15	8	E
Willingham, Tom	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	E
Willingham, Tom	Beyond the Book (7 Habits of Highly Effective People)-BBCC	04/24/15	04/24/15	1	E
Willingham, Tom	Vital Smarts, Influencer and Crucial Accountability -Seattle	05/27/15	05/27/15	6	E
Willingham, Tom	Beyond the Book (7 Habits of Highly Effective People)-BBCC	05/29/15	05/29/15	1	E
Willingham, Tom	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	E
Willingham, Tom	Getting Started with Microsoft InfoPath Online-BBCC	06/19/15	06/19/15	1	E
Willingham, Tom	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Willingham, Tom	The Art of Negotiations Online-BBCC	06/23/15	06/23/15	2	E
Willingham, Tom	LabSim Webinar (for use with BIM classes-online support) Webinar-BBCC	06/24/15	06/24/15	1.5	E
Willingham, Tom	Beyond the Book (7 Habits of Highly Effective People)-BBCC	06/30/15	06/30/15	1	E
Willingham, Tom	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	E
Willingham, Tom	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	E
Willingham, Tom	WA State Procurement Ethics-DES Training online-BBCC	09/28/15	09/28/15	0.5	E
Willingham, Tom	WA State Small Purchases-DES Training online-BBCC	09/28/15	09/28/15	.75	E
Willingham, Tom	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	E
Workman, Sue	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	E

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Workman, Sue	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	E
Workman, Sue	2015 Cultural Enrichment Trip w/ TRiO Upward Bound Summer Academy-Seattle	07/10/15	07/12/15		E
Workman, Sue	2015 NAEOP Conference-Spokane	10/18/15	10/21/15	18	E
Workman, Sue	EWU Counselor Day-Cheney	10/30/15	10/30/15	8	E
Abed, Salah	Washington State Math Conference-Chelan	05/01/15	05/02/15		F
Abed, Salah	MATLAB Training-BBCC	09/17/15	09/17/15	4	F
Abed, Salah	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	F
Abed, Salah	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Altrogge, Benjamin	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Autry, Bill	WA State Procurement Ethics-DES Training online-BBCC	10/09/15	10/09/15	0.5	F
Autry, Bill	WA State Small Purchases-DES Training online-BBCC	10/09/15	10/09/15	.75	F
Autry, Bill	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Ayers, James	Boot Camp II-Kent	08/24/15	08/27/15	33	F
Ayers, James	Canvas OER Online-BBCC	09/07/15	09/18/15	10	F
Ayers, James	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	F
Ayers, James	WA State Small Purchases-DES Training online-BBCC	10/01/15	10/01/15	.75	F
Ayers, James	IBEST Team Teacher Training-Walla Walla	10/23/15	10/23/15	7	F
Ayers, James	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Borg, Erik	Composite Certification-Seattle	02/19/15	02/20/15		F
Borg, Erik	NW Aviation Trade Show-Puyallup	02/21/15	02/22/15		F
Borg, Erik	Composites Washington Workshop w/Boeing-Seattle	04/24/15	04/25/15		F
Borg, Erik	DME Class-Spokane	05/29/15	05/29/15		F
Borg, Erik	Abaris Training-Everett	06/22/15	06/26/15		F
Borg, Erik	DME Training-Spokane	07/07/15	07/08/15		F
Borg, Erik	WA State Small Purchases-DES Training online-BBCC	10/22/15	10/22/15	.75	F
Borg, Erik	WA State Procurement Ethics-DES Training online-BBCC	10/28/15	10/28/15	0.5	F
Bravo, Amber	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Brooks, Jennifer	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	F
Brooks, Jennifer	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	F
Brooks, Jennifer	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	F
Brooks, Jennifer	7 Habits of Highly Effective People-Habit 3-BBCC	04/10/15	04/10/15	1	F
Brooks, Jennifer	NLN CNE Prep Course-Shoreline	04/11/15	04/11/15		F
Brooks, Jennifer	Leading from the Middle Retreat 2015-Union	04/12/15	04/15/15	36	F
Brooks, Jennifer	Respiratory/Arterial Blood Gasses-Samaritan Hospital-Moses Lake	04/28/15	04/28/15	1	F
Brooks, Jennifer	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	F
Brooks, Jennifer	Youth Mental Health First Aid Training Certification Course-Moses Lake	09/25/15	09/25/15	6.5	F
Brooks, Jennifer	Club Advisor Training/Meeting-BBCC	10/16/15	10/16/15	1.5	F
Brooks, Jennifer	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	1.5	F
Brooks, Jennifer	Russo Medical Conference-BBCC	11/13/15	11/14/15	15	F
Brooks, Jennifer	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	1	F
Close, Steve	Modern Language Association Conference-Vancouver, BC	01/08/15	01/10/15		F
Close, Steve	WCCHA 35th Annual Conference-Wenatchee	10/30/15	10/31/15		F
Close, Steve	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Dannenberg, Kent	Composites Workshop & Meeting-Seattle	03/13/15	03/13/15		F
Dannenberg, Kent	Boening Factory Tour w/Air WA Group-Arlington	07/08/15	07/11/15		F
Duvall, Kathleen	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	F
Duvall, Kathleen	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	F
Duvall, Kathleen	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Duvall, Kathleen	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	F
Duvall, Kathleen	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	F
Dzbenski, Michael	New Faculty Institute-Tacoma	09/03/15	09/04/15		F
Dzbenski, Michael	WA State Procurement Ethics-DES Training online-BBCC	10/16/15	10/16/15	0.5	F
Dzbenski, Michael	WA State Small Purchases-DES Training online-BBCC	10/16/15	10/16/15	.75	F
Dzbenski, Michael	NW eLearning Conference-Olympia	10/22/15	10/23/15	8	F
Dzbenski, Michael	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Ernette, Dawnne	New Faculty Institute-Tacoma	09/03/15	09/04/15		F
Ernette, Dawnne	7 Habits of Highly Effective People-Habit 7-BBCC	10/09/15	10/09/15	1	F
Ernette, Dawnne	NW eLearning Conference-Olympia	10/22/15	10/23/15	8	F
Ernette, Dawnne	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Ernette, Dawnne	The Science Behind Blindspot (Words Matter)-BBCC	12/04/15	12/04/15	2	F
Farag, Sonia	Washington State Math Conference-Chelan	05/01/15	05/02/15		F
Farag, Sonia	MATLAB Training-BBCC	09/17/15	09/17/15	4	F

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Farag, Sonia	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Farag, Sonia	The Science Behind Blindspot (IAT)-BBCC	11/13/15	11/13/15	1.5	F
Farag, Sonia	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	F
Garza, Guillermo	Microsoft Excel Training-Kennewick	01/12/15	01/13/15		F
Garza, Guillermo	WA State Procurement Ethics-DES Training online-BBCC	09/29/15	09/29/15	1	F
Garza, Guillermo	WA State Small Purchases-DES Training online-BBCC	09/29/15	09/29/15	1	F
Garza, Jaime	New Faculty Institute-Tacoma	09/03/15	09/04/15		F
Garza, Jaime	WA State Suicide Prevention in Higher Ed Training-Tacoma AMSR Training-Suicide Prevention in Higher Ed Conference-Tacoma	09/28/15	09/29/15		F
Garza, Jaime	WA State Procurement Ethics-DES Training online-BBCC	10/27/15	10/27/15	0.5	F
Garza, Jaime	WA State Small Purchases-DES Training online-BBCC	10/27/15	10/27/15	.75	F
Garza, Jaime	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	F
Garza, Jaime	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Gephart, Heidi	Disarming the Suicidal Mind Workshop-Spokane	02/05/15	02/05/15	6	F
Gephart, Heidi	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	F
Gephart, Heidi	WA State Suicide Prevention in Higher Ed Training-Tacoma AMSR Training-Suicide Prevention in Higher Ed Conference-Tacoma	09/28/15	09/29/15		F
Gephart, Heidi	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	F
Gephart, Heidi	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Gephart, Heidi	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	F
Gilbert, Clint	IBEST Training-Walla Walla	10/23/15	10/23/15	7	F
Gilbert, Clint	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Gillespie, John	Flight Instructor Refresher Clinic Gleim Online	01/05/15	01/05/15		F
Gonzalez-Aller, Mercedes	Update in Medical Surgical Nursing Conference 2015-Shoreline	10/08/15	10/09/15		F
Groce, Lindsay	AtD Kickoff Training, Professional Development to Enhance Student Success -Cincinnati, OH	06/23/15	06/25/15	20.25	F
Groce, Lindsay	WCCTA Conference-Leavenworth	10/08/15	10/10/15		F
Hamm, Jim	Pacific NW Association for College Physics-Bellingham	04/10/15	04/11/15		F
Hamm, Jim	MATLAB Training-BBCC	09/17/15	09/17/15	4	F
Harberts, Brinn	MATLAB Training-BBCC	09/17/15	09/17/15	4	F
Harberts, Brinn	NW eLearning Conference-Olympia	10/22/15	10/23/15	8	F
Jacobs, Barbara	7 Habits of Highly Effective People-Habit 6-BBCC	09/01/15	09/01/15	1	F
Jacobs, Barbara	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Knepp, Dennis	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Lane, Stephen	Washington State Math Conference-Chelan	05/01/15	05/02/15		F
Lane, Stephen	MATLAB Training-BBCC	09/17/15	09/17/15	4	F
Leonard, Ryann	InstructureCon Conference 2015-Park City, UT	06/16/15	06/18/15		F
Leonard, Ryann	Engaging Faculty for Student Success-ACCT Conference-San Diego, CA	10/16/15	10/16/15		F
Leonard, Ryann	Putting the "Community" in Community College: Innovative Approaches to Serving Our Communities-ACCT Conference-San Diego, CA	10/16/15	10/16/15		F
Leonard, Ryann	The Science Behind Blindspot (IAT)-presenter-BBCC	10/30/15	10/30/15	2	F
Leonard, Ryann	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Martin, John	Technical Automotive Training Expo (ATE)-Seattle	03/20/15	03/22/15	20	F
Martin, John	WA State Procurement Ethics-DES Training online-BBCC	10/17/15	10/17/15	0.5	F
Martin, John	WA State Small Purchases-DES Training online-BBCC	10/17/15	10/17/15	.75	F
Martin, John	New Team Teacher Training-IBEST-Walla Walla	10/23/15	10/23/15	7	F
McDaniel, Shawn	American Welding Society Meeting Counterfeit Materials-Kennewick	01/21/15	01/21/15		F
McDaniel, Shawn	Hazard Communication/MSDS Training Online-BBCC	01/30/15	01/30/15	1.5	F
McDaniel, Shawn	American Welding Society Meeting Materials Identification-Bellevue	02/05/15	02/05/15		F
McDaniel, Shawn	American Welding Society Meeting Auto Samplers for Hanford Waste Cleanup-Richland	02/10/15	02/10/15		F
McDaniel, Shawn	American Welding Society Meeting High Purity Process Piping Welding to ASME Codes-Bellevue	04/03/15	04/03/15		F
McDaniel, Shawn	American Welding Society Meeting Legal Aspects of Wrongful Death Lawsuits in Welding-Portland	04/17/15	04/17/15		F
McDaniel, Shawn	American Welding Society Meeting Alloy Designation System for Wrought Aluminum Alloys-Spokane	04/22/15	04/22/15		F
McDaniel, Shawn	American Welding Society Meeting Seamless Flux Core Arc Welding Electrodes-Bellevue	05/08/15	05/08/15		F

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
McDaniel, Shawn	American Welding Society Meeting New Code on Tungston Alloy Arc Welding Electrodes-Pasco	05/13/15	05/13/15		F
McDaniel, Shawn	American Welding Society Meeting Flame Bending and Straightening Weldments-Bellevue	09/03/15	09/03/15		F
McDaniel, Shawn	WA State Procurement Ethics-DES Training online-BBCC	09/30/15	09/30/15	0.5	F
McDaniel, Shawn	American Welding Society Meeting Weld Failures When Welding Pipelines-Bellevue	10/08/15	10/08/15		F
McDaniel, Shawn	WA State Small Purchases-DES Training online-BBCC	10/15/15	10/15/15	.75	F
McDaniel, Shawn	IBEST Training-Walla Walla	10/23/15	10/23/15	7	F
Michie, Les	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	F
Michie, Les	NW Accounting Educators Conference-Seattle	09/02/15	09/03/15		F
Moore, Dan	F-147 Meeting and 2015 NW Aviation Conference-Puyallup	02/20/15	02/21/15		F
Moore, Dan	FAA Inspection Renewal Class-Spokane	03/06/15	03/07/15		F
Moore, Dan	FAA DME Class-Spokane	05/29/15	05/29/15		F
Moore, Dan	FAA DME Training-Spokane	07/08/15	07/08/15	8	F
Moore, Dan	F-147 Meeting-Everett	07/30/15	07/31/15		F
Moore, Dan	WA State Procurement Ethics-DES Training online-BBCC	10/01/15	10/01/15	0.5	F
Moore, Dan	WA State Small Purchases-DES Training online-BBCC	10/01/15	10/01/15	.75	F
Moore, Dan	AFA Summit Meeting-Spokane	10/07/15	10/08/15		F
Peterson, John	Next Generation Science Standards-Seattle	08/20/15	08/20/15		F
Peterson, John	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Stoddard, Cara	College Sparks Toolkit Presentation-Kent	01/27/15	01/27/15		F
Sullivan, Elizabeth "Libby"	Springshare Administrative Training for Library Guides V.2 Webinar-BBCC	03/31/15	03/31/15	1	F
Sullivan, Elizabeth "Libby"	CLAMS Spring Conference-Everett	05/21/15	05/22/15	11.5	F
Sullivan, Matthew	Modern Language Association Conference-Vancouver, BC	01/08/15	01/10/15		F
Sullivan, Matthew	GetLit Festival-Spokane	04/24/15	04/24/15		F
Sullivan, Matthew	Write On the River Conference-Wenatchee	05/16/15	05/16/15		F
Sullivan, Matthew	WCCHA 35th Annual Conference-Wenatchee	10/30/15	10/31/15		F
Swedburg, John Marc	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Twohy, Sean	New Faculty Institute-Tacoma	09/03/15	09/04/15		F
Twohy, Sean	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Wade, Valerie	HS 21 Roundtable-Renton	05/15/15	05/15/15	7	F
Wade, Valerie	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Wade, Valerie	College and Career Readiness Training-Pasco	11/20/15	11/20/15	6	F
Wanner, Arthur	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	F
Wanner, Arthur	eLearning Discussion-BBCC	02/18/15	02/18/15	1	F
Wanner, Arthur	7 Habits of Highly Effective People-Habit 1-BBCC	02/19/15	02/19/15	1	F
Wanner, Arthur	7 Habits of Highly Effective People-Habit 2-BBCC	03/20/15	03/20/15	1	F
Wanner, Arthur	Mini-WACUG Conference-Olympia	03/27/15	03/27/15	6.5	F
Wanner, Arthur	7 Habits of Highly Effective People-Habit 3-BBCC	04/10/15	04/10/15	1	F
Wanner, Arthur	CBTech Advisory Board Meeting-Moses Lake	04/21/15	04/21/15	2	F
Wanner, Arthur	WAOE Conference-Renton	05/08/15	05/08/15	9	F
Wanner, Arthur	IT Summit 2015-Creating IT Futures-Bellevue	05/14/15	05/15/15	8.75	F
Wanner, Arthur	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	F
Wanner, Arthur	7 Habits of Highly Effective People-Habit 5-BBCC	07/31/15	07/31/15	1	F
Wanner, Arthur	MATLAB Training-BBCC	09/17/15	09/17/15	4	F
Whitney, Barbara	Phi Theta Kappa International Convention-San Antonio	04/16/15	04/18/15	16	F
Whitney, Barbara	Washington State Math Conference-Chelan	05/01/15	05/02/15		F
Whitney, Barbara	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Wilks, Preston	East Region NWAC Athletic Meetings-Pasco	04/20/15	04/20/15		F
Wilks, Preston	NWAC Annual Commission Meetings-Pasco	06/04/15	06/05/15		F
Wilks, Preston	NW Accounting Educators Conference-Seattle	09/02/15	09/03/15		F
Wilks, Preston	NWAC East Region Commissioner's Meetings-Pasco	10/12/15	10/12/15		F
Wilks, Preston	WA State Procurement Ethics-DES Training online-BBCC	11/06/15	11/06/15	2	F
Wilks, Preston	WA State Small Purchases-DES Training online-BBCC	11/10/15	11/10/15	2	F
Wilks, Preston	NWAC East Region Athletic Meetings-Pasco	12/07/15	12/07/15		F
Wynder, Richard	Hazard Communication/MSDS Training Online-BBCC	01/30/15	01/30/15	1.5	F
Wynder, Richard	Technical Automotive Training-Seattle	03/20/15	03/22/15		F
Wynder, Richard	NACAT Conference-Joliet, IL	07/20/15	07/24/15		F
Wynder, Richard	WA State Procurement Ethics DES Training Online-BBCC	09/28/15	09/28/15	0.5	F
Wynder, Richard	WA State Small Purchases DES Training Online-BBCC	09/28/15	09/28/15	0.75	F
Wynder, Richard	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Zavala-Lopez, MariAnne	Achieving the Dream Conference-Baltimore	02/16/15	02/20/15	20	F
Zavala-Lopez, MariAnne	Students of Color Conference 2015-Yakima	04/23/15	04/25/15	8	F
Zavala-Lopez, MariAnne	SBCTC Meeting-Vancouver	05/06/15	05/07/15		F

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Zavala-Lopez, MariAnne	WA State Suicide Prevention in Higher Ed Training-Tacoma AMSR Training-Suicide Prevention in Higher Ed Conference-Tacoma	09/28/15	09/29/15		F
Zavala-Lopez, MariAnne	WA State Procurement Ethics-DES Training online-BBCC	10/26/15	10/26/15	0.5	F
Zavala-Lopez, MariAnne	WA State Small Purchases-DES Training online-BBCC	10/26/15	10/26/15	.75	F
Zavala-Lopez, MariAnne	The Science Behind Blindspot (IAT)-BBCC	10/30/15	10/30/15	2	F
Zavala-Lopez, MariAnne	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	F
Zavala-Lopez, MariAnne	The Science Behind Blindspot (Words Matter)-BBCC	11/20/15	11/20/15	1.75	F
Bancroft, Christine	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	H
Plumb, Ted	NW Aviation Trade Show-Puyallup	02/21/15	02/22/15		H
Wood, Lora	Tech Prep Meeting-Pasco	02/26/15	02/26/15		H
Wood, Lora	Air Washington Quarterly Consortium Meeting-Renton	03/03/15	03/04/15		H
Wood, Lora	Tech Prep Statewide Director Meeting-Bellevue	05/06/15	05/06/15		H
Wood, Lora	7 Habits of Highly Effective People-Habit 4-BBCC	06/16/15	06/16/15	1	H
Wood, Lora	Air Washington Quarterly Consortium Meeting-Spokane	09/08/15	09/09/15		H
Wood, Lora	North Central Area CTE Director's Meeting-Wenatchee	09/29/15	09/29/15		H
Wood, Lora	WA State Procurement Ethics-DES Training online-BBCC	10/20/15	10/20/15	0.5	H
Wood, Lora	WA State Small Purchases-DES Training online-BBCC	10/20/15	10/20/15	.75	H
Wood, Lora	WA State Contract Management 101-Modules 1-4-DES Training online-BBCC	10/27/15	10/27/15	4	H
Betzing, Peter	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	P
Black, Linda	To Flip or Not to Flip the Classroom Training-BBCC	02/13/15	02/13/15	7	P
Black, Linda	LiveBinder Social Studies Webinar: Open Educational Resources Online through COABE	10/15/15	10/15/15	1	P
Black, Linda	Reading Apprenticeship Training-Grand Coulee	10/30/15	10/30/15	6.5	P
Correll, Debbie	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	P
Erwin, Kathy L	DSHS/DOH Nursing Assistant Course Training-Spokane	01/08/15	01/08/15	7	P
Garcia, Erwin David	Nat'l Electrical Code-Intro to Grounding and Bonding-Course WA2013-300-WA St DLI-Spokane	11/01/15	11/01/15	8	P
Garcia, Erwin David	2014 Nat'l Electrical Code Update-Course WA2015-4354-WA St DLI-Moses Lake	11/08/15	11/08/15	8	P
Garcia, Erwin David	Nat'l Electrical Code for Trainees-Course WA2014-754-WA St DLI-Othello	11/14/15	11/14/15	8	P
Garcia, Erwin David	Tables of the Nat'l Electrical Code-Course WA2015-509-WA St DLI-Spokane	12/12/15	12/12/15	8	P
Gardner, Kathy	Canvas Training-BBCC	03/30/15	06/04/15	35	P
Giles, Amber	What the Flip Classroom Training-BBCC	02/13/15	02/13/15	7	P
Giles, Amber	Reading Apprenticeship Conference-Renton	03/14/15	03/14/15	7	P
Giles, Amber	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	P
Giles, Amber	Young Child Expo-Spokane	09/30/15	10/02/15		P
Gutierrez, Octaviano	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	P
Lucas, Mary Louise	Innovation in ESL Conference-Lakewood	02/07/15	02/08/15		P
Matern, Steve	IBEST Training-Walla Walla	10/23/15	10/23/15	7	P
McCarthy, Jennifer	Facilitator Training, Brain Injury Suppport Group-Spokane	04/18/15	04/18/15	6	P
McCarthy, Jennifer	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	P
McLauchlan, Nelly	Nat'l Migrant Education Conference-Seattle	03/22/15	03/25/15	18	P
McLauchlan, Nelly	WA Association for Bilingual Education (WABE) Conference-Kennewick	04/17/15	04/18/15	12	P
McLauchlan, Nelly	New Tools & High Expectation Workshop-Moses Lake	10/09/15	10/09/15	3	P
McLauchlan, Nelly	Immigration 101 Training-Granger	11/13/15	11/13/15	4	P
McLauchlan, Nelly	Close Reading Strategies/Bureau of Education & Research-Bellevue	12/04/15	12/04/15	5	P
McLean, Cami	Young Child Expo-Spokane	09/30/15	10/02/15		P
Moffitt, Ray	WA State Procurement Ethics-DES Training online-BBCC	10/15/15	10/16/15	0.5	P
Moffitt, Ray	WA State Small Purchases-DES Training online-BBCC	10/15/15	10/15/15	.75	P
Nichols, Lenora	Introduction to Nutrition-Food for Health-Wageningen U Online	01/08/15	03/20/15		P
Nichols, Lenora	Forests and Livelihoods in Developing Countries-5 modules-U of British Columbia Online	01/13/15	02/17/15		P
Nichols, Lenora	Preparing for the AP Environmental Science Exam-Part 2: Populations-5 modules-Rice U Online	01/13/15	02/27/15		P
Nichols, Lenora	Our Earth: It's Climate, Histor, and Processes-4 modules-U of Manchester Online	01/19/15	02/27/15		P
Nichols, Lenora	An Introducation to the US Food System: Perspectives from Public Health-John Hopkins U Online	01/20/15	03/08/15		P
Nichols, Lenora	Introduction to Environmental Science-Dartmouth Online	02/03/15	03/21/15		P

Employee Name	Activity	Start Date	End Date	Hours	Employee Type
Nichols, Lenora	Changing Weather and Climate in the Great Lakes Region-U of Wisconsin-Madison Online	02/23/15	03/31/15		P
Nichols, Lenora	Preparing for the AP Enviromental Science Exam-Part 3: Pollution-Rice U Online	03/03/15	04/14/15		P
Nichols, Lenora	Epidemics, Pandemics and Outbreaks-U of Pittsburg Online	03/16/15	04/11/15		P
Nichols, Lenora	University Teaching 101-John Hopkins U Online	03/16/15	04/25/15		P
Nichols, Lenora	Preparing for the AP Biology Exam-Part 4: Ecology-Rice U Online	03/17/15	04/28/15		P
Nichols, Lenora	The Immune System: New Develpments in Research-Part 1-U Toyonaka, Osaka Online	07/07/15	08/24/15		P
Nichols, Lenora	Elements of Renewable Energy-Open Univ Online	07/27/15	08/23/15		P
Nichols, Lenora	Care For Our Commen Home (Environment)-SDSN Online	08/01/15	08/31/15		P
Nichols, Lenora	The Science of Nuclear Energy-Open University Online The Science of Nuclear Energy-Open University Online	08/10/15	09/06/15		P
Nichols, Lenora	Nutrition and Well-being-U of Aberdeen Online	08/17/15	09/13/15		P
Nichols, Lenora	Transforming the World: Achieving the Sustainable Development-6 modules-sdsnedu.org Online	09/01/15	10/20/15		P
Nichols, Lenora	Epidemics, Pandemics and Outbreaks-U of Pittsburg Online	09/06/15	10/04/15		P
Nichols, Lenora	Our Earths Future-American Museum of Natual History-5 modules-Coursera.org Online	10/01/15	10/24/15		P
Nichols, Lenora	Climate Change & Health for Policy-Makers-4 modules-Iversity.org Online	10/13/15	10/17/15		P
Oord, KathyMae	Field Trip to Grand Coulee Dam-Grand Coulee	03/19/15	03/19/15		P
Oord, KathyMae	Spring 2015 In-Service-Othello	04/18/15	04/18/15		P
Otero, Monica	Engaging Higher Education Students Using Differentiated Instruction-Webinar thru U of TX	01/23/15	01/23/15		P
Otero, Monica	7 Habits of Highly Effective People-Habit 1-BBCC	02/24/15	02/24/15	1	P
Otero, Monica	7 Habits of Highly Effective People-Habit 2-BBCC	03/17/15	03/17/15	1	P
Otero, Monica	Universal Design for Learners: Best Practices in the Classroom Webinar-BBCC	03/19/15	03/19/15		P
Otero, Monica	7 Habits of Highly Effective People-Habit 3-BBCC	04/21/15	04/21/15	1	P
Otero, Monica	7 Habits of Highly Effective People-Dependence to Interdependence-BBCC	05/18/15	05/18/15	1	P
Perez, Magdalena	Field Trip to Grand Coulee Dam-Grand Coulee	03/19/15	03/19/15		P
Poplawski, Nathan	Fire/Arson Origin & Cause Training-Emmitsburg, MD	01/26/15	02/06/15	80	P
Reeves, Michele	HS 21 Roundtable-Renton	05/15/15	05/15/15	7	P
Richins, Philip	Paradigms and Principles, An Overview of the 7 Habits of Highly Effective People-BBCC	01/16/15	01/16/15	1	P
Richins, Philip	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	P
Ruffin, David	Enhancing the Classroom-BBCC	02/06/15	02/06/15	6	P
Seim, Allie	Adult Numeracy Institute Converence-Everett	02/26/15	02/27/15	16	P
Seim, Allie	Numeracy Training-Everett	04/30/15	04/30/15		P
Seim, Allie	Math Conference-Lake Chelan	05/01/15	05/02/15	3	P
Sherwood, Michele	What the Flip? Flipped Classroom Training-BBCC	02/13/15	02/13/15	7	P
Sherwood, Michele	Team Teacher Training-BBCC	04/10/15	04/10/15	7	P
Tadema, Tyler	Team Teacher Training-BBCC	04/10/15	04/10/15	7	P
Villasenor, Raquel	Innovations in ESL Conference-Lakewood	02/06/15	02/06/15		P
Whitney, Mariah	Water Systems Teacher Symposium-Bellevue	11/07/15	11/07/15	7	P
Workman, Jerry	Behavior Styles: Communicating with Respect & Trust-BBCC	06/23/15	06/23/15	3	P
Workman, Jerry	Campus Safety Preparedness Training-BBCC	11/06/15	11/06/15	3.75	P
TOTAL				1019.5	