



A Resource Manual for Computer Science Instructors of
Columbia Basin College

A Special Project

Presented to

Dr. Jack McPherson

In Partial Fulfillment
of the Requirements for the Degree of
Masters of Education

Don Humphrey

Summer 2008

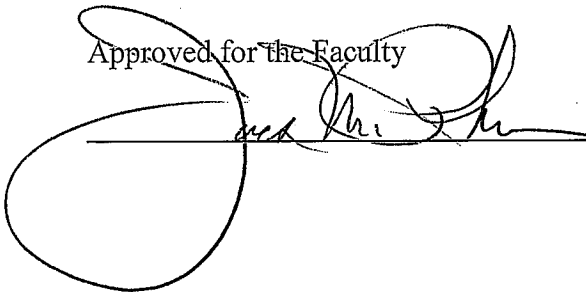
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FACULTY APPROVAL

A Resource Manual for Computer Science Instructors of
Columbia Basin College

Approved for the Faculty

 _____, Faculty Advisor

Of the many people who help me reach towards growth and happiness, two special people distinctly stand out by their continual devotion to offering me the best I have known of life. My Loving Mother Patty and my Gentle Wife Marie share in common the gift to work ceaselessly and sometimes thanklessly to share more of themselves with me than I can imagine giving. I would like to express my gratitude by dedicating the work culminated in this project to these two amazing people. It is my hope to continue reflecting back as much of the compassionate joy shown to me by both Patty and Marie as I am able; and to make ever-increasing use of the good life they afford me. I can never thank them enough for what they give me, but I will pay forward with the fullness they provide my heart to those with greater need. Thank you for making this possible, you are both so essential to everything I am and to any accomplishment I realize.

Thank you Marie and Mom!

ABSTRACT

Contributing as a member of the campus community of Columbia Basin College (CBC) is a multi-faceted opportunity. An instructor in the Computer Science Department has widely varied responsibilities; equally varied forms of help are readily available across campus to aid a new instructor with the growth process leading toward success. The information collected and provided herein is intended to draw together these resources into one location for the purpose of aid to future tenure track instructors in the Computer Science Department. Specific artifacts indicative of the work generated during the probationary term for new faculty is included, as well as other materials considered essential to this transformation process of earning tenure as an instructor for Columbia Basin College.

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Don Humphrey, Author
7/10/2008, Date

CONTENTS

1. OVERVIEW OF COLUMBIA BASIN COLLEGE

- A. MISSION AND END STATEMENTS
- B. FACTS AND HISTORY
- C. DIVERSITY REPORT
- D. TUTORING
- E. SCHOLARSHIP INFORMATION
- F. TUITION PAYMENT
- G. OTHER SERVICES
- H. CALENDAR

2. JOB DESCRIPTION

- A. JOB ANNOUNCEMENT
- B. PERFORMANCE EVALUATION
- C. PROGRESSIVE DISCIPLINE
- D. RETIREMENT PLANS
- E. STAFF DEVELOPMENT AND TRAINING
- F. TUITION WAIVER
- G. WELLNESS PROGRAM
- H. TRAVEL
- I. CODE OF ETHICS

CONTENTS CONTINUED

3. INSTRUCTIONAL PLANNING

- A. INSTRUCTION MODEL
- B. UNIVERSAL DESIGN
- C. LECTURE ACCESSIBILITY
- D. DESIGN QUESTIONS
- E. EXAMPLE PROJECT
- F. EXAMPLE ASSESSMENT REPORT
- G. SELF ASSESSMENT
- H. QUARTERLY EVALUATION REPORT
- I. DEGREE PLANS

4. COLLABORATION WITH FACULTY

- A. ACCREDITATION PLANS
 - B. LIBRARY COMMITTEE
 - C. FACULTY LIBRARY SURVEY
 - D. GROUP DRAFT OF POLICY
 - E. QUICKBYTES NEWSLETTER
 - F. GRANT PROPOSAL
-

CONTENTS CONTINUED

5. COMMUNITY OUTREACH

- A. ADVISORY COMMITTEE DRAFT
- B. INDUSTRY ADVISORY COMMITTEE
- C. ADVISORY COMMITTEE MINUTES
- D. CONVENTION OUTREACH BOOTH
- E. INFORMATION TECHNOLOGY DAY
- F. OUTREACH BLOG
- G. HIGH SCHOOL COMPETITION
- H. RECOMMENDATION LETTER
- I. INTERFASE OUTREACH

PART 1: OVERVIEW OF COLUMBIA BASIN COMMUNITY COLLEGE

Overview

Statistical indicators and measurements of various qualities describing each component of Columbia Basin College provide a good overview. A deeper appreciation of the intangibles such as personalities of students, and the charity of employees is equally important. The shared leave system is a good example, and one a new employee should be familiar with; employees of Columbia Basin College have set in place a means for transferring vacation pay to co-workers with medical problems keeping them from work. The ability to depend on each other at Columbia Basin College is vital to the atmosphere of the school and the success of its employees, students, and the community.

Essential Information and Selected Artifacts and Materials

1-A	Mission and End Statements
1-B	Facts and History
1-C	Diversity Report
1-D	Tutoring
1-E	Scholarship Information
1-F	Tuition Payment
1-G	Other Services
1-H	Calendar

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Mission and End Statements

Mission Statement

CBC exists in an environment of diversity, fairness and equity to ensure that the people of Benton and Franklin counties have access to educational programs providing sufficient knowledge for higher educational achievement, meaningful employment, basic skills development, cultural enrichment, physical and emotional well-being.

CBC is a comprehensive two-year college that provides quality education and effective job preparation. CBC has a powerful impact on every segment of the community through the End States listed below.

End States

Access

CBC exists to provide people of the service district with access to educational programs.

Academic

CBC exists to enable students to complete requirements that would allow them to obtain academic degrees, transfer to upper division colleges and universities, and pursue life-long learning and enrichment.

Workforce Development

CBC exists to enable students to complete requirements that would allow them to

earn degrees/certificates to assist them to gain employment and pursue life-long learning opportunities.

Basic Skills

CBC exists to enable students to prepare for success in college level skills courses.

Cultural Enrichment

CBC will provide the college and the community with diverse and multiculturally rich programs designed to improve our quality of life, life-long learning opportunities and enhance educational programs.

Physical and Emotional Well-Being

CBC will contribute to the physical and emotional well-being of its students and the community.



For another view of CBC's mission and end statements, accompanied by facts and figures, see the Facts & Impacts publication.

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Facts & History

[CBC History...50 years and still learning!](#)

[Degrees/Certificates Awarded](#)

Quick Facts

Founded	1955
Total enrollment	6,864
Average class size	15:1
Full-time faculty	121
Degrees	Associate in Applied Science, Associate Arts & Science, One-year certificates, GED

Financial Aid

Grants offered	Yes
Scholarships offered	Yes
Loans	Yes
Work study offered	Yes

Accreditation	<ul style="list-style-type: none">• Northwest Association of Colleges and Universities• American Dental Association• National League for Nursing Accrediting Commision• Committee on Accreditation of Educational Programs for the EMS Professional• Washington State Department of Social and Health
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Services, Aging and Disability Services Administration

- Certified by National Automotive Technicians Education Foundation (NATEF)
- Pursuing American Association of Medical Assistants

Percentage of Women/Men 55/45

Ethnicity

African American 2%

Asian/Pacific
Islander 3%

Hispanic 28%

Native American 1%

White 66%

Main campus size 148 acres

Location Pasco, WA (located within the Tri-Cities); population 250,000

Mascot Hawk

Colors Columbia blue and white

Athletic affiliation NWAACC - Northwest Athletic Association of
Community Colleges

[Return to top](#)

CBC History

Founded in 1955, Columbia Basin College has served Benton and Franklin counties for more than half a century.

The first classes at Columbia Basin College were authorized by the State Board of Education in May 1955. Classes began in September 1955 in temporary quarters at the Pasco Naval Base. The Pasco School District received title to more than 150 acres of land for the present campus site in Pasco. CBC's first permanent building was completed in 1957 and is the current V Building. CBC's capital construction program has since added 17 permanent buildings.

The Community College Act of 1967 separated the college from the Pasco School District and Columbia Basin College became the 19th community college district in the state of Washington.

CBC continually expands and renovates programs and structures to meet the community's needs. The enrollment of the college has grown from 299 students in 1955 to more than 7,000 students per quarter today.

CBC celebrated its 50th year of service to the community in 2005!

[Return to top](#)

Degrees/Certificates Awarded

Non-transfer degree

Associate in Applied Science Degree (A.A.S.)

Earn A.A.S. degrees in the following majors:

- Accounting
- Agriculture Business Management
- Agriculture Chemical Business
- Agriculture Production
- Autobody Collision Repair

- Automotive Service Technology
- Business Administration
- Business Technology
 - Administrative Assistant
 - Medical Transcription
- Carpentry and Building Technology
- Computer Science
 - Internet Specialist
 - Network Administration
 - Programming
 - Software Specialist
 - Information Specialist
- Criminal Justice
- Dental Hygiene
- Early Childhood Education
- Engineering Technology
- Fire Science
- Human Services
- Chemical Dependency
- Machine Technology
- Medical Laboratory Technician (Wenatchee Valley College program)
- Nursing
- Paralegal
- Paramedic
- Respiratory Care(Spokane Community College program)
- Welding Technology

Certificate of General Studies

Transfer Degrees

Associate in Arts and Science Degrees (A.A.)

Option A

Two-year general education degree designed to satisfy all or most of the general educational requirements of most baccalaureate institutions in the state of Washington.

Option B

A pre-professional/specific major degree designed primarily for transfer students planning to major in a specific professional area of study such as architecture, business, education, art or music.

Associate in Science Degrees (A.A.S.-T.)

Designed for students who plan to earn a baccalaureate degree in science or engineering.

Certificates

The certificate program is designed to provide recognition for the student who does not plan to complete an Associate in Applied Science degree program but is interested in training and instruction in specialized areas.

Certificate Programs

- Accounting
- Business
- Business Technology
- Bookkeeping Specialist
- Health Unit Coordinator Specialist
- Legal Office Specialist
- Medical Transcription Specialist
- Medical Reimbursement Specialist

- Medical Office Receptionist
- Office Software Professional
- Receptionist
- Carpentry
- Computer Aided Drafting
- Culinary and Food Services
- Dental Assisting
- Early Childhood Education
- Gerontology/Geriatric Certificate
- Paraeducation
- Pharmacy Technician
- Practical Nursing

[Return to top](#)

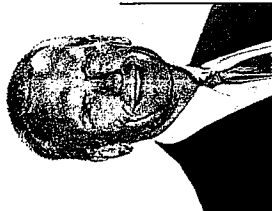
DIVERSITY REPORT

columbia basin college

2008



OFFICE OF DIVERSITY



Lee Thornton

Lee R. Thornton
President



Cruz R. Gonzalez

Cruz R. Gonzalez
Interim Vice President for Diversity & Outreach

Diversity is one of the interesting characteristics of all complex systems. Higher education is an excellent example of a complex system and community colleges in particular have recognized the strength that diversity brings to our colleges. However, having a diverse community and a diverse student population also brings educational challenges. But I assure you, we are up to the challenge! We provide a wide variety of innovative courses and programs as well as counseling and program support in order to ensure every willing student a pathway to success. It will take a lot of hard work but CBC is your community college and is dedicated to serving you. Our strength as a college, as a community, as a country is in our diversity.

Diversity refers to more than just race and gender. While these are very important aspects of diversity, there are many other ways people differ, such as experiences, beliefs, cultures, education, and perspectives.

The Office of Diversity was created to ensure that underrepresented members of our community have fair and equitable access to post secondary education, as well as to create a campus climate that is inviting to diversity. Having different cultures, experiences, beliefs, and perspectives within our campus environment will enhance the educational experience of our students. The following report documents our ongoing efforts in achieving these goals.

GRANTS

As a Hispanic-Serving Institution (HIS), CBC has become eligible for numerous federal grants. Currently, CBC utilizes more than \$12 million in grants that benefit the entire college.

» Winter 2007, CBC received the **Integrated Basic Education and Skills Training (I-BEST)** program to assist low-skilled, low-income earners in gaining a certificate in the high demand career of Medical Secretary/Nurse's Assistant.

» The **Opportunity Grant** was awarded to CBC in 2007 to bridge financial aid and student support gaps for targeted program students enrolled within Administrative Office Technology, Automotive Technology, Early Childhood Education and Healthcare programs.

» In 2006, CBC was among only 10 HSIs to be awarded the **Hispanic-**

Serving Institution Assisting Communities (HSIC) grant from Housing and Urban Development (HUD). The \$600,000 provided a 2,380-square-foot expansion to the existing CBC Community Business Access Center. The additional space will allot for additional trainings and marketing seminars for small businesses.

» CBC was awarded the **Title V - Institutional Grant** in 2006 for \$2.9 million over the next five years. The grant will be used to attack challenges in student retention, progress and success by restructuring systems for addressing these problems through greater variety and frequency of advising and retention strategies to help students improve academically.

» For the past two years, the **Pride Foundation** has awarded CBC \$5,000 grants to raise awareness and visibility of gay and lesbian health, wellness and social issues via a series of campus events.

» In 2007, **Upward Bound (UB)** received a four-year \$376,988 grant renewal to serve 73 students annually. Since 1989, CBC's UB has graduated more than 235 low-income, first generation college bound students. 87 percent of UB graduates in the last five years are enrolled in post-secondary programs while 80 percent over the last seven years have either completed their bachelor's degrees or are still enrolled in post secondary programs.

GRANTS AT CBC

Title V - Cooperative	US Dept. of Education	\$3,316,076
Title V - Institutional	US Dept. of Education	\$2,871,185
High School Equivalency Program (HEP)	US Dept. of Education	\$2,132,064
College Assistance Migrant Program (CAMMP)	US Dept. of Education	\$1,785,310
Upward Bound (UB)	US Dept. of Education	\$1,507,952
Student Support Services (SSS)	US Dept. of Education	\$1,111,904
Community Based Job Training	US Dept. of Labor	\$1,992,675
Computer Science Engineering Mathematics Scholarship	National Science Foundation	\$300,000
NW Engineering Talent Expansion Partnership	National Science Foundation	\$374,999
Pipeline Enhancements to Recruit, Support & Incorporate Student Transitions (PERST)	US Dept. of Agriculture	\$138,888
Transition Mathematics Project, Phase II	State Board for Community & Technical Colleges	\$50,000

DIVERSE is how you would describe Marisela Mendoza's path to a career at Columbia Basin College. Marisela's journey was different from most others who migrated to this country from Mexico.

She didn't come to the U.S. as a farm laborer but as a result of marriage. She was born, not the daughter of a field worker but the daughter of a college professor. Marisela never worked in the fields, never cut asparagus nor picked apples. As a result, she felt she had nothing in common with these harvesters of American crops. But Marisela soon learned their lives were intertwined.

Marisela's dad is her number one teacher. From that, she developed a love and passion for mathematics. Marisela became a math tutor at age 11 and before graduating high school tutored in physics as well.

She also loved foreign languages, was fluent in French, and studied German in college. She graduated from the National Autonomous University of Mexico with a bachelor's in Actuarial Science (applied mathematics).

Marisela moved to Seattle with her new American husband, Rudy Mendoza, and felt the anxiety of living in a new country. Her fluency in foreign languages did not include English. She struggled with the language and the culture. While her husband was still in school and working, Marisela spent a year learning the language on her own.

She eventually applied for a job as a bank teller but was told she was overqualified. Instead, Marisela was hired as supervisor of the tellers.

GIVING BACK
She was promoted twice before Rudy was transferred to the Tri-Cities. Marisela was

hired at a local bank. That's when her career and life changed for good.

"I helped a lot of Mexican people and realized they were going through the same things I went through when I arrived here. I realized then, I needed to help them by sharing my experiences and passion for education."

Marisela would soon get a job at CBC as a bilingual and special education specialist.

She received her Master's in Educational Leadership and is now the director of three USDA federal programs and two National Science Foundation programs in CBC's Math and Science Division. She plans to start work on her Ph.D. within a year. She wants to find ways to improve teaching and learning processes for all students.

WHAT IT MEANS TO BE DIFFERENT

"I didn't fully understand what it meant to be different until I was the different one. I didn't grow up in mainstream America nor as a migrant like other Latinos did," Marisela explains.

"I want to enhance students' potential and interest for math. I want them to successfully overcome barriers people face when arriving to a new country. Education is the key not only to the 'American Dream' but to success."

FACULTY STAFF

» CBC Board of Trustee Wayne Martin, PhD, was recently named 2008 Black Engineer of the Year for Community Service.

» Miriam Fierro and Andrew Cramer were hired in 2006 to replace former outreach specialist Rolando Garcia. Doubling the staff has made an impact on the number of educational visits and campus tours the college can provide. In May 2007, 2,200 students were scheduled to tour the campus; for many this is their first time on a college campus.

» Martin Valadez, joined the History department in the fall 2006. He is a Stanford University graduate and has a Certificate in Diversity. Martin brings an expertise in the history of U.S.-Mexico, modern Latin America and Mexican labor relations to deepen study opportunities in these areas.

» The following faculty and staff earned their PhD in 2007:

- Yongshen Sun, Assistant Professor of English as a Second Language
- Debbani Charkabarti, Assistant Professor of Sociology
- Amy Esterhuizen, former Director for Student Programs
- Carol Wysocki, Assistant Professor of Business

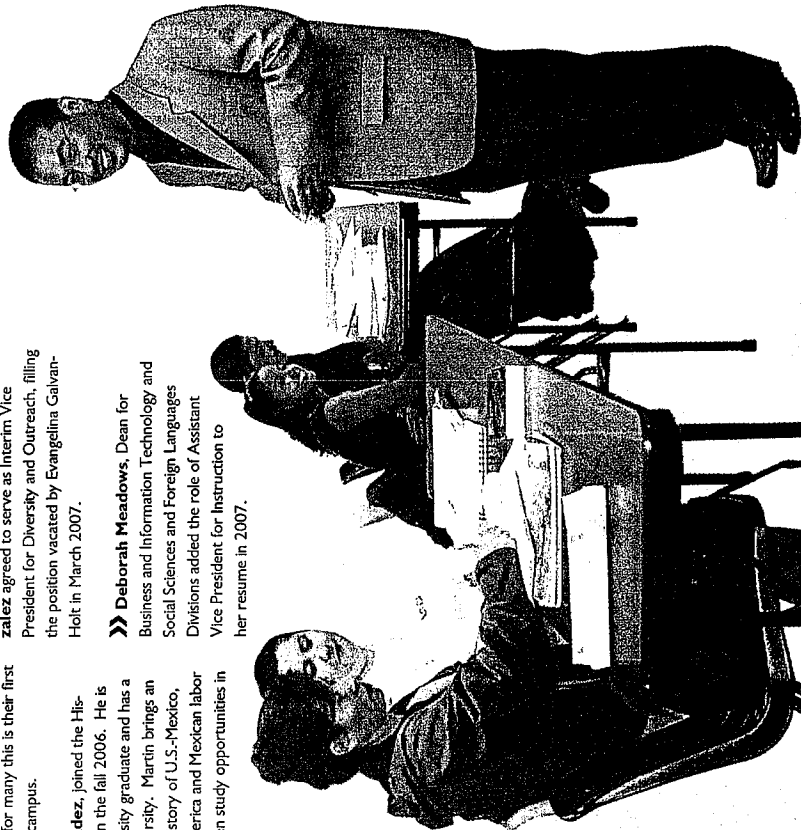
» Former Title V Director Cruz Gonzalez agreed to serve as Interim Vice President for Diversity and Outreach, filling the position vacated by Evangelina Galvan-Holt in March 2007.

» Deborah Meadows, Dean for Business and Information Technology and Social Sciences and Foreign Languages Divisions added the role of Assistant Vice President for Instruction to her resume in 2007.

» Nicole Castilleja-Beck was promoted to Director of the College Assistance Migrant Program to work alongside newly promoted Associate Director Roy Garcia.

» Assistant Professor of History David Arnold, is spending the 2007-08 school year abroad; doing a teaching exchange in China.

» Delia Valdez, Arturo Chavez, Carmen Anderson, Maria Rangel and San Juana Torres, former Basic Skills students now CBC employees were recognized during Adult Literacy Week 2006 for their continued efforts in improving the skills of current ABE, ESL and GED students.



EVENTS

Cultural events are an intricate part of a CBC education. The Office of Diversity along with various departments provide lectures, plays, forums and other events to celebrate heritage months while educating its students and community.

» In August 2006, Diversity took center stage with the musical production of *Dreamgirls*. Actors and directors from across the U.S. and local talent helped produce this sold out performance.

» Acclaimed Latina artist **Laura Lopez** Cano exhibited her lush oversized canvases in September 2006. Lopez Cano's works capture the beauty, strength, elegance and pride of Latinas and all women of color.

» In celebration of Black History Month 2007, activities centered around African American artist Jacob Lawrence were featured throughout February. Events included: *The Legend of John Brown* exhibit, lecture and reception, a 30-minute one-man play about the life of Lawrence entitled *Jacob I Have Known*.

» CBC held three **Poverty Forums** following the Hurricane Katrina destruction that uncovered poverty here in the United States. The series (Nov. 2005, March 2006, Oct. 2006) brought the focus of poverty here to our community providing discussion of how all are affected, how to help combat poverty and how our community is responding to those in need. Food donations were sought and given to the local food bank for distribution to needy families.

» Asian American/Pacific Islander Month activities included a poignant performance from **Magdalen Hsu-Li** who performed songs from her *Smashing the Ceiling* CD.

» About 150 people attended the **15th Annual Bell-Ringing Ceremony** where the Dr. Martin Luther King, Jr. statue was rededicated and Othene Bell was honored as the 2006 MLK Spirit Award recipient.

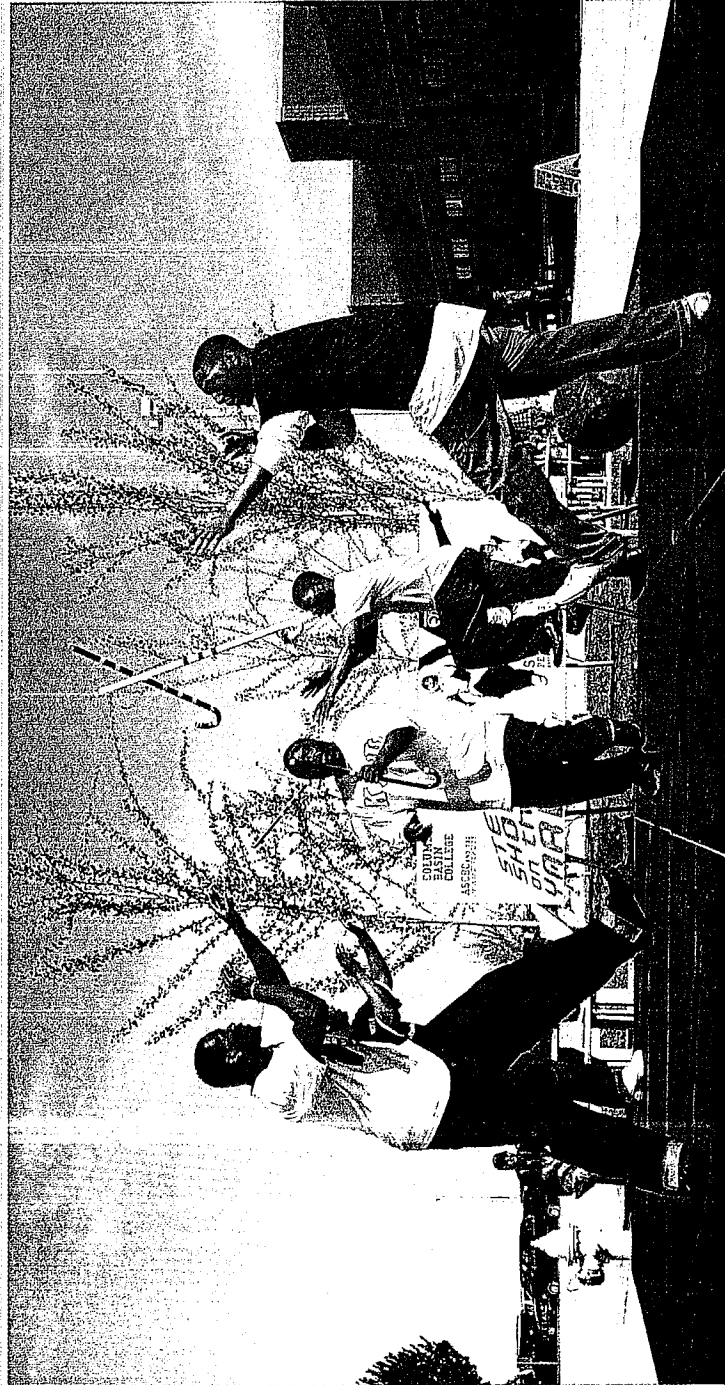
» In January 2007, CBC co-sponsored the first local **College Goal Sunday**, where more than 200 students received assistance filling out the Free Application for Federal Student Aid (FAFSA) forms.

» **Coconut: A Standup Drameby** by playwright and actor Rudy Valdez, was well-received by CBC High School Equivalency Program (HEP) students.

» **Gayle Ross, Native American Storyteller** and direct descendant of John Ross, Principal Chief of the Cherokee Nation during the infamous "Trail of Tears," entertained and enlightened audiences during the 2007 Native American Heritage Month event.

» Henry Freidman recounted his adolescence and coming of age under the unspeakable horror of Nazism. In his 'I'm No Hero' presentation, Freidman spoke of his family's liberation after 18 months in hiding—to find they were the only Jewish family from Suchowala whose entire family survived.

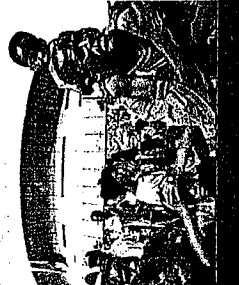
» Black Greek organizations from UW, EWU and WSU stomped to a standing room only crowd during CBC's first **Step Show on the Yard**. Alpha Phi Alpha, Kappa Alpha Psi and Sigma Gamma Rho educated attendees about their organizations' legacy through dance and speech.



Poverty Forum II: Education
 IMPACT: EDUCATION on POVERTY
 March 7, 2006
 7:00 pm
 Bryan Center Center in CBC Campus

Education + Poverty IMPACT

THE CYCLE OF POVERTY FORUM
 March 10, 2006
 7:00 pm
 Bryan Center Center in CBC Campus



COMMUNITY RESPONSE TO POVERTY



October 17, 2006 7:00 pm CBC Theatre

IMAGINE leaving your home country in the midst of a war, facing the prospect of sacrificing your hard-earned career and finding yourself in an unfamiliar environment amongst people who speak a language you do not. This was former CBC student, Dule Mehic's reality.

In 1992, Dule, living in Bosnia, was a successful mechanical engineer. But it was then that Bosnia found itself in the midst of a brutal war—a war that led Dule and his wife, Alma, to relocate to Germany. Dule continued to work as a mechanical engineer in Frankfurt. But in 1999, the security of Dule's career became uncertain when he, Alma, and their son applied for, and received U.S. visas. That same year the Mehics arrived in Washington state. Adjusting to American culture and a foreign language was challenging. When the government suggested he apply for an unskilled job outside his field of expertise in programming, design and manufacturing, Dule says he wondered, "What am I doing here?" He admits, "After six months, I almost went back."

PERSISTENCE

Instead, Dule continued taking ESL courses throughout the Tri-Cities, spending the majority of his time at CBC. "I spent over ten hours a day at CBC to learn English," he says.

It was at CBC that Dule met Rob Walker, assistant professor for the college's Machine Technology department. Dule enrolled in classes where he practiced skills he obtained in Bosnia and Germany while also developing new proficiencies. It wasn't long before Rob encouraged Dule to apply for a position at SIGN (Surgical Implant Generation Network).

INVALUABLE ASSET

Concerned his broken English would negatively impact his chances of securing the job, Dule hesitated. But Rob insisted Dule make a bid for the position. He went so far as to accompany his student on the interview that landed Dule the job. Dule quickly became an invaluable asset to the company. "When I began at SIGN," Dule says, "it was a very small company, and no one really knew how to work the machines." With his background in mechanical engineering and his education at CBC, Dule was not only capable of working the machines, but also producing the design drawings SIGN had previously outsourced. In a short amount of time, Dule became SIGN's primary design engineer.

SUCCESSFUL AND GIVING BACK

Dule has continued to make the most of his opportunities. In 2003, he partnered with Christopher Smith to begin Intelligence, LLC, an engineering consulting firm. The company was nominated for the 2004 Tri-Cities Small Business of the Year award. In 2006, one of Intelligence, LLC's products was selected by R&D Magazine as One of the 100 Most Technologically Significant New Products of the Year. Dule is also proud to be able to say he and his partner staff their company with CBC students.

Having integrated into the Tri-Cities community and improved his English, having expanded his family and earned a job in his original field of expertise, Dule says, "Now everything is complete. I'm very happy here."

STUDENTS

» CBC student Charlotte Smith became Miss Tri-Cities in 2006. Charlotte is one of five adopted children in her family and founder of the Mid-Columbia Adoption Partnership. She is an accomplished musician, having won numerous awards for vocal, violin and piano performances, including at the Lionel Hampton Jazz Festival. Charlotte also played a lead vocal/acting role as Dina, in the CBC musical *Dreamgirls*.

» Climaco Abarca gives back to our community despite the fact that he faces challenges everyday himself as a young man with a spinal cord injury. In 2007, Climaco received a Heroes Award at the American Red Cross Heroes Breakfast for his volunteer work at the Grace Clinic.

» 12 medals were won by CBC Automotive Performance Club members at the 2007 SkillsUSA State Conference: Justin Lund, Miguel Guerrero, Keith Clayton, Sarah Allison, Jacob Nichols, Rezi Jadidi, and Joseph Vanburen. Sara went on to win three first place positions at the fall 2007 contest.

» The 2007-08 Lady Hawks Basketball Team had one of the most diverse squads in recent memory. Of 15 players four are Native American, one Latina, Philipino, Ecuadorian and eight Caucasian.

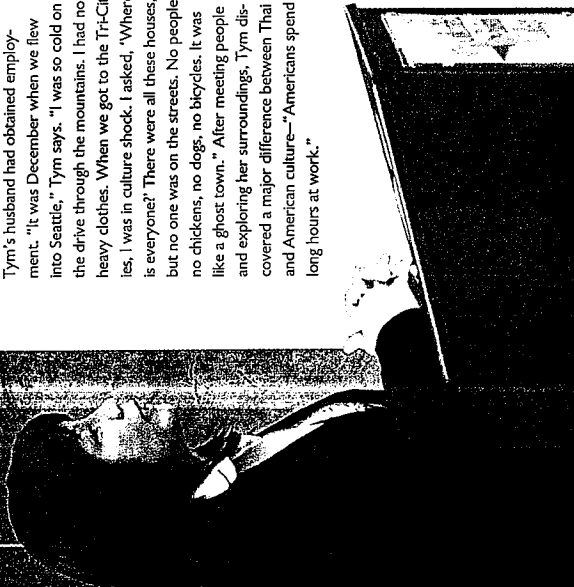
» Miguel Guerrero was elected as the 2006-2007 State President of the Washington Post Secondary Chapter of SkillsUSA. In the 2007 SkillsUSA State Conference, Miguel earned medals in both the Job Interview and Job Demonstration competitions. This year, Miguel will graduate from CBC with an AAS in Automotive Technology.

Rebecca Guizar surrounded by her adoring children. Rebecca earned her GED from CBC in 2004, after having dropped out of the 7th grade. The wife and mother of five is now the WSU GearUpSite Director and an excellent role model to her children and siblings.



ROBBINS

tym



On rainy nights of her childhood, Tym Robbins woke, collected clay pots, and carried them to the pond to gather water for her family. In the early morning, before going to school, she helped her mom sell vegetables at the open-air market. These were the every day chores for the oldest daughter of eight children growing up in a house with no electricity or water in Korat, Thailand.

"My family was not rich," Tym says. "My mom and dad each only had four years of education." But Tym's father, who was a soldier, wanted all his children to attend college and took extra jobs to help finance those educations.

Tym inherited her parents' work ethic and belief in the power of education. In Korat, she earned an associate's degree in teaching and later moved to Saraburi, an hour drive to Bangkok, to work on her bachelor's in physics.

BANGKOK TO TRI-CITIES

In Bangkok, Tym met her former husband, an American engineer. The couple married in 1983 and moved to the Tri-Cities where Tym's husband had obtained employment. "It was December when we flew into Seattle," Tym says. "I was so cold on the drive through the mountains. I had no heavy clothes. When we got to the Tri-Cities, I was in culture shock. I asked, 'Where is everyone?' There were all these houses, but no one was on the streets. No people, no chickens, no dogs, no bicycles. It was like a ghost town." After meeting people and exploring her surroundings, Tym discovered a major difference between Thai and American culture—"Americans spend long hours at work."

"Here," she says, "if you work hard, you can achieve whatever you want. I can see why we are so productive." Tym connected with this philosophy. In addition to working part-time, she earned a BS in Computer Science from WSU Tri-Cities and later, her Master's in Education from Heritage University.

STUDENTS AND STAFF ARE FAMILY

In 1993, Tym began teaching full-time in the CBC Computer Science department. "I am thankful to be working at CBC. Here, my students and co-workers are like family."

As a programming instructor, Tym thinks about life in terms of connectivity. "If a student's program isn't working, it's because one piece isn't communicating with another." She believes this theory can be applied to every aspect of life. "It's all about feeling connected to something."

CONNECTING CBC WITH THE COMMUNITY

By helping to facilitate the recent partnership between CBC and Lockheed Martin, Tym has increased CBC's connections to the community and the Tri-Cities technology industry. "Because of this partnership, we'll be able to work more closely with Lockheed Martin, and our students will have more opportunities for internships and employment."

While Tym enjoys her life in America and values American culture, she makes a point of staying connected with her family and friends in Thailand. "Thailand is only a 17 hour plane ride away," she says. "I go back every year, and I will take friends with me in December 2007. It's important for me that they understand where I'm coming from."

CURRICULUM

» **English-as-a-Second Language department** and the **Migrant Education Even Start program** used the Summer Showcase of Wizard of Oz as an instructional piece of their programs. Supported by the staff, they and their parents used it as a hands-on way to experience English language and American culture.

» A new Social & Behavioral Science course, HIS 111 – Colonial Latin America, was approved to be taught beginning fall 2007. An Associate of Arts & Science with an Emphasis in Latino & Latin American Studies as a Transfer Degree Option C was also approved in spring 2007.

» **English-as-a-Second Language department** was praised by the Sudanese Community Association's Board of Directors for its commitment and responsiveness to the Sudanese community. A special class was created in a location easily accessible to this particular community.

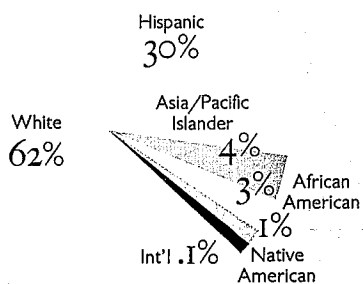
» Zimbabwean sculptor **Alexander Chitungo** gave a sculpting workshop and lecture on the traditional art of Shona stone sculpture in March 2007.

» **First Year Introduction (FYI)** transition program for Incoming freshmen was selected for a 2007 Terry O'Banion Shared Journey Exemplary Practice Award from the National Council for Student Development. FYI has increased retention by up to 33 percent since its implementation in fall 2004.

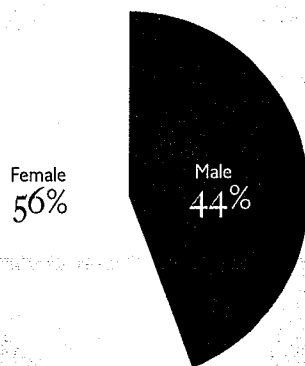


Alexander Chitungo wet sands his newly chisled stone sculpture in preparation for wax application.

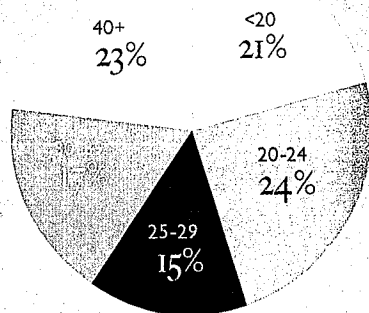
2007 Fall Enrollment BY ETHNICITY



2007 Fall Enrollment BY GENDER



2007 Fall Enrollment BY AGE



www.columbiabasin.edu

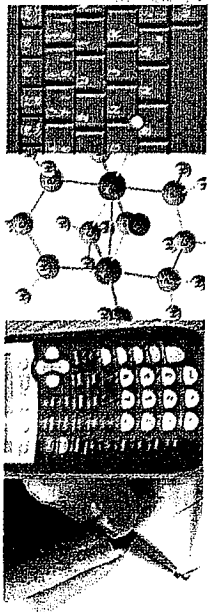
2600 N 20th Ave. Pasco, WA 99301
509.547.0511



Columbia Basin College complies with the spirit and letter of state and federal laws, regulations and executive orders pertaining to civil rights, equal opportunity and affirmative action. CBC does not discriminate on the basis of sex, race, color, national origin, religion, age, marital status, physical, mental or sensory disability, sexual orientation or Vietnam veteran status in its educational programs or employment. Questions may be referred to Camilla Grant, Vice President for Human Resources & Legal Affairs, (509) 542-5548.

Individuals with disabilities are encouraged to participate in all college sponsored events and programs. If you have a disability and require an accommodation, please contact the CBC Resource Center, (509) 542-4412, or TTY/TDD at (509) 546-0100. This notice is available in alternative media by request.





Tutor Center

Supported by ASCBC

Room S-233, S & T Building
547-0511, ext. 2676

Tutor Center Hours

- Mondays**
7:30am - 3:00pm
- Tuesdays**
7:30am - 8:00pm
- Wednesdays**
7:30am - 8:00pm
- Thursdays**
7:30am - 3:00pm
- Fridays**
9:00am - Noon

Private tutoring is available on request for those who are not able to make it to the Tutor Center, need extra help outside the regular Tutor Center hours, or for classes for which there is no tutor on duty in the Tutor Center.

Tutor Center FAQ's

What is the difference between drop-in tutoring and private tutoring?

Any student can drop in during our open hours and get free math, science, and writing help from our qualified tutors.

As funding permits, CBC allows each student a total of ten hours of free private tutoring per quarter.

Where is the Tutor Center?

The Tutor Center is in Room S-233, which is located in the new Science and Technology Center. Enter the Science and Technology Center through the Math and Science Division doors. Take the first hallway on your right. The Tutor Center is the last door on the right.

How do I get private tutoring?

Go to the Tutor Center in Room S-233. Pick up a private tutoring request form to have your instructor sign, and return it to the Tutor Center.

How can I become a tutor?

If you feel confident in a specific subject, contact the Office of Student Success and Retention at 547-0511, ext. 2532. The office is located in the Science and Technology Center, Room TD422.

the Writing Center

The Writing Center is located in the CBC Tutor Center, and is open Monday-Thursday, from 8am-2:50pm.

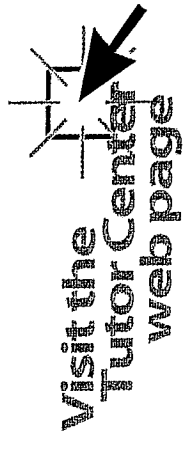
There are writing tutors available to answer questions and provide suggestions on revising writing assignments. Appointments are suggested for drafts 8 pages or longer.

Online Assistance

Writing tutors also provide daily online tutorials via email. With the online service, drafts can be sent to:

cbcwriting@columbiabasin.edu

A tutor will respond to your submission with online feedback and comments.



On the internet, go to:

www.columbiabasin.edu

under "Current Students" then "Student Resources" (Tutor and Writing Center) for current announcements and other Tutor Center and Writing Center information.

Tutor Center

offers drop in assistance within these subjects:

Writing

Monday - Thursday
8:00am - 2:50pm

Math

Mondays & Thursdays
7:30am - 3:00pm

Tuesdays & Wednesdays
7:30am - 8:00pm

Fridays

9:00am - Noon

Chemistry

Hours posted in Tutor Center

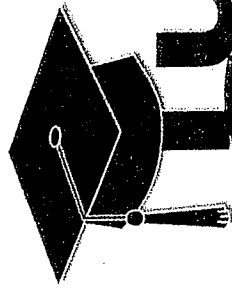
Biology

Hours posted in Tutor Center

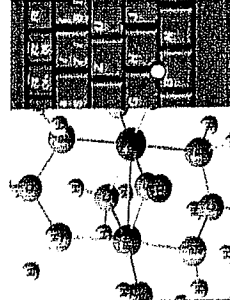
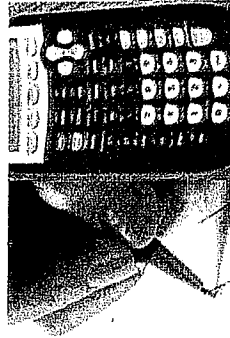
Physics

Hours posted in Tutor Center

Private tutoring is available on request for those who are not able to make it to the Tutor Center, need extra help outside the regular Tutor Center hours, or for classes for which there is no tutor on duty in the Tutor Center.



Tutor Center



Columbia Basin College

2600 North 20th Ave.

Pasco, WA 99301-3379

Phone: 547-0511 x2676

Email: tutor.center@columbiabasin.edu

Website: www.columbiabasin.edu/tutor

Columbia Basin College complies with the spirit and letter of state and federal laws, regulations and executive orders pertaining to civil rights, as reported by the Washington State Office of the Superintendent of Public Instruction (OSPI). Questions may be referred to the Office of the Superintendent of Public Instruction, 1000 Washington Avenue, Olympia, WA 98501, (360) 342-1400. This notice is available in alternative media by request.

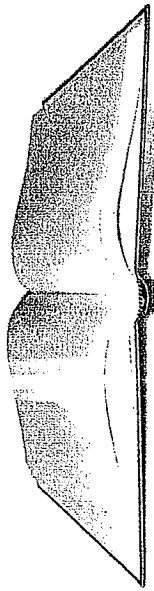
Individuals with disabilities are encouraged to participate in all college sponsored events and programs. If you have a disability and require an accommodation, please contact the CBC Resource Center, (509) 547-0511, ext. 2352, or TTY/TDD at (509) 546-1400. This notice is available in alternative media by request.

Columbia Basin College

SCHOLARSHIP INFORMATION

WHAT DOES SCHOLARSHIP MEAN?

A scholarship is money to help students with living expenses, tuition and fees, books, and supplies.



SCHOLARSHIP PROCESS AT CBC

As scholarship information arrives at the Student Financial Services Office, it is posted on the CBC scholarship website. A hardcopy of the scholarship list is available at the Student Financial Services Office window. A copy of the scholarship list is emailed to each CBC instructional department, all faculty, all students, and student services Administrators.

The donor sends scholarship funds for the recipient to the school. The school sets up an account for the recipient. Funds are deposited into the student's account. The funds are monitored by the Student Financial Services Office to assure that they are completely used by the student or returned to the donor.

Tuition and fees are paid first. A book voucher may be issued for the remaining balance for the purchase of books at the CBC Bookstore. If books are purchased elsewhere, a copy of the receipt must be submitted to the Student Financial Services Office. A reimbursement check will be issued if funds are available. The reimbursement check will be mailed. Please be certain that Registration (509 547-0511 x2241) has your correct address in their computer system. Any unused balance (within the academic year) will be transferred to the following quarter of attendance. Some scholarships can be transferred to other schools, while some can only be used at CBC. Check with the donor for specific guidelines.

DISBURSEMENT OF SPECIFIC

SCHOLARSHIP FUNDS

The following scholarships are administered in the following manner.

Athletic
George WA Foundation
Tribal

Americorps

Washington Education Foundation
Washington Apple Foundation

Take Aim

WAVE

Gearup

CSEMS

USDA

WA Dental Service Scholarships
Talent (Instrumental, Vocal, Drama) Grants:

Any balance remaining after tuition and fees are paid will be generated into a check. Checks will be mailed.

SCHOLARSHIP TIPS

- Find scholarships-

Assure you qualify for the scholarship

- Community organizations

- Cultural or religious organizations who

provide awards based on ethnic background, heritage or religion

- Your or your parents' employers

- Faculty, academic advisors, and the financial aid office

- Websites:

www.columbiabasin.edu/finaid/scholar

www.fastweb.com

www.collegeboard.org

www.collegeplan.org

www.adventuresineducation.org

www.wiredscholar.com

www.schoolsoup.com

- List scholarships by deadline order

- Complete scholarship applications in deadline order

- Check the scholarship website periodically (at least twice a month) for new scholarships

- Gather financial information as needed

- Have information ready and available for quick use when applying for a scholarship

- Maintain satisfactory progress

- Ask questions at Student Financial Services Office (509) 547-0511, extension 2715

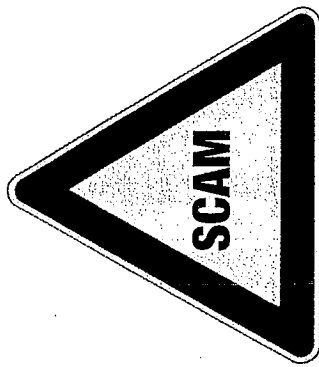
TIPS ON PREPARING AN ESSAY

- Prepare an outline before starting an essay
- Pick one main theme based on the essay question
 - Outline some ideas that support your theme
 - Be creative
 - Mention strengths only
 - Be honest
- Use specifics in the paper to make a point
 - Use examples
 - Help the reader visualize what you're trying to demonstrate in your essay
- Always have someone read through final copy
- Have more than one person proof your essay
- Visit www.scholarshiphelp.org for more helpful information

SCAM WARNING SIGNS

Beware of all companies that do any of the following:

- Require a fee of any kind
- Refuse to release their telephone number and provide only a P.O. box where you mail your check
- Offer an award for which you did not apply
- Promise to do all the work
- Guarantee you will win an award
- Claim that you cannot get the information they supply anywhere else
- Require personal financial information such as credit card or checking account number to "verify" or "hold the scholarship"
- Charge an up-front fee for a loan



HOW DO SCHOLARSHIPS AFFECT FINANCIAL AID?

When a student applies for financial aid (FAFSA) an EFC (estimated family contribution) number is determined. The EFC number is subtracted from the cost of attendance which equals the need. Financial aid is awarded based on the need. If there is still an unmet need, the scholarship may meet the need. If there is no unmet need, work study, loans or grants are replaced or reduced by the amount of the scholarship.

STANDARD STUDENT BUDGET 2006-07

	Dep. Living w/Parent	Not Living w/Parent	Indep.
Tuition & Fees	\$2,754*	\$2,754*	\$2,754*
Books & Supplies	\$924	\$924	\$924
Room & Board	\$2,520	\$7,140	\$5,202
Transportation	\$1,362	\$1,362	\$1,362
Personal Expenses	\$1,524	\$1,608	\$1,884
Total	\$9,084	\$13,788	\$12,126

*Tuition figures subject to change. Non-resident tuition may be additional. Childcare expenses, if documented, may be added.

KEEP YOUR SCHOLARSHIP

Perhaps your scholarship is renewable. But, renewable awards often have ongoing requirements, including:

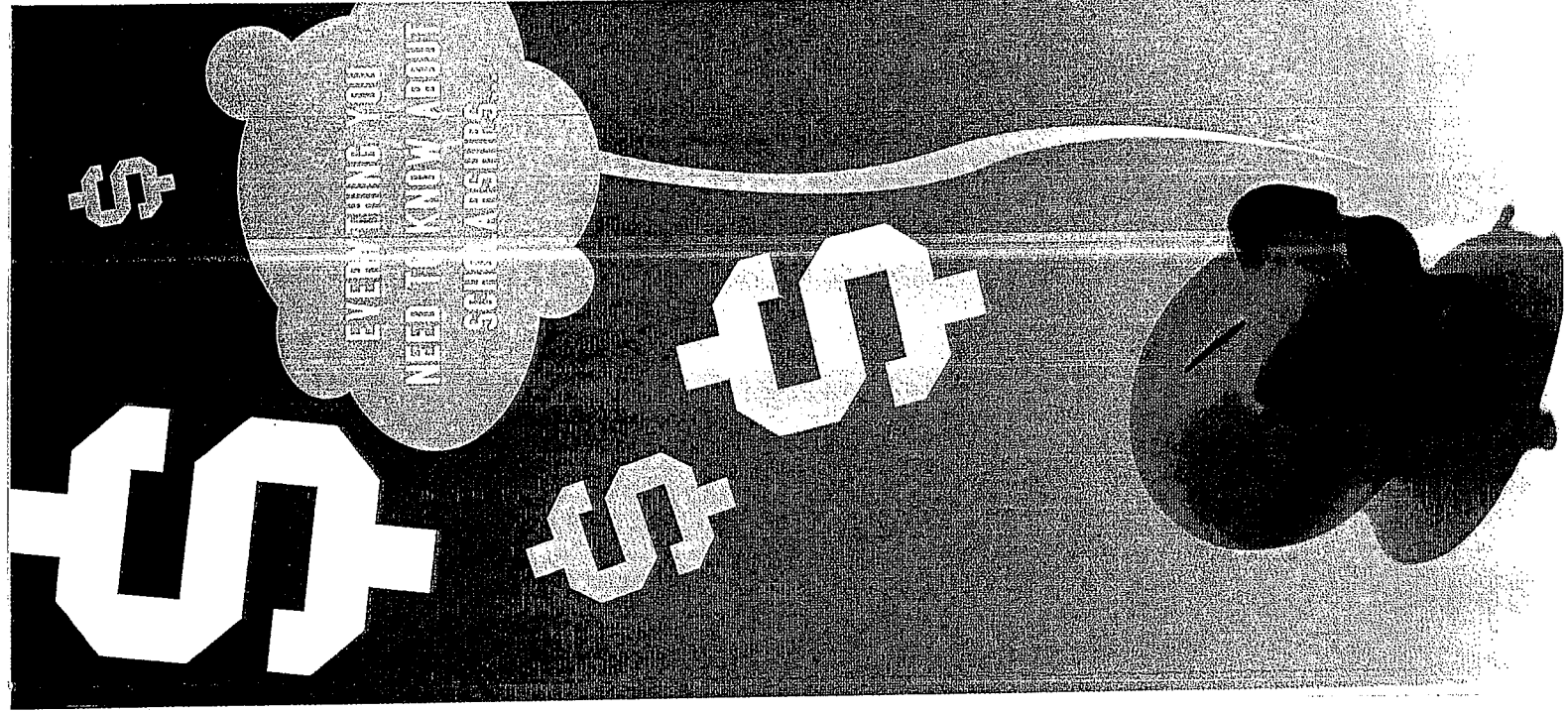
- Submission of renewal application - Scholarships may require a new application each academic year.
- Grade point average - You may need to maintain a minimum GPA to remain eligible.
- Satisfactory academic progress - You may be required to fulfill academic requirements, such as completing a certain number of credits or courses.
- Designed field of study - You may lose the award if you change majors.
- Full-time enrollment status - You may need to be a full-time student.

If there is any question whether your scholarship is renewable, talk to your school or scholarship sponsor

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
PASCO, WA 99301
PERMIT 92

Columbia Basin College
2600 North 20th Ave.
Pasco, WA 99301-3379

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Individuals with disabilities are encouraged to participate in all college sponsored events and programs. If you have a disability and require an accommodation, please contact the CBB Request Center, (509) 547-0511, ext. 2352, or TTY/TDD at (509) 547-0503. This notice is available in alternative media by request.



WHAT IS STEPP?

The Student Tuition Easy Payment Plan (STEPP) program allows you to pay your tuition and fees on an installment plan.

Payments are made in three installments (two installments for summer quarter).

There is a quarterly nonrefundable enrollment fee.

WHAT DOES IT COVER?

The STEPP program covers your tuition and class fees for every quarter you enroll in the plan. It does **not** cover books, or fines.

HOW DO I ENROLL?

Fill out a STEPP enrollment form at the Cashier's office.

Pay the quarterly nonrefundable enrollment fee and the first installment of your quarterly tuition and fees.

PAYMENT DUE DATES

Fall Quarter

- Enrollment fee & 1/3 tuition due by Tuition Due Date
- 1/3 tuition due October 15
- 1/3 tuition due November 15

Winter Quarter

- Enrollment fee & 1/3 tuition due by Tuition Due Date
- 1/3 tuition due January 15
- 1/3 tuition due February 15

Spring Quarter

- Enrollment fee & 1/3 tuition due by Tuition Due Date
- 1/3 tuition due April 15
- 1/3 tuition due May 15

Summer Quarter

- Enrollment fee & 1/2 tuition due by Tuition Due Date
- 1/2 tuition due July 15

Payments can be made at Cashier's office, via web e-check or mailed to CBC (be sure to include your student ID)

Schedule changes can impact the tuition and fees owed. See the cashier when schedule changes are made.

LATE PAYMENTS

A late fee will be assessed for payments received after the 15th due date

Students will be dropped from classes if payments are not received by the 20th of the month.

See Cashier for re-enrollment process and fees.

REFUNDS

Students administratively dropped for not making timely payments will receive no refund.

Refunds incurred because of official withdrawal from classes (initiated by student — see Withdrawal Policy in Course Schedule) or cancelled classes will be used to reduce STEPP payments #2 and/or #3; any remaining credit will be refunded to student according to CBC Refund Policy.

MORE QUESTIONS?

See the CBC Cashier or call
509-546-0419.

Columbia Basin College complies with the rules and regulations of the United States Department of Education regarding federal financial aid. Students who are not in good standing with the college may not be eligible for federal financial aid. Financial aid is awarded on the basis of need and is subject to change. Students may be required to complete a FAFSA (Free Application for Federal Student Aid) and a CBC Financial Aid Application. For more information, contact the Financial Aid Office at (509) 546-0419.

Students who are not in good standing with the college may not be eligible for federal financial aid. Financial aid is awarded on the basis of need and is subject to change. Students may be required to complete a FAFSA (Free Application for Federal Student Aid) and a CBC Financial Aid Application. For more information, contact the Financial Aid Office at (509) 546-0419.



A Convenient Payment Plan for
Tuition and Fees...

STEPP

Student
Tuition
Easy
Payment
Plan

Columbia Basin College
2600 N 20th Avenue
Pasco WA 99301
509-546-0419

BOOKSTORE

The Pasco Campus has a bookstore which is operated as a business enterprise of Columbia Basin College. For sale are textbooks, reference materials, office supplies, sportswear, greeting cards, gift and sundry items. Tobacco products are not sold, in support of the Smoke-Free Environment Resolution.

The bookstore manager welcomes suggestions or requests for classroom materials or other merchandise to be carried in the bookstore.

The bookstore is open from 7:30 am to 8:00 pm, Monday through Thursday and Friday 7:30 am to 4:00 pm. The bookstore is closed when there is no student attendance. Please call for summer quarter hours.

The Richland Campus administrative office sells textbooks for classes which are taught in Richland. The office hours for the Richland Campus office are 7:30 am to 8:00 pm, Monday through Thursday and from 7:30 am to 4:00 pm on Friday. The office is closed for lunch from 12:30 to 1:00 pm daily.

COLLEGE RELATIONS AND DEVELOPMENT

The Office of College Relations and Resource Development has been designated the official representative of the institution to the public. With the help of the graphics/ printing department, it is responsible for promoting a positive image for the college and promoting programs and services offered by all departments at CBC. With cooperation, it can ensure that the news releases, public service announcements and publications contain factual, accurate information and that the writing, illustrations and designs reflect the high standards and quality of the college and provide a consistent message to the public.

All materials intended for distribution to the general public except for correspondence should be sent to the Office of College Relations for concept approval and editing. Although the Office of College Relations and Graphics/ Printing are two different departments, they work together to ensure that the writing, design, photography and printing of any publicity material are of good, professional quality.

For copies of publicity forms, graphics/publications forms or a copy of the College Relations procedures handbook, "Designed for You," call extension 324.

COMPUTER SERVICES

Computer Services supports users of the Hewlett-Packard 3000 administrative computer system by monitoring processes, usage and scheduling for the business, payroll and student services offices. Technical support is provided for hardware and software problems.

The Computer Services department also supports PC users on campus. Users in the administrative and instructional areas are provided technical support for hardware and software. A hardware maintenance technician works through the Computer Services department. Purchases of PC equipment need additional approval by this department.

Computer Services is located in the "A" building and is open from 7:30 am to 4:30 pm, extension 353.

FACILITIES

AFTER-HOURS ACCESS: Employees need to fill out an employee facility use form with supervisor and Dean approval which will give advance notice to the Security Office. Students will not be in campus facilities at non-scheduled times without direct supervision.

All CBC facilities are regularly patrolled by Security Personnel who may question employee presence during non-scheduled times. Please carry your employee ID at all times to aid in their ID check.

THERMOSTATS: Don't touch them! Report temperature extremes to your building supervisor who will relay a request for adjustment to Maintenance and Operations, extension 333.

ROUTINE REPAIRS AND MAINTENANCE: Report the ordinary problems such as burned out lights, broken glass, etc. directly to Maintenance and Operations, extension 333. Project such as relocating bulletin boards and constructing shelving are requested through the appropriate Dean using a Work Request Form. The work requests are ultimately approved and scheduled by the Dean of Administration.

SPECIAL ROOM SETUPS, SECURITY AND/OR SAFETY NEEDS: A Facilities Use Form is required for special services such as use of facilities after regular hours, a special room set-up, media equipment, etc. These forms are available from department secretaries or Maintenance and Operations, extension 333. All of these requests require the Dean of Administration approval.

MOVING FURNITURE, SUPPLIES AND/OR EQUIPMENT: Check with your supervisor or Dean for approval first; then fill out a work request and route it accordingly. Provide as much lead time as possible for the project.

LIBRARY SERVICES

The Library Services is the resource center for Columbia Basin College. Extensive collections of books, periodicals and non-book material are available in the library for use by faculty, students and staff. The library provides reference assistance, computerized indexes, equipment for student use, reserve material and other services. If material is not available at the Columbia Basin College Library, it can be borrowed from another library through interlibrary loan.

Contact media, which is located in the library, for reserving films or equipment for instructional purposes. The media staff will deliver and set up equipment in the classroom and pick it up after the class. Please give advance notice so that needs can be accommodated.

The library hours are 7:30 am to 9:00 pm, Monday through Thursday; 7:30 am to 4:45 pm, Friday; 9:00 am to 5:00 pm, Saturday. Media hours are 6:45 am to 4:45 pm, Monday through Friday.

MAIL

The CBC mail room attendant receives, sorts and distributes both United States and inter-campus mail to individual or department mail boxes located in the administration building. Employees, clerical support or student workers pick up the mail.

Be sure to mark inter-campus mail with the intended receiver's name and please use the special inter-campus envelopes.

"FAX" service is available at the mail room.

Personal mail can be dispatched from the mail room but it must be stamped. Stamps are sold in the mail room and at the Bookstore. The mail room will not meter personal mail.

For more information on mail procedures, contact the switchboard operator by dialing "0".

TELEPHONE - COMMUNICATIONS

Columbia Basin College has its own internal telephone system. If you have questions or problems with the telephone service, call the switchboard operator at "0".

To call off campus, press 9, then the number. Additional dialing and feature instructions can be found on the face or handset of your telephone.

When you are on the Pasco Campus and wish to call anyone on campus, you need only to press the extension number.

You may call a toll-free "800" number from any campus phone. Just press 9, then 1-800-NUMBERS.

If you need to call a long distance number (other than toll-free) on school business, use the SCAN system. SCAN directories are available in most CBC offices. Please use these directories for referencing any calls to other colleges or state agencies. If you don't have a SCAN access code, use the operator (0) to make the connection for you.

To make a personal long distance call, you may charge it to your home phone number or personal credit card by calling the campus operator. Identify yourself, give the operator the number you wish to call and the operator will make the connection for you.

Since we have a limited number of telephone lines, please limit your personal calls.

A TDD Telecommunications Device for the Deaf is available for use at the Education Access Services Office.

The TDD number is 546-0400.

2007-2008
Calendar

SEPTEMBER 2007

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OCTOBER 2007

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NOVEMBER 2007

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JANUARY 2008

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FEBRUARY 2008

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MARCH 2008

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APRIL 2008

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MAY 2008

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JULY 2008

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AUGUST 2008

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31						

Evening classes meet February 18, 2008.

Legend:



State Holidays

Beginning & End
of quarter

Inservice

Non-Instructional Day/
CBC OPEN

Finals

PART 2: JOB DESCRIPTION

Job Description

This scope of duties for an instructor at Columbia Basin College lies within boundaries which are both rigid and flexible. The academic freedom to lead students toward learning in a manner which is true to the instructor's personality is carefully balanced against the need to integrate with existing and forthcoming best practices. Awareness of a wide variety of roles taken on by this position such as, planning, delivery, advising, support, recruiting, and collaboration for example are underscored by the connections to people required to bring every end result to a shared positive outcome.

Essential Information and Selected Artifacts and Materials

2-A	Job Announcement
2-B.....	Performance Evaluation
2-C.....	Progressive Discipline
2-D	Retirement Plans
2-E.....	Staff Development and Training
2-F	Tuition Waiver
2-G	Wellness Program
2-H	Travel
2-I.....	Code of Ethics

Job Announcement

Computer Science Instructor

Full Time Tenure Track

Salary Range: Step 1 (\$35,758) – Step 2 (\$37,269)

Open Date: 01/10/2006

Close Date: Until Filled

This is a full-time, tenure track position. The duties for this position will include providing instruction in a variety of Computer Science subjects in the Business and Information Technology Division to both academic transfer and professional/technical students. The position will report to the Dean for Business and Information Technology Division. A copy of the current faculty contract is available online at: http://www.sbctc.ctc.edu/admin/docs/faculty_contracts/190.pdf

PRIMARY RESPONSIBILITIES

The Computer Science Instructor in this position will be expected to do the following within the specialized program:

- A passion for teaching and a commitment to student success;
- A commitment to the community college mission;
- A commitment to shared governance;
- A commitment to staying current in one's discipline;
- A willingness to become involved in campus activities beyond one's discipline;
- Demonstrated ability to pursue creative and/or scholarly endeavors in area of expertise. Prepare and teach courses in various aspects of the Computer Science program which can include classes in network and system administration programming, software, and hardware support as well as internet applications and technologies;
- Develop and deliver curriculum that is constantly updated to parallel the needs of the computer industry;
- Advise students in the Computer Science program;
- Work closely with transfer institutions to assure that CBC provides appropriate courses as prerequisites for transfer programs;
- Serve on faculty committees, participate in division and college activities and perform other duties normal assigned;
- Attend department and division meetings;
- Perform other duties as assigned.

REQUIRED QUALIFICATIONS

- Bachelor's degree in Computer Science or related field;
- Commitment to work as a team member;
- Ability and desire to learn and teach new skills;
- Demonstrated ability to relate to students of varied ethnicity, age, background, and ability;
- Eligible for Vocational Certification.

PREFERRED QUALIFICATIONS

- Current industry certifications (MCSE, MCT, A+, Net+, etc.);
- Background and experience in UNIX/Linux Administration, Windows 2000, Administration, Computer and Network Security, Wireless and Broadband Networking, SQL or Oracle Development and Administration, hardware support, and programming in C++, Java, Visual Basic, ASP, and ASP.Net.

CBC HUMAN RESOURCES OFFICE

2600 North 20th Avenue • Pasco, Washington 99301 • (509) 547-0511 ext. 2756 •

<http://www.columbiabasin.edu/jobs>

Job Announcement

TERMS OF EMPLOYMENT

This position is available: Fall quarter of 2006 and schedules vary.

PROCESS NOTE: In accordance with the Child/Adult Information Act, RCW 43.43.830, the candidate selected for hire will be subject to a Criminal History Background Check.

CONDITIONS OF EMPLOYMENT: In the interest of providing a healthy, safe and secure educational and work environment, and in order to meet the requirements of federal legislation, it is the policy of Columbia Basin College to maintain an alcohol and drug-free workplace for our employees and students.

- **PHYSICAL REQUIREMENTS:**
 - Occasional need to lift at least 20 pounds
 - Ability to sit and stand for long periods of time
 - Frequent need for oral, written and auditory communication
 - Frequent repetitive hand and wrist motions

APPLICATION PROCEDURE

Applicants must submit the following in order to be considered for the position:

1. Completed Columbia Basin College Application for Employment. ***
2. Cover Letter/Introductory Letter that address why you are interested in the position and how your background, training, and/or experiences qualify you for the position.
3. Current detailed resume of experience, education, and professional training.
4. Signed Applicant Recruitment Data, Notification, and Disclosure Forms (Background Check).
5. Three (3) letters of reference.
6. A copy of your transcripts.
 - a. Note: If you are hired, you will need to provide official transcripts at that time.

***For all applications and inquires, please contact Niki Osborn at (509) 547-0511 ext. 2756 or visit our website at <http://www.columbiabasin.edu/jobs> Application materials should be submitted to the **CBC Human Resources Office**. Only completed applications will be reviewed.

If you are hired, you will need to provide proof of identity and documentation of U.S. citizenship or appropriate authorization to work in this position as required by the Immigration Reform Control Act of 1986.

Columbia Basin College operates under an approved affirmative action plan and encourages applications from persons of color, women, veterans and persons of disability. The Human Resources Office is accessible to those with disabilities. If you need accommodation in application or employment, contact the Human Resource Office at (509) 547-0511 ext. 2756.

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<http://www.columbiabasin.edu/jobs>

PERFORMANCE EVALUATION

At the direction of the state legislature, the HEPB has adopted a classified employee performance evaluation system which is administered by the Personnel Office at CBC.

Specific job assignments will be discussed with employees and a copy of the class specification will be provided. The supervisor is responsible for establishing job criteria and performance expectations for each position, and will usually ask for the employee's assistance in the process.

Evaluation of job performance is done after 3 months and 5 months of completed work time during the initial 6-month probationary period and annually thereafter. Factors in the evaluation include quality of work, quantity of work, job knowledge and working relationships. Performance is evaluated with a rating system ranging from "Outstanding" to "Unsatisfactory." Each element of the evaluation is explained in writing and will be reviewed with the supervisor.

Employees are encouraged to review and discuss any job problems with the supervisor. Advice may also be requested from the Personnel Office. If the job performance is unsatisfactory, the supervisor will help identify the problem areas and indicate the correction required to bring the job performance up to an acceptable level. The ultimate responsibility to improve unsatisfactory performance rests with the employee.

Faculty employees will be evaluated as outlined in the Contract between the Board of Trustees and the CBC/AHE.

Administrative/Exempt staff will be evaluated on an annual basis.

PROGRESSIVE DISCIPLINE

Any disciplinary action for a permanent Classified employee initiated by Columbia Basin College will be in accordance with HEPB rules, which provide for an appeal procedure by any permanent Classified employee. Examples of activities which may result in such action include inefficiency, willful violation of governing rules or regulations, mistreatment or abuse of fellow workers including discrimination for any reason, conflict of interest and excessive absenteeism.

The employee will be furnished with a written notice stating the reasons for the recommended action and a meeting to discuss the matter will be scheduled with the President and/or Director of Personnel and other pertinent parties.

The following steps of progressive discipline will be followed when correction of an employee's behavior is required by management ...

- ** Oral warning - supervisor and employee meet to discuss the problem, determine the solution and explain the consequences if the problem is not corrected.
- ** Written warning - written statement of problem and summary or oral warning; expectations of supervisor restated; written statement of plan for correction; may involve oral interview with Director of Personnel, other supervisory staff and/or the employee's representative.
- ** Suspension/Demotion - employee will be furnished with a written summary of the problem(s) and actions taken; meeting with the President and/or Director of Personnel and other pertinent parties; employee will receive written notice of the action to be taken.
- ** Dismissal - all activities and actions identified in the third step are applicable to the fourth step.

Exceptions to these steps may be made by the Director of Personnel based on the severity of the problems.

Discipline action against Faculty employees will be in accordance with the due process outlined in the Contract between the Board of Trustees and the CBC/AHE.

Discipline action against Administrative/Exempt employees may follow the same steps outlined above for the Classified Staff.

RETIREMENT PLANS

For information, either contact the Payroll Office or the Department of Retirement Systems, 1025 E Union Avenue, Olympia WA 98504 (206) 753-5296.

PERS: Classified and Administrative/Exempt employees are eligible for the state Public Employees Retirement System (PERS), Plans I or II. Employees entering the system after October 1977 are eligible for Plan II.

TRS: Eligible Faculty may choose the State Teachers' Retirement System (TRS), Plans I or II. Employees who established TRS membership prior to October 1, 1977 are eligible for Plan I. Faculty and exempt employees employed after October 1, 1977, working 90+ hours per month, who are not eligible for TIAA/CREF are eligible for Plan II.

TIAA/CREF: Teachers' Insurance Annuity Associate and College Retirement Equity Fund retirement is available to Faculty and Administrative/Exempt staff. Faculty employees are also eligible for the State Teachers' Retirement System, Plans I or II.

TAX SHELTERED ANNUITY (TSA): Eligible employees may have an amount of their salary reduced and that amount used to purchase an annuity. Income taxes are then owed on those earnings when they are paid to you from the annuity. The Payroll Office has more information and a list of CBC-approved vendors.

DEFERRED COMPENSATION: Another way to shelter income is available to eligible employees through the deferred compensation plan administered by the state. Information is available from the Payroll Office.

DEPENDENT CARE ASSISTANCE: You may qualify for help in child care expenses through a deferred compensation/salary reduction plan. An explanation is available in booklet form from the Payroll Office - "State Employees ... Take a Break with Dependent Care Assistance Salary Reduction Plan."

REQUIRED FOR RETIREMENT:

PERS I AND TRS I - 30 years of service regardless of age, or 5 years of service and 60 years of age, or 25 years of service and 55 years of age.

PERS II AND TRS II - 20 years of service and 55 years of age or 5 years of service and 65 years of age.

TIAA-CREF - Anytime, regardless of service years or age, when no longer employed at an institution where TIAA-CREF is available.

STAFF DEVELOPMENT AND TRAINING

Classified Staff Development and Training Procedures are available from the Personnel Office.

The HEPB rule, WAC 251-01-425, defines training as "Formal and systematic learning activities intended to provide employees with the knowledge and skills necessary to become proficient or qualified in a particular field." WAC 251-24-030, Employee Development and Training, provides information about the rules and regulations for training programs, including in-service, promotional and supervisory programs. These HEPB rules are available at the CBC Library, the Personnel Office and the Richland Campus.

An employee may request release time, reassigned time, vacation leave or leave without pay for training (vacation leave and leave without pay requests are to be processed as any other leave request). Approval from the immediate supervisor is necessary when requesting release or reassigned time for training.

"Release time" is any time during regular working hours spent participating in training while being paid a regular salary. Release time will only be granted for mandated or job-related training. "Job related" means any training activity to upgrade on-the-job skills or knowledge of the present job. "Reassigned time" is training time during regular working hours which will be made up. Reassigned time will not be allowed for personal development activities. Break time may not be combined with the lunch break when you request reassigned time.

Training courses are designed to aid in upward mobility as well as to improve on-the-job skills giving each employee the opportunity to develop professionally and giving CBC the most effective and economic use of employee resources. CBC fully supports Classified Staff Development and Training.

Classified Staff Development and Training is administered by the Personnel Office for all classified employees in accordance with HEPB rules and CBC priorities and resources. The Training Committee, comprised of representatives from the classified staff and administrators, is actively involved in providing classified staff development.

State Development and Training for Faculty is carried out as outlined in Article VII, Section 1, items D,E,F and G of the Contract between the Board of Trustees and the CBC/AHE.

TUITION WAIVER

Employees are encouraged to develop professionally and personally by enrolling in continuing education and training courses offered by CBC. CBC waives tuition for its full-time employees under the following conditions ...

- ** An employee who is a full-time employee is eligible.
- ** Eligible employees shall pay a \$5.00 registration fee per quarter for up to five quarter hours and all special course fees such as laboratory fees for each course.
- ** Eligible employees shall enroll in courses on a space-available basis only. Registration will take place for employees wishing to participate after the close of the last open enrollment period each quarter.
- ** Self-support courses referred to in WAC 131-28, Tuition and Fee Charges are not covered. An employee wishing to participate in such an activity must pay the full fee.

Ask the Registrar's Office for enrollment forms. The Personnel Office will verify eligibility.

WELLNESS PROGRAM

Columbia Basin College has your health at heart!!

Our Wellness Program focuses on educating, motivating and directing people toward a positive, fitness-oriented, healthful lifestyle. Goals of the program are to reduce the change of disease and injury and to enhance the quality of life for its participants.

The Fitness Center program elements include testing and evaluation, consultation and individualized exercise prescription, a wide range of activities and a fitness incentive program.

Fitness testing is available by appointment and includes measurement of body composition, blood pressure, flexibility, cardiac risk, life stress and health risk.

Other activities available to full-time employees for \$5.00 per quarter range from highly organized classes for the beginner to open facility use for the more skilled and motivated individual. Classes are in aerobic exercise, jogging and body conditioning. Facilities, including weight room, locker/shower rooms, exercise equipment, gym, fitness trails, tennis courts and athletic fields may be used during open scheduling hours.

Contact the Wellness Program Office at extension 369.

Read the CBC Wellness Newsletter for the latest information on nutrition, exercise, health hazards and meeting announcements.

TRAVEL

The Request for Authorization to Travel Form must be completed and submitted for approval to the supervisor and Dean at least 5 working days prior to the trip.

If you are renting a car or van to travel from Pasco, reservations must be made by calling Budget Rent-A-Car at 547-6902 to schedule the rental. A copy of the Travel Request must be presented at the Budget Rent-A-Car office when obtaining the vehicle.

If you will be traveling by airline from Pasco, the reservations and rental car arrangements will be made by the CBC Travel Office, extension 202. Pick up a credit card for the car rental from the Travel Office.

A Request for Authorization to Travel must be submitted for off-campus staff training or field trips.

To be eligible for travel reimbursement, you must be on travel status a minimum of 11½ hours. An employee is expected to pay for lodging and meals and will be reimbursed upon return after completing and submitting a Travel Expense Voucher. Please attach a receipt for your lodging to the Travel Expense Voucher.

CODE OF ETHICS

Columbia Basin College has a leadership role in the Tri-Cities. Our mission is to provide quality learning opportunities, services and activities which encourage all citizens of Benton and Franklin Counties to achieve their educational goals and enrich their lives. The members of the CBC community -- administrators, classified staff, faculty, foundation members, students, trustees and visitors -- recognize the importance we have in setting an example of ethical thought and action. We wish to affirm our commitment to students, to equality and to an environment conducive to learning.

In order to clarify those ethical principles to which we hold, we have set them down in the following Columbia Basin College Code of Ethics.

Members of the CBC community shall

- > understand and observe all existing laws and college policies concerning harassment and discrimination.
- > protect the health, safety and well-being of others.
- > strive for the highest standards of professional conduct.
- > preserve the integrity of the institution, of academic freedom and of higher education.
- > respect the rights of others to privacy.
- > treat others in a fair, reasonable and prudent manner.

Adopted by the Board of Trustees on December 3, 1990

PART 3: INSTRUCTIONAL PLANNING

Instructional Planning

Instructional planning could be interpreted from at least two approaches. One being the cumulative collection of course material, and notes regarding what did or did not work for each individual component of a course. A second might be exposure to new methods to constantly replace or augment pedagogy in pursuit of continual improvement. The use of credible research material to support ones approach to instruction could be an effective means for evaluating a growing number of ways to teach. There are some simple and effective tips contained in the following instructional planning materials and reported results.

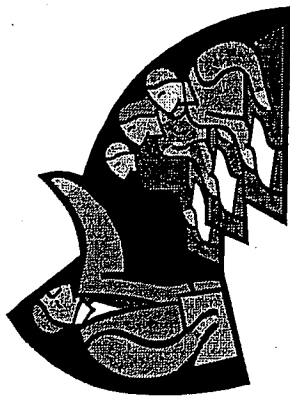
Essential Information and Selected Artifacts and Materials

3-A	Instruction Model
3-B	Universal Design
3-C	Lecture Accessibility
3-D	Guiding Questions
3-E	Example Project
3-F	Example Classroom Assessment Report
3-G	Self Assessment
3-H	Quarterly Evaluation Report
3-I	Degree Plans

Strategy Instruction Model

THE INSTRUCTOR TEACHES THE STUDENT HOW TO LEARN

1. Describe



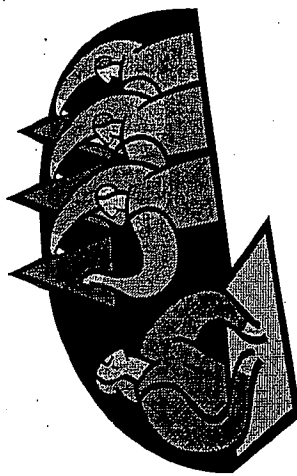
Instructor describes the strategy.
Students set goals for using the strategy and time lines for learning the strategy.

2. Model



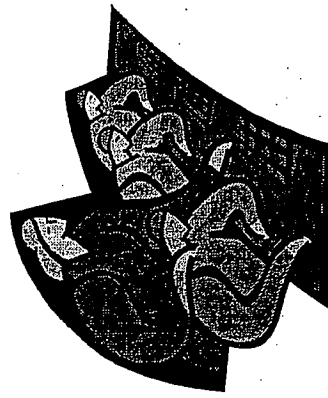
Instructor demonstrates "out loud" how to think, perform, and use the strategy.

3. Self-Instruct



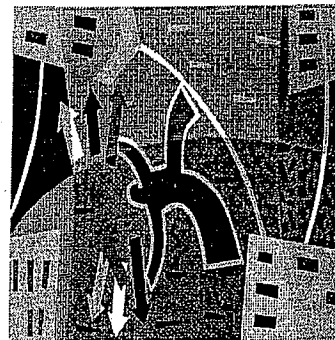
Students describe the strategy in their own words.

4. Practice and Critique



Students can practice with peers or individually.

5. Implement



Students use what they have learned in daily-life situations.

6. Evaluate



Research shows that using the Strategy Instruction Model can improve student performance.

Examples of Universal Design of Instruction

- 1) Explain how to study for kind of tests you give**
- 2) Put in writing a limited number of ground rules regarding absence, late work, testing procedures, grading, and general decorum**
- 3) Give sample test questions**
- 4) Give sample test question answers**
- 5) Have students write out expectations for the course and their own goals for learning**
- 6) Form a student panel to present alternative views of the same concept**
- 7) Conduct idea-generating or brainstorming sessions to expand horizons**
- 8) Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline**

Suggestions for Making Lectures More Universally Accessible

Presented by Deb Casey & Al Souma

- Before the lecture, write key terms, concepts, and ideas on the board.
- Prepare a handout that outlines key terms, concepts, and ideas. It is especially important to include technical language or disciplinary jargon that may be new for students
- Give students two or three questions that they should be able to answer by the end of each lecture.
- Use visual aids (overheads, diagrams, charts, or graphs) to underscore key points and main ideas.
- Face the class and speak distinctly at a relaxed pace to facilitate note taking and processing.

Questions to Guide Universal Instructional Design

Presented by Deb Casey & Al Souma

- What are students expected to know, do or value at the completion of this course?
- Are methods of instruction negotiable?
- What are the core outcome goals for all students?
- How will class standards be communicated to students?
- How will variable outcomes (excellent to poor) be assessed?
- Are variable outcome measurements negotiable?
- Are there alternative outcomes that could be offered to all students?
- What information about learning goals or prior experiences do I gather from students at the beginning of the course, what feedback do I gather as the course progresses, and what evaluations do I collect at the end of the course?
- How do I prepare students to meet assignment expectations?
- How do my strategies for assessment reflect key learning goals?
- How do I factor in individual differences?

PC Documentation Project

This Project will help you outline details of your system which are useful when performing an upgrade, or a repair. You are becoming responsible for an ever increasing number of computers, and are faced with a growing need for clear reference documentation. You'll be better prepared by having a source of quick answers to the questions you will ask when faced with situations ranging from an emergency, to the planned replacement of an entire PC system.

The time spent preparing documentation for each different model of computer under your care will benefit you most. Preparation is a sign of your professionalism and keeps you able to focus your energy on your highest priorities. Think of this Project as a savings account from which you will be able to withdraw both time and experience in the future!

The single PC to be documented by your Project is the machine you use at home. Sometimes students don't have a machine at home for this Project; if that is your case, you may document one of the machines in the CBC lab (please let your instructor know of this as early as possible). It is advised, but not required to turn in your Documentation Project inside a clear plastic zippered pouch. Pouches work well for keeping your system discs, and software together with your documentation.

Required Documentation of your PC System:

- **Diagram or sketch of system with the case opened, including:**
 - label for major system components
 - red circle showing what you estimate to be the warmest area of your case
 - blue circle showing what you estimate to be the coolest area of your case
 - arrows indicating the path of airflow through your case
- **Description of your case, including:**
 - name the material the majority of your case is made of
 - number of empty 5 1/4" bays
 - number of empty internal 3 1/2" bays
 - number of empty external 3 1/2" bays
 - short description of how your case is opened
- **Detailed information about your power supply, including:**
 - rated wattage (you may need the online PSU calculator linked in WebCT to estimate)
 - estimated remaining wattage available for additional components
 - an example list of potential upgrade components for which your have power available
 - a rough calculation of the annual cost to supply 110v AC home current to your machine (assume \$.06 per Kilowatt hour)
- **An emergency boot disk (consider a copy of the "Ultimate Boot CD")**
- **Backup strategy**
- **Basic installation notes, addressing only:**
 - the operating system used
 - special information (like any issues encountered with a component)
 - a list of installed software (print screen of start menu works well)

- **Describe location of all system, driver, and application disks** (or include them in a pouch/sleeve)
- **Description of CPU, including:**
 - manufacturer, speed, physical format/socket
 - voltage requirements
 - L1 cache size
 - data width
 - special instructions, if any
- **Description of memory, including**
 - type
 - Diagram of current physical memory layout(how many sticks, how many slots(try the cpu-Z application linked in WebCT))
 - Memory usage reported by your OS under typical use conditions

Submit this System Documentation with a cover page containing a **short** description of your PC, including manufacturer, model number, and basic identifying information(enough for you to differentiate your machine from other similar PCs).

Assessment Report of Student Learning in CS109 – PC Hardware 1

Outcome from the cs109 Syllabus assessed: **Identify computer sub-components**

This outcome is assessed in a preliminary, exploratory fashion during the first week of the quarter, when students get a close look at the inside of a PC by removing the cover from their lab machine. A baseline is established by casually asking students how many components they can name. Students are later exposed to obscure examples of computer sub-components and asked to identify different generations of hardware. By passing around oddities when we study each component, for example – study of the central processing unit(CPU) includes handling an example of a slot-mounted CPU, beginning the lesson with a question “what is this?”.

By the end of the quarter, students are asked to identify and document the components of their home PC in the form of a System Log. The deliverable is a class presentation of their documentation which includes a diagram or sketch of their system and detailed description of major system components. (Assignment attached)

I evaluate the System Log for completeness against the assignment specification and provide feedback regarding the presentation using the attached Presentation Rubric. I enjoy witnessing the culmination of student learning demonstrated at the end of the quarter, the results are amazing to me. There is often a creative element involved in the final product which is not required; the attached sample of student work is an example of such creativity. I learn that students who enjoy working on a project generate outstanding deliverables, and I am inspired by what I see. I noticed that the student who presented the attached work had the complete undivided attention of our class with his presentation approach.

As a new teacher I am always looking to make improvements in my assessment. I will do a few things different next time I get to teach cs109. I will try giving students a sample of work by previous students. I am also working towards use of a refined rubric which addresses the technical requirements listed in the assignment specification. I will remind myself during lecture that a more entertaining presentation of technical material can hold the attention of students.

Certification Self-Assessment Worksheet

Print this page for review
with your supervisor

☒ Show All Key
Activities

☐ Show only
chosen Standards

PRINT 

INSTRUCTOR:
Humphrey
Donald
DATE
GENERATED:
10/26/2006

Standard Key-Activity	Importance	Assessment	Selected?	Notes
A1: Obtain required equipment, systems, tools, supplies, and materials.	Medium	Very High	No	
A2: Set up instructional systems, equipment and/or tools.	High	Very High	No	
A3: Maintain instructional systems, equipment and/or tools.	Low	High	No	
A4: Develop a growth and replacement plan for systems, equipment and/or tools.	Low	High	No	
A5: Supervise learning environments.	Very High	Medium	No	
A6: Research, select, and evaluate off-campus learning environments.	High	High	No	
A7: Evaluate and monitor the safety of instructional areas and practices.	Very High	High	No	
B1: Identify, evaluate, and modify current outcomes.	Medium	Medium	No	
B2: Create, evaluate, and modify curriculum.	High	Medium	Yes	
B3: Create, evaluate, and modify assessments.	High	High	No	
B4: Implement curriculum, outcomes, and assessments..	Very High	High	No	
B5: Integrate curriculum with other faculty in the department and in other instructional	Very High	Low	Yes	

areas/institutions.				
C1: Develop, review, and update program course plan.	Medium	Low	No	
C2: Recruit and work with advisory committee and employers to meet changing needs of the program and industry.	High	Medium	No	
C3: Identify, evaluate, and modify program outcomes and assessments.	High	Medium	No	
C4: Identify and develop core and support courses.	High	Medium	No	
C5: Maintain (or obtain) program accreditation.	Very High	Low	Yes	
C6: Research, identify, evaluate, and implement current industry standards and trends.	Medium	Medium	No	
C7: Coordinate program development with other college programs and institutions.	High	Medium	No	
D1: Prepare and/or gather current instructional materials and equipment.	High	High	No	
D2: Provide individual and group instruction.	Very High	High	No	
D3: Initiate, develop, and implement student assessments.	Very High	High	No	
D4: Modify instructional material and methods based on student and industry assessments and feedback.	High	Low	Yes	
E1: Respond to student needs.	Very High	High	No	

E2: Provide information or referrals to meet student needs.	Very High	Very High	No	
E3: Assist students with job placement.	Very High	High	No	
E4: Provide academic advising.	High	N/A	No	
E5: Provide career advising.	High	N/A	No	
E6: Serve as student activity advisor as applicable.	N/A	N/A	No	
F1: Perform documentation and record keeping duties.	High	Medium	No	
F2: Record and submit student grades.	Very High	Very High	No	
F3: Serve on departmental and college committees.	High	Medium	No	
F4: Provide input for program, schedules, and college publications.	Medium	Low	No	
F5: Develop and manage budgets.	Low	N/A	No	
F6: Research and assist with writing and implementing grants and targeting financial resources.	Medium	Low	Yes	
G1: Collaborate with college staff, faculty, and students.	Very High	Medium	No	
G2: Work with program advisory committees.	High	High	No	
G3: Serve on departmental and college committees.	High	N/A	No	
G4: Maintain current knowledge of the field.	Very High	Medium	No	
G5: Participate in professional networking.	High	Medium	No	
G6: Develop a professional plan.	Very High	High	No	
G7: Promote a professional	Very High	Very High	No	

instructional environment.				
H1: Participate in campus and community events.	High	High	No	
H2: Serve on high school advisory committees, Tech Prep consortia, and other community organizations.	Medium	Low	No	
H3: Develop promotional plan.	Medium	N/A	No	
H4: Provide information for prospective students.	High	Medium	No	
H5: Develop and manage public relations information.	Medium	Low	No	
H6: Perform recruiting activities.	Medium	Medium	No	
I1: Obtain and maintain certification on program-specific technology.	High	Medium	No	
I2: Maintain current knowledge of technology in the field.	Very High	Medium	No	
I3: Identify, evaluate, and implement emerging technologies according to industry needs.	Medium	Low	No	
I4: Identify, evaluate, and implement new instructional technologies.	High	Low	Yes	
J1: Perform documentation and record keeping duties.	High	Medium	No	
J2: Mentor, orient, and support new and part-time faculty.	N/A	N/A	No	
J3: Develop criteria, recruit, and make recommendations regarding hiring faculty.	N/A	N/A	No	
J4: Manage instructional and program assistants.	N/A	N/A	No	

J5: Develop and manage budgets.	N/A	N/A	No	
J6: Research and assist with writing and implementing grants and targeting financial resources.	N/A	N/A	No	

QUARTERLY EVALUATION REPORT

Cover Sheet

The Quarterly Evaluation Report (QER) compiles and authorizes results of the evaluations indicated in the probationer's Professional Development Plan. The QER is intended as *formative* feedback, affirming the probationer's effective teaching methods and motivating him or her to improve areas that fall short of expert standards and expectations. When all pertinent evaluation sources are attached to this cover sheet and the cover sheet is signed by all members of the probationer's PRC, the QER should be submitted to the Chair of the Tenure Review Oversight Committee.

Probationer Don Humphrey

Date November 26, 2007

Quarter of Evaluation Fall 2007

Required Evaluation Materials

Please attach the following documents to this cover sheet:

- ☒ Quarterly student evaluations
- ☒ Instructional/Classroom observation(s)
- ☒ Statement from the probationer's dean or supervisor
- ☒ Statement from at least one member of the PRC
- ☒ Probationer's self-evaluation

Recommendation

1. It is the consensus of this peer-review committee that we recommend _____ to continue probationary status in the tenure review process.
2. It is the consensus of this peer-review committee that we do *not* recommend _____ to continue probationary status in the tenure review process.
3. It is the consensus of this peer-review committee that we recommend _____ to continue probationary status under the provisions of a *professional improvement plan*, which is developed and agreed upon by the PRC and probationer. The professional improvement plan will be authorized by the TROC and President before the next quarter of the probationer's teaching assignment.
4. It is the consensus of this peer-review committee that we recommend _____ for tenure.

Evaluation Report Authorization

Probationer* _____ Date _____

Dean (or designee) _____ Date _____

Committee Chair _____ Date _____

Faculty peer _____ Date _____

* The probationer's signature on this cover sheet does not constitute agreement with the evaluation but that he or she has read and received a copy of the QER with supporting documentation. The probationer may submit a written response to an evaluation before the end of the quarter the evaluation is written. The response should be attached to the QER cover sheet for submission to the President.

COLUMBIA BASIN COLLEGE

PEER COMMITTEE REPORT

Fall Quarter 2007

Don Humphrey

1. Probationer Input:

This Fall quarter has harbored reinforcing experiences for me. After reviewing my self-evaluative statements over this past year I feel redoubled appreciation for the great amount time involved in meeting some of my improvement goals. I feel my vision of the teacher I want to become is being adopted more slowly than I would have anticipated one year ago. This is a positive revelation, since the incremental changes I'm experiencing are more realistic, lasting, and affirming. A big part of my growth seems to be finding appropriate self expectations and pursuit thereof in a reasonable and focused manner.

Teaching Success

- *How do you maintain accurate academic records?*

Keeping attendance on paper may sound like a minor, even silly record keeping improvement to someone less computer oriented than myself, but this represents a big positive step in my attendance methodology. Previously I've made a point to keep an electronic copy of everything, and to work by use of computer whenever possible. It turns out that paper can be more efficient for some records; I'm now making better use of classroom PC login time by writing attendance records in ink during that same time period each class.

Content Knowledge

- *How do you stay current in your academic or vocational discipline?*

It has been a pleasure getting to teach some of our PC Hardware courses during this past year, I noticed my lack of knowledge regarding the latest developments in computer hardware components. My vocation is pushed by fast paced changes in PC Hardware technology, with which I have made positive effort to update my familiarity regarding the newest hardware. Combining customer reviews, component specifications, standardized performance comparisons, and marketing information with valuable discussion among groups in our class has yielded results both engaging and edifying.

I have made solidifying use of these collected resources by helping friends, family, and neighbors in the selection and upgrade of computer components. Sharing this experience with PC hardware during lecture has added value to, and reinforced my learning. I am finding new information relating to computer components exciting as I shop toward my next computer. I feel I have taken steps onto groundwork of an investigative roadway headed in the direction of informed awareness of evolving computer technology.

Contribution to Department/Division/College

- *What extracurricular services have you provided for the College or Tri-Cities Community?*

The CBC Automotive Department hosted a fine Skills USA competition which I had the pleasure of participating in as a judge. I benefited from observing the nicely organized manner in which different areas of the competition were coordinated. Judging the prepared speeches was a wonderful experience, as was acting as a prospective employer for job interview competitors. It is an honor to witness the

effort put forth by many of the competitors, and a challenge to rate their hard work objectively. I'm looking forward to next year's competition!

Collegiality

- *How have you collaborated with your peers in your Department or Division?*

Our Computer Science Department has several instructors teaching our new cs101 course. We've met to discuss the improvements which separate this course from the old ca100 and better meet the needs of a Computer Science student. We've homogenized our assignments in order to present an equal level of rigor to each cs100 student. This time spent has been of great benefit to me, I appreciate knowing when I'm doing what I should or should not be teaching.

Goals for Improvement

- *What are some goals for improvement or professional development, both short-term goals and long-term goals?*

My previous short term goal of revamping the effectiveness of my instructional style has turned into a long term goal. I remain focused on becoming a Vocational Instructor with increased student engagement in the learning process, provoking more thought, productive lab time spent hands on, and reflective review of what has been learned in previous lessons. The list of areas for improvement has not only been steadily growing, but recurs through the same

As a long term goal, I have discovered the need for more holistic and integrated methods of managing my growth. Stepping back occasionally to look for weaknesses has left room for a more growth oriented approach. My long term goal is to habitually and continually refine a focus on my improvement. This long term goal will be a positive guide providing momentum in an endless upward spiral of growth.

2. Administrative Input – Deborah Meadows:

Don continues to develop his teaching skills. His evaluations also continue to be better each quarter. His teaching observations reveal that he is continuing to be more comfortable in the classroom and his interactions with students. Students are responding well to his efforts to build his teaching skills.

This quarter he assisted the department by completing a Carl Perkins' equipment request. He has been talking with his colleagues about the art and science of teaching to seek additional ideas about teaching.

His Master's program is also going well and will likely be completed soon. I am very please with Don's progress and his continuing efforts in his job.

3. Peer Input – Noel Commeree:

Don has been very successful working collaboratively with his colleagues on cs101 Intro to Computers and IT, and by the end of winter quarter he hopes to have aligned his assignments/testing with other cs101 instructors. In addition, he has made strong strides to become more familiar with programs and degree options that will help him advise his students, and his M.Ed. research project should be completed by the end of the year,

As far as college "nuts and bolts," he feels much more confident this year than last, and as time permits, he is seeking to become more involved with committee work and extracurricular activities such as participating in the new book/study group.

Overall, from a colleague perspective, Don is doing very well and quickly becoming a strong instructor and a valued colleague.

4. Committee Chair Input – Tony Sako:

Don is continuing his good progress in becoming a full-time instructor. I observed one of his classes and he is improving his classroom techniques with more a coaching/leading style and less lecturing. I am still impressed when I see him putting in the long hours required to prepare for these classes, helping students, and maintaining a very positive and cheerful attitude.

As Don becomes more comfortable in the classroom, we would like Don to start growing as an active participant in the Computer Science Department. As we do much of our business informally during the lunch hour, we need Don to free up this hour to meet with us. He has been very agreeable to making the necessary changes to his schedule to make this possible.

His actions lead me to believe that he is a strong positive addition to the Computer Science Department, and to the College.

PROBATIONER SIGNATURE DATE

COMMITTEE CHAIR DATE

ADMIN SIGNATURE DATE

PEER SIGNATURE DATE

COLUMBIA BASIN COLLEGE
CLASSROOM EVALUATION FORM

NAME: Don Humphrey

DATE: Nov 6, 2007

CLASS TITLE: CS109 PC Hardware

NO OF STUDENTS: 9

OBSERVER'S NAME: Tony Sako

Please describe and evaluate the following:

1. Organization of time and materials

If I were to describe how Don organized his time, I would have to say that he was in sync with the rest of the world using 60 seconds per minute and 60 minutes per hour. But I guess you really want to know how well he used the class time. Don made good use of the time, first providing some theory, then engaging the students in some discussion, and finished by having them perform a hand-on task. He did a good job with the materials in the PC Hardware lab, which is a bit of a mess.

Suggestions for improvement. My only suggestion is to forgo writing details (such as bus speeds/bandwidth or acronym expansion) on the board. These details can be provided in handouts, or looked up in the book. This leaves more time for covering concepts or hands-on exercises.

2. Learning Atmosphere

The atmosphere in the class was a great improvement over last year. Don spent much of the time in conversation with the students, leading them, as opposed to lecturing at them.

Suggestions for improvement. My only suggestion is the same as above. Spend less time dealing with details and build on coaching or leading the students. The students really seemed to respond well when Don asked them questions and engaged them in conversation. They seemed eager to respond, and had pertinent information to add. And like students everywhere, they seemed to be easily distracted whenever there was a pause to look up a detail or acronym.

3. Student reaction to instruction As stated above, the students seemed to enjoy being part of the theory discussion. They also seemed to enjoy the hands-on exercise and enthusiastically helped each other.

Suggestions for improvement _____

See #1 and #2

4. Teaching methods and strategies

Don used many methods and strategies. He presented information, but also asked the students to interpret what it meant. He asked some simple questions for quick review and assessment, and then had a hands-on assignment to reinforce the theory.

Suggestions for improvement _____

I believe that Don is doing a good job with precious little help regarding teaching methods and strategies, and learning styles. It would be great if the college could provide some formal or informal help for instructors who do not have a background in education. Don does a lot of things innately, and I'm sure would benefit from any help the college could provide.

5. Knowledge of discipline

Don demonstrated that he knows the subject well. He also did a good job of soliciting student input regarding bleeding edge technologies.

Suggestions for improvement _____

None

6. Additional Comments _____

Don did a good job in a class that had a difficult mix of students. Some seemed to know the subject matter very well, while it was obviously new to others. Plus, he had multiple students that seemed to have extra challenges. In spite of all this, he kept the students interested and the class moving at a speed that seemed satisfactory to all of the students.

Effective Fall 2007

Technical Core Classes

These are required for all CS Degrees

CS101 Introduction to Computer & Information Technology (Min 2.5) OR
 CA 100 Introduction to Microcomputers
 CS102 Visual Basic 1 (Min 2.5)
 CS106 Database Systems (Beg. Access)
 CS109 PC Hardware 1
 CS110 Windows Operating Systems
 CS122 PC Hardware 2
 CS224 Networking Essentials
Total 34-35 credits

General Education Classes

These are required for all CS Degrees.

ENG101 English Composition
 MTH Any Math above MTH106
 PSY101 General Psychology
 or SOC101 Intro to Sociology
 SPE101 Speech Essentials
 or SPE110 Communication Behavior
 or SPE 260 Multicultural Communications
Total 18-20 credits

Specific Computer Science Degree Requirements.
 (Effective 9/2006)
NOTE – This information is considered unofficial. For the official degree requirements see the CBC Catalog.

INTERNET SPECIALIST

NETWORK ADMINISTRATOR

DATABASE ADMINISTRATOR

PROGRAMMER

HELPDESK TECH

MULTIMEDIA

CS114 HTML
 CS115 JavaScript/CSS
 CS203 Adv Graphics
 CS218 ASP.NET
 CS 161 C++ 1
 or
 CS216 XML (Web Publishing 3)
 CS243 Web Animation
 Any 2 of the following:
 CS213 Adv Internet
 CS223 Unix/Linux
 CS228 Windows 2000 Server
 CS229 Webmaster (requires 228)
 94-97 total credits
 Degree Advisor: Tony Sako

CS222 Novell
 CS223 Unix/Linux
 CS228 Windows Server
 CS230 Active Directory Service
 CS150 Computer Security
 Any 3 of the following:
 CS227 Windows XP Pro
 CS221 Network Infrastructure
 CS222 Network Security
 CS223 UNIX Administration
 CS221 SQL Server Administration
 CS225 SQL Server Programming
 CS229 Webmaster
 94-97 total credits
 Degree Advisor: Melissa DeHaan

CS114 HTML
 CS202 Visual Basic 2
 CS206 Database Design
 CS221 SQL Server Administration
 CS225 SQL Server Programming
 CS228 Windows Server
 CS229 Webmaster
 CS218 ASP .Net
 94-97 total credits
 Degree Advisor: Debbie Wolf
 This program is not offered

Any 9 of the following:
 CS161 C++ 1, CS162 C++ 2
 CS202 Visual Basic 2
 CS212 Visual Basic 3
 CS260 Data Structures in C++
 CS261 Visual C++ 1
 CS171 C#1
 CS172 C#2
 CS270 Data Structures in C#
 CS221 SQL Server Administration
 CS206 Database Design
 CS223 Unix/Linux
 CS262 Game Programming Design
 97-100 total credits
 Degree Advisor: Tym Robbins
 Certificates: VB/.Net, C++, and C #. See details in a catalog or CS Homepage.

CA103 Presentation Graphics OR CS 103
 CA124 Int Spreadsheets OR CS 108
 CA172 Word Processing OR CS 107
 CS114 HTML
 CS150 Computer Security
 CS207 Word Implementation
 CS208 Advanced Spreadsheets
 CS195.2 Work based Learning
 CS227 Windows XP Pro
 Or
 CS223 UNIX/LINUX
 Any 2 of the following:
 CS202 Visual Basic 2
 CS203 Adv Graphics
 CS206 Database Systems 2
 99-106 total credits
 Degree Advisor: Chuck Henry
 This program is not offered at night.

This degree program requires
 The program also requires eleven art classes and the stated and the following CS classes:
 CS 101 Introduction to Computer & Information
 CS 102 Visual Basic 1
 CS 110 Windows Operating Systems
 CS114 HTML
 CS 115 Java Script/CSS
 CS 203 Adv Graphics and Multimedia
 See details in a catalog or CS Homepage.
 100-117 total credits
 Degree Advisors: Tony Sako
 This program is not offered at night.

The year-long planning grid shows the *planned* class offerings, but the actual class offerings will vary from the plan. The plan is altered due to changing enrollment numbers, updates to programs to accommodate changes in technology, class and instructor availability, and other factors. The actual class offerings for each quarter are published via KIOSK

	FALL	WINTER	SPRING	Prior req		FALL	WINTER	SPRING	Prior req
101 Intro to Computer & Info	2D 1D Every Quarter	3D 3N 1D Every Quarter		MTH95 or 98	216 XML			D	CS115&MTH95 or 98
102 Visual Basic 1					218 ASP.NET			D	CS114, CS102 or Inst
106 Database Sys	D N	D DI	D DI	CS101					
109 PC Hardware 1	D N	D	D N	CS101					
110 Windows	D DI	D DI	D DI	CS101					
113 Intro Internet	D DI	D DI	D DI		221 SQL (Admin)		D	DI	CS106 & MTH95 or 98
114 XHTML	D			CS101	222 Novell	D		N	CS109 & MTH 95 or 98
115 JavaScript/CSS		D		CS114&CS102	223 Unix/Linux	D		N	CS224&MTH95 or 98
122 PC Hardware 2	D	D N	D	CS109	224 Network Ess.	D	D N	D	CS109
150 Comp. Security	D N	D		CS109 & CS110	225 SQL (Programming)			D	CS206 & MTH95 or 98
161 C++ 1	D N DI	D N DI	D N DI	MTH95 or 98	227 Windows XP	D	N		CS224&MTH95 or 98
162 C++ 2	N or DI	D N	N or DI	CS161	228 Windows Server	D N	D		CS224&MTH95 or 98
171 C# 1	D DI or N	DI		MTH 95/ or 98	229 Webmaster		N	D	CS114 & CS228 & MTH95 or 98
172 C# 2	D	D, DI, or N	DI	CS171	230 ADS		D N	D	CS228&MTH95 or 98
195 Workbase		D N DI Every Quarter		INST	231 Network Infra.		N	D	CS228&MTH95 or 98
202 Visual Basic 2		D	N or DI	CS102	232 Net. Security		N	D	CS224, CS228 & MTH95 or 98
203 Adv. Graphics	D			CS101	233 Unix administration				CS223&CS224 or Inst
206 Database Design	D			CS106&MTH95 or 98	243 Web Animation		D		CS203&MTH95 or 98
207 Word Imple.	DI		DI	CA172 & CS110	260 Data Structures in C++		N or DI	D or DI	CS162
208 Adv. Excel	DI		DI	CA124	261 Visual C++			D or DI	CS162
212 Visual Basic 3	DI		D or N	CS202	262 Game Programming Design	N or D	N or D	N(08)	CS 162 or CS 172
213 Advanced Internet		D		CS101	270 Data Structures in C#	N		N	CS 172

D=Day, N=Night, Dis=Online N1=Night Odd Years

INST = Instructor

Associate of Applied Science in Multimedia
PROFESSIONAL TECHNICAL

Major Courses

Course	No.	Course Title	Credits
CA	<u>100</u>	Introduction to Microcomputers OR	4
CS	<u>101</u>	Introduction to Computer & Information Technology	5
CS	<u>102</u>	Visual Basic 1	5
CS	<u>110</u>	Windows Operating System 1	5
CS	<u>114</u>	HTML (Internet Publishing 1)	5
CS	<u>115</u>	Java Script/CSS (Internet Publishing 2)	5
CS	<u>203</u>	Advanced Graphics Software & Multimedia	5
CS	<u>243</u>	Web Animation	5
Subtotal			34-35

Major Support

Course	No.	Course Title	Credits
ART	<u>110</u>	Intro to Art	5
ART	<u>111*</u>	Design 1	5
ART	<u>1121</u>	3D Design II	5
ART	<u>2011</u>	Photography I	3
ART	<u>2021</u>	Photography II	3
ART	<u>2081</u>	Digital Photography	2
ART	<u>211</u>	Graphic Design I	5
ART	<u>212</u>	Graphic Design II	5
ART	<u>2411</u>	Illustration I	3
ART	<u>2421</u>	Illustration II	3
ART	<u>2431</u>	Illustration III	3
Subtotal			42

Business Administration (6-20 credits)

Course	No.	Course Title	Credits
BA	<u>271</u>	Human Relations in Business	5
BA	<u>267</u>	Marketing Special Projects	1-15

General Education

Course	No.	Course Title	Credits
ENG	<u>101</u>	English Composition	5
MTM	<u>106+</u>	MTM 106 or above	5
Human Relations (select 5 credits)			
PSY	<u>101</u>	General Psychology or	5
SOC	<u>101</u>	Intro to Sociology	5
Speech (select 3-5 credits)			
SPE	<u>101</u>	Speech Essentials or	3
SPE	<u>102</u>	Speech Essentials or	5
SPE	<u>110</u>	Communication Behavior or	3
SPE	<u>111</u>	Communication Behavior or	5
SPE	<u>260</u>	Multicultural Communications	5

Subtotal

Total Credits Required

18-20
100-117

C#.Net Programming Certificate			C++ Programming Certificate			VB.Net Programming Certificate		
PROFESSIONAL TECHNICAL			PROFESSIONAL TECHNICAL			PROFESSIONAL TECHNICAL		
Major Courses								
Course No	Course Title	Credits	Course No	Course Title	Credits			
CS 171	C# 1	5	CS 161	C++ 1	5	CS 106	Database Systems	5
CS 172	C# 2	5	CS 162	C++ 2	5	CS 206	Database Design	5
CS 262	Game Programming Design	5	CS 260	Data Structures in C++	5	CS 221	SQL Server Administration or	5
CS 270	Data Structures in C#	5	CS 261	Visual C++ Or	5	CS 223	Unix/Linux	5
	Subtotal:	20	CS 262	Game Programming Design	5			
				Subtotal:	20			
Major Support								
CS 106	Database Systems	5	CS 106	Database Systems	5	CS 106	Database Systems	5
CS 206	Database Design	5	CS 206	Database Design	5	CS 206	Database Design	5
CS 221	SQL Server Administration or	5	CS 221	SQL Server Administration or	5	CS 221	SQL Server Administration or	5
CS 223	Unix/Linux	5	CS 223	Unix/Linux	5	CS 110	Windows Operating Systems Or	5
						CS 223	Unix/Linux	5
	Subtotal:	15		Subtotal:	15		Subtotal:	20
General Education								
ENG 101	English Composition	5	ENG 101	English Composition	5	ENG 101	English Composition	5
MTH 106+	MTH 106 or above	5	MTH 106+	MTH 106 or above	5	MTH 106+	MTH 106 or above	5
Psychology or Sociology (select 5 credits)			Psychology or Sociology (select 5 credits)			Psychology or Sociology (select 5 credits)		
PSY 101	General Psychology or	5	PSY 101	General Psychology or	5	PSY 101	General Psychology or	5
SOC 101	Intro to Sociology	5	SOC 101	Intro to Sociology	5	SOC 101	Intro to Sociology	5
Speech (select 3-5 credits)			Speech (select 3-5 credits)			Speech (select 3-5 credits)		
SPE 101	Speech Essentials or	3	SPE 101	Speech Essentials or	3	SPE 101	Speech Essentials or	3
SPE 102	Speech Essentials or	5	SPE 102	Speech Essentials or	5	SPE 102	Speech Essentials or	5
SPE 110	Communication Behavior or	3	SPE 110	Communication Behavior or	3	SPE 110	Communication Behavior or	3

SPE 111	Communication Behavior or	5		SPE 111	Communication Behavior	5		SPE 111	Communication Behavior	5
SPE 260	Multicultural Communications	5		SPE 260	Multicultural Communications	5		SPE 260	Multicultural Communications	5
	Subtotal:	18-20			Subtotal:	18-20			Subtotal:	18-20
	Total Credits Required	53-55			Total Credits Required	53-55			Total Credits Required	53-55

PART 4: COLLABORATION WITH FACULTY

Collaboration

Collaboration with other faculty members occurs in formal and informal interactions. The informal interactions are daily rewards unto themselves, the transformation shared by members of faculty create a bond which words fail to describe. The opportunities for formal collaboration are numerous, and it is the responsibility of a new member to carefully choose the right level of involvement. There has been much good advice given in this area, be careful of trying to do too much too early.

Essential Information and Selected Artifacts and Materials

4-A	Accreditation Plans
4-B.....	Library Committee
4-C.....	Faculty Library Survey
4-D	Group Draft of Policy
4-E.....	QuickBytes Newsletter
4-F	Grant Proposal

Meeting on Accreditation Process

Lee Thornton

January 14, 2008

CBC was accredited in 1999 and is up for accreditation again in 2009.

Accreditation takes place through the Northwest Commission of Colleges and Universities. This is a non-governmental group of peer and CBC volunteers to be in this process. The commission oversees regional accreditation for 160 institutions in seven states.

Why accreditation?

- Federal government requires it in order to receive financial aid.
- Transfer issue: some schools won't take transfer credits from schools that are not accredited.
- Quality assurance.

There's been criticism of regional accreditation that it's not rigorous enough especially around assessment and student learning outcomes. Parents have complained to the legislature that there's not enough information on outcomes so they can compare schools. The new accreditation process is an answer to these criticisms.

The accreditation process is not telling faculty how or what to teach. It's not an academic freedom issue. It's about how to report the outcomes so that another body doesn't come in and tell us how to run things.

The process is going from ten years to seven years.

Year 1: The institution will send a report to the commission on mission, goals and objectives and how they line up and strategies for how they will show they're making progress. The institution will go to the Commission and make a presentation in front of a group of peers.

Years 2-3: Data collection

Year 3: Report to Commission

Year 5: Report to Commission

Year 7: Summative with an analysis of data, what happened, what worked, what didn't work. The report will be more analytical and less descriptive than in the past.

CBC will pilot the new accreditation process and complete this process in two years. The Commission should have more guidelines for the process by the end of February. Within the next few months, CBC will be holding more specific workshops to identify the methodology CBC will employ to meet the new requirements.

Library Committee Meeting
January 9, 2008
AGENDA

1. Approval of minutes from Nov. 14, 2007
2. Annual library user survey Feb. 4, 2008
3. Faculty/staff online library survey 2008
January 22 – Feb. 1, 2008
4. Google Desktop
5. Other
6. Next meeting:
Second Wednesday of month at 3:00 in L-105
Feb. 13
March 12
April 9
May 14
June 11 ??? Finals week

Columbia Basin College Library Survey for Faculty & Staff

January 22 – February 1, 2008

Survey responses apply to: _____ Pasco campus _____ Richland campus

Importance of/Satisfaction with Library Services and Resources

The library staff would like to know more about your needs as library users and your satisfaction with our services in order to plan ways to better meet your needs in the future. Please rate each of the following library resources or services first in terms of how important it is to you (use the Importance rating scale below). Second, rate each item in terms of how satisfied you are with this resource/service (using the Satisfaction rating scale).

Importance Rating Scale						Satisfaction Rating Scale												
1	2	3	4	5	NA	1	2	3	4	5	NA							
No importance	Slight	Some	Moderate	High Importance	Not applicable No knowledge	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not applicable No knowledge							
1. Library Resources						Importance						Satisfaction						
						1	2	3	4	5	NA	1	2	3	4	5	NA	
Books and music CDs to check out						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magazines, newspapers and journals (hard copy or full text online)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reference resources (encyclopedias, dictionaries, atlases, etc.)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Library catalog (for finding books)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Research databases (EBSCOHost, ProQuest, Ovid, etc.)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Availability of computers for your use						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Videos and DVDs for classroom use						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reserve course materials including textbooks and articles on WebCT						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Library Services						Importance						Satisfaction						
						1	2	3	4	5	NA	1	2	3	4	5	NA	
Assistance from reference librarians (research help)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance from other library staff						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Classes taught by librarians						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Interlibrary loan services (borrowed from another library)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Library Hours and Facility						Importance						Satisfaction						
						1	2	3	4	5	NA	1	2	3	4	5	NA	
The library's safety and comfort.						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hours of operation during quarter						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Group study rooms						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Availability of quiet study space						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Availability of general/collaborative study space						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. To what extent do you or your students use the library services for the following:						Your Use						Your Perception of Students' Use						
Scale: 1 = no use 5 = great extent						1	2	3	4	5	NA	1	2	3	4	5	NA	
Research for job/classes						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Personal research						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Use Videos/DVDs						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Check out books, music CDs						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Read Magazines, newspapers, journals						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Meeting rooms						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Survey continues on other side

Faculty Only (Mark all that apply)

5. Do you require your students to use the library for?

- ☐ Research ☐ Other Library Assignments ☐ For Reserves ☐ No/Don't Require ☐ Other:

6. If you require your students to use the library, how do you provide them with the information/instruction to use it effectively?

- ☐ Bring them into the library for librarian-led instruction
☐ Bring them into the library and teach/assist them myself
☐ Have a librarian come to my classroom
☐ Provide instruction in my classroom myself
☐ Provide written instructions
☐ Direct students to library's online orientation and web tutorials
☐ Direct students to librarians for assistance as needed
☐ Other: _____
☐ No instruction needed

7. How often do you use the library? (in person, by phone, email, or through the website)

- ☐ Once a quarter ☐ Once a month ☐ Two times a month ☐ Once a week ☐ More than once a week

8. I am:

- ☐ Part-time adjunct instructor ☐ Full-time faculty ☐ Classified Staff ☐ Administrator/Exempt

9. Suggestions for improving the library services at the CBC Library:

10. Suggestions for improving how we distribute the survey to include all full-time faculty and adjunct faculty:

We welcome direct communication from you if you have specific needs. Call us at ext. 2290, or contact us at library@columbiabasin.edu. We are here to assist you!

Thank you for taking the time to complete this survey. Please submit by February 1, 2008. If you fill out this survey, please do not submit the online survey. We appreciate your input.

COLUMBIA BASIN COLLEGE LIBRARY SURVEY February 4, 2008

Survey responses apply to: ☐ Pasco Campus ☐ Richland Campus

Part I. Importance of/Satisfaction with Library Services and Resources

The library staff would like to know more about your needs as library users and your satisfaction with our services in order to plan ways to better meet your needs in the future. Please rate each of the following library resources or services first in terms of how important the resource/service is to you personally (use the Importance rating scale below). Second, rate each item in terms of how satisfied you are with this resource or service (using the Satisfaction rating scale).

Importance Rating Scale						Satisfaction Rating Scale					
1	2	3	4	5	NA	1	2	3	4	5	NA
No importance	Slight	Some	Moderate	High Importance	Not applicable No knowledge	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not applicable No knowledge

Library Resources:	Importance	Satisfaction
Books and music CDs to check out	1 2 3 4 5 NA	1 2 3 4 5 NA
Magazines, newspapers and journals (hard copy or full text online)	1 2 3 4 5 NA	1 2 3 4 5 NA
Reference resources (encyclopedias, dictionaries, etc.)	1 2 3 4 5 NA	1 2 3 4 5 NA
Library catalog (for finding books)	1 2 3 4 5 NA	1 2 3 4 5 NA
Research databases (EBSCOHost, ProQuest, Ovid, etc.)	1 2 3 4 5 NA	1 2 3 4 5 NA
Availability of computers for your use	1 2 3 4 5 NA	1 2 3 4 5 NA
Reserve course materials including textbooks and articles on WebCT	1 2 3 4 5 NA	1 2 3 4 5 NA

Comments on library resources:

Library Services:	Importance	Satisfaction
Assistance from reference librarians	1 2 3 4 5 NA	1 2 3 4 5 NA
Assistance from other library staff	1 2 3 4 5 NA	1 2 3 4 5 NA
Classes taught by librarians	1 2 3 4 5 NA	1 2 3 4 5 NA
Interlibrary loan services (borrowed from another library)	1 2 3 4 5 NA	1 2 3 4 5 NA

Comments on library services:

Library Hours and Facility:	Importance	Satisfaction
The library's safety and comfort	1 2 3 4 5 NA	1 2 3 4 5 NA
Hours of operation during quarter	1 2 3 4 5 NA	1 2 3 4 5 NA
Group study rooms	1 2 3 4 5 NA	1 2 3 4 5 NA
Availability of quiet study space	1 2 3 4 5 NA	1 2 3 4 5 NA
Availability of general/collaborative study space	1 2 3 4 5 NA	1 2 3 4 5 NA

Comments on hours and facility:

Additional Comments:

1. What do you like the best about the library? What aspects of the library are you most satisfied with?

2. Do you feel confident in using the library's resources for research? Are you able to find what you're looking for in a reasonable amount of time? Are you comfortable asking the librarians for help when you need it?

3. In what ways could the library be improved? What additional services would you like or how could existing services be changed? What changes, if any, would make you want to spend more time at the library?

Part II. Background Information

1. I am a: ☐ Current CBC student ☐ Faculty ☐ CBC Staff ☐ Guest/Other

2. How often do you go to the library?

☐ once a quarter ☐ once a month ☐ twice a month ☐ once a week ☐ more than once a week

3. How many hours a week do you spend in the library?

☐ less than 1 hour ☐ 1-3 hours ☐ 4-6 hours ☐ 7-9 hours ☐ 10 or more hours

4. How often do your courses require projects/papers for which library research is necessary?

☐ Never ☐ Rarely ☐ Occasionally ☐ Usually ☐ Always

5. What kind of library orientation have you had? ☐ Online tour ☐ Class information ☐ None

6. Age: ☐ 16-21 ☐ 22-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61+

7. Sex: ☐ Male ☐ Female

8. What is your primary goal for attending Columbia Basin College?

- ☐ Complete an Associate Degree in a transfer program
- ☐ Complete an Associate Degree in a professional or technical program
- ☐ Complete a certificate in a professional or technical program
- ☐ Take classes for professional training or development
- ☐ Take academic classes to transfer for baccalaureate degree
- ☐ Take courses to improve basic skills in writing, speaking, reading, or math
- ☐ Take courses for personal interests/improvement
- ☐ Undecided about my educational objectives
- ☐ Other (please specify): _____

9. Number of credits you are taking this quarter: ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16+

10. What is your major or major area of study? _____

Thank you for completing the survey! Please return the completed survey to the Front Desk.

Food, Drink & Tobacco Policy for Columbia Basin College Library

This policy is intended to protect our library materials and electronic equipment, and to maintain a clean, comfortable and pest-free environment for library users and staff. Your help in this effort is greatly appreciated.

1. Consistent with campus policies, consumption of alcohol and use of tobacco products are prohibited within the library.
2. Consumption of food is not allowed in the library. Please store all food securely out of sight in your belongings.
3. Drink may not be consumed in the computer lab areas of the library. In the study areas of the library non-alcoholic beverages may be consumed from spill-proof containers. Open containers, glass bottles and paper cups are not allowed. Sealed glass bottles and unopened cans should be stored out of sight in your belongings.

Failure to comply with this policy may result in users being asked to leave the library. Repeated or otherwise serious infractions may result in other disciplinary action consistent with the policies of Columbia Basin College.

Unattended open containers of food or beverages will be discarded.

As a courtesy, users may leave food or beverages at the Circulation Desk for very short periods of time. Such items will be understood to be the responsibility of the owner, not the library staff. Food or beverages left unclaimed for extended periods or at closing time will be discarded.

Draft 11-9-07



QuickBytes, Volume 3, No. 9, November 6, 2006

Call for NISOD nominees

The Faculty Affairs Committee is gathering peer nominations for the 2007 NISOD Excellence Award. Lee Thornton did post-doctoral work at the University of Texas-Austin in the Community College Leadership Program, which hosts the annual conference. When Lee came to CBC, he established the tradition of sending at least two faculty members each year to NISOD to receive the NISOD Excellence Award through a process of peer recognition.

This past Wednesday, Rob Walker, Chair of the Faculty Affairs Committee, sent the following note to faculty members to begin this process of peer recognition:

The Faculty Affairs committee will soon be soliciting nominations for the 2007 NISOD Excellence Award. The winners of this award will attend the May, 2007 conference in Austin Texas. The conference will have 2,000+ conference participants, 300+ breakout session, 100+ exhibitors, and 1,200+ Excellence Awards recipients. And [it] is a rich mix of college faculty and administrators who are proactively curious about the latest and best learning strategies and tools that encourage, promote, and support student success. (personal communication, November 1, 2006).

Please consider nominating one of your peers for this prestigious award! For further information, see http://www.nisod.org/membership/excellence_awards.htm.

Let the budget writing begin!

The legislature will convene after the first of the year to begin wrangling over the new biennial budget. Just to remind you: Washington prepares its operating, capital, and transportation budgets every other year; the interim years are for a supplemental budget intended to make fixes that become necessary over the course of the two-year cycle.

This biennial budget will approach \$30 billion. A projected surplus—between \$1 and \$2 billion— will be argued over quite a bit. The Governor and many others, on both sides of the aisle, want to create a prudent reserve—a “rainy day” fund. A good fiscal policy, many agree, would be a reserve of between 5-7% of the total budget. New spending would be off the table in such a scenario, but it is likely that many pent-up requests will receive consideration now that employment is strong, the business cycle is in an uptick, and education has been under-funded for several biennia.

Table 1 contains some of the main points from the State Board’s 2007-2009 Operating Budget Request. The three System Direction goals, determined by the SBCTC Board of Directors, revolve around proactive involvement by the community colleges in economic development, student success, and innovation.

There are some important assumptions to keep in mind as you look through this table :



- First of all, the SBCTC's request is just that—a request to the legislature. As such, most of these numbers are only talking points for the SBCTC to work with legislators on. This table assumes the entire SBCTC request is fully funded by the Legislature, and that will not happen.
- These are illustrative estimates only. Allocation bases for 2007-09 have not yet been determined.
- This estimate for I-732 COLAs is based on the June 2006 Forecast of the Seattle Consumer Price Index (CPI) and is subject to change based on future forecasts. COLAs for Non-represented Classified and Exempt employees is not known at the current time. This estimate assumes the same rate of increase as has been negotiated for Represented Classified employees and assumes a full 12 months.

Other important items to note:

- This budget cycle the SBCTC is asking for a zero tuition increase that would be backfilled by a \$30,000,000 increase to the CTC's budgets. This is because the state has already shifted much of the financial burden onto students and families. Tuition has doubled in the last ten years, far outpacing inflation. Publicly funded education creates public good, no ifs, ands, or buts, and the state is pricing many students out of the market.
- 10 years ago students paid 29% of the cost of their education; today they pay 37%.
- Over the past 10 years, annual increases have varied from just under 4% to 12%.
- Some the requests are for vulnerable populations in basic education that we know we can help succeed if we had more money for "wraparound" services. The "bootstrap" model works fine when the economy needs only 20% of its citizens to have a higher education degree, but fails miserably when greater success than that is needed. The 21st century "knowledge economy" requires greater investments in student success.
- Part-time faculty will continue to make gains on salary equity issues.
- The issue of increment funding will be framed once again as a request for inclusion in the ongoing maintenance budget for the system. This proposal, which died last time around, asks for 1/8 of 1% of total system FT faculty payroll to be set aside for increments. This is a great idea, to say the least, but it is unclear how much support there is this time around.

This information is a bit dense, but I do encourage you to take a few minutes to pore over this to provide some background for future discussions of the budget in *QuickBytes* and in campus meetings because it affects each of us. CBC is part of a large and complex system of education and state governance, and the more information we share with each other, the more we can learn from each other. Please don't hesitate to call me if you have questions or insights to share.

Economic Demand	System Request	Projected CBC Impact	Notes
General Enrollments	\$25,650,000	\$424,000	2007-09 enrollment plan
ABE Enrollments	\$23,100,000	\$1,148,000	2007-09 enrollment plan
Customized Training Capacity	\$12,120,000	\$180,000	Equal amount for each college
Dual Credit Programs	\$4,531,000	\$107,000	Proportionate by each college's enrollment in Running Start and College in the HS
Student Success			



Support for Adult Basic Education	\$14,060,000	\$614,000	Proportionate by District Enrollments (FY2006) for Basic Skills - ABE and ESL (excludes GED, and Other Basic Skills)
No Increase to CTC Tuition	\$30,000,000	\$1,135,000	Proportionate by District Tuition Collections (FY2006)
Opportunity Grants	\$16,000,000	\$800,000	Equal Amount for Each College Without Pilot Program in 2007
Student Persistence and Achievement (Advising and Disabilities Accommodation)	\$19,740,000	\$657,000	Advising: Equal Amount for Each College; Disabilities: Proportionate by District Disabilities Allocation (FY2007)
Innovation & Other Improvements			
Centers of Excellence	\$2,200,000	\$0	Equal Amount for Each Existing Center
Educational Technology (Education Planning)	\$4,600,000	\$135,000	Equal Amount for Each College
COLA - Academic Employees (Faculty) and TC Classified covered by I-732	\$27,474,000	\$773,000	Proportion by District Academic Employees (Faculty) & Technical College Classified Salary Base (FY2006)...3.2% FY2008 and 2.0% FY2009
COLA - Represented Classified Employees	\$7,937,000	\$303,000	Proportion by District Represented Classified Salary Base (FY2006)... 3.2% FY2008 and 2.0% FY2009
COLA - Exempt and Non-represented Classified Employees	\$10,252,000	\$287,000	Proportion by District Exempt (not Faculty) and Non-represented Classified Salary Base (FY2006)...3.2% FY2008 and 2.0% FY2009
Fulltime and Part-time Faculty Increments	\$7,526,000	\$221,000	Proportionate by District Faculty Salary Base (FY2006)
Part-time Faculty Salary Improvements	\$12,100,000	\$528,000	District Gap between Full and Part Time



			Average Salaries (FY2006) 2007-09 M&O Request - Individual by District
Facilities Maintenance & Operations	\$9,763,000	\$22,000	
High Demand Enrollments (IBEST and Apprenticeship)	\$29,850,000	Competitive process	
Student Persistence and Achievement (Foster Care)	\$5,100,000	Competitive process	
3 New Centers of Excellence	\$1,200,000	Competitive process	
Instructional Equipment	\$17,000,000	Distribution plan being developed	
Educational Technology (Digital Libraries and Distance Learning)	\$7,194,000	Per system plan	

Table 1 (adapted from data compiled by Deborah Frazier, SBCTC Operating Budget Director)

Washington Post article critical of Hanford clean-up efforts

Speaking of complex systems, take a look at the article by Blaine Harden (2006) that simplifies the Hanford story by portraying the clean-up as nothing more than a federal boondoggle that locals are overjoyed about.

The article can be found at:

http://www.washingtonpost.com/wp-dyn/content/article/2006/10/31/AR2006103101109_2.html

Questions? Comments? Items I have missed? Please write back or call me at 2202.

Rich Cummins

"The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little."

--Franklin D. Roosevelt

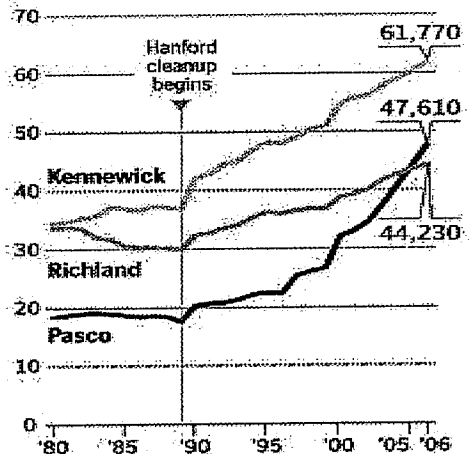
References

Harden, B. (2006, November 1). Nuclear Cleanup Site Has Cities Cleaning Up Financially.
Washington Post, p. A03.

Flocking to a Mess

Three small cities near the Hanford nuclear site have shot up in size since cleanup began there in 1989.

Population, in thousands



Goal:

Prepare for and pass the set of exams leading to Microsoft Certification as a Systems Engineer (MCSE).

Need:

In order to best serve our students at Columbia Basin College, the applicant benefits from staying current with Information Technologies. MCSE is a thorough measure of proficiency with the Microsoft products which are employed by our course curriculum.

Objective:

Apply experience with current technology to achieve enhanced student learning through greater mastery of subject matter.

Work Plan:

Collect study materials, enhancing knowledge of the subject matter in preparation for the certification tests. Use exposure to certification test questions to integrate new information and possibly assessment into curriculum improvement.

Impact of activities:

Through study of the materials available to aid completion of MCSE certification, the applicant will have the ability to guide students toward similar certifications for their own. Students preparing for the Information Technology industry with an Associates Degree benefit greatly from additional certifications

Evaluation:

Evaluation will be peer based. Feedback will be solicited from Computer Science Faculty in the areas of:

- 1) Effective instructional use of certification related subjects
- 2) Motivation of students toward marketable skills
- 3) Recruitment of potential students (High School / Industry)

4) Promotion of the Computer Science Department

These target areas will be the initial focus of peer feedback as evaluation of the MCSE acquisition process.

Budget:

Six exam attempts, each costing approximately \$200	\$1200
Training /study materials	\$300
<u>Study time (30hrs) at Prof. Dev. rate of \$30/hr</u>	<u>\$900</u>
Total	\$240

PART 5: COMMUNITY OUTREACH

Community Outreach

Working as ambassadors to the community, instructors are able to bring together students with employers in a symbiosis rare to any other type of employment. This is a reward which words fail to describe. As students ourselves, instructors can be recharged by the outcomes of the educational process. The connections made grow into a web of possibility for building a better instructor, department, student, and community.

Essential Information and Selected Artifacts and Materials

5-A	Advisory Committee Draft
5-B.....	Industry Advisory Committee
5-C.....	Advisory Committee Minutes
5-D	Convention Outreach Booth
5-E.....	Information Technology Day
5-F	Outreach Blog
5-G	High School Competition
5-H	Senior Project Mentorship
5-I.....	Orientation Activities
5-J.....	Tech Prep
5-K	Recommendation Letter
5-L.....	Interfase Outreach

TO: CS Advisory Committee
FROM: *Melissa DeHaan*
~~Tym Robbins~~, Dept. Lead
DATE: April 9, 2007

LOCKHEED MARTIN DEPARTMENT
OF
INFORMATION SCIENCE & TECHNOLOGY

MEMORANDUM

RE: ADVISORY COMMITTEE MEETING

winter 8
You are cordially invited to the ~~Spring~~ 2007 meeting of the CBC/Lockheed Martin Department of Information Science & Technology Advisory Committee. This important meeting will be held on Tuesday, April 24, 2007, at 2:00 p.m. in room T-559 on the Pasco campus.

Your attendance is vital! You play an essential role in guiding the course of the program. You, as members of the working community, can best direct the faculty here at CBC as choices and changes are made. The following is a tentative agenda:

- we need to update got any ideas*
- ◆ Introduction - Dave Kelly
 - ◆ Curriculum Updates - Tym Robbins
 - ◆ Recent Employment - Tym Robbins
 - ◆ Enrollment Status (making some progress Spring qtr) - Tym Robbins
 - ◆ Open Discussion - Dave Kelly

Feb 12 2008
We are looking forward to seeing you on ~~Tuesday~~, April 24, 2007! For more information or to give input for the agenda, contact ~~Tym Robbins~~ at ~~547-0511, Ext. 2734~~ or Deb Jack at Ext. 2262.

Melissa DeHaan

542-5551

TR/dmj

c: Rich Cummins
Deborah Meadows
Donna Campbell
Tym Robbins
Debbie Wolf
Mimi Mijic
File

Melissa DeHaan
Tony Sako
Chuck Henry
Don Humphrey
Donna Starr
Ruth Razey

Katie Sidwell
John Freer
Josh Bee
Bryan Rufener
Judy Cox (WSU-TC)

A COMMUNITY OF LEARNING

Columbia Basin College

BUILDING FUTURES FOR CHANGING TIMES

Don

TO: CS Advisory Committee

FROM: Melissa DeHaan, Dept. Lead

DATE: April 9, 2007

LOCKHEED MARTIN DEPARTMENT
OF
INFORMATION SCIENCE & TECHNOLOGY

MEMORANDUM

RE: ADVISORY COMMITTEE MEETING

You are cordially invited to the Winter 2008 meeting of the CBC/Lockheed Martin Department of Information Science & Technology Advisory Committee. This important meeting will be held on Tuesday, February 26, 2008, at 2:00 p.m. in room T-559 on the Pasco campus.

Your attendance is vital! You play an essential role in guiding the course of the program. You, as members of the working community, can best direct the faculty here at CBC as choices and changes are made. The following is a tentative agenda:

- ◆ Introduction - Dave Kelly
- ◆ Curriculum Updates – Melissa DeHaan
- ◆ Recent Employment – Melissa DeHaan
- ◆ Enrollment Status – Melissa DeHaan
- ◆ Tech Prep – Melissa DeHaan
- ◆ Recruiting Ideas – Melissa DeHaan
- ◆ Community Classes – Melissa DeHaan
- ◆ Open Discussion - Dave Kelly

We are looking forward to seeing you on Tuesday, February 26, 2008! For more information or to give input for the agenda, contact Melissa DeHaan at 542-5551 or Deb Jack at 547-0511, Ext. 2262.

MD/dmj

c: Rich Cummins
Deborah Meadows
Curt Freed
Tym Robbins
Debbie Wolf
Mimi Mijic
File

Melissa DeHaan
Tony Sako
Chuck Henry
Don Humphrey
Donna Starr
Ruth Razey

Katie Sidwell
John Freer
Josh Bee
Rob Grow
Bryan Rufener
Judy Cox (WSU-TC)

Now

**LOCKHEED MARTIN DEPARTMENT OF
Information Science & Technology
Advisory Committee Meeting
Tuesday, February 26, 2008 - 2:00 p.m.
CBC Pasco Campus (Wise Bldg) / T-559**

Present: Royce Aikin, Joanne Baker, Judy Cox, Melissa DeHaan, John Freer, Chuck Henry, Don Humphrey, Dave Kelly, Ying-Chen Milbrath, Vicki Myer, Ruth Razey, Tym Robbins, Tony Sako, Debbie Wolf, and Marjorie Worden.

Introduction:

Dave Kelly called the meeting to order and introductions were made around the room.

Curriculum Updates:

Tony Sako reported that a new Photoshop class will be taken through the Curriculum Committee. The students want more Photoshop in the curriculum.

The new CS 101 course is a dramatic change from the old CA 100 course. The new course is more geared toward gathering, assimilating, and reporting information using tools. This covers more skills needed in the working environment. Dave Kelly related that it is amazing how many people can't use a computer.

Melissa DeHaan reported that some course names will be changed, to more easily change course descriptions when needed.

Judy Cox will send Tony Sako information regarding WSU's Bachelor Program in multi-media. This program would be a good fit with the CBC Multi-media Degree.

Recent Employment:

Tym Robbins reported that last spring all the networking students acquired jobs, a lot of the programming students did also. Two graduates are now teaching C++. We need more students to send out for jobs. Vicki Myer related that Lockheed Martin still needs employees. Marjorie Worden has two full-time employees hired after attaining their CS Degree.

Enrollment Status (progress):

Melissa DeHaan reported that enrollment numbers are continuing to climb.

Tech Prep:

Ying-Chen Milbrath gave an overview of the Tech Prep Program. She explained that the program creates opportunities for high school students to come to CBC. The Tech Prep students get college credit for some of their high school courses. The high school and college instructors compare curriculum to determine which high school courses will earn college credits. On April 25 area high school students will come to CBC for a class with the Computer Science instructors. She asked if any of the committee members would be interested in coming that day to talk to the students about jobs. Melissa DeHaan related that the CS instructors give the students a campus tour, give information about the program, and show them the equipment used.

**LOCKHEED MARTIN DEPARTMENT OF
Information Science & Technology
Advisory Committee (2/26/08)
Meeting Minutes Continued**

Recruiting Ideas:

Melissa DeHaan reported that a Career Day for girls will be held in May. Our instructors attend IT Day each year to talk with potential students. Don Humphrey has set up a blog. He distributed a handout of the blog and brought it up on the overhead for everyone to see. This site has CS Dept., information, as well as job information, and computer science related news.

Community Classes:

Tony Sako reported that the department would like to have a recycling day. We would take old equipment, refurbish it, and donate it to the local high schools. The high schools get software from Microsoft and then would distribute the equipment to students who financially wouldn't be able to have a computer. We could also do system checkups for people and let them know what they need to fix on their systems. He asked the committee to let him know if they have ideas or people who would be interested in continuing education classes. He gave information on some of the other continuing education classes on campus that Donna Campbell is overseeing. Marjorie Worden reported that The City of Pasco has a Cyber Stop for kids. She suggested CS students go out and give information or teach them a few things. Vicki Myer reported that Lockheed Martin goes to non-profit businesses and do web design and business analysis.

Open Discussion:

Tony Sako reported that the department is working with Eastern for a 4-year networking degree. CBC is working to be a part of a pilot program that will allow 2-year colleges to give 4-year degrees. In the pilot program, CBC could offer a 4-year degree in any area. As it is now, we would only be able to offer a 4-year degree in networking through Eastern.

Royce Aikin reported that the government has made cuts, which makes it harder for the summer internship program. We can no longer market specific schools for their students. This program is now directed through HR and is on a national level. He suggested telling CBC students to go to the website to apply. The database is open through April 1, 2008.

The meeting adjourned at 2:50 p.m.
Deb Jack, Recorder

Humphrey, Don

From: Meadows, Deborah
Sent: Monday, April 16, 2007 5:51 AM
To: Sako, Tony; Robbins, Tym; Humphrey, Don; Henry, Chuck; Razey, Ruth; DeHaan, Melissa; Wolf, Debbie
Cc: Jack, Debra; Cummins, Richard
Subject: RE: IT Day Vendor Confirmation

See below for info on IT Day (May 9) and setting up for our Booth (May 8). They are already expecting us for a booth but everyone needs to log on to www.itday.org to register for lunch (do that quickly). I am assuming everyone will be attending lunch.....we will be taking care of the costs this year as usual.

Deborah Meadows
 Acting VP of Instruction
 Dean for Business & IT, Social Science & Foreign Language, and eLearning

From: Tuttle, Jennifer [mailto:Jennifer_Tuttle@RL.gov]
Sent: Tuesday, April 10, 2007 5:09 PM
Subject: IT Day Vendor Confirmation

Please note that IT Day is Wednesday, May 9, 2007
 Set-Up will be on Tuesday, May 8 from 2:00 p.m. to 6:00 p.m.

From: Tuttle, Jennifer
Sent: Tuesday, April 10, 2007 1:41 PM
Subject: IT Day Vendor Confirmation

Vendor Confirmation

You are confirmed as an exhibiting vendor in this year's Information Technology Day Wednesday, May 9, at the Three Rivers Convention Center, 7016 W. Grandridge Boulevard, in Kennewick, WA.

We are excited to have you as a vendor at IT Day this year. Please read the message below carefully, and call Jennifer Tuttle (509) 376-5358 if you have any questions.

Registration

IT Day is free but we still need you to **register**. If you haven't done so already, register yourself and all booth mates using **group registration** at www.itday.org.

Lunch

Lockheed Martin is providing each vendor with **two complimentary tickets** to the event luncheon. Additional tickets are available for \$15 each. The luncheon will be a **two-hour** program, featuring identity-theft expert Frank Abagnale, whose story was featured in Steven Spielberg's 2002 film *Catch Me If You Can*. The luncheon has sold out two years in a row and is expected to sell out again this year; so sign up early.

Booth

Booth space is free. Booth sizes vary but generally are a space 10 feet wide by 6 feet deep. You will be provided with back piping and drape, a front draped table, chairs, and electrical power. In addition, the Three Rivers Convention Center is a wireless facility with free Internet access available the day of our event courtesy of PocketiNet Communications.

Set-Up

Vendors should check in and set-up on Tuesday, May 8, from 2:00 p.m. to 6 p.m. At check in, you will be provided with your booth location and general information. Please plan to be in your booth and ready to go by 8 a.m. on May 9.

Tear down

Tear down begins at 5 p.m. May 9.

Thank you for participating

Thanks to all of you, this year's IT Day is shaping up to be the best yet. Please check the event Web site, www.itday.org for our event agenda and other updates. I will be sending additional information as the event draws near, but if you have any additional questions, please contact me.

Thank You,

Jennifer Tuttle
IT Day Coordinator
Lockheed Martin
1981 Snyder
Richland, WA 99354
(509) 376-5358

IT Day is May 9
www.itday.org

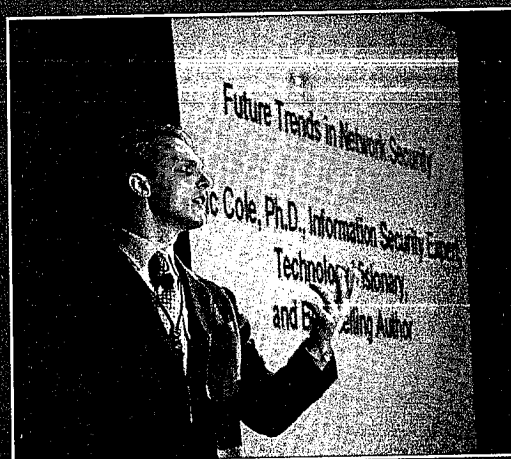
LOCKHEED MARTIN

IT DAY 2008

Lockheed Martin invites you to attend our
8th Annual Information Technology Day

Wednesday, May 14, 9:00 -5:00
Three Rivers Convention Center

- Hear the latest from IT industry leaders
- Network with industry and local IT providers



Featuring Industry Speakers:

- Communications
- Education
- Entertainment
- Cyber Security
- Health Care
- Green Technology
- Energy

IT Day is FREE. Register and purchase luncheon tickets (optional) online at www.itday.org. For more information call 1-877-444-5674.

L i g h t s ! C a m e r a ! A c t i o n !

Major Corporate Sponsor: Lockheed Martin

Co-sponsors: TRIDEC, Tri-City Herald, Tri-City Regional Chamber of Commerce, Columbia Basin College

www.itday.org

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Computer Science

Columbia Basin College

THE LOCKHEED MARTIN DEPARTMENT OF INFORMATION SCIENCE AND TECHNOLOGY

5.4.08

Music compressed 1,000 times smaller than MP3

"Researchers at the University of Rochester have digitally reproduced music in a file nearly 1,000 times smaller than a regular MP3 file."

This comes from a press release, which can be read here:
<http://www.rochester.edu/news/show.php?id=3136>

The technology is described as something similar to MIDI format with improvements to increase accuracy of the reproduction. From the link provided you can hear two sample .wav sound files, one which had been encoded as .mp3, and the other which is recreated by use of this new experimental format.

Posted by Don at [12:33 PM](#)

1.4.08

Wii Remote Hacks

The Wii gaming console remote has brought us some inexpensive hardware packed with new technology enabling intuitive computer input. Johnny Lee has more than a cool name, he's done some very cool work writing computer programs to allow a regular personal computer to be controlled using a Wiimote, learn more here:
<http://www.cs.cmu.edu/~johnny/projects/wii/>

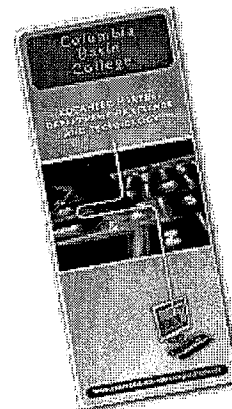
Posted by Don at [2:28 PM](#)

26.2.08

Brain Computer interface in stores by end of '08

The world's first commercial brain-computer interface is

Quick Links:

[CS Course Listings](#)[CS Department Homepage](#)[Program Information](#)[Orientation Sessions](#)[Employer Survey](#)[Alumni Survey](#)[FAQs](#)

Download
our
brochure
now!

Blog Archive

▼ 2008 (8)

▼ April (2)

[Music compressed 1,000
times smaller than MP3](#)[Wii Remote Hacks](#)

► February (1)

► January (5)

on its way to market for the holidays this year. Made by Motiv systems, the EPOCH headset is set to be priced around \$300, more info here:

<http://www.gizmag.com/the-first-commercial-brain-computer-interface/8860/>

Posted by Don at 11:25 AM

30.1.08

CH2M Hill makes Fortune top 100

CH2M Hill makes Fortune magazine's top 100 list of employers. Further information here: <http://www.tricityherald.com/tch/business/v-rss/story/9591473p-9503004c.html>

Posted by Don at 2:44 PM

22.1.08

Bionic Contact Lenses

New contact lenses being developed to give wearers bionic eyesight, more info here: <http://gizmodo.com/346164/electronic-contact-lenses-give-future-you-crazy-eyesight-heads+up-display>

Posted by Don at 11:06 AM

17.1.08

USB 3.0

10 times the speed of USB 2.0 is coming soon in the form of USB 3.0. Details available here: http://www.reghardware.co.uk/2008/01/09/ces_usb_3_revealed/

Posted by Don at 11:13 AM

Computer Job Salaries

View the results of a salary survey asking Computer Science workers how much they earn: <http://www.computerjobs.com/salary2000/>

Posted by Don at 9:06 AM

[Older Posts](#)

Humphrey, Don

From: Arlis Hoglen [arlis.hoglen@ksd.org]
Sent: Wednesday, April 18, 2007 5:12 PM
To: Humphrey, Don
Subject: RE: Bot Shop visit saturday

We would be glad to have you. This is our first attempt at doing this on our own. It will be interesting. I've got Shane and another student who are pretty sharp who will be conducting the botshop. The gate on N. Arthur will be open and you can find us in the round Media Center Building in room 313.

Arlis

From: Humphrey, Don [mailto:DHumphrey@columbiabasin.edu]
Sent: Wednesday, April 18, 2007 4:47 PM
To: Arlis Hoglen
Subject: Bot Shop visit saturday

Hi Arlis!

I would enjoy making a visit this Saturday to your Bot Shop.

Our excellent student Shane Schweiger has filled me in with the location, time and a casual invitation.

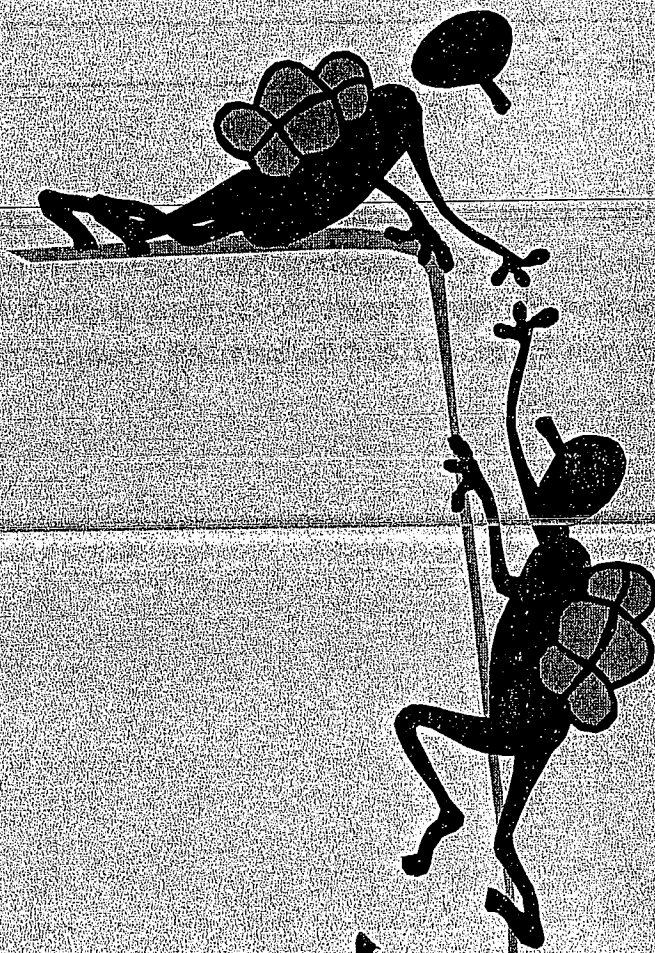
I'm looking forward to visiting, sharing and learning!

See you then,

Don

4/5/2008

Experience Handbook 2007-2008



Pasco High School

Senior Project Experience Handbook

Table of Contents

<i>Experience Checklist</i>	<u>3</u>
<i>Experience Action Plan</i>	<u>3</u>
<i>Experience Log Sample</i>	<u>4</u>
<i>Experience Reflection Essay</i>	<u>5</u>
<i>Experience Log</i>	<u>7</u>
<i>Experience Verification</i>	<u>8</u>

***NOTE:** You must submit a completed Mentor Registration Form to the Senior Project Office before beginning your Senior Project. Any hours or work on the Senior Project completed before submitting the completed Mentor Registration Form will not be counted towards the Senior Project Requirements.*

Experience Checklist

Completed	Task	Due Date
✓	Community Mentor Registration Must be submitted to Senior Project Coordinator before starting Experience.	All Due Dates are Listed on the 2006-2007 Senior Project Calendar
	Experience Action Plan (Below)	
	Completed Experience Log (page 5)	
	Experience Verification Form (page 6)	
	Experience Reflection Essay (page 7)	

Experience Action Plan

The Mentor and student should meet early in the year and develop an Experience Action Plan. This should include a detailed description of the experience and the dates when specific steps will be complete. As each step is completed, the mentor and student should initial next to the step. It may be helpful for the Mentor AND student to keep a copy of this plan.

	Task	Completion Date
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Experience Log - Sample

Students are required for their portfolio to complete an experience log. Entries should include date of action, time involved and details of the action. The student, as the experience progresses, should record this information. Students may use the form provided on the next page of this handbook (sample below), or create a form on a computer.

NOTE: You must submit a completed Mentor Registration Form to the Senior Project Office before beginning your Senior Project. Any hours or work on the Senior Project completed before submitting the completed Mentor Registration Form will not be counted towards the Senior Project Requirements.

SAMPLE LOG ENTRIES:

DATE	WHAT I ACCOMPLISHED, REFLECTIONS & COMMENTS	TIME SPENT
August 1	Sat in on Animal Behavior class.	4 hours
	Went on tide pool walk.	30 min.
	Interviewed and listened to Allan Verele of Oregon University talk about sea enigmas and their larvae. Looked in Microscope.	1 hour
August 3	Went to Vashon Island to take water samples on Ph and other things. Went to about 20-25 spots all over Vashon.	3 hours

Thank you for taking time to complete these questions. Your contribution is appreciated!

Experience Reflection Essay

Take an hour to quietly reflect on your experience before completing this essay. This will be included in your portfolio and should honestly reflect your Senior Project experience. In 250 words or less describe your experience with the Senior Project, including information on what you learned about your subject and yourself, how much time was spent, risks you took and successes you achieved. You may record your typed essay below, or attach a separate page. This essay will be included in your portfolio.

Mrs. Mary Beltran
Senior Project Coordinator
547-5581 ext. 4649
mbeltran@psd1.org

Experience Log

DATE	WHAT I ACCOMPLISHED, REFLECTIONS & COMMENTS	TIME SPENT

Include in your Portfolio

Experience Verification

When the student completes the experience the Mentor will be asked to complete an Experience Verification form. This form will allow the Mentor an opportunity to respond to successes and difficulties the student may have faced and confirm that the student met the required minimum 15 hours. Students with more than one Mentor must submit an Experience Verification form for each Mentor.

Student's Name:	Project:
-----------------	----------

1. Can you verify this student spent at least 15 hours completing this project?
Yes _____ No _____


Comments:
2. Which stages of the project did you witness? (please be specific)
3. What problems specifically did this student encounter and overcome?
4. What successes have you seen this student achieve?

Mentor Signature: _____

Printed Name: _____

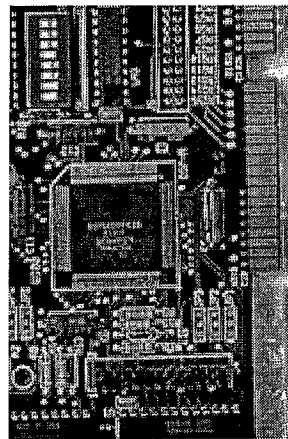
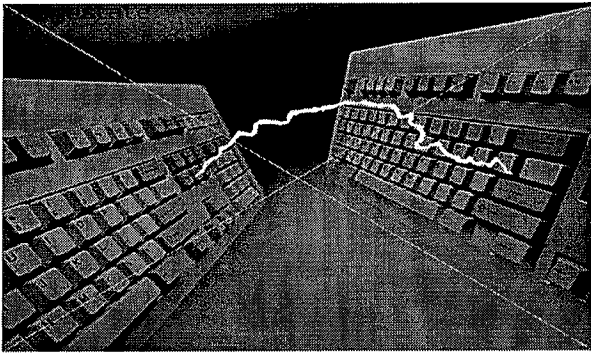
Date: _____

Mrs. Mary Beltran
Senior Project Coordinator
547-5581 ext. 4649
mbeltran@psd1.org



Columbia Basin College Computer Science program invites you to visit us and have some hands-on fun with computers

Friday, April 27, 2007 - 8:30 ~ 10:30 AM
T Building, CBC Pasco Campus



Activities include:

- Take a computer apart
- Remote desktop/remote assistance
- Wireless network
- Network cable/crossover cable
- Draw ASCII artwork to screen
- Make a “hello world” program in C++
- Macromedia FLASH

Friday, April 27, 2007 - 8:30 ~ 10:30 AM

Primary Business Address
2600 N. 20th Ave.
Pasco, WA 99301

Phone: 509-547-0511
E-mail: ymilbrath@columbiabasin.edu
<http://www.columbiabasin.edu/techprep>

Sponsored by the Columbia Basin Tech Prep Consortium and CBC Computer Science program

Earn College Credit... ...in High School!

The Tech Prep dual-credit program allows high school students to earn credit towards a high school diploma and a postsecondary degree or certificate at the same time.

The following CBC programs offer dual-credit opportunities

- Administration Office Technology
- Auto Body Collision Repair
- Automotive Technology
- Business Administration
- Computer Science
- Culinary Arts
- Dental Assisting
- Early Childhood Education
- Engineering Technology
- Fire Science
- Machine Technology
- Nursing Assistant
- Radio Broadcasting

* For eligible dual-credit classes available at your high school, check with your guidance counselor.



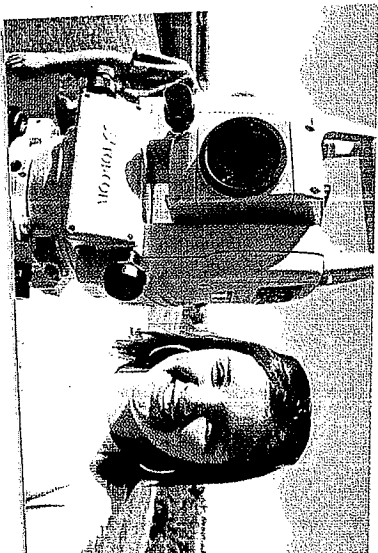
• Explore career options and gain employable skills
• Save time
• Save money



The Labor Market is Changing

By 2014, a large share of fast-growing occupations will require education beyond high school but not necessarily a four-year degree (Bureau of Labor Statistics). In addition:

- Workers currently in the job market who possess an associate's degree average 25-30% higher lifetime earnings than high school graduates.
- Individuals holding two-year degrees in certain high-demand technical fields are likely to earn a higher salary than those with four-year degrees in general studies.



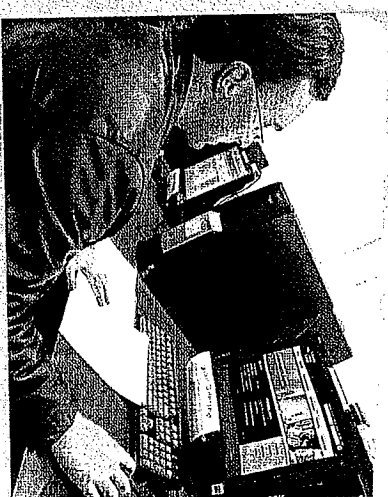
IMPORTANT NOTICE:

Tech Prep college credits are intended for the postsecondary professional/technical programs. Credit transferability to a four-year school or outside of Washington state is subject to the individual institution's evaluation of transcript. In general, students may apply up to 15 of the earned tech prep credits towards the Associate Arts and Science transfer degree.

The Columbia Basin Tech Prep Consortium, consisting of Columbia Basin College and local school districts, promotes career and technical education and facilitates the dual-credit program.

The Consortium members include:

Columbia Basin College	Kiona-Benton City High School
Columbia High School	Pasco High School
Connell High School	Richland High School
Hanford High School	River View High School
Kamickin High School	Southridge High School
Kennewick High School	Tri-Tech Skills Center



Who is eligible?

You are eligible to participate in dual-credit courses if you meet the following requirements:

1. Be enrolled in the eligible high school Career and Technical Education (CTE) class and achieve at least an 85% final class grade for each semester of participation.
2. Before completing the class, work with your teacher or guidance counselor to register.
3. Mail a hardcopy of the completed and signed registration form along with the yearly registration fee to the CBC Tech Prep Coordinator by the registration deadline.

Make sure your credits are waiting for you when you go to college!

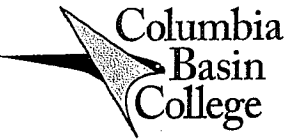
2007-2008

Dual-Credit Registration Dates

Fall Registration:
December 3, 2007 - January 15, 2008

Spring Registration:
February 11 - April 15, 2008

College Transcript Available:
August 2008



2600 North 20th Ave.
Pasco, WA 99301-3379

Visit our online information at: www.columbiabasin.edu/techprep

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PERMIT 92

Columbia Basin College complies with the spirit and letter of state and federal laws, regulations and executive orders pertaining to civil rights, equal opportunity and affirmative action. CBC does not discriminate on the basis of sex, race, color, national origin, religion, age, marital status, physical, mental or sensory disability, sexual orientation or Vietnam veteran status in its educational programs or employment. Questions may be referred to Camilla Givli, Vice President for Human Resources & Legal Affairs, (509) 547-0511, ext. 2348.



Individuals with disabilities are encouraged to participate in all college sponsored events and programs. If you have a disability and require an accommodation, please contact the CBC Resource Center, (509) 547-0511, ext. 2282, or TTY/TDD at (509) 548-0400. This notice is available in alternative media by request.

Tech Prep Consortium

Dual-Credit Program



**Jumpstart Your Career and
Your College Education!**

509.547.0511, ext. 2559

www.columbiabasin.edu/techprep

Don Humphrey
Computer Science Faculty
June 14, 2007

To Whom it May Concern

Regarding Melanee Johnson:

Melanee has shown herself to be an excellent student, with remarkable resolve to mastering all course material. Melanee has displayed the utmost degree of dedication to her coursework; and has produced results which exceeded every requirement. I am truly impressed with Melanee's ability; she was an exceptional asset to our class. Melanee has been a pleasant, friendly, and very hard working member of our group.

It pleases me to assist such a kind, knowledgeable person as Melanee. She possesses uncommon interpersonal and technical skill, and habits of organization which I believe make her a valuable asset. Thank you for giving Melanee Johnson special consideration.

Please feel free to contact me for further information.

Sincerely,

Don Humphrey
Computer Science Faculty
dhumphrey@columbiabasin.edu
(509)547-0511 xt.2741

Don Humphrey
Computer Science Faculty
April 18, 2007

To Whom it May Concern

Regarding Kim Louthan:

Kim has shown herself to be an excellent student, with unshakable resolve to mastering all course material. Kim has displayed the utmost degree of dedication to her coursework; and has produced results which exceeded all requirements. I am impressed with Kim's ability; she was an exceptional asset to our class. Kim has been a pleasant, friendly, and hard working member of our group.

It pleases me to assist such a diligent, knowledgeable person as Kim. She possesses skills, and organization which I believe makes her a valuable asset. Thank you for giving Kim Louthan special consideration.

Please feel free to call me for further information.

Sincerely,

Don Humphrey
Computer Science Faculty
dhumphrey@columbiabasin.edu
(509)547-0511 xt.2741

Don Humphrey
Computer Science Faculty
December 4, 2007

To Whom it May Concern

Regarding Charles Hibscher:

Charles has shown himself to be an excellent student of the C++ programming course I teach for Columbia Basin College. I believe Charles possesses the mentality and habits of a successful programmer; his resolve to master every construct used in our course was furthered by his independent exploration of C++ areas not covered in class. The enthusiasm and interest evident, combined with careful attention to detail separated Charles' high performance. I am impressed with Charles' ability; he produced results which exceeded all requirements, making him an exceptional asset to our class. He has been a pleasant, friendly, and hard working member of our group.

It pleases me to assist such a diligent, productive person as Charles. He possesses skills, and organization which I believe makes him a valuable asset. Thank you for giving Charles Hibscher special consideration.

Please feel free to call me for further information.

Sincerely,

Don Humphrey
Computer Science Faculty
dhumphrey@columbiabasin.edu
(509)547-0511 xt.2741

Don Humphrey
Instructor
Computer Science Dept.
October 26, 2007

Applicant Review
CSEMS Scholarship Committee
Pacific Northwest National Lab.

To Whom it May Concern,

Joshua Meyer is a highly recommended student of the C++ Programming course I teach for Columbia Basin College. I have experienced first hand Josh's delivery of exceptionally high quality work, and enjoyed his helpful personality. During the course of our class, and without exception, Josh has shown himself to be a pleasant, hard working, and valuable member of our group.

It pleases me to assist such a well mannered, diligent person as Josh. I'm proud of the interest he has taken in extra curricular activities here at CBC. Performing at the high level I've seen from Josh is remarkable considering the concurrent time demands of his running for ASB President, and holding the office of Secretary for the Physics Club. Josh earned a 4.0 grade in my class, which is a rare accomplishment in our C++ classes.

Please feel free to call me for further information.

Sincerely,

Don Humphrey
Computer Science Instructor
(509)547-0511 xt.2741

Don Humphrey
Instructor
Computer Science Dept.
June 28, 2007

Boss Person
Director of Information Systems
Stuff Center

Mr. Person,

Andrew Willis is a highly recommended student of the PC Hardware course I teach for Columbia Basin College. I have experienced first hand Andrew's quality work generated, and enjoyed his helpful personality. During the course of our class Andrew has without exception showed himself to be a pleasant, reliable, and valuable member of our group.

It pleases me to assist such a well mannered, knowledgeable person as Andrew. He has the problem solving skill I believe you will appreciate as much as I have. I recommend Andrew Willis for any technician position working with computers or people.

Please feel free to call me for further information.

Sincerely,

Don Humphrey
Computer Science Instructor
(509)547-0511 xt.2741

Don Humphrey
Computer Science Faculty
November 8, 2007

Jamie Whitmore
Services Manager

Regarding Brandon Coughlin:

Brandon has shown himself to be an excellent student of the PC Hardware class I teach for Columbia Basin College. Brandon has displayed the utmost degree of dedication to his coursework; and has produced results which exceeded every requirement. He's shown resolve to mastering all course material. I am truly impressed with Brandon's ability; he was an exceptional asset to our class. Brandon has been a pleasant, friendly, and very hard working member of our group.

It pleases me to assist such a kind, knowledgeable person as Brandon. He possesses uncommon interpersonal and technical skill, and habits of organization which I believe make him a valuable asset. Thank you for giving Brandon Coughlin special consideration for inclusion into your Geek Squad.

Please feel free to contact me for further information.

Sincerely,

Don Humphrey
Computer Science Faculty
dhumphrey@columbiabasin.edu
(509)547-0511 xt.2741

CBC Student Employment Office INTERFASIE - Job Search System

<http://jobs.columbiabasin.edu> Search for local jobs on-line anytime of the day!

- Home
- My Account
- Jobs
- Career Events
- Sign Out

The **INTERFASIE** web page has a series of tabs located at the top of the page. We will go through each tab and what it entails. Your default User Name is: *firstname.middleinitial.lastname* and your password is the last four digits of your student SID.

Steps to FREE Registration

- 1 Go to the Student Employment home page by typing in:
<http://jobs.columbiabasin.edu>
- 2 Click on **JOBS!! Register and Have Access to all our Jobs**. You will be directed to our Student Login Page.
- 3 Scroll to the end of the page and choose **Click Here to Register!**
- 4 Complete the Registration Form. Anything marked with an (*) is required.
- 5 Click **Register** when you have completed the form.
- 6 You will be directed to the next screen, which says "Congratulations! Your Profile is now complete. Please click the *Submit Profile* button below to send your information to our office for approval."
You will be taken to YOUR home page.

Home

Click on the menu bar to navigate your way through your account.

The **Home** tab gives you access to instructions, announcements, a Career Events calendar, your personal saved job searches, and any new employer responses.

My Account

Consists of **My Profile**, **My Documents** and **My Activity**.

My Profile enables you to edit all of your personal, demographics, skills and any additional information.

It is important to know that you can go in and change any information at any time. The only exception is the User Name, which cannot be changed.

My Documents enables you to upload, download, view, and update your resume(s) and/or cover letter(s) in Microsoft Word format.

By uploading a resume you are networking and increasing your chances of getting a job!

- 1 To upload a Word document, click **Upload File**.

- 2 Search for your document by clicking on **Browse**. Find the file you need and click open.

- 3 Name the document (for example "Science Resume.doc" or General Resume.doc")

- 4 Click **Upload** and your document will be viewable by any potential employer.

My Activity enables you to review all of your activities.

Career Events

Lists all of the Career Events that are available for viewing online.

Jobs

Clicking on "Jobs" allows you to search all the jobs posted on our website.

- Once you complete a search you can view the job description.

- When you find a job you are interested in, click on the job number to the left of the job title. This gives a detailed description of the job.

- If you meet the criteria, either do a self-referral or come to our office with the job number to get a referral.

- If you self-refer, you will need to submit a resume to the employer.

- Click **Submit Resume**. You will be able to send a message with your resume. Make it professional and attention grabbing.


Submit Resume



- Some jobs will not allow you to self-refer. Jobs without a Submit Resume button will not allow you to submit your resume online. Please refer to the application instructions on how to apply.

You have just applied for the position posted! Be sure to check for your new employer responses on your Student Home Page.

Quick Links
New Student Referrals 1
Saved Searches



If you have any questions or need assistance, please call us at: (509) 547-0511 Ext. 2359 or email: alighitfoot@columbiabasin.edu

InterfASE Helpful Hints

- Employers with a "Submit Resume" button allows you to upload your resume electronically.
- Be sure to complete the personal skills, computer operating systems, and software knowledge sections.
- Select job type to see specific matches or click "Search" to see all jobs.
- Check your e-mail and your new employer responses often.
- Always check "YES" to allow employers to view resumes.
- Make sure you click "Submit Profile" when registering.
- Don't forget to "Sign Out."
- If you forget your password, contact our office. We will reset your password to the default, "CBC" and you will be instructed to change your password upon logging in.

The InterfASE website is a free service, provided as a benefit to students, potential students and businesses. We reserve the right to reject or delete any resume, job posting or employer which we may deem to be either inappropriate or to have inappropriate intent. All employers posting on the Website must comply with Federal EEOC regulations.

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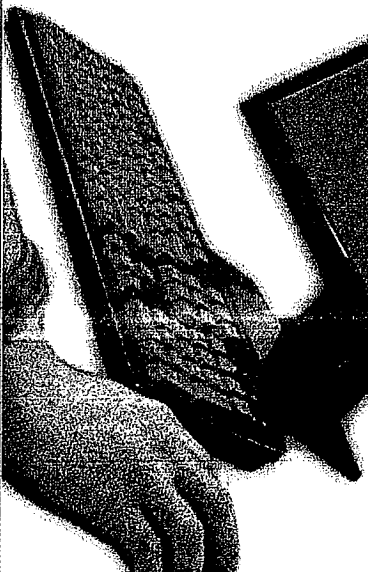
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Employment
Office

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