

Columbia Basin College  
Board of Trustees' Meeting  
Minutes  
February 14, 2011  
HUB Congress Room – 4:00 pm

Members in attendance: Sherry Armijo, Sal Beltran, Reneé Finke, Enriqueta Mayuga, Duke Mitchell

President Cummins, Secretary to the Board; Lupe Perez, Recording Secretary

Others in Attendance: Dawn Alford, Angela Ball, Lorena Barboza, Derek Brandes, Kamara Brooks, Antonio Cruz, Patricia DoValle, Carolyn Fazzari, Miriam Fierro, Curt Freed, Roy Garcia, Camie Glatt, Mike Grinnell, Keven Hartze, Glendy Ibarra, Maddy Jeffs, Ty Jones, Daphne Larios, Dave, Peggy, Kara, & DJ Lemak, Liz Mayson, Melissa McBurney, Deborah Meadows, Meg Molton, Joe Montgomery, Frank Murray, Gary Olson, Bryan Ovens, Gary Petersen, Christine Poirier, Casey Roberts, Eduardo Rodriguez, Bob Rosselli, Bill Saraceno, Julie Saraceno, David Spiel, Amy Stroud, Adan Suarez, Martin Valadez, Susan Vega, Chase Walters, Michelle Yeager

The Agenda	The Discussion	Action
Call to Order	Meeting called to order by Chair Finke at 4:00 p.m.	
Agenda Changes	None.	
Approval of Minutes	<ul style="list-style-type: none"> <li>• Minutes: January 10, 2011, Board of Trustees' Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Trustee Armijo moved and Trustee Mayuga seconded the motion to approve the minutes as published.</li> <li>• Motion unanimously approved.</li> </ul>
Celebrating Excellence	<ul style="list-style-type: none"> <li>• Dr. David Lemak was recruited from WSU-Tri-Cities to help design, build, and direct the College's bachelor's degree program. Columbia Basin College just became one of only seven community colleges in Washington accredited to award a four-year degree -- the bachelor of applied science, or BAS. The college received a confirmation letter from the Northwest Commission on Colleges and Universities Monday. The first class in the program started in 2009, and it will graduate its first class of BAS students in June, 2011.</li> <li>• President Cummins presented Dr. Lemak with a plaque in recognition and appreciation of his contributions to the development of the program, as well as his students. The plaque will go on the wall of fame in the B building.</li> <li>• Dr. Lemak's students have decided to make sure future generations would know the man who helped them get their degrees. They are raising money for a scholarship endowment in his name. Their goal is to collect \$25,000, which will be invested. The interest the money generates would pay for ongoing scholarships.</li> </ul>	

<p><i>Celebrating Excellence, Con't.</i></p>	<ul style="list-style-type: none"> <li>• Outlook Magazine Contributors: Dawn Alford, Lorena Barboza, Antonio Cruz, Carolyn Fazzari, Miriam Fierro, Danica Garcia, Rolando Garcia, Roy Garcia, Daphne Larios, Meg Molton, Casey Roberts, Julie Saraceno, Melody Sims, David Spiel, Amy Stroud, Adan Suarez, Martin Valadez, Susan Vega, Gabriela Whitemarsh were congratulated for their great work in the development of the recent Outlook Magazine which has been selected as a finalist in the prestigious NCMPR Paragon Awards competition. It will be awarded a gold, silver, or bronze award at the NCMPR national conference, scheduled March 13-16, 2011 in Philadelphia, Pennsylvania. More than 80 judges from around the country reviewed over 1,850 entries in this annual competition that recognizes excellence in communications among two-year colleges. President Cummins was congratulated on the excellent quality of the magazine while attending a recent TACTC conference.</li> </ul>	
<p>Linkage with Community</p>	<ul style="list-style-type: none"> <li>• Gary Petersen, TRIDEC, presented to Trustees recent collaborations between TRIDEC, Columbia Basin College, Washington State University Tri-Cities, IBEW, and the Workforce Development Council on preparation of a Department of Energy allocation for retraining Hanford workers. The DOE has changed the allocation to a grant request which is currently being prepared for resubmission. Retraining funds could provide up to 5 years of funding for specialized programs at CBC and WSU. Based on the modified structure from DOE, other organizations will not be allowed for participation in the final grant request. Brett Riley and Curt Freed were praised for their knowledge, expertise, and effort in writing the original and revised DOE requests. Gary also complimented CBC for the history of meeting community needs, and pledged continued support from TRIDEC.</li> </ul>	
<p>Remarks By Administration President</p>	<p><u>Rich Cummins:</u></p> <ul style="list-style-type: none"> <li>• Shared a letter received from The National Institute for Staff and Organizational Development (NISOD) about a CBC student who wrote an essay that was a top ten finalist for the <i>Community College Week-NISOD Student Essay Contest</i>. Kristina Parker's essay, <i>Joe Montgomery-My Civilian Hero</i>, describes her gratitude as a Veteran accessing education at CBC, and the obstacles she encountered, but overcame with Mr. Montgomery's assistance.</li> <li>• Legislative bills of interest which are currently being presented: <ul style="list-style-type: none"> <li>• HB 1503/SB 5434 – Community &amp; Technical Colleges-Collective Bargaining – Prohibits higher education employers from allowing retirees from a DRS managed retirement plan (TRS, PERS, etc.) to participate in a higher education retirement plan. Also, prospectively eliminates the Supplemental Benefit part of these plans. Limits plan participation to “academic administrators” – defined as “presidents, vice-presidents, deans and directors and heads of major administrative and academic departments who hold concurrent faculty appointment with rank.”</li> <li>• HB 1631 – Faculty Increments – Provides in statute for Legislative funding of increments</li> </ul> </li> </ul>	





<p>Reports Accreditation Process</p>	<p><u>Rich Cummins</u></p> <ul style="list-style-type: none"> <li>• Final action to complete CBC’s current accreditation cycle occurred this past January. President Cummins, Curt Freed, and Joe Montgomery attended the annual meeting of the Board of Commissioners of the Northwest Association on Colleges and Universities (NWCCU) to answer questions about the “Year Seven Peer Evaluation” report that resulted from the October 25-27 Comprehensive Evaluation site visit.</li> <li>• CBC was one of four pilot institutions in the transition from a 10-year to a 7-year cycle.</li> <li>• New cycle changes the process from a highly descriptive one to an extremely analytical one with deep emphases on planning, assessment, and continuous improvement across all of our “Core Themes,” which correspond to our End States of Access, Academic Transfer, Workforce Education, Basic Skills Education, Cultural Enrichment, and Physical and Emotional Well-Being.</li> <li>• The new process expects us to use rigorously analyzed assessment data to continuously improve our outcomes in all the areas of the College. New approach heavily emphasizes actual achievements rather than inputs or intentions.</li> <li>• Student Learning Outcomes (6) <ul style="list-style-type: none"> <li>▪ Outcome 1: Think Critically <ul style="list-style-type: none"> <li>• Understand, analyze, and evaluate the elements of one’s environment and one’s habits of thought</li> <li>• Conceptualize alternatives to both</li> </ul> </li> <li>• Outcome 2: Reason Quantitatively &amp; Symbolically <ul style="list-style-type: none"> <li>▪ Develop a sense of number and pattern</li> <li>▪ Analyze, evaluate, and synthesize symbolic statements and quantitative arguments</li> </ul> </li> <li>• Outcome 3: Communicate Effectively <ul style="list-style-type: none"> <li>▪ Use spoken and written language to express opinions, discuss concepts and persuade an audience</li> <li>▪ Synthesize ideas and supporting information to create effective messages</li> </ul> </li> <li>• Outcome 4: Apply Information Tools and Resources <ul style="list-style-type: none"> <li>▪ Accurately assess information needs</li> <li>▪ Select appropriate information tools and resources and use them efficiently</li> <li>▪ Evaluate, manage, and use information effectively and responsibly</li> </ul> </li> <li>• Outcome 5: Develop Cultural Awareness <ul style="list-style-type: none"> <li>▪ Respect self and others</li> <li>▪ Explore and appreciate different cultures in an increasingly diverse, global community</li> <li>▪ Challenge culture-bound assumptions</li> </ul> </li> <li>• Outcome 6: Master Program Learning Outcomes <ul style="list-style-type: none"> <li>▪ Become familiar with a body of knowledge</li> <li>▪ Demonstrate ability to know or do the stated program learning outcomes</li> </ul> </li> </ul> </li> </ul>	
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<p><i>Reports, Con't.</i> Math Education (Strategies)</p>	<p>Principles:</p> <ul style="list-style-type: none"> <li>• Utilize strategies and innovative curriculum to provide increased opportunities for student success.</li> <li>• Maintain high standards for accreditation and continued performance in transfer.</li> </ul> <p>What we know:</p> <ul style="list-style-type: none"> <li>• Students that test directly into intermediate algebra (Math 95) usually come to CBC with better skills for math, as compared to those who require the intermediate algebra series (Math 96, 97, 98).</li> <li>• Students placed in the lowest math classes, such as Math 80-83 commonly have struggled with math throughout their educational experience.</li> <li>• The open access structure in math results in a broad variety of skills among enrolled students. Students need to have a successful pathway with achievable goals.</li> <li>• Students who struggle in math commonly only “get it” for the immediate time. Several days without practice can result in eroded understanding or ability.</li> </ul> <p>Communication with others:</p> <ul style="list-style-type: none"> <li>• Washington Community College Mathematics Conference, April 28-30</li> <li>• Statewide transition conferences offered by SBCTC</li> <li>• Highline Community College</li> <li>• Clark College</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Supplemental Instruction (SI), being offered 10-12 hours per week for additional math support. Data from previous SI offerings predict a 0.5 improvement in grade for those students who attend 15 sessions of SI throughout the quarter.</li> <li>• Spiral Curriculum, utilizing recursive curriculum and testing that promotes continual review for students. Being piloted by multiple adjunct faculty at this time.</li> <li>• Provide training for math faculty on increasing student success. <ul style="list-style-type: none"> <li>○ SBCTC Numeracy Series, 3 sessions, last one in Spring 2011.</li> </ul> </li> <li>• 83-84-96 pilot in progress with positive reports of success to date. Producing points of best-practices for the integration of instruction, similar to I-BEST methods.</li> <li>• Pilot sections of math connected to College Success or College Major/Career Planning (HDEV) courses as learning communities.</li> <li>• Student placement modifications, including developing improved strategies for advising and counseling students that have repeatedly taken math courses without success. Identify other degree or certificate paths appropriate to their abilities.</li> <li>• Match student ability and pathway, enforcing only allowing students to take a course three times. If unsuccessful after three attempts, employ advising strategies to identify a more appropriate achievable goal.</li> </ul>	
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<p><i>Reports, Con't.</i></p>	<ul style="list-style-type: none"> <li>• Improve communication and coordination of curriculum between basic skills math faculty and the developmental education and college level math faculty.</li> <li>• Explore development of new courses: <ul style="list-style-type: none"> <li>○ Create a new pre-calculus course specific to the business calculus course (Math&amp; 148). The course would improve student preparedness related to business and health areas, and focus less on engineering calculus.</li> <li>○ Review need for additional college-level prerequisites, similar to other colleges, to provide students best preparation for success in upper level math courses.</li> </ul> </li> </ul>	
<p>Discussion STEM C.O.P.</p>	<p><u>Rich Cummins:</u></p> <ul style="list-style-type: none"> <li>• Delta High School on the CBC Richland campus wants to make building modifications. Would add 6-8,000 square feet to existing building. <ul style="list-style-type: none"> <li>• Prepare Certificate of Participation</li> <li>• Meeting with school superintendents to discuss further.</li> <li>• Cost per district, approximately \$75,000.</li> <li>• Kevin Hartze, AG, has been consulted.</li> <li>• No liability to Board.</li> <li>• Construction would need to begin this year to be ready by fall 2012.</li> </ul> </li> </ul>	<p>Trustee Mayuga moved and Trustee Armijo seconded the motion to move to Consent agenda for next meeting. Approved unanimously.</p>
<p>Trustee Work Session</p>	<ul style="list-style-type: none"> <li>• Workshop with AAG on the role of the Attorney General's Office on Board Policy <ul style="list-style-type: none"> <li>• The Board recessed at 5:42 p.m.</li> </ul> </li> </ul>	
<p>Adjournment: 6:18 p.m.</p>	<p style="text-align: center;">Next Regular Meeting Beers Board Room March 14, 2011 @ 4:00 p.m.</p>	<p>lp</p>

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Reneé Finke, Chair