

Big Bend Community College



Board of Trustees

Regular Board Meeting

**Tuesday, May 19, 2009
1:30 p.m.**

**ATEC
Hardin Community Room**

Community College District No. 18

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

Spring & Summer 2009 Campus Events

Spring & Summer 2009 Campus Events		
May	18-20	Summer & Fall Quarter Registration (current students only)
	21	Students vs Staff/Faculty Softball Game 5:00 p.m.
	22	Summer & Fall Quarter Registration (new students)
	25	Memorial Day Holiday, No Classes, Offices closed
	27	ASB Spring Fling Awards BBQ 4-7 p.m.
	28	Last day to drop a class
June		
June	1	ASB Family Night at Surf 'n Slide Water Park, 6:00 p.m.
	9	Spring Quarter Instruction Ends ASB Free Pool in the Game Room 7:30-4:30 p.m.
	9-10	Library Campout, 8:00 p.m.
	10	CDL IBEST Graduation, Masto Conference Ctr, 6:00 p.m. GED Recognition Ceremony, Wallenstien, 7:00 p.m.
	10-12	Final Exams & Bookstore Buyback
	12	Commencement DeVries Activity Ctr, 7:00 p.m. Reception, Masto Conference Center, 8:00 p.m. Residence Halls close 5:00 p.m.
	13	Nurses' Pinning Ceremony, Wallenstien Theater, 11:00 a.m.
	16-19	Lady Vikings Volleyball Camp
	22	Summer Quarter Instruction Begins
	22-26	Runnin' Vikes Basketball Camp
	29-7/3	Lady Vikings Basketball Camp



Big Bend Community College Commencement
Friday, June 12, 2009, 7:00 p.m.
DeVries Activity Center

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

7662 Chanute Street
Moses Lake, Washington 98837

Tuesday, May 19, 2009, 10:00 a.m.

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

BOARD STUDY SESSION AGENDA

1. Academic Master Plan Report #2 Review

The Board of Trustees of Community College District 18 have scheduled a Study Session on Tuesday, May 19, 2009, 10:00 a.m. in the Hardin Community Room, Grant County ATEC Building 1800.

1. Purpose: Review Academic Master Plan Report #2

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

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

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



Big Bend
Community College

COMMUNITY COLLEGE DISTRICT NO. 18
BIG BEND COMMUNITY COLLEGE

7662 Chanute Street
Moses Lake, Washington 98837
Regular Board Meeting Agenda
Tuesday, May 19, 2009, 1:30 pm
ATEC- Hardin Community Room

	Action		Tab #
	A	1. Call to Order/Roll Call	
	I	2. Introductions	
<i>Governing Board Members:</i>	I/A	3. Consent Agenda	3
<i>Mike Blakely, Chair</i>		a. Approval of Regular Mtg Minutes 4/14/09 (A)	
<i>Felix Ramon, Vice Chair</i>		b. Student Success (I)	
		Achieving the Dream	
		Student Achievement Initiative	
<i>Katherine Kenison</i>		c. Accreditation (I)	
<i>Angela Pixton</i>		d. Assessment Update (I)	
		e. Capital Project Report (I)	
		f. Human Resources Report (I)	
		g. Enrollment Report (I)	
		h. Donation Report (A)	
<i>Mike Wren</i>	I	i. Emeritus Nominations (A)	
<i>Dr. Bill Bonaudi, President</i>		4. Remarks (Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board according to the conditions set in Board Policy 1001.3.E)	4
		a. ASB Representative – Rhoan Ashby, President	
		b. Classified Staff Representative – Kathy Aldrich	
		c. Faculty Representative – Mike O’Konek, Faculty Assn. President	
		d. VP Financial & Administrative Services – Gail Hamburg	
		e. VP Instruction/Student Services – Dr. Mike Lang	
		f. VP Human Resources & Labor – Holly Moos	
	I	5. Exceptional Faculty Awards- Steve Matern, Dan Moore	5
	A	6. Exceptional Faculty Award Recommendations- President Bonaudi	6
	I	7. Library Council of Washington- Dean Tim Fuhrman	7
		-----BREAK-----	
	A	8. AMP Report #2 Programs- Dean Kirkwood	8
		Executive Session	
	A	9. President’s Evaluation- Board	9
	A	10. Board Officer Elections	10
	A	11. Assessment of Board Activity- Board	11
	A	12. Next Regularly Scheduled Board Meeting – Board	12
	I	13. Misc.	13
	A	14. Adjournment	14

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 (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 June 23, 2009, 1:30 p.m..

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

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #3: CONSENT AGENDA (for action)

- a. Regular Board Meeting Minutes April 14, 2009

BACKGROUND:

Minutes of the Regular Board Meeting April 14, 2009 are included for review.

Prepared by the President's Office.

RECOMMENDATIONS:

President Bonaudi recommends the Board of Trustees approve the minutes.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting on Tuesday, April 14, 2009, at 7:00 p.m. in the ATEC Hardin Community Room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Chair Mike Blakely called the meeting to order at 7:00 p.m.

Present: Mike Blakely
 Angela Pixton
 Felix Ramon
 Mike Wren

2. Introduction

President Bonaudi introduced ASB VP Jeff Ranstrom. Mr. Ranstrom has been involved with budget issues on campus. Mr. Ranstrom stated he is part of the Budget Review Task Force (BRTF) and he attended a BRTF meeting last week. He went on to say it has been interesting to learn about the effect state budget cuts will have on BBCC. Mr. Ranstrom commented that during the BRTF last week he began to think about how students could help persuade legislators to vote for the Senate's budget. He printed flyers at Staples and posted them around campus. Using the flyers and mass e-mails he encouraged students to write to their legislators and persuade them to vote for the Senate's proposed budget. Mr. Ranstrom reported that he received many responses and they were mixed. The responses ranged from "relax, you're filling up my inbox" to requests for additional information, i.e. bill numbers. Mr. Ranstrom commented it was really interesting to see how big government impacts us as a small school. Trustee Mike Blakely compliment Mr. Ranstrom on his involvement. Student contact with legislators is very effective. Trustee Blakely urged the students to continue and perhaps even develop political clubs on campus. He went on to state that students are the future and that apathy leads to dominance by special interest individuals. President Bonaudi emphasized the importance of using personal resources rather than college resources to make political statements.

3. Consent Agenda

a) Approval of Special Meeting Minutes for February 12, 2009, Study Session Meeting Minutes and Regular Meeting Minutes for February 24, 2009, and Special Meeting Minutes for March 19, 2009(A); b) Student Success Update (I); c) Assessment Update (I); d) Capital Project Report (I); e) Human Resources Report (I); f) Enrollment Report (I); g) Quarterly Budget Update (I); h) Childcare Update (I).

MOTION 09-15 Trustee Felix Ramon moved to approve the Consent Agenda. Trustee Mike Wren seconded the motion, and the motion carried.

4. Remarks

Trustee Mike Blakely asked if there were any public comments or remarks. There was no response.

- a. ASB President Rhoan Ashby reported the student activities. The Phi Theta Kappa club reported that Governor Gregoire honored BBCC students Ethan Crowell and Fabian Leyva at the 2009 All-Washington Academic team ceremony in Olympia on March 26, 2009.

The Aviation Club has been very active. They have provided numerous tours of the Grant County Tower and Grant County Approach/Departure Control. The club has enjoyed BBQs and fundraisers as they plan their field trips. Friday, April 17, the Aviation Club, in conjunction with AMT, will be taking a field trip to the Paine Field Restoration Center and the Boeing Flight Museum.

May 8 the club will embark upon a field trip to Oregon to tour the Tillamook Air Museum and the Tillamook Cheese Factory. The following day they will travel to McMinnville to tour the Evergreen Flight & Space Museum and attend an IMAX film.

The Aviation Club will travel to Fairchild AFB to undergo flight physiology and high altitude training May 29. The United States Air Force provides a full day of training, including the opportunity to experience the Altitude Chamber (hypobaric chamber). This is an invaluable learning experience, as the students will be exposed, under very controlled conditions, to hypoxia and a rapid decompression. May 30, the club will, once again, participate in the Relay for Life.

Big Bend Community College Viking Soccer Club has announced their sponsorship of a benefit game between the Yakima Reds and the Spokane Spiders. The two teams (Yakima vs. Spokane) will face off at Lion's Field in Moses Lake on Saturday, April 25 at 7 p.m. Admission will be two cans of non-perishable food items per person. All donations will be given to the Moses Lake Food bank. This community service project will benefit the Moses Lake Food Bank. This is an opportunity for our community to watch two big league soccer teams play right here in Moses Lake while promoting a great cause! Also, the Viking Soccer Club is taking on the JATP soccer group April 15 at Lions Field at 6:30 p.m. There will be more of these games with JATP throughout the quarter.

The Students Supporting Students (SSS) Club will be assisting the Covenant Christian School with “Spring Clean-up” at their new facility near BBCC. The SSS Club is working on promoting this event campus wide in effort to get many volunteers as possible. This project will be on-going throughout the months of April and May.

ASB is in the middle of student elections. Of the six positions, only two are being contested. Five of the current officers are running for 2009-10 ASB Officer positions. Today we held a Lunchfest, featuring some great salads and great entertainment. The singer even tied in the salad theme throughout his performance.

ASB voted to donate more money to help out with the Educate event, which will be held on campus this quarter.

ASB Officers have been busy attending campus committee meetings as well as reviewing scholarships for the financial aid committee.

Trustee Mike Blakely complimented Mr. Ashby on his report. Trustee Blakely also commended the ASB officers for their continued interest in student government and encouraged them to “keep on keeping on.”

- b. Classified Staff Representative Kathy Aldrich reported Classified Staff training opportunities.

Cynthia de Victoria attended Infant/Toddler Creative Curriculum training February 2-6 in Yakima. Susan Nichols attended a Safety Meeting on February 19 on campus. Robin Arriaga and Karen Okerlund attended a Go Forward Survey Training via Webinar on February 24. Karen Okerlund attended Garnishment Training from the Attorney General’s Office on February 24 on campus. Cynthia de Victoria, Lyubov Konovalchuk, Benny DeLeon, and Dina Moskvich attended Creative Curriculum Training at Yakima on February 24-26. Jonie Walker, Cheryl Brischle, Linda Lowry, Darci Alamos, Barbi Schachtschneider, Hope Strnad, Karen Olson, Dale Casebolt, Rita Jordan and Michelle Williamson attended the Customer Service Video entitled Productivity and the Self-Fulfilling Prophecy: The Pygmalion Effect on February 27 on campus. Robin Arriaga, Yvonne Ponce, and Karen Okerlund attended a PPMS-Payroll Personnel Management System Meeting via Elluminate on February 27 on campus.

Jessica Aloysius attended PPMS/FMS Interface training through Media Site hosted by Renton Technical College March 3, on campus. Nathan Holes and Howard Temple attended an 8-hour Authorized Inspector refresher course at Moody Aviation in Spokane on March 9. Robin Arriaga and Karen Okerlund attended SHRM-Millennials training March 12 on campus. T.C. Bergen, Brad

Beuckman, Sergio Cervantes, Alan Dowey, Randy Fish, Dave Frueh, Garry Helvy, Lupe Hernandez, Valerie Mestdagh, Sergey Shelyagovich, Nancy Theis, Jim Tincher, Angel Uresti, David Bomstad, Gene Hanover, James Meyers, Tom Munyan, Susan Nichols, Petr Radchishin, Todd Sauer, Rick Tincani and Linda White attended Contacts and Dealing with Angry People (Safety/Security Training w/Ryann Leonard) March 12 on campus. T.C. Bergen, Brad Beuckman, Sergio Cervantes, Randy Fish, Dave Frueh, Garry Helvy, Valerie Mestdagh, Sergey Shelyagovich, Nancy Theis, Jim Tincher, Angel Uresti, David Bomstad, Gene Hanover, James Meyers, Tom Munyan, Susan Nichols, Petr Radchishin, Todd Sauer, Rick Tincani and Linda White attended Report Writing/ Reporting Details & Description of Situations, People, etc. (Security Training w/Ryann Leonard) on March 19 on campus. Susan Nichols attended a Campus Safety Committee Meeting March 19 on campus. Karen Okerlund attended a COHE Employer Seminar at Samaritan Hospital March 20. Jessica Aloysius attended TSA Flight School Security Awareness March 24. T.C. Bergen, Brad Beuckman, Alan Dowey, Randy Fish, Garry Helvy, Valerie Mestdagh, Sergey Shelyagovich, Nancy Theis, Jim Tincher, Angel Uresti, David Bomstad, Gene Hanover, James Meyers, Tom Munyan, Petr Radchishin, Todd Sauer, Rick Tincani and Linda White attended COMMUNICATIONS (Safety/Security Training w/Ryann Leonard) March 26, 2009 at BBCC. Barbara Collins attended Time and Effort Log training March 30 on campus. Lastly, Kamie Bishop participated in an online class entitled (COM 526) Management Communications from the University of Phoenix this quarter.

Ms. Aldrich described the upcoming Classified Staff Breakaway April 17. Mr. Mike Magno from Clover Park Technical College will be the featured speaker of the event, leadership and teamwork will be the focus.

Tom Willingham, OIT Instruction & Classroom Support Technician II has been nominated for the Excellence in Customer Service Award every year for the past five years. He won the award in 2005 and 2006. Ms. Kathy Aldrich honored him by reading part of his 2009 award nomination.

“Tom Willingham demonstrates all of the characteristics of excellent customer service. He is helpful and friendly with everyone he meets. No matter how busy his schedule, he is always willing to answer my questions and provide me with updates and performance evaluations of the Customized Job Skills Training students attending the lab. BBCC is very fortunate to have such a wonderful employee.

A classified staff member stated the following: Tom went above and beyond to help not only students but employees in our conversion to Word and Excel. He worked hard on preparation and presented information very well to a varied audience and more than once. It’s wonderful to have such a talented, resourceful, intelligent, courteous, good listening coworker who is so helpful!

Tom filled in for an instructor from his department in the Office Information Technology area that was on call for a family member that needed a transplant. When the call came in for the transplant operation, it was the Friday before the first week of Fall Quarter. What timing! Daneen was faced with starting a new quarter without another full-time instructor. It would be difficult to find someone on the spur of the moment who possessed knowledge of the 15-20 different lab courses and who knew the lab procedures. Knowing this could be a problem, Tom was asked if he would be willing to step in for the instructor. Tom said, "Yes!" This meant that Tom would take over the instructor's duties as well as continue to handle his regular responsibilities for nearly six weeks. Of course, he would receive compensation, but the fact that he agreed "to be the instructor" beginning the first week of the quarter meant that the OIT staff and the students would not be short one instructor. If he had said, "No," the lab would have been without an instructor for two to three weeks while an ad would be run followed by interviews.

Thanks to Tom, the instructor had no worries about the OIT lab. The instructor could easily concentrate on her family, and her mind was at ease. Thanks to Tom, the lab ran smoothly for the students. His expertise in the various courses and his ability to interact with the students was a blessing for all!

Thank you, Tom, for coming to the rescue. The OIT staff and students benefited from your thoughtfulness and unselfishness."

Ms. Aldrich went on to say that as the Classified Staff Representative, she has "asked Tom to serve on different committees and he has done so with enthusiasm and great ideas in the process. It is my pleasure to introduce to the Board of Trustees Mr. Tom Willingham! It is a pleasure to have Tom on our Big Bend Community College Classified Staff Team." Mr. Willingham expressed his appreciation for BBCC and stated "it is a pleasure to serve BBCC and our students daily." Trustee Mike Blakely thanked Mr. Willingham for being a role model.

- c. Faculty Association President Mike O'Konek shared recent Faculty activities. English Instructor, Dr. Steve Close reported that he, Jim Hamm (Science Physics Instructor) and Joe Rogers (former Anthropology Instructor and current part-time Instructor) are part of a the Grant County "Centennial Band." They will perform their own specially chosen and written songs, featuring Grant County history, at venues around Grant County this spring and summer.

Philosophy Instructor, Dr. Dennis Knepp will be writing a 12-page essay that will be in Blackwell's pop culture and philosophy series.

Erik Borg, AMT Instructor, reported his 727 systems class is going well with a lot of interest for future classes. The students get to start the engines.

Art Instructors, Rie and Fran Palkovic reported that they attended the Foundations in ART: Theory and Education Conference in Portland April 1-3. There were over 400 art professionals from two and four year schools across the country also in attendance. They met people who had been teaching 20, 30, and in one case 40 years who were still excited and concerned with the success of students. They were encouraged to discover that their curriculum is in line with private art schools and it also enriches and enlarges the education of non-Art-majors.

Mr. O'Konek noted that the BBCC Automotive program hosted an Agriculture Mechanic contest with 150 students competing on March 20. As a result of this event, Instructors Chuck Cox and Mike O'Konek scheduled a visit with the Quincy High School Agriculture Mechanic class.

Industrial Electrical Technology Instructor Steve Matern reported that he is accompanying Phi Theta Kappa Officers who will attend a conference. He also stated that Maintenance Mechanical Technology and Industrial Electrical Technology classes will meet with high school agricultural instructors to explore coordinating programs.

High School Automotive Instructors John Heflin and Mark Yosting reported that three of their students competed in the Skills USA contest and one student placed second.

Mr. O'Konek reported that the faculty members complete administrative evaluations each odd numbered year. The evaluations have been completed and turned in to Dr. Bonaudi.

Trustee Mike Blakely reported he is amazed at the number of functions the automotive department hosts. He commended the faculty members for their activities.

- d. VP Gail Hamburg reported that while we are having operating budget cuts we still have capital dollars to be spent for repairs and minor improvements to facilities. Roof repairs on the welding building are scheduled. There are also concrete and sidewalk repairs scheduled around campus to improve ADA accessibility. VP Hamburg stated some of the facilities money will be used to finish the art building. A display board for art will be built and one room will be set up for MediaSite. The auditorium remodel is also scheduled and facility repair money will be used to remove asbestos from the ceiling and lights. The

remodeled auditorium will house the business office and provide space for tutoring and advising in one central location to directly benefit the students.

VP Hamburg referred to the childcare program handouts. The net profit/loss indicates the program is \$1,771 in the red however; the March DSHS billings and OSPI meal reimbursements totaling \$23,859 are not included. The net profit will be \$22,088 once the billings have been paid and the reimbursements have been received. The childcare program is performing well.

The quarterly budget report insert was reviewed by VP Hamburg next. She explained that the allocations are earmarked for a specific purpose and cannot be used for budget reduction. The supplemental budget sheet based on SBCTC data comparing the House and Senate budgets and shared with the Budget Review Task Force was distributed. VP Hamburg described the yellow highlighted portion as specific to BBCC. The proposed Senate budget would result in a 9.4% decrease in FY 2010 and then another 9.4% decrease in FY 2011. The proposed House budget has a significantly higher cut for us, 9.7% in FY 2010 and 18.9% for 2011. President Bonaudi explained that along with differences in their proposed budgets, there are also differences in their intentions with the enrollment target. The House wants to keep the existing target enrollment of 1676 and the Senate may reduce it. Tuition cost proposals are all over the map with a 10% increase for Universities and perhaps a 14% increase for community colleges. President Bonaudi stated there a lot of “moving pieces” and the end result could include any combination of the separate pieces. He recently met with representatives from the 9th, 12th and 13th legislative districts. When Dr. Bonaudi shared the actual dollar figures and how it will impact the college they were shocked. They recognize that these very serious cuts will be difficult for BBCC. He urged the legislators to remember that we are the answer to job retraining, as evidenced by the increase in enrollment all over the state. The trained workforce will come from our 34 community colleges. Trustee Mike Blakely stated there are many people in the K-12 system and they are backing the House budget. It is very important that students and all interested community members contact their legislators to support the Senate version of the budget as it will do less damage to community colleges than the proposed House budget.

- e. VP Mike Lang thanked the Board members who attended the Japanese Agricultural Training Program (JATP) welcome ceremonies on March 22. Mayor Ron Covey and many other local business representatives also attended the welcome.

Trustee Felix Ramon asked about purchasing the Azorus software during the last board meeting. As was reported during that meeting, Azorus can be used to track potential and former students. VP Lang shared that Title 5 grant funds

purchased the software to be used for recruitment and student retention. Jose Esparza is the lead person for this project. BBT Director Russ Beard stated an Azorus kick off meeting is being scheduled soon. They are assembling an implementation team. The team hopes to have the recruiting software in place by the end of June. They project the retention piece will be functional by winter quarter. Director Beard also recounted that the implementation training costs are covered under Title V. Azorus is a hosted solution much like a subscription and it will be maintained by the vendor. Trustee Mike Wren asked if BBCC will need to purchase additional modules? Director Beard stated that Azorus was purchased from the state contract and we may have to add modules. Currently, the contract price set by the state is \$15,000 and is good for three more years. Azorus wants to work with us to pull data and mingle the information. They haven't had success with other schools. Success with BBCC will help them so they will work closely with us to problem solve.

Associate VP of Student Services Candy Lacher described the Spring 10th day enrollment sheet that was distributed. She announced that our enrollment is up 123 FTEs over last spring. Assoc VP Lacher predicted we will add another 100 FTEs in ABE/ESL. This is very good news. Increased enrollment in math was noted and believed to be a product of AtD and Student Achievement efforts. There are also more students enrolled in college level math. Aviation, English and OIT enrollments are also up from last year. She also pointed out on the enrollment report chart on page 14 that off campus day counts include online students.

VP Mike Lang announced that through Dean Rachel Anderson's efforts students are taking BBCC online more than WAOL, this is better for us. Higher enrollment shows increased tuition. Director of Business Services Charlene Rios reiterated Assoc VP Lacher's information and stated the money collection is also up as shown on page 12.

Trustee Mike Blakely inquired how and who to contact regarding visiting with the JATP students. Dr. Lang responded that the students have classes from 8:30-3 p.m. daily. He invited Trustee Blakely to visit their classroom or come to the cafeteria at noon and eat lunch with the students. The students also enjoy visiting local homes. Trustee Mike Wren reported that after a recent Grant County EDC meeting he enjoyed having lunch with the JATP students. They went out of their way to interact with his group. VP Lang encouraged Trustee Blakely to attend the JATP agriculture class.

- f. VP of Human Resources Holly Moos presented information from HR. She announced that we are moving forward with an early retirement program for faculty. To be eligible, the full-time faculty member must be at least 58 years with 15 years of service and agree to retire at the end of the academic year, June

16, 2009. Retirees will receive a one-time payment of \$25,000 less payroll taxes. VP Moos reported there is limited funding for the program and it will be first come, first served. She advised all interested persons to seek advice from a financial advisor or attorney. The deadline to sign up for this program is April 27.

VP Moos also announced that a full-time Nursing Instructor resigned and now there are three open nursing instructor positions. She explained that these positions are challenging to fill. Advertising is targeting schools that offer masters degrees in nursing. There is a one time hiring bonus of \$3,000 being offered by the BBCC Foundation. The HVAC Tech position is vacant. When it was initially advertised attempts to find a qualified pool were unsuccessful. HR plans to advertise the HVAC position in June and fill it in July. Trustee Mike Blakely thanked VP Moos for her report.

5. Exceptional Faculty Award Report

President Bonaudi introduced Automotive Technology Instructors Mike O’Konek and Chuck Cox to present their Exceptional Faculty Award report. Instructor O’Konek explained that Instructor Cox will discuss the history and benefits of ASE certification and he will describe the process they followed to obtain recertification.

Instructor Cox thanked the board members for their support of faculty as they maintain excellence in programs. He stated recertifying the automotive technology program activities was a lot of work. Instructor Cox described the history of Automotive Service Excellence (ASE) and the National Automotive Technician Foundation (NATEF). The NATEF was founded in 1983 to evaluate training programs against standards developed by the automotive industry and to recommend qualifying programs for ASE certification. They are independent and not in the bail out program or sponsored by any automotive company. Three schools gained certification in 1983 and now there are 1,779 ASE automotive mechanical training programs. The Foundation members meet nationally every 3-5 years to establish new standards for programs. This results in the need to update curriculum to reflect the continual progress of the automotive industry.

There are many benefits of the ASE certification process for BBCC, students, employers and the automotive service industry. Increased potential for funding from public and corporate sources and additional recruiting pull are benefits for BBCC. Advantages for students include identification of quality programs meeting national standards and up to date training. Employers are ensured a pool of well-trained entry-level technicians. Advisory committee involvement is also a big plus for local employers and BBCC. Instructor Cox stated almost every automotive repair business in the area employs a BBCC graduate.

Instructor O’Konek recounted the process to become recertified. He stated the initial certification is the biggest challenge and includes a 50-page self-study. All eight automotive curriculum areas needed to be recertified. The instructors prepared materials for the advisory committee made up of local automotive industry leaders; Art Schimke from Napa, Gus Smith from Cascade Diesel, Scott Meyers from Scotty’s Auto Repair, Wayne Chandler from CASE Power and Mike Friedbauer from the Moses Lake School District Bus Garage and evaluated the program. During the summer the advisory committee, Instructors Cox and O’Konek and Dean Clyde Rasmussen met from 5:00 pm to midnight to complete individual 15 page evaluations and then merge all of the information into a 21-page summary. The evaluation team was made up of a team leader from NATEF and two local volunteers Danny Morrison from C&V Auto and Lonnie Steinmetz from Affordable Auto Repair. Binders of documentation were compiled by Instructors O’Konek and Cox for the team. The evaluation team reviewed the curriculum, and documentation including samples of tests and student worksheets to validate the program. The team performed a one-day full review. The BBCC Automotive Technology Department was notified that they were recertified for 5 years on February 2, 2009. The recertification was completed under current standards. New standards are being established and the BBCC program will need to update their curriculum in 2.5 years to stay current. One of the new standards require instructors to attend 20 hours of technical upgrading per year. Instructor O’Konek expressed his appreciation of the Board support of the department’s quest to keep the program at the highest level.

Trustee Mike Blakely commented this is money well spent. He called Instructors O’Konek and Cox the “dynamic duo” and complimented them for teaching not only mechanical skills but also professionalism. This is great program and a big job for two people.

6. Exceptional Faculty Award Recommendation-

President Bonaudi stated he received recommendations from the Exceptional Faculty Award Committee as detailed in the agenda and he recommended approval. He noted that Mike Betcher is an Adjunct Welding Instructor.

MOTION 09-16

Trustee Angela Pixton moved to approve awarding Exceptional Faculty Awards to Mike Betcher for \$1,200, Pat Patterson for \$1,350 and Steve Matern for \$2,000. Trustee Felix Ramon seconded the motion, and the motion carried.

Trustee Mike Blakely announced a 5-minutes break at 8:14 p.m. The meeting reconvened at 8:24 p.m.

7. Accreditation Report

Dean Valerie Kirkwood presented an overview of the new accreditation standards adopted by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU accredits colleges and universities in Alaska, Idaho, Oregon, Utah, Montana, Nevada and Washington. The mission of NWCCU is to assure educational quality, enhance institutional effectiveness and foster continuous improvement.

Dean Kirkwood explained that accreditation is voluntary and it has very serious advantages for colleges and students. Accreditation means several things: the institution's goals are soundly conceived, its purposes are being accomplished and the institution is organized, staffed and supported to merit confidence in the quality and effectiveness of the institution in achieving its mission. Students attending accredited colleges reap the benefits of eligibility to receive federal student aid and education grants and the security of knowing their credits will transfer more easily between colleges.

Each accreditation standard holds the expectation of quality. There are currently nine standards. There are five new standards, which will replace the former standards with a more holistic approach, overlapping components that interrelate. BBCC's six-fold mission arena fits nicely within Standard 1. The Academic Master Plan (AMP) and goals relate to the standards. Standard 2, Resources and Capacity, consolidates all nine of the previous standards. Standard 3, Planning and Implementation, ties in well with our AMP. Standard 4, Effectiveness and Improvement, fits with assessment and how we are evaluating and improving ourselves. Lastly Standard 5 is Mission Fulfillment, Sustainability, and Adaptation and it will cover how we publish judgments and fulfill our mission. Once again, our AMP will provide good structure for this standard.

We are scheduled to provide, in Fall 2009, a progress report responding to two previous recommendations from our regular interim visit. We will begin transitioning to the new schedule in 2011 with a Standard 1 report due in Fall of 2011. In 2012, will provide a full report and host a full team evaluation visit. This first full report with the new standards will be completed in two years rather than the full seven-year cycle. BBCC will provide a Standard 1 report in 2013 and then a Standard 2 report in 2015 along with an evaluation visit. Standards 3 and 4 will be reported on in 2017 and then in 2019 another full report and a full team evaluation visit will occur.

President Bonaudi expounded that the new schedule is much busier. A full team visit brings 10-15 evaluators on campus. The old standards had 200 elements, the five new standards contain 100 elements at this point. Rather than being busy with accreditation only in year 5 and 9, we will be busy with accreditation every year. Our AMP shows how well our ends statements overlap with each other. Our three AMP reports are built in mechanisms to keep up with

accreditation standards. The first two years will be very difficult, rather than building on to each standards report yearly and then expanding them we will be required to compile a fully expanded report on all five standards after just having submitted one report on Standard 1. In 2013, we will begin the seven-year cycle. The work is plotted out.

President Bonaudi stated he has been involved in drafting the new standards and it is an interesting process. He stated the key is to show that our goals are being accomplished. Faculty Association President Mike O'Konek asked about the faculty committees for the fall 2012 deadline. President Bonaudi replied that they will need to discuss it in negotiations. We may need to reconstitute the assessment committee, and involve more people. The current structure makes it hard to do another self-study. Trustee Mike Blakely commented if the NWCCU doesn't revise the new standards we'll be in good shape because of the revised AMP. President Bonaudi stated that the 400 schools in the northwest all have to agree to the changes in the standards. He also said it looks like the new standards will be adopted with a little tweaking.

8. Board Resolution 2009-1

In 2003, the Board passed Board Resolution 2003-1, which clarified the President's authority. The proposed Board Resolution 2009-1 adds VP Holly Moos as a senior administrator. Since 2003 it has been made possible through statute for employee groups other than faculty to organize i.e. classified staff and mid level managers. Board Resolution 2009-1 contains language that authorizes the President to negotiate with any employee union rather than just a faculty union. If Board Resolution 2009-1 is adopted, Board Policy 1004 should be modified to reflect the 2009-1 resolution. President Bonaudi suggested these actions be taken with two separate motions.

MOTION 09-17 Trustee Mike Wren moved to adopt Board Resolution 2009-1 as presented. Trustee Angela Pixton seconded the motion and the motion passed.

MOTION 09-18 Trustee Felix Ramon moved to revise Board Policy 1004 to reflect the changes authorized by Board Resolution 2009-1 as presented. Trustee Mike Wren seconded the motion and the motion passed.

Trustee Mike Blakely announced an Executive Session would be held for 30 minutes beginning at 8:46 p.m. The purpose of the Executive Session is provided in RCW 42.30.110 (1) (b) to consider the selection of a site or the acquisition of real estate by lease or purchase. At 9:16 p.m. the Executive Session was extended for 10 minutes. The meeting was reconvened at 9:26 p.m. with no action taken.

9. Joint Quincy School Board Meeting

President Bonaudi stated we had a great meeting with Directors of the Quincy School District. There was good conversation and we think the Quincy High School will welcome the math project. Trustee Mike Blakely stated the Quincy Board members also felt it was a good meeting. Quincy High School Counselor Rod Luce inquired about the number of Quincy Running Start students as compared to other school districts in our service district. Institutional Research Dean Valerie Kirkwood compiled a pie chart and e-mailed it to Mr. Luce electronically shortly after the Joint meeting. Dean Kirkwood recently realized due to the incompatibility of the old Student management system (SMS) and data warehouse there was an error in the pie chart. She went back to SMS to update the numbers. The pie chart has been updated and redistributed.

Trustee Felix Ramon reported that he enjoyed the visit with the Quincy School Board very much. He had good conversations with the Quincy School principal, counselor and Board members. Sharing about our programs opened new avenues and the Quincy Board members' responses focused on better working relationship with them in the future.

Trustee Blakely stated his wife is on the Quincy School Board. She reported to him that they were pleased and happy that they visited BBCC. He went on to state that there will probably be more Quincy graduates coming to BBCC as a result of relationships strengthened during this meeting. The Vocational Directors from Quincy and Ephrata will be coming to BBCC for a tour later this month.

10. Assessment of Board Activity

Trustee Ramon reported that he attended the Joint Quincy School Board meeting. He also attended two TACTC Budget Committee meetings via conference calls. The State of the College and the JATP welcoming ceremony held in the Masto Conference Center were important campus events that he attended. During a recent 40/8 meeting he attended the group voted to give seven \$1,000 scholarships for nurses training and five of those scholarships will go to BBCC nursing students. He also attended a BBCC Foundation meeting. Trustee Ramon recounted that he had conversations about the legislative process with community members to explain facts and figures on the proposed budgets. He also stated that he has been approached by college staff. He reassured them that the President is doing his best under the circumstances the budget has not been set by the legislature yet. He explained further that we are not rushing into any decisions and everyone needs to be patient.

Trustee Angela Pixton stated she attended the JATP welcoming ceremony and it was fun and exciting to see the students' enthusiasm. Regardless of language barriers their exuberance was contagious. She appreciated the similarities

between the farming kids from Japan and her own children. Trustee Pixton reported she was contacted by the BBCC Foundation to raise funds in Warden for Cellarbration! Lastly, she was recruited by the Warden High School to administer senior exit interviews representing Big Bend Community College.

Trustee Mike Wren reported that he visited Olympia representing the Port of Ephrata and he took the opportunity to talk with legislators about budget impacts on BBCC. He reminded the legislators that we are the ladder to help people out of unemployment. He also had good conversations with business leaders looking at the Port of Ephrata as possible business locations. He has discussed the PET program, which teaches potential employees valuable skills. Our college programs and the PET program are seen as proactive activities for our communities. He also said he is looking forward to the PET presentation and the Grant County EDC's quarterly luncheon on Thursday in the Masto Conference Center.

Trustee Mike Blakely reported that he attended the State of the College, the Joint meeting with the Warden School Board and the Classified Staff Awards Luncheon. He attended the 2/24 Board Study Session and the Regular meeting that same afternoon. He stated he enjoyed the JATP welcoming ceremony. He also stated he watched the Budget Review Task Force meeting via MediaSite and commented that VP Hamburg did a good job and that dissenting positions are okay. He acknowledged that all on campus are making sacrifices. Trustees have turned down trips, and administrators are attending meetings electronically and cutting back on expenses. Faculty and Classified Staff are also cutting down on expenses. Trustee Blakely reported e-mail and phone contacts with Representatives Warnick and Hinkle and Senator Holmquist. He commended them for the positive things they've done for us. He also contacted Senator Parlette, Representative Cox, Representative Schmick, Senator McAuliffe, Senator Prentice, and Senator Schoessler. Attending a Viking baseball game was a fun activity. Trustee Blakely referred a young lady with her GED to BBCC. She is now enrolled in classes at BBCC. He encouraged everyone to reach out and bring in students. He met with Dr. Bonaudi regarding the Board agenda. He also attended a Quincy Leadership Roundtable which included representatives from the Quincy City Council, Fire Department, Hospital, and school district. Trustee Blakely reminded them that Big Bend Community College is part of the Quincy community. He talked with President Bonaudi about hosting this group on campus and their meeting on October 13 will be held in ATEC.

11. Next Regularly Scheduled Board Meeting

MOTION 09-19

Trustee Felix Ramon moved that the Board of Trustees set the next regularly scheduled meeting on May 19, 2009, at

1:30 p.m. Trustee Angela Pixton seconded the motion and the motion passed.

12. Miscellaneous

President Bonaudi reminded the Board that CWU President Gaudino will be on campus for a reception from 4-6 p.m. on April 28 and a Cabinet meeting beginning at 8:30 a.m. on April 29. One-third of our transfer students choose CWU and CWU has invested in the Lauzier University Center.

The Spring TACTC Conference will be held at the Tulalip Resort. Trustees Felix Ramon and Mike Blakely expressed interest in attending.

President Bonaudi announced that Cellarbration! our biggest fundraiser of the year is coming up Saturday, May 16.

The Board was reminded that the President's evaluation is due in June.

The meeting adjourned at 9:50 p.m.

Mike Blakely, Chair

ATTEST:

William C. Bonaudi, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #3: CONSENT AGENDA (for information)

- b. Student Success Initiatives Update
 - 1. Achieving the Dream
 - 2. Student Achievement Initiative

BACKGROUND:

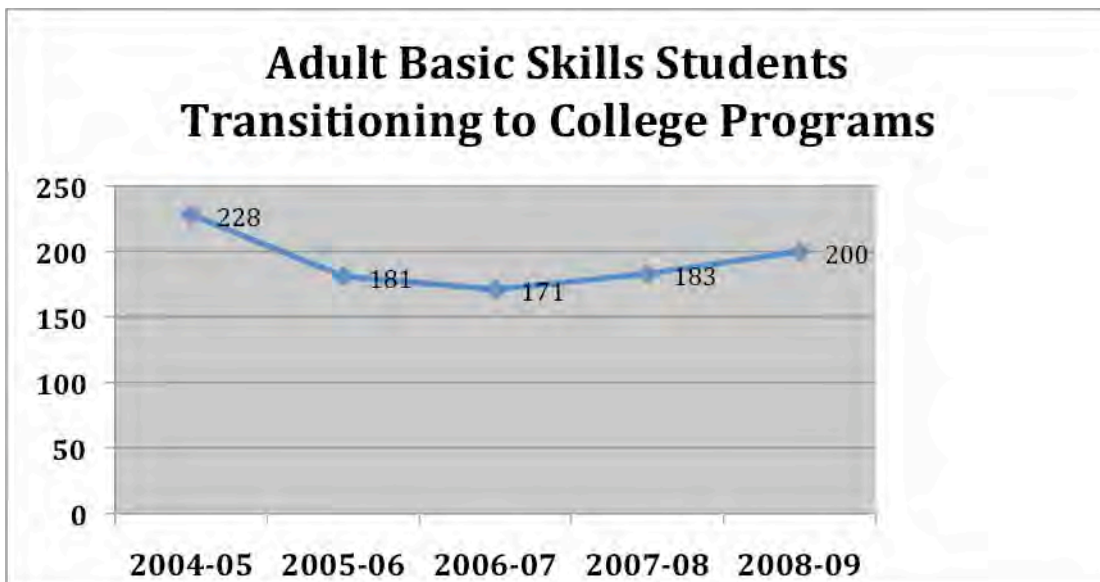
Achieving the Dream

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

Student Achievement Initiative

Enedelia Nicholson, Basic Skills Student/Staff Mentor, continues to mentor and advise students and faculty to help with the student’s transition to college courses and programs.

In 2008-09 BBCC saw an additional 17 students transition to college programs. We will continue to monitor this and determine what levels of ABE students are more likely to make the transition to college programs.



Prepared by Vice President Mike Lang, SSS Director, Jerry Workman & Associate Vice President Candy Lacher

RECOMMENDATIONS:

Achieving the Dream Annual Narrative & Financial Report: April 2009

Name of Institution: Big Bend Community College

Date: April 29, 2009

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

Grant Number (if applicable):

Report submitted by:

Name: Candy Lacher

Title: Assoc. Vice President of Student Services

Phone: (509) 793-2063

Email: candyl@bigbend.edu

I. Committed Leadership

a. How have the **president, chancellor, and/or campus CEO** participated in your Achieving the Dream work this year? Check all that apply.

Participated actively on the Achieving the Dream Core Team or equivalent working group

Regularly monitored the college's Achieving the Dream work

Made presentations about Achieving the Dream issues to:

faculty & staff

community groups

trustees

Other. Please describe:

Achieving the Dream strategies and findings were shared as part of the President's State of the College address on March 31, 2009, which was attended by members of the college's service district, simultaneously broadcast live on the Internet, recorded, and archived for future reference. The initiative, including evaluation data, has also been shared with Wahluke, Warden, and Quincy school district board members during joint meetings of their school boards and the BBCC Trustees; with the Adams County Development Council at their annual meeting; and at a community meeting in Ritzville.

b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

Web site

Regular reports to trustees

Regular reports to faculty and staff

Regular reports to students

Special Achieving the Dream reports

On-campus Achieving the Dream events

Other. Please describe:

Quarterly newsletter, *Focus on Success: Quarterly Report on Student Success Initiatives at BBCC*. The newsletter is distributed campus wide and is shared with community groups during meetings.

II. Use of Evidence to Improve Policies, Programs, and Services *IT and IR Capacity*

a. Number of FTEs at your institution devoted to institutional research: 3

b. Has your institution upgraded its *institutional research* capacity this year?

- No
 Yes

If yes, briefly describe the changes and their impact on the college:

After the resignation of the office assistant, a review of the needs of the institutional research department was completed. It was decided to open a new position of data compiler which requires a higher skill set. This change in staffing allows more time for analysis and research in addition to responding to basic data requests.

c. Number of FTEs at your institution devoted to information technology: 7

d. Has your institution upgraded its *information technology* capacity this year?

- No
 Yes

If yes, briefly describe the changes and their impact on the college:

e. How has your institution used data in institutional decision making this year? Check all that apply.

- Program review and evaluation
 Strategic planning
 Budget preparation

Briefly describe your practices and their impact to date:

Senior administration routinely reviews data provided by institutional research to allocate resources and make staffing decisions. Data was used extensively in the writing of the current 5-year academic master plan, now titled "Student Success". The AtD core & data teams analyze and review data to evaluate the effectiveness of our current strategies, including the need for changes. Program data, including finances, is currently being reviewed by faculty and deans as budget conversations are taking place across campus.

f. What institutional research challenges has the college faced this year? Check all that apply.

- None
 Too few IR staff positions
 Unfilled staff positions
 IR staff skill deficits
 Difficulty retrieving useful, timely data
 Other. Please describe:

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

g. Has the institution analyzed longitudinal/student cohort data this year?

No

Yes, and this use of data pre-dates Achieving the Dream

Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it?

Data used after joining AtD includes SENSE and CCSSE survey results, student evaluations from new student orientation, and success rates from college success skills and math classes. This was our first year using SENSE and that data is currently being used to determine new students' perceptions of our processes and activities. We are currently administering the CCSSE survey for the second time and will compare results from this survey to those obtained two years ago to monitor changes in student perceptions of services and look for additional areas that need improvement. Student orientation evaluations are compared to previous responses to determine if there are trends and also used to discuss changes that improve the students' experiences.

Data used before joining AtD includes results from BBCC's Spring Enrollment Survey, previously given each spring quarter. Similar to CCSSE, this survey asks students their opinions about instruction, services, climate and culture on campus. The 2008 Spring Enrollment Survey was used to gauge student opinions against what was previously reported to monitor improvements made to student services and instruction as a result of AtD efforts. If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?

No

Yes

If no, please explain why:

Results from our surveys are not loaded into the AtD database. In relation to other data (diagnosing achievement gaps, for example) we find that it is more convenient to use internal databases. Additionally, our baseline data was prepared from internal databases so using our own databases provides a more direct comparison for analysis.

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

No

Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies?

If no, please explain why:

Retention rates from fall to winter quarter were compared for those who attended a college success skills course and those who did not. Results from this comparison last year (20% difference) led us to require a college success skills course for students who place into developmental math and developmental English, and also students who are placed on academic probation. We've also found that students who completed a college success skills course in fall quarter 2008 had higher success rates in pre-college math (70%) than those who did not enroll in a college success skills course (62%).

Process for Formulating and Evaluating Solutions

j. What is the current status of your evaluation?

- Evaluation is still being designed
- We have collected some early data
- We have collected and analyzed 1-2 semesters of data
- We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation?
How are you addressing these obstacles?

We currently are not able to identify students using the online tutoring system to determine the effectiveness of this strategy on student success. Our technology department is working on a solution that will allow us to capture student identification when they log into the system. Once we capture student identification information, we will be able to track those students' enrollment in courses, their success in those courses, subsequent enrollment, and completions. This will also allow us to examine how this strategy (improved tutoring services) might interact with other interventions to improve student success.

III. Broad Engagement

Faculty and Staff

a. In what ways have *full-time faculty* been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success initiatives
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:

b. In what ways have *part-time or adjunct faculty* been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success initiatives
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success

- Participated in data collection and/or analysis
- Other. Please describe:

c. In what ways have *staff* been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success interventions
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:

Students and External Stakeholders

d. How have you involved *students* in your work this year?

- Surveys
Please list surveys conducted: *BBCC Spring Enrollment Survey (spring 2008), SENSE (fall 2008), CCSSE (spring 2009)*
- Focus groups
Please describe:
- Students participated on planning or advisory committees
Please describe: *Students serve on nearly all standing committees, the Budget Review Task Force, and have a permanent seat at all meetings of the Board of Trustees.*
- Other. Please describe:

e. How have you involved the *external community* this year?

- K-14 collaboration
Please describe: *The BBCC Board of Trustees has continued its tradition of meeting with local school district directors, meeting with three boards this past year: Quincy, Warden and Wahluke. Staff members have met with Grant County School District superintendents and presented information about our Achieving the Dream strategies. We have administered our math and English placement tests at service district high schools and provided results to high school administrators and teachers. One area high school is revising curriculum based on data provided following the testing of their students.*
- Community Conversations, following Public Agenda model
- Community forums or meetings
Please describe:
President Bonaudi presented information on our various student success initiatives, including AtD, to the Adams County Development Council at their annual meeting held this year in Othello. Staff members met with community members at a forum held in Ritzville. Student success strategies were shared and focus groups were held to obtain feedback from community members. Staff also had focus groups with high school students at two of our smaller schools: Lind HS and Washtucna HS.
- Other. Please describe:

The Dean of Institutional Research and Planning gave a presentation to the BBCC Foundation detailing our AtD strategies, how data is collected and analyzed, the results of those efforts, and how the results are used to improve student success.

f. How have you shared information and lessons with external audiences?

- Conference presentations
Please list conferences: *Washington State Student Services Commission; Washington State Community & Technical Colleges Instruction Commission*
- Presentations to community groups
- Press releases
- Scholarly articles disseminated statewide or nationally
- Other. Please describe:

Quarterly newsletter, Focus on Success: Quarterly Report on Student Success Initiatives at BBCC

g. Was your institution's Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?

- No
- Yes

If yes, please provide the reference. This may include web site links or URLs, the dates and pages on which stories were published in specific magazines, newspapers, or other publications and/or the dates stories were aired on specific radio or television stations. Please include items published periodically, monthly, or weekly as well as daily and community, neighborhood, city/town, regional, and state media outlets.

President Bonaudi spoke about our Achieving the Dream strategies during his State of the College addresses on May 6, 2008 and March 31, 2009. The presentations may be viewed at the following link:

<http://mediasite.bigbend.edu/Mediasite/Catalog/Front.aspx?cid=a1c00140-7f70-4095-9bb3-e99bd5c90baf>.

Or read about at:

<http://www.columbiabasinherald.com/articles/2008/05/07/news/news04.txt>

IV. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions. Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- **I:** Implemented as planned
- **D:** Delayed
- **M:** Modified
- **C:** Cancelled
- **S:** Taken to scale
- **OT:** Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool*

You may add cells as necessary.

Intervention	I	D	M	C	S	OT
<i>Administer math placement test at area high schools</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Increase collaboration between college & high school faculty</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Summer Math Jam course offered</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Supplemental Instruction for pre-college math</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Online tutoring</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>New Student Orientation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Mandatory advising for developmental students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Advisor training</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>College Success Skills – required for some & online offered</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Hispanic student mentoring (MAPA)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>ABE/ESL Student Transition Advisor</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Diversity Training</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Viking Seminars</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation:

College staff members have not yet been able to reach the desired level of collaboration between high school and college math faculty. BBCC math faculty members have not arranged meetings with local school district math faculty to discuss math curriculum. To date we have not addressed how to go forward with this intervention.

- b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges?

The summer math jam course offered in August 2008 had very low attendance. To address this we have changed the dates for summer of 2009 to the month of June, opened up who may attend, and we're advertising in the high schools.

Getting supplemental instruction started was slow and time consuming. We now have an employee who is coordinating this effort. Additional classes are now included in this effort and instructors are implementing strategies to increase participation.

- c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results?

Meetings of the AtD Core and Data teams will be scheduled at regular intervals to improve communication and evaluation of interventions. Faculty and staff members involved in our interventions will be invited to meetings to provide the teams with information about what is working and to review quantitative data with the core and data teams. Students involved with specific interventions will be surveyed or invited to focus group meetings to provide additional data for evaluation purposes. This should provide us with the information needed to assure that we are focusing on the interventions that provide the most opportunity for increased student success.

Item 2. Detailed Intervention Description.

- **ALL** colleges are required to complete this section.

- **Note to Round I and Ohio colleges:** If you are applying for designation as an ATD Leader College, please check the box below. The detailed intervention description will serve as your application documentation. For more information about this process, please see “Process for Identifying Achieving the Dream Leader Colleges Among Round I and Ohio Institutions.”

Our institution is applying for designation as an ATD Leader College.

- a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years¹:
- Course completion
 - Advancement from remedial to credit-bearing courses
 - Completion of college-level “gatekeeper” math and English courses
 - Term-to-term and year-to-year retention
 - Completion of certificates or degrees

Alternatively, you may provide student success data on other measures relevant to the specific student success interventions undertaken. The documentation of increases in student achievement should be in an area where your institution has sought to improve overall student success or close gaps in achievement among student groups.

You are encouraged to present data on increases in the *rates* of student success as well as the *absolute numbers* of students succeeding, since the latter can be affected by changes in enrollment rather than in student performance.

New Students on Campus who took CSS Classes in fall 2008

		Fall 2008	Reenrolled in Winter 2009	%
Latino Students	Female	26	26	100%
	Male	17	16	94%
	Total Latino Students	43	42	98%
White Students	Female	46	35	76%
	Male	44	38	86%
	Total White Students	90	73	81%
Other Students	Female	9	6	67%

¹ While at least three years of data are required for Round I and Ohio institutions’ applications for ATD Leader College designation, all other institutions should base their documentation on Achieving the Dream work completed thus far.

	Male	9	6	67%
	Total Other Students	18	12	67%
Total Students		151	127	84%

New Students who did not take CSS Classes in fall 2008

		Fall 2008	Reenrolled in Winter 2009	%
Latino Students	Female	48	45	94%
	Male	49	40	82%
	Total Latino Students	97	85	88%
White Students	Female	98	84	86%
	Male	127	104	82%
	Total White Students	225	188	84%
Other Students	Female	27	14	52%
	Male	36	15	42%
	Total Other Students	63	29	46%
Total Students		385	302	78%

Intent Codes: A, B, F, G, X

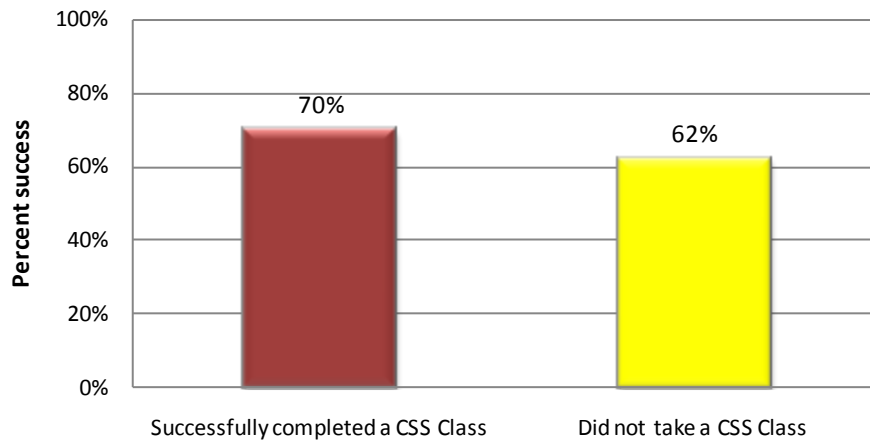
New Students* who attended New Student Orientation in fall 2008				
		Fall 2008	Reenrolled in Winter 2009	%
Latino Students	Female	33	28	85%
	Male	19	18	95%
	Total Latino Students	52	46	88%
White Students	Female	40	36	90%
	Male	42	38	90%
	Total White Students	82	74	90%
Other Students	Female	5	5	100%
	Male	9	7	78%
	Total Other Students	14	12	86%

Total Students	148	132	89%
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New Students* who did not attend New Student Orientation in fall 2008		Fall 2008	Reenrolled in Winter 2009	%
Latino Students	Female	75	49	65%
	Male	59	44	75%
	Total Latino Students	134	93	69%
White Students	Female	136	96	71%
	Male	133	83	62%
	Total White Students	269	179	67%
Other Students	Female	11	7	64%
	Male	18	13	72%
	Total Other Students	29	20	69%
Total Students		432	292	68%

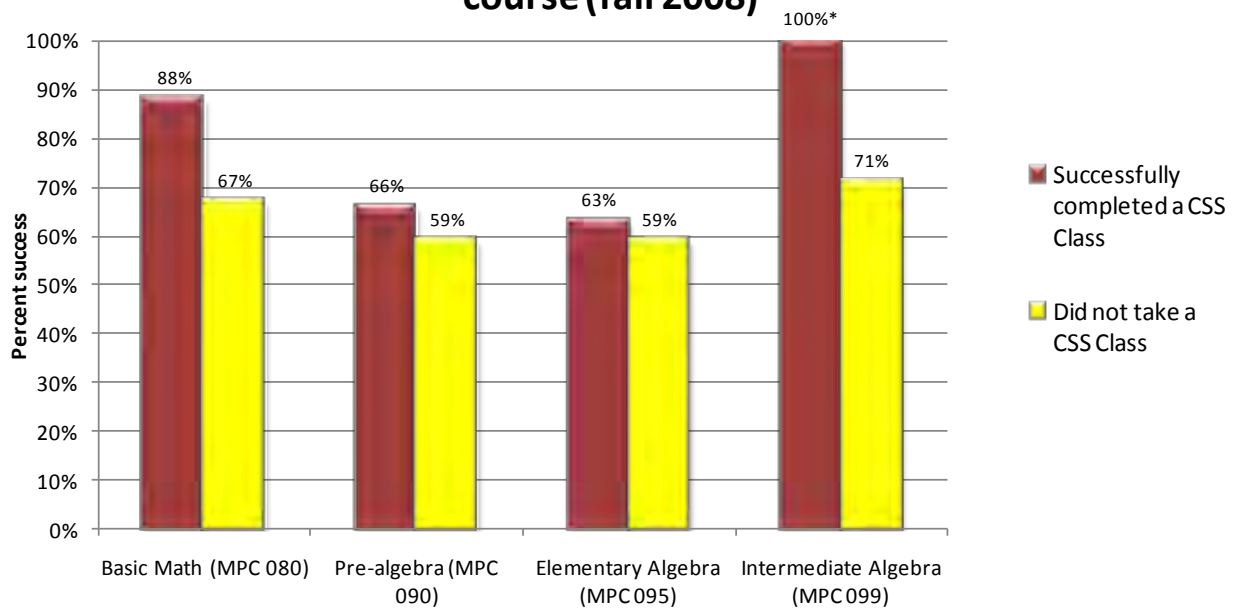
* Intent Codes: A, B, F, G, X, prior education does not have an associate degree, has less than 30 cum credits and were not Running Start Students

Overall new students' success in pre-college level math* (fall 2008)



*Includes all pre-college level math classes

New students' success in pre-college level math by course (fall 2008)



*This group only had one student

- b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population.

Beginning in fall 2008, BBCC students who place into developmental math and English are required to enroll in a college success skills (CSS) class. Previously college success skills was recommended but not required. In fall 2007 134 students enrolled in a CSS class; in fall 2008 that number increased to 278. Data provided on previous pages shows that winter 2009 reenrollment was 6% higher for those who enrolled in a CSS class. This reenrollment number is important because the majority of students in the CSS classes are those at the precollege level in math and English – the students normally most likely to drop after the first quarter. Although we cannot look at overall trends in developmental math success rates yet because not all of our interventions have been implemented long enough to compare recent data with the original AtD cohort data, we are pleased to note that those students who have completed a CSS course in fall 2008 had higher success rates in math than those who did not enroll in a CSS course.

Item 3. Uploading data to the *Interventions to Improve Student Outcomes Online Tool*.

To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the *Interventions to Improve Student Outcomes Online Tool* in conjunction with annual report submission.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

- We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the *Interventions to Improve Student Outcomes Online Tool*.

Item 4. Institutional Policies, Planning, and Funding.

- a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

- No
 Yes

If yes, please describe:

AtD data and relevant discussions resulted in two major changes in institutional policies: (1) academic advising is now required for all students who have earned less than 30 credits and (2) mandatory placement into a college success skills course for students who place into developmental math and English. Discussions about AtD interventions and student achievement also resulted in the addition of the following highlighted statement to the BBCC mission: "Support services for students to help promote student access, success and retention". This addition was made by the Board following campus discussions with the faculty on the approval of the 2009-2014 Academic Master Plan (strategic plan) for the college.

- b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

- No
- Yes

If yes, please describe:

The 2009-2014 Academic Master Plan (strategic plan) has been named "Student Success". Many of the strategies contained in the strategic plan were developed based on data gathered and analyzed through our Achieving the Dream processes. The Student Success plan may be found at:

<http://www.bigbend.edu/aboutbigbend/admin/academicmasterplan/>.

- c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

- No
- Yes

If yes, please describe:

Accreditation reports will be based on the 2009-2014 Academic Master Plan and monitoring reports presented to the BBCC Board of Trustees on progress toward the goals of the Academic Master Plan (strategic plan). These reports include data on AtD interventions and their results, particularly related to student access, success and retention.

- d. Have additional *institutional* financial resources been committed toward Achieving the Dream interventions this year?

- No
- Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. \$ amount	Which interventions are these resources supporting?
<i>College funding – state</i>	<i>\$12,000</i>	<i>All – Assoc. V.P. of Student Services (coordination)</i>
<i>College funding – state</i>	<i>\$10,000</i>	<i>Evaluation – Dean of Institutional Research</i>
<i>College funding – state</i>	<i>\$7,000</i>	<i>Evaluation – Technology staff</i>
<i>College funding – state</i>	<i>\$73,000</i>	<i>All – faculty & staff effort spent in implementing strategies</i>
<i>College funding – state</i>	<i>\$17,000</i>	<i>Increased advising and tutoring</i>
<i>Institutional funds</i>	<i>\$4,000</i>	<i>New Student Orientation</i>

- e. Have additional *external* financial resources been committed toward Achieving the Dream interventions this year?

- No
- Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. \$ amount	Which interventions are these resources supporting?
<i>Title V</i>	<i>\$30,000</i>	<i>Improvement of advising & developmental math instruction</i>

Organization

- a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

- Achieving the Dream Core Team
 Achieving the Dream Data Team
 Other. Please describe:

New Student Orientation Committee; Instructional Council; Executive Council; Student Persistence & Achievement Committee

Professional Development

- a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

- On-campus training on using data and research to improve programs and services
 Off-site training on using data and research to improve programs and services
 Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda
 Other. Please describe:

A faculty-staff led in-service on improving advising skills and using college resources for referrals; advising webinars scheduled for faculty and advising staff; five faculty and staff attended a two day NACADA seminar; three faculty and an administrator attended the AtD Strategies Conference; math faculty attended a statewide math institute; three staff members attended NISOD and the CCSSE workshop in May 2008

V. Summary of Accomplishments and Disappointments

- a. Briefly describe your greatest accomplishment this year.

Our two greatest accomplishments this year are the adoption by the Board of Trustees of the new Academic Master Plan "Student Success" and the implementation and results of our college success skills (CSS) courses. Our ability to increase the number of students enrolled in CSS by providing additional sections during fall 2008, the change in policy that now requires developmental students enroll in CSS, and the increase in reenrollment and improvement in precollege math completion for those who enrolled in CSS are most noteworthy.

- b. Briefly describe your greatest disappointment or setback (if any) this year?

We are disappointed in the low number of students who attended our initial summer math jam course, but hopeful that changing the month we are offering this course will increase our numbers this summer. The first year we targeted particular students for this intervention, those who had placement scores near the cut point for the next higher math course. This year the summer math jam will be open to all interested students.

Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?

Institutional Research and Planning in collaboration with Big Bend Technology are beginning the process of moving the college from report based planning to data driven planning. This will be accomplished using a data mart attached to the college's data staging area. This process is intended to assist the college in having better access to current data and add flexibility in how it is gathered and used.

VI. Annual Interim Financial Report

Please use your *most recent budget approved by MDC* as the basis for your annual interim financial report. If you need help identifying your institution's most recently approved budget or in preparing your 2009 submission, contact Elizabeth Muller Busta at ebusta@mdcinc.org early in your preparations.

On the most recently approved budget, add a column for expenses through March 31st to the right of this year's column. List this year's expenses through March 31st in this new column. Unused funds from this year may be carried forward to next year without requesting approval, if they remain in the same line items.

If you need to reallocate carryover funds and/or future funds, MDC must approve a budget modification. If you need to request a budget modification, contact Elizabeth Muller Busta at ebusta@mdcinc.org.

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #3: CONSENT AGENDA: (for information)

c. Accreditation

BACKGROUND:

At the Faculty In-Service on May 1, the NWCCU proposed new standards and reporting schedule were presented to the faculty. We are currently preparing our annual report for the NWCCU and will deliver an interim progress report in October.

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

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #3: CONSENT AGENDA (for information)

d. Assessment Update

BACKGROUND:

BBCC is participating in the Community College Survey of Student Engagement (CCSSE). BBCC previously gave this survey in 2007. We plan to give the survey every other year, alternating it with our own Spring Enrollment Survey. Both surveys provide data from students on the achievement of our Ends Statements and AMP outcomes in addition to providing support for assessment reports from our several student success grants such as, AtD, Title V and Opportunity Grant.

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

RECOMMENDATION:

None

ITEM #3: CONSENT AGENDA (for information)

e. Capital Project Update

BACKGROUND:

Roof Repair - Building 3400:

We received the quote from Burton Construction to repair the roof on Building 3400. The sub-contractor quote is for \$8,198.90 which is within the budget issued for this repair project. The contractor's goal is to perform this work by mid June in conjunction with two other small projects. One of these projects is a repair of a rain water leader pipe in the Gym, Building 2000, and the other is a repair on hangar doors in Aviation Maintenance Technology, Building 3200.

Old Developments/Background:

4-14-09 A job order was issued to Burton Construction to develop cost estimates and subcontractor quotes for the repair of the roof on Building 3400, Welding. They were on campus on March 24th and we anticipate the quote within 2 weeks. There have been leaks in the Welding classrooms and a potential for further damage.

Concrete and Sidewalk Repairs – across campus:

We have not received the quote as yet, but we anticipate it soon.

Old Developments/Background: Again, a job order was issued to Burton Construction to develop cost estimates and subcontractor quotes for the repair of concrete and sidewalks on campus. This quote should be completed within 2 weeks as well. These repairs were needed for ADA purposes and to be compliant with issues noted on our most recent Grant Count 5 Fire Inspection Report.

Fine Arts Building – completion of Building 1900:

The bids for the Mediasite equipment have been received and the contract has been awarded; the amount was \$37,056.18. The request for quotes on the carpet will be going out by May 8. Specifications on the display wall should be finalized this week and the bid will go by May 15.

Old Developments/Background: The completion of Building 1900 includes: installation of carpet in 2 classrooms and a display wall for student art in the lobby, the purchase and installation of equipment for a Mediasite classroom and the purchase of furniture for two classrooms. M & O will oversee this project.

Auditorium Remodel – Building 1400:

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

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

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #3: CONSENT AGENDA (for information)

f. Human Resources Report

BACKGROUND:

Four tenured faculty members took advantage of the voluntary early retirement program for faculty. The four retiring in June are listed below:

Chuck Cox, Automotive

Pete Hammer, Commercial Pilot Flight

Van Jorgensen, Computer Science

Steve Matern, Industrial Electrical Technician

There were some changes for HR with bills passed in the legislature this year; mostly in the arena of health insurance & retirement eligibility requirements. We are studying those changes and will implement processes to implement needed changes.

Current vacant positions and vacancies occurring due to resignations and retirements are being evaluated to determine what searches will need to be implemented for some of the positions. We are currently advertising for nursing instructor positions and have received some inquiries.

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

RECOMMENDATIONS:

None

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #3: CONSENT AGENDA (for information)

g. Enrollment Report

BACKGROUND:

The 2008-09 FTE as of May 7 is included for your information. We are nearly 1% over our two year state-funded FTE target. Academic FTE numbers are currently up about 50 over spring 2008 and professional/technical FTE numbers are up about 40.

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

**TUITION COLLECTION REPORT
As of April 30, 2009 and April 30, 2008**

	<u>2008-2009</u>	<u>2007-2008</u>
Annual Budget	\$2,876,000	\$2,820,000
Total Collections as of April 30	\$2,973,310	\$2,795,271
As a % of annual budget	107.7%	99.1%
Left to collect to meet budget target	\$0	\$24,729

F.T.E. REPORT

5/11/09

	QTRLY <u>FTEs</u>	ANNUAL <u>FTEs</u>	
1st year (07-08)			
SUMMER	310.2	103.4	
FALL	1579.9	526.6	
WINTER	1577.0	525.7	
SPRING	1441.2	480.4	
2nd year (08-09)			
SUMMER	345.6	115.2	
FALL	1598.9	533.0	
WINTER	1681.8	560.6	
SPRING	1499.5	499.8	
TOTAL	<u>10034.1</u>	<u>3344.7</u>	
1st year annual FTE Target	4929	1643	53 Workforce FTE included
2nd year annual FTE Target	5028	1676	53 Workforce FTE included
 SBCTC 2-year rolling enrollment count			
Past year + current year actual FTE		3344.7	
Past year + current year allocation		3319.0	
% of allocation target attained to date		100.8%	
Add'l FTEs to meet minimum 98%	-276.2	-92.1	
Add'l FTEs to meet target 100%	-77.1	-25.7	
FTEs over target	77.1	25.7	

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #3: CONSENT AGENDA (for action)

h. Donations

BACKGROUND:

The Moses Lake Senior Center donated medical supplies valued at \$250 for our Health Education Programs. These supplies will support the education of the nursing assistants, medical assistants and nursing students.

Mr. Harvey Drew donated medical supplies valued at \$250 to the Health Education Programs. These supplies will support the education of the nursing assistants, medical assistants and nursing students.

Mr. James Kemper donated his 1990 Ford to the automotive maintenance technology (AMT) program. This vehicle will provide a better selection for the AMT students.

Mr. Larry Godden, General Manager of Air America Fuel & Service Inc., donated 5,000 gallons of off-spec Jet-A fuel. This fuel will be used for the Aircraft Rescue Fire Fighting (ARFF) facility.

The donations by these community partners are of great benefit to our students. We are very grateful for their generosity.

Prepared by the President's Office.

RECOMMENDATION:

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

To: Gail Hamburg

From: Katherine Christian, Director, Health Education Programs

Date: April 6, 2009

RE: Donation of Medical Supplies

Carry Liles, representing the Moses Lake Senior Center at 608 E. 3rd Ave., Moses Lake, contacted me last week regarding medical supplies that had been donated to their organization. These supplies include syringes, wound dressing materials, surgical stockings, etc., which they cannot resell; she inquired whether these items could be used for nursing education. She also stated that such donations to their organization are not uncommon, and asked if we might be interested in the future.

These items will all be used in the skills lab to support the education of the nursing assistants, medical assistants and nursing students. The approximate value of the items they would like to donate is approximately \$250.

I respectfully request permission to accept this donation on behalf of the Health Education Programs.

To: Gail Hamburg

From: Katherine Christian, Director, Health Education Programs

Date: April 7, 2009

RE: Donation of Medical Supplies


Harvey Drew (address: 8298 Terminal St. N.E., Moses Lake) contacted me last week regarding excess medical supplies that had accumulated during his wife's cancer treatment. These supplies include syringes, wound dressing materials, surgical stockings, and other basic nursing care supplies; he inquired whether these items could be used for nursing education.

These items will all be used in the skills lab to support the education of the nursing assistants, medical assistants and nursing students. The approximate value of the items they would like to donate is approximately \$250.

I respectfully request permission to accept this donation on behalf of the Health Education Programs.

Date: April 22, 2009

To: Gail Hamburg, Vice President

From:  Clyde Rasmussen, Dean of Professional Technical Education

Re: Donation of Vehicle

James Kemper donated to the high school auto program at BBCC a 1990 Ford VIN# 1FACP52U3LG104005. This donation will be used in the shop to help with training on different vehicles.

I recommend that we accept this generous donation, as it will benefit the High School Automotive Program.

MEMORANDUM

TO: Clyde Rasmussen

From: Mark Yosting, John Heflin

Subject: Donation of a car

A very generous donation of a 1990 Ford to the Automotive program has been offered by James Kemper. Mr. Kemper is very supportive of our program and wishes to donate this car to our program at no cost to BBCC.

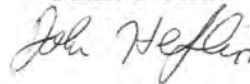
I recommend that the College accept Mr. Kemper very generous offer. We will be acquiring a very useful piece of equipment that will give us a better selection of different cars for the students to learn on.

Thank You,

Mark A. Yosting



John Heflin



Date: April 28, 2009

To: Gail Hamburg, Vice President

From: Clyde Rasmussen, Dean of Professional Technical Education

Re: Donation of Off Spec Jet Fuel A

Mr. Larry Godden, General Manager, AIR AMERICA FUEL & SERVICE, INC. called to inform me that approximately 5,000 gallons of off-spec Jet-A fuel has been donated by ExxonMobil Aviation for use in the POML / BBCC – Aircraft Rescue Fire Fighting (ARFF) facility. This is a significant savings to the students and the ARFF program.

I recommend that we accept this generous donation, as it will benefit the ARFF.

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #3: CONSENT AGENDA (for action)

i. Emeritus Status Nomination

Charles Cox, Faculty Emeritus
Pete Hammer, Faculty Emeritus
Van Jorgensen, Faculty Emeritus
Steve Matern, Faculty Emeritus

BACKGROUND:

The Faculty Association has nominated the following retiring faculty members for Emeritus Status:

Charles Cox
Pete Hammer
Van Jorgensen
Steve Matern

RECOMMENDATION:

President Bonaudi recommends awarding Emeritus status to Charles Cox, Pete Hammer, Van Jorgensen, and Steve Matern.

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

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

Dan Moore, Aviation Maintenance Technology Instructor

Steve Matern, Industrial Electrical Technology Instructor

BACKGROUND:

AMT Instructor Dan Moore was awarded a \$2,000 Exceptional Faculty Award during the January 13, 2009 Board Meeting. He attended the Aviation Technician Education Council in Orlando Florida. He will describe his experience during the meeting.

IET Instructor and Phi Theta Kappa Advisor, Steve Matern was awarded a \$2,000 Exceptional Faculty Award to accompany the Phi Theta Kappa Officers to the Phi Theta Kappa 91st International Convention in Grapevine Texas. Instructor Matern will share a binder and his impressions for the convention during the meeting.

Prepared by the President's office.

RECOMMENDATION:

None

Aviation Technician Education Council (ATEC)
Conference
Orlando FL
04-2009

The focus of the event seems to have shifted from a learning and sharing activity to a method of advertising the presenters' products.

I've been to this conference three times now over the last 10 years. It was a great way of renewing experiences with other AMT programs around the United States, learning about new technologies currently being introduced into aviation and staying abreast of the newest regulation changes and how they will affect our program at BBCC

The technologies part of the conference seems to have turned into an arena for the presenters to advertise their wares, and not a how-to or learning the technology of their products.

The FAA has been looking and trying to update the regulation under which we instruct. There have been several attempts to rewrite Part 147 since its last revision in 1992 with very little luck. An attempt to revise the regulation was made in 1998. It made it as far as a Notice Of Proposed Rule Change, (NPRM) and was put out for public comment. We the public found many discrepancies with this revision and it was soon scrapped. The latest attempt to make changes to Part 147 has been much more successful. This time the FAA brought in experts from the Aviation maintenance community, representatives from the airlines, and members of ATEC, to help with this task. The latest version is expected to go to NPRM by September or October, with a final ruling by the end of 2009. Each AMT school will have three years to rewrite their curriculum to comply with this new rule.

Summary of Trip to Grapevine Texas: Phi Theta Kappa 91st International Convention.

Traveled as accompanying advisor for the Rho Zeta chapter officers from Big Bend Community College, attending the convention as part of the Greater Northwest Region of the Phi Theta Kappa International Honor Society of Two Year Colleges.

We left Big Bend Community College on Wednesday morning April 15, 2009. Our itinerary took us to Spokane International Airport where we picked up round-trip tickets to the Dallas-Fort International Airport, with a final destination of the Gaylord-Texan Resort and Convention Center.

Our stay for the convention lasted four nights, and we departed Sunday afternoon for the return trip home, arriving back at BBCC approximately 9:30pm.

The attendance at the convention for our officers was a significant milestone in their honor society career, and will have significant influence in their futures.

I appreciate very much the award of the travel and lodging expenses for me that allowed us to take three officers instead of just two.

**Respectfully,
Stephen E. Matern**

Attendees:

Kathrina Komlofske, President

Kristina Pichinevskiy, Recording Officer

Kyle D. Lesser, Finance and Communication Officer

Stephen E. Matern, co-Adviser

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #6: Exceptional Faculty Award Recommendations (for action)

BACKGROUND:

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

Rie Palkovic, Art Instructor, applied for an award to attend a portrait drawing workshop at the Gage Academy of Art (\$1,500).

Max Heinzmann, Counselor, applied for an award to develop academic advising tools. He plans to develop five semi-automated spreadsheet tools to be used in advising and auditing graduation requirements for individual students (\$2,000). Mr. Heinzmann met with the committee to provide additional detail and to delineate his timeline. We believe the tools he develops will be valuable for counselors and academic advisors.

The balance of the Exceptional Faculty Award fund has increased from \$239,720 to \$244,326 in the past year, most of the fund was invested in CD's.

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

RECOMMENDATION:

President Bonaudi and VP Lang recommend approval of the Exceptional Faculty Awards for Art Instructor Rie Palkovic and Counselor Max Heinzmann.



May 5, 2009

Dear President Bonaudi,

The Exceptional Faculty Award committee is pleased to present two EFA applications for your consideration. The committee believes each plan has its own merits and fits the guidelines for the awards.

Rie Palkovic is asking for an award that she may attend a portrait drawing workshop at the Gage Academy of Art. The Committee believes her proposed project will certainly bring new perspective to her classroom. We applaud Ms Palkovics' desire to augment her artistic talent and we fully support her endeavor.

Max Heinzmann has applied for an award so that he may develop some academic advising tools. He proposes to develop five semi-automated spreadsheet tools to be used in advising and auditing graduation requirements for individual students. This proposal created much discussion and many questions by the committee. We asked Mr. Heinzmann to rewrite his proposal so that he could provide more detail, and to delineate his planned timeline. We also asked him to meet with the committee to fully explain how his project would be implemented and how it would dovetail with the other "on line" utilities that are currently under construction. Mr. Heinzmann was very accommodating and fully answered our questions and concerns. After some deliberation, the committee agreed that Mr. Heinzmann's project has merit and we support his efforts to streamline advising. We see a positive net benefit to its implementation. As envisioned, we believe his project could be a valuable tool that the counseling core and other academic advisors may use to readily create simple reports for students and records. Mr. Heinzmann has offered to present his project to you and/or the Board should you have questions.

We have included copies of the applications and other materials for your convenience. We look forward to your recommendations and, ultimately, the Board's consideration. As the final award period closes for this school year, the EFA committee is honored to be a part of this process and wish to thank you, President Bonaudi, the Foundation, and the Board of Trustees, for your support, trust and guidance. Without your collective support these awards would not be possible. Thank you.

Sincerely,

Matthew Sullivan

Dennis Knepp

John Gillespie

Charlene Rios

Bill Autry

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #7: Library Council of Washington (for information)

BACKGROUND:

The Library Council of Washington is meeting on the BBCC campus. The following participants will present information to the Board.

Jan Walsh, the State Librarian, will provide general information about the State Library and its functions. She is also very connected with what is happening in Olympia and will likely provide an update on the goings on there.

Chris Skaugset, chair, will introduce the Library Council of [Washington](#) and its role.

- **Serve as an advocate and a catalyst** for developing and implementing statewide library programs that will improve service to all people in Washington through libraries;
- **Provide a forum for the library community** to discuss issues of concern; individual members keep their constituents abreast of the council's progress and regularly request their input;
- **Encourage and support cooperation among libraries** of all types throughout the state;
- **Advise the State Library** on the use of federal funds, statewide areas of need in library service, and library development in Washington State; and
- **Advocate** on behalf of Washington libraries in collaboration with other organizations.

Dean Tim Fuhrman will discuss how the State Library benefits BBCC and the other CTCs in WA. This would include training of all types, providing funds for LMDC information literacy and other projects, statewide database projects, development of the statewide catalog (Wayfinder) and new services such as Virtual Reference.

Prepared by Dean Tim Fuhrman.

RECOMMENDATION:

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #8: AMP Report #2 Programs (for action)

BACKGROUND:

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

Prepared President Bonaudi and Dean Valerie Kirkwood.

RECOMMENDATION:

President Bonaudi and Dean Kirkwood recommend acceptance of Programs 2009.

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #9: President's Evaluation (for information/action)

BACKGROUND:

The Board will discuss the President's annual evaluation.

RECOMMENDATION:

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.

Presidential Performance Review Tool 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.			

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #10: Board Officer Elections (for action/information)

BACKGROUND:

The Board typically elects a new slate of Board officers effective July 1, of each year. The Board Vice Chair rotates into the Chair position. The Board has consulted the rotation schedule below in voting its Vice-Chair selection. The two newest Trustees were added to the rotation and it was approved as presented at the November 18, 2008 Board meeting.

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

	07/08	08/09	09/10	10/11	11/12
Blakely	VC	C			
Ramon		VC	C		
Kenison	C		VC	C	
Pixton				VC	C
Wren					VC

Term Expires:

Blakely 9/30/09
Kenison 9/30/13
Pixton 9/30/10
Ramon 9/30/08
Wren 9/30/12

RECOMMENDATION:

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

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #11: Assessment of Board Activity/Retreat (for action)

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.

Prepared by the President's Office.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #12: Next Regularly Scheduled Board Meeting (for action)

BACKGROUND:

The next regularly scheduled Board meeting is Tuesday, June 23, 2009 at 1:30 p.m. In order to review the proposed 2009-2010 Operating Budget a Study Session may be set prior to the regular Board meeting at 10:00 a.m.

Prepared by the President's Office.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 5/19/09

ITEM #13: Misc. (for information)

BACKGROUND:

The Spring TACTC Conference will be held at Everett Community College May 14-15, 2009.

The BBCC Foundation's largest fundraiser, Cellarbration! will be held May 16, 2009, in the Masto Conference Center.

The BBCC Commencement ceremony will be held Friday, June 12 at 7:00 p.m. in the DeVries Activity Center. Mr. Samuel Green, Washington State Poet Laureate, will deliver the Commencement address. We will join the graduates' reception in ATEC following the ceremony. There will be no reception at President's Bonaudi home this year.

The 2009 ACCT Leadership Congress will be held in San Francisco, California, October 7-10, 2009. The deadline for early registration is August 26, 2009.

Prepared by the President's Office.

RECOMMENDATION:

None.