Big Bend Community College

Board of Trustees

Regular Board Meeting

Tuesday, April 8, 2008
7:00 p.m.

HARDIN COMMUNITY ROOM
ATEC 1837

Community College District No. 18
7662 Chanute Street NE
Moses Lake WA 98837

Spring 2008 Events

April	8	BBCC Trustees meeting, 7 p.m., ATEC
		Softball vs. CC of Spokane, 2 p.m.
		ASB election packets due, Activities Office, 4:30 p.m.
	9	ASB candidates meeting, 3 p.m., ATEC
		Baseball vs. Walla Walla CC, 1 p.m.
	11	Softball vs. Yakima Valley, 2 p.m.
	12	Softball vs. Wenatchee Valley, 12 noon
	15	ASB Pasta Fest, 11:15 a.m. – 1:30 p.m., ATEC, $2
	17	ASB paintball activity, 7:30 – 10 p.m.
		CBAA, "Leon Redbone," 7:30 p.m., Wallenstien Theater
	18	Spring quarter grades available online
		ASB Student Leadership Workshop, 10 a.m., 1400 Auditorium
	19	Baseball vs. Wenatchee Valley, 1 p.m.
	23	Meet the 2008-09 ASB Candidates, 2:30 p.m., ATEC Cafeteria
	24	15th Annual Job & Career Fair, 9 a.m. – 3 p.m., ATEC
	26	Baseball vs. Treasure Valley CC, 1 p.m.
	27	Pecos Bill and the Ghost Stampede, presented by the CWU Youth Theatre Tour, Wallenstien Theater, free, times to be announced.
	28-30	ASB 2008-09 online elections
May	1	ASB 2008-09 online elections
		Applications for Spring Quarter graduation due
	2	Phi Theta Kappa car wash, 8 a.m. – 2 p.m. 1400 parking lot
	3	Baseball vs. Yakima Valley, 1 p.m.
	6	ASB singles pool tournament, 2:30 p.m., 1400 Game Room, $3
		Phi Theta Kappa Induction Ceremony, 4 p.m., 1400 Auditorium
		State of the College, 6 p.m., ATEC
	8	National Nurses Day Celebration, RSVP dinner, ATEC
	9	Edúcate, noon – 8 p.m., ATEC
	10	Baseball vs. BMCC, 1 p.m.
	13	ABS Taco Fest, 11:15 a.m. – 1:30 p.m., ATEC, $2
		Multicultural Heritage Fair, ATEC, Peterson Gallery
	15	ASB Students vs. Faculty softball game, 5:15 p.m.
	19-22	Summer and Fall Quarter registration (current students only)
	26	Memorial Day, no classes, offices closed
	28	ASB Spring Fling Awards Barbecue, 4-7 p.m., $2
	29	Last day to drop a class
June	9	ASB Family Night, 6-8 p.m., Moses Lake Aquatic Center
	10	Spring Quarter instruction ends
		ASB Free Pool, 8 a.m. – 4:30 p.m., 1400 Game Room
	10-11	Library Campout, 8 p.m.
	11-13	Final Exams & BBCC Bookstore Buyback
	11-12	Phi Theta Kappa bake sale, 8 a.m. – 2 p.m., 1400 Lobby
	13	Residence Halls close, 5 p.m.
		BBCC Commencement, 7 p.m.
	23	Summer Quarter instruction begins

Big Bend
Community College

COMMUNITY COLLEGE DISTRICT NO. 18
BIG BEND COMMUNITY COLLEGE
7662 Chanute Street
Moses Lake, Washington 98837
Regular Board Meeting Agenda
Tuesday, April 8, 2008, 7:00 pm
Hardin Community Room – ATEC Room 1837

Governing Board
Members:

Katherine Kenison,
Chair

Mike Blakely,
Vice Chair

Bob Holloway

Cecilia DeLuna-Gaeta

Felix Ramon

Dr. Bill Bonaudi,
President

Action			Tab #
A	1.	**Call to Order/Roll Call**	
I	2.	**Introductions**	
A	3.	**Consent Agenda**	3
		a. Approval of Regular Mtg Minutes 2/26/08 (A)	
		Approval of Joint Warden Board Mtg Minutes 2/28/08	
		Approval of Special Board Mtg Minutes 3/18/08	
		b. Achieving the Dream Update (I)	
		c. Student Achievement Task Force (I)	
		d. Assessment Update (I)	
		e. Accreditation Report (I)	
		f. Capital Project Report (I)	
		g. Enrollment Report (I)	
		h. Childcare Update (I)	
		i. Donations (A)	
		j. Personnel Report (I)	
		k. Graduation/Completion Rates Update (I)	
I	4.	**Remarks** (Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board)	4
		a. ASB Representative – Matt Boyce, President	
		b. Classified Staff Representative – Kathy Aldrich	
		c. Faculty Representative – Mike O'Konek, Faculty Assn. President	
		d. VP Administrative Services – Ken Turner	
		e. VP Instruction/Student Services – Dr. Mike Lang	
I/A	5.	**Exceptional Faculty Award Recommendations**	5
A	6.	**AP4200 Communication/Grievance Procedure**	6
A	7.	**E-2 Access Ends Statement Monitoring Report**	7
		Valerie Kirkwood	
I	8.	**Center for Information Services**- Russ Beard	8
		------------------------------------*BREAK*------------------------------	
I	9.	**Presidential Evaluation Process**	9
		Possible Executive Session	
A	10.	**Assessment of Board Activity Report/Recap of Warden Mtg** - Board	10
I/A	11.	**Next Regularly Scheduled Board Meeting** – Board	11
I/A	12.	**Joint Meeting with the Wahluke School District**	12
I	13.	**Misc.**	13
A	14.	**Adjournment**	14

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1):
(b) to consider the selection of a site or the acquisition of real estate by lease or purchase;
(c) to consider the minimum price at which real estate will be offered for sale or lease;
(d) to review negotiations on the performance of a publicly bid contract;
(f) to receive and evaluate complaints or charges brought against a public officer or employee;
(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;
(h) to evaluate the qualifications of a candidate for appointment to elective office;
(i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT MEETING REMINDER – Regular Meeting May 20, 2008, 1:30 p.m..
If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 793-2001 (or TDD 762-6335) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3:   CONSENT AGENDA (for action)

a.   Regular Board Meeting Minutes February 26, 2008
              Special Joint Warden Board Meeting Minutes February 28, 2008
              Special Board Meeting Minutes March 18, 2008

BACKGROUND:

Minutes of the Regular Board Meeting held on February 26, 2008, at Big Bend Community
College are attached for review. Minutes of the Special Joint Warden Board Meeting held on
February 28, 2008, are attached for review. Lastly, the minutes of the Special Board Meeting
held on March 18, 2008, are attached for review.

RECOMMENDATIONS:

President Bonaudi recommends the Board of Trustees approve the minutes.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a regular Board meeting on Tuesday, February 26, 2008, at 1:30 p.m. in the ATEC Hardin Community Room in Building 1800 on the Big Bend Community College campus.

1.   **Call to Order**
       Chair Katherine Kenison called the meeting to order at 1:30 p.m.

       Present: Katherine Kenison
                     Felix Ramon
                     Cecilia DeLuna-Gaeta
                     Bob Holloway
                     Mike Blakely (arrived later)

2.   **Introduction**
       President Bonaudi introduced his son Staff Sgt. Mark Bonaudi.

3.   Consent Agenda
       a) Approval of Minutes for the January 15, 2008 Regular Board Meeting Minutes (A); b) Achieving the Dream Update (I); c) Student Achievement Task Force (I); d) Assessment Update (I); e) Accreditation Report (I); f) Capital Project Report (I); g) Enrollment Report (I); h) Childcare Update (I); i) Donations (A); j) Personnel Report (I); k) Probationary/Tenure Review List (I).

       MOTION 08-04   Trustee Felix Ramon moved to approve the Consent Agenda as presented. Trustee Bob Holloway seconded the motion, and the motion carried.

4.   **Remarks**
       Public Comments - None

       ASB President Matt Boyce described the recent ASB activities. The ASB held another successful blood drive. There were 29 donors and 20 units of blood were collected. Over 60 students participated in the annual ice skating & batting cages activity. The domestic and dating violence speaker, Holly Johnson attracted 75 attendees. Andrea Hamilton, a guitarist, pianist and singer performed during the Appetizer fest and 265 people attended. Around 80 students attended the ASB Valentine's dance, $200 and was raised and given to the victims of the California fires.

       BBCC student David Bol was the Black History Month speaker. He spoke about his experiences leaving Sudan during the noon hour and ASB provided pizza for those who attended. Another great pool tournament was held and Matt Boyce, ASB President took second place.

Thor, the BBCC mascot costume was temporarily abducted before the last home basketball game, but was returned several days later. ASB raised $350 with the couch potato fundraiser for the basketball games.

Upcoming events for ASB include bowling night, breakfast-fest and an off campus paintball activity.

Mr. Boyce reported other club activities – Students Supporting Students is having lunch February 27, at a local Senior Living Center. They are also helping with "Trio Day," which is taking place on February 28. Phi Theta Kappa held a Bake Sale on Valentine's Day and sold concessions at two Allied Arts Events this month, raising close to $400. This money will be donated to the Doolittle Park project. During spring break several of their members will be helping out with the set up of this park. The American Welding Club held a silent auction on February 12 for art pieces they had made. This raised $100 for their club.

Trustee Katherine Kenison stated it has been a busy season, she complimented the student groups on their fund raising efforts.

Classified Staff Representative Kathy Aldrich reported that 17 classified staff members have attended 9 training opportunities.

Kamie Bishop attended an online asp.net training.

Debbie Simpson, Susan Nichols, Nancy Theis, and Karen Okerlund attended Office 2007 training. Karen Okerlund attended COHE Seminar "Investigations" at Samaritan Hospital. Karen Olson, Barbara Collins, Michelle Coe, Ruby Taylor, Darci Almos and Mark Rogerson attended Diversity Training. Susan Nichols and Sergio Cervantes attended a Safety meeting. Sergio Cervantes attended HVAC Training (Heating Ventilation-Air Conditioning on January 28-Feb 1, 2008 at BBCC ATEC building. Jim Tincher and Randy Fish attended Pesticide Recertification classes. Trustee Ramon stated he was delighted to hear about the many training opportunities that staff had accessed.

Ms. Aldrich recognized Lupe Hernandez, BBCC Equipment Technician, for his commitment to BBCC and the Moses Lake community. He diligently serves those around him who are in need. He has repeatedly invited staff from other community colleges and the SBCTC to visit our campus during conferences, specifically the Washington State Faculty Staff of Color in Higher Education Conference. The BBCC Foundation funds Mr. Hernandez's attendance at this conference. This year the Washington State Faculty Staff of Color in Higher Education Conference presented a certificate to the BBCC Foundation for their support. His invitations often result in visits to the BBCC campus and Mr. Hernandez is invited to visit other campuses. This has led to Mr. Hernandez visiting South Seattle Community College, Spokane Community College and Columbia Basin College. He is committed to student success, he attended a class

on how to help students start the college process. He continually encourages BBCC students and potential students. His commitment to the Moses Lake community was recognized by the Moses Lake Rotary. They honored him with a Merit Award for his help with food donations and other service activities. Ms. Aldrich presented photos of Mr. Hernandez at work on the many college vehicles that he maintains.

Lupe addressed the Board and stated he loves the college. He related that after his heart surgery a few years ago the Big Bend family rallied around him and has become his second family. He spreads goodwill about BBCC wherever he travels. President Bonaudi stated this is a great example of the BBCC family. Trustee Kenison replied she is proud to have Mr. Hernandez as part of the BBCC family.

Faculty Association President Mike O'Konek reported faculty news. All faculty attended the Faculty In-Service February 15. Student advising was the focus of the in-service. Mr. O'Konek reported it was a good presentation and very interesting, faculty gained valuable insight into the advising process.

Mr. O'Konek reported that Ryann Leonard (Haw), Psychology Instructor, will be attending the American Psychology Law Society (AP-LS) Conference in Florida the first week in March. She is chair of the AP-LS mentorship committee. The theme of the conference is "Working with Advisors/Mentors" and they will explore the issues that surround advisor/advisee relationships.

Steve Matern, Industrial Electrical Technology Instructor, Zach Tanko, Computer Science Instructor, Chuck Cox, Automotive Technology Instructor, Mike O'Konek, Automotive Technology Instructor and Clyde Rasmussen, Dean of Professional Technical Education will attend the Washington Association of Occupational Education (WAOE) March 6 & 7. Steve Matern also reported he will accompany the Rho Zeta Chapter officers and members to the Phi Theta Kappa Spring Regional Conference March 7, 8, 9.

Shawn McDaniel, Welding Instructor, reported that he will travel to Cleveland to attend submerged arc welding training. This will provide him with skills to prepare the welding students for employment at Katana Industries. He also reported the American Welding Society (AWS) is planning their welding rodeo on April 25. This is a welding art competition involving college and high school welding programs. The items created for this event will be donated to the Cellarbration Auction to raise money. The local AWS chapter plans to attend the annual AWS welding show this fall.

John Peterson, Chemistry Instructor, reported that the General Chemistry students took a field trip to REC Silicon. REC very graciously hosted the class. The students were provided information about the logic supporting the new process which is driving the expansion of the REC Silicon facilities. Instructor Peterson

also extended a thank you to Jim Bennet Jr., Laboratory Manager for Jaco Analytical Laboratory in Ephrata, for their recent contribution of scientific glassware.

Art Instructor, Rie Palkovic, reported that she and her husband and colleague, Fran Palkovic, just returned from the annual College Art Association meeting in Dallas. The highlight of the event was meeting with historians from the University of York in England and participating in a session with Yoko Ono. Instructor Rie Palkovic will have an opening reception for a solo exhibition at Tilde in Portland.

AMT Instructor Erik Borg reported the electrical supply to the 727 should be operational soon.

Mr. O'Konek ended his report sharing two upcoming events. March 1, the automotive department will host the Central Washington Skills USA contests for the second time. The two contests, Automotive Service Technology and Automotive Maintenance, will include a total of 32 students from Yakima, Wenatchee, Sunnyside and Moses Lake schools competing. There will be 20 judges from industry and 10 additional volunteers from our area assisting. The Professional/Technical Open House is set for Wednesday, February 27 from 5:00 to 8:00 p.m. Booths will be set up in ATEC and faculty will be in their departments to talk with prospective students and parents. About 60 area high school counselors will be on campus attending the Pathways Seminar Conference. They will visit with BBCC staff during lunch around the tables set up in ATEC. Trustee Katherine Kenison thanked Mr. O'Konek for coordinating the Central Washington Skills USA contests.

Vice President of Administrative Services Ken Turner reported the Fine Arts Building is on schedule for completion in June 2008. A portion of the campus entrance is being put on hold. Turning lanes funded by the college must be added to Randolph Road for the entrance to be completed. This is an unexpected expense added by Grant County Public Works due to the anticipated high volume of traffic. The entrance will be partially completed including the bus shelters, curbing and electrical ($250,000 and a community donation of in kind materials and labor) for internal traffic and the main entrance will continue to be the College Parkway. Grant County has plans to add turn lanes east of campus and if their paving timing coincides with our funding timing we may save some money by completing the projects concurrently.

Trustee Katherine Kenison stated it's good to hear the building is on schedule. She also asked about the investigation of the insurance claim related to the childcare facility. Assistant Attorney General, Charnelle Bjelkengren stated to move mediation forward the BBCC side has accepted including other parties in the chain of sale in the discussions.

Vice President Mike Lang discussed the Student Achievement/Persistence Initiative. The group is developing the Viking Seminar Series. Dr. Lang distributed placemats and postcards that will be used to advertise the workshops.

President Bonaudi said he was pleased with the Pathways Seminar Conference for area high school counselors. He went on to say it's a great opportunity to raise awareness of the resources Big Bend Community College has to offer close to home.

5. **Audit Report**
    VP Ken Turner introduced Gail Hamburg, Director of Budget. Director Hamburg introduced Washington State Auditor's Office staff, Spencer Williams, Juan Esparza and Ryan Peking. Mr. Williams distributed the Exit Conference report and then reviewed it with the group.

    Mr. Williams stated they performed a risk based audit in two general areas- accountability for public resources and compliance with state laws and regulations and entity policies. He noted a few areas in which the team focused: purchase cards, athletics/vendor advertisement, childcare center and the theme of this year's review, Running Start. There were no findings during this audit. Mr. Williams stated a fraud letter was issued regarding a former BBCC Instructor. BBCC was proactive and detected irregularities and then followed the proper notification procedures for suspected losses. Lastly, Mr. Williams thanked BBCC financial office staff for an enjoyable audit experience. Trustee Mike Blakely inquired how the BBCC audit compared to other Higher Education institution audits. Mr. Esparza responded that BBCC had a "clean audit." VP Mike Lang asked for clarification regarding the recommended development of a student athlete travel policy. Mr. Esparza stated the policy could be an Administrative Policy or a Board Policy, intended to strengthen controls.

6. **E-6 Cultural Enrichment Ends Statement Monitoring Report**
    Assistant to the President for Research, Planning and Government Affairs, Valerie Kirkwood introduced the report stating it is unique. This report highlights efforts to offer culturally enriching activities and discussions. Each year the Japanese Agricultural Training Program (JATP) brings Japanese students to the BBCC campus. They interact with other students and heighten the awareness of cultural diversity in both cultures. The Adult Basic Education (ABE) and English as a Second Language (ESL) programs celebrate cultural events. Ms. Kirkwood stated ASB is the largest contributor of cultural events, she invited ASB Advisor Kim Jackson to present information to the Board. Ms. Jackson reported that the ASB leadership endeavors to expose students, staff and faculty to cultural activities. Last year ASB sponsored the Human Race machine. The machine allowed participants to see how they would look as a part of different ethnic groups. More recently, David Bol a student from Sudan discussed his experience leaving Sudan in honor of Black History month. His presentation was very moving as he discussed traveling bare foot and being shot. During the 2006-07 academic year

3,200 people attended ASB activities, 1,987 of those students attended cultural activities sponsored by the ASB.

VP Mike Lang invited Assistant to the President for Human Resources and Labor Holly Moos to report to the board regarding Diversity Training. Ms. Moos reported that Counselor MariAnne Zavala-Lopez and Title V Director Terry Kinzel developed Diversity Appreciation training and they have presented it to over 130 staff and faculty, more trainings are scheduled. Ms. Kinzel also works with faculty to include diversity in curriculum.

Trustee Katherine Kenison asked about the cost of international student recruiting services. VP Lang responded that the recruiters are paid on a contingency basis similar to travel agents. They attend education fairs in their countries to find students interested in traveling to BBCC. International students pay the higher out of state tuition rate, the recruiter is paid a percentage of the rate. President Bonaudi emphasized that no fee is paid unless a student registers and attends BBCC. He said native speakers connect more effectively with potential students. He also reported that BBCC is working with a Boeing subsidiary and hoping to raise awareness of the BBCC Aviation Program.

Trustee Felix Ramon complimented the E-6 Cultural Enrichment Ends Statement Monitoring Report. He also commented that a reference sheet with the acronyms would be helpful.

MOTION 08-05   Trustee Mike Blakely moved to accept the E-6 Cultural Enrichment Ends Statement Monitoring Report as presented. Trustee Felix Ramon seconded the motion, and the motion carried.

7.   **Private Public Partnerships**
Director of Budget, Gail Hamburg, recently attended a conference highlighting "Financing Campus Facilities Through Public/Private Partnerships" in Texas as a result of comments from Trustee Bob Holloway who attended a similar workshop during an ACCT Conference. Public/Private Partnerships (P^3) represent a substitution of private capital for public capital.

The P^3 concept is relatively new to the United States. Since it's initial usage in 2005, $16 billion in P^3 money has been funded. P^3 s have a very complex structure. Colleges and private partners need to think about how the process is different from business as usual and they may need to give up control and ownership of the project. Colleges contribute land, non-profit status, captive market and the possibility of significant growth. Private partners contribute capital, capacity for building quickly, knowledge and experience. The most common types of P^3 partnerships in the post-secondary community include:
          Private entity leases space from the college and runs some operation for it.
          College builds a facility and private entity manages it.

Private entity enters into ground lease with the college and builds and manages a facility.

Private entity enters into ground lease with the college, builds a facility, and leases it back to the college.

Green River Community College used a P^3 to build a residence hall off campus and included transportation services for the students. Trustee Ramon asked about our need for a residence hall. President Bonaudi responded that we need to modernize our facility and we are not likely to get state support. This is the wave of the future, it's creative and bold, the right partners can make things happen. Consultants are important in this process. Ms. Hamburg spoke to a consultant at the conference and he indicated a residence hall needs to house 200-300 occupants to be successful. Trustee Katherine Kenison thanked Ms. Hamburg for attending the conference.

8. **Edùcate**
Dean Clyde Rasmussen introduced José Esparza and Andrè Guzman, Outreach Advisors. They described the upcoming education fair entitled Edùcate. Last year the fair featured 29 booths and 164 participants with $3,000 in funding and three weeks of planning. This year thanks to Dean Rasmussen and Dean Garrett they have $8,000 in funding and more planning time. The sharing of resources includes Gear Up and Title V. They have set a goal of 250 participants. Most of the participants are English speakers, the Spanish speaking attendees gathered at the ESL booth last year. The tables hosted by current students involved proved most effective attracting potential students last year, that same strategy will be used this year. There will be a special student panel with participants who do not possess social security numbers to discuss their experiences. Parents are also encouraged to attend this fair. There will an effort to introduce students to non-traditional training also i.e. exposing Latino males to the Office Information Technology (OIT) and Medical Assistant program.

Trustee Ramon commented that the Operation Task Force recently held a job and career fair and he asked if José and Andrè had some of that information. José stated he had received some of that information from CBIS Director Allan Peterson and Director for Career Advising & Outreach/Tech Prep Mary Shannon and that he and Andre had attended and assisted with the Operations Task Force Job & Career Fair. They noticed that they did a good job highlighting jobs and industry but the training link was missing. Edùcate fills that missing training link. VP Mike Lang stated BBCC has several stars working on outreach and José and Andrè are two of them. The number of Hispanic students between the 2005 Fall quarter and the 2006 Fall quarter increased by 105. Trustee Blakely commented that the personal contact makes a big difference.

Trustee Katherine Kenison announced a break at 3:05 p.m. The meeting reconvened at 3:15 p.m.

9. **Center for Information Services Update**
    Director of Information & Communication Services Russ Beard provided an update on Center for Information Services (CIS) projects. CIS was created in the 1980s to provide information technology support services to Washington State Community and Technical Colleges. The Technology Task Force was developed to research how CIS administers technical support including structure and staffing. The Task Force includes college personnel, President Bonaudi and Director Beard are both members. A final report will be provided in late March, Director Beard will bring that information to the April Board meeting.

    Director Beard discussed the rehosting project. It was designed to move the college data managed by CIS off of the legacy administrative server. This 18 month project is now in its fifth year. An outside consultant has been hired to evaluate the project and performance by CIS and Hewlett Packard (vendor). The numerous delays in transferring the data from the antiquated mainframe system created a logjam. Data mining is very difficult. The programs house data regarding students, payroll and finances for the colleges. A committee was formed to review how CIS is governed. Currently, the 34 Presidents of the Washington State Community and Technical serve as the Board of Directors. The Executive Board is composed of 11 Presidents and 1 SBCTC member. The committee is recommending that CIS be repositioned as part of the State Board. The Presidents are concerned about the loss of control this represents. Director Beard will bring additional information to future Board meetings.

    Big Bend Technology under Director Beard's leadership has continued to move forward. The BBCC portal has been upgraded. As result of information gained through AtD research regarding student barriers, BBT is providing connection to free on-line math, English and science tutoring for students, available in Spanish and English. The tutors are certified and they do not ask the students for identifying information. This has been available for one week and 65 students have accessed the service. The cost of the tutoring service is based on the number of hours it is used. The hours and number of students accessing the information is captured by the portal. The current fee is $8,000, this will be reassessed in one year. This is being paid by grant funds. BBT is gradually updating all BBCC computers with Office 2007.

    President Bonaudi stated the CIS situation is politically charged. The group is unsure of changing the governance of SBCTC. The technology transformation and the funding mechanisms are in place and need to be improved perhaps not completely dismantled. If the CIS is moved under the SBCTC the decision making process will be diminished. The Executive Director of CIS should have the ability to make "CEO" decisions to keep CIS moving forward, the executive committee should not be involved in day-to-day decisions. He went on to congratulate Director Beard and his colleagues for the progress they are making. Director Beard commented that currently CIS resources are focused on administrative platforms, they hope to enhance the capabilities of CIS to assist

with teaching, learning, advising and recruiting. Important decisions will be made in the next three months.

10. **Joint Meeting with the Warden School District**
President Bonaudi explained that the conversations with the Warden School District Directors and staff will begin Thursday, February 28, at 5:30 p.m. when BBCC Trustees and the Executive Team arrive on the Warden School District campus. BBCC folks will enjoy a light dinner and discussion with the Warden School District Board of Directors and Administrators and then depart at 7:00 p.m. The discussions will center on BBCC's connection to the Warden community and school district and their ideas about additional assistance we can offer their students. He is hopeful that Superintendent Sheldon will schedule a reciprocal visit on the BBCC campus.

President Bonaudi is also working to schedule a joint board meeting with the Mattawa School District.

11. **Assessment of Board Activity**
Trustee Mike Blakely reported that he attended Winter Serenade. He also attended the TACTC Winter Conference in Olympia and accompanied President Bonaudi and Trustee Holloway to meetings with Senator Holmquist, Representatives Hinkle and Warnick. He met with the Quincy High School Principal to discuss BBCC administering the math placement test for Juniors and Seniors on their campus. He also arranged a tour of the Quincy school for Dean Rasmussen. He worked on the School Levy Committee. Trustee Blakely also contacted two Senators and four Representatives. He attended Mrs. Patricia Schrom's funeral and submitted an Op-ed piece to the Quincy Valley Post Register.

Trustee Felix Ramon reported that he attended the Classified Staff Awards luncheon and Winter Serenade and he has been working on the Foundation Membership committee. He also attended a fundraiser for a Grant County Deputy and he attended Mrs. Patricia Schrom's funeral.

Trustee Bob Holloway stated he attended the Hot Rod Garage with Karen Bonaudi and Lori Grammar as guest speakers. He attended the Classified Staff Awards luncheon. He also attended the TACTC Winter Conference in Olympia and accompanied President Bonaudi and Trustee Blakely to meetings with Senator Holmquist, Representatives Hinkle and Warnick. He attended Winter Serenade. The Fiber Active meeting he attended discussed agriculture bio-terrorism. He attended the Washington State Potato Conference in ATEC and also visited with Kevin Nordt from the Grant County PUD about a potential gasification plant. The ACCT National Legislative Summit in Washington D.C. he attended with Trustee Kenison and Asst to the President for Research, Planning and Government Affairs Valerie Kirkwood gave him the opportunity to visit with Representative Hastings, Senator Cantwell and Senator Murray. He

enjoyed taking a blogging class on the BBCC campus taught by PIO Catherine Holestine. During the Ephrata Chamber Farmer's breakfast he presented the Good Neighbor award to Mick and Sue Qualls. Lastly, he met with the Moses Lake Port District about the hydrogen concept. He also attended Mrs. Patricia Schrom's funeral

Trustee Katherine Kenison reported she attended Winter Serenade and made a contact with a Wenatchee Foundation staff member. She attended a TACTC Bylaws Committee meeting. She also attended the ACCT National Legislative Summit in Washington, D.C. and met with Senator Cantwell. She followed up on her meeting with Senator Cantwell by sending her a copy of the letter about the Job and Career Fair that the Operations Task Force recently coordinated with the Moses Lake High School. Trustee Kenison will be a presenter at the Gear Up event coming up on campus in March. She stated she contacted legislators about more funding for nursing students. She also commented she plans to attend the Professional/Technical Open House Wednesday, February 27, 2008.

12. **Next Regularly Scheduled Board Meeting**
President Bonaudi explained that the Negotiated Agreement requires that the Probationary Tenure Files be reviewed by the Board of Trustees prior to the end of the Probationers 2nd, 5th and 8th quarters, this translates to March 24, 2008, being the deadline this year.

MOTION 08-06   Trustee Felix Ramon moved to set a Special Board meeting on Tuesday, March 18 at 9:00 a.m. Trustee Mike Blakely seconded the motion, and the motion carried.

The next regularly scheduled board meeting is on Tuesday, April 8, 2008 at 1:30 p.m. This is typically one of the meetings that is adjusted to an evening meeting to allow more of the public to attend.

MOTION 08-07   Trustee Bob Holloway moved to revise the time of the regular April 8, 2008, meeting from 1:30 p.m. to 7:00 p.m. Trustee Felix Ramon seconded the motion, and the motion carried.

Trustee Katherine Kenison adjourned the meeting at 4:00 p.m.

_____
                                    Katherine Kenison, Chair

ATTEST:

_____
        William C. Bonaudi, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a special joint Board meeting with the Warden School District Board of Directors on Thursday, February 28, 2008 in the Warden High School Library in Warden, Washington.

Call to Order
Chair Katherine Kenison called the meeting to order at 5:35 p.m.

Present: BBCC Trustees: Staff:
               Felix Ramon   Bill Bonaudi, President
               Katherine Kenison   VP Mike Lang
               Bob Holloway   VP Ken Turner
               Mike Blakely   Rachel Anderson, Dean
               Cecilia DeLuna-Gaeta   Kara Garrett, Dean
                                        Clyde Rasmussen, Dean
                                        Candy Lacher, Dean
                                        Tim Fuhrman, Dean
                                        Valerie Kirkwood, Asst to the President
                                        Catherine Holestine, PIO
                                        Gail Hamburg, Director of Budget
                                        Melinda Dourte, Exec Asst to the President

               Quincy School District   Staff:
               Board of Directors: Sandra Sheldon, Superintendent
               Sharon Buck   Nancy Larsen
               Steve Graham   Jill Massa
               Rick Martin   Doug Kaplicky
               Aaron Golladay   Leonard Lusk
               Rob Schuler

President Bonaudi introduced the Big Bend Trustees and staff in attendance and thanked Superintendent Sheldon for inviting Big Bend to meet with the Warden School District Board of Directors. He explained that it is very valuable to meet together to connect and share information. The information we receive will be shared with others on our campuses. He hopes to provide a tour of the newer buildings the community has investmented in on campus highlighting the ATEC building during a reciprocal visit. He clarified these meetings are good opportunities to share successes, challenges and ideas. Superintendent Sheldon responded that they would be visiting the ATEC building March 12 to attend an Excellence Banquet to honor classified staff. They recognize ATEC as a great community resource.

Warden High School Principal Leon Lusk reported he is excited about his students' participation in College Bound and Running Start. He and Dean Anderson have been working through the scheduling challenges. Superintendent Sheldon stated she appreciates working closely with Dean Anderson. President Bonaudi commented he's delighted with the cooperation. There have been varying levels of outreach by BBCC based on the budget. It's great to establish a level of support for all areas of distance learning. He went on to say that he appreciates the Warden School District allowing the public to come on campus afterhours to use the ITV classrooms.

Distance education is not the answer for all but it is beneficial to have that flexibility. President Bonaudi offered the use of the DeVries Activity Center for Warden High School Graduation ceremonies. The Moses Lake School District uses it for their ceremonies, there may be some scheduling involved to access this great venue. BBCC always welcomes community members on campus.

BBCC Staff explained their roles on campus. President Bonaudi stated many of these staff get off campus to connect and when they do, "good things happen."

Assistant to the President for Research, Planning and Government Affairs Valerie Kirkwood stated she analyzed the data involving students from Warden. She highlighted the data on the distributed sheets comparing the BBCC enrollment from Warden for the past five years and the courses chosen. The numbers have stayed even for the past five years.

Dean Garrett described the IBEST program as classes like Medical Asst and Welding blending with English as a Second Language (ESL) modules. As a result of input from the childcare and migrant headstart providers in the community Early Childhood Education will also be in the IBEST program soon. Ochoa Foods recently developed an interesting partnership between BBCC and Opportunities Industrialization Center (OIC) to provide ESL classes to their employees on the job. BBCC hired Ochoa Foods Safety Director Pete Ortega to provide the instruction. President Bonaudi remarked that BBCC thrives on these innovative partnerships that are meeting community needs.

Public Information Officer Catherine Holestine reported a great family success story in Warden. Three members of the same immediate family will be participating in BBCC's commencement ceremonies in June. Amy began her BBCC career through the Tech Prep program. Amy's mother was inspired by her daughter and will graduate with an Associate's in Applied Science in Accounting and Amy's brother works at Genie and will graduate with a professional technical degree in Maintenance Mechanics Technology. PIO Holestine also reported that Interim College Bound Director Anita DeLeon commented there are 25 Warden students participating in College Bound. They surpassed their goal of 18 Warden students and the students are very engaged. President Bonaudi remarked that College Bound has budgetary restrictions. College Bound Director Pat Palmerton retired early in December 2007 to help the budget by leaving an open position behind Anita DeLeon who was hired into the Interim College Bound Director. College Bound also conducts fund raisers to supplement their budget.

Running Start is a misunderstood program remarked President Bonaudi. It is underfunded and community colleges do not receive the FTE even though space in classrooms is taken. Once a Running Start student has taken an English 101 course they will not go back and retake that English 101 course for state FTE credit for the college. That FTE is lost and community colleges receive no credit for providing that effort. Green River Community College is an example of how troublesome this can be. They have 935 Running Start students for which they are providing instruction, however they will not meet their enrollment target. Missing their enrollment target results in a loss of funding. If they were receiving FTEs for Running Start students they would meet their enrollment target. They're providing the effort but not receiving the credit for it. Last year BBCC missed the enrollment target by ½% resulting in a $200,000 growth funding loss.

Dean Anderson stated the ITV sites will receive a larger variety of offerings beginning this fall. The Warden High School ITV site is also a sending site. A live teacher can send instruction from the Warden site to the other ITV sites. The Medical Assistant program is easily accessed by distance education. BBCC is also promoting the Early Childhood Education courses which include basic and math and English. "It's growing, and it's fabulous to have a sending site here in Warden," remarked Dean Anderson.

VP Mike Lang informed the group about two related far-reaching efforts by BBCC administration, faculty and staff. Achieving the Dream (AtD) is an effort undertaken by BBCC involving a 4-year grant to collect and analyze data to promote student success. BBCC is one of 83 community colleges in 15 states working with AtD to identify student barriers and work to build bridges over those barriers. Based on the data, BBCC has set two priorities- increase successful completion of developmental math courses and increase retention by improving first year student experience. Of the students who take the math placement test, 96% score below college level math. BBCC is working with school districts to offer the placement test to high school juniors and seniors. Their results may indicate they need to pursue more math courses or attend BBCC's Summer Math Jam. Superintendent Sheldon agreed for BBCC to administer the math placement test on the Warden High School campus this spring. The second effort is a statewide Student Achievement Initiative which is closely related to the AtD effort.

Warden High School Principal Leonard Lusk remarked that the Warden School Board is on the cutting edge, as they require four years of math in the high school. President Bonaudi applauded their foresight in this area. He also asked if the Directors or staff from Warden had any questions.

Warden Director Steve Graham asked about ideas to alleviate FTE funding problems. President Bonaudi replied that community colleges want new funding to bolster Running Start. They do not want to take money or FTEs away from school districts, but to receive some credit for college courses taken. Efforts to gain partial FTEs for community colleges are worded carefully so as not to detract from school districts. President Bonaudi clarified that some K-12 folks have been unaware that currently, community colleges do not receive FTEs for Running Start students.

Superintendent Sheldon highlighted the efforts in the Warden School District. Beginning in the Kindergarten, there is a focus on reading. The Warden K-3 classes were recognized for having the top reading score in the state. The 6th grade classes required additional 7th grade books for reading as they had surpassed their grade level. Math coaches have been hired for K-8 and the middle school. The 8th grade science classes are involved with the Department of Wildlife. Pygmy ground squirrels and burrowing owls, both on the protected species list, are digging in the sports fields. The students are involved with trapping and releasing the animals.

Warden Elementary School Principal Jill Massa explained that they have shifted some of their funding to full day Kindergarten classes. She is the Washington State Elementary Principal Association President-Elect.

Superintendent Sheldon stated teachers are engaged with the three Rs- Rigor, Relevance & Relationship. Nine Warden teachers are completing their National Board Certifications. The school district has a contract to work with Heritage. President Bonaudi explained that Heritage

is housed in the BBCC University Center along with WSU and CWU. He also commented that the local superintendents meet on the BBCC campus.   BBCC would like to assist school districts as much as possible and Dr. Bonaudi stated he appreciates communication with the school districts.

Superintendent Sheldon highlights some of the faculty members' accomplishments. High school teacher Angie Dorman received the American Star of Teaching Award. High School Teacher Randy Wiggins received the Western Region State Agriculture Lifetime Award, High School Business/Vocational Teacher Patty Kisler received the Tech Prep Teacher of the Year Award. High school ESL Spanish Teacher Ruth Lucero received the North Central ESD Regional Teacher of the Year Award.

Warden Director Rob Shuler asked how information was disseminated to the parents of high school juniors and seniors. VP Mike Lang replied that BBCC has career and education fairs like Edùcate and counselors travel to the high schools. English and bi-lingual post cards are mailed regarding campus events. Gear Up is another outreach activity and 800 middle school students attend activities on the BBCC campus. The Columbia Basin Herald carries information and ads for BBCC weekly. The schedule is delivered to 42,000 residences in the BBCC service district quarterly. The Operations Task Force is composed of community and industry leaders. They meet on the BBCC campus and they recently coordinated a career fair with the Moses Lake High School. The Operations Task Force would like to do this for all surrounding communities. Financial Aid Advisor Rita Delgado is also available to travel to Warden to assist with FASFA applications.

BBCC Trustee Felix Ramon described the work being accomplished by the BBCC Foundation. The communities within the BBCC service district are represented on the Foundation. They work to raise scholarship funds and sponsor events to bring community members on to the BBCC campus. The Foundation issued $90,000 in scholarships not including the named scholarships. He encouraged anyone interested to contact the Foundation and share with other community members that Foundation memberships are available.

Trustee Kenison thanked Superintendent Sheldon for hosting the meeting and the meeting was adjourned at 7:06 p.m.

_____
                                         Katherine Kenison, Chair

ATTEST:

_____
William C. Bonaudi, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board meeting Tuesday, March 18, 2008, in the ATEC Hardin Room in Building 1800, on the Big Bend Community College campus.

Call to Order
The meeting was called to order at 9:00 a.m. by Vice-Chair Mike Blakely.

Present: Bob Holloway
              Felix Ramon
              Cecilia DeLuna-Gaeta
              Mike Blakely

Absent: Katherine Kenison

Trustee Mike Blakely indicated this Special Board of Trustees meeting was set to consider the recommendations of Tenure review committees. The Board adjourned to Executive Session at 9:05 a.m. for 20 minutes to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting was reconvened at 9:25 a.m. with no action taken during executive session.

MOTION 08-08:   Trustee Cecilia DeLuna-Gaeta moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Tenure Review Committee, renew the contracts of Daneen Berry-Guerin and Lisa Corsie at Big Bend Community College for the third year and that the President notify them as soon as possible that their probationary contracts for the academic year 2008-09 will be renewed. Trustee Bob Holloway seconded the motion and the motion carried.

MOTION 08-09:   Trustee Bob Holloway moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Tenure Review Committee, renew the contracts of Salah Abed, Guillermo Garza, Jennifer Brooks, Gordon Kaupp and Debra Rice for the second year at Big Bend Community College and that the President notify them as soon as possible that their probationary contracts for the academic year 2008-09 will be renewed. Trustee Cecilia DeLuna-Gaeta seconded the motion and the motion carried.

MOTION 08-10:   Trustee Felix Ramon moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Tenure Review Committee, grant tenure to Dr. Ryann Leonard at Big Bend Community College effective September 15, 2008 and that the President notify her as soon as possible that she has been

granted tenure.   Trustee Bob Holloway seconded the motion and the motion carried.

MOTION 08-11:   Trustee Felix Ramon moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Tenure Review Committee, grant tenure to Shawn McDaniels at Big Bend Community College effective September 15, 2008 and that the President notify him as soon as possible that he has been granted tenure.   Trustee Bob Holloway seconded the motion and the motion carried.

President Bonaudi pointed out that Dr. Leonard was present and congratulated her.   He also thanked the Trustees for their diligence reviewing the probationary/tenure files.   On behalf of the Board, Trustee Mike Blakely thanked the administrators and faculty committees for the thorough evaluations and mentoring of the probationary faculty.   He stated the faculty and candidates are stronger from progressing through the three probationary steps.   He also commended the committees and stated it is a pleasure to be part of this process.   Trustee Felix Ramon endorsed his remarks.

Bend Dome

President Bonaudi explained that the Bend Dome concept was first discussed during the 2007 summer retreat.   There is community interest in a soccer facility.   BBCC could field men's and women's soccer teams for intercollegiate play.   An indoor soccer field will work however it must be full size to accommodate intercollegiate play.   Most indoor soccer fields are youth size. President Bonaudi identified the colored diagrams of youth size fields that were distributed to the board members.   To house a full size soccer field the facility will be 126,000 square feet with no supporting pillars in the field.

Preliminary discussions with Parks & Recreation staff and community members indicate a high level of interest.   BBCC will own the facility and President Bonaudi intends to use the public/private partnership concept to operate the facility.   He went on to point out the probable location of the Bend Dome diagonal from the north entrance of ATEC.   This location will not infringe on the land bank and it will also give an opportunity to take full advantage of the multi-purpose capabilities of the facility. President Bonaudi explained that to allow the usage of large vehicles and equipment during trade shows, and displays field turf will probably be used.   There will be food preparation areas for ethnic celebrations.   The combination of an athletic field and multi-purpose space make this an attractive facility.

The primary capital budget need for BBCC remains the PTEC building. The need for this facility (Bend Dome) does not rise to the level to submit a capital project request.   There is support in the surrounding communities for this project and President Bonaudi plans to pursue a public/private partnership similar to the P³s that Trustee Bob Holloway learned about during a recent ACCT conference.   He would like to see a long-term land lease and the lessee would operate and maintain the facility.   This could be accomplished by a public facilities district or a private party. President Bonaudi will present more detail to the city and county commissioners for their input. A list of consultants is being reviewed to guide this process.   Currently, there is no funding for

men's and women's soccer teams. If the Bend Dome is built the funding for the teams will be raised.

Trustee Mike Blakely inquired about the revenue stream if collaboration with a private party is solidified. Dr. Bonaudi explained that the income will probably go to the lessee and they will market, operate and maintain the facility. It was emphasized that BBCC activities will also be held in the facility. There is a two-year window of opportunity to determine the community's commitment level.

Trustee Cecilia DeLuna-Gaeta stated she is excited about this opportunity. She has seen growth in soccer programs around the BBCC service district. This facility could also be used for graduation ceremonies. Trustee Felix Ramon responded it could also be used for the job and career fair, which is outgrowing the ATEC conference space. President Bonaudi compared the footprint of the Bend Dome to ATEC and DeVries Activity Center; Bend Dome almost doubles the space of each building. The rear entrances are 18' x 18' to accommodate large equipment. Architect Bob Wills has experience with this type of building. The building will cost approximately $11 million.

President Bonaudi commented Bend Dome will not supplant any local facilities. BBCC's collection of facilities from ATEC to the DeVries Activity Center, the Wallenstien Theatre and possibly Bend Dome will be a showcase for the community. The Board of Trustees encouraged President Bonaudi to move forward with this concept. He stated he will pursue funding options and report back to the Trustees.

The meeting adjourned at 9:55 p.m.

Mike Blakely, Vice-Chair

ATTEST:

William C. Bonaudi, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3:   CONSENT AGENDA (for information)

b.   Achieving the Dream (AtD) Update

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-2 Access,
AMP E2.1, E2.2, E2.3
E-3 Partnerships
E-4 Student Achievement,
AMP E4.1, E4.2, E4.3, E4.4, E4.5

BACKGROUND:

The second priority identified by the Achieving the Dream (AtD) Core and Data Teams for the initial grant proposal was to: **"Increase retention by improving first year student experience."** At the time that AtD proposal data was collected, fall 2006, the overall AtD cohort retention rate was 73%. Student focus groups conducted in February 2007 provided information regarding student identified barriers to retention. Students reported a lack of general information about how the college system works and having classmates who are not prepared for the required level of course work as two of their barriers to success. Faculty in focus groups conducted at the same time reported challenges to teaching that are similar to student concerns. They said that students face barriers to success when they do not know what is expected of them at college and they register for classes for which they are unprepared.

One of the strategies to provide students with more information and to increase their academic skills in order to improve their retention is to revise the freshman experience course curriculum and advise students who place into developmental math and English into one or more of the freshman experience courses (College Survival Skills and Focus on Success). The Focus on Success class curriculum has been revised and Gail Erickson has agreed to instruct prospective teachers for the freshman experiences courses so that more sections can be offered next fall and more new students will be advised into those sections.

Research has shown that Student Success Courses help community college students stay in college, transfer to a baccalaureate institution, or graduate. The student and faculty focus groups noted above confirmed the utility of the content of these classes.

The following tables show the persistence of students who started in 2006-07 and continued in the fall 2007. This research will be continued year to year to determine the impact of the strategy. The two primary points found in this data are listed below:

- 66% of new students who took a student success course during 2006-07 were enrolled in fall 2007, compared to 46% of new students who did not take student success course.
- Our initial data for the grant showed White students persisting at a rate 10% higher than Latino students. In 2006-07, the persistence gap between, Latino and White new students, is virtually reversed. The Latino students' persistence rates exceeded White student persistence.
  - ➢ Latino Females' persistence rate to fall 2007 with the College Success Class was 90%
  - ➢ White Females' persistence rate to fall 2007 with the College Success Class was 57%

  - ➢ Latino males' persistence rate to fall 2007 with the College Success Class was 67%
  - ➢ White males' persistence rate to fall 2007 with the College Success Class was 50%

  - ➢ Latino Females' persistence rate to fall 2007 **without** the College Success Class was 57%
  - ➢ White Females' persistence rate to fall 2007 **without** the College Success Class was 47%

  - ➢ Latino males' persistence rate to fall 2007 **without** the College Success Class was 51%
  - ➢ White males' persistence rate to fall 2007 **without** the College Success Class was 43%

Persistence Rate to Fall 2007

■ Students with College Success Class
■ Students without College Success Class
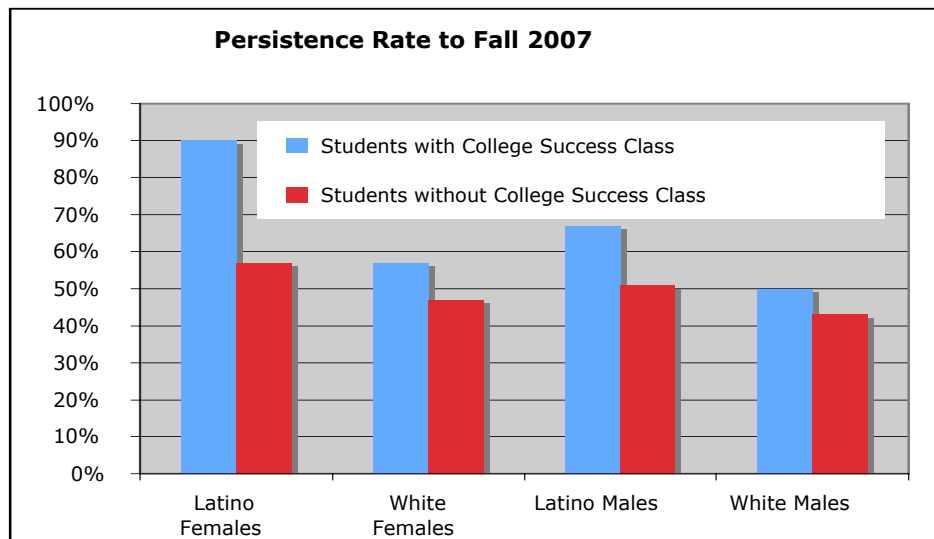
New Students in Fall, Winter, or Spring 2006-07 not taking a College Success Class

All New Students who did not take College Success Classes in 2006-07			New in 2006-07	Continued in Fall 2007	% Persisting	Cum Col Level Credits Ave	Cum Credits Ave	GPA Ave
			543	251	46%	29.62	49.08	2.91
Latino	Female	Under 20 years	49	29	59%	21.66	43.14	2.81
		20-24 years old	12	6	50%	12.25	38.42	2.64
		25 or older	8	4	50%	13.75	39.25	3.28
			69	**39**	**57%**	**19.40**	**42.01**	**2.83**
	Male	Under 20 years	49	27	55%	32.87	51.2	2.55
		20-24 years old	25	14	56%	20.50	38.64	2.92
		25 or older	10	2	20%	39.00	50.25	3.69
			84	**43**	**51%**	**29.13**	**47.07**	**3.08**
White	Female	Under 20 years	102	46	45%	33.15	51.87	3.05
		20-24 years old	27	16	59%	16.97	35.72	2.89
		25 or older	40	17	43%	20.41	42.29	3.17
			170	**80***	**47%**	**27.12**	**46.47**	**3.08**
	Male	Under 20 years	102	54	53%	37.10	56.34	2.823
		20-24 years old	32	9	28%	43.94	62.78	3.09
		25 or older	29	7	24%	18.64	35.29	2.84
			163	**70**	**43%**	**36.14**	**55.06**	**2.86**
All Students	Female	Under 20 years	169	80	47%	29.00	48.44	2.94
		20-24 years old	43	26	60%	18.27	39.77	3.04
		25 or older	59	26	44%	24.79	46.44	3.22
			272	**133***	**49%**	**26.06**	**46.3**	**3.01**
All Sutdents	Male	Under 20 years	159	83	52%	35.43	54.31	2.73
		20-24 years old	62	25	40%	30.54	49.32	2.98
		25 or older	48	10	21%	26.35	41.95	2.93
			269	**118**	**44%**	**33.63**	**52.21**	**2.80**

*One female did not provide age information
With intent codes A, B, F, G which are academic and professional technical students

New Students in Fall, Winter, or Spring 2006-07 who took a College Success Course

All New Students who took College Success Classes in 2006-07			New in 2006-07	Continued in Fall 2007	% Persisting	Cum Col Level Credits Ave	Cum Credits Ave	GPA Ave
			41	27	66%	17.66	41.32	2.80
Latino	Female	Under 20 years	8	7	88%	12.71	34.86	2.75
		20-24 years old	1	1	100%	14.00	49.00	2.29
		25 or older	1	1	100%	6.50	41.50	3.03
			10	**9**	**90%**	**12.17**	**37.17**	**2.73**
	Male	Under 20 years	6	5	83%	27.00	47.00	2.72
		20-24 years old	2	1	50%	32.00	49.00	3.67
		25 or older	1	0	0%			
			9	**6**	**67%**	**27.83**	**47.33**	**2.88**
White	Female	Under 20 years	6	2	33%	22.00	45.50	2.84
		20-24 years old	3	2	67%	4.50	20.50	2.11
		25 or older	5	4	80%	20.41	42.29	3.01
			14	**8**	**57%**	**17.13**	**41.31**	**2.74**
	Male	Under 20 years	3	2	67%	15.00	38.50	2.70
		20-24 years old	0	0	0%			
		25 or older	1	0	0%			
			4	**2**	**50%**	**15.00**	**38.50**	**2.70**
All Students								
	Female		**27**	**19**	**70%**	**14.03**	**39.00**	**2.79**
	Male		**14**	**9**	**64%**	**25.33**	**46.22**	**2.81**

With intent codes A, B, F, G which are academic and professional technical students

COMMUNITY COLLEGE RESEARCH CENTER

CCRC BRIEF

Do Student Success Courses Actually Help Community College Students Succeed?

Matthew Zeidenberg, Davis Jenkins,
and Juan Carlos Calcagno

Many first-time college students arrive on campus unprepared to succeed in college. This is especially the case at community colleges, which pursue an "open door" mission of serving all students, regardless of prior educational background. According to a survey of degree-granting institutions by the National Center for Education Statistics (2003), 42 percent of entering first-time students at public two-year colleges in fall 2000 took at least one remedial course (or one "developmental" course; we use these terms interchangeably), compared to 20 percent of entering students at public four-year institutions. Among recent high school graduates who entered higher education through community colleges in the mid-1990s, over 60 percent took at least one remedial course (authors' calculations based on the National Education Longitudinal Survey of 1988 [NELS: 88]).

Underpreparation is typically viewed in terms of deficiencies in students' basic academic skills, specifically in those skills integral to the reading, writing, and mathematics subject areas. Community college educators maintain, however, that many entering students are also unprepared in other important ways. It is widely believed that many students have poor study habits and lack clear goals for college and careers. Some experts contend that helping students address these non-academic deficiencies is just as important as helping them acquire basic academic skills through remedial classes, which typically do not address issues such as study skills, goal setting, and the like (Boylan, 2002; Pascarella & Terenzini, 1991).
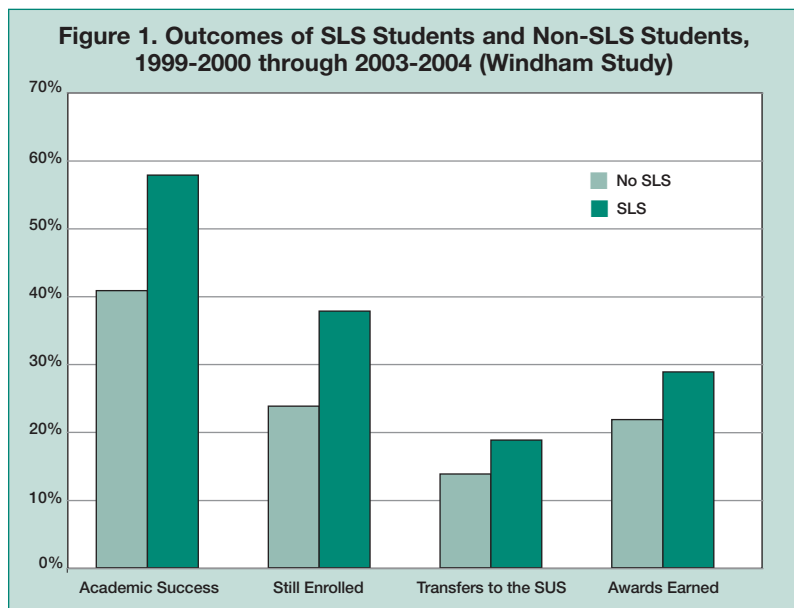
In response to this increasingly acknowledged need, community colleges now offer "student success" courses that teach students how to write notes, take tests, and manage their time; that help students explore their learning styles; and that encourage students to develop plans for college and careers (Derby & Smith, 2004). A wide spectrum of students may find these courses useful. Although such courses are not themselves considered to be remedial, sometimes colleges require that they be taken by students who need academic remediation. Student success courses have certainly become well-established. Indeed, several publishers offer textbooks for these courses, in some cases allowing colleges to customize the course material with institution-specific information such as support services available on a given campus.

Student success courses, and their effectiveness, are the focus of this Brief. Despite the prevalence of these courses at community colleges, little research has been conducted on their effectiveness. Recently a research team headed by Dr. Patricia Windham at the Florida Department of Education compared the outcomes of students who completed a student success course — which in Florida is known as a "student life skills," or "SLS," course — with those of students who did not take or complete such a course (Florida Department of Education, 2006). They found that SLS course completers were more likely than non-completers to achieve one of the following three indicators of success: earning a community college credential, transferring to the state university system, or remaining enrolled in college after five years. Results of this study are shown in Figure 1. Among students who needed at least one remedial course, those who passed an SLS course were more likely to achieve these milestones than were those who did not take or complete an SLS course. The same pattern holds for students who were required to take remedial courses in all three subject areas — students who are generally plagued by high rates of failure.

In Florida's 28 community colleges, SLS courses are open to all students, but some of the colleges require that certain students take them. According to an earlier study (Florida Department of Education, 2005), 13 colleges have no requirement that any particular students take an SLS course; it is, rather, an elective course. Most of the other colleges tie a requirement to enroll in SLS to enrollment in developmental courses, although the rule varies in terms of which, and how many, developmental courses students need to enroll in before they are required to take SLS. One college requires all students

on academic probation to enroll in an SLS course, and one college requires all students, whether they need remediation or not, to take an SLS course.

Figure 1. Outcomes of SLS Students and Non-SLS Students, 1999-2000 through 2003-2004 (Windham Study)

The analysis by Dr. Windham and her colleagues was "descriptive" in that it compared the mean outcomes of SLS completers and non-completers without controlling for student characteristics or considering latent differences between completers and non-completers that might be related to the outcomes observed. This Brief reports the recent findings of a more in-depth analysis of the relationship between enrollment in student success courses and student outcomes using a dataset on Florida community college students similar to the one used in the Windham study. Researchers at the Community College Research Center (CCRC) used statistical models to see if student success courses still appear to be related to positive outcomes even after controlling for student characteristics and other factors that might also influence the relative success of students who take such courses.

Data and Methods

To further examine the effects reported by Dr. Windham and her colleagues, we used individual student record data provided to us by the Florida Department of Education on a cohort composed of all students who entered a Florida community college for the first time in fall 1999. We tracked these students for 17 terms (or five and two-thirds calendar years) and examined the percentage of these students who completed a credential (a certificate or an associate degree) during that time period. As in the Windham study, we also examined the percentage of students who transferred to the Florida State University System

or persisted in school into the fifth year.

It should be noted that while Windham and her colleagues compared the outcomes of students who *completed* an SLS course to those who did not, we were interested in the effect of *enrolling* in such a course. We decided to examine the effect of enrolling in an SLS course rather than completing one because we were concerned that selecting just those who completed SLS would bias the results toward students who might have latent characteristics that also increase their likelihood of completing a credential.

We used logistic regressions to control for student characteristics that we hypothesized could be related to the decision to enroll in an SLS course or to the completion of a credential. The factors we controlled for in our models include: gender, race and ethnicity (including Hispanic status), age, citizenship status, limited English proficiency, and regular high school completion (as opposed to a GED or any other non-standard diploma). We also controlled for math, reading, and writing test scores because students with higher test scores generally earn credentials at higher rates than those with lower scores, and there may be significant differences in test scores between those who enroll in an SLS course and those who do not. The test scores we used as controls in our models were also used for placement purposes, so they are likely correlated with the remediation variable that was also included in some of the models (as described below).

All students enrolling in an associate degree program at a public community college in Florida must present scores from the SAT or ACT or take a College Placement Test (CPT) administered by the college. We restricted our sample to those students who completed test scores on one of the three tests (ACT, SAT, or CPT) and whose scores were all from the same test (e.g., a student's math, writing, and reading scores were all from the ACT). This reduced the sample size by about 29 percent, to somewhat less than 37,000 students. We converted all of the test scores to an SAT scale using the test maker's formula. We also created a flag to indicate whether a student submitted an ACT or SAT score, as opposed to taking the CPT. Since only SAT and ACT scores are accepted in the State University System (SUS), taking one of these tests may indicate an expectation of transferring to a baccalaureate institution.

About 26 percent of students in our sample completed a credential in the allotted time of 17 terms. Most of those who completed credentials obtained an associate degree: about 22 percent were

awarded this degree, and about 3 percent were awarded a certificate. About 1 percent were awarded both. About 25 percent of students in our sample were still enrolled in the fifth year, and about 16 percent transferred to the SUS.

Overall, about 36 percent of the students in our sample enrolled in an SLS course. Of these, about 79 percent passed the course with a grade of D or better.

Since students placed in developmental coursework are often encouraged and, in some cases, required to enroll in an SLS course, we also created a binary variable indicating whether or not students took at least one remedial credit during their 17 terms. Most students in our sample (63 percent) took at least one remedial credit. The data show that students who enrolled in at least one remedial credit were more likely to have taken an SLS course than were students who did not — 44 percent of students in the sample who took at least one remedial credit enrolled in SLS, compared to 21 percent of those who never took remediation. Overall, a significant share of our sample — 28 percent — enrolled in both SLS and remediation.

Multivariate Models and Results

We first ran a model of the effects of SLS enrollment on earning a credential in 17 terms for the overall sample (Model 1). In addition to student characteristic covariates, the model includes, as independent variables of interest, flags for remediation and the interaction between SLS and remediation. Then we ran separate models for students who had never participated in remediation (Model 2) and for those who had enrolled in at least one credit of remediation (Model 3) to see if the effect of SLS enrollment holds after restricting the sample to a more homogeneous population. Finally, we ran separate models for each of the 28 institutions in the Florida Community College System to estimate the effect that each college's SLS courses had on its own credential completion rates.

We show the results of the first three (sample-wide) models in Table 1. The results are given in terms of marginal effects with standard errors in parentheses. The marginal effect of an independent variable on the dependent variable (here, the probability of completing a credential) is the effect of a unit change in the independent variable on the dependent variable, evaluated at the mean values of the other independent variables. We report marginal effects rather than the logistic regression coefficients themselves because the latter tend to be difficult to interpret (Kennedy, 2003, p. 266), while the interpretation of marginal effects is similar to that of linear regression coefficients. Marginal effects that are statistically significant with a p-value of five percent or less are marked with an asterisk.

The regression results for Model 1 suggest that students who enrolled in SLS courses were 8 percent more likely than their peers to earn a credential, holding all else constant. Students who enrolled in remedial courses were 7 percent less likely to graduate than were students who did not take such courses, even after controlling for observable student characteristics. This finding is consistent with prior research using similar statistical methods (see, e.g., Calcagno, Crosta, Bailey, & Jenkins, forthcoming) and is not surprising since just 17 percent of students in our sample who enrolled in remediation earned a credential in 17 terms,

Table 1. Marginal Effects of SLS Enrollment and Other Variables on Completion of a Credential

Variables	Model 1 All students		Model 2 Students who did not enroll in remediation		Model 3 Students who enrolled in remediation	
	Marginal Effect	Std. Err.	Marginal Effect	Std. Err.	Marginal Effect	Std. Err.
Enrolled in SLS	0.08*	(0.01)	0.09*	(0.01)	0.05*	(0.01)
Enrolled in remediation	-0.07*	(0.01)				
Enrolled in both	-0.02*	(0.01)				
Female	0.07*	(0.00)	0.10*	(0.01)	0.05*	(0.01)
Asian or Pacific Islander	0.04*	(0.01)	0.03	(0.03)	0.03*	(0.01)
Black (Non-Hispanic)	-0.09*	(0.01)	-0.11*	(0.02)	-0.07*	(0.01)
Hispanic	-0.06*	(0.01)	-0.05*	(0.01)	-0.05*	(0.01)
Native American	-0.09*	(0.04)	-0.16*	(0.07)	-0.04	(0.04)
No race reported	-0.10*	(0.03)	-0.05	(0.06)	-0.10*	(0.03)
Age (over 10)	0.02*	(0.00)	-0.02	(0.01)	0.03*	(0.01)
US citizen	-0.03*	(0.01)	0.00	(0.02)	-0.04*	(0.01)
Limited English proficiency	0.01	(0.02)	-0.02	(0.04)	0.01	(0.02)
Has HS diploma	0.06*	(0.01)	0.06*	(0.02)	0.06*	(0.01)
Did not take CPT test	0.09*	(0.01)	0.12*	(0.01)	0.04*	(0.01)
Math score (over 100)	0.07*	(0.00)	0.09*	(0.01)	0.07*	(0.00)
Verbal score (over 100)	0.02*	(0.00)	0.00	(0.01)	0.03*	(0.00)
Writing score (over 100)	0.01*	(0.00)	0.01	(0.01)	0.01*	(0.00)
Constant	-0.75*	(0.03)	-0.68*	(0.05)	-0.73*	(0.02)
Sample size	34,427		12,621		21,806	
Pseudo R²	0.11		0.05		0.06	

Note: Since the test scores have been placed on the SAT scale and rescaled in units of 100, a unit change in the test score corresponds to a 100-point change in the SAT score (because the effect of a one-point change would be too small). Similarly, since the age variable has been rescaled in units of 10, a unit change in age corresponds to a 10-year change in the student's age (again, because the effect of a one-year change would be so small).

compared with 41 percent of students who enrolled only in college-level courses who did so. However, students who enrolled in remediation and who also enrolled in an SLS course were only 2 percent less likely to complete a credential than were students who enrolled in neither SLS nor remediation. So taking an SLS course combined with enrollment in remediation is associated with a higher probability of completion than enrollment in remedial courses alone.

The apparent positive effect of SLS enrollment is also evident when the sample is restricted to the subgroups of students who took remediation and those who did not. We found that among students who never participated in remediation (Model 2), SLS enrollment is associated with a 9 percent increase in the probability of success; for students who enrolled in one or more credits of remediation (Model 3), SLS enrollment is associated with a 5 percent increase. All of these marginal effects are highly statistically significant, with p-values close to zero.

For almost all of the individual colleges, the marginal effects of SLS enrollment on completion are positive and statistically significant (not shown here but available upon request). There are exceptions, however: two colleges show a statistically significant negative association. Also, it should be noted that even among the large majority of colleges that show a positive association, there is substantial variation in the magnitude of the marginal effect. Part of this variation is due to the fact that the colleges differed in the rates at which their students completed credentials. Also, we found wide variation among the colleges in the share of their students who enrolled in SLS. Differences in student or institutional characteristics and SLS course design and delivery probably account for much of these differences in marginal effects and point to a need for further research, both qualitative and quantitative, about which SLS approaches are most effective.

We also considered two additional outcome variables: persistence in school (as measured by still being enrolled in the fifth year) and transfer to Florida's SUS. We do not report the full results here, but consistent with the findings of Windham and her colleagues, we found that enrollment in SLS is associated with increased chances of these outcomes. Specifically, for all students, enrollment in SLS is associated with an 8 percent increase in the chances of persisting in school. For students who did not participate in remediation, chances increased by 7 percent. For students who did participate in remediation, chances increased by 10 percent. For all students, enrollment in SLS is associated with a 3 percent increase the chances of transferring to the SUS. For those not in remediation, there was a 5

percent increase, and for those in remediation, there was a 3 percent increase. As was the case with completion, all of these effects are highly statistically significant, with p-values close to zero.

The design of our non-experimental model has potential problems. Most important is our inability to control for socioeconomic status and student motivation, which may be positively correlated with enrollment in SLS and also with the probability of completing a credential.

Although we cannot formally test the effect of such unmeasured factors on our results, we note that research often finds a high correlation between student test scores (which we do measure) and socioeconomic status (which we do not measure). Socioeconomic status is in turn positively correlated with degree completion rates (Carbrera, Burkum, & La Nasa, 2005). If students with higher test scores and, therefore, higher socioeconomic status, are more likely to enroll in SLS courses, this might help to explain any observed apparent positive effects on completion of enrolling in SLS and thus bias the results. However, as we show below, we find that students with lower test scores are more likely to enroll in SLS courses than are those with higher scores. This is not surprising given that students with lower test scores are more likely to take remedial courses and that colleges encourage and in some cases require students who participate in remediation to take an SLS course.

Figures 2 and 3 show the aforementioned relationship between the total (combined reading-writing-math) test score and the probability of enrollment in SLS (Figure 2) or remediation (Figure 3). Both curves show a negative relationship between test scores and enrollment for both SLS and remediation. (Both Figures 2 and 3 have been smoothed to remove "noise" from the underlying data. Particularly in Figure 3, there are acute jumps in the probability at the beginning and end of the distribution, but these are caused by noise, as there are very few students with test scores at these extremes.) Consistent with the state's policy that uses test score cutoffs in placing students in remediation, Figure 3 shows a very high level of enrollment in remediation at relatively low scores, which remains consistently high up to a combined score of about 1200, after which it declines rapidly.

Enrollment in SLS courses also declines with rising test scores as shown in Figure 2, but it does not start at such a high level and declines less sharply. Students who are in remediation are directed toward SLS disproportionately, and, although more high-test-score students enroll in SLS than in remediation, SLS does not attract a population of students with disproportionately high test scores. Across the board, SLS enrollees have lower median

test scores than are found in the overall sample, regardless of the test (reading, writing, or math).

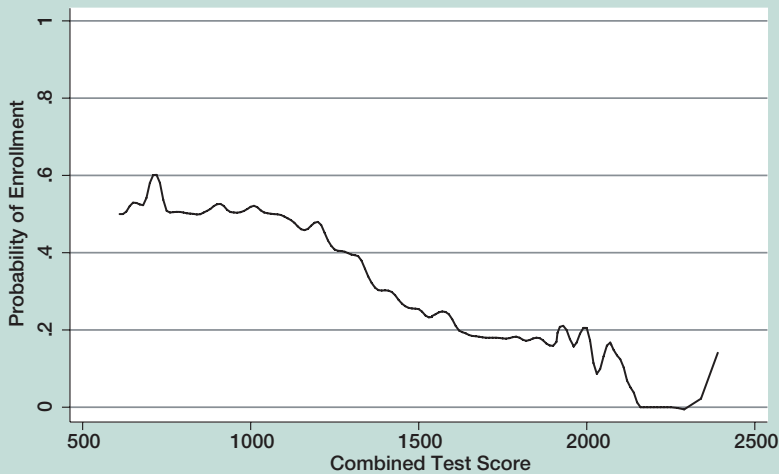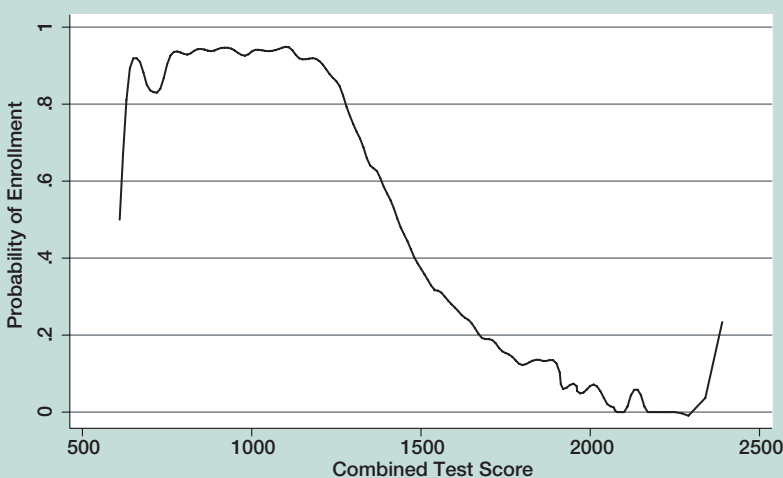**Figure 2. Probability of Enrollment in SLS vs. Combined Test Scores (Smoothed Data)**

Figure 3. Probability of Enrollment in Remediation vs. Combined Test Scores (Smoothed Data)

Based on this evidence, we are confident that the positive relationships we found between taking an SLS course and various student success indicators — credential completion, persistence, and transfer — are not likely explained by the socioeconomic status or academic readiness of the students who take such courses. Nonetheless, statistical controls for socioeconomic status and/or high school grades would strengthen the accuracy of our findings. Moreover, although we find that SLS enrollment is *correlated* with increased chances of student success, to establish a *causal effect* would require the use of experimental and/or quasi-experimental designs. The promising findings from this analysis suggest that further research along these lines is warranted.

Conclusion

Community colleges across the nation face the challenge of serving students who are not prepared to succeed in college. Many of these students have inadequate academic skills, and community colleges offer developmental courses, tutoring, and other academic supports to help students overcome these deficiencies. But students also frequently arrive on campus with other deficits, including poorly formed goals for education and careers, a lack of good study habits, and little awareness of how to succeed in higher education settings. They are also often unfamiliar with resources available on campus to help them succeed.

This is why courses devised to remedy these latter deficits have been developed. Both students and faculty have found such "student success" courses (called "SLS" courses in Florida) to be worthwhile. And it appears that such courses are becoming more popular around the country. But little rigorous research has been conducted that addresses whether or not such courses actually help students succeed in college.

The research described in this Brief is an initial attempt to fill that gap. Based on institutional data from a cohort of students at community colleges in Florida, we have shown that enrollment in an SLS course has a positive marginal effect on a student's chances of earning a credential, persisting, or transferring. While we have not controlled for every possible factor that could create a difference between those who enrolled in SLS courses and those who did not, we have controlled for covariates that are well-established and commonly used in the research community. Moreover, because we have shown that SLS courses are mainly targeted at students enrolled in remedial courses, the chances that the positive apparent effects we observe can be attributed to student characteristics such as SES or academic preparation are reduced. We are therefore confident that at least some of the positive differences in students' outcomes are related to participation in an SLS course. Given this evidence, community college educators may want to consider expanding requirements that students take SLS courses.

Our data do not allow us to examine the question of why taking a single student success course would

be associated with positive outcomes as much as five years later. Further quantitative and qualitative research is needed to understand these effects. However, we hypothesize that many students come to community colleges with very limited understanding of the opportunities and demands of college life and lack the skills and orientation needed to thrive in a college culture. SLS courses may contribute to positive outcomes by helping students early in the college experience to develop clearer goals for education and careers, better ideas of what it takes to succeed in college, and some practical skills useful for achievement.

Further research is needed on the question of which aspects of these courses are most strongly associated with improved rates of student success. Even in Florida, not all SLS courses teach the same set of topics. Which set of topics seems most useful? What teaching methods are most helpful? The answers to these questions probably account for some of the variation across the Florida community colleges in the effectiveness of SLS courses. Finally, another important question is how can student success courses be customized to serve the needs of particular student populations, since different campuses often have very different student demographics. Given the increasing popularity of student success courses as well as initial research that associates such courses with positive outcomes, more study is certainly warranted.

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BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3:   CONSENT AGENDA (for information)

c.   Student Achievement Initiative

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-2 Access,
AMP E2.1, E2.2, E2.3
E-4 Student Achievement,
AMP E4.1, E4.2, E4.3, E4.4, E4.5

BACKGROUND:

Staff members continue to work with the TRIO-like students to improve student success and retention. To date approximately seventy (70) students have received intake advising and developed educational plans. In addition to the intake advising, assessment and educational planning, these students are receiving a variety of services which may include loaned text books, tutoring, additional advising, mentoring, loaned lap top computers, etc. All but nine of the 70 students have re-enrolled for spring quarter. Two of those students have stopped out for health reasons and others may yet enroll before the first day of classes on March 31, 2008.

Recently, six lap top computers were purchased with student persistence funds to be used as loaners to students for short time periods to increase their weekend and evening access to computers for class writing projects. Ninety-seven students attended the Viking Seminar Series workshops held during winter quarter. These workshops were held to provide information that the students need to be more successful. Workshops will continue to be offered during spring quarter. Topics will include Stress Management, Mysteries of Transfer, and Leadership and Behavior Types.

On March 13, 2008, Basic Skills Student/Staff mentor Enedelia Nicholson, organized a GED Transitions meeting for GED completers who are interested in transitioning into college level courses. Eighteen (18) participants from the communities of Moses Lake, Othello, Soap Lake and Royal City received the opportunity to hear BBCC advisors, counselors and grant directors give motivational and welcoming talks on why they should enter into college level programs and how to work through the admission process. In addition, college staff set up booths to share information student resources including financial aid, the Opportunity Grant and Workfirst. Presenters and resource representatives for the evening Transitions Workshop included Sandy Cheek, MariAnne Zavala-Lopez, Lori Busse, Rita Delgado, Tennille Kimball, Andre Guzman, and Jose Esparza.

RECOMMENDATIONS:
None

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3: CONSENT AGENDA (for information)

d. Assessment Update

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-4 Student Achievement,
AMP E4.1, E4.2, E4.3, E4.4, E4.5, E4.5.2

BACKGROUND:

The assessment committee is planning focus groups with former BBCC students now attending CWU, EWU and WSU. During spring quarter, the Professional/Technical Divisions will discuss outcomes for the related instruction component of the Applied Science Degree.

Related Instruction. Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations.

Northwest Commission on Colleges and Universities, Accreditation Handbook, 2003, page 36.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3:   CONSENT AGENDA (for information)

            e.   Accreditation Report

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-4 Student Achievement,
AMP E4.1, E4.2, E4.5, E-4.7

BACKGROUND:

Following the receipt of the formal action of the Northwest Commission on Colleges and
Universities, staff have already begun to respond to the recommendations. New wording and
layout of the college catalog specifically ties the Board's Ends Statements with the college
mission and the academic master plan. The general education outcomes have been added and we
are beginning to work on a set of related instruction outcomes tied to our professional/technical
programs, that will be added to next year's catalog.

Prepared by President Bonaudi and Ms. Valerie Kirkwood, Assistant to the President for
Research, Planning, and Government Affairs.

RECOMMENDATION:
None.

ITEM #3: CONSENT AGENDA (for information**)**

f. Capital Project Update

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-4 Student Achievement,
AMP E-4.5.4, E4.6/E-1,
E-5 Climate
AMP-5.4, E-5.5

BACKGROUND:

Childcare: Still waiting for the final results of the tests ordered by the insurance company.

Old Developments/Background:

2-14-08 Still waiting for the final results of the tests ordered by the insurance company.

1-14-08 Still waiting for the final results of the tests ordered by the insurance company.

11-27-07 Still waiting for the final results of the tests ordered by the insurance company.

10-13-07 Still waiting for the final results of the tests ordered by the insurance company.

9-11-07 A request to move forward with mediation of the dispute between BBCC and Design Space Modular Buildings was made by our AAG in June and followed up on in July. A response requested .time to receive the latest test results from Kent Engineering (their investigator).

6-14-07 Our AAG and GA continue to request settlement of this insurance claim

5-14-07 The insurance company called for more inspections and sent Randy Kent of Kent Engineering to go through the building once again; therefore, the claim has not been settled and next steps are under consideration

3-20-07 Our Assistant Attorney General has requested that the insurance company wrap up their investigation by March 30, 2007 and pay for damages caused by the defective y strainer by April 30, 2007.

2-12-07 Our Assistant Attorney General (AAG) is assisting the General Administration's (GA) in the pursuit of favorably settling this claim. Our project manager, Jim Steffens, is also involved in the process.

1-9-07 The Attorney General's office continues to work with Design Space Modular Building's (DSM) attorney to resolve this claim.

11-28-06 A letter was received from the attorneys representing Design Space Modular Buildings that appears to acknowledge our loss. The Attorney General's office has followed up with another letter requesting resolution of this matter.

10-31-06 A letter from the Assistant Attorney General representing the Washington State Department of General Administration and Big Bend Community College was mailed to the attorneys representing Design Space Modular Buildings (DSM) on September 14, 2006. The letter states that because there is an Express Warranty of the project from DSM through which, "DSM assumed all responsibility to compensate Big Bend for the damage caused by the defective y strainer." As of October 3, 2006, no reply has been received from the attorneys representing DSM.

9-12-06 A letter was received on August 12, 2006 from North American Specialty Insurance claiming their investigation indicated no liability for Design Space Modular Buildings (DSM) because DSM did not have any causative role in the failure of the cooler.

The claim has been referred to General Administration's (GA) Assistant Attorney General who is preparing a response letter scheduled for mailing next week (the week of 9-3-06).

7-11-06 The final investigative step by the insurance adjustor is scheduled for July 5, 2006, with a final determination on BBCC's claim in mid July. A check is expected by the end of July. $75,000 is the estimated loss to flood damage that occurred on the night of August 25, 2005. The insurance company requested more detail on our claim; that detail was provided and the insurance company is appraising all the detailed documents provided by BBCC.

Art Building: The Art building is approximately 80% complete. Framing, plumbing, and electrical rough in are complete and have passed inspection. Metal roof installation is complete. Fire sprinkler installation is complete and tested. Ductwork is 50% complete and all windows will be installed by the first week in April. BBCC is scheduled to start painting at the end of April. A Change Order Proposal (COP) has been issued for the Main Campus Entrance Road and the design for this road is 80% complete. Work on the road is scheduled to start the first of May. The contractor's completion date for this building remains June 26, 2008; however, building occupancy by BBCC will not be allowed by Grant County until the BBCC M&O department completes the landscaping. Fall quarter 2008 is the target date for occupancy.

Old Developments/Background:

2-14-08 The Art building is approximately 60% complete. Because the project is going so well, the 10% of the budget set aside for contingencies can be used to complete more of the inside finish work. We are working with TW Clark to cost out casework, trim packages, flooring, and toilet accessories. It looks like we will be able to afford all finish work with the exception of carpet for the classroom and vestibules, wall paint and slot walls for visual displays. Also missing in the budget is funding for landscaping and furniture for the building. M&O will paint walls after TW Clark is finished with construction of the building, M&O will complete the landscaping with the help of donated materials and labor, furniture and equipment will be moved from the existing Art building, and we will seek funding for carpet and classroom furniture.

1-14-08 The project is approximately 40% complete. The Brickwork is 90% complete and will be done by 1-14-08. The erection of structural steel will begin Monday 1-7-08, weather and

other uncontrollable circumstances permitting. Metal roofing should be completed by mid February. No change on project completion date which remains June 3, 2008

11-27-07 The project is approximately 20% complete. Footings have been poured, concrete stem walls have been formed, fire hydrant water connections and potable water connections are complete, sewer and storm water connections are complete, parking lot concrete curbs and paving is complete and the masons are stacking bricks. The masons are several days behind schedule but, weather permitting, the lost days will be made up if framing and roofing is completed in time to enable work throughout the winter months. Grant County PUD has delivered easement documents and permanent power to the project should be available mid to late December 2007. The project completion date remains June 3, 2008.

10-10-07 The Art Building project is approximately 15% complete. Footings and concrete foundations have been poured and the contractor has scheduled the concrete slab pour to begin on 10-18-07. The project is off to a good start and, weather permitting, the building will be ready for occupancy
6-1-07. At this early point in the construction, T W Clark's projected schedule puts the project 8 months ahead of the project completion date reported 10-31-06 (below)

9-11-07 Bid proposals were opened July 26, 2007 and T.W. Clark Construction of Spokane, Washington was the successful bidder. The bid was within budget for the Base Bid and Bid Alternate #2 (interior ceilings). Bid Alternate # 1 (paving) and Bid Alternate#3 (floor finishes) were not selected because of budget constraints. The pre-construction meeting is set for August 29, 2007 and the contractor is planning to be on the construction site on or before August 30, 2007.

6-14-07 Grant County Building Department, Moses Lake City Water/Sewer Department and all remaining agencies have signed off on our building plans. BWA will issue the project for bid.

5-14-07 The Environmental Checklist required under the State Environmental Policy Act (SEPA) was completed May 10, 2007. Completion of the Environmental Checklist has held up the permitting process with Grant County Planning Department and delayed our issuance of the Bid Advertisement by 30 days.

3-20-07 The preliminary schedule for bidding the Art Building Project is as follows:
- March 29th – receive final documents from consultants and print sets.
- April 4th   - Advertise for Bid
- April 11th   - job site walkthrough
- April 25th   - open bids

May 16th   - Notice to Proceed delivered to the General Contractor

2-12-07 Construction begins. Trenching for infrastructure installation, such as Public Utility District (PUD) conduit, a new water mainline and fiber optic conduit, is scheduled to begin the week of February 12, 2007. The campus has been notified that access from Randolph road to 28th avenue will be stopped and the access barricaded for the duration of the Art Building project. Correctional Industries (CI) will do this phase of the excavation plan. Our latest cost analysis, conducted in collaboration with General Administration, BWA and BBCC, projects the completion of this building to occupancy level but landscaping, paving and furniture will not be

funded. The final determination as to how far the budget will stretch will be made when contractors bid on the project.

1-9-07 A design review was conducted on December 19, 2005 at BBCC. The goal is to have the bid package ready within two months; however, Bernardo/Wills Architect was instructed to craft the bid package in a manner that reduces the Base Bid and increases the alternate bid packages that are tied to the Base Bid package. Inflation continues to rise and is now at an estimated 20% when compared to last year's construction costs. With the current bidding climate, the funding may only be adequate to shell the building and complete critical infrastructure**11-28-06** Design development continues

10-31-06 New conceptual drawings were received at the last construction meeting on 9-13-06. A site survey has been completed and the rubble from the demolition of Building 4400 (old base service station). Estimated project costs are under review due to the 13% inflation (3% inflation was budgeted) in materials and labor experienced by other recently bid community college projects. Plans are in progress to bid the three classrooms as "framed only" if the budget requires project downsizing. Design is not yet complete and the project schedule is set back as follows:
Design completed 12-1-06
Contractor hired   2-1-07
Project completed   1-1-08

9-12-06 The next construction meeting is scheduled for 9-13-06 at which time the architect and the GA Project Manager intend to discuss updated cost projections and their potential impact on this project.

7-11-06 The schedule remains as reported at the last Board meeting below:
The following initial project schedule was developed at the last construction meeting on 2-8-06:
Design completed 9-1-06
Contractor hired 12-22-06
Project completed 11-5-07

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3: CONSENT AGENDA (for information)

g. Enrollment Report

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-1 Mission
E-4 Student Achievement
AMP E-4.6

BACKGROUND:

An enrollment report as of March 27 is included for your information. We are on track to exceed our minimum FTE target enrollment; and hopefully, may reach our actual allotment target of 1643 annualized FTE. A final winter quarter enrollment report will be provided at the April 8th meeting.

The tuition amount budgeted for 2007-2008 is $2,820,000. As of February 29, 2008 we have collected $2,036,161 or 72.2% of the budgeted amount. As of February 28, 2007 we had collected $1,920,354 or 72.9% of our 2006-2007 budgeted amount of $2,631,428. Comparison of these collections and a comparison of last spring collections (Spring '09) suggest we should meet our revenue target.

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TUITION COLLECTION REPORT
As of February 29, 2008 and February 28, 2007

</div>

	2007-2008	2006-2007
Annual Budget	$2,820,000	$2,631,428
Total Collections as of February 29	$2,036,161	$1,920,354
As a % of Annual Budget	72.2%	72.9%
Left to Collect to Meet Budget Target	$ 783,839	$ 711,074

Compiled by Director of Budget Gail Hamburg and Dean of Enrollment Candy Lacher.

RECOMMENDATION.

None.

F.T.E. REPORT
3/27/08

	QTRLY FTEs	ANNUAL FTEs	
1st year (06-07)			
SUMMER	317.6	105.9	
FALL	1536.3	512.1	
WINTER	1526.1	508.7	
SPRING	1412.4	470.8	
2nd year (07-08)			
SUMMER	310.2	103.4	
FALL	1579.9	526.6	
WINTER	1569.7	523.2	
SPRING	1202.9	401.0	
TOTAL	**9455.1**	**3151.7**	
1st year annual FTE Target	4836	1612	53 Workforce FTE included
2nd year annual FTE Target	4929	1643	53 Workforce FTE included

SBCTC 2-year rolling enrollment count

	QTRLY	ANNUAL
Past year + current year actual FTE		3151.7
Past year + current year allocation		3255.0
% of allocation target attained to date		96.8%
Add'l FTEs to meet minimum 98%	114.6	38.2
Add'l FTEs to meet target/growth 100%	309.9	103.3
FTEs over target	0	0

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3: CONSENT AGENDA (for information)

h. Childcare Update

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-2 Access
AMP E-2.3, E-2.4
E-4 Student Achievement,
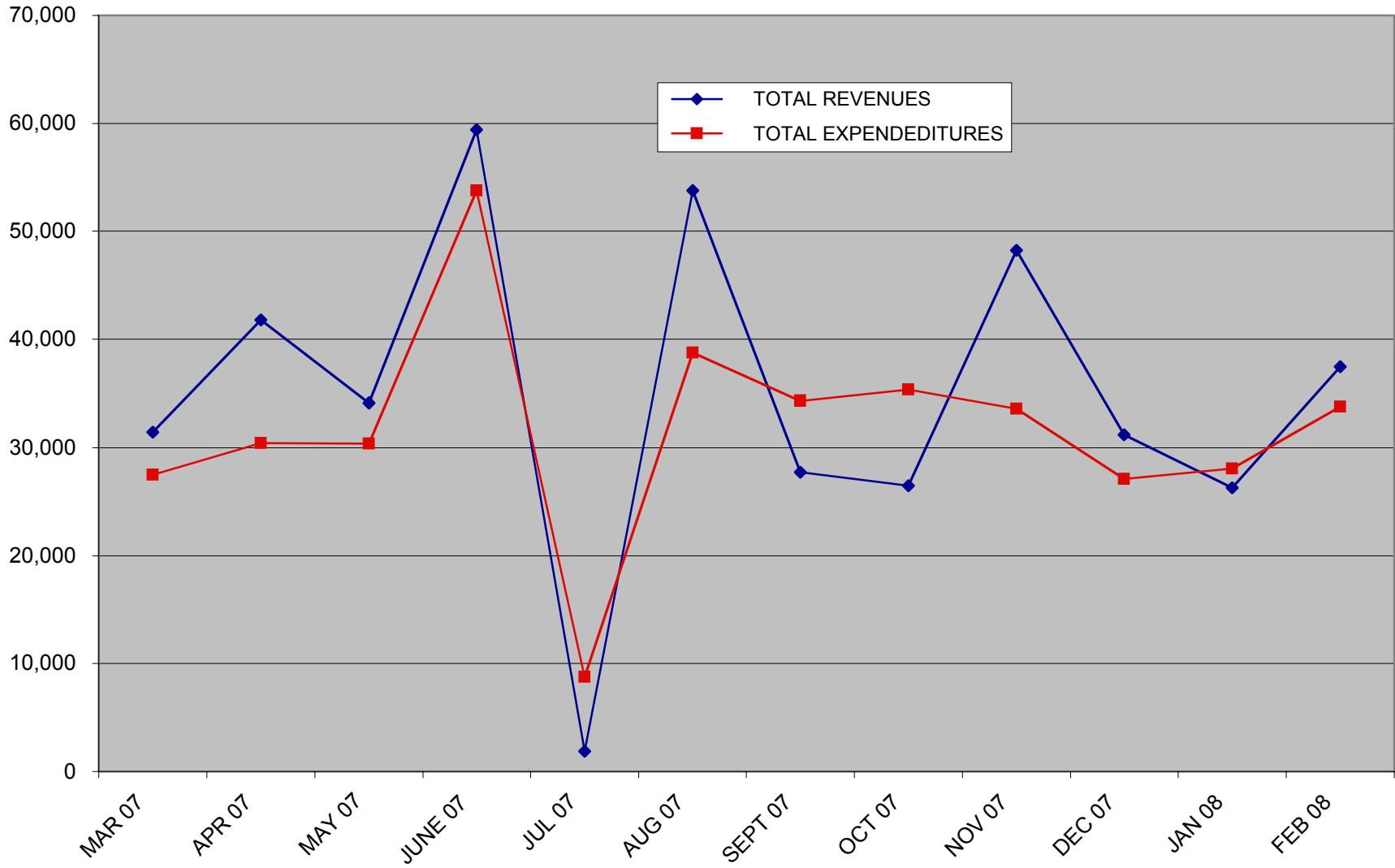AMP E4.1
E-5 Climate
AMP E-5.4

BACKGROUND:

The Childcare Financial Statement for the eight months ending February 29, 2008 is attached for Board review. Revenues exceeded expenditures by approximately $13,324 for the period. The fund balance at February 29, 2008 was $39,128. The increased attention to the program continues along with ongoing monitoring. There are charts and a spreadsheet attached showing revenues and expenditures for a one year period from March, 2007 to February, 2008 for Board review as well.

CHILDCARE PROGRAM REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

	DSHS Childcare	Childcare Match	Workfirst Childcare	Totals
FOR THE EIGHT MONTHS ENDING 2/29/08				
Revenues:				
Co-pays/care services	59,464			
DSHS	146,648		19,476	SBCTC
USDA Meal Reimb.	27,468			
Misc. Recovery	0			
Totals	233,580	0	19,476	253,056
Expenditures:				
Salaries	157,372		16,953	174,325
Benefits	30,212		2,523	32,735
Good & Services	31,869			31,869
Travel	803			803
Totals	220,256	0	19,476	239,732

	NET PROFIT / LOSS	13,324
	BEGINNING FUND BALANCE	25,804
ESTIMATED	ENDING FUND BALANCE	39,128
	ADJUSTING ENTRY	
	CHANGE IN FUND BALANCE	13,324
	CASH-ACTUAL	40,618
	RECEIVABLES	1,448
	ACCRUED PAYROLL	(1,939)
	ENCUMBRANCES/PAYABLES	(3,352)
	ESTIMATED CASH	36,775

Childcare Revenues and Expenditures

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3:   CONSENT AGENDA (for action)

       i.   Donations

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-4 Student Achievement,
AMP E-4.6.2

BACKGROUND:

Holly and Barry Moos donated several useful items, to the Big Bend Learning Center
Childcare valued at $270.00.

Prepared by VP Turner.

RECOMMENDATION:

President Bonaudi and Vice President Turner recommend approval of the above-
mentioned donations.

March 12, 2008

TO: Dr. Bill Bonaudi
             Mr. Ken Turner
             Vice President of Administration

FROM: Angela Weber   *Angela Weber*
             Childcare Center Manager

RE: Donation to Big Bend Learning Center Childcare

Holly and Barry Moos have generously agreed to donate the following items to the Big Bend Learning Center Childcare. They have valued this donation at $270.00.

> Used 20" television with built-in DVD & VCR
> Misc. childrens' VCR tapes
> DVD player (new, in box)
> Two 2 toddlers DVDs (new, in unopened packages)

The Childcare will make excellent use of these items. We sincerely thank Mr. and Mrs. Moos for this donation.

I recommend that we accept this generous donation. The childcare will make excellent use of these items.

Kara Sanitt 3/17/08

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3: CONSENT AGENDA (for information)

          j.   Personnel Report

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-2 Access
E-4 Student Achievement
AMP E-4.5.1,
E-6 Cultural Enrichment

BACKGROUND:

The quarterly Personnel Report is attached for Board review.

Prepared by the Human Resources Department.

RECOMMENDATION:

None.

PERSONNEL REPORT February 9, 2008 - March 31, 2008

EMPLOYEE SEPARATIONS 2/9/08 - 3/31/08			
SEPARATION DATE	**NAME**	**POSITION**	**SEPARATION REASON**
2/28/2008	Michelle Coe	Fiscal Analyst 1	Resigned to stay home with baby
3/24/2008	Linda Thimot	Psychology Instructor	Resigned to help with family out of state
NEW HIRES/PROMOTIONS/TRANSFERS 10/9/07 - 2/8/08			
START DATE	**NAME**	**POSITION**	**REPLACING**
3/3/2008	Tyler Christensen	WorkFirst Lab Coordinator	Nicole Percival
3/24/2008	Tana Richins	Stockroom Attendant 2	Restructured position following Caren Coutright's promotion to Director of Bookstore
3/31/2008	Jodie Robinson	Fiscal Analyst 1	Michelle Coe
SEARCHES IN PROCESS			
POSITION	**STATUS**		**REPLACING**
Vice President for Financial & Administrative	Accepting Applications		Ken Turner
Psychology/Social Science Instructor	Interviews Scheduled		Linda Thimot
Sociology/Social Science Instructor	Interviews Scheduled		Emery Smith
Child & Family Education Instructor	Interviews Scheduled		Kathy Mason
Math Instructor	Accepting Applications		New Position
Director of College Bound	Accepting Applications		Pat Palmerton
Early Childhood Program Specialist 2	Interviews Scheduled		Restructured position to fill vacancy after Karen Whitney's resignation
WINTER PART-TIME FACULTY: 116			
WINTER PART-TIME HOURLY: 126			

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #3:   CONSENT AGENDA (for action)

        k.   Graduation/Completion Rates Update

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-2 Access
AMP E-2.3
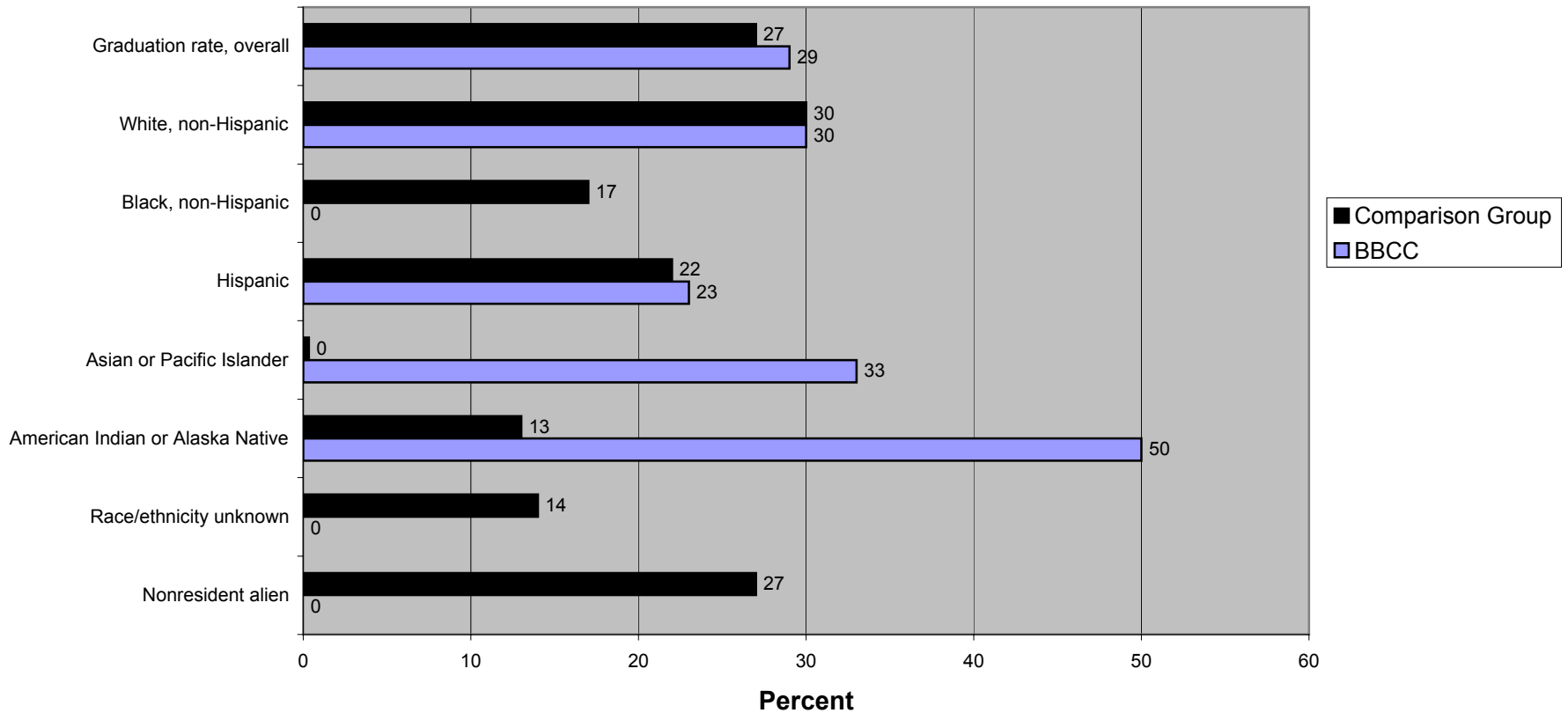E-4 Student Achievement,
AMP E4.3, E4.4

BACKGROUND:

Trustee Blakely recently asked for graduation rates (completion rates) of
area school districts and Big Bend Community. The attached information is
derived from the Office of the Superintendent of Public Instruction (OSPI),
and the Integrated Postsecondary Education Data System (IPEDS) report we
submit to the federal Department of Education. The IPEDS data for the
college compares our rates to a referent group of similar colleges.

Prepared by Valerie Kirkwood, Assistant to the President for Research, Planning, &
Government Affairs.

RECOMMENDATION:

None.

BBCC and IPEDS Comparison Group
Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2003 fall cohort*

Category	Comparison Group	BBCC
Graduation rate, overall	27	29
White, non-Hispanic	30	30
Black, non-Hispanic	17	0
Hispanic	22	23
Asian or Pacific Islander	0	33
American Indian or Alaska Native	13	50
Race/ethnicity unknown	14	0
Nonresident alien	27	0

Percent

■ Comparison Group
■ BBCC

*The cohort does not include students who are undecided and later seek a degree or certificate.

Big Bend Community College
Institutional Research and Planning

Annual Dropout and Graduation Rates of BBCC Service District High Schools, 2005-06*

High School	October 2006 Student Count	Annual Dropout Rate	On-Time Graduation Rate	Extended Graduation Rate
Almira Coulee-Hartline	175	3.4%	84.7%	85.7%
Ephrata	2,244	3.0%	82.3%	86.9%
Lind	240	2.6%	85.2%	87.5%
Mattawa	1,917	7.8%	71.4%	85.6%
Moses Lake	7,349	8.3%	66.1%	71.0%
Odessa	230	2.9%	89.6%	89.3%
Othello	3,278	3.9%	77.8%	82.3%
Quincy	2,419	9.5%	62.9%	70.7%
Ritzville	373	4.8%	82.4%	84.8%
Royal City	1,426	1.9%	87.0%	87.8%
Soap Lake	450	0.0%	100.0%	104.3%
Warden	970	4.4%	77.5%	80.3%
Washtucna	not available	0.0%	100.0%	100.0%
Wilson Creek	128	0.0%	90.9%	100.0%

*Data collected from the Office of Superintendent of Public Instruction, Washington State Report Card website at: http://reportcard.ospi.k12.wa.us/summary.aspx?year=2006-07 (retrieved 3/12/08).

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #5:   Exceptional Faculty Award Recommendation (for action)

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-4 Student Achievement,
AMP E-4.4

BACKGROUND:

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

Erik Borg, Aviation Maintenance Technology Instructor- Attendance at the Federal Express 727-200 Systems training course. He will receive trainly directly related to the 727 donated to the AMT program.

Chris Riley, History Instructor- Attendance at a National Endowment for the Humanities workshop in either Philadelphia, PA or Concord, MA this summer. Either workshop will provide him with access to historical records and sites and will enrich his students ($500).

Mike O'Konek, Automotive Technology Instructor- Completion of Automotive Service Excellent (ASE) certification preparation. ASE certification is critical to the BBCC Automotive Program ($2,000).

Chuck Cox, Automotive Technology Instructor- Completion of Automotive Service Excellent (ASE) certification preparation. ASE certification is critical to the BBCC Automotive Program ($2,000).

The Exceptional Faculty Awards Committee also provided information regarding a request by Van Jorgenson, Computer Science Instructor to conduct a self-study of High Definition Shader Language (HDSL). The committee expressed concern regarding the relevance of the self-study to the curriculum of the CSC program. They were also concerned with how this request fits the criteria as defined by the Negotiated Agreement.

The balance of the Exceptional Faculty Award fund is $239,720.

RECOMMENDATION:
President Bonaudi and VP Lang recommend approval of the Exceptional Faculty Awards for Chris Riley, Mike O'Konek and Chuck Cox. They do not recommend approval of the Exceptional Faculty Award for Van Jorgenson.

Big Bend Community College

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March 3, 2008

Dear President Bonaudi,

The Exceptional Faculty Awards Committee is pleased to report we've received five applications for consideration the Winter quarter. The committee reviewed applications from Erik Borg, Van Jorgensen, Chris Riley, Mike O'Konek and Chuck Cox. The committee is delighted that faculty has looked to these awards as a vehicle to fund some of their exemplary activities.

Erik Borg is asking for an award that he may attend the Federal Express 727-200 Systems training course. We believe this activity is a direct benefit to Erik and his discipline as an aircraft systems instructor. He will receive training directly related to the 727 donated to the AMT program. In review of his projected expenses, he has made arrangements with Clyde Rasmussen to supplant this award (upon approval) for a substitute instructor. The committee agrees that this activity is a worthy pursuit and supports his efforts.

Van Jorgensen requests an award that he may research and self study the HDSL (High Definition Shader Language) computer language. This language represents a newer form of graphics programming generally used for gaming. While investigating the subject, the committee was concerned that the content of the self study does not appear to directly merge with the CSC program's current curriculum.

We also have some concerns with Van Jorgensen's self study method. As you are aware, the committee's duties are to review each application as it dovetails with the guidelines set by the negotiated contract. We find that Item #6, which limits what activities awards may be granted, is somewhat vague. The committee believes that Van Jorgensen's activity (Self Study) loosely fits within "faculty development activities"; however we are at odds as to how the content of this self study will directly apply to the CSC program's curriculum. Since approval of this application is not under our preview, the committee defers the decision to you. We suggest that approval of this award hinge upon some form of objective and verifiable means of completion, such as publication, documentation, certification by an approved institution, or something of this nature.

Chris Riley is asking for an award to partially offset some of his expense incurred while attending the National Endowment for the Humanities Workshop this summer. Chris is specifically asking for an award to cover airfare. All other expenses are being covered elsewhere. We, the Committee, believe that an award to Mr. Riley represents a worthy investment in his future instructional expertise and will directly benefit his department.

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Lastly, we have two requests for awards from Mike O'Konek and Chuck Cox. We combined these as they have identical purpose and activity. Their proposal revolves around the ASE (Automotive Service Excellence) recertification of the AUT program. The main goal of this activity is to maintain the ASE certification status. The procedure is similar to the college's accreditation process and will entail many hours of program self study, development of new tasks, curricula, and creation of the related documentation. The Committee believes the obligation of time and sense of duty by Mr. O'Konek and Mr. Cox to be commendable, certainly worthy of consideration of an award(s).

We have included copies of the applications for your convenience. We look forward to your recommendations and, ultimately, the Board's consideration. We wish to thank you and the Board of Trustees for your continued support of our faculty and ultimately for making these awards possible. Thank you.

Sincerely,

Matthew Sullivan

Dennis Knepp

Gail Hamburg

John Gillespie

Bill Autry

APPLICATION FORM
BBCC EXCEPTIONAL FACULTY AWARD

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

NAME: Van L Jorgensen   DATE: March 3, 2008

DIVISION: Business

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

Courses: CSC119, CSC120, CSC132, CSC138, CSC139, CSC140, CSC141, CSC198, CSC175, CSC275

2.   **Amount requested**: $2000.00

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

Research and inculcate the High Definition Shader Language(HDSL).   Computing is on a relentless technological advancement. For many years the only way to program a computer was via the CPU(Central Processing Unit). There is a GPU(Graphics Processing Unit), but a programmer couldn't communicate with it. Only the CPU could do that. But now that's changed because there have been great improvements in the hardware to facilitate graphics and images. As you know, our brain has the capability to create a three dimensional picture from the photons that enter our eyes. It is the goal of HDSL to simulate this process. But the computing required is enormous. The objects on the screen can twist and turn and move in three dimensions. Video memory is a two dimensional device so objects will need to change in size to simulate the third dimension. Then there is the lighting. The objects we see are affected by all the light sources, which also includes reflection from other objects. To simulate this shading process is another huge task. All these things need to be done fast enough so that it appears real to our brain. It will not do for objects to move too slow or appear jerky. The new GPU's have power to address these probems. HDSL gives the programmer access to this technology. It is a new progamming paradigm and an important one to know.

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

I plan to do the research and study on my own time, especially duing the summer I will set aside 75 hours to work on this project. Some books will need to be purchased (approx $300) and software(approx $200).

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

N/A

6.   **When was your last sabbatical?**   Never

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

An institute in Dayton($1600) and a convention in Nashville($1100)

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

Graphics processing is a big deal in today's computing and HDSL is supposed to make it more powerful. This research will help me get started on this new technology so that I can relay it on to my advanced students.

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

For many years, there have been three to five adjunct instructors in Computer Science to help cover the wide range of technologies that need to be covered. I have taken all these people under my wing to help them to instruct better, to be coznizant of students needs, and to respond to college rules. At the present time I am involved in the cohart program.
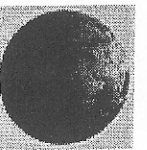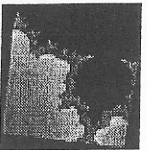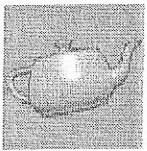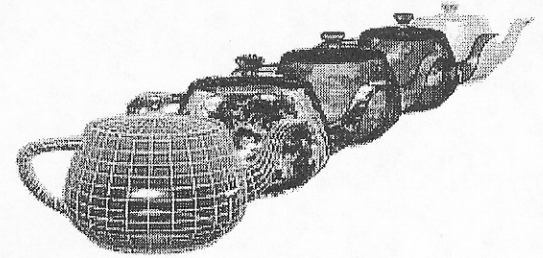
OpenGL Shading Language
Welcome to the OpenGL Shading Language information site

3Dlabs initiated the development of the OpenGL Shading Language over three years ago with a sweeping vision for the first fundamental upgrade to this widely available 3D graphics API in its ten year history.

Working within the open standards process at the OpenGL Architecture Review Board (ARB), 3Dlabs has spearheaded the definition of a powerful high-level, hardware independent shading language - the OpenGL Shading Language. This language enables direct compilation of C-like programs to graphics hardware machine code, creating enormous opportunities for compiler and graphics architectural innovation and bringing real-time cinematic-quality rendering a step closer to reality.

The OpenGL 2.0 specification (which includes the OpenGL Shading Language specification) was approved as the OpenGL standard on September 03, 2004 - clearing the way for graphics vendors to ship OpenGL drivers that support the industry's first open standard, high-level shading language. 3Dlabs has been shipping drivers that support the OpenGL Shading Language since July 2002.

Continuing its tradition of backwards compatibility, OpenGL 2.0 is a superset of OpenGL 1.5 - so older applications will run on graphics accelerators with OpenGL 2.0 drivers without modification.
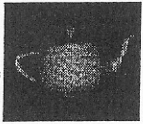
Downloads
Visit the downloads page and documents page for the latest tools and specs, including:

- The official, ARB approved, OpenGL Shading Language specification
- Reference pages for all of the new OpenGL entry points that support the OpenGL Shading Language
- The open source code for 3Dlabs' OpenGL Shading Language front-end compiler
- RenderMonkey, an interactive development environment for creating shaders and shader effects.
- Simple example programs, including source code, that show how to use the OpenGL Shading Language and its API
- Complete examples that demonstrate the API and include dozens of shaders

OpenGL Shading Language Drivers
3Dlabs was the first hardware vendor to support the OpenGL Shading Language in its drivers. Get the latest Wildcat Acuity Driver for your 3Dlabs hardware from the driver download page.

Shader Examples

A variety of OpenGL Shading Language shaders have been developed for 3Dlabs hardware. Some of these are available through the examples and demos that are available on the developer downloads page. Effects that have been implemented as OpenGL shaders include:

- Procedural texturing - bricks, stripes, dots, bumps, glass
- Image-based texturing - bump mapping, environment mapping, multitexturing
- Noise-based effects - clouds, granite, marble, turbulence, wood
- Animated effects - translation, oscillation, computed trajectories
- Non-photorealistic effects - hatching, Gooch shading
- VPU-based computation - Mandelbrot and Julia sets
- Imaging - Convolution, blurring, sharpening, complex blend modes, color space conversion
- Particle systems
- Volume rendering
- Metallic - Polished (gold, chrome), Matte (brushed, stainless, galvanized), Dull (cast iron)

Suggestions

We welcome any comments or suggestions you may have. Please email us at isv-support@3dlabs.com.

A CREATIVE Company

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #6:   AP4200 Communication/Grievance Policy (for information)

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
E-5 Climate

BACKGROUND:

This agenda item is for the Board to consider the revision of Administrative Policy 4200.

Prepared by the President's Office.

RECOMMENDATION:

President Bonaudi recommends acceptance of the proposed revisions.

AP4200   **COMMUNICATIONS/GRIEVANCE PROCEDURE FOR CLASSIFIED AND EXEMPT STAFF**

4200.1 GRIEVANCE

A grievance within the scope of this policy may relate to any condition arising out of the contractual agreement, which may include working hours, working conditions, or the interpretation of any policy or regulation concerning classified and exempt staff of Big Bend Community College.

4200.2 RIGHT TO FILE A GRIEVANCE

Any employee who believes that s/he has been aggrieved may personally seek relief from that condition by filing a grievance regardless of any supervisor's opinion of the complaints validity. In the presentation of the grievance, the employee shall be safe from restraint, interference, discrimination or reprisal.

4200.3 PRE-DISICPLINARY PROCESS

If the grievance involves the dismissal, suspension, reduction in salary or demotion of a permanent classified staff member, the college will follow the provisions of WAC 357-40 of the Department of Personnel (DOP) rules. All permanent classified and exempt staff will be given the opportunity for a pre-disciplinary meeting with the Appointing Authority or designee prior to implementation of recommended personnel actions named above. .

4200.4 CONTENTS OF A FORMAL WRITTEN GRIEVANCE

A formal written grievance shall include, as a minimum, the following information:

A.   The nature of the incident or situation that is the basis of the grievance. (What happened?)
B.   The time, date, and place that the incident occurred.
C.   Who was involved? The names of witnesses, if any.
D.   What effect did the incident/situation have on the employee?
E.   What adjustment is required to resolve this matter?
F.   A statement acknowledging that the grievant has complied with the provisions outlined in 4200.5 C below requiring that the employee attempt to discuss the issue with his/her immediate supervisor prior to filing a written grievance.

4200.5 GRIEVANCE PROCEDURE

A.   Grievances shall be processed as rapidly as possible. Time limits imposed by procedures may be extended by <u>mutual</u> agreement of the parties involved. To the extent that time limits are expressed in days, the days shall consist of calendar days, unless otherwise specified.

B.   An aggrieved employee shall initiate his/her grievance within fifteen (15) days of the effective date of the action or condition the employee is seeking relief from, or within

fifteen (15) days of the time within which the employee became aware, or should have become aware, of the action or condition the employee is seeking relief from.

C. Before filing a formal written grievance, the aggrieved employee shall attempt to discuss the matter with his/her immediate supervisor. If the oral discussion fails to resolve the problem, the employee may initiate the formal grievance procedure, by filing a written grievance. This written grievance including all information outlined in 4200.6 will normally be submitted to the employee's immediate supervisor. However, if the grievance is against the immediate supervisor, then the employee should submit the grievance to the next appropriate person in the chain of command, normally a vice president/dean. A copy must be submitted to the personnel office. Within ten (10) days the supervisor shall furnish the employee with a written response and send a copy of the response to the personnel office. If the employee is not satisfied with the response or if he/she does not receive a response within ten (10) days, the employee may then submit the grievance, including a statement identifying the elements of the grievance, which have not been equitably resolved, to the next appropriate person in the chain of command, normally a Vice President/Dean. A copy must be sent to the personnel office.

D. Within ten (10) days after receiving the grievance and after meeting with all parties involved, the administrator shall submit a decision in writing to the employee and personnel director. If the written reply is unsatisfactory to the employee, the employee may, within five (5) days, submit the grievance, including a statement identifying the elements of the grievance which have not been equitably resolved to the College President. A copy must be sent to the personnel office.

E. Within fifteen (15) days of receipt of the grievance, the President shall submit a decision to the employee in writing, with copies sent to the supervisor, administrator and Director of Human Resource Services. The decision of the President shall be final.

For grievances covered by DOP rules and regulations for classified employees, those employees may pursue their appeal rights, in addition to or in lieu of this process. Those appeal rights can be found at WAC 357-49 or WAC 357-52.: However, classified employees wishing to pursue appropriate appeal rights pursuant to DOP rules should keep in mind that DOP time frames for filing appeals are not suspended during this grievance process.

AP4200   COMMUNICATIONS/GRIEVANCE PROCEDURE FOR CLASSIFIED AND EXEMPT STAFF

4200.1 GRIEVANCE

A grievance within the scope of this policy may relate to any condition arising out of the contractual agreement, which may include working hours, working conditions, or the interpretation of any policy or regulation concerning classified and exempt staff of Big Bend Community College.

4200.2 RIGHT TO FILE A GRIEVANCE

Any employee who believes that s/he has been aggrieved may personally seek relief from that condition by filing a grievance regardless of any supervisor's opinion of the complaints validity. In the presentation of the grievance, the employee shall be safe from restraint, interference, discrimination or reprisal.

4200.3 LOUDERMILL HEARING

If the grievance involves the dismissal, suspension, reduction in salary or demotion of a permanent classified staff member, the college will follow the provisions of WAC 251-11-020 of the Department of Personnel rules. All permanent classified and exempt staff will be given the opportunity for a "Loudermill Hearing" with the Appointing Authority prior to implementation of recommended personnel actions such as those named in this section.

4200.4 CONTENTS OF A FORMAL WRITTEN GRIEVANCE

A formal written grievance shall include, as a minimum, the following information:

A.   The nature of the incident or situation that is the basis of the grievance. (What happened?)
B.   The time, date, and place that the incident occurred.
C.   Who was involved? The names of witnesses, if any.
D.   What effect did the incident/situation have on the employee?
E.   What adjustment is required to resolve this matter?

4200.5 GRIEVANCE PROCEDURE

A.   Grievances shall be processed as rapidly as possible. Time limits imposed by procedures may be extended by mutual agreement of the parties involved. To the extent that time limits are expressed in days, the days shall consist of working days, unless otherwise specified.

B.   An aggrieved employee shall initiate his/her grievance within fifteen (15) working days of the effective date of the action or condition the employee is seeking relief from, or within fifteen (15) working days of the time within which the employee became aware, or should have become aware, of the action or condition the employee is seeking relief from.

C.   Before filing a formal written grievance, the aggrieved employee shall attempt to discuss the matter with his/her immediate supervisor. If the oral discussion fails to resolve the problem, the employee may initiate the formal grievance procedure, by filing a written grievance. This written grievance including all information outlined in 4200.6 will normally be submitted to the employee's immediate supervisor. However, if the grievance is against the immediate supervisor, then the employee should submit the grievance to the next appropriate person in the chain of command, normally a vice president/dean. A copy must be submitted to the personnel office. Within five (5) days the supervisor shall furnish the employee with a written response and send a copy of the response to the personnel office. If the employee is not satisfied with the response or if he/she does not receive a response within 5 days, the employee may then submit the grievance, including a statement identifying the elements of the grievance, which have not been equitably resolved, to the next appropriate person in the chain of command, normally a Vice President/Dean. A copy must be sent to the personnel office.

D.   Within five (10) days after receiving the grievance and after meeting with all parties involved, the administrator shall submit a decision in writing to the employee and personnel director. If the written reply is unsatisfactory to the employee, the employee may, within 5 days, submit the grievance, including a statement identifying the elements of the grievance which have not been equitably resolved to the College President. A copy must be sent to the personnel office.

E.   Within 15 days of receipt of the grievance, the President shall submit a decision to the employee in writing, with copies sent to supervisor, administrator and Director of Human Resource Services. If the President does not resolve the grievance to the employee's satisfaction, the employee may:

1.   (For classified employees) Appeal in writing to the Director of the Department of Personnel (DOP) as provided in 251-12-075,076, and 080, for violations of DOP rules and regulations. Classified employees should review these rules at the initiation of his/her grievance to make them aware of time constraints filing appeals with the DOP. For grievances not covered by DOP rules and regulations the employee may:

2.   (Classified and Exempt) Submit the written grievance within 5 days of receipt of the response from the President, to the Board of Trustees. The Board of Trustees shall review the matter at their next regular meeting. The President or his/her designee shall submit the decision of the board to the affected employee or his/her designated representative within 5 days after the board meeting. The decision of the board shall be final.

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #7:   Ends Statement Monitoring Report E-2 Access (for action)

Related Board Ends Statements and Academic Master Plan (AMP) Outcomes
AMP E-2.1, E-2.2, E-2.3, E-2.4

BACKGROUND:

The Access Monitoring Report provides information on how BBCC is attempting to meet the educational needs of the BBCC service district. The Ends Statements focus on increasing instructional and resource delivery, recruitment, and marketing.

RECOMMENDATION:

President Bonaudi and Ms. Kirkwood recommend acceptance of the Access Monitoring Report.

2007-08 Monitoring Report on Access

BBCC provides quality resources and affordable access to the diverse population of its entire district.

Presented to the BBCC Board of Trustees, April 8, 2008
Prepared by the Office of Institutional Research & Planning

Mission Statement

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

BBCC Goals
The college provides learning opportunities that include:
- critical thinking and problem solving,
- computation,
- communication,
- workplace skills and values,
- awareness and sensitivity to cultural diversity, and
- arts enrichment and cultural activities.

BBCC Characteristics
The college maintains a working and learning environment with the following:
- a discrimination-free environment which promotes diversity and staff and student success,
- a service-oriented environment which provides access and support services to all students, including those who are physically and mentally challenged yet have the ability to benefit,
- a climate which encourages safety, individual wellness, and human dignity,
- facilities and equipment to support student learning, and
- continual assessment of student outcomes.

Table of Contents

Appendices

List of Acronyms	
ABE	Adult Basic Education
ACT	American College Test
ADA	Americans with Disabilities Act
AS	Associate in Science
ASB	Associated Student Body
AtD	Achieving the Dream
ATEC	Advanced Technologies Education Center
CBC	Columbia Basin College
CBIS	Center for Business and Industry Services
CCSSE	Community College Survey of Student Engagement
CJST	Customized Job Skills Training
CWU	Central Washington University
DSST	DANTES Subject Standardized Tests
DTA	Direct Transfer Agreement
ESL	English as a Second Language
EWU	Eastern Washington University
FAFSA	Free Application for Federal Student Aid
FFA	Future Farmers of America
FTE	Full-time Equivalent
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Education Diploma
I-BEST	Integrated Basic Education and Skills Training
ITV	Interactive Television
LD Project	Learning Disabilities Project
LMDC	Library and Media Directors' Council
M.E.Ch.A.	Movimiento Estudiantil Chicano de Aztlán
MEES	Migrant Even Start
MRP	Major Related Program
NACADA	National Academic Advising Association
NCRL	North Central Regional Library
PLU	Pacific Lutheran University
SAT	Scholastic Aptitude Test
SBCTC	State Board for Community and Technical Colleges
SBDC	Small Business Development Center
SMS	Student Management System
SSS	Student Support Services
STEPP	Student Tuition Easy Payment Plan
TANF	Temporary Assistance for Needy Families
TESC	The Evergreen State College
UW	University of Washington
VICA	Vocational Industrial Clubs of America
WAOL	Washington Online
WSMC	Washington State Migrant Council
WSU	Washington State University
WWU	Western Washington University
WVC	Wenatchee Valley College
YVC	Yakima Valley College

Executive Summary

BBCC is strategically located to provide post secondary education to a large, sparsely populated region of Washington State. Located in Moses Lake and covering a rural area of 4,600 square miles, BBCC provides services to 15 primary communities with population characteristics that are common barriers to obtaining higher education. These barriers include low socioeconomic status and low educational attainment.

Service District facts:
- 16% of residents are below the poverty level[a]
- Median household income was estimated to be approximately $17,000 lower than the state median in 2006
- 29% of residents do not have a high school diploma[c]
- From 2000 to 2006, the Latino population increased by 5%, growing from 33% to 38%[b]
- 31% of the population speaks a language other than English at home

These characteristics provide difficult challenges for the college in providing access to service district residents.

Providing information about the college to potential students, parents and community members is a campus-wide effort and is ongoing at BBCC. BBCC Counselors, Financial Aid Administrators, Outreach Advisors and the Public Information Officer present information on BBCC programs and explain the process of enrolling in college and accessing resources at various events on and off campus. The Title V Grant staff travel to district communities to walk students through placement testing and the process of enrolling in college. BBCC particpates in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP program) that offers numerous activities to provide middle school students and their parents with information to help them prepare for college. This well orchestrated effort of information dissemination greatly increases awareness of BBCC and its services throughout the district.

In addition to outreach efforts, BBCC offers courses in a variety of formats to accommodate both the service district population demographics and the communities that are located at some distance from campus. The college offers bilingual instruction in various professional technical programs through the Integrated Basic Education and Skills Training (I-BEST) program. Adult Basic Education (ABE) classes, pre-college level courses and college level courses are offered directly in communities throughout the service district and BBCC currently has six interactive television (ITV) sites throughout the service district. Through the use of online portal technology and rich media content, BBCC students can watch live lectures or access them later in the term. Additionally, students can collaborate with instructors or other students on or off campus through this technology. The Center for Business and Industry Services (CBIS), located on campus, provides specialized contract training to local businesses and community members.

The following will report on outreach efforts at the college, access related activites over the past year and data related to resources and services available to students and community members in the service district.

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[a]2004, US Census People QuickFacts for Grant and Adams counties, retrieved 1/08
[b]2006 estimate, US Census People QuickFacts from Grant and Adams counties, retrieved 1/08
[c]2000, US Census Bureau, retrieved 1/08

Academic Master Plan Outcomes

E-2.1 Instructional Delivery

The college will continue to develop effective methods of delivery of instruction, monitoring the efficacy of the process and its cost, and where necessary, make appropriate adjustments.

Outcomes

Increased methods of instructional delivery; increased enrollment in ITV/online BBCC classes; increased participation of students from district communities (increases can be set to reflect our overall increase in state FTE).

Results

BBCC increased distance education FTE in 2006-07 by 4%. Distance education is defined as Washington Online (WAOL) courses, interactive television (ITV) courses and telecourses.

Fifty-nine more students from the BBCC service district enrolled in classes in 2006-07 than in 2005-06, a 1.4% increase. (Appendix A)

Currently, there are three state approved Integrated Basic Education and Skills Training (I-BEST) programs at BBCC. Future expansions include two additional I-BEST programs.

Off-campus courses are offered throughout the service district and include Adult Basic Education (ABE) classes, pre-college level courses and college level courses.

BBCC currently has interactive (ITV) sites in Warden, Mattawa, Soap Lake, Othello, Royal City and Grand Coulee, allowing students to stay in their respective communities and take college courses in real time.

BBCC has an online option for GED students. A Washinton Online (WAOL)-trained instructor from Grand Coulee teaches the class, and students in Mattawa, Othello, Moses Lake and Soap Lake are accessing the online course.

Through the use of portal technology and rich media content, BBCC students can either watch a lecture live or at a later time. They can also collaborate with instructors or other students on or off campus through this technology.

E-2.2 Resource Delivery

The college will continue to develop off-campus access to support resources, including admission, registration, academic and financial aid advising and information resources, monitoring the efficacy of each process and its cost.

Outcomes

Increased enrollment for off-campus ITV classes; students will report ease of access to student information and admissions (through student winter quarter survey); improved student success, retention and persistence.

Results

Enrollment for off-campus ITV classes did not change from 2005-06 to 2006-07. In 2006-07, ITV classes enrollment was 47.60 (FTE) compared to 47.75 (FTE) in 2005-06.

Students reported satisfaction with services such as academic advising, career counseling and financial aid advising on the 2007 CCSSE student survey.

Service	Frequency of use*	Satisfaction with services**
Academic advising/planning	66%	91%
Career counseling	50%	85%
Financial aid advising	66%	86%
Transfer credit assistance	50%	81%
Services to students with disabilities	30%	81%

*Percentage of students who "often" or "sometimes" used the service, as reported on the 2007 CCSSE Survey
**Percentage of students who were "very" or "somewhat" satisfied with the service, as reported on the 2007 CCSSE Survey

Of students who indicated that they attended an orientation course or program, 91% were "very" or "somewhat satisfied" with the quality of orientation. When asked to rate their overall satisfaction with BBCC's processes for working with new students (admissions, financial aid office, new student assessment, registration, etc.), 87% of students

were "very" or "somewhat satisfied" with these processes. Sixty-one percent (61%) stated that opportunities for registration and obtaining financial aid information "often" fit their schedule. Thirty percent (30%) felt that it "sometimes" did.

E-2.3 Recruitment

The college will continue to utilize existing community contact activities for the purpose of assisting residents to understand the resources and opportunities provided by the college. New contacts and new methods will be investigated and implemented as well. All such activity will be monitored for efficacy and cost.

Outcomes

School district directors will report favorable view of college opportunities; increased matriculation from area high schools; increased enrollment of Hispanic students; increased matriculation from district residents.

Results

School district directors will provide feedback on the college's recruiting efforts via a survey to be administered this spring (2008). Data collected from this survey will be analyzed and reported at a later date.

Enrollment of degree-seeking students from BBCC district high schools increased by 83 students last year, growing 6.8% from 2005-06. (Appendix B)

One-hundred eight more BBCC district residents enrolled in degree-seeking programs last year, an increase of 4.9% over 2005-06. (Appendix C)

Bilingual (English and Spanish) presentations on scholarships and how to apply for financial aid have been given throughout the district by financial aid staff, advisors and counselors.

BBCC partnerships with school districts in the cities of Royal City, Mattawa, Quincy, George, Warden and Soap Lake are such that the district provides classroom space and childcare for BBCC adult basic skills students, while BBCC hires

faculty and support staff at these outlying sites. Frequently, faculty are also daytime teachers in the K-12 system and are able to make parents aware of BBCC educational opportunities in their local communities.

E-2.4 Marketing Plan

The college will continue to analyze and improve its various approaches to informing the residents of the college district about the resources and opportunities represented by BBCC. More written college information in languages other than English will be made available. A comprehensive plan will be formulated which will establish annual objectives and goals and identify the various tools required to convey our messages.

Outcomes

Increased matriculation numbers throughout the district; increased bilingual student participation in Academic and Professional/Technical programs; promoting the increased activity by four year institutions in the ATEC University Center (Heritage, CWU, EWU and WSU); use of a recruiting video for local and international marketing; web page links to industry; learn how students get information about the institutions; develop web banner advertisements; and increased contract training with positive feedback from clients.

Results

The number of BBCC district residents enrolled in degree-seeking programs increased by 108 last year, an increase of 4.9% over 2005-06. (Appendix C)

For 18% of degree-seeking students, English was not their native language (as indicated on the 2007 CCSSE Survey). It is notable that on the 2006 Spring Enrollment Survey, of the students who did not indicate if they were either Academic or Professional/Technical students, 37% spoke a language other than English at home. This suggests that students who speak another language at home possibly need more advising to better understand the educational process and increase their chances of success at college.

BBCC continues to be a state leader in providing I-BEST classes, offering instruction in both a Professional/Technical program and English as a Second Language (ESL). Currently, there are three state approved I-BEST programs at BBCC.

Last fall, marketing was the topic of the Professional/Technical Banquet and Advisory Committees meeting. BBCC's Vice President of Instruction and Student Services gave an overview of the college's marketing efforts. The Advisory Committees then discussed how to better market their programs in small group sessions. This information was collected and provided to the Dean of Professional/Technical Programs for further evaluation.

This is the second year BBCC has purchased a matrix advertising contract with the Columbia Basin Herald. Advertisements are used to inform the community about a variety of college activities, including Running Start and Financial Aid information nights, registration, new classes, ASB events, athletic schedules, the job and career fair, *Edúcate* (Latino Education Fair), scholarship application deadlines and fundraising events, among others. The contract also gives BBCC a presence on the newspaper's website: www. columbiabasinherald.com.

A personal financial planner is available on the Financial Aid webpage as a result of a Financial Literacy meeting held in January 2007. Several members at this meeting felt that the financial planner could be an effective marketing tool.

The Director of International Programs continues to communicate with parties interested in aviation training at BBCC. Agreements for Recruiting Services are active with several recruiting agencies in China, Taiwan, India and Japan. New agent relationships are being sought on a regular basis. Opportunities are also being pursued to bring international students to BBCC for short-term, customized summer programs. Marketing materials are continually updated and customized to the international markets that BBCC is targeting.

The Small Business Development Center (SBDC) at the Center for Business and Industry Services (CBIS) offers free business advising and training. CBIS personnel travel throughout the college service district speaking to area chambers, schools and others. Once a month, CBIS is also involved in co-sponsoring a learning opportunity with Moses Lake Chamber of Commerce called "Chamber Day at Big Bend," designed to offer free business training to members of service district area businesses. *Workplace Spanish* continues to grow and bring in more contracts. New in 2006-07, the *New Leader Series* provides several different leadership courses to first-time supervisors. (Appendix D)

In 2006, BBCC purchased its first outdoor advertising billboard in Othello. The billboard features a picture of a BBCC Trustee from Othello, a BBCC graduate from Othello and a BBCC graduate from Warden.

Service District Demographics

Geographical Area

The BBCC service district is a large rural area of 4,600 square miles and encompasses all of Adams and Grant counties and the Odessa School District in Lincoln County. BBCC provides services to 15 primary communities.

People of Color Population 2005[a]

The BBCC service district population is 43% people of color, compared to 23% in the state of Washington. The BBCC service district has more than double the number of Hispanics (as a percent of the population) than Washington state:

Percent Hispanic Population, 2005[a]	
BBCC Service District	38%
Washington State	8%

Median Household Income[b]

For 2006, BBCC service district median household income was estimated to be $39,048 compared to the state median household income of $56,079. Although these estimates are increases over the 2005 numbers ($37,852 and $53,697 respectively), income for BBCC service district residents still remains approximately 30% less than median household income for the state. This trend was predicted to continue in 2007. (see note at right)
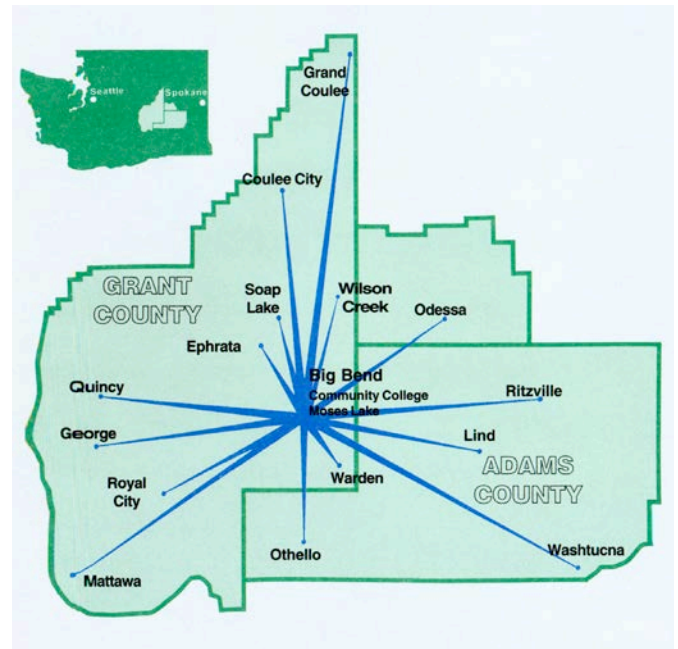
Note:
Information from the Office of Finanical Management (OFM) is often derived from data obtained through the US Census Bureau. The US Census is a count of everyone living in the US every 10 years. Participation is mandated by the US Constitution and participation is required by law. The most recent census data available is from the 2000 US Census, however the US Census Bureau produces population estimates for present and past years and projections for future years. These estimates are developed with the assistance of the Federal State Cooperative Program for Population Estimates (FSCPE). The next census is in 2010. Survey data, which are subject to sampling variation and bias, are not necessarily more correct than estimate data. For more information, please visit the US Census Bureau website at: www.census.gov.

[a]2005, State of Washington Office of Financial Management 2005 Data Book: www.ofm.wa.gov/databook/county/gran.asp and www.ofm.wa.gov/databook/county/adams.asp; retrieved 3/07
[b]State of Washington Office of Financial Management, Median Household Income Estimates by County: 1989 to 2006 and Projection for 2007: www.ofm.wa.gov/economy/hhinc/default.asp; retrieved 2/08

Student Demographics

Students of Color

BBCC serves a large number of Hispanic students. In 2006-07, of all BBCC students who indicated their race/ethnicity, 37% were Hispanic. Forty-seven percent (47%) of BBCC students in state supported classes were students of color, versus 35% in the Community and Technical College System as a whole. In these state supported classes, 43% of BBCC students were Hispanic, compared to 13% in the system as a whole.

Students of Color in State Supported Classes 2006-07		
	Non-Hispanic	Hispanic
BBCC Students	4%	43%
Washington Community Colleges	19%	13%

Note: from last year, non-Hispanic decreased 1% and Hispanic increased 1% for BBCC; non-Hispanic population in community college system decreased 1% and Hispanic remained the same.

Data Source: Washington Community and Technical Colleges, Academic Year Report 2006-07

Students Receiving Financial Aid[a]

The percentage of BBCC students receiving financial aid increased by 6% last year. In 2006-07, 76% of BBCC students received some form of financial aid (loans, grants, work study, scholarships, etc.), compared to 70% in 2005-06. Fifty-six percent (56%) of BBCC students received need-based financial aid last year. This is considerably higher than the Washington Community Colleges System, where 36% of all students received need-based financial aid. This was the same difference as was seen in 2005-06.

Students' Average Age

BBCC students' average age is 29.

Students' Gender, Part- or Full-time Status, Disability Status and Resident Status[a]

BBCC has a higher percentage (19%) of students who are immigrants, refugees or temporary legal residents than the Washington Community College System (9%). The percentage of BBCC students who are female increased slightly from 2005-06, from 57% to 59%. The percentage of Immigrant, Refugee and Temporary Legal Resident BBCC students increased slightly from 2005-06 (18%) to 2006-07 (19%).

2006-07	Part-time	Full-time	Female	Disabled	Resident Status*
BBCC Students	60%	40%	59%	7%	19%
Washington Community College System	62%	38%	58%	5%	9%

*Resident status = Immigrant, Refugee or Temporary Legal Resident

Three BBCC students enjoy free ice cream at an ice cream social held on campus.

[a]Data Source: Washington Community and Technical Colleges, Academic Year Report 2006-07
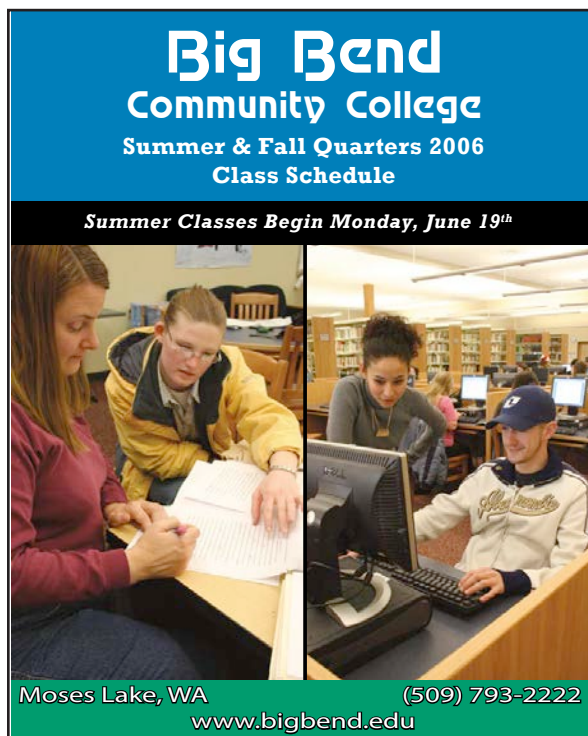
Increasing Awareness

Publication Diversity

BBCC has several specialized publications and brochures in English, Russian, Spanish and ADA Large Print. The ADA Large Print Catalog is for students with vision difficulties.

Course Catalog

The BBCC course catalog was converted from a bi-annual publication to an annual publication during the 2005-06 school year. Increasing the printing frequency of the catalog provides readers with complete, up-to-date information regarding admissions, degree requirements, the academic calendar, programs, classes, student programs and services. The catalog is also available on the BBCC website (www.bigbend.edu).

Big Bend Community College
Summer & Fall Quarters 2006
Class Schedule

Summer Classes Begin Monday, June 19th

Moses Lake, WA   (509) 793-2222
www.bigbend.edu

Quarterly Class Schedule (above)

In December 2006 the Instructional Department, Public Information Office and Word Services worked together to improve the appearance of the quarterly class schedule. Nearly 40,000 schedules are mailed to residents of the BBCC service district

each quarter. The college mails a fall, winter, spring and combined summer/fall schedule every year. The former schedule was produced in newspaper format and contained minimal information about courses offered. The new format includes a course description for every class BBCC offers each quarter as well as full-color images and printing. In addition, the new schedule is a booklet, making it easier to use as a reference than the former newspaper style.

Adult Basic Education (ABE)/English as a Second Language (ESL)

BBCC staff visit ABE, ESL and GED classes at outlying sites to talk with students about opportunities for higher education and life-long learning. The presentations include information on financial assistance, programs, and basic college information such as how the quarter system works, dates for registration and costs. This information is also integrated into English Language/Civics classes and some ABE classes.

GED graduation brings in a large audience and exposes families to the success that comes with attaining an educational goal.

Job & Career Fair

The 2007 14th Annual Job & Career Fair hosted 76 employers and over 1,250 visitors on BBCC campus. WorkSource Central Basin sponsored a full service Employee Resource Center. Workshops were held throughout the day.

2007 Job & Career Fair, held in the ATEC Conference Center

The 2008 Job & Career Fair is scheduled for April 24, 2008. Currently, 75 employers are registered to participate with informational exhibits.

ASB Public Outreach

The ASB provides students and community members with free access to several events on campus. These events not only expose attendees to different cultures and experiences, but they also draw community members to BBCC and expose them to campus facilities. In the past year, speakers and performers included: domestic and dating violence speaker, Holly Johnson, and Black History Month speaker, David Bol.

The ASB collected coats and donated them to the Rotary of Moses Lake. The ASB also sponsored having Thor, the BBCC mascot, meet with several Moses Lake elementary schools to present an award to classes who raised the most money for the Doolittle Park project.

Athletics

Working with student athletes, ASB officers and coaches, the Public Information Office developed

a new athletic logo to represent the BBCC Vikings. The logo was introduced in September 2006.

Services

Counselors and outreach advisors continue to schedule visits at area high schools to provide information to high school personnel, students and their families regarding admissions, programs and degrees at BBCC. These visits have included classroom presentations, college information nights for students and parents, as well as individual advising sessions.

In addition, counselors and advisors assist with the planning of and/or participate in annual events held on campus. Annual on-campus events include: the Washington Council's College Information Evening designed for high school seniors and their parents, the Washington Council's Spring Tour for high school juniors, Fall Transfer Day for BBCC students, *Edúcate* Latino Education Fair and GED Transitions Night.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

GEAR UP brings students and parents to campus to become familiar with career opportunities, financial aid and college programs. In 2007, 770 eighth graders from Soap Lake, Warden, Wahluke, Quincy, Othello and Royal City participated in a "Career Day" event held on the BBCC campus in March. Professionals representing 70 careers also presented information to the students.

Counselors have assisted other BBCC staff in the various GEAR UP activities by providing presentations to students and families, assisting with campus tours, coordinating student panels and other related activities.

In February of 2007, BBCC, in collaboration with CWU GEAR UP, planned and implemented a Mattawa Family Education Day. Parents and children were engaged in educational activities that included a session delivered via ITV from BBCC to Wahluke High School. Keynote speakers, smaller groups and concurrent sessions encouraged children and their parents to think about higher education as an option for the future. Students participated in sessions including how to succeed in school and interacted with a M.E.Ch.A. (Movimiento Estudiantil Chicano de Aztlán) student panel. Parents participated in sessions on financial aid, helping their child(ren) succeed and making use of available local resources. A similar Family Education Day was held in March of 2007 in Othello.

University Transfer Information

Universities frequently visit BBCC to provide information to students regarding transfer.

BBCC participates in three annual events sponsored by the Washington Council for High School-College Relations. First, the High School College Evening was held in the ATEC Conference Center in October 2007. BBCC Service District high school students and their parents were invited to meet with representatives of various institutions of higher education. The following day, the Fall Tour was held for BBCC students who were able to explore their transfer options after BBCC. The third event was the Spring Tour for high school juniors, held in March 2008. All service district high school juniors and high school counselors were invited and each participant selected four half-hour sessions to attend. Students chose from the following topics: BBCC, Community and Technical Colleges of Spokane, Technical Programs in Washington's Community and Technical Colleges, Central Washington University (CWU), Eastern Washington University (EWU), The Evergreen State College (TESC), Gonzaga University, Heritage University,

Northwest University, Pacific Lutheran University (PLU), Seattle University, University of Washington (UW), Washington State University (WSU), WSU Tri-Cities and Western Washington University (WWU).

BBCC counselors also attend complementary events at other institutions, including: Wenatchee Valley College (WVC), CWU, Yakima Valley College (YVC), Columbia Basin College (CBC), and EWU.

The BBCC Website contains links to WSU, CWU, EWU and Heritage University. The BBCC Portal contains links to CWU, EWU, TESC, UW, Walla Walla University (WWU), WSU, WWU and Whitman College.

Grant County Advanced Technologies Education Center (ATEC)

The Grant County Advanced Technologies Education Center (ATEC) has seen a steady increase in facility usage since opening in January of 2005. Since that time through the 2007 calendar year, there have been 4,815 rooms booked and approximately 290,949 patrons have been brought to the BBCC campus. This has not only exposed more of our service area to the capabilities of the ATEC center but it has brought many different groups and people to the BBCC campus.

The ATEC center has a well rounded clientele base. The facility has been utilized by government agencies, local business, as well as private parties.

Number of rooms booked in ATEC: 2005-2007
(data provided by the *Meeting Room Manager* scheduling system)
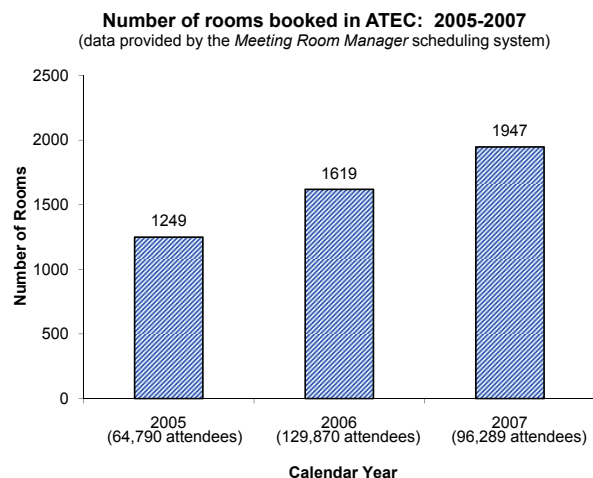
Adult Basic Education

Integrated Basic Education and Skills Training (I-BEST)

The I-BEST program provides support for basic skills students in an intensive, targeted contextual methodology that has proven to be a highly effective way to move students towards a better job. I-BEST programs must follow stringent guidelines set by the state, which include at least a 50% overlap of a Professional/Technical faculty with a basic skills faculty. Both work with students at the same time in the classroom. Students accrue college level credit while engaged in basic skills improvement. I-BEST is state funded and tuition bearing. Student tuition and fees are primarily supported by grants such as WorkFirst, Worker Retraining and the Opportunity Grant, or partners such as Opportunities Industrialization Center (OIC) or SkillSource.

At BBCC, I-BEST is now available for Commercial Driver's License, Welding and Medical Assistant. Plans are to expand the I-BEST program at BBCC to include the Maintenance Mechanics Technology and Early Childhood Education programs.

Washington State Migrant Council (WSMC)

WSMC contracts with BBCC to offer ESL classes to their clients in Royal City, Mattawa, Moses Lake, Quincy and Othello. On-site childcare is provided by WSMC staff.

Grant County Family Services-HeadStart

Grant County Family Services contracted with BBCC basic skills to offer ESL classes to parents in the Moses Lake HeadStart building. BBCC provides instruction and curricular support and HeadStart provides childcare.

Migrant Even Start Program (MEES)

Mattawa and Royal City MEES programs operate on an adjustable class schedule, when workers and families are able to attend. During the agricultural season, adult ESL classes and Early Childhood Education classes are offered in the evening. During the winter, adult classes and Early Childhood Education are offered during the day. Efforts are made through on-line learning and home visits to assist in educational persistence for families.

Even Start

The Mattawa Even Start program provides ESL and Early Childhood Education for families in close collaboration with the Wahluke School District and Washington State Migrant Council. Family Literacy focuses on teaching parents the skills they need to support school readiness for their pre-school children. The program partnerships have provided a springboard to higher education for staff in the Early Childhood Education program.

Citizenship Classes

Citizenship classes are being offered to serve ESL students in Moses Lake and Mattawa. Students learn about the rights and responsibilities of US citizenship, are assisted with exam preparation and increase their language skills.

The Learning Disabilities Project

The Learning Disabilities Quality Initiative (known as the LD Project) ended in June of 2006, but efforts to serve these students continue as costs have been absorbed by grant-funded programs. The LD Project identified and assisted students enrolled in ABE classes who experience learning difficulties. A trained faculty member worked with the student and teacher to develop learning strategies to improve chances for student success, assisting all ABE and ESL faculty with identifying and working with students who may benefit from accommodations as well as developing instructional methods that benefit all learning styles.

In 2006-2007:
- 40 students were identified under this project (an increase of 12 over 2005-06).
  - 14 stated GED as a goal
  - 10 received GED testing accommodations

– 4 received their GED
– 4 attained a post-secondary education goal
- BBCC was the 3rd highest institution in the state for students served under this project.
- Approximately 40 faculty and staff members received training to implement universal design and multiple learning strategies/styles in their classrooms.

Learning Toolkits were supplied to nine classrooms to provide accessible learning tools and strategies for students with learning needs.

BBCC Outreach Advisor, José Esparza, guides a tour for ABE, GED and ESL students attending classes at the BBCC Opportunity Center. This is part of a program to help these students transition from their initial basic skills program to college-level courses.

Work Programs

Worker Retraining

The state decreased available funding for dislocated and unemployed workers last year due to declining FTE at BBCC. Low unemployment provides the opportunity for work instead of school. These funds support student tuition, books and living expenses. They also support one full-time faculty member in nursing and assist in the purchase of instructional materials and supplies, as well as technical support.

WorkFirst Program

WorkFirst enables participants to gain the skills necessary for higher wages and better jobs. As this goal is achieved, savings from reduced caseloads have been reinvested in targeted support that helps participants become more employable and move up the wage ladder. This program provides participants with intensive support to begin the educational process. They are given help completing financial aid forms, assisted with a variety of computer-aided career exploration programs and are provided with help exploring BBCC's educational programs. In addition to Professional/Technical education, BBCC offers the following WorkFirst programs:

Adult Basic Skills
Both ABE and ESL classes center on real-life issues and combine lecture, computer-assisted learning, small group work and independent learning methods. The goal in both programs is to increase literacy skills for success in college classes or entry-level employment.

Customized Job Skills Training (CJST)
CJST is an intensive short-term job training program customized for participants preparing for the workplace. Training is designed to include industry specific skills identified by local business and industry. Training is typically 8 to 22 weeks in length. Examples of training include, but are not limited to: Front Office Specialist, Childcare/Early Childhood Assistant and Certified Nursing Assistant.

Job Training Program
This program provides general and individualized job training to meet client needs (part-time, up to 12 hours/week).

Activities include:
- Keyboarding assessment and training
- Microsoft Office training (with emphasis in Word and Excel)
- Job Exploration
- Workplace and Employability Skills
- Lecture based training modules
  - Leaders In Service
  - Effective Workplace Habits

WorkFirst Financial Aid/Tuition Assistance
Tuition Assistance for working parents assists people in the Temporary Assistance for Needy Families (TANF) program and low-income parents to gain the skills needed to become employed or to advance in employment through wage and skill progression. Assistance may include tuition, books and fees for the approved vocational courses and certificates. To be eligible, a student must be working at least 20 hours per week, have dependant children under the age of 18 and be income eligible.

One-Stop Partnership

The Carl D. Perkins grant supported the college partnership with the local WorkSource One-Stop System. WorkSource provided a booth for a BBCC representative to assist One-Stop clientele, providing one-on-one counseling and advising for WorkSource clients interested in attending BBCC and enrolling in Professional/Technical programs. Financial aid and enrollment assistance were also provided.

The MEES and Even Start programs are located in a One-Stop partnership with WorkSource in Mattawa. WorkSource representatives provide workshops for families in these programs as needs are identified.

Enrollment, Progress and Completions

BBCC FTE

BBCC strives to provide quality education for residents throughout the service district. In 2006-07, BBCC had 1,727 FTE, this included all courses offered at BBCC regardless of funding source or type of class. This is an increase of 14 FTE from 2005-06.

Distance Education

Enrollment in distance education courses (Washington Online, interactive courses and telecourses) had 168 FTE in 2006-07, a slight increase from 2005-06 (162 FTE). Washington Online courses increased from 98 FTEs in 2005-06 to 109 in 2006-07.

BBCC faculty members continue to develop online courses that will be offered through the BBCC Portal.

Off-Campus Courses

Off-campus courses are offered in Adult Basic Education (ABE), developmental courses and college-level courses in Ephrata, George, Grand Coulee, Mattawa, Othello, Quincy, Ritzville, Royal City, Soap Lake, Warden and Moses Lake. In 2006-07, there were 145 total FTE in off-campus courses. Moses Lake and Mattawa had the highest enrollment, each with approximately 32 FTE. (Appendix E)

Extension Sites

Warden, Mattawa, Soap Lake, Othello, Royal City and Grand Coulee have interactive television (ITV) classrooms linked directly to a BBCC campus interactive classroom. This allows students to stay in their respective communities and take college courses in real time.

In addition to broadcasting classes to each of these sites, BBCC encourages high schools to share access among school districts using the equipment provided by the college.

Student Progress to Degree

New students in degree-seeking programs are tracked to determine their progress. If a student graduates or attends four or more quarters successfully in two years, they are considered to have made "substantial progress." At BBCC in 2006-07, 63% of full-time students were making substantial progress toward their degrees, compared to the Washington Community College System average of 61%. This represents a 1% increase from 2005-06 to 2006-07 for BBCC.

Degrees, Certificates and Completions Granted

In 2006-07, 563 degrees, certificates or completions were awarded at BBCC. This is the highest number awarded in the past five years. (Appendix F)

Number of Degrees, Certificates or Completions Awarded

Academic Year	Number
2002-03	499
2003-04	470
2004-05	493
2005-06	443
2006-07	563
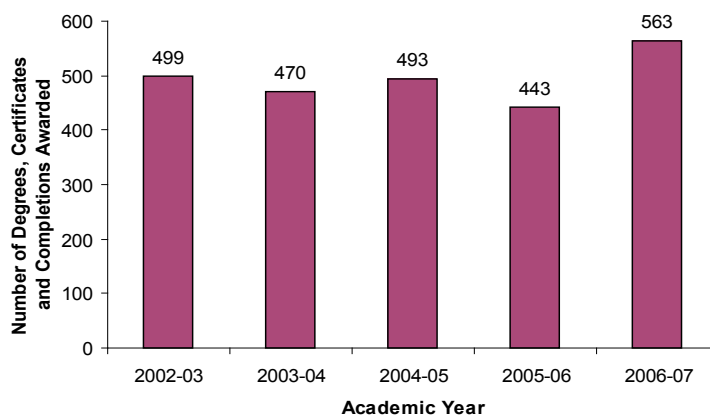
Faculty and Staff

Philosophy and Religious Studies Instructor, Dennis Knepp, reviews Greek Mythology with a student prior to the final exam.

New Faculty and Staff

Many new employees were added to the BBCC team over the past year, including instructors, directors and student/staff mentors. All new employees participate in new faculty/staff orientation at their time of hire. (Appendix G)

Diversity Training

All faculty and staff have been offered training to increase diversity awareness and improve service within the diverse community of people at BBCC.

Faculty Support

Title V worked with 31 faculty members in the past three years to revise curriculum to include an intercultural approach or include technology to increase retention. Faculty have responded with nearly 40 course revisions. Revised courses contain content that is applicable to the demographics of the students attending BBCC. Some courses reflect a more learner centered approach to teaching and technology has been a focus of many course revisions. The Title V grant is collecting data regarding retention of the students in these classes.

Math tutoring is now available to students through free online tutoring (tutor.com). Purchased with funds from the *Achieving the Dream* grant, tutoring is offered in English, math and science. Assistance is also available in Spanish during certain hours.

Faculty Load[a]

In 2006-07, full-time teaching faculty carried 68% of the teaching load. This is 12% higher than the state average of 56%. Full-time faculty have regular office hours, training in academic advising and, generally, a better understanding of the college. This above average use of full-time faculty versus part-time faculty also allows students better access to instructors for timely information and feedback.

Annual Teaching FTE-Faculty, State Supported 2006-07

	Full-time	Moonlight	Part-time
BBCC	61%	7%	32%
State System	51%	5%	44%

Class Size

In 2006-07, the average class at BBCC enrolled 17 students (state system average was 21).

Science/Physics Instructor, Jimm Hamm, teaches Algebra to his class (summer quarter 2006).

[a]Data Source: Washington Community and Technical Colleges, Academic Year Report 2006-07

Services and Resources

BBCC Library

BBCC is dedicated to providing superior access to library resources. The library is open 74 hours a week during fall, winter and spring quarters. Of the 34 other Community and Technical College (CTC) libraries in Washington state, only four offer as many or more hours of service. The library has two staff members on duty during all hours of operation which provides an improved distribution of work in areas of cataloging and interlibrary loan, significantly increasing the speed and efficiency of getting information resources to the library's users.

Library Usage
Use of the new BBCC library and collections remains high. Although there was a minor drop in the door count in 2006-07, there were still 57% more than visited the library prior to moving into the new ATEC facilities. Circulation was also down slightly in 2006-07—likely due to the discontinued use of telecourse videos and the move to online instruction methods at BBCC. In 2006-07, points of service (generally considered face-to-face contacts with a library users) decreased by approximately 3,100 from 2005-06. However, points of service tend to be underreported due to the fact that—during especially busy times—staff members often neglect to record this statistic due to a heavy workload. Library staff members are encouraged to be more diligent in this area. Last year, use of the library's computer lab increased by 21 bookings over the previous year. (Appendix H)

BBCC ID Cards
In fall 2007, the Library became the location where students and staff can obtain their BBCC ID cards. Working closely with Big Bend Technology and Student Services, the identification card equipment was upgraded to a new digital system that is connected to the college's Student Management System (SMS). Students and staff can now receive or update their ID cards whenever the library is open.

Online Resources
Starting winter quarter 2008 the library has created a presence on the BBCC Portal. This new password protected location has allowed the library to post passwords for all online resources so students no longer need to come into the library to get passwords to access library resources from off campus. The passwords are now available whenever it is most convenient for the students.

The library has been working with the Moses Lake Public Library to encourage BBCC students living in the North Central Regional Library (NCRL) district to access online resources. (Resources are available to anyone living in the NCRL service area, which includes residents of Grant, Chelan, Ferry, Douglas and Okanogan counties.) The BBCC Library webpage has several links to quality online resources offered to students living in the North Central Regional Library (NCRL) and Mid-Columbia Library districts.

BBCC students study in the library.

Over the past three years, the Dean of Library Resources has been working with other members of the Library and Media Directors' Council (LMDC) to develop and secure funding for the Digital Libraries Project. This effort would create a core set of online resources which would be available to all community and technical college students in Washington State. The project has received broad support across the Community and Technical College system and it appears that the legislature will partially fund this project with an annual allocation of $750,000 starting next year (2008-09). If the funding is received, several new online resources will be available to BBCC students by fall quarter 2008.

New Resources
New resources being offered in the library include ARTstor, a collection of over 500,000 images that can be used by students and staff for papers and presentations. This resource is provided through the BBCC Student Technology Fee.

Late in winter quarter 2008, the college began offering free online tutoring through tutor.com. Purchased with funds from the *Achieving the Dream* grant, tutoring is offered in English, math and science. Assistance is also available in Spanish during certain hours. Library staff have been encouraged to learn about this resource in order to promote its use and assist students. The library features a link to this resource on its web page and displays tutor resource information in the library.

New Student Registration and Orientation

New student registration and orientation sessions are offered before the beginning of each quarter.

During the summer months, several registration sessions are scheduled to assist students with the registration process and help them become familiar with being a college student. Information is provided about BBCC programs and degrees, advising and registration at these sessions.

New student orientations are held just prior to the first day of each term. Students select from a number of workshops designed to improve student success and retention. Workshop sessions

in 2007-08 include: Your BBCC Student Network Account, How to Transfer to a University, Financial Aid, What if I'm Undecided?, Taking Online Classes, College Success Strategies, Allied Health Careers, and Technical Training at BBCC. The fall quarter orientation also included an all campus barbecue with all staff invited to have lunch with new students, mini classes presented by BBCC faculty, and "meet-your-advisor" time. Changes to new student orientation have been developed as part of the *Achieving the Dream* initiative, based on best practices for student success and retention.

Admissions/Registration

The Admissions/Registration Office, Financial Aid Office and Counseling Center are open until 7:00 p.m. every Monday to better accommodate students and community members who work during the day. The Admissions/Registration Office is also open until 7:00 p.m. during the first week of fall, winter and spring quarters.

Prospective students may apply for admissions online by completing and submitting the application for admission electronically. Information is provided concerning the application fee, which may be paid over the phone using a credit card.

BBCC administers the GED, SAT and ACT. BBCC has been administering the SAT four times a year on campus for years. The ACT, given twice a year, has been administered at BBCC for four years now. BBCC also participates in administering the DSST (formerly known as the DANTES Subject Standardized Tests) on an "as needed" basis and has been providing this specialized placement testing service on campus for years.

BBCC Bookstore

The Bookstore expansion/remodel (completed in summer 2006) created more room and open space to better accommodate all students and especially disabled students.

BBCC hours are 7:30 a.m. to 5:00 p.m. Monday through Thursday, and 7:30 a.m. to 2:30 p.m. on Friday. By offering these hours, BBCC is striving to provide time for the working student to come in

during the week to access BBCC services. During the first week of fall, winter and spring quarters, the Bookstore is open until 7:00 p.m. to better accommodate working students taking evening classes. By request, the Bookstore will be open on Saturday for special events.

The Bookstore has a website where students can order books online and then pick them up in the store or have them shipped. Each quarter, the Bookstore also provides a book buyback program during the three days of final exams where students may be able to sell back their books for a percentage of the original cost.

Business Office

The Business office is open on the Sunday before classes start each quarter to accommodate students checking into the dorms. The Business office is open the two Sundays prior to the start of fall quarter, due to the early start of the first-year flight program (these students check into the dorms one week before instruction begins). BBCC Business Office hours are 7:30 a.m. to 5:00 p.m. Monday through Thursday, and 8:00 a.m. to 2:30 p.m. on Friday. In addition, the Cashier is open until 7:00 p.m. on Monday and Tuesday of the first week of fall, winter and spring quarters. A payment plan for tuition and fees was implemented in fall of 2006. Student Tuition Easy Payment Plan (STEPP) allows students to fit tuition and fee payments into their budget. Prospective students may pay for tuition and fees electronically or over the telephone using a credit card.

Advising

BBCC hired a full-time Coordinator of Disability Services/Student Advisor, André Guzman, in June 2007. André recruits new students through bilingual outreach activities, advises new and current BBCC students, provides assistance to students in completing college forms (including financial aid forms), and participates in new student orientation and registration. André also participates in GEAR UP activities on campus and *Edúcate* Latino Education Fair. He works with the Washington State Migrant Council (WSMC) to provide information about BBCC services and resources and takes a nontraditional approach to recruit students and educate the community about BBCC.

BBCC became involved in the *Achieving the Dream* (AtD) initiative in the summer of 2006. This national initiative focuses on helping community college students reach their academic goals by aiding community colleges to implement changes that increase student success. One of the two main priorities identified by the AtD Core Team is to increase retention by improving the first year student experience. A strategy to help increase student retention is to provide advisor training for faculty and advising staff, including grant personnel. In pursuit of that strategy, BBCC's Vice President of Instruction and Student Services contacted the National Academic Advising Association (NACADA) to arrange a training session for BBCC faculty and advising staff. NACADA's Academic Advising Consultant and Speakers Service, an organization designed to provide assistance to colleges and universities in the review and training of advising services, provided resumes of potential trainers. An AtD sub-committee selected Tim Collardey, a former university Criminal Justice instructor and community college lead advisor, to give an advising workshop to BBCC grant directors, student advisors and faculty at this year's February faculty in-service (2008).

Placement Tests

Placement exams will continue to be offered at locations throughout the service district.

In conjunction with BBCC participation in the *Achieving the Dream* initiative, math placement exams will be administered fee of charge to high school juniors and seniors at four participating schools – Mattawa, Warden, Soap Lake and Ephrata. This is being done to help these students determine if their math skills meet college standards. If their skills are sub-standard, they can take measures to increase their proficiency in math. For example, juniors can take more high school math in preparation for college and seniors can participate in *Summer Math Jam*, an intensive two-week math course offered at BBCC in summer 2008.

Financial Aid

Workshops
Financial aid workshops provide information on accessing financial aid and scholarships at BBCC. Workshops are held at service district high schools and during some BBCC outreach events. Some sessions are provided in both English and Spanish. Recent financial aid workshops were as follows:

- October 2007—Moses Lake Christian Academy
- November 2007—Ephrata Middle School
- December 2007—Warden High School*, Moses Lake High School, Lake Roosevelt High School
- January 2008—Royal City High School*, Wahluke High School*, Moses Lake High School
- February 2008—Othello High School*, BBCC Professional/Technical Open House, Samaritan Career Connections
        *offered in both English and Spanish

College Goal Sunday
BBCC was one of 15 sites state-wide that participated in Washington College Goal Sunday on January 27th, an event designed to help attendees fill out the Free Application for Federal Student Aid (FAFSA) form. Over 60 people attended the event, including students and their families. During the event, over 30 financial aid forms were completed. Seven BBCC staff members and one former BBCC employee volunteered their time to help with the event.

Online Resources
To facilitate connecting students to financial aid information, a link to the Financial Aid webpage is now located on the BBCC homepage. From the Financial Aid webpage, students are able to access information about available BBCC Foundation scholarships and other outside scholarships. From this, students can print scholarship search results, a process that has been updated and improved. Previously, the printout simply listed the top 50 Web search results for scholarships. It now includes only 29; however, they are proven local scholarships that BBCC students have received in the past. The new format also lists local groups that provide scholarship opportunities and provides a brief description of each award.

Financial Aid Staff
With the retirement of the former Director of Financial Aid in June 2007, staffing in the financial aid office was reorganized. The former Assistant Director of Financial Aid was hired as the new Director and a Financial Aid Advisor was hired instead of a new Assistant Director. The main responsibility of the Financial Aid Advisor is assisting students with completing the FAFSA. The financial aid office/counseling office has two computers available for student use for such things as completing the financial aid application, student loan application, registration and other student enrollment needs. The two computers have been extremely helpful for the Financial Aid Advisor.

Office Hours
This year, the Financial Aid office was open during dorm check-in on Sunday, September 16th for new flight students and on Sunday, September 23rd for all other dorm students. Beginning in January 2008, the Financial Aid/Counseling offices are open until 7:00 p.m. on Mondays.

BBCC Foundation

Scholarships
During 2007-08, the Foundation awarded 147 scholarships valued at more than $130,000. The Foundation has more than 75 named scholarship funds under management, twice the number on record in 1999. Total value of these funds is $1.1 million. Award values range from $200 to $3,000.

- 20 scholarship opportunities are provided specifically for returning students
- 25 scholarship awards are reserved for graduating high school seniors from the BBCC service district
- 12 new scholarship opportunities for Professional/Technical students were provided in 2007 (applications are split into two pools, one for high school graduating seniors and one for returning BBCC students)
- The amount of Foundation Scholarship Fund awards was increased from $1,000 to $1,400 in 2007, due to the rising cost of tuition, books and gas, etc.

Intervention Scholarships

Intervention scholarships are flexible and can be used in emergency situations at any time in the academic year to help students start, continue and complete programs of study at BBCC. Counselors and advisors provide most of the student referrals for this program. Intervention funds paid admission and testing fees for more than 30 students in September 2007.

The Foundation worked with the Weinstein Beverage Company to establish an intervention scholarship program in 2007. Started with a $10,000 donation from the Weinsteins, other donations and Foundation support has increased the available amount to more than $22,000 (February 2007 to Februrary 2008).

Guests peruse aution items at the Foundation's annual scholarship fundraising event, *Cellarbration!*

Cellarbration!

Cellarbration! raised more than $340,000 in the first six years of the event (2002-2007), allowing the Foundation to expand the reach of its scholarship programs. The total number of scholarship awards from the Foundation Scholarship Fund doubled during this time. *Cellarbration!* is the Foundation's annual scholarship fundraising event held in the ATEC building on BBCC campus (below left).

Property and Facilities

The Foundation owns the Opportunity Center building and leases it back to the college, providing access to hundreds of students in ESL, ABE, GED, I-BEST and a variety of other programs.

Club Support

The Foundation administers nine "club funds" for various college-related activities. The largest is the BBCC Athletic Booster Club Fund. Other club funds include: ASB, Commercial Pilot, Volunteer Literacy, classified staff, Phi Theta Kappa, GED and Nursing. Donations and fundraisers contribute to club fund monies and funds are distributed when a club authorizes a draw from its funds.

The Foundation provides funding for BBCC students who cannot afford the $60 fee to join the Phi Theta Kappa Honors Society (PTK). The students aided by the Foundation are requested to be active members of the Rho Zeta Chapter (BBCC campus chapter) of PTK, if possible.

Staff Development

The Foundation added $40,000 to the Exceptional Faculty Awards Endowment in the last two years (the Foundation provided $20,000 and the state matched $20,000), bringing the value of the Exceptional Faculty Awards Endowment to approximately $260,000. Awards from this fund allow BBCC faculty to gain experience and knowledge that they then bring back to the classroom.

The Foundation provides $3,000 (annually) for classified staff development activities and $3,000 (annually) for faculty development activities as determined by Instructional Council.

The Foundation provided a $2,000 scholarship to a BBCC nursing instructor to help pay tuition costs of a master's degree. This is a result of the Foundation's "grow our own" nursing faculty initiative, *Access to Good Health*. Tenured nursing instructors need master's degree credentials. Nursing instructors are in high demand and difficult to recruit from outside the service district area.

Running Start

Running Start is a statewide program that allows eligible high school juniors and seniors to earn high school credit toward graduation and college credit toward a transfer or vocational degree simultaneously.

BBCC counselors provide bilingual Running Start information sessions (English and Spanish) for students and parents during February and March 2008. The next session is scheduled for April 2008. Information sessions are also held at district high schools. Moses Lake High School has requested BBCC participate in a student Advancement Placement and Running Start information session in April 2008.

In 2006-07, BBCC had 154 Running Start students from throughout the service district. This is a decrease of six students from 2005-06. Decreases in Running Start enrollment were seen in Warden and Moses Lake high schools. Enrollment from all other participating schools either increased or remained the same.

Running Start Students by BBCC District High School 2006-07	
Ephrata	18
Lake Roosevelt	2
Lind	5
Moses Lake	84
Othello	12
Quincy	3
Royal City	6
Soap Lake	4
Smokiam Alternative	3
Warden	16
Wilson Creek	1
TOTAL	**154**

Professional/Technical Programs

Professional/Technical programs have open houses, information tables at the Job & Career Fair and provide information throughout the service district on career days.

Activities through the Carl D. Perkins Grant included:

- The Aviation Commercial Pilot program sponsored the 3rd annual Aviation Summer Camp. Approximately thirty (30) students participated, learning about careers in the aviation industry.
- Additional funding supported recruitment activities at the Women in Aviation Career Day at the Museum of Flight and other female recruiting at high school visits.
- The BBCC Automotive department hosts the high school VICA regional conference on campus each spring. Mike O'Konek and Chuck Cox design the competitive skills tests and recruit judges for this competition. VICA students use the welding and auto shops for competitive events. Students who perform well at this conference advance to State competition.
- The Nursing Department has hosted several middle and high school student visits to the nursing building on campus. This department participates in GEAR UP activities, the BBCC Job and Career Fair, and the *Destination: Healthcare* event in March.
- $5,000 of the Carl D. Perkins funds went to support *Edúcate*, the Latino Education Fair (below).

The Future Farmers of America (FFA) Organization hosted an Ag Leadership day on campus for area high school students. Participants learned about leadership roles and skills in the agriculture industry. The event was held in March 2007 and 150 students attended. The event was scheduled to be held again in March 2008.

Throughout the year, the Director of Career Advising and Outreach and the Outreach Advisor met with new and current students. Professional/Technical students received career counseling and program advising. Career assessments were offered on a regular basis for incoming students. New Student Orientations included presentations and information about Professional/Technical programs. Students also received financial aid assistance, program tours and mentoring. Regular visits and presentations are made to all area high schools and college extension sites promoting Professional/Technical programs.

Beginning fall 2007, all Office Information Technology student data files and practice keys were made available on the BBCC Portal. This allows students to access information they need to complete their lessons, while working on them at home.

BBCC's I-BEST Commercial Driver's License and Welding programs continue to serve a population of working adults who would otherwise not access college programs. By combining acquisition of basic skills with training in a vocation, these adults are able to move faster and further towards a college certificate or a degree. As of fall 2007, the Medical Assistant program was added to the list of I-BEST offerings at BBCC.

BBCC offers welding training to Genie Industries by providing students with training on equipment and metal that Genie donates to the program. Students receive quality hands-on training that will provide them with the skills needed to meet welding certification requirements for Genie. Once they pass this program, students will upgrade to become certified welders for Genie Industries.

BBCC provided training in Industrial Electrical Technology (related math and electrical skills) and Maintenance Mechanics Technology to local food processing plants.

BBCC provided training to LaserFab and Genie Industries employees in basic blueprint reading techniques.

The International Brotherhood of Electrical Workers (IBEW) Union offered electrical training and certification at BBCC in January and February 2008. This training allows electricians to obtain the continuing education units required to work in Washington state in non-residential electrical maintenance. Previously, local electricians needing this training would have had to travel to Mount Vernon or Wenatchee to obtain it. Additional training is scheduled for March and April 2008.

Tech Prep Outreach
The Tech Prep Director visits area high schools to provide information to students and staff on how students can earn credit in college for certain Professional/Technical courses they take in high school. The Tech Prep program has formed 154 articulation agreements at 16 different high schools in the BBCC service district, offering 27 BBCC articulated courses to high school students. (Appendix I)

Tech Prep Childcare class at Moses Lake High School

In February 2008, Basin Tech Prep sponsored their 15th annual in-service. This year's in-service was titled "Counseling for Career Pathways" and targeted high school counselors and advisors. (Appendix J)

Opportunity Grants

In 2006, the Washington State Legislature appropriated $4 million to the State Board for Community and Technical Colleges (SBCTC) to create the Opportunity Grant pilot program. BBCC was one of 10 pilot colleges selected to implement pilot programs to guide low-income adults onto the higher education path. Students receive financial

College Bound students utilize library computers (left) and gather outside the ATEC building to review class notes (above) during their summer residency session on campus.

assistance that helps them address typical barriers to higher education experienced by low-income adults, such as transportation, books, tools, other program materials and childcare. The 10 pilot programs showed excellent results with 73% retention for an entire academic year or program completion. Approximately 843 low-income students participated in training for high-wage, high-demand career pathways in the 2006-2007 academic year. The four educational pathways that were offered through BBCC were Child and Family Education, Welding, Allied Health and Office Information Technology. BBCC was awarded $399,000 with 90% allocated for financial awards and 10% for grant administration for the pilot year.

BBCC Facts and Figures
- Number of students in program— 74
- Percentage of students who are parents—86%
- Average household size—3.5 people
- Retention rate from fall to spring quarter—72%

In 2007, the Legislature expanded the program by $7.5 million for a total of $11.5 million per year for all 34 community and technical colleges in Washington State. Under the new funding, eligible students may receive funds to cover tuition and/or mandatory fees for 45 credits and up to $1,000 for books and supplies. Support services such as tutoring, career advising, college success classes, emergency child care and emergency transportation are also part of the Opportunity Grant program, funded through the allocation of $1,500 per FTE.

BBCC added Maintenance Mechanic Technology and Industrial Electrical Technology to the approved pathway options. The program continues to serve pilot students under the first year guidelines and new students under the current legislation.

College Bound

College Bound staff work with low income and potential first-generation college students to generate the skills and motivation necessary to complete their secondary education and enter and successfully complete their postsecondary education. BBCC College Bound staff work with students from high schools in Moses Lake, Othello, Royal City, Warden and Lake Roosevelt in Grand Coulee. Approximately 90 students receive academic and personal advising, after school tutoring and Saturday events during the school year. Fifty-five of these students are selected to attend an intensive six-week residential summer school at BBCC. Graduates can attend the "Bridge" summer quarter and take college classes (paid by College Bound) prior to beginning their postsecondary education in the fall.

Student Support Services (SSS)

SSS offers tutoring, intensive advising, career/transfer counseling, cultural events, college transfer tours and study skills classes to BBCC at-risk students. (SSS students must meet at least one of the

following criteria: financial need, first-generation college student or are disabled.)

SSS students volunteer at local food banks and assisted living/retirement centers during fall and winter quarters. Many SSS students also volunteer as mentors/guides for GEAR UP tours on campus. SSS took students to Eastern Washington University and Gonzaga University (fall 2006). In spring of 2007, they visited Washington State University. Contacts are made with the multicultural and TRIO departments on these campus visits. Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds.

The Students Supporting Students Club sponsored six students to the Students of Color Conference in April 2007. In spring of 2007, the Students Supporting Students Club held its first-annual Silent Auction to raise funds for scholarship awards.

Childcare Center

The childcare facility provides much needed childcare support for student parents and working parents in the community. The center is open Monday through Friday, day and early evening, and provides childcare for 70 children.

Title V

BBCC and Heritage University partnered through a Title V grant in 2006. The fundamental purpose of the grant is "to strengthen student persistence and academic achievement" for underserved Latino and other at-risk students. The three primary elements of the grant are:

1. Increase the use of technology for teaching and advising. The grant proposes to provide more accurate and timely student advising information to students, staff and faculty through the use of online advising modules and online assessment surveys.
2. Enhance developmental instruction and learning in basic skills/pre-college courses through the use of technology and/or distance learning. This will be accomplished through the incorporation of web based software, interactive television (ITV) classes or other technology-based instructional approaches.
3. Enhance faculty intercultural awareness and professional development. Faculty will design and incorporate intercultural learning strategies in their courses that improve learning opportunities for students.

The grant has provided guidance and resources for 31 faculty members to revise courses to be culturally inclusive and integrate technology. Title V grant staff have contracted with Walla Walla Community College to implement an online student planning tool, *Ed Plans*. This will support faculty as they advise students to design their course work while attending BBCC. Title V supported the purchase of Media Site technology to capture ITV classes for students. Staff members participate in outreach to communities that use ITV classrooms, providing information and assessment for potential students. Title V partnered with GEAR UP to establish College Survival Skills classes for all seniors in Othello, Royal City and Wahluke High Schools to promote college readiness.

Technology Access

BBCC is a leader in the state of Washington in utilizing available funding to give students the best in technological access for their college experience. Through the use of portal technology and rich media content, students can either watch a lecture live or later in the quarter when studying for exams. They can collaborate with instructors or other students from locations on or off campus. In late February 2008, the college made an online tutoring service available through the *Achieving the Dream* grant. Tutoring is available in English or Spanish and covers various writing, science and math subjects. The BBCC Technology department will be working with the BBCC Institutional Research & Planning department to determine the impact online tutoring will have for BBCC students.

Access to Transfer Institutions

Direct Transfer Agreements (DTA)

BBCC offers the Associate in Arts and Science degree under the Intercollege Relations Commission's Direct Transfer Agreement (DTA). The DTA is hugely successful, enabling large numbers of BBCC students to transfer into virtually any major at nearly any baccalaureate institution in the state, as well as some institutions outside the state (Eastern Oregon University and Brigham Young University). To help transfer students better prepare for the junior year in specific majors, two- and four-year institutions in Washington State have created Major Related Program (MRP) degrees within the DTA. The MRP provides specific courses to be completed by students in order to be major ready at transfer. The MRPs approved at BBCC include Business, Elementary Education and Pre-Nursing.

Associate in Science (AS)

Students who plan to major in Engineering, Physics, Computer Engineering or Chemistry are better served by completing the Associate in Science degree. BBCC offers the ICRC-sanctioned Associate in Science in each of these areas. This is not a DTA, but actually does a better job of preparing students for majors in these credit-intense studies. The AS allows students to complete the year-long sequences of science offerings and complete additional lower-division humanities and social science requirements after transfer.

Transition to Success

BBCC, Central Washington University (CWU) and Eastern Washington University (EWU) participate in a project to make the transfer process easier for students transferring to these universities. University representatives provide frequent transfer advising to students who plan to transfer to their school. Students are encouraged to choose a transfer school as early as their time of admission to BBCC. An EWU advisor has been on campus monthly to meet with BBCC students. In 2006-07, four students indicated that they planned to transfer to CWU and 21 students had made plans to transfer to EWU.

Washington State University Transfer

A Washington State University (WSU) representative is on BBCC campus regularly during the school week to provide transfer advising and educational planning for BBCC students planning to transfer to WSU. During winter quarter 2008, the WSU representative held office hours every Tuesday and Thursday from 9:30 a.m. to 3:30 p.m. in his newly remodeled office in the Paul Lauzier University Center.

Heritage Dual Enrollment

BBCC and Heritage University have a dual enrollment agreement by which students may enroll in Heritage University while working toward their Associate of Arts degree at BBCC, allowing for more specific transfer from BBCC to Heritage. Students work toward and earn their Associate Degree at BBCC, then continue their Bachelor Degree work at Heritage.

In 2006-07, 34 BBCC students completed the dual enrollment form, indicating their intent to enroll in the Heritage Education Program after graduation from BBCC and five BBCC students indicated their intent to transfer into the Heritage Social Work Program. These students were admitted to Heritage University during their enrollment at BBCC and will begin their Heritage studies once their Associate Degree from BBCC is posted.

Articulation Agreements

The Washington State University (WSU) Human Development Department has articulated BBCC Child and Family Education classes and degrees into their Bachelor of Arts in Human Development and Bachelor of Arts in Teaching Preschool-3rd Grade degrees.

WSU provides access to advising, registration and other support services for local students in WSU distance learning classes on BBCC campus. A class/conference room has been constructed in the Paul Lauzier University Center in the ATEC building on BBCC campus where BBCC and university partners have access to an interactive television (ITV) teaching/conferencing station. WSU students will also use this teaching/conferencing station to access both classes and support services via ITV.

BBCC has an articulation agreement with Heritage University for an Associate of Applied Science transfer degree for Child and Family Education.

Appendix A

BBCC District Enrollment: All Students
(regardless of type of courses students are taking)

City	2004-05		2005-06		2006-07	
	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)
Almira	4	<1%	0	0%	1	<1%
Coulee City	22	1%	10	<1%	21	<1%
Coulee Dam	5	<1%	12	<1%	9	<1%
Electric City	15	<1%	16	<1%	13	<1%
Elmer City	9	<1%	4	<1%	7	<1%
Ephrata	447	10%	430	10%	425	10%
Grand Coulee	13	<1%	20	<1%	23	1%
Hartline	3	<1%	5	<1%	6	<1%
Lind	14	<1%	18	<1%	21	<1%
Mattawa	201	5%	159	4%	207	5%
Moses Lake	2105	49%	2097	51%	2088	50%
Odessa	22	1%	18	<1%	17	<1%
Othello	462	11%	471	11%	453	11%
Quincy	361	8%	318	8%	314	7%
Ritzville	36	1%	44	1%	39	1%
Royal City	181	4%	166	4%	182	4%
Soap Lake	173	4%	166	4%	154	4%
Warden	193	5%	186	4%	212	5%
Washtucna	2	<1%	0	0%	0	0%
Wilson Creek	8	<1%	10	<1%	9	<1%
TOTAL*	**4276**	**100%**	**4150**	**100%**	**4201**	**100%**

*May not equal 100% due to rounding of decimals.

Appendix B

Degree-seeking Students from BBCC Service District High Schools**

High School	2004-05		2005-06		2006-07	
	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)	Number of students (n)	Percent of total* (%)
Almira-Coulee Hartline	7	1%	5	<1%	10	1%
Columbia Basin Secondary	47	4%	41	3%	37	3%
Ephrata	193	15%	189	15%	206	15%
Lake Roosevelt	14	1%	8	1%	14	1%
Lind Jr/Sr High	16	1%	12	1%	16	1%
Moses Lake	602	47%	596	47%	601	45%
Odessa	9	1%	8	1%	6	<1%
Othello	137	11%	141	11%	136	10%
Quincy	70	5%	72	6%	92	7%
Ritzville	7	1%	7	1%	9	1%
Royal City	51	4%	66	5%	79	6%
Soap Lake	39	3%	43	3%	39	3%
Wahluke	2	<1%	6	<1%	21	2%
Warden	73	6%	52	4%	65	5%
Washtucna	1	<1%	1	<1%	0	0%
Wilson Creek	11	1%	8	1%	7	1%
TOTAL	1279	100%	1255	100%	1338	100%

*May not equal 100% due to rounding of decimals.

**Intent codes: A, B, F, G

Appendix C

Degree-seeking Students from the BBCC Service District
(by resident's zip code)**

City	2004-05 Number of students (n)	2004-05 Percent of total* (%)	2005-06 Number of students (n)	2005-06 Percent of total* (%)	2006-07 Number of students (n)	2006-07 Percent of total* (%)
Almira	1	<1%	0	0%	1	<1%
Coulee City	12	1%	2	<1%	14	1%
Coulee Dam	3	<1%	6	<1%	5	<1%
Electric City	10	<1%	6	<1%	7	<1%
Elmer City	6	<1%	4	<1%	5	<1%
Ephrata	270	12%	256	12%	294	13%
Grand Coulee	8	<1%	7	<1%	10	<1%
Hartline	3	<1%	4	<1%	4	<1%
Lind	10	<1%	9	<1%	14	1%
Mattawa	12	1%	6	<1%	23	1%
Moses Lake	1303	59%	1316	60%	1324	58%
Odessa	15	1%	12	1%	9	<1%
Othello	205	9%	213	10%	215	9%
Quincy	105	5%	98	4%	112	5%
Ritzville	15	1%	18	1%	12	1%
Royal City	44	2%	45	2%	60	3%
Soap Lake	97	4%	106	5%	90	4%
Warden	92	4%	77	4%	97	4%
Washtucna	1	<1%	0	0%	0	0%
Wilson Creek	5	<1%	7	<1%	4	<1%
TOTAL*	**2217**	**100%**	**2192**	**100%**	**2300**	**100%**

*May not equal 100% due to rounding of decimals.

**Intent codes: A, B, F, G

Appendix D

CBIS Contracted Training

- Grant County Public Works, WorkPlace Spanish, July 25, 2006
- Grant County Public Works, WorkPlace Spanish, November 14, 2006

- East Adams Rural Hospital, WorkPlace Spanish, January 10, 2007
- Western Polymer, PLC Training, August 25, 2006

- Warden Hutterian Brethren, Introduction to Personal Computers, December 12, 2006
- Warden Hutterian Brethren, MS Excel Level 1, December 14, 2006

- Genie Industries, Blueprint Reading, March 16, 2007
- Laser Fab, Blueprint Reading, March 16, 2007

- Grant County PUD, Workplace Spanish, 3 sessions – March – April 2007

- SkillSource, Leadership Training for Food Processors, 4 sessions – February – June 2007

- Big Bend Community College, Working with Long Documents, June 2007

Ongoing Testing Opportunities:
* Automotive Service Excellence Testing (ASE Testing)
* Microsoft Office Specialist Testing (MOS Testing)
* Internet and Computing Core Testing (IC3 Testing)

Appendix E

2006-07 Location and FTE of Off-Campus Courses

Location	FTE
Ephrata	10.3
George	0.7
Grand Coulee	2.8
Mattawa	32.5
Othello	24.8
Quincy	17.6
Ritzville	2.1
Royal City	8.0
Soap Lake	2.9
Warden	10.8
Moses Lake	32.4
Total	**144.9**

Appendix F

Degrees, Certificates and Completions: 5-Year Trends

Degrees/Certificates/ Completions	2002-03	2003-04	2004-05	2005-06	2006-07
Professional/Technical AAS	76	106	92	78	77
Professional/Technical Certificates & Completions	178	119	139	119	224
Arts & Science (AA&S)	228	221	248	213	231
General Studies (AGS)	13	19	12	24	25
Associate in Science	4	5	2	8	4
Associate in Pre-Nursing	0	0	0	1	2
TOTAL	499	470	493	443	563

Appendix G

New BBCC Employees: 2007-08

Position	Employee	Hire/Promotion Date
Basic Skills Student/Staff Mentor	Enedelia Nicholson	1/22/2008
Commercial Driver's License Instructor	Guillermo Garza	10/4/2007
Coordinator of Disability Services/Student Advisor	André Guzman	6/1/2007
Director of Bookstore	Caren Courtright	12/5/2007
Director of Financial Aid	Char Rios	7/30/2007
Director of Health Education Programs	Katherine Christian	7/1/2007
Head Women's Softball Coach/Assistant Activities Center Coordinator/Athletic Field Maintence	Chris DeMiero	10/8/2007
Math Instructor	Salah Abed	9/17/2007
Migrant Education Even Start Coordinator/Instructor	Jim Desler	8/20/2007
Migrant Even Start Coordinator/Instructor	Jennifer Brathovde	5/1/2007
Nursing Instructor	Debbie Rice	9/17/2007
Opportunity Grant (Career Pathway) Coordinator	Tennille Kimball	8/30/2007
Title V Bridge Coordinator	Kim Forsberg	6/18/2007
Welding Instructor	Gordon Kaupp	1/2/2007
WorkFirst Lab Coordinator	Tyler Christensen	3/3/2008

Appendix H

BBCC Library Use: Four-year Trends

	2003-04	2004-05[a]	2005-06	2006-07
Door Count	106,619	172,505	170,054	167,868
Points of Service	9,876 (950)[b]	11,095 (672)[b]	11,100 (444)[b]	7,959 (382)[b]
Circulation	10,081	11,903	10,380	9,999
Proctored Tests	60	68	158	131
Library Classes	51	46	43	42
Class Attendance	1,047	979	879	854
Multipurpose Room 1801	N/A	15[c] 49[d]	21[c] 26[d]	17[c] 25[d]
Computer Lab 1802	14[c] 155[d]	15[c] 321[d]	3[c] 264[d]	3[c] 285[d]
Study Rooms[e]	N/A	Not Tracked	29	19

[a] moved to new facility after fall quarter
[b] reserve item requests (drop in numbers is likely the result of instructors changing the way they use reserves to an extra credit activity rather than required use)
[c] BBCC courses taught in that room
[d] single day class visits, BBCC events (such as orientation), or non-BBCC bookings
[e] non-standard use of study rooms for various events, such as interviews for the Job Fair, etc.

Appendix I

Summary of Articulation Agreements
By High School

Course Number	Big Bend Community College - Course Name	CR	ACH	Col Basin Job Corps	Chelan HS	Ephrata	Lake Roosevelt	Moses Lake	Odessa	Othello	Quincy	Ritzville	Royal	Soap Lake	Wahluke	Warden	Wilson Creek	Yakima**
AGR100	Intro to Agriculture	5	P			P		P	P	P	P	P	P		P	P	P	
AMT150	Aviation Maintenance General	4-23																Jun-08
BUS102	Business Math	5	P		P	Jun-08	Jun-08	Jun-08*		P						P	P	
BUS105	Intro to Accounting	5	Jun-10	Jun-10		Jun-10	Jun-10	Jun-10	Jun-10	Jun-10	Jun-10	Jun-10	Jun-10	Jun-10	Jun-10	Jun-10	Jun-10	
BUS161	Business Calculators	2	P		P	P	P	P*			P					P	P	
CSC114/154	Networking Essentials/LAN	5				P		P										
CSC116	Intro to WebPage Design & HTML	2.5				Jun-09		Jun-09		P	P	P			P			
CSC117	Intro to Computing Multimedia	2.5				Jun-09	P	Jun-09		P	P	P		P				
CSC145/245	A+ Certification Prep I & II	5		P		P		P										
CSC156-159	CISCO Internetworking I, II, III, & IV	5-20		Jun-09														
CSC175	Intermediate Computing Topics	3					P			Inactive	Jun-09	P					Jun-09	
ECE175	Intro to Child Care (STARS)	2	Jun-10			Jun-10	Jun-10	Jun-10		Jun-10	Jun-10	Jun-10	Jun-10		Jun-10			
EDU190	Classroom Experience	1-15				P	Inactive	Jun-08		Jun-08								
EDU198	Special Topics	1-15				P		Jun-08		Jun-08								
MAP100	Applied Mathematics - AMT	2																Jun-08
MMT102	Technical Drawing Interpretations	3				P		Jun-09									Jun-09	
NUR100/105	Nursing Assistant & Lab	9		Jun-08	Jun-08													
OFF100	Word Processing Personal Use	1-3	Jun-08	Jun-08		Jun-08	Jun-08	Jun-08*	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	
OFF 102	Document Formatting	1-5	Jun-08	Jun-08		Jun-08	Jun-08	Jun-08*	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	
OFF173	Microsoft Word Level I	1-5	Jun-08	Jun-08		Jun-08	Jun-08	Jun-08*	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	
OFF181-185	Intro to MS Office	1-5	Jun-08	Jun-08		Jun-08	Jun-08	Jun-08*	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	Jun-08	
WLD111	Welding Process I	1-6		P				Jun-09		Jun-09	Jun-09	Jun-09	Jun-09		P	Jun-09	Jun-09	
WLD112	Thermal Cutting & Welding	1-3		P				Jun-09		Jun-09		Jun-09	Jun-09		P	Jun-09	Jun-09	
WLD121	Welding Process II	1-6		P														
WLD122	Gas Metal Arc Welding I	1-3		P														

March 4, 2008

Current

P = Pending

*Columbia Basin Secondary School

**Yakima Skill Center

2006-07 Basin Tech Prep
High School Summary

	2006-07 Students	2006-07 Credits	Average Credits	2005-06 Students	Difference	% Change
Almira Coulee Hartline HS	21	34	1.62	17	4	19.0%
Chelan HS	1	9	9.00	6	-5	-500.0%
Columbia Basin Job Corps	45	422	9.38	37	8	17.8%
Columbia Basin Secondary	9	91	10.11	14	-5	-55.6%
Ephrata HS	138	913.5	6.62	138	0	0.0%
Lake Roosevelt HS	14	48	3.43	10	4	28.6%
Moses Lake HS	155	764.5	4.93	100	55	35.5%
Odessa HS	23	158	6.87	6	17	73.9%
Othello HS	35	178	5.09	92	-57	-162.9%
Quincy HS	72	378	5.25	61	11	15.3%
Ritzville HS	38	219	5.76	6	32	84.2%
Royal HS	89	411	4.62	1	88	98.9%
Soap Lake HS	26	209	8.04	10	16	61.5%
Wahluke HS	23	80	3.48	13	10	43.5%
Warden HS	47	283	6.02	33	14	29.8%
Wilson Creek HS	12	72	6.00	18	-6	-50.0%
Yakima School District*	0	0	0.00	1	-1	
Basin Tech Prep	748	4,270	5.71	563	185	32.86%
Washington State	19,436	121,031		17,133		

*Includes Davis HS, Eisenhower HS, & Yakima Skill Center

December 27, 2007

Appendix J

Counseling for Career Pathways
15th Annual Basin Tech Prep In-Service
Big Bend Community College
February 27, 2008

Summary Report

Purpose: Provide educators, especially counselors, tools and information for understanding career pathways and how they lead to training and jobs that are beneficial to students and employers.

71 participants representing:

- 37 counselors/advisors
- 10 vocational teachers and trainers
- 9 administrators
- 6 companies including Columbia Colstor, Genie Industries, McCain Foods, Ochoa Foods, REC, and the WA Farm Bureau
- 9 school districts including Ephrata, Moses Lake, Quincy, Royal, Soap Lake, Mattawa, Wilson Creek, Eastmont, and Columbia Basin Job Corps
- 3 colleges (WSU, WVC, BBCC)
- WA State Workforce Training & Education Board
- WA State Superintendent of Public Instruction Office
- Grant County EDC
- SkillSource

It was a very successful event and participants asked for more opportunities to meet with employers and learn about their companies and jobs. They want tours for themselves and their students and/or copies of company videos and PowerPoints like those shown at the event.

One recommendation given by several participants is to hold a similar event for academic teachers, such as math, science, English, and social studies teachers. Such an event would be very effective if the Operations Task Force sponsored it and invited the educators to attend.

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #8:   Center for Information Services Update (for information)

BACKGROUND:

Director of Information and Communication Services, Russ Beard, will present updated information regarding statewide technology issues and their impact on Big Bend Community College.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #9:   Presidential Evaluation Process. (for action)

BACKGROUND:

The Board Handbook under Board-Staff Linkages 4 "Monitoring Presidential Performance," calls for a formal evaluation in June. That meeting is scheduled now for June 24.

RECOMMENDATION:

Last year you made a major adjustment to my evaluation process to incorporate one or more focus groups. Attached is the detail of your planning form last year, along with our recommendations as how to proceed for this year.

President Bonaudi and Director Kirkwood recommend approval of the attached process for Presidential Evaluation for the 2007-08 year.

Presidential Evaluation 2008

The following is the detail from your discussion last year, with updated recommended changes.

When the Board approved the expanded and detailed presidential evaluation process, following a study session with consultant Mr. Vaughn Sherman you indicated that you wanted to include a district wide focus group. The topics for discussion suggested by Mr. Sherman and endorsed by you in your action of January 9, 2007 were directed to Board Ends Statements, and any questions you might wish to introduce regarding the president's job description and/or Executive Limitations. Recall that under your adopted model of policy governance the performance of the president is reflected in the college achievement of your goals. With this in mind, the following structure, composition, and topics are presented for your discussion and selection so that focus group input can be used in your evaluation of President Bonaudi this year.

Suggested Groups to draw from in forming focus group(s)
     School District Superintendents from BBCC service district.
         (15 possible)
     Elected officials from city and county jurisdictions.
         (15 cities, two counties)
     Area legislators
         (Districts 9, 12, 13)
     Students
         (Local, outlying, current, previous)
     Other interested citizens

Experience from recent focus groups in Achieving the Dream suggests groups of 6-8 are a reasonable size. (Trustees should not be involved in the focus groups – for AtD we did not ask financial aid directors or faculty to facilitate groups of students for example).

We also offered focus groups at different times and would suggest trying to hold two or three focus groups with at least one in the evening and one during the day.

We propose holding one or two focus groups to be coordinated by Valerie Kirkwood, between April 14 and May 9. That should provide ample time to summarize the focus group input for the May 20, 2008, board meeting.

Topics for Discussion by Focus Group Members:

The Board of Trustees of Big Bend Community College has established a list of expectations for the college in its service to our communities. These expectations or "Ends Statements" represent the values and resources, which our residents, students, and employers should expect and receive from the college. The following questions are intended to initiate discussion around each (or several) of the six "Ends Statements" expectations. You might consider fewer questions allowing for more divergent responses. In other words, consider how long it could take to completely cover all six Ends Statements.

The following is an excerpt from the minutes of the Board Meeting of April 10, 2007.

Presidential Evaluation Process

President Bonaudi stated focus groups were incorporated as a component in the Presidential Evaluation process during the January 9, 2007 Board of Trustees meeting for implementation this year. Trustee Katherine Kenison stated focus groups should be composed of superintendents, students and local elected officials. Legislators should not be included as the Trustees have regular contact with Legislators. She also stated the most pertinent Ends Statements to discuss with focus group members are E-1 Mission Statement, E-2 Access and E-4 Student Achievement. The college receives feedback from industry regarding E-3 Partnerships, BBCC gathers E-5 Climate and E-6 Cultural Enrichment information on campus.

Trustee Mike Blakely stated the focus groups are a good avenue for educating residents of our service district as well as gathering information for the president's evaluation. He would like to see each community in the BBCC Service District represented on the focus groups. Trustee Katherine Kenison agreed it would be helpful to have representatives from each community and she stated it is important that the participants chosen have knowledge of BBCC to impart during the focus groups. Trustee Cecilia DeLuna-Gaeta agreed the focus groups should be comprised of community members from the entire service district who have interacted with our campus and possess information that will benefit the effort of the focus groups. Valerie stated conducting two or three focus groups will optimize the information gathering process. Trustee Mike Blakely suggested the Trustees submit names of school district superintendents, elected officials, former and current students, employers and interested citizens from around the BBCC service district for inclusion in the focus groups. Trustee Felix Ramon suggested the participants should receive copies of the Ends Statements and the discussion should center around the following Ends Statements: E-1 Mission Statement, E-2 Access and E-4 Student Achievement.

> **MOTION 07-13**: Trustee Mike Blakely moved to approve the composition of focus groups to include school district superintendents, elected officials, current and former students, employers, and interested citizens from the service district. The focus group discussion will be centered around Ends Statement E-1 Mission, E-2 Access and E-4 Student Achievement. Trustee Bob Holloway seconded the motion and the motion passed.

In summary, we recommend that your evaluation process for 2008 should consist of your use of the attached tool along with the results of the above noted focus groups.

Presidential Performance Review
Options for Community and Technical College Evaluations

The purpose of this performance review is to communicate about performance.

At the beginning: This form contains a list of presidential functions. Space is provided in each section for the board to add any specific objectives assigned to the president for the coming year. Once any objectives are added, the form contains the criteria against which the president will be evaluated at the end of the review period.

At review time: When the review period ends, the board jointly discusses performance for each function and objective with the president. Once the discussion has been held, the rating scale is completed to reflect the consensus of the board. The chair signs the form on behalf of the board for the permanent record.

NOTE: Colleges should tailor their approach to reflect specific local needs and priorities.

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			1. Community Relations **Media-** maintains effective relationships with the media in order to make the public aware of the college, its programs, and activities.			
			Marketing- maintains an effective planned marketing program for the college to make the public aware of the college, its programs, and activities.			
			Community activities- is active in community activities and organizations to gain visibility for the college and become aware of and sensitive to community needs.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			Educational institutions- maintains effective dialogue and communications with the local public school systems and other higher education institutions to promote coordination and cooperation.			
			Business & Industry- maintains effective dialogue and communications with local businesses, economic development councils, and chambers of commerce to promote effective program development and growth within the college.			
			Specific community relations objectives for coming year:			
			2. Legislative Relations **Information-** assists the board and provides leadership in informing and educating local, state and federal legislators of issues of importance to the college.			
			Liaison- maintains ongoing communication with local, state and federal legislators on new and emerging issues concerning the college.			
			Participation- participates in community and technical college system legislative activities to support and promote issues of importance to the college and the community college system.			
			Dissemination- keeps the internal college community (trustees, faculty, staff, students) informed of local, state and federal legislative issues.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			Participation- involves college staff, faculty, and students in local, state and federal legislative affairs where appropriate.			
			Specific legislative relations objectives for coming year:			
			3. Educational Planning **Needs assessment-** provides leadership in formally and informally assessing the community to determine educational needs.			
			Evaluation- conducts formal evaluation and assessment to determine educational program quality and needs.			
			Program planning- conducts formal educational planning activities to project and plan for future educational programs of the college.			
			Curriculum- provides leadership in the development of innovative curriculums to meet changing community needs.			
			Accreditation- provides leadership to insure Accreditation status is maintained and staff prepare appropriately for visits.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			Specific educational planning activities for coming year:			
			4. Budget Control **Fiscal Accountability-** assumes the lead, as chief executive officer, in instilling awareness for fiscal responsibility among members of the staff.			
			Budget Development- conducts a thorough and sound process of annual budget development for presentation to the board.			
			Budget presentation- presents the budget in an organized and understandable manner, which includes options and alternatives for board consideration.			
			Fiscal priorities- recognizes the approved budget as the board of trustees' expression of fiscal priorities and coordinates deviations from the budget prior to their implementation.			
			Needs awareness- is completely informed on the needs of the college program, plant, facilities, equipment, and supplies.			
			Auxiliary funding- pursues external and supplemental funding and resources to support special college projects and to augment the regular fund allocations.			
			Specific budget control objectives for coming year:			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds **3**	Meets **2**	Does not meet **1**
			5. Personnel & Labor Relations **Negotiations-** supports and pursues good faith negotiations with employee groups and associations.			
			Fair hearing- assures all employees a fair hearing if disciplinary action is initiated against them.			
			Human resource development- develops and promotes professional development activities and promotional opportunities for faculty, staff, administrators and the board.			
			Diversity- supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.			
			Equal employment opportunity- employs a personnel department that conducts fair and equitable employment selection and promotional practices.			
			Employee selection- recruits and selects highly qualified and capable employees through thorough selection processes.			
			Specific personnel and labor relations objectives for coming year:			
			6. Management Activities **Planning and organizing-** able to plan ahead, anticipate problems and use resources effectively.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			Analytical ability and judgment- able to size up a problem, gather and evaluate facts, and reach sound conclusions.			
			Communication- able to express ideas both verbally and in writing.			
			Establishing priorities- sets rational priorities so that the implementation of decisions takes place in a timely fashion.			
			Consultation- consults willingly with appropriate constituencies as a part of the decision-making process.			
			Decision making- capable of sound decision making.			
			Management- manages institutional affairs calmly and effectively.			
			Administrative capacity- provides directions, has the confidence of colleagues, delegates tasks and responsibilities.			
			Specific management activities objectives for coming year:			
			7. Board Relations **Information-** provides adequate background information for the board in advance of meetings.			
			Implements policy- carries out the policies of the board in a timely manner.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			Requests assistance- seeks guidance from the board on important matters when necessary.			
			Assists board- helps the board understand its legal responsibilities.			
			Informs board- keeps the board informed on mater of importance to the college which originate outside the institutions; i.e. affirmative action, legislation, etc.			
			Chairperson- maintains effective communication and exchange of information with the Board Chairperson.			
			Specific board relations objectives for coming year:			
			8. Constituencies Relations **Faculty-** maintains effective relationships with the faculty in carrying out college programs.			
			Students- accessible to students and concerned about their welfare.			
			Community- sensitive to community needs; interprets the college effectively to the community.			
			SBCTC- establishes effective working relationships with the state staff; represents the college effectively to the State Board for Community and Technical Colleges.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			WACTC- contributes to the operation of the community college system by participating in the activities of the Washington Association of Community and Technical Colleges, Board of Presidents.			
			Local, State, and Federal Legislators- maintains contact with legislators, promoting the interest of the college and the citizens of the district.			
			State government- maintains contact with other agencies of government (Governor's Office, Office of Financial Management, Higher Education Coordinating Board, Washington Personnel Resources Board) promoting the interest of the college.			
			Foundation- nurtures the Foundation by facilitating open discussion of fund raising ideas and college needs. Serves on Foundation Board.			
			Legislators- contributes to the exchange of information and maintain effective communication			
			9. Professional Growth **Participation-** in professional organizations to keep abreast of new and innovative practices and programs.			
			Improvement- participates in seminars, workshops, and classes to renew, refresh, and extend technical and professional expertise.			
			Improvement- is open to suggestions for improvement and willing to take risks in attempting new and innovative practices and programs.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			Specific professional growth activities for coming year:			
			10. Strategic Planning **Philosophy of college-** supports the continuing examination of the philosophy and purposes of the college.			
			Diversity- supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.			
			Academics- Guides development and implementation of the Academic Master Plan.			
			Facilities- Guides development and implementation of the Physical Plant Master Plan.			

ENDS STATEMENT E-1 MISSION

The mission of Big Bend Community College consists of six components which are: services, instruction and training for students and our communities in the areas of:
 a. professional/technical education; b. university transfer preparation; c. developmental education; d. continuing education and community education; e. business and industry partnerships; f. student services.

To your knowledge how has Big Bend Community College fulfilled these components of its mission? Have you any suggestions for improvement?

_____

ENDS STATEMENT E-2 ACCESS
"BBCC provides quality resources and affordable access to the diverse population of its entire district."

Discuss your views regarding the quality of the resources, instruction, and training made available by the college. Also in your view how accessible are the services and programs of the college? Have you any suggestions for improvement?

_____

ENDS STATEMENT E-3 PARTNERSHIPS
"BBCC works with organizations and agencies to enhance access and service for our district population"

What is your awareness of BBCC's interactions with and support of the training needs of local business and industry. Have you any suggestions for improvement?

_____

ENDS STATEMENT E-4 STUDENT ACHIEVEMENT
This is intended to provide a focus on how well students achieve their educational and career goals while utilizing the services and other resources of the college.

Based on your own experience with BBCC, or your contacts with students and graduates, how would you judge the quality of the college's counseling, advising, and teaching? Have you any suggestions for improvement?

_____

ENDS STATEMENT E-5 CLIMATE
"BBCC provides and maintains a climate of purpose, respect, and safety for our students, staff, and partners."

When you visit the campus and/ or meet with college personnel, do you feel respected, valued, and safe? Have you any suggestions for improvement?

_____

ENDS STATEMENT E-6 CULTURAL ENRICHMENT
"BBCC will encourage the development of culturally rich programs for the college and community, and offer the lifelong learning opportunities for the residents of community college district # 18."
> **How do you view the college efforts in cultural activities both within the curriculum and across the college district? Have you any suggestions for improvement**

BP1000   POLICY GOVERNANCE   BP1000

1000.1   ENDS

E-1   Mission Statement

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including:
- Courses and training for university and college transfer
- Occupational and technical programs
- Basic skills and developmental education
- Community and continuing education
- Pre-employment and customized training for local business and industry
- Support services for students

BBCC Goals

The College provides learning opportunities that include;
- Critical thinking and problem solving
- Computation
- Communication
- Workplace skills and values
- Awareness and sensitivity to cultural diversity
- Arts enrichment and cultural activities

BBCC Characteristics

Big Bend Community College maintains a working and learning environment with the following:
- A discrimination-free environment which promotes diversity and staff and student success
- A service-oriented environment which provides access and support services to all students, including those who are physically and mentally challenged yet have the ability to benefit
- A climate which encourages safety, individual wellness, and human dignity
- Facilities and equipment to support student learning
- Continual assessment of student outcomes

(Reports – annually based on performance indicators, % of institutional effort, budget allocations, Academic Master Plan, etc.)

E-2   Access

- BBCC provides quality resources and affordable access to the diverse population of its entire district.

This is manifested through resource sharing with most of the communities of community college district #18, and inclusion of representative numbers of ethnic and economic groups receiving college services and continued support of Basic Skills programs.

(Reports – annually based on student/staff profiles, special inclusion efforts, grant activity, diversity reports, evening and off campus schedules and activities, etc.)

E-3 Partnerships

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

    This is seen through active participation by the BBCC Board, staff and students at the local, state, and national and international levels, in planning and implementation of both policy and service.

(Reports – annually based on advisory committee appointments and minutes, contract training activity, grant applications (with partners), Foundation activity, etc.)

E-4 Student Achievement

- BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

    Accordingly, the college develops and utilizes a comprehensive range of assessment tools and practices, consistent with the college mission.

(Reports – annually the college assessment plan and each Board meeting with a discussion of current assessment activity.)

E-5 Climate

- BBCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners.

    This means the college will establish, maintain, and review standards of service, safety, and ethical conduct for students and staff.

(Reports – annually on training, assessment information, complaints, crime statistics, etc.)

E-6 Cultural Enrichment

- BBCC will encourage the development of culturally rich programs for the college and community, and offer the lifelong learning opportunities for the residents of community college district #18.

(Reports – annually assessment outcomes, student satisfaction surveys, portfolio of activities, etc.)

1000.2   EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

The President shall not allow in or by the operating organization of BBCC, any practice, activity, or decision, which is either unlawful, or in violation of commonly accepted professional ethics, or is contrary to the provisions set forth in the Governance Process Policies.

EL – 2 Respect For Students

Students should be treated with respect at all times. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

The President may not:

1.   Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.

2.   Fail to provide a grievance process, including access to the Board, to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.

3.   Operate without written procedures which clarify the rules for students.

EL – 3 Respect For Community Members

BBCC recognizes that our community members are our stakeholders and that all visitors to our facilities should be treated with respect. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect or unnecessarily intrusive.

The President may not operate without written procedures which describe rules for visitors.

EL – 4 Respect For Employees

Paid and volunteer staff should be treated with respect at all times, and in compliance with established policies, process, and contracts. The President may not cause or allow conditions which are unsafe, lacking in respect, unnecessarily intrusive or are knowingly in violation of college policies, process, and contracts.

The President may not:

1. Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.

2. Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.

3. Restrict the exercise of academic freedom.

4. Prevent non-academic employees (*) from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

   (*) Academic employees (faculty) have a separate defined grievance process defined in the *Negotiated Agreement* (Article XXV).

5. Hinder employees from becoming acquainted with their rights under this policy.

EL – 5 Ethical Conduct

The President must establish and maintain high levels of professional and institutional integrity, adhering to the ethical standards of the State of Washington and of Big Bend Community College.

The President may not:

1. Change his or her own compensation and benefits.

2. Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.

3. Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

EL – 6 Asset Protection

The President may not allow assets to be unprotected, inadequately maintained nor unnecessarily risked nor allow any action that is contrary to the provisions set forth in the Governance Process Policies.

The President may not:

1. Unnecessarily expose the college, its Board or staff, to claims of liability.

2. Fail to protect intellectual property, information and files from loss or significant damage.

3.	Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.

4.	Fail to provide adequate protection against theft and casualty.

5.	Fail to establish disaster/emergency management plans.

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

The President shall not fail to demonstrate concurrence between Board Ends priorities and the annual budget.

EL – 8 Financial Condition And Activity

The initial and ongoing receipt and expenditure of funds shall be maintained within the approved budgetary expectations. Extraordinary changes in receipts or expenditures shall not cause or allow the development of fiscal jeopardy.

The President may not:

1.	Expend more funds than have been received in the fiscal year

2.	Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.

3.	Fail to settle payroll and debts in a timely manner.

4.	Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.

5.	Acquire, encumber, or dispose of real property.

EL – 9 Communication And Support To The Board

The President must keep the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board.

The President may not:

1.	Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.

2.   Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.

3.   Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.

4.   Fail to provide a mechanism for official Board communications.

5.   Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

EL – 10   Emergency Executive Succession

In order to protect the Board from the sudden loss of chief executive services, the President may not have fewer than two other executives familiar with Board and President issues and processes.

1000.3   GOVERNANCE PROCESS

GP – 1 Governance Commitment

The purpose of governance is that the Board, on behalf of the constituents of community college district # 18, ensures accountability of Big Bend Community College by assuring that it (a) achieves appropriate results for the appropriate recipients at an appropriate cost and (b) avoids unacceptable activities, conditions and decisions.

GP – 2 Governing Style

The board will govern with an emphasis on outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and chief executive roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity.

The board will:

1.   Deliberate in many voices, but govern in one.

2.   Be responsible for excellence in governing and an initiator of policy.

3.   Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.

4.   Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability.

5.   Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.

6.   Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement.

7. Seek input from staff, students, alumni, employers and other community members on Board Policies.

GP – 3 Board Job Descriptions

The job of the board is to represent the constituents of community college district #18 in determining and demanding appropriate organizational performance. To distinguish the board's own unique job from the jobs of its staff, the board will concentrate its efforts on the following job "products" or outputs:

1. The link between the organization and the constituents of community college district #18

2. Written governing policies which, at the broadest levels, address:

    A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).

    B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.

    C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.

    D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.

3. The assurance of the President's performance (against polices in 2A and 2B).

4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

GP – 4 Chairperson's Role

The Chairperson assures the integrity of the board's process and, secondarily, occasionally represents the board to outside parties. The Chairperson is the only board member authorized to speak for the board (beyond simply reporting board decisions), other than in rare and specifically authorized instances.

1. The job result of the Chairperson is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.

A.   Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.

B.   Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.

2.   The authority of the Chairperson consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.

A.   The Chairperson is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).

B.   The Chairperson has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.

C.   The Chairperson may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.

D.   The Chairperson may delegate this authority, but remains accountable for its use.

3.   In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chairperson.

4.   In the absence of both the Chair and the Vice Chair, the President shall serve as Chair without privilege of vote in any official meeting of the board.

GP – 5 Board Members Code Of Ethics

The board commits itself and its members to ethical, businesslike, and lawful conduct. This includes proper use of authority and appropriate decorum when acting as board members.

1.   Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization's services.

2.   Members must avoid conflict of interest with respect to their fiduciary responsibility.

A.   There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.

B.   When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.

C.   Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.

D.   Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.

3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.

A.   Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.

B.   Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.

C.   Members will give no consequence or voice to individual judgments of President or staff performance.

4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

GP – 6 Cost Of Governance

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity. Accordingly,

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.

A.   Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.

B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.

C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.

2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

GP – 7 Naming Of Facilities

The Board retains its right to name and rename college buildings and facilities as an appropriate honor to individuals and organizations for friendship, service and support of the college.

1.   The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020 .

GP – 8 By Laws Of Community College District #18

INTRODUCTION

The Big Bend Community College Board of Trustees, under law, is charged with the responsibility of Community College District No. 18. The authority is vested in the board, not in its individual board members. To assist the board in carrying out its responsibilities, it shall employ a president of Big Bend Community College and delegate to him/her the responsibility for administering the district under policies approved by the board. (RCW 28B.50.100) [see Board Resolution 2003.1 and BP1004]

Policies of the Board of Trustees are found in the records of board action and in the Board Policy Manual of which this document is a part. The bylaws which follow contain all of the rules adopted by the board which are in force and which relate to the organization and powers of the board and its method of conducting business.

OFFICES OF THE BOARD OF TRUSTEES

The Board of Trustees shall maintain an office at Big Bend Community College, Moses Lake, Washington, where all regular meetings shall be held, unless otherwise announced, and all records, minutes, and the official college seal shall be kept. This office shall be open during all normal business hours to any resident taxpayer of the State of Washington.

Correspondence or other business for the board shall be sent to the Secretary of the Board, who is located in this office at 7662 Chanute Street, Moses Lake, Washington 98837.

MEETINGS OF THE BOARD OF TRUSTEES

The Board of Trustees shall hold at least one meeting each quarter and such other regular or special meetings as may be requested by the Chairman of the board or by a majority of the members of the board. Regular meeting dates and times are set by an annual schedule approved by the board and published by the Office of the President. All regular meetings

of the board will be held within Community College District boundaries at locations published prior to the meeting.

A.   Information for Board Members. Information and materials pertinent to the agenda of all regular meeting of the board shall be sent to trustees prior to each meeting. Any matters of business or correspondence must be received by the Secretary of the Board by 12:00 noon the Monday of the week preceding the meeting in order to be included on the agenda. The chairman or secretary may, however, present a matter of urgent business received too late for inclusion on the agenda if in his/her judgment the matter is of an urgent nature.

B.   Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.

C.   Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.

D.   Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

     Normally, voting shall be viva voce. However, a roll call vote may be requested by any member of the board for purposes of the record.

     In questions of parliamentary procedure, the actions of the board shall be conducted according to Robert's Rules of Order unless specified otherwise by state law or regulation of the State Board for Community and Technical Colleges.

E.   The chairman shall announce at the beginning of each meeting that interested citizens or groups may make oral or written presentations to the board regarding any item on the agenda at the time of its presentation to the board. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees at least 24 hours prior to the scheduled meeting. The chairman shall have the right to limit the length of time used by a speaker for the discussion of a subject.

OFFICERS OF THE BOARD

At the first regular meeting of the board each fiscal year the board shall elect, from its membership, a chairman and vice-chairman to serve for the ensuing year. In addition the President of Big Bend Community College shall serve as secretary to the Board of Trustees as specified by state law. The secretary may, at his/her discretion, appoint the president's secretary or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board of Trustees.

The chairman, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall preside at each regular or special meeting of the board, sign all legal and official documents recording actions of the board, and review the agenda prepared for each meeting of the board. The chairman shall, while presiding at official meetings, have full right of discussion and vote.

The vice-chairman, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall act as chairman of the board in the absence of the chairman.

The secretary of the board shall be the President of Big Bend Community College and shall serve as chairman, without privilege of vote, in any official meeting of the board conducted in the absence of the chairman and vice-chairman. In addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, he/she shall keep the official seal of the board, maintain all records of meetings and other official actions of the board.

The secretary shall also be responsible for board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.

The secretary, or his/her designate, must attend all regular and special meetings of the board, and official minutes must be kept of all such meetings.

RESTRICTIONS OF INDIVIDUAL AUTHORITY

Legal authority is vested in the Board of Trustees and may be exercised only by formal action of the board, taken in regular and special meetings. No individual member of the board may act on behalf of the board unless specifically instructed by action of the board. Every member of the board shall be under obligation to support the decision or policy of the majority and shall not publicly oppose such a decision or policy after it has been adopted by the majority.

FISCAL YEAR OF THE BOARD OF TRUSTEES

The fiscal year of the board shall conform to the fiscal year of the State of Washington and shall be from July 1 to June 30 inclusive.

SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for the use upon any or all official documents of the board. The seal shall have inscribed upon it the name of the college which shall be:

BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

Bylaws of the board may be revised by majority vote of the board provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the board at the same meeting at which the revision is originally proposed.

DELEGATION OF RESPONSIBILITY

It shall be the responsibility of the Big Bend Community College Board of Trustees to establish policy and to evaluate the success of the college operation. The Board of Trustees shall employ a President for Big Bend Community College and hold such president responsible for the interpretation of board policy into administrative action and for the administration of the college in general.

Specific policies and their administrative interpretation shall be described in detail in the several sections of the Board Policy Manual. [see Board Resolution 2003-1 and BP1004]

1000.4   BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

The President, as chief executive officer, is accountable to the board acting as a body. The board will instruct the President through written policies, delegating to him or her interpretation and implementation of those policies, as per Board Resolution 2003-1 and BP1004.

BSL - 2 Delegation To The President

All board authority delegated to the operating organization is delegated through the President, so that all authority and accountability of the operating delegation – as far as the board is concerned – is considered to be the authority and accountability of the President.

1.   The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* polices. The

board will limit the latitude the President may exercise in practices, methods, conduct and other "means" to the ends through establishment of *Executive Limitations* policies.

2.   As long as the President uses any *reasonable interpretation* of the board's *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.

3.   The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the board and its members will respect and support the President's choices.

4.   Only decisions of the board acting as a body are binding upon the President.

   A.   Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.

   B.   In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

BSL – 3 President's Job Description

As the board's single official link to the operating organization, the President's performance will be considered to be synonymous with organizational performance as a total.

Consequently, the President's job contributions can be stated as performance in only two areas:

1.   Organizational accomplishment of the provisions of board policies on *Ends*.

2.   Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

BSL – 4 Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on *Ends* and *Executive Limitations*.

1.   The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be

considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.

2. A given policy may be monitored in one or more of three ways:

   A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.

   B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the external party unless the board has previously indicated that party's opinion to be the standard.

   C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a "prudent person" test of policy compliance.

3. Upon the choice of the board any policy can be monitored by any method at any time. For regular monitoring, however, each *Ends* and *Executive Limitations* policy will be classified by the board according to frequency and method.

   A. Annual Internal Reports for policies on:

      EL-2   Respect for Students
      EL-3   Respect for Community Members
      EL-4   Respect for Employees
      EL-7   Financial Planning
      EL-9   Communication and Support to the Board
      EL-10 Emergency Executive Succession

   B. Annual External Reports or direct Board inspection for policies on:
      EL-1   General Executive Constraint
      EL-6   Asset Protection
      EL-8   Financial Condition and Activity

   C. Quarterly Internal Reports on Actual Budget

   D. Annual Internal Reports for *Ends* policies on:
      E-2   Access
      E-3   Partnerships
      E-4   Student Achievement
      E-5   Climate

4. Each June the board will conduct a formal evaluation of the President. This evaluation will focus on the monitoring data on *Ends* and *Executive Limitations*

policies provided during the intervening year. However, the board's evaluation may also include pre-determined criteria based on the board's expectations of the President's performance so long as such criteria have been specified one year in advance of the evaluation.

A.   A tool to be used in the evaluation of the president is a focus group of community leaders from across the college district, to discuss college accomplishment of board End's statements. Prior to the conduct of the focus group the board will discuss and select any specific questions they wish introduced to the focus group dialogue directly related to the president's job description and/or Executive Limitations in addition to those based on the End's statements.

B.   The board will discuss the monitoring report results, Executive Limitations information and focus group conversations with the president in executive session.

C.   The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #10:   Assessment of Board Activity/Recap of Warden Board Mtg (for information)

Northwest Association of Colleges and Universities Standard 6.B Governing Board
BACKGROUND:

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

The Trustees may discuss the recent Special Joint Board Meeting with Warden.

Prepared by the President's Office.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #11:   Next Regularly Scheduled Board Meeting (for information)

BACKGROUND:

The next regularly scheduled Board meeting is May 20, 2008 at 1:30 pm.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

ITEM #12: Joint Meeting with the Wahluke School District (for information)

BACKGROUND:

The Board will travel to Mattawa to meet with the Wahluke School District Board of Directors on April 17 for dinner and a Board meeting at 5:30 p.m. Two vans have been reserved for the group to travel together departing BBCC at 3:00 p.m. Upon arrival the group will tour the Mattawa Opportunity Center (Esperanza Center) and the new Wahluke High School. Assistant to the President for Research, Planning and Government Affairs, Valerie Kirkwood will prepare information regarding the Wahluke School District students.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 4/08/08

ITEM #13:   Misc. (for information)

BACKGROUND:

President Bonaudi will give his 13th Annual State of the College address Tuesday, May 6, 2008. The BBCC Foundation will host hors d'oeurves at 6:00 p.m. and the program will begin at 7:00 p.m.

The Spring TACTC Conference will be held at the Hotel Murano in Tacoma May 15-17, 2008. Reservations have been made, please alert Melinda if you are unable to attend. BBCC is on the agenda for 10:00 a.m. on the 16th with a presentation on Intervention Scholarships.

President Elson Floyd from Washington State University will be on campus May 21, 2008. He will tour the campus and accompany President Bonaudi to the noon Moses Lake Rotary luncheon.

The ACCT Governance Institute will be held in Washington, D.C. June 20-22, 2008. President Bonaudi and Trustee Mike Blakely plan to attend. Are there other Trustees who wish to go?

President Bonaudi is beginning planning for the Board/Administrative Retreat. Reservations have been made at Sleeping Lady, near Leavenworth, for August 26-28, 2008.

RECOMMENDATION: