

Big Bend Community College

Board of Trustees



2005-06

**Monitoring Report
on Cultural Enrichment**

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

**Institutional Research & Planning
February 2006**

BIG BEND COMMUNITY COLLEGE

Date: February 20, 2006

MISSION

The mission of Big Bend Community College is to serve the educational needs of a diverse population throughout its service district. As a comprehensive two-year community college, the institution works with its partners to provide a variety of educational opportunities, including:

- courses and training for university and college transfer
- occupational and technical programs
- basic skills and developmental education
- community and continuing education
- pre-employment and customized training for local business and industry
- support services for students

GOALS

The college provides learning opportunities that include:

- critical thinking and problem solving
- computation
- communication
- workplace skills and values
- awareness and sensitivity to cultural diversity
- arts enrichment and cultural activities

ENDS STATEMENT E-6 CULTURAL ENRICHMENT

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

Executive Summary
BBC Cultural Enrichment
February 20, 2006

The Cultural Enrichment Monitoring Report is designed to assess and improve the culturally diverse activities and programs provided to BBC students and residents within the service district area. This report addresses the progress made on the Ends Statements and shows areas for improvement. Overall, the 2005-2006 school year shows positive feedback in the attendance and reactions to cultural events offered, with several new programs and activities being added.

Ends Statement E-6.1 concerns how effectively we are alerting our students and our communities to the opportunities to experience culturally enriched activities. In discussing BBC's effectiveness for distributing the information on cultural events in Instructional Council and Cabinet meetings, the faculty and staff produced numerous avenues and conduits that have expanded the opportunities for individuals to experience culturally enriched activities. Some methods that were used to communicate these activities publicly include: information broadcast via the portal, newspapers, flyers, radio stations (broadcast in Spanish and English), posters, hand-outs, week at a glance, word of mouth, and event T-shirts.

Some activities advertised and done include: welding students' art, family night in Mattawa and Royal City, trips taken to Seattle and Europe, and ASB food festivities including stir-fry fest with Japanese Taiko Drummers and a chili and chowder fest. In addition to these, other cultural activities include a mock UN situation in Political Science 103 International Relations; Basic Skills Students took a fieldtrip to 3rd Street to go into stores they normally would not, and they ultimately learn from different social situations; Constitution Day (an educational program pertaining to the United States Constitution); and Milepost 177 involving writers, poets, photographers, and other various artists.

Ends Statement E-6.2 concerns survey assessments and the desire for those to show increasing positive student/resident responses to cultural activities as years progress. There are several assessment techniques used to evaluate and measure how effectively we are meeting our goals in: alerting our students and communities to experience these activities; attaining a positive student/resident response to cultural activities; and maintaining and seeking to expand the JATP program and explore additional international contracts and student opportunities.

BBC distributes annual surveys that gauge the students' self-reported attendance at cultural events and their feelings on appreciation of their own culture as well as others around them. The Winter Enrollment Survey expanded the questioning concerning Cultural Enrichment and activities from 2004 to 2005. The 2004 question was broad and simply asked the student if they have attended an ethnic or cultural activity since enrolling at Big Bend, and if they did attend an event, did they enjoy it. The 2005 survey was expanded with several questions regarding if the students' experiences at BBC

has increased: their cultural appreciation of music, art, literature, architecture, or other areas; their ability to understand or appreciate cultures different than their own; and if they feel their cultural background is appreciated by others on campus. The percentage of students attending a cultural event remained constant from 2004 to 2005, with 35% saying they attended. Eighty-eight percent of those in 2004 who attended an event enjoyed it. With the expansion of questions added in the 2005 survey, 39% of students said that their experience at BBCC has increased their cultural appreciation for music, art, literature, architecture, or other areas; 50% of students indicated their experience at BBCC has increased their ability to understand or appreciate cultures different than their own; and 69% said that they feel as a BBCC student their cultural background is appreciated by others on campus. Since this is the first year of asking the expanded questions, we have a positive foundation to build on and grow from.

The Former Student Surveys are the other annual assessment surveys used to analyze cultural enrichment at BBCC. The 2004 Arts and Science Former Student Survey asked students to report their attendance at several cultural events and if their experience at BBCC had affected their level of learning in appreciating cultural differences and working with diverse people. Overall, the cultural event most attended was Performing Arts with 38% of students. The next highest events attended were plays, followed by food and ethnic events and art shows. The least self-reported attended events were MEChA Events, Swing Dance, Film Cult and Discussion, and the Cultural Heritage Fair.

When students were asked about their experiences at BBCC affecting their level of learning in relation to working with diverse people and the ability to appreciate cultural differences, 80% responded that BBCC had a "Good or Excellent" impact on their learning for working with diverse people and 82% responded "Good or Excellent" for appreciating cultural differences.

The results of the Arts and Science Former Student Survey showed that 25% of respondents said their experience at BBCC has had a large, increased affect on their learning and ability to appreciate music and art; 45% said BBCC had a small affect and 29% said BBCC had no affect.

Ends Statement E-6.3 concerns International Education and seeking to expand the JATP program and explore additional international contracts and student opportunities. In May 2005, the college hosted five overseas advisors from India, Hungary, Croatia, Uzbekistan, and Myanmar as part of our involvement with the Study Washington Group. In fall quarter 2005, the college hired Global Educational Services as consultants to help determine the feasibility of developing an Intensive English Language Program. The consultants recommended that the institution become more active in developing partnerships with international agencies to develop special programs; activities are currently underway to do such.

The following report is an overview of the Culturally Enriched activities and programs offered in the 2005-2006 school year at BBCC.

ENDS STATEMENT E-6 CULTURAL ENRICHMENT

E-6.1 Cultural Enrichment Activity – Instruction and student service divisions will review annually this breadth of activity to consider how effectively we direct or alert our students and our communities to the opportunities to experience these activities and where necessary to enhance our communications in this area.

E-6.2 Cultural Enrichment Activity Review – The instruction and student services division will use these annual review sessions to plan for new or modified cultural enrichment activities and actively plan with the assessment office to more broadly evaluate the impact they have on our various audiences.

Outcome for E-6.1 & 6.2: A broadly based survey will show positive student/resident response to cultural activities greater than the previous survey. The Winter Enrollment Survey now contains a question on participation at a cultural event.

In the Winter Enrollment Questionnaire 2005, 35 percent of students indicated they have attended an ethnic or cultural activity since enrolling at BBCC. The level of student participation remained constant from 2004.

The members of Instructional Council suggested that BBCC explore population attendance at cultural activities to provide the college with benchmark information. The Survey of Public Participation in the Arts 2002¹ (SPPA) found that 39 percent of the adult population of the United States attended at least one of seven “benchmark” arts. The survey also showed that educational attainment and going to arts events is highly correlated.

The Cultural Policy and the Arts National Data Archive indicates that people living in rural areas are less likely to attend performing arts events than people in suburban or urban areas. (Performing Arts Research Coalition Survey²).

Given the low educational attainment levels in the BBCC service district and the rural nature of BBCC’s service district, the 35 percent participation in ethnic or cultural activity is an acceptable rate; however, BBCC will continue efforts to increase participation rates.

New institutional activities pertaining to Cultural Enrichment include the new Title V Grant to work with culturally diverse students and assess their learning and a Faculty In-Service on Multiculturalism in the Curriculum. As part of the faculty training to implement and introduce the Title V Hispanic-Serving Cooperative Grant with Heritage University, the Faculty In-Service included a session presented by Dr. Peter J.

¹2002 Survey of public participation in the arts, Research Division Report #45, National Endowment for the Arts, Washington DC.

² How much does attendance at performing arts events vary across communities? The Performing Arts Research Coalition, household surveys 2002, Retrieved February 16, 2006 from <http://www.cpanda.org/arts-culture-facts/audiences/parc.html>.

Frederick, the founding Co-Facilitator of the Intercultural Learning and Teaching Center at Heritage University. Dr. Frederick is a scholar and expert in teaching African-American history, Native American history and cultures, and Multicultural American Autobiography. He led the BBCC faculty and administrators in an interactive workshop titled, "Enhancing Learning and Intercultural Inclusion: Incorporating Multi/Intercultural Strategies into our Teaching." The goal of the workshop was to have staff experience and explore several specific strategies for enhancing student learning, provide 3-4 specific intercultural learning and teaching strategies to adapt and implement in teaching, and to further understand and develop the skills of intercultural competence and communication.

E-6.3 International Education – The College will strive to maintain and seek to expand the JATP program and explore additional international contracts and student opportunities.

Outcome for E-6.3. International student enrollment will increase.

In support of the action plan to increase Cultural Enrichment through bringing more international students to the institution, in May 2005, the college hosted five overseas advisors as part of our involvement with the Study Washington Group. They spent an evening in Moses Lake as the college's guests, attended the State of The College event, were given a campus tour and met with students, faculty, and staff. They were from India, Hungary, Croatia, Uzbekistan, and Myanmar. As Overseas Educational Advisors, they advise prospective international students in their countries on University study in the United States; this activity was a good recruiting opportunity.

As part of the action plan to continue the exploration of developing an Intensive English Language Program to attract international students, in fall quarter 2005, the college hired Global Educational Services as consultants to help determine the feasibility of developing a program. The consultants made two visits to campus, reviewed the college's history, visited various instructional programs, and interviewed faculty and staff. Although a written report has not yet been received, initial conversations with the consultants advise the institution that developing a stand alone Intensive English Program would not be capable of being self-supporting. Instead, the consultants recommended that the institution become more active in developing partnerships with international agencies to develop special programs. Activities are in progress to develop relationships with international agencies. These activities include: a partnership with PremAir, a Seattle Based Flight Training business that is recruiting in China for possible aviation training at BBCC; contact with a representative of Meiho Institute of Technology (MIT) in Taiwan to provide intensive English to MIT Nursing graduates; contact with a representative of the State of Washington Department of Community, Trade and Economic Development (CTED) who is working with a Japanese company to provide ESL training focused on the aviation industry; and sending Carla Boon as a BBCC representative on an education mission to China and Taiwan as part of the CTED's mission to recruit international students. The goal of the China and Taiwan trip will be to learn more about potential international student

recruitment and make contacts with international agencies which might be a source for sending international students to BBCC for training.

Big Bend Community College Cultural Enrichment Activities	
Student Involvement	
Japanese Agriculture Training Program	Each fall quarter before they leave the campus for their long-term training assignments, the Japanese Agriculture Trainees host a "Japanese Evening." They dance, give a martial arts demonstration, sing and perform skits for the community. They also, with the help of Sodexo, cook some traditional Japanese food. Approximately 90-100 college staff and community members attended this event; the number of participants also included approximately 20 dorm students who attended this event.
	Trainees go into the community for home visits.
International Student Activities	International students visited a pumpkin patch and carved their own pumpkins.
	In April 2005, Marsha Nelson took the international students to a Mariachi concert in Wenatchee, WA which featured the internationally famous Mariachi Americas from Mexico City with Juan Manuel Cortez, and the Sparkz Girls with Lorenzo Antonio from New Mexico.
	In May 2005, BBCC hosted a campus visitation for five international Overseas Educational Advisors (OEA) from India, Myanmar, Croatia, Hungary and Uzbekistan.
Art Students Involvement	The MAC hosted a BBCC student art show in March '05. Students will again have an art show at the MAC in May '06.
Destination Healthcare	This program introduces service area 9 th graders to BBCC and healthcare occupations. The curriculum for the three day event included exploring a healthcare crisis in a specific country and the reasons leading to the crisis.
Adult Basic Education/English as a Second Language/Related Programs	
ABE/ESL Students	ABE/ESL students attend ASB events. As part of the curriculum, students address cultural differences in the workplace and at school and methods of dealing with cultural difference effectively. These students take field trips to various sites including City Hall, Grand Coulee Dam, 3 rd Street stores, the Health Department, and Wanapum Dam.

<p>ABE/ESL Cultural Celebrations</p>	<p>Several cultural celebrations are held throughout the year that includes Thanksgiving, End of Year Celebration, Back to School Celebration (where every child receives a backpack and school supplies) and Christmas. Othello's ESL classes studied Thanksgiving and created a complete Thanksgiving dinner with all the trimmings. The Christmas Celebration in Mattawa had 120 in attendance and featured hands-on learning activities for the kids, ethnic food, and Christmas carols in Spanish.</p> <p>Groups of students from Mattawa and Royal City participated in events such as taking trips to the Tacoma Zoo, pumpkin patches, a maze, and the fair. Other events include Math nights and Mother reads.</p>
<p>AMERICORPS VISTA Community Technology Centers</p>	<p>Americorps Vista provides introductory computer classes in Spanish to students in Mattawa, Othello, and Royal City from November through April. The Americorps volunteers also provide technical support to the labs in these communities and establish open lab hours for the community to practice their skills. Students learn to search the Internet, send and receive emails, and can enroll in the ESL on-line classes. The CWU Bridge Program offered computer classes in Spanish to Mattawa, Othello, and Royal City; 50-100 students took advantage of those. The individuals involved in working in the Bridge Program also developed curriculum in Spanish.</p>
<p>Citizenship Class</p>	<p>BBCC is offering Citizenship Classes in Othello and Moses Lake to assist those who speak English as a second language. The curriculum focuses not only rote memorization of questions and answers but on the rights and responsibilities of citizenship and what it means to be a citizen. Students who completed the class and successfully passed their Citizenship test have returned to the classes to "tell their story" and offer encouragement to current students.</p>
<p>ESL Students</p>	<p>The ESL program develops internships and job shadowing opportunities for their students, assisting them with their integration into the larger community and culture.</p> <p>This was expanded through the Washington State Migrant Council; there are 3 classes offered in migrant centers targeting families who have never received ESL services before. BBCC collaborated to use their sites, which included child care.</p> <p>Level 3 and 4 ESL students are presenting a play on Martin Luther King to other Opportunity Center Students.</p>
<p>Family Literacy Project</p>	<p>BBCC currently operates four Family Literacy projects that serve over 100 families each year. The Mattawa programs serve 37 families; Royal City serves 15 families that receive ESL Instruction, Early Childhood Education, Parent Education and Home Visits. Mattawa and Royal City offer online ESL; 4 students from McAllen, Texas participate in these classes. Distance Education has been expanded and opened up opportunities for distance learning.</p> <p>Moses Lake serves nearly 75 families providing GED Instruction and ESL Instruction as well as Parent Education.</p> <p>An after school program in Royal City has been implemented for</p>

	Kindergarten through 3 rd grade students that targets Latino Migrant Children. This program, in collaboration with the school districts, focuses on getting kids to read at grade level. About 20 kids are being served in this program.
Farm Worker Program	Farm workers are trained bilingually in automotive, computers, and welding. As of January 2006, the welding program has added an ESL component to assist students in acquiring English skills related to welding. The program is modeled after the award-winning I-BEST CDL program, and consists of two instructors in the class simultaneously for at least 50% of the time, one teaching the content area, the other teaching ESL.
Gear-Up Dive into Reading	GEAR UP Dive into Science was held at the Moses Lake Aquatic Center. The activities focused on science with students developing projects about volcanos. Approximately 150 attended from Moses Lake, Warden, Soap Lake, Mattawa, Royal City, and Othello.
Gear-Up with CWU & WSU	GEAR UP is a program for 6-10 th grade students in Royal City, Mattawa, Othello, Warden, Soap Lake, and Moses Lake. Middle school students and their parents are engaged in activities that encourage them to think about post-secondary education options and help them in school to get the basic education fundamentals required for higher education. Campus visits for the families are arranged with financial aid workshops in Spanish and English, planning for college sessions, and tours for the campus. Sixth grade students visit the BBCC campus once a year to tour the vocational programs and learn about educational opportunities at the community college level. Eighth grade students attend a one-day career exploration event on the campus.
Migrant Education Even Start (MEES)	MEES continues in the third year of operation. MEES offers ESL Instruction and Early Childhood Education in Royal City and Mattawa for migrant families involved in agriculture work. Each program serves 15 families. Families receive services even when they migrate for work through computer classes offered on-line. The program also partners with a MEES program in McAllen, Texas. McAllen enrolled students in the BBCC on-line ESL class.
Student Workers	Basic computer classes are offered in Spanish four evenings a week from November through June in Royal City, Mattawa, and Othello. Students create children's books that feature their family stories in Spanish or English. Latino college student work-studies are hired and those headed to college also work during the summer doing jobs such as child care in order to obtain and save money for college. Some workers not attending BBCC come back to work for the College during the summer months.
English/Spanish CDL Class	BBCC is offering the 6 th session of the I-BEST CDL class and is offering an ESL/Welding class in Spring 2006. Opportunities Industrialization Center, SkillsSource, and the CDL instructor and Coordinator of student recruitment and activities recruits students for the class.

WorkFirst ESL Class	This class focuses on obtaining language and skills that will assist them in joining the workforce. Students receive ESL instruction, parent education, and work skills training. The class visits job sites, the County Courthouse, grocery stores, the Grant County Fair, and libraries to learn more about U.S. systems. WorkFirst ESL students have the opportunity and have been successful in transitioning in Customized Job Skills Training and obtaining employment.
WorkFirst GED Class	Students focus on obtaining a GED and gaining life skills that will assist them with getting a job. Students receive adult basic skills instruction, job skills, and parent education. They volunteer at the Food Bank, Senior Citizen Center, and make Christmas tree decorations for the Convalescent Center. There are about 75 students involved this year.
College Bound/Student Support Services	
College Bound	<p>Students attending the 2005 Summer School participated in our annual trip to Seattle, WA for 2 nights. They stayed at the University of Washington and their itinerary included a tour of Microsoft in Redmond, Woodland Park Zoo, a theatre performance at the at the Intiman Theatre-“Three Sisters”, exploring Pike Place Market, the EMP & Science Fiction Museum at the Seattle Center, ‘DANCE This’ at the Paramount Theatre with performances by a Chinese Drill Team, Electronett High-Steppers, Filipino Youth Activities Drill Team, Vela Luka Croatian Dance Ensemble, Ewajo Dance Workshop, Joffrey ballet, and a boat cruise on Lake Union. In October College Bound traveled to Columbia Basin College to attend a presentation by Brad Henning on Relationships and in January, 2006 students attended the Peking Acrobats Performance at the Wallenstien Performing Arts Theatre. Peking Acrobats: The College Bound program had 46 students and 4 staff members in attendance at the Peking Acrobat performance held on January 11, 2006. Some students were overheard saying that it was the best event they have ever attended and they enjoyed the performance and had never seen anything like it before; they were left in awe and amazement as was the staff.</p> <p>In 2004 students attended a presentation on TRUE COLORS for Personal Success. In January 2005 they attended the Ballet Cinderella at the Wallenstien Performing Arts Theatre at BBCC and in April we traveled to Wenatchee to attend the Annual Northwest Mariachi Festival.</p>
Student Support Services (SSS)	Student Support Services is a federally funded grant to assist first-generation, financially disadvantaged, and/or disabled students as they achieve a degree. SSS provides cultural and new experiences for their students each year. SSS staff members also act as advisors for a student club that performs community service and holds scholarship fundraisers. SSS offered students tickets to the <i>Chamber Soiree</i> , <i>The Peking Acrobats</i> , and <i>Jack and the Beanstalk</i> during the 2005-06 school year. Two more cultural events will be offered to SSS students this year: <i>Repertory Dance Theatre</i> and another not yet identified.

ASB/Clubs/Multicultural Enhancement	
ASB sponsored Cultural Events	<p>2005-2006</p> <p>Japanese Taiko Drummers Eric E. acoustic guitarist Rulon Gardner, Olympic Gold Medalist - motivational speaker Beth Wood, acoustic guitarist Chinua Hawk, Native American singer Bottom Line Duo, cello and bass performers Tillers Folley, bluegrass performers Mayda del Valle, Latino Def Poetry Jam performer</p>
Cultural Heritage Fair	<p>Our May 2005 Cultural Heritage Fair was attended by approximately 250 people from the college and community. The Cultural Heritage Fair had cultural displays and performances from Japan, Mexico, Africa, Ukraine, Ireland and Russia. Mattawa and Royal City school district students attended.</p> <p>In 2006, the ASB will partner with the Opportunity Center to hold the Heritage Fair in conjunction with one of the food fest days in spring quarter. In 2005 at the Cultural Heritage Fair, some of the highlights included Clogging and Irish dancing demos from Othello, Ukrainian folk songs, Mariachi dancers from Royal City and Moses Lake, and the Wanapum Discovery Unit which had a record of over 100 visitors.</p> <p>ASB helped fund the Cultural Heritage Fair.</p>
Constitution Day	<p>On September 22nd, 2005, Big Bend Community College implemented an educational program pertaining to the United States Constitution and deemed this day, Constitution Day. All students were invited to attend and a PBS film, "The United States Constitution" was shown followed by a discussion/constitutional forum led by Dr. Vega.</p>
MECHA	<ul style="list-style-type: none"> *Visited state universities *Served as tour guides and in student panels for Gear-up *Held food drives *Bake sale *Outreach to Othello High School *Attended Regional M.E.Ch.A. meetings at Eastern Washington University and Central Washington University *Sponsored a dance *Tsunami Relief Fundraiser *M.E.Ch.A. movie night *BCC Career Fair, volunteer *Students of Color Conference in Yakima *BCC "Bench Project" *Served as facilitators for the Drug and Alcohol Program for teenagers at the Latino Youth Conference *Have inspirational and informational speakers. *Weekly Meetings *Students will attend the Latino Educational Achievement Project Conference in Olympia.

Multicultural Enhancement	Marsha Nelson, Counselor, participates in the Multicultural Student Services Directors Council each academic quarter.
Library Services	<p>BBCC Library is now offering culturally diverse and enhanced references including CultureGrams, the Ethnic NewsWatch, and the Alt-PressWatch. CultureGrams offers concise, reliable, and up-to date information on the cultures of the world including the history, customs, and lifestyles of the world's people along with photos, recipes, biographies, maps, and much more. The EthnicNewsWatch and the Alt-PressWatch are collections of interdisciplinary, bilingual (Spanish and English), and comprehensive full-text newspapers, magazines and journals of the ethnic, minority, and native press. These offer additional viewpoints from those proffered by the mainstream press and are essential voices pursuing freedom of the press through investigative reporting by independent and critical sources.</p> <p>The library also buys materials that cover a wide range of cultural topics and issues in both the artistic realm as well as those exploring various cultures.</p>
Fine and Performing Arts	
Columbia Basin Allied Arts	<p>Columbia Basin Allied Arts, partnering with BBCC, provides diverse cultural enrichment and lifelong educational opportunities through the arts. They offer a variety of musical, theatrical, and children's performances for the community. Performances in 04-05 included: the Seattle Symphony, Ballet Spokane's Performance of Cinderella, Marie-Andree Ostiguy, California Guitar Trio, The Missoula Children's, the Bigg Show, and Al Simmons.</p> <p>Performances offered in 05-06 included: Sweet Dreams: A Patsy Cline Tribute, the Spokane Symphony Chamber Soiree, the Peking Acrobats, The Missoula Children's Theatre, the Tweaksters, the Dallas Brass, Trent Arterberry: Man in Motion, the Repertory Dance Theatre, and the Wizard of Oz.</p>
Musical Performances sponsored by BBCC	The BBCC Swing Choir and the Community Orchestra present quarterly performances and perform every year at Commencement.
	BBCC Spring Concert with the BBCC Orchestra, Swing Choir and Jazz Ensemble, a varied and enjoyable program. Approximately 150 attended.
	In June of 2005, the BBCC Swing Choir with Director Pat Patterson put on 'Jazz for Lunch.'
	In December 2005, the eighteenth-century George Friedrich Handel's English language choral masterpiece MESSIAH, an Oratorio was performed. It featured a thirty-two member Big Bend Community College Orchestra, the fifty voice Big Bend Community Chorus, and twelve vocal and instrumental soloists.

Literary Readings	<p>In May 2005, Matthew Sullivan arranged to have contemporary fiction writer Matt Vadnais visit for a public reading and special class for Big Bend students. In June 2005, fiction and nonfiction writer Mary Blew visited for a public reading and a special class for Big Bend students. Total attendance at readings and classes was approximately 125.</p> <p>On May 3-4, 2006, Pulitzer-Prize finalist Kim Barnes and Western poet Robert Wrigley will visit Big Bend for public readings and special classes for Big Bend students. They will read and discuss poetry, fiction, and memoir, especially as these forms of literature play out in the western landscape.</p>
Various Courses	
Various Courses	<p><i>Art: Design, Drawing, Ceramics, Oil Painting</i> A variety of Art courses allow students and community members to select courses from such fields as art education, two and three dimensional design, drawing, painting and ceramic art. In its curriculum the Art department is promoting cultural enrichment through emphasizing creativity and technical competence in the art lecture and studio classes. Each year the Art department holds an open house or promotes student shows in an outside venue where students have an opportunity to show their work and where faculty, students and the community are invited to view student projects.</p> <p><i>Art History:</i> Students are required to attend an outside Art Event, which could be an Art Exhibition, Poetry Reading, Music Event, or Theater Performance.</p>
	<p>Automotive General: 30-40 automotive students took a trip to Seattle to attend the Seattle International Auto Show.</p>
	<p>Business: BUS 120, Human Relations on the Job, includes cultural sensitivity and awareness as part of the course content. This is a necessary workforce skill, it's part of the related instruction required training.</p>
	<p>Creative Writing: In May of 2005, Matt Sullivan brought in Dr. Mary Blew, an Idaho nonfiction and fiction writer, who deals with issues of the contemporary west, especially the role of western women and Matt Vadnais, a contemporary writer who blends philosophy and fiction.</p> <p>In May of 2006, Pulitzer-Prize finalist Kim Barnes and Western poet Robert Wrigley will visit Big Bend for public readings and special classes for Big Bend students. They will read and discuss poetry, fiction, and memoir, especially as these forms of literature play out in western landscape.</p>

	<p>English: <i>Shakespeare, Dramatic Literature, American Literature Film Study, Creative Writing</i></p>
	<p>Music: <i>First Year Theory, Piano, Guitar, Swing Choir, History of Jazz, Jazz Ensemble, Orchestra</i></p>
	<p>Nursing Curriculum: A five-hour block is taught on cultural diversity for first-year fall quarter nursing students. Culture as it relates to health is taught in all of the nursing courses.</p>
	<p>Political Science: Chris Riley assigns his POL 103 students a country to research and learn about. Then they position themselves in a geo-political fashion around several tables for a conference entitled "Emerging Nations and the Global Arms Market: How Much, How Far." They each represent their Nation's interest that they were assigned. On the third day, a crisis erupts; last quarter it was the release of smallpox in Europe. The remainder of the quarter is spent trying to keep this situation from getting worse, while events spiral out of control. The next simulation will occur in the Fall of 2006 and the new scenario is yet to be determined.</p>
	<p>Sociology Classes: <i>Introduction to Sociology and Marriage and Family.</i></p>
	<p>Speech: SPH 100, Interpersonal Communications, includes cultural sensitivity and awareness as part of the course content. This is a necessary workforce skill; it is part of the related instruction required training.</p>
	<p>Spanish and Conversational Spanish Courses.</p>
	<p>CBIS is offering workplace Spanish classes to local businesses. There are about 9 contracts to date with 107 students served to date.</p>

Faculty and Staff	
Faculty Involvement	<p>Rie Palkovic lead a tour to France in July '05 for 9 days (June 13-22) and took 6 students. Rie Palkovic will attend a workshop at Oxford in July 2006. Rie will have a solo show in Soap Lake in May 2006. In a MAC juried show, Fran received an Honorable Mention and Rie received 3rd place. Rie will have a show in Cal Poly Pomona Ink and Clay.</p>
	<p>Rie and Fran Palkovic participated in a silk painting workshop at Wenatchee Valley Museum and will have their paintings of fish indigenous to the Columbia River in an exhibition in 2006.</p>
	<p>Fran Palkovic is on the Moses Lake Sculpture committee for choosing public sculpture for the town.</p>
	<p>The ethnicity of the children in the childcare program is reflected in the childcare staff. We have bilingual Spanish and Ukrainian staff in all rooms. Children's books in the center reflect different cultures and in Mattawa we have children's books in Spanish. We have purchased musical instruments from South America for children to explore and play with.</p>
	<p>All staff providing services in Royal City and Mattawa are bilingual in Spanish. Ninety-nine percent are also bi-cultural.</p>
Childcare Staff	<p>At the Opportunity Center, there are three staff who are bilingual in Spanish-English and one who speaks, Russian-Ukrainian-English. Effort is made to hire work-study students who are bilingual as well.</p>
MEES and Even Start Staff	<p>Several childcare workers in Royal City and Mattawa are BBCC students who are the first in their families to attend college. They are bilingual and provide tutoring, mentoring, student assessment, serve as role models, and links for the families to the school district and education.</p>
Opportunity Center Staff	<p>At the Opportunity Center, there are three staff who are bilingual in Spanish-English and one who speaks, Russian-Ukrainian-English. Effort is made to hire work-study students who are bilingual as well.</p>
Faculty In-service	<p>The winter faculty in-service was Friday February 10th, 2006. As part of the in-service, there was an interactive workshop on Enhancing Learning and Intercultural Inclusion: Incorporating (more) Multi/Intercultural strategies into our teaching. The workshop looked at the Title V Coop Grant between BBCC and Heritage; it looked at strategies for strengthening student persistence and academic achievement. One of the goals of the workshop was to explore several strategies for enhancing student learning and focusing on at-risk</p>

	<p>students. The presenter was Dr. Peter Frederick. Frederick is an accomplished author and Professor; he has helped develop many college and University centers and programs for teaching and learning and has also led hundreds of workshops at institutions and consortiums including the United Negro College Fund and the Organization of American Historians. He has taught courses in African-American History, Native-American History and Cultures, Multicultural American Autobiography, and numerous others.</p>
<p>Title V</p>	<p>Faculty will be trained in the pedagogical use of learner-centered, technological and multicultural instructional strategies. The criteria of selection would be to gather a diverse cohort of 10 faculty members across departments, years of experience, social identities and, in first year especially, faculty members respected as effective teachers, especially with Hispanic students.</p> <p>Each faculty member is to revise two courses to incorporate learner-centered technological and multicultural strategies to enhance student learning, persistence and academic achievement.</p> <p>Some (starter) strategies for Intercultural learning in the Workshop provided by Peter Frederick included: Stories about Ethnicity/Culture/Gender/Difference: marginality and mattering; and Using Cultural examples: Visuals, Text Passages, Stories, and Experiences.</p>