

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

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

Present:

Mike Blakely
Katherine Kenison
Felix Ramon
Mike Wren

Absent:

Angela Pixton

President Bonaudi introduced newly hired Vice President of Instruction/Student Services Bob Mohrbacher. He also introduced the Achieving the Dream coaches Frank Renz and Mark Figueroa.

1. Academic Master Plan Report #2 Programs 2010

President Bonaudi stated this report represents the heart of what BBCC does, using data to measure our effectiveness in moving forward and contributing to student success. The Academic Master Plan (AMP) is derived from the Board's Ends Statements. The Board members were provided a copy of their Policy Governance manual and evaluation sheet. Recently at a TACTC meeting, policy governance was discussed. They discussed the particular parts to watch over carefully to evaluate policy and how the college responds. President Bonaudi said BBCC is one of the policy governance models in the system. Ends Statements are revisited annually and may be revised if needed, based on the data collected or new events in the system. The AMP is driven by the Ends Statements. The 2009-14 AMP is designed around outcomes based on the Ends Statements. The way the college is going to act for student success is guided by Ends Statements drafted by the Board. This summer the Board will discuss how this approach will fold in with the revised Northwest Commission on Colleges and Universities (NWCCU) standards. The Ends Statements will form the basis of our core themes.

This is the second year of the 2009-14 AMP. President Bonaudi reminded the Board six monitoring reports were collapsed into three reports. We refer to the overlap of many of these outcomes with the Ends Statements to which they are related. The AMP looks at activities for access, programs, and a compilation of data reviewed by the campus and the Board. Dr. Bonaudi explained "Access" is how we attract students, "Programs" is what we do with students to help them succeed. He introduced Dean Valerie Kirkwood to lead the presentation.

Valerie Kirkwood, Dean of Institutional Research stated the Programs 2010 report focuses on BBCC's efforts to provide student services and instruction that lead to student success. Student success is defined as a student completing courses, workshops and goals according to their educational plans. The program audits show how we accomplish this effort.

Outcomes B.1 Students complete courses or workshops with a grade of passing or 2.0 gpa or better

Overall 78% of BBCC students in 2008-09 successfully completed their courses. The four highest enrolled classes include: English Composition I (ENGL& 101), English Composition II (ENGL& 102), Public Speaking (CMST 220) and Elementary Algebra (MPC 095). The Intermediate Algebra (MPC 099) average success rate is 50%. There are several efforts underway to improve student success in this area.

Outcomes B.2 Students establish educational plans

Currently, we estimate 72% of BBCC students complete educational plans. Advisors are very busy working with students and their education plans. All students who have earned less than 30 credits are required to see an advisor/counselor.

Dean Kirkwood introduced Counselor Max Heinzmann to explain the degree planning worksheet, which is a tool used by faculty and students. Students visit with advisors/counselors to determine if they're on track with their degree requirements. The degree planning worksheet helps them understand the credits they need.

Counselor Heinzmann explained the direct transfer agreement has been in place since 1970. Nearly all baccalaureate institutions in Washington State and several out-of-state institutions participate in this agreement. Some degrees transfer completely and some don't. There are three tailor made Associate of Arts & Science degrees offered by BBCC: Associate in Business, Associate in Elementary Ed. and Associate in Pre-Nursing. He stated he uses a pie chart to illustrate how credits transfer from BBCC to baccalaureate institutions. Then he discusses with the student how to build the degree they need using the degree planning worksheet.

Counselor Heinzmann was awarded an Exceptional Faculty Award (EFA) during the May 19, 2009, Board meeting to develop an automated electronic degree planning worksheet. This presentation will serve as his EFA presentation as well as information regarding Outcomes B.2. The electronic degree planning worksheet is in Excel for all advisors, faculty advisors and students to use. The information fits on a single page and can be stored electronically. He shared the electronic version of the document and demonstrated how it collects data. The fields are color coded according to plan completion in each area.

He noted the Advisor's input page allows the credits completed and credits to be completed to automatically total as other fields in the worksheet are filled. The data then automatically loads into the degree worksheet which is easily understandable. Five training workshops were held for advisors throughout the year. He has received positive feedback by advisors and faculty for this additional resource they can use to assist students with their educational plans.

Outcome B.3 Students continue to complete goals according to their education plans

Dean Kirkwood explained Appendix B details students' degree, certificate and short-term completion information for the past several years. Students, depending on their circumstances reach their educational goals in varying amounts of time. Faculty advisors are familiar with each student and encourage them along the way. Dean Kirkwood stated the points of focus for service programs include: placement testing, advising/training, advising/availability and quality of services. The point of focus for instructional programs is quality of service. Institutional Research is reviewing the data and audits to determine adequate staffing. Dean Kirkwood commented even though we can't hire faculty right now, that information is useful for future reference.

Dean Kirkwood introduced VP Mike Lang to discuss placement tests. Dr. Lang indicated the math and English placement tests are administered to place students in the correct level of math and/or English. This is an effort to match students' skills with appropriate coursework. Prospective students often do not have basic college skills. The 2009-10 math placement tests resulted in students being placed in the following levels: basic math (MPC 080) or lower 24%, pre-algebra (MPC 090) 28%, elementary algebra (MPC 095) 30%, intermediate algebra (MPC 099) 13%, and college level math (MPC 107 and above) 5%. The 2009-10 English placement tests resulted in student being placed in the following levels: ABE/ESL 1%, basic English skills (ENGL 098) 15%, English skills (ENGL 099) 45%, and college level English (ENGL 101 and above) 39%.

Dr. Lang continued saying the math placement test was developed by BBCC math faculty specifically for BBCC. Many colleges use a nationalized test.

The English placement test is a COMPASS test administered on the computer. Students are also asked to write a short essay, which is evaluated for placement. The writing portion of the test is timed. The Nelson-Denny test is used for off campus English placement tests. The Math Placement tests can be administered at the local high schools. The English placement test was recently given in Othello and will be given in Soap Lake tomorrow. The Wilson Creek School District is bringing students to campus for placement testing. Dr. Lang demonstrated navigating through the web pages that contain math placement test information.

Potential students are encouraged to take the Summer Math Jam refresher course funded by AtD to improve their math skills. There is also a college refresher math course offered on Friday nights for students to brush up on their skills, which is on MediaSite and can be viewed via distance education. Elluminate is also used so students can see math problems being completed. VP Lang reported there has been positive feedback from students in the class. Director Sandy Cheek stated the students have commented they feel like they're in the classroom when they view the class online.

Trustee Mike Wren commented integrating math onto the internet is a great resource for students. He asked if the 95% of potential students taking the math placement test who are placed below college level math are being tracked? Which high school are they from, did they plan to go on to college? Dr. Lang responded there are plans to look at data from each high school to measure college readiness. There is a college readiness exam that was developed with the University of Washington. The high schools can use it but there is a fee and they don't have funding. Students have to pay for the test. This would be a good way for the high schools to receive feedback regarding their students.

Trustee Mike Blakely asked if teaching to the WASL has affected math performance at BBCC? Dr. Lang stated math faculty agree students are not prepared. Trustee Ramon asked if BBCC is working with the school districts about this ongoing challenge and what school district responses have been? Are they cooperating to improve? Dr. Lang responded there are more efforts to cooperate. The Othello School District is excited to get placement tests administered on their campus. Placement testing is occurring in Soap Lake, Ephrata and Lind. BBCC instructors have worked with school district personnel to align curriculum. BBCC is working to improve relationships and math faculty are very busy. They are teaching overloads and working on a grant.

2.3 Service Programs Advising/Availability

Dean Kirkwood introduced Associate VP Candy Lacher to discuss advising. Associate VP Candy Lacher stated in 2008, the Survey of Entering Student Engagement (SENSE) was administered to new students during the third week of their first quarter. Results showed that of the students who used advising, 91% were pleased and 83% responded they could meet with an advisor at a convenient time. Questions were added to the 2010 spring enrollment to ascertain if current students felt advising was convenient and met their needs. The 2010 online spring survey results showed 83% of students met with an advisor at a convenient time. Associate VP Lacher stated for the past three years admissions, registration and the counseling office have been open Monday evenings to accommodate students. Trustee Wren commented convenience is correlated to priority and advising may not be a priority to some students.

2.2 Service Programs Advising/Training

Associate VP Candy Lacher reported Ruth Coffin is the Credentials Evaluator in the admissions office and she set up the automated degree audit program. The SBCTC manual is online for faculty/advisors. The automated service was purchased from Bellevue College by SBCTC and shared at no cost to BBCC. Many faculty/advisors have asked for access to the system. Students can be searched by last name or student identification number. The degree audit program will list all classes the student has taken and compares those classes to the requirements for the degree desired. This shows the courses taken and the courses that need to be taken. The advisors can also access the placement tests and advisor's notes.

There is an academic planner to which advisors can add information and map out a two-year plan. The degree audit can be accessed by students and they can view the degree audit, academic planner, notes, and test scores.

Ms. Lacher stated they hope to use the degree audit program to find students who have earned certificates and don't realize it. Then BBCC can send the former student the certificate with encouragement to re-enroll. This may raise completion rates. This information has been shared with faculty during an in-service. They were very excited about this automated service.

Trustee Ramon asked if BBCC is developing something to assist students with choosing their career goals, employment opportunities and degrees needed. This would help motivate the student through their educational path based on their career choices. Counselor Max Heinzmann responded that the WA Occupational Information System is available online and it contains a wealth of information about preparation for career pathways. There is also the Myers Briggs Strong Interest Inventory Test that helps guide students. Trustee Ramon asked if we are communicating these resources widely so students know they are available. Counselor Heinzmann stated we offer career planning services and the information is on the library web page. Trustee Ramon asked if the BBCC and high school counselors encourage using these resources? BBCC Advisors share the information. There is also a Viking Seminar titled "Using your strengths to choose a major/career." A link to the website is a good idea. Trustee Ramon commented widely disseminating this information will improve the connections for students.

Trustee Blakely asked how many students don't use an advisor? He remarked every student should have an advisor, and they should be required to check in annually with a signature for confirmation. Associate VP Lacher reminded the Board that we are currently requiring new students to contact an advisor before registering until their first 30 credits have been earned. It is helpful for students to be advised to make good choices toward completion of their educational plans. All students who apply for admission are assigned an advisor and new student orientation features a "meet your advisor" time.

This was added this to make the process easier for the students. Professional/Technical students are usually advised by their instructor. Dr. Lang stated research shows that the white male students are least engaged on campus and staff are working on ways to enhance contact with these students.

B2.4, 2.5 Service Programs Audits/Needs and Staffing

Associate VP Candy Lacher reported Loralyn Allen, Disabled Student Services, and Margie Lane, GED Testing Services, completed Program Service Review and Analyses of their areas. The information is detailed in Appendix D of the report. Director Loralyn Allen will talk about Disability Services and Director Sandy Cheek will talk about Basic Skills.

Director Loralyn Allen stated she has been working in Disabled Student Services for almost two years and she worked with Sandy Cheek in Basic Skills before that. She works with students with learning disabilities to get accommodations for student success. Disability services are confidential and mandated by federal law. She stated it is a joy to do this work and see the students succeed.

Most students access Disability Services by self-referral. Director Allen sends a letter to all students who identify themselves as disabled. Sometimes students share their struggles with instructors and then the instructor encourages the student to see Director Allen. She is raising awareness about the program with a booth at new student orientations, and she attends college survival skills classes.

Director Allen performs intake services to determine eligibility for the program. Registering requires a documented disability. Not all disabilities are visible/physical. She stated most disabilities are psychological, emotional or learning disabilities. When disabled students are provided the appropriate accommodations they are much more likely to persist. Director Allen reported 88% of students who self identified and visited her persisted to the next quarter. Only 64% of students who were self identified but did not visit Director Allen persisted to the next quarter.

Director Allen listed possible accommodations: note taker, scribe, print enlargement, talking calculator, audio books CD or MP3, Irlen overlays, extra time on tests, private space for testing, adjustable tables/chairs, reader pen, spell checker, digital and audiocassette tape recorders, text to speech program, speech to text program and tutoring. She shared samples of programs, and equipment used to accommodate disabled students. Each student's accommodations are determined on a case-by-case basis.

Director Allen shared an example of a student in GED class in Othello. She had been taking classes for 10 years and hadn't passed the tests due to a reading disability.

It was determined CDs and a note taker would be appropriate accommodations. The student practice tested with audiotapes. The same student enrolled at BBCC and she made the President's list with a 3.8 gpa.

Director Allen stated she had 630 appointments with a total of 188 students. Director Allen's full time employment is split between 65% for disability services, and 35% for advising. She commented the number of students served has grown due to increased enrollment and higher awareness of the resources.

Director Allen stated there was a drop in expenses from 2007-08 to 2008-09 because there are currently no deaf students needing sign language interpreting accommodations. She remarked the opportunity analysis recommended by the AMP was an interesting process.

The program audit forced her to create a mission statement, compare the size and scope of the program, and analyze program wants and needs. It created awareness for the need of a regular program review and it provides a baseline for future comparison and planning. She said the future goals include more training with faculty on disability issues, attending transition meetings at the high schools regarding students who want to come to BBCC, starting a student club, and more collaboration with the safety committee.

Trustee Mike Wren asked why this program is student driven? Director Allen stated it is standard practice to leave the contact up to the student so that it does not target the student. Other colleges also leave contact up to the student. Trustee Mike Wren stated it is important to be available and invest resources into people that will take advantage of the resources. Trustee Wren stated this same philosophy of investing in the students who will use the resources may be an option to chasing students down to provide them with student services. We spend resources to engage unmotivated students often with few results. We need to invest resources in those students who will take advantage of them. There should be a balance in the center.

The program has limited state funding. President Bonaudi stated the entire system overspends the budget. The expenses fluctuate depending on the need. Trustee Kenison suggested sharing resources with other colleges. Director Allen stated Braille textbooks are shared. She will look at pursuing more sharing of resources.

President Bonaudi introduced the Director of Basic Skills, Sandy Cheek. The GED testing and preparation program is important. She stated in 2008, the GED testing center at Big Bend administered the GED exam to 568 prospective students. In 2009, that number grew to 644. Getting a GED, and having a place to do that within our community college represents a critical pathway for recruiting potential students.

There are GED preparation classes operating in Quincy, Othello, downtown Moses Lake in partnership with Skillsource and OIC (Opportunities Industrialization Center), the Work Release Facility, Grand Coulee, on campus, and also online. 95% of the students who enroll to get their GED achieve their goal. That is the highest rate in the state community college system. Those who get their GED with Big Bend are also more likely to continue with their education here.

Director Cheek stated there are questions about why BBCC invests resources into this area when there is no tuition revenue generated. GED is a stepping stone to college. Last program year, 97% of basic skills students who declared a goal of enrolling in post-secondary education actually did enroll. When these students earn their GEDs it means they can accomplish their goals and gain better employment. Director Cheek said setting an education goal and accomplishing it gives tremendous impetus to keep going, to set more goals, to reach further.

Director Cheek reported tipping point research was done here in Washington State. This research looked at what level of education had the best return on investment. What emerged from that study was the fact that one year of college, with a viable vocational certificate, yielded the biggest bump in wages. The first step towards that vocational certificate, for many people, begins with a GED. College costs money. To be eligible for Federal Financial Aid, you must have a GED or a high school diploma. GED preparation programs provide access to college, and the money to pay for it.

Through data and anecdotal evidence it has been found that enrolling in GED programs and obtaining a GED has a ripple effect, stated Director Cheek. Research shows the educational level of a mother is the single best predictor of the educational success of a child. In the GED preparation program there are mothers that bring daughters; uncles that bring nephews, brothers and sisters, aunts and cousins. When one family member has success, the family sees success as a realistic possibility. Director Cheek stated at the GED completion ceremony, the powerful effect on families that accomplishing that goal can have is obvious.

Having a GED testing center and GED preparation classes, gives our local community members a chance to get, and keep a job, or get a better job. Almost 90% of our basic skills students declare an employment goal of 'getting a better job.' Unfortunately, research shows us that 'just' getting a GED does not in fact improve one's earning capacity that significantly. But in this tough economic climate, not having a GED might be the only thing preventing someone from even being interviewed for a job, or being eligible for a promotion.

Director Cheek said in the world of employment, a GED and a high school diploma are interchangeable. Most of the time, employers don't care whether it's one or the other. They are looking for someone who has shown that they can understand basic math concepts, think critically, read with understanding and learn on the job. In this tough job market, having a GED or high school diploma is a step toward better job security.

GED is an important part of the college's mission. It is inextricably woven into the fabric of success for many students and represents a sound investment in our community, concluded Director Cheek.

President Bonaudi stated the Program 2010 presentation would be completed during the regular Board meeting later this same date.

The meeting adjourned 12:15 pm.

Felix Ramon, Chair

ATTEST:

William C. Bonaudi, Secretary