

# **Big Bend Community College**

**Board of Trustees**

**Regular Board Meeting**

**Tuesday, January 9, 2007  
1:30 p.m.**

**HARDIN COMMUNITY ROOM  
ATEC 1837**

**Community College District No. 18**

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

## Winter 2007 Events

<b>January</b>	1	New Year's Holiday, no classes, offices closed
		Residence Hall check-in, 12-5 p.m.
	2	Instruction begins
		Evening Registration, 5-7 p.m.
	3	Basketball vs. Yakima Valley, 6 p.m. women, 8 p.m. men
		Evening Registration, 5-7 p.m.
	4	Evening Registration, 5-7 p.m.
	5	Classes in session
		Senior Citizen/State Employee Registration
		Last day to add a class
	6	Basketball vs. Wenatchee Valley, 6 p.m. women, 8 p.m. men
	9	ASB Soup & Chowder Fest, \$2, 11:15 a.m. – 1:30 p.m., ATEC
		BBCC Trustees meeting, 1:30 p.m., ATEC
	15	Martin Luther King Holiday, no classes, offices closed
	16	ASB Programmer applications due, 4 p.m.
	17	Basketball vs. Columbia Basin, 6 p.m. women, 8 p.m. men
	19	Last day to drop a class and receive a refund
	10	Basketball vs. Walla Walla, 6 p.m. women, 8 p.m. men
		Columbia Basin Allied Arts "Jungle Book, 3 & 7 p.m., Wallenstien
	27	Winter Serenade, 5:30 p.m., ATEC
	31	ASB Event – Deanna Latson, nutrition speaker, 12 p.m., Bldg. 1400
<b>February</b>	5	ASB Event – Christopher Carter Mind Reader, 11:45 a.m., ATEC
	6-8	Washington State Potato Conference & Trade Show
	8	ASB Event – Ice Skating & Batting Cages, 8-10 p.m. Larson Recreation Center, BBCC ID required
		Applications for winter quarter graduation due
	9	Basketball vs. Treasure Valley, 6 p.m. women, 8 p.m. men
	10	Basketball vs. Blue Mountain, 2 p.m. women, 4 p.m. men
	13	ASB Pasta Fest, \$2, 11:15 a.m. – 1:30 p.m., ATEC
	19-23	Registration for Spring Quarter
	21	Basketball vs. CC of Spokane, 6 p.m. women, 8 p.m. men
	22	ASB Event – singles pool tournament, \$3, 2 p.m., Bldg. 1400
	24	Columbia Basin Allied Arts Raul Malo, 7:30 p.m., Wallenstien
	27	BBCC Trustees meeting, 1:30 p.m., ATEC
<b>March</b>	1	Last day to drop a class
	8	ASB Event – free bowling at Lake Bowl, 9:30 p.m. – 12 a.m., BBCC ID required
	13	ASB Potato Fest, \$2, 11:15 a.m. – 1:30 p.m., ATEC
		Library Camp Out, 8 p.m.
		Instruction Ends
	14	ASB Event – free pool, 8 a.m. – 4 p.m., Bldg 1400
		Columbia Basin Allied Arts "The Golden Dragon Acrobats", 7:30 p.m., Wallenstien
	14-16	BBCC Bookstore Buyback

	16	Residence Hall Closes, 5 p.m.
	17-25	Quarter Break
	26	Spring quarter instruction begins
<b>April</b>	10	BBCC Trustees meeting, 7 p.m., ATEC



Big Bend  
Community College

**COMMUNITY COLLEGE DISTRICT NO. 18  
BIG BEND COMMUNITY COLLEGE**  
7662 Chanute Street  
Moses Lake, Washington 98837  
Regular Board Meeting Agenda  
Tuesday, January 9, 1:30 pm  
Hardin Community Room – ATEC Room 1837

	Action		Tab #
<b>Governing Board Members:</b>  <i>Cecilia DeLuna-Gaeta, Chair</i>  <i>Katherine Kenison, Vice Chair</i>  <i>Bob Holloway</i>  <i>Mike Blakely</i>  <i>Felix Ramon</i>  <i>Dr. Bill Bonaudi, President</i>	A	1. Call to Order/Roll Call	
	A	2. Introductions	
	A	3. Consent Agenda	3
		a. (1) Approval of Regular Mtg Minutes – 11/28/06 (A)	
		(2) Approval of Study Session Notes- 11/28/06	
		b. Achieving the Dream Update (I)	
		c. Assessment Update (I)	
		d. Accreditation Report (I)	
		e. Capital Project Report (I)	
		f. Enrollment Report (I)	
		g. Donation (A)	
	I	4. Remarks (Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board)	4
		a. ASB Representative – Derek Miller, President	
		b. Classified Staff Representative – Marla Stephens	
	c. Faculty Representative – Mike O’Konek, Faculty Assn. President		
	d. VP Administrative Services – Ken Turner		
	e. VP Instruction/Student Services – Dr. Mike Lang		
A	5. Donation Report- Ken Turner	5	
I	6. Ends Statement Monitoring Report E-4 Student Achievement- Valerie Kirkwood	6	
I		7	
I	7. Annual Report on Assessment- Valerie Kirkwood	8	
I	8. Medical Assistant Program- Kara Garrett	9	
I	9. Childcare- Gail Hamburg		
A	-----BREAK-----	10	
I	10. Presidential Evaluation Process	11	
I	11. Assessment of Board Activity Report - Board	12	
I	12. Next Regularly Scheduled Board Meeting - Board	13	
I/A	13. Misc.		
	14. Adjournment		

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

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

**NEXT MEETING REMINDER – Regular Meeting February 27, 2007 1:30 PM**

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

## THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a regular Board meeting on Tuesday, November 28, 2006, in the ATEC Hardin Community Room in Building 1800 on the Big Bend Community College campus.

### 1. Call to Order

Chair Cecilia DeLuna-Gaeta called the meeting to order at 1:30 p.m.

Present:        Bob Holloway  
                      Felix Ramon  
                      Cecilia DeLuna-Gaeta

Note: Trustee Katherine Kenison is on campus, having attended a Board Study Session in the morning and is currently in the President's Conference room participating in a system video conference on student achievement.

### 2. Introductions.

President Bonaudi introduced Mr. Vaughn Sherman, Trustee Emeritus, and ACCT Consultant. Mr. Sherman facilitated a Presidential Evaluation Workshop during a Board Study Session this morning.

President Bonaudi also introduced Russ Beard, Director of Information and Communication Service. Mr. Beard presented the ComputerWorld Laureate Status acknowledgement plaque to the Board. Mr. Beard explained that this honor is considered an "Oscars" in the Information Technology world.

### 3. Consent Agenda

a) Approval of Minutes for the regular Board meeting of October 24, 2006, (A);  
 b) Achieving the Dream Update (I); c) Assessment Update (I); d) Accreditation Report (I); e) Capital Project Report (I); f) Enrollment Report (I); g) Donation Report (A); h) 2007 Regular Board Meeting Dates (A).

**MOTION 06-44:** Trustee Felix Ramon moved to approve the Consent Agenda as presented. Trustee Bob Holloway seconded the motion, and the motion carried.

### 4. Remarks

Public Comment – ASB President Derek Miller reported there has been good attendance at the recent ASB activities: bowling night, blood drive and Stir-fry fest with Japanese drummers. JATP students attended the bowling night and the stir-fry fest. The ASB also has several upcoming activities planned: free massages, free pool, and the traditional Library Campout.

The ASB is offering basketball spectators the opportunity to be couch potatoes. For \$30 spectators can sit on a couch at midcourt and enjoy pizza and pop. There will also be a soup and chowder lunchfest in January and a speaker to present information on nutrition.

Marla Stephens, Classified Staff Representative shared information regarding educational opportunities classified staff have participated in; Kara Chandler attended Time Management & Organization; Michelle Coe and Jennifer Semanko attended Internal Control Concepts training; Hope Strnad attended 1099 training and Internal Control training; Maribell Aguilar attended STARS training; Ana Ellsworth attended a Staff Training for Technical & Community Colleges (STTACC) Board meeting; Lora Allen attended CASAS Cadre Training and lastly Jonie Walker attended training regarding student employment.

Max Heinzmann, Counselor, represented the Faculty Association President Mike O'Konek and reported faculty activities. The Automotive department took 35 students on a field trip to the Seattle Auto Show October 26<sup>th</sup>. The Automotive department also hosted the Future Farmers of America (FFA) State Potato judging contest on November 17<sup>th</sup>, with over 100 high school students from around the state in attendance. Counselor MariAnne Zavala-Lopez attended the National Council on Student Development Conference in Tacoma, October 22-24. Jose Esparza (Outreach Advisor), Lupe Hernandez (Auto Maintenance Mechanic), Sergio Cervantes (Utility Worker) and MariAnne Zavala-Lopez (Counselor) attended the Washington State Faculty and Staff of Color Conference held in Vancouver November 1-3. Barbara Whitney (Math Instructor) attended the Achieving the Dream Mathematics Roundtable. Several instructors Zack Tanko (Computer Science), Linda Thimot (Psychology), Ryan Haw (Sociology/Psychology), Emery Smith (Sociology), Dennis Knepp (Philosophy), and Max Heinzmann (Counselor) attended a FACTC Conference entitled Tools for Teaching IV regarding the changing community college student. Lastly Mr. Heinzmann reported that MMT Instructor Bill Autry was honored as the Certified Industrial Maintenance Mechanic of the month by the Assembly Newsletter (CIMM). He was featured on the cover page.

Trustee Felix Ramon thanked Mr. Miller, Ms. Stephens and Mr. Heinzmann for their reports and stated they were very good and he hopes their groups continue to be active.

Vice President Ken Turner thanked Larry Peterson, Foundation Board member and Foundation Farm & Property Chair, for his help facilitating the transformer installation at the Theater. The PUD was planning to install the transformer at a later date and Larry helped speed the process along to eliminate the \$6000 per month expense of renting an interim generator.

Vice President Turner reported Dick Lund from SBCTC recently performed the annual college operation review and we were in full compliance.

Vice President Dr. Mike Lang asked Dean Kara Garrett to report on the status of the medical assistant program. Dean Garrett reported the process is almost complete. The first draft of the final step is on the President's desk. There will be seven new courses, the syllabi will go to instructional council on Monday 12/4. This will go to the SBCTC for approval and implementation in January 2007. There are forty students waiting to begin this program.

Vice President Lang also reported on his recent trip with President Bonaudi and JATP Operations Coordinator Carla Boon to Japan. The group met with several Council and government officials. The JATP program will be changing from a 1 year and a 2 year program to an 18 month program. They also visited with several veteran trainees including a rice grower who uses a remote control helicopter to spray crops. These former trainees were successful businessmen and they were very supportive of the program. JATP would like to send the current group of trainees back to Big Bend for their phase 3 training to study agricultural specialties. Dr. Lang stated JATP is having difficulty with other institutions and he is searching for Ag instructors to fill in some gaps in their programs.

#### **5. Exceptional Faculty Awards**

Computer Science Instructor, Van Jorgenson, thanked the Trustees for the opportunity to receive this award. In tribute to Richard Schafer, an Advisory Board Member who passed away last week Mr. Jorgenson shared his memories of Mr. Schafer as a student in Mr. Jorgenson's first class. He prompted Mr. Jorgenson to revise some of his teaching techniques to better engage the students. Later on Mr. Schafer was invited to sit on the Computer Science Advisory Board. Mr. Jorgenson stated he learned a lot from Mr. Schafer.

Rather than reimbursement to attend a conference Mr. Jorgensen was given funding to work on a project. He was asked to create an information system to track all of the aviation variables for Pete Hammer in the aviation department. He saw this as a great opportunity to integrate his students into a real world endeavor. This involved designing a complex program and he used an analogy to atoms to teach his students. To attempt a computer program like this, he explained, you must divide to simplify and combine to create. Atoms are divided into quarks, and quarks are the most basic unit of the universe. Quarks combine into sub atom particles, which in turn combine into atoms. There are 118 atoms which combine into molecules. Information systems are like universes, they are databases which store information and a set of laws by which to operate. Binary bits are equal to the quark, and data type is like a sub atom, the term entity is like an atom. Fifty-three entities were designed for aviation. He went on to say the next level is relation (analogous to a molecule) which is more than one entity together. Dominant atom with dependent atoms go together to create molecules. Parent and children relations are hooked up using the laws of the database. Every child should be attached to a parent. Parentless child relations were necessary in the aviation program, these create anomalies.

Students were charged with solving this problem. Students figured out a way to solve the anomalies, similar to radicals and that concept was incorporated into the database. The students are currently debugging the programs. Bugs occur due to the computer program process. Van reviewed the logic and the entities and his students are fixing the system. Trustee Cecilia DeLuna-Gaeta asked if it has been difficult to put this in the hands of the students rather than completing the project himself. Mr. Jorgenson stated it has been difficult but very rewarding for the students.

#### **6. IT Security Standards**

Russ Beard, Director of Information and Communication Services stated that by Department of Information Services (DIS) standards we are required to comply with statewide computer procedures and standards. These standards state how we operate technology and keep it safe from hacking, etc. Mr. Beard recommended revising the current Board policy to work as an umbrella over the administrative policies. Trustee Felix Ramon asked if the revisions would take in to consideration future changes to the law. Mr. Beard responded that the revised Board Policy was written broadly to cover the future changes. Every three years IT goes through an external audit to insure the technology is safe and sound. Educause, a Higher Education think tank, reports security is the top concern of IT Managers nationally.

**MOTION 06-45:** Trustee Felix Ramon moved to approve Board Policy 8053 as presented. Trustee Bob Holloway seconded the motion, and the motion carried.

#### **7. EFA Recommendations**

The Exceptional Faculty Awards Committee submitted a recommendation to present John Swedburg, Aviation Instructor with an Exceptional Faculty Award. President Bonaudi commended Mr. Swedburg and the EFA Committee for documenting the details of the recommendation. President Bonaudi recommended approval. Trustee Felix Ramon stated good relationships with business and industry are reflected in the application process and he is happy to make a motion to approve the award.

**MOTION 06-46:** Trustee Felix Ramon moved to approve the Exceptional Faculty Award as presented. Trustee Bob Holloway seconded the motion, and the motion carried.

#### **8. ComputerWorld Honors**

This honor was presented earlier during introductions.

#### **9. Student Athlete Waiver**

President Bonaudi stated there has been inequity in financial support between Washington and Oregon athletes in the NWAC. The Washington State Community College Presidents studied this issue and sent a recommendation to



the State Board for Community and Technical Colleges. If the Board of Trustees passes this it will go into effect Fall 2007. Trustee Bob Holloway asked how this resolution would affect our sports program. VP Mike Lang said this resolution would help BBCC with recruiting. He went on to state that student athletes give up the opportunity to work due to the time commitment to the sports programs. This resolution helps them financially so they can participate in the sport rather than working. This will also assist with attracting female athletes. Athletic scholarships used to be \$100 per quarter and tuition was \$220. Tuition increase has exceeded the scholarship increase. This new proposal is tied to the tuition rate and it will require the coaches and booster clubs to work harder to provide increased scholarship funding. The 25% waiver will cut into college revenue and BBCC could forego \$27,153 in revenue collection if this waiver is fully used. VP Ken Turner stated each student athlete represents more than 1 FTE because they have followers who attend the same college as well as sporting events.

**MOTION 06-47:** Trustee Bob Holloway moved to approve the Student Athlete Waiver as presented. Trustee Felix Ramon seconded the motion, and the motion carried.

**10. Assessment of Board Activity**

Trustee Bob Holloway reported his activities; October 26 he attended the Grant County Farm Bureau annual meeting, November 2 he attended the Fiberactive Victory Celebration, November 9 he attended a Grant County Sheriff meeting in Quincy, November 13, 22 and 27 he attended Grant County Commissioner meetings, November 16 he visited with parents of a potential student and attended a hearing at the Grant County Courthouse regarding BBCC property.

Trustee Felix Ramon reported his activities; he attended the BBCC Bookstore open house, and he has been on campus to see how things were going.

Trustee Cecilia DeLuna-Gaeta reported she has continued to talk with work-study students and potential students about attending Big Bend.

Trustee Mike Blakely reported his activities in a written report; he discussed BBCC with a former student who indicated discrimination was “nonexistent” for her; he attend the Washington School Directors’ Association Convention in Spokane and visited with Board members from several schools including Quincy, he also attended five work sessions; he attended Governor Gregoire’s speech on Washington Lifelong Education; he met with the Director of Communities that Care and was appointed to their advisory Board.

Trustee Katherine Kenison submitted her activities electronically: see attended the Legislative TACTC meeting in Renton on 11/3/06, she attended the TACTC Education Committee conference call to discuss winter conference topics and May conference topics on 11/7/06, she attended the Student Achievement Incentives Task Force conference call 11/28/06, she toured the flight program

with Pete Hammer, and she attended the 10/24/06 Board meeting and the 11/28/06 Board study session with Vaughn Sherman.

**11. Next Regularly Scheduled Board Meeting**

The next regularly scheduled Board meeting will be held January 9, 2007, at 1:30 pm.

**12. Miscellaneous**

The ACCT National Legislative Summit will be held February 12-14, 2007 in Washington D.C. Two board members have indicated they will be attending the Summit. If any other Board members would like to attend, please let Melinda know by the end of this week. President Bonaudi stated that due to the change in the majorities of the House and Senate it will be very interesting. There will discussions around the Higher Education reauthorization and the Spellings Report.

Automotive Mechanic Instructor, Chuck Cox, experienced chest pains and went to the Hospital late last week. He was scheduled to undergo diagnostic tests this afternoon. Our thoughts are with his family.

Mike Blakely arrived at the meeting.

The meeting adjourned at 3:15 pm.

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Cecilia DeLuna Gaeta, Chair

ATTEST:

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William C. Bonaudi, Secretary

**Consent Agenda Item 3.a (2)**  
**Approval of Study Session Notes**  
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TO: BBCC Board of Trustees

FROM: President Bonaudi

DATE: December 22, 2006

RE: President Evaluation Workshop Overview

This is an outline of Mr. Sherman's discussion with the Board and the president. Comments were collected throughout the discussion but were electronically lost prior to the preparation of this report. Some few points have been included. If anyone who was in attendance has notes regarding Board comments please provide these to the President's Office for inclusion in this document.

## **Evaluating the President Workshop Notes**

By Vaughn Sherman

November 28, 2006

Present: Vaughn Sherman, Felix Ramon, Cecilia DeLuna, Katherine Kenison, Valerie Kirkwood, President Bonaudi, Melinda Dourte

Introductions and icebreaker-

Mr. Sherman described his experience with Community Colleges. He was very active in TACTC serving as President of TACTC and also as immediate past President of TACTC for 8 years. Mr. Sherman served on the National ACCT Board and he is currently an ACCT Consultant. He travels throughout the US to provide training to Community College Trustees and Administrators.

Mr. Sherman emphasized the importance of clearly defining the President's job. He noted BBCC does this through Policy Governance.

A worksheet entitled "Who Does What? Board and CEO Roles" was distributed to the Board members and the President to complete individually. Tasks under the areas of Board-CEO Relationship, External Relations, Board Policy, Administrative Regulations/College Procedures, Organizational Structure, Planning, Educational Programs and Services, Personnel, Treatment of Students, and Fiscal were listed. Options for who is responsible for each task were also listed: Exclusively Board, Board with Assistance from CEO, Board and CEO Jointly, CEO with Assistance from Board and Exclusively CEO. The group discussed the results of the worksheet.

The group discussed essentials for evaluations and Melinda noted the additions to the worksheet that was presented on the Plasma Screen TV (this document is attached).

Mr. Sherman presented a template of a Presidential Performance Review and the group discussed proposed revisions. The revisions were incorporated into the template (the document is attached).

The President's job description was reviewed (AP 3500). (It was noted later that some specific responsibilities contained in his contract are not covered in the job description. It will be helpful to review both documents for congruency.)

Mr. Sherman then facilitated a discussion regarding the current process the BBCC Board of Trustees use to gather information to evaluate the president. The trustees stated they talk with community leaders individually and compile their comments regarding the president's interactions.

Mr. Sherman cautioned that this 360 degree evaluation of the president would seem to violate the Carver model of policy governance in that the board's focus is not on its ends statements which are the responsibility of the president to accomplish. He in turn suggested community (district-wide) focus groups to discuss their perceptions of the college centered around the ends statements. He further noted that adding questions to the focus group discussions regarding the president would provide some additional information the board thinks relevant to his/her evaluation.

Facilitating the groups on campus will expose community leaders to our facilities. The trustees agreed with compiling questions for the primary focus groups and determining which questions could be added to other focus groups convened at various times throughout the year. The board also relies on a questionnaire completed by all staff and faculty bi-annually. Trustee Kenison stated this is a valuable tool; not only does it provide good information to the board, but the faculty and staff know their information has been considered.

President Bonaudi noted that this information could be reported/recorded throughout the year rather than waiting until the annual evaluation due date. There was a question as to whether this process could begin midyear. This is a subject for further discussion between the board and the president. Dr. Bonaudi indicated his agreement with the use of focus groups as part of his evaluation and noted that the job expectations for his position have not changed in the past year.

Revisions to Board Policy 1000.4 Board-Staff Linkage-4 Monitoring Presidential Performance, will be made to incorporate these changes. When the president's evaluation is complete, an Executive Session is used for discussing the details with him/her and then the results of the evaluation are reported in the open board meeting with any necessary action taken then.

Board Policy 1000.4 Board-Staff Linkage, BSL – 4 Monitoring Presidential Performance.

4. Each June the board will conduct a formal evaluation of the President. This evaluation will focus on the monitoring data on Ends and Executive Limitations policies provided during the intervening year. However, the board's evaluation may also include pre-determined criteria based on the board's expectations of the President's performance so long as such criteria have been specified one year in advance of the evaluation.

The following is a suggested addition to Board Policy 1000.4 which reflects Board discussions. If you approve it will be added to Board Policy 1000.4

- a. **A tool to be used in the evaluation of the president is a focus group of community leaders from across the college district, to discuss college accomplishment of board End's statements. Prior to the conduct of the focus group the board will discuss and select any specific questions they wish introduced to the focus group dialogue directly related to the president's job description and/or Executive Limitations in addition to those based on the End's statements.**
- b. **The board will discuss the monitoring report results, Executive Limitations information and focus group conversations with the president in executive session.**
- c. **The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.**

**Essentials for Evaluation- Provided by Vaughn Sherman**

**Evaluating the President  
Big Bend Community College Workshop  
November 28, 2006**

**Essentials for Evaluation**

- ❖ The President must be fully involved with the preparation of an evaluation instrument and agree to its use before an evaluation is undertaken.

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**Current Practice – BP 1000, Page 15**

**“Each June the Board will conduct a formal evaluation of the President. This evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the intervening year. However, the Board’s evaluation may also include pre-determined criteria based on the Board’s expectations of the President’s performance so long as such criteria have been specified one year in advance of the evaluation.”**

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**Discussion and Items for Inclusion in Evaluation Instrument:**

- ❖ Performance measures must be based on a full understanding of Board expectations of the President. Most importantly, the understandings include – but are not limited to – all items of Board Policy that concern presidential performance.

**Current Practice – BP 1000, Executive Limitations**

**EL- 1 General Executive Restraint  
EL- 2 Respect for Students  
EL- 3 Respect for Community Members  
EL- 4 Respect for Employees  
EL- 5 Ethical Conduct  
EL- 6 Asset Protection  
EL- 7 Financial Planning  
EL- 8 Financial Condition and Activity  
EL- 9 Communication and Support to the Board  
Other Board policies not listed here**



### **Discussion and Items for Inclusion in Evaluation Instrument:**

- ❖ Items in addition to Board Policy suggested for inclusion in an evaluation instrument should be screened to assure that they genuinely impact the performance of the CEO. They should also be reasonably included in the spirit of Board Policy and further expectations that have been made clear to the President by some other means.

#### **Some items included in other Presidential Evaluations:**

**Community involvement**  
**Involvement in State and National organizations**  
**Nurturing of Foundation**  
**Relationship with students**  
**Relationship with faculty**  
**Relationship with all levels of administration and support**  
**Concern for adequate facilities**  
**Others**

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### **Discussion and Items for Inclusion in Evaluation Instrument:**

- ❖ The evaluation process should also come from joint agreement between the Board and the CEO. Common decision points are:
  - An evaluation is conducted no less often than once a year.
  - If the President is on a rollover contract, it is best to schedule the evaluation at a time that will allow a statement of decision regarding contract renewal no longer than one month in advance of the anniversary date.
  - Whether or not there is a public announcement of the performance review and its results is again a matter of agreement between the President and the Board.
  - A common process for evaluation includes these elements:
    - ✓ Takes place during a retreat, preferably away from campus
    - ✓ Includes both Board self-evaluation and CEO evaluation.
    - ✓ Followed by setting of goals that might include those for the CEO.

## Discussion and Further Items Concerning Process:

- ❖ Other items to be considered in completing design of an evaluation instrument:

### **Grading System**

- Two point: Satisfactory, Needs Work
- Three point: Unsatisfactory, Satisfactory, Excellent
- Five Point (mark 1 to 5): Unsatisfactory, Needs Work, Satisfactory, Excellent, Outstanding

### **Preparation of Written Report**

- Who takes responsibility for preparing the report?
- Under what circumstances will the President be informed of the Board's evaluation? Who will inform him?

### **Public Information Regarding the Evaluation**

- Will the public be informed about the fact of the evaluation? About the conclusions of the evaluation? When and How?

## Discussion and Process Notes

TO: BBCC Board of Trustees

FROM: President Bonaudi

DATE: December 22, 2006

RE: President Performance Review

This information was produced after discussion of the generic form provided by Vaughn Sherman during the Presidential Evaluation Workshop conducted during the Board Study Session on November 28, 2006. The form was modified through the workshop discussion. The Board needs to decide if this is the documentation they want to use.

## Presidential Performance Review Options for Community and Technical College Evaluations

The purpose of this performance review is to communicate about performance.

At the beginning: This form contains a list of presidential functions. Space is provided in each section for the board to add any specific objectives assigned to the president for the coming year. Once any objectives are added, the form contains the criteria against which the president will be evaluated at the end of the review period.

At review time: When the review period ends, the board jointly discusses performance for each function and objective with the president. Once the discussion has been held, the rating scale is completed to reflect the consensus of the board. The chair signs the form on behalf of the board for the permanent record.

NOTE: Colleges should tailor their approach to reflect specific local needs and priorities.

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			<b>1. Community Relations</b>  <b>Media-</b> maintains effective relationships with the media in order to make the public aware of the college, its programs, and activities.			
			<b>Marketing-</b> maintains an effective planned marketing program for the college to make the public aware of the college, its programs, and activities.			
			<b>Community activities-</b> is active in community activities and organizations to gain visibility for the college and become aware of and sensitive to community needs.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			<b>Educational institutions-</b> maintains effective dialogue and communications with the local public school systems and other higher education institutions to promote coordination and cooperation.			
			<b>Business &amp; Industry-</b> maintains effective dialogue and communications with local businesses, economic development councils, and chambers of commerce to promote effective program development and growth within the college.			
			<b>Specific community relations objectives for coming year:</b>			
			<b>2. Legislative Relations</b>  <b>Information-</b> assists the board and provides leadership in informing and educating local, state and federal legislators of issues of importance to the college.			
			<b>Liaison-</b> maintains ongoing communication with local, state and federal legislators on new and emerging issues concerning the college.			
			<b>Participation-</b> participates in community and technical college system legislative activities to support and promote issues of importance to the college and the community college system.			
			<b>Dissemination-</b> keeps the internal college community (trustees, faculty, staff, students) informed of local, state and federal legislative issues.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			<b>Participation-</b> involves college staff, faculty, and students in local, state and federal legislative affairs where appropriate.			
			<b>Specific legislative relations objectives for coming year:</b>			
			<b>3. Educational Planning</b>  <b>Needs assessment-</b> provides leadership in formally and informally assessing the community to determine educational needs.			
			<b>Evaluation-</b> conducts formal evaluation and assessment to determine educational program quality and needs.			
			<b>Program planning-</b> conducts formal educational planning activities to project and plan for future educational programs of the college.			
			<b>Curriculum-</b> provides leadership in the development of innovative curriculums to meet changing community needs.			
			<b>Accreditation-</b> provides leadership to insure Accreditation status is maintained and staff prepare appropriately for visits.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			<b>Specific educational planning activities for coming year:</b>			
			<b>4. Budget Control</b>			
			<b>Fiscal Accountability-</b> assumes the lead, as chief executive officer, in instilling awareness for fiscal responsibility among members of the staff.			
			<b>Budget Development-</b> conducts a thorough and sound process of annual budget development for presentation to the board.			
			<b>Budget presentation-</b> presents the budget in an organized and understandable manner, which includes options and alternatives for board consideration.			
			<b>Fiscal priorities-</b> recognizes the approved budget as the board of trustees' expression of fiscal priorities and coordinates deviations from the budget prior to their implementation.			
			<b>Needs awareness-</b> is completely informed on the needs of the college program, plant, facilities, equipment, and supplies.			
			<b>Auxiliary funding-</b> pursues external and supplemental funding and resources to support special college projects and to augment the regular fund allocations.			
			<b>Specific budget control objectives for coming year:</b>			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			<b>5. Personnel &amp; Labor Relations</b>			
			<b>Negotiations-</b> supports and pursues good faith negotiations with employee groups and associations.			
			<b>Fair hearing-</b> assures all employees a fair hearing if disciplinary action is initiated against them.			
			<b>Human resource development-</b> develops and promotes professional development activities and promotional opportunities for faculty, staff, administrators and the board.			
			<b>Diversity-</b> supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.			
			<b>Equal employment opportunity-</b> employs a personnel department that conducts fair and equitable employment selection and promotional practices.			
			<b>Employee selection-</b> recruits and selects highly qualified and capable employees through thorough selection processes.			
			<b>Specific personnel and labor relations objectives for coming year:</b>			
			<b>6. Management Activities</b>			
			<b>Planning and organizing-</b> able to plan ahead, anticipate problems and use resources effectively.			



Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			<b>Analytical ability and judgment-</b> able to size up a problem, gather and evaluate facts, and reach sound conclusions.			
			<b>Communication-</b> able to express ideas both verbally and in writing.			
			<b>Establishing priorities-</b> sets rational priorities so that the implementation of decisions takes place in a timely fashion.			
			<b>Consultation-</b> consults willingly with appropriate constituencies as a part of the decision-making process.			
			<b>Decision making-</b> capable of sound decision making.			
			<b>Management-</b> manages institutional affairs calmly and effectively.			
			<b>Administrative capacity-</b> provides directions, has the confidence of colleagues, delegates tasks and responsibilities.			
			<b>Specific management activities objectives for coming year:</b>			
			<b>7. Board Relations</b>			
			<b>Information-</b> provides adequate background information for the board in advance of meetings.			
			<b>Implements policy-</b> carries out the policies of the board in a timely manner.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			<b>Requests assistance-</b> seeks guidance from the board on important matters when necessary.			
			<b>Assists board-</b> helps the board understand its legal responsibilities.			
			<b>Informs board-</b> keeps the board informed on mater of importance to the college which originate outside the institutions; i.e. affirmative action, legislation, etc.			
			<b>Chairperson-</b> maintains effective communication and exchange of information with the Board Chairperson.			
			<b>Specific board relations objectives for coming year:</b>			
			<b>8. Constituencies Relations</b>			
			<b>Faculty-</b> maintains effective relationships with the faculty in carrying out college programs.			
			<b>Students-</b> accessible to students and concerned about their welfare.			
			<b>Community-</b> sensitive to community needs; interprets the college effectively to the community.			
			<b>SBCTC-</b> establishes effective working relationships with the state staff; represents the college effectively to the State Board for Community and Technical Colleges.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			<b>WACTC-</b> contributes to the operation of the community college system by participating in the activities of the Washington Association of Community and Technical Colleges, Board of Presidents.			
			<b>Local, State, and Federal Legislators-</b> maintains contact with legislators, promoting the interest of the college and the citizens of the district.			
			<b>State government-</b> maintains contact with other agencies of government (Governor’s Office, Office of Financial Management, Higher Education Coordinating Board, Washington Personnel Resources Board) promoting the in			
			<b>Foundation-</b> nurtures the Foundation by facilitating open discussion of fund raising ideas and college needs. Serves on Foundation Board.			
			<b>Legislators-</b> contributes to the exchange of information and maintain effective communication			
			<b>9. Professional Growth Participation-</b> in professional organizations to keep abreast of new and innovative practices and programs.			
			<b>Improvement-</b> participates in seminars, workshops, and classes to renew, refresh, and extend technical and professional expertise.			
			<b>Improvement-</b> is open to suggestions for improvement and willing to take risks in attempting new and innovative practices and programs.			

Indicate your source for determining the performance rating:			TOPICS	Performance Rating		
Monitoring Report	Executive Limitations	Focus Groups		Exceeds 3	Meets 2	Does not meet 1
			Specific professional growth activities for coming year:			
			<b>10. Strategic Planning</b> <b>Philosophy of college-</b> supports the continuing examination of the philosophy and purposes of the college.			
			<b>Diversity-</b> supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.			
			<b>Academics-</b> Guides development and implementation of the Academic Master Plan.			
			<b>Facilities-</b> Guides development and implementation of the Physical Plant Master Plan.			

(Current)

AP3500 **POSITION DESCRIPTION: PRESIDENT**

AP3500

The President is the Chief Executive Officer of the college of Big Bend Community College District 18, reporting directly to the Board of Trustees, and serving at the pleasure of the Board.

### **BOARD RELATIONSHIPS**

The Board of Trustees of Community College District 18 shall delegate to the President of the district the executive responsibility of administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. In the initiation and formulation of district policies, the President shall act as the professional advisor to the Board.

### **ORGANIZATION AND LEADERSHIP**

- A. The President is responsible for the organization, administration, and evaluation of the entire college.
- B. The President provides guidance to the Big Bend Community College Foundation to align Foundation activities with college goals and plans, and also serves as a voting member on the Foundation Board of Directors.
- C. The President shall establish and maintain an adequate public relations program.
- D. The President shall coordinate and cultivate relationships with the various college communities, public schools, and residents of District 18.
- E. The President makes policy recommendations to the Board concerning all matters which affect the college.
- F. The President has the authority to establish rules and regulations governing routine matters.
- G. The President coordinates the preparation of an annual budget for submission to the Board, and makes any recommendations to the Board for budget changes as required by Board policy.
- H. The President is authorized to act as the sole authority to close the college or any part of the college in emergency situations, and to take any action necessary to continue the program of the college, in a manner which protects the health and safety of the students and staff.

**PERSONNEL**

- A. The President serves as the appointing authority for the college, providing the leadership to sustain the District's affirmative action plan and EEO posture.
- B. The President coordinates and/or serves as the District's negotiator/representative in all personnel matters.

**PERFORMS OTHER DUTIES AS ASSIGNED BY THE BOARD**

**Excerpted from the  
PRESIDENTIAL CONTRACT  
BIG BEND COMMUNITY COLLEGE  
COMMUNITY COLLEGE DISTRICT 18**

**III. Duties**

It shall be the duty of the President to act as chief executive officer of the college and to be responsible for the performance of duties by all subordinate personnel. The President shall be responsible for carrying out such duties and responsibilities required by state law. The President is expected to be visible in the community and to represent the college to all constituencies via his attendance at official and social events, locally, nationally, and internationally. The President is expected to act as a liaison to the BBCC Foundation. The President shall also perform such duties and responsibilities as may be assigned or delegated by the Board or as may be set forth in the administrative policy or directive of the institution concerning duties of the President.

The President shall at all times keep the Board fully informed of all activities at the district, especially those activities or issues which cause apprehension regarding: the functioning of personnel; budgetary problems; and over-or-under-enrollment of students; and shall provide to the Board special reports or other items of information requested.

The Chair of the Board shall be the individual to whom the President reports informally between Board meetings, but any written material shall be distributed to all members of the Board.

The Board reserves the right to assign or reassign the duties the President will perform as the Board in its discretion may determine.

The President agrees to perform at all times, faithfully and industriously and to the best of the President's ability, experience and talents, all of the duties that may be required pursuant to the express and implicit terms thereof to the reasonable satisfaction of the Board.

The President agrees to respect and obey all laws, rules and regulations of the State of Washington and behave at all times in a thoroughly professional manner so as not to bring discredit upon the President or injure the reputation of the college.

(Proposed)

**AP3500 POSITION DESCRIPTION: PRESIDENT**

**AP3500**

The President is the Chief Executive Officer of the college of Big Bend Community College District 18, reporting directly to the Board of Trustees, and serving at the pleasure of the Board.

**BOARD RELATIONSHIPS**

The Board of Trustees of Community College District 18 shall delegate to the President of the district the executive responsibility of administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. In the initiation and formulation of district policies, the President shall act as the professional advisor to the Board.

**ORGANIZATION AND LEADERSHIP**

A. *It shall be the duty of the President to act as chief executive officer of the college and to be responsible for the performance of duties by all subordinate personnel. The President shall be responsible for carrying out such duties and responsibilities required by state law. The President is expected to be visible in the community and to represent the college to all constituencies via his attendance at official and social events, locally, nationally, and internationally. The President is expected to act as a liaison to the BBCC Foundation. The President shall also perform such duties and responsibilities as may be assigned or delegated by the Board or as may be set forth in the administrative policy or directive of the institution concerning duties of the President.*

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- B. The President provides guidance to the Big Bend Community College Foundation to align Foundation activities with college goals and plans, and also serves as a voting member on the Foundation Board of Directors.
- C. The President shall establish and maintain an adequate public relations program.
- D. The President shall coordinate and cultivate relationships with the various college communities, public schools, and residents of District 18.
- E. The President makes policy recommendations to the Board concerning all matters which affect the college.
- F. The President has the authority to establish rules and regulations governing routine matters.



- G. The President coordinates the preparation of an annual budget for submission to the Board, and makes any recommendations to the Board for budget changes as required by Board policy.
- H. The President is authorized to act as the sole authority to close the college or any part of the college in emergency situations, and to take any action necessary to continue the program of the college, in a manner which protects the health and safety of the students and staff.

**PERSONNEL**

- A. The President serves as the appointing authority for the college, providing the leadership to sustain the District's affirmative action plan and EEO posture.
- B. The President coordinates and/or serves as the District's negotiator/representative in all personnel matters.

**PERFORMS OTHER DUTIES AS ASSIGNED BY THE BOARD**

## **BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #3:** CONSENT AGENDA (for information)

b. Achieving the Dream Update

### **BACKGROUND:**

#### Update Report - Achieving the Dream Community Colleges Count

After some difficulty using the Sequel Program to collect data and develop a data base, the BBCC Research Staff have collected student data on fall 2003, 2004 and 2005 first time students. As the data was acquired, the AtD Data team and the AtD Core Team scheduled meetings to discuss the data in preparation for the visit to the institution on December 12 by the AtD Coach and Data Facilitator assigned to the college.

As an Achieving the Dream College, BBCC was invited to designate one delegate from its mathematics faculty to participate in the Developmental Mathematics Learning Roundtable sponsored by the Student Success Institute Leadership Program at the University of Texas at Austin in November (15-17). Math faculty member Barbara Whitney attended this roundtable where she was involved with math faculty from participating Achieving the Dream colleges and universities in sharing knowledge of effective interventions strategies for improving student learning outcomes in developmental mathematics courses. As a result of her attendance at this institute, Barbara will continue her involvement in a pilot project to help identify ongoing learning needs and provide input on future learning events to be offered by the Student Success Institute. In addition, she will be part of a learning community and a network of college and university faculty focused on developmental mathematics and the sharing of common ideas.

On December 1<sup>st</sup> two faculty members, two administrators and the BBCC Research Assistant attended a meeting in Tacoma with members from the State Board for Community and Technical Colleges and staff from the six Washington Achieving the Dream Colleges. At this meeting the colleges shared information about their progress on their Planning Grant Activities and the data that they were collecting on their student cohorts.

When collecting the student data, BBCC research staff was being guided by JBL Associates Inc., a research company hired by AtD Administration to collect and analyze national student data in order to identify national trends in student behavior. Therefore, our staff followed JBL directions in collecting student data which resulted in small numbers in the student cohorts. At the December 12<sup>th</sup> meeting with BBCC's AtD Coach and Data Facilitator, staff were told that the size of the student cohorts were not large enough to draw conclusions about student success. They recommended that the size of the student cohorts be increased by including fall, winter and spring data information in order to make the student numbers large enough to increase confidence in drawing conclusions from the data. Staff were encouraged to build a culture of evidence by going beyond the JBL definitions for collecting data.

The goal for the months of January and February is to expand student data cohorts and capture all of the first year student data, disaggregate the data, identify barriers to student success, and meet with student and faculty focus groups to identify strategies for improving student retention and persistence.

Three faculty and three staff members will attend the Achieving the Dream (Student Success) Strategy Institute in Albuquerque, New Mexico January 21-24 to bring ideas for success strategies and information on data collection to campus in preparation for selection of strategies for removing barriers, improving student success and writing the AtD Grant to fund those strategies. .

**RECOMMENDATIONS:**

None.

## **BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #3:** CONSENT AGENDA (for information)

c. Assessment Update

### **BACKGROUND:**

This year the assessment committee is focusing on preparation for the 5-year Accreditation visit in the fall.

Institutional Assessments include:

- Former Student Surveys (Academic, Professional-Technical, and Aviation)
- Spring Enrollment Survey 2006, which replaced the Winter Enrollment Survey
- Industrial Technology Focus Groups
- Transfer Visits to BBCC transfer students enrolled at EWU, WSU, and CWU
- BBCC will use the report they received from their request from the *Inter College Relations Commission* (ICRC) to review the BBCC 2005-06 college catalog for compliance with the state-wide agreements for transfer degrees
- The Community College Survey of Student Engagement (CCSSE), a nationally-normed survey that bench marks active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners

Institutional Research and Planning is summarizing Former Academic Student Surveys to inform the college of how they rated their educational preparation for continuing their education, quality of instruction, and overall college services. The results will be discussed throughout the campus and used as a basis for decision-making where applicable.

Educational Programs are working on assessment plans for the current year and will have notebooks showing program assessment and how assessment has played a role in their respective areas.

### **RECOMMENDATION:**

None.

**BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #3:** CONSENT AGENDA (for information)

d. Accreditation Report

**BACKGROUND:**

The Institutional Research office continues to work with the Deans to prepare to produce a draft of any substantive changes in their respective areas to be reported to the Commission on Colleges and Universities in our report for the interim visit in Fall 2007.

**RECOMMENDATION:**

None.

## BIG BEND COMMUNITY COLLEGE

Date: 1/09/07

**ITEM #3:** CONSENT AGENDA (for information)

e. Capital Project Update

### **BACKGROUND:**

**Childcare** The Attorney General's office continues to work with Design Space Modular Building's (DSM) attorney to resolve this claim.

### **Old Developments/Background:**

**11-28-06** A letter was received from the attorneys representing Design Space Modular Buildings that appears to acknowledge our loss. The Attorney General's office has followed up with another letter requesting resolution of this matter.

**10-31-06** A letter from the Assistant Attorney General representing the Washington State Department of General Administration and Big Bend Community College was mailed to the attorneys representing Design Space Modular Buildings (DSM) on September 14, 2006. The letter states that because there is an Express Warranty of the project from DSM through which, "DSM assumed all responsibility to compensate Big Bend for the damage caused by the defective y strainer." As of October 3, 2006, no reply has been received from the attorneys representing DSM.

**9-12-06** A letter was received on August 12, 2006 from North American Specialty Insurance claiming their investigation indicated no liability for Design Space Modular Buildings (DSM) because DSM did not have any causative role in the failure of the cooler.

The claim has been referred to General Administration's (GA) Assistant Attorney General who is preparing a response letter scheduled for mailing next week (the week of 9-3-06).

**7-11-06** The final investigative step by the insurance adjustor is scheduled for July 5, 2006 With a final determination on BBCC's claim in mid July. A check is expected by the end of July.

\$75,000 is the estimated loss to flood damage that occurred on the night of August 25, 2005. The insurance company requested more detail on our claim; that detail was provided and the insurance company is appraising all the detailed documents provided by BBCC.

**Art Building** A design review was conducted on December 19, 2005 at BBCC. The goal is to have the bid package ready within two months; however, Bernardo/Wills Architect was instructed to craft the bid package in a manner that reduces the Base Bid and increases the alternate bid packages that are tied to the Base Bid package. Inflation continues to rise and is now at an estimated 20% when compared to last year's construction costs. With the current bidding climate, the funding may only be adequate to shell the building and complete critical infrastructure.

### **Old Developments/Background:**

**11-28-06** Design development continues

**10-31-06** New conceptual drawings were received at the last construction meeting on 9-13-06. A site survey has been completed and the rubble from the demolition of Building 4400 (old base service station). Estimated project costs are under review due to the 13% inflation (3% inflation was budgeted) in materials and labor experienced by other recently bid community college projects. Plans are in progress

to bid the three classrooms as “framed only” if the budget requires project downsizing. Design is not yet complete and the project schedule is set back as follows:

Design completed 12-1-06

Contractor hired 2-1-07

Project completed 1-1-08

**9-12-06** The next construction meeting is scheduled for 9-13-06 at which time the architect and the GA Project Manager intend to discuss updated cost projections and their potential impact on this project.

**7-11-06** The schedule remains as reported at the last Board meeting below:

The following initial project schedule was developed at the last construction meeting on 2-8-06:

Design completed 9-1-06

Contractor hired 12-22-06

Project completed 11-5-07

**Theater Renovation:** A review was conducted on December 19, 2005. Plumbing problems have been corrected but the lighting system is not dimming correctly. A written schedule has been demanded of the contractor with the understanding that a deductive Change Order will be issued and the option to remove all uncompleted work from the contract is under consideration.

**Old Developments/Background:**

**11-28-06** The punchlist inspection completed on 10-17-06 revealed lighting installation problems and plumbing for heating problems that must be corrected before this project is complete. Grant County PUD did install the second transformer and the building is energized.

**10-31-06** The Theater Renovation is substantially complete and a project closeout/punchlist, inspection is scheduled for October 17, 2006. Grant County PUD was unable to install the second transformer as scheduled forcing us to rent a generator to keep the building operational until the second transformer is installed and operational. The cost of generator rental is \$6,000 per month and the transformer should be installed within a month. Boiler startup is scheduled for Thursday, October 5, 2006. The BBCC CDL program is providing the shipping from Fife, Washington to keep costs down while providing real world training to CDL students.

**9-12-06** The Theater Foyer is complete except for some trim work and the walk-off mat. The new lights are scheduled for delivery on 9-13-06 and installation of the lights is a three day process set for 9-15-06 through 9-17-06. Grant County PUD is scheduled to install a second transformer necessary for the new boiler on 9-22-06 and 9-29-06. Please note that the Theater is operational while the second transformer is installed for boiler service only. All other work should be complete by 9-1-06.

**7-11-06** Construction began on May 22, 2006 and the project is approximately 50% complete as of 6-30-06. Project completion date remains September 1, 2006.

Bid opening occurred May 10, 2006 at 2:00 pm. The apparent successful bidder is Halme Builders of Davenport, Washington at \$199,999.00 for the Maximum Allowable Construction Cost (MACC). A total of two firms bid on this project, Halme Builders and Legacy Construction of Moses Lake.

**Building 1200 & Building 1600 HVAC Repairs** This project is on hold until spring due to the fear of disrupting the ability to heat these building or parts of these buildings.

**Old Developments/Background:**

**11-28-06** This project is on hold until Christmas Break.

**10-31-06** The condensing unit for Building 1200 has arrived but is not scheduled for installation until Christmas Break when the building can stand some down time. Compressors have been acquired for

Building 1600 and will be installed throughout the year. Rooms 1603 and 1604 are still scheduled for remodel during fall quarter. More programming discussions have occurred. The large room created out of rooms 1603 and 1604 may need to serve multiple purposes (lecture, computer lab/lecture and ITV).

**9-12-06** The air conditioner unit for Building 1200 has been back ordered forcing the acquisition of a compressor for the old system which is scheduled to be installed 9-6-06. The schedule for the completion of this project is rescheduled for Christmas Break.

Changes to the Building 1600 classrooms are underway. The complete furniture order has not yet been received but the final delivery of furniture is scheduled for the week of 9-3-06.

**7-11-06** The condensing unit for Building 1200 was bid 6-27-06 and the Total Energy Company of the Tri-Cities was the apparent successful bidder at \$22,985. The fan unit also needs to be replaced and the bid for a fan unit will be requested by July 3, 2006. The project completion date for Building 1200 has been set back from June 1, 2006 to mid July 2006

This project will upgrade and repair the Heating, Ventilation and Air Conditioning (HVAC) system for the old side of the Math/Science building and replace/repair the heat pump system for the Business and Liberal Arts building... Total estimated project cost is \$542,000.

Design is completed and plans are in progress. The Building 1600 half of this project will likely be accomplished by purchasing parts for installation by M&O when needed while the Building 1200 half of the project will be bid out.



## **BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #3:** CONSENT AGENDA (for information)

f. Enrollment Report

### **BACKGROUND:**

The final fall 2006 enrollment report is included for your information. Overall we had a good fall and finally are seeing an increase in state FTE numbers. The FTE numbers were down in academic areas, but up in occupational and ABE/ESL areas. We continue to use state funding to run our ABE/ESL classes to aid in our efforts to meet our state funded FTE level. Running Start headcount was the same as last year; however they are taking fewer credits as indicated by the drop in Running Start FTES. We held a Running Start information session in November and plan to have another on March 1. When invited, staff members also attend information sessions at district high schools.

An updated 2006-07 FTE enrollment report, through the first week of winter quarter, will be provided at the board meeting.

### **RECOMMENDATION:**

None.

# FALL FINAL ENROLLMENT REPORT

## HEADCOUNTS

	<b><u>FALL</u></b> <b><u>2006</u></b>	<b><u>FALL</u></b> <b><u>2005</u></b>	<b><u>FALL</u></b> <b><u>2004</u></b>	<b><u>FALL</u></b> <b><u>2003</u></b>	<b><u>FALL</u></b> <b><u>2002</u></b>	<b><u>FALL</u></b> <b><u>2001</u></b>	<b><u>FALL</u></b> <b><u>2000</u></b>
<b><u>ETHNIC ORIGIN</u></b>							
Amer. Indian/Alaska Ntv	<b>49</b>	31	47	41	43	52	51
Asian/Pacific Islander	<b>47</b>	43	25	38	42	41	43
Black	<b>25</b>	30	31	24	17	33	22
Hispanic	<b>902</b>	801	745	831	710	705	672
White	<b>1,487</b>	1,485	1,653	1,861	1,819	1,819	1,851
Other/Unknown	<b>187</b>	132	165	215	192	257	216
<b><u>SEX</u></b>							
Female	<b>1,615</b>	1,473	1,520	1,664	1,561	1,608	1,562
Male	<b>1,077</b>	1,017	1,105	1,324	1,222	1,276	1,277
Not Coded	<b>5</b>	32	41	22	40	23	16
<b><u>STUDENT STATUS</u></b>							
Continuing	<b>1,215</b>	1,227	1,283	1,416	1,291	1,229	1,131
Former	<b>617</b>	577	590	668	642	651	609
New	<b>788</b>	617	672	788	762	872	943
Transfer	<b>77</b>	101	121	138	128	155	172
<b><u>BY FUNDING SOURCE</u></b>							
State	<b>2,462</b>	2,308	2,283	2,511	2,360	2,398	2,283
Shared Funding	<b>0</b>	0		0	20	0	0
Grant/Contract	<b>78</b>	82	215	289	206	190	206
Community Service	<b>157</b>	132	168	210	237	319	366
<b><u>BY TIME/LOCATION</u></b>							
On-Campus Day	<b>1,742</b>	1,693	1,783	2,032	1,921	1,815	1,806
On-Campus Evening	<b>322</b>	266	242	324	371	437	382
Off-Campus Day	<b>255</b>	223	275	251	205	327	327
Off-Campus Evening	<b>378</b>	340	366	403	326	328	340
<b>TOTAL HEADCOUNT</b>	<b>2,697</b>	<b>2,522</b>	<b>2,666</b>	<b>3,010</b>	<b>2,823</b>	<b>2,907</b>	<b>2,855</b>
Running Start	<b>136</b>	136	116	139	186	198	155
International	<b>0</b>	2	3	6	10	9	16

**FTES**

	<b><u>FALL</u></b> <b><u>2006</u></b>	<b><u>FALL</u></b> <b><u>2005</u></b>	<b><u>FALL</u></b> <b><u>2004</u></b>	<b><u>FALL</u></b> <b><u>2003</u></b>	<b><u>FALL</u></b> <b><u>2002</u></b>	<b><u>FALL</u></b> <b><u>2001</u></b>	<b><u>FALL</u></b> <b><u>2000</u></b>
<b><u>STATE FUNDED</u></b>							
ABE/ESL	<b>222.3</b>	182.1	123.0	168.6	130.5	175.5	124.1
Academic	<b>779.3</b>	811.0	830.9	846.0	817.0	767.2	728.4
Occupational	<b>534.7</b>	505.5	553.6	604.4	569.5	573.0	601.3
<b>TOTAL STATE FTES</b>	<b>1,536.3</b>	<b>1,498.6</b>	<b>1,507.5</b>	<b>1,619.0</b>	<b>1,517.0</b>	<b>1,515.7</b>	<b>1,453.8</b>
<b><u>OTHER FTES</u></b>							
Community Service	<b>8.6</b>	5.9	17.4	6.8	12.6	38.7	34.0
International Students	<b>0.0</b>	2.2	3.1	6.0	9.3	9.1	15.0
Contract Funded	<b>26.4</b>	33.1	96.5	148.3	163.6	106.3	78.7
Running Start	<b>93.4</b>	106.2	84.9	113.0	143.9	149.3	116.1
Other (Employ., Sr. Cit.)	<b>20.0</b>	20.7	20.3	21.0	21.7	16.0	16.8
<b>GRAND TOTAL FTES</b>	<b>1,684.7</b>	<b>1,666.7</b>	<b>1,729.7</b>	<b>1914.1</b>	<b>1868.1</b>	<b>1,835.1</b>	<b>1,714.4</b>

**TUITION COLLECTION REPORT**  
As of December 31, 2006 and 2005

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Annual Budget	<u>2006-2007</u> \$2,631,428	<u>2005-2006</u> \$2,550,000
Total Collections as of December 31	\$1,817,684	\$1,694,590
As a % of Annual Budget	69.08%	66.45%
Left to Collect to Meet Budget Target	\$ 813,744	\$ 855,410

**BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #3:** CONSENT AGENDA (for information)

g. Donations

**BACKGROUND:**

Ana Ellsworth, Workfirst Program Coordinator, won an office chair at the STTACC conference held in Bellevue this summer and she would like to donate it to the college.

**RECOMMENDATION:**

President Bonaudi and VP Turner recommend the Board accept the donation of the above item as stated.

**BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #5:** Donations from Genie (for action)

**BACKGROUND:**

Genie Industries would like to donate welding equipment and materials for use in the welding program.

**RECOMMENDATION:**

President Bonaudi and VP Lang recommend the Board accept the donations of the above items as stated.

To: Dr. Bill Bonaudi, President  
From: Clyde Rasmussen, Dean of Professional Technical Education  
Date: December 14, 2006  
Re: Donation to Welding Program

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Genie Industries has made a donation of:

1 - Miller XMT 456 welding power source	\$5,571.00
1 - Miller XMT 304 welding power source	\$3,658.00
2 - Miller 75 series wire feeders with gun	\$7,474.00
1 - 550# of .035"EF70S-6 GMAW wire	\$1,473.00
1 - 600# of .045"E70C-6 MCAW wire	<u>\$1,476.00</u>
<b>TOTAL DONATION AMOUNT</b>	<b>\$14,763.00</b>

This donation to the Welding program is for use by the students for training. This donation benefits the Welding program significantly as the program uses this equipment and materials for training purposes.

The approximate value of this donation \$14,763.00. Genie Industries in partnership with Miller Welding, ESAB Welding & Cutting Products and A-L Compressed Gasses, Inc. have made this equipment and materials available for the BBCC Welding Program.

I recommend that BBCC accepts these materials and continue to accept material from Genie Industries when it is available. The program will maintain a running total for reporting purposes. Genie Industries should be commended for their consideration and support of the Welding program at Big Bend Community College.

**BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #6:** E-4 Student Achievement Monitoring Report (for information/action)

**BACKGROUND:**

This is the fifth Student Achievement Monitoring Report. The report continues to monitor student success at BBCC and students' preparation for specific occupations and subsequent education at transfer schools.

**RECOMMENDATION:**

President Bonaudi and Director Kirkwood recommend acceptance of the monitoring report.

## **STUDENT ACHIEVEMENT**

Monitoring Report  
January 2007

### **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-4 Student Achievement**

BBCC students and clients develop and achieve their goals supported by the staff and resources of the college and its partners.

Accordingly, the College develops and utilizes a comprehensive range of assessment tools and practices, consistent with the college mission.



## **Student Achievement Monitoring Report January 2007**

**BBCC regularly conducts surveys of former students and conducts transfer visit focus groups at CWU, EWU, and WSU to acquire a comprehensive view of the students' experiences at the college. While there are still some areas of improvement to work on, there has also been an abundant amount of positive feedback received.**

**E-4.1 Student Experience at BBCC** -The College will continue to monitor individual and collective student experiences in progression, retention, and transition within courses, programs, and degrees, and where necessary make appropriate adjustments to processes and staffing to enhance or correct the experience.

Outcomes: Students will indicate satisfaction with the College support in instruction and student services and will maintain or improve over last measures; the College will demonstrate use of student feedback to enhance student experience, reporting such actions in the Monitoring Report on Student Achievement.

**At its regular meeting on May 23, 2006, the Board of Trustees of BBCC adopted a motion to support the "Achieving the Dream: Community Colleges Count" initiative. The motion stated that the Board is in full agreement with the intent on the initiative "to help more students reach their individual goals, which may include obtaining a better job, earning a community college certificate or degree, or attaining a bachelor's degree." The Board voted to have the goals of the initiative included in the Board's Ends Statements E-2 Access and E-4 Student Achievement.**

**The Spring Survey 2006 showed that students believed that BBCC provides a welcome environment where faculty and staff treat students well (97%). Ninety-one percent (91%) said their advising was meeting their needs. Students indicated they are provided with access to education and support services, and facilities and equipment to support learning. Forty-four percent are using the BBCC portal. Students' primary reasons for using the portal are to receive assignments, communicate with instructors and learn about campus events.**

**The Arts & Science Former Student Survey 2006 confirmed that students were satisfied with instruction, instructor help, and that through BBCC, students gained an increase in their abilities in written communication, oral communication, problem-solving skills, and math applications.**

### **Academic - BBCC Graduates**

**Academic graduates have remained fairly consistent over the last five years. In 2004-05 BBCC had the most academic graduates with 261, this directly followed the year with the highest enrollment.**

Table 1

BBCC Student Degrees attained by Program 2001-02 to 2005-06

Grads by Program Title	01-02	02-03	03-04	04-05	05-06
Associate in Arts & Science	219	228	221	247	213
Associate in Science	4	4	5	2	8
General Studies	12	13	19	12	24
<b>Total Academic Grads</b>	<b>235</b>	<b>245</b>	<b>245</b>	<b>261</b>	<b>245</b>

BBCC had 117 new transfers to Washington Baccalaureate Institutions in 2005-06 which is consistent from 2005-06. The Arts & Science Former Student Survey 2006 indicated that 26% of students transferred to out of state, private baccalaureate institutions, or other community and technical colleges.  
(See Tab 2, Page 15)

The Transfer-ready State Performance Measure in 2005-06, showed that BBCC had 249 students who were transfer ready – consistent with enrollment levels. In 2004-05 BBCC had 260 students who were transfer ready.

**Professional/Technical**

BBCC awarded 78 Professional-Technical Degrees in 2005-06 which is six degrees less than the 5-year-average, Customized Jobs Skills Training Program produced 16 completions, and the Certificates of Achievement and Accomplishment awarded 103 certificates. This follows the trend to have a high number of certificates awarded (2004-05) followed by a dip the following year.  
(See Tab 1, Pages 12 and 13)

In 2005-06, the Tech Prep Program recorded 563 students involved in the program transcribing 3312.5 credits. This is up 101 students and 570.5 credits from 2004-05.

Between 2001-02 and 2004-05 there were 1,378 different students enrolled in the Tech Prep Program. Of those students, 446 enrolled in BBCC after Tech Prep. These students primarily entered the academic program, even though Tech Prep is intended to transition students into the professional-technical program. These students earned 43 academic degrees and 11 professional-technical certificates and degrees. (See Tab 1, page 14)

The Prepared for Work State Performance Measure in 2005-06 showed that BBCC had 241 students prepared for work, up 10 from 2004-05.

**Adult Basic Education**

In 2005-06, 1,227 students were served in basic skills classes, compared with 1,244 students in 04-05. In 2005-06, fifty-eight percent of those students increased their basic skills, compared to 59% in 04-05.

Eighty-one students in 2005-06 and 113 in 04-05 had a goal of continuing in post-secondary education, and 100% of all those students achieved this goal.

The growth of the Integrated Basic Education and Skills Training (I-BEST) model has been significant. Started in winter of 2004 with six students, the Commercial Truck Driving I-BEST program now has successfully graduated 59 students with their

**Commercial Licenses as well as improved English skills. The I-BEST Welding program started in spring of 2005. In fall quarter of 2006, six students enrolled for 6 college credits in welding. All received these credits as well as demonstrating improvement in their basic skills. All six students have re-enrolled for winter 2007, and when they complete, they will have accrued a total of 11 college credits of welding, improved their basic skills, and will be eligible for WABO certification if they so choose.**

**In 2005-06, 59 students who completed a certificate or degree had at some point taken an Adult Basic Education or English as a Second Language class. (See Tab 5, Page 20)**

**Athletics**

**Six of BBCC’s athletes made the All Academic Team. The athletic teams overall GPA was comparable or higher than BBCC’s Average GPA. (See Tab 3, Page 16)**

Table 2

<b>Athletic Average Grades 2005-06</b>	<b>Average GPA</b>
Baseball	2.97
Basketball-Men's	2.99
Basketball-Women's	3.09
Softball	2.70
Volleyball	2.95
BBCC Average GPA	2.84

**Community and Continuing Education**

**In 2005-06, Community and Continuing Education student enrollment was at 1,120, a large increase over the 2004-05 enrollment of 396. Six hundred twelve (612) students were enrolled in Business/Industry courses, 100 students were enrolled in online courses, and 408 students were enrolled in all other courses (workshops and programs targeted to community members: dancing, cooking, etc.). One hundred sixty eight (168) courses were held, including workshops and small business training for the community.**

**E-4.2 Student Experience after BBCC - The College will continue to monitor student achievement in employment or transfers following completion of programs and degrees, and use the information collected to improve, adjust services, and/or programs. We will collect this information via focus groups, employer surveys, and former student surveys.**

Outcomes: All data summaries will show the maintenance or an increase in student approval commensurate with the increase in state full-time equivalents (FTE). Longitudinal studies will be conducted for validation.

**Arts and Science**

**The Arts and Science Former Student Survey was sent out in fall 2006 to learn about our former students’ perception of their educational preparation, their involvement in cultural activities, and the level of service provided to them. Results were consistent with the previous survey in that students rated instructor help, quality of instruction, access to technology, and library services very well. Students felt that BBCC had the**

biggest impact on their written communication, which was followed by students' ability to solve problems. The quality of services was also rated highly with all services rated as excellent or good at 80% this is up 6% from the previous survey. The highest ratings were for Library Services, the English Lab, Computer Labs, Student Support Services and the Math Lab.

Areas where students thought BBCC could improve were:

- Offer a wider variety of classes and math lab services at night and on weekends for working students.
- Increase student involvement with counselors throughout the transfer process. Help students understand which courses they should take that will satisfy university requirements, AA degree requirements, and specific major requirements.
- Provide "Student Support Services" (one of our TRIO programs) type services to all students.

#### **Professional/Technical**

The Professional-Technical Former Student Survey was sent out in the fall 2006 and a second mailing will be sent at the beginning of the 2007 calendar year to obtain the largest number of responses possible to understand how BBCC served students' educational needs and what BBCC can do to improve.

#### **Professional/Technical Employment Results**

State Board data matched with Unemployment Insurance records show Professional/Technical students who obtained certificates or degrees, or accumulated at least 45 credits and left the college in 2004-05, had an 86% estimated employment rate. This shows an increase of 5% over results in 2002-03. (See Tab 4, Pages 19)

The students who obtained certificates or degrees or with 45 credits or more and continued with college showed an average 42% increase in their post-college earnings. This only shows students who were employed before they started their BBCC training and employed after their BBCC training. (See Tab 4, Page 20)

#### **Workforce Development**

Worker Retraining students who left BBCC training in 2004-05 had an 83% estimated employment rate, the same as was in 2003-04. (See Tab 6, Page 22)

**E-4.3 Assessment, Planning, and Research** – The College will maintain its commitment to comprehensive institutional research, utilizing the services and results of this resource to assess existing outcomes and goals on a regular basis.

**E-4.3.1** The College will continue to utilize its planning and institutional research resources to assist staff in devising and interpreting assessment tools and results.

A yearly list of instruments to be used is published on the BBCC web site.

<http://www.bigbend.edu/Administration/Institutional+Research+and+Assessment/Assessment+Instruments.htm> Also, every Board meeting has agenda items dealing with assessment and accreditation. Additionally, there are annual monitoring reports presented to the Board and staff.

**E-4.4 Staff Development** - The College will provide assistance (within available resources) in the form of staff development activities to help faculty and staff in their quest to stay current in methods of instruction and in the disciplines for which they were hired.  
**(See Tab 7)**

Outcomes: All available resources (allocated for staff development) will be expended annually on professional staff development; faculty and staff will report on the value of particular professional development activities in which they were involved; faculty will be surveyed as to the quality of in-service activities.

**The Foundation budgeted \$2,500 in 2006 for Classified Staff Development activities and \$1,900 has been used. Classified Staff officers and members decide how the funds will be used and organize events to raise staff development funds to supplement Foundation support.**

**The Foundation budgeted \$3,000 in 2006 for Faculty Development activities and \$3,000 has been used. Proposals for the use of this money are approved by BBCC Instructional Council.**

**The Trustees budget \$13,000 for Exceptional Faculty Awards. In 2005-2006, \$13,000 was used. Recipients are required to give a report to the BBCC Board of Trustees detailing the specific usage of the monies allocated and how it enhanced their professional growth.**

**E-4.5 Use of Assessment Information** – The College will support a program of continuous assessment of degrees and programs offered, to identify needed improvements, modifications or deletions. Improvements noted should include appropriate staff to be hired, program development or modification, equipment to be purchased or leased, or facilities to be modified or constructed.

Outcomes: The College will report modifications to the Board on the progress of accomplishing all goals of the Academic Master Plan annually.

**Staffing Requirements that have been added during 2005-06 and at the beginning of the 2006-07 academic year.**

**Full-Time Equivalent (FTE) Generating**

- **Welding instructor**
- **Medical Assistant Program Coordinator**

**Non-FTE Generating**

- **Three Title V staff members**
- **Migrant Education Even Start staff**

**Program/Degree Development or Modification**

- **Discontinued the 1-year CAD Certificate program**
- **Added Business DTA/MRP to the Associate in Arts and Science Degree**
- **Added Elementary Education DTA/MRP to the Associate in Arts and Science Degree**

- Certificates of Achievement and Accomplishment were added to Professional/Technical Programs to help document student accomplishments and progress
- Welding Curriculum was reorganized to better meet the needs of area industry
- Developed the Medical Assistant Program (Approved by STCTC, December 2006)
- Faculty developed online courses in History, OIT, Accounting and Aviation
- Added one faculty member to the Business Education Division to increase course offerings and student participation in Accounting/Business
- AAS-T with Child and Family Education articulated with WSU
- Developed IBEST – Commercial Driver’s Licensing and Welding
- At the request of BBCC Student Services and Instructional staff, the Ongoing Articulation Review (OAR) committee on the Inter College Relations Commission (ICRC) reviewed the 2005-06 college catalog for compliance with the state-wide agreements for transfer degrees. BBCC received their written report this fall. OAR comments and recommendations are being responded to by Student Services and Instructional Staff and will result in changes to the 2006-07 BBCC college catalog. Responses have included rewriting course descriptions, renaming a course, and redesigning some courses as to how they can be applied toward degree requirements.

**Equipment/Process Needs**

- Aviation Program – helicopter was sold

**Physical Plant Needs**

- Updated Physical Plant Master Plan (continually in progress)
- Additional interactive television instructional classrooms are needed to meet the requests of school districts – the GCATEC building provides the interactive classrooms (completed)
  - ITV is completed, but the “Finish the Project” Campaign continues.
- ITV configurations are still needed in the Simplot Rooms
- WSU Distance Education, Wenatchee, is on BBCC campus every Monday. BBCC provided an office for WSU, but a small classroom/conference center is needed for ITV classes, counseling and advising.
- Also completed in 2006:
  - Bookstore was doubled in size by adding the remodeled snack bar to the existing bookstore
  - Computer Science Center was created in the old dining hall (Bldg 1500) via a state funded remodel project completed by the BBCC M&O department
  - A new central receiving/mail room was created in Bldg 1500
  - A new print shop was created in Bldg 1500

- Theater was upgraded by improving the HVAC and lighting systems, replacing the lobby carpet, painting the lobby walls, repairing roofs and replacing damaged ceiling tile.
- HVAC repairs were made (or are in progress) for Math/Science (Bldg 1200) and Business/Liberal Arts (Bldg 1600)
- Classrooms were reclaimed for Business/Liberal Arts lecture rooms in Bldg 1600 when computer labs were moved to the new computer center created in Bldg 1500
- A large lecture classroom was created out of two small computer labs in Bldg 1600
- **Upcoming projects:**
  - **New Fine Arts Building (scheduled completion January 2008)**
  - **New entrance off of Randolph Road (scheduled completion January 2008)**
- **Future plans (2009-2011):**
  - **Professional-Technical Education Center (PTEC) to replace Automotive, Industrial Electrical Technology, Maintenance Mechanic Technology and Welding (Bldgs 3200, 3600, 3500, 4100 and 3400)**
  - **Property development of College designated land bank areas (joint BBCC Foundation/College project)**

**E-4.6/E-1 Budget Allocation Areas** - The College will continuously monitor the allocation parameters of budgets in support of instruction and student services programs to insure allocation are proportionally consistent with the college mission and Ends Statements.

Outcomes: Budget allocation parameters will match goals of the AMP.

The budget, to support the mission of the College and the Ends Statements of the Board, must reflect proportional expenditures in these various areas according to the relative priorities attached to each area. Constructing the annual budget then requires attention to the mission and goals with the results of institutional and program assessment. In addition, the college must continue to pursue additional fund raising opportunities via the BBCC Foundation, contract training, and grant proposals.

The Vice President of Administrative Services and the Controller monitor this through the BBCC Annual Budget and Financial Statements.

**E-4.6.1 Cost Basis Lab Fees** –The College will consider movement of all lab fees to an actual cost basis.

Outcomes: All lab fees will meet the predetermined budget level required to maintain and replace instructional materials and staffing assistance.

**Movement of lab fees to an actual cost basis is being implemented in phases. In addition to the Aviation and Commercial Drivers License (CDL) labs that have been on a cost basis, the Nursing lab was moved to cost basis last year. Aviation Maintenance Technology expenditures were consolidated on a spreadsheet and reviewed this year. The largest expense was salary and benefits for a lab assistant. The lab has since been restructured, eliminating the lab assistant. The Aviation Maintenance Technology lab will be reviewed again at a later date. Other labs identified to consider moving to actual cost basis include those for the Art, Chemistry, Welding and Automotive departments.**

**E-4.6.2 Fund Raising** - The College will continue to pursue fundraising activities and opportunities working in cooperation with the Big Bend Community College Foundation, as well as marketing contract training and the pursuit of grant funding opportunities.

Outcomes: The director of development/executive director of the foundation will write and submit grant applications for college-wide needs.

**The Foundation continued the “Access to Good Health Campaign” in 2006 in support of BBCC’s Nursing Program. Results of this effort to date include:**

- **An \$18,000 endowment (Vaughn Downs Nursing Scholarship) was established to assist BBCC Nursing instructors in obtaining a master’s degree**
- **A request for support to the Leah Layne Foundation (Othello) resulted in \$10,000 in funding to help BBCC Nursing students purchase textbooks**
- **Approximately \$60,000 was used to purchase two computerized manikins for the Nursing Program, “SimMan” and “SimBaby”**
- **New nursing scholarships were established and existing nursing scholarships grew during 2006. The Foundation now manages 10 scholarship funds for nursing students with a value of \$21,850.**

**In 2006, the Foundation provided 20 new \$1,000 scholarships for returning students and 5 new scholarships for Professional/Technical students. The new scholarships are funded by *Cellarbration!*, the Foundation’s largest annual fundraising event.**

**The Foundation established six new scholarship funds in 2006, bringing the total number of scholarship funds managed by the Foundation to 70.**

**Significant gifts in 2006 include:**

- **\$130,000 from the Paul Lauzier Charitable Foundation for ATEC**
- **\$20,000 from Mrs. Jane Duncan for Nursing and Aviation support**
- **\$10,000 from Bob and Agnes Holloway to establish a new scholarship**
- **\$10,000 from Columbia Colstor for ATEC**
- **\$25,000 from REC Silicon for ATEC**
- **\$12,000 from the Roy and Leona Nelson Foundation for Scholarships**

**E-4.7 Accreditation Response** - The College will respond to the recommendations of the Commission on Colleges and Universities in the areas of the Academic Master Plan, outcomes statements, and related instruction.



Outcomes: All College Instructional staff shall work with their appropriate areas of certificate to ensure that the College is in compliance with the general recommendations no later than February 2004.

**E-4.8.1/E-1 The Academic Master Plan – 2003-2008** – The Academic Master Plan will be completed and adopted (September 2003) by the Board of Trustees by the end of spring 2003.

**E-4.8.2 Program Outcomes** - Student outcomes for all instructional programs will be completed and in place by the end of spring quarter 2003. Faculty completed their second complete cycle assessment for 2004-05 in fall 2005. All educational programs began their third assessment cycle and have outcomes in place for the 2005-06 academic year.

**E-4.8.3 Related Instruction** - All programs and certificates, with related instruction requirements, will address concerns of the Commission about the appropriate levels of instruction and appropriate instructor qualifications by fall quarter 2003. All areas of related instruction have been addressed: all related instruction math has been rewritten above the 100 level and the faculty have submitted a criteria for certifying a Professional/Technical Instructor to teach mathematics courses relevant to their discipline in the case they do not already meet established state and accreditation commission criterion.

**Student Achievement  
INDICATORS WITH GOALS**

<b>MISSION ARENA</b>	<b>INDICATOR</b>	<b>GOALS</b>	<b>RESULTS</b>	<b>METHODOLOGY</b>
Academic/Transfer	<ul style="list-style-type: none"> <li>Degrees Awarded, A&amp;S, GS, AAS</li> <li>Transfers</li> <li>Transfer-ready – State Performance Indicator</li> </ul>	<ul style="list-style-type: none"> <li>Trend</li> <li>Trend</li> <li>266 students will be transfer-ready</li> </ul>	<ul style="list-style-type: none"> <li>245 Academic Degrees – consistent trend</li> <li>117 Transfers to Washington Public Universities, this trend is consistent with enrollment</li> <li>249 students – transfer-ready trend consistent with enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Institutional Data, 05-06</li> <li>Institutional Data, -0506</li> <li>State Board Data, fall 06</li> </ul>
Professional/Technical	<ul style="list-style-type: none"> <li>Certificates/Degrees</li> <li>Estimated Employment</li> <li>Post Earnings – BBCC Training will result in high wages</li> <li>Prepared for work – State Performance Indicator</li> </ul>	<ul style="list-style-type: none"> <li>Trend</li> <li>75% of students will be employed</li> <li>42% higher wages after BBCC training compared to wages prior to training</li> <li>241 students will be prepared for work</li> </ul>	<ul style="list-style-type: none"> <li>181 Certificates &amp; Degrees</li> <li>86% were employed – very positive trend</li> <li>Very positive trend</li> <li>241 students were prepared for work</li> </ul>	<ul style="list-style-type: none"> <li>Institutional Data, 05-06</li> <li>State Data, 04-05</li> <li>State Data, 04-05</li> <li>State Board Data, fall 06</li> </ul>
Basic Skills/GED Classes	<ul style="list-style-type: none"> <li>ABE/ESL students will complete training in other college programs</li> <li>Family Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Trend</li> <li>Serve 120 individuals in the Family Literacy Program</li> </ul>	<ul style="list-style-type: none"> <li>59 students received a degree or certificate or completed specific training. This reflects enrollment trends.</li> <li>185 students were served and 161 met the federal reporting guideline</li> </ul>	<ul style="list-style-type: none"> <li>Institutional Data, 05-06</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>NWAACC Placing</li> <li>Athlete Academic Performance</li> </ul>	<ul style="list-style-type: none"> <li>Participation in NWAACC Championships</li> <li>Athletes grades will be at or above BBCC's average GPA</li> </ul>	<ul style="list-style-type: none"> <li>Baseball 1 17-11; 29-20 East Region tied 2<sup>nd</sup> (4<sup>th</sup>) seed - Play off (0-2)</li> <li>MBasketball 9-5; 18-12 East Region 2<sup>nd</sup> – Championships 0-2</li> <li>WBasketball 5-9; 13-16 East Region 6<sup>th</sup></li> <li>Volleyball 4-8; 10-22 East Region 6<sup>th</sup></li> <li>Softball 16-12; 22-17 East Region 4<sup>th</sup> - Championships 0-2</li> <li>BBCC Athletes had comparable or higher GPAs than BBCC's average GPA of 2.84</li> </ul>	<ul style="list-style-type: none"> <li>NWAACC Placing, 05-06</li> <li>Institutional Data, 05-06</li> </ul>
Community and Continuing Education	<ul style="list-style-type: none"> <li>Courses/short-term training</li> <li>Small Business Training</li> </ul>	<ul style="list-style-type: none"> <li>Trend</li> <li>Trend</li> </ul>	<ul style="list-style-type: none"> <li>168 courses were offered, enrollment was 612</li> <li>175 hours of small business training</li> </ul>	<ul style="list-style-type: none"> <li>Continuing Education Report, 05-06</li> </ul>
Workforce Development	<ul style="list-style-type: none"> <li>Worker Retraining Estimated Employment</li> </ul>	<ul style="list-style-type: none"> <li>75% of students from the Worker Retraining Program will be employed</li> </ul>	<ul style="list-style-type: none"> <li>83% of students from the Worker Retraining Program were employed</li> </ul>	<ul style="list-style-type: none"> <li>State Data, 04-05</li> </ul>

All figures are the most current available from the respective data sources.

## Big Bend Community College

### Degrees by Program\*

PROGRAM TITLE	01-02	02-03	03-04	04-05	05-06
Accounting	6	6	9	12	6
Associate Degree of Nursing-Awarded by CBC through 01-02	0	14	19	22	17
Automotive Technology	10	9	13	15	10
Aviation Maintenance Technology	1	3	3	2	1
Business Medical Services	1	3	4	5	1
Child and Family Education	8	4	6	4	5
Commercial Pilot**	5	9	12	4	7
Computer Specialist	3	0	0	0	0
Computing Systems	5	7	7	10	8
Engineering/Drafting Technology	5	1	3	1	1
Industrial Electrical Tech	14	7	13	11	10
Maintenance Mechanics Technology	3	5	6	1	4
Office Information Technology	7	3	8	1	1
Micro Computer Specialist	0	3	3	3	2
Welding	2	1	0	1	5
Applied Science Degree	1	0	0	0	0
Professional Technical	70	75	106	92	78
Arts & Science	219	228	221	247	213
General Studies	12	13	19	12	24
Associate in Science	4	4	5	2	8
<b>COMBINED TOTALS</b>	<b>306</b>	<b>320</b>	<b>351</b>	<b>353</b>	<b>323</b>

\* Degrees are: Associate Degrees only.

Aviation Students	01-02	02-03	03-04	04-05	05-06
Aviation students who received Arts & Science Degrees	28	27	20	20	20
Aviation students who received Arts & Science Degrees and Aviation Degrees during a specific academic year	2	6	4	3	3

## Big Bend Community College

### Certificates of Achievement and Certificates of Accomplishment (Exit codes 3 & 4)

PROGRAM TITLE	01-02	02-03	03-04	04-05	05-06
Accounting	0	0	0	1	0
Automotive Technology	0	0	0	0	5
Child and Family Education	2	2	0	0	1
CISCO	0	20	0	0	0
Commercial Driver's License	34	22	26	55	52
Engineering/Drafting Technology	3	5	4	2	3
Industrial Electrical Tech	0	0	0	10	1
Maintenance Mechanics Technology	0	0	0	2	0
Medical Business	1	1	2	0	0
Nursing Assistant	13	52	29	30	16
Office Information Technology	0	0	1	2	13
Practical Nursing	19	17	21	21	12
<b>Customized Jobs Skills Training Completers</b>	<b>47</b>	<b>59</b>	<b>36</b>	<b>16</b>	<b>16</b>
<b>TOTALS</b>	<b>119</b>	<b>178</b>	<b>119</b>	<b>139</b>	<b>119</b>

Certificates and Completions include: Certificates of Achievement (more than 45 credits with Related Instruction in Computation, Communication, and Human Relations on the Job), Accomplishment (less than 45 credits without Human Relations on the Job) and Customized Jobs Skills Training Completers, are defined as a unique program completions or non-credit occupational training completions. These are generated by Customized Job Skills Training.

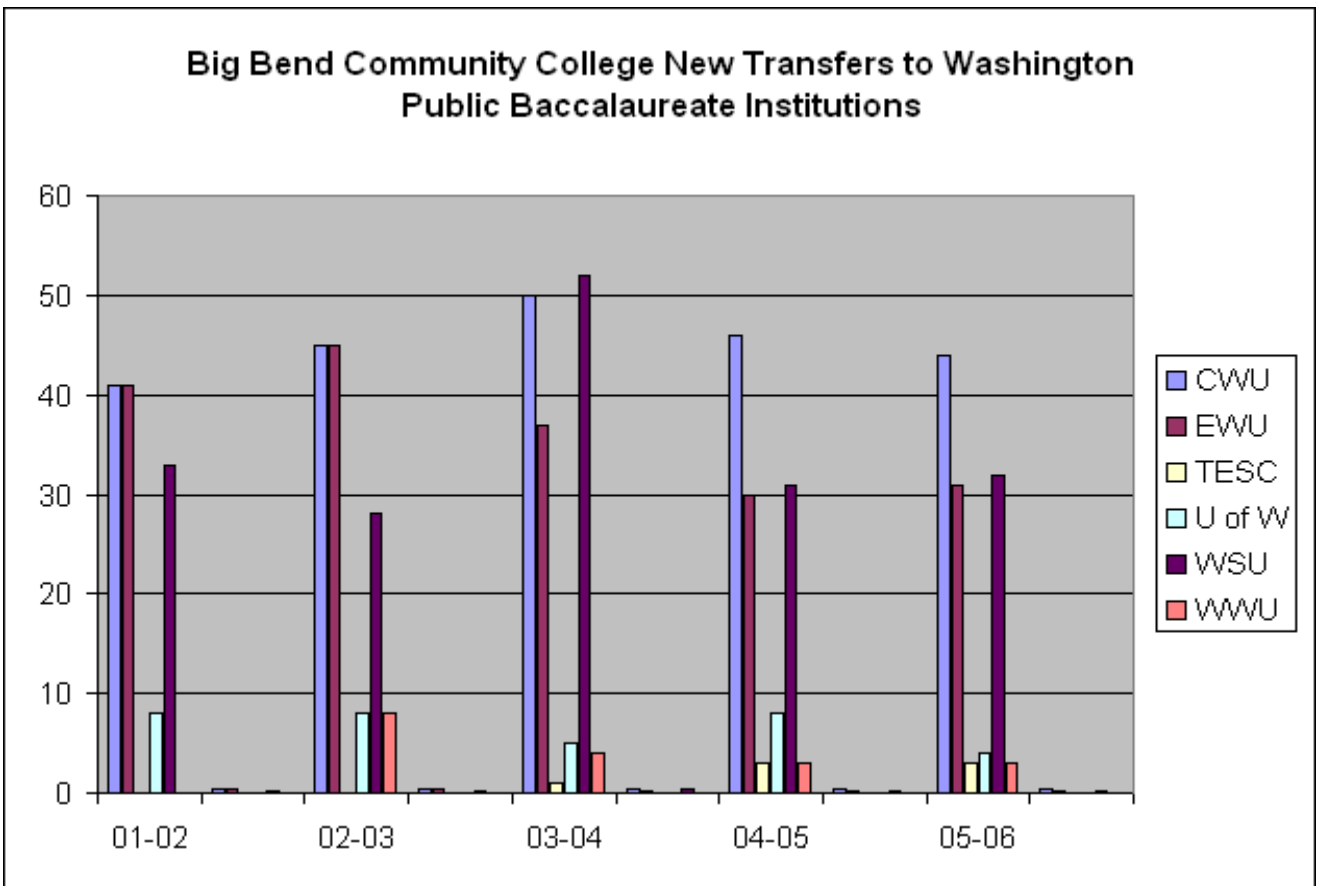
### Tech Prep Students

1378 Unduplicated Tech Prep Students Enrolled between 2001-02 and 2004-05		446 Tech Prep Students Subsequently Enrolled at BBCC	
Intent*		Degrees and Completions	
<i>Academic</i>		351	43
Prof-Tech Programs	Accounting	3	
	Asso. Degree of Nursing	15	
	Automotive	7	
	Aviation	1	2
	Aviation Maintenance Tech	6	1
	Child & Family Education	7	2
	Computer Programming	4	
	Drafting	1	
	Industrial Electrical Tech	3	1
	information Processing	1	
	Nursing Assisting	3	3
	Office Management	5	
	Practical Nursing	16	1
	Technical Supt	2	
	Welding	6	1
<i>TOTAL Prof-Tech</i>		<i>80</i>	<i>11</i>

\*Students may change intents and programs which means they may be in more than one category.

**Big Bend Community College New Transfers to  
Washington Public Baccalaureate Institutions**

	<i>01-02</i>	<i>Percent</i>	<i>02-03</i>	<i>Percent</i>	<i>03-04</i>	<i>Percent</i>	<i>04-05</i>	<i>Percent</i>	<i>05-06</i>	<i>Percent</i>
CWU	41	33%	45	34%	50	34%	46	38%	44	38%
EWU	41	33%	45	34%	37	25%	30	25%	31	26%
TESC	0	0%	0	0%	1	1%	3	2%	3	3%
U of W	8	7%	8	6%	5	3%	8	7%	4	3%
WSU	33	27%	28	21%	52	35%	31	26%	32	27%
WWU	0	0%	8	6%	4	3%	3	2%	3	3%
<b>TOTALS</b>	<b>123</b>	<b>100%</b>	<b>134</b>	<b>100%</b>	<b>149</b>	<b>100%</b>	<b>121</b>	<b>100%</b>	<b>117</b>	<b>100%</b>



## **Big Bend Community College Athletic Accomplishments 2005-06**

Alona Lyamin – All Academic Sports Team – Volleyball – Fall 2005

Kari Darnell – All Academic Sports Team – WBasketball – Winter 2006

Cheyenne Hudson – All Academic Sports Team – WBasketball – Winter 2006

Erica McAlmond – All Academic Sports Team – Softball – Spring 2006

Wm Cody Spradlin – All Academic Sports Team – Baseball – Spring 2006

Adam Capual – All Academic Sports Team – Baseball – Spring 2006

Wm Cody Spradlin –NWAACC male student-athlete winner of the Red Lion Hotels and Inn Scholarship (\$1,000) to be used at any four year college or institution.

Baseball 1 17-11; 29-20 East Region tied 2<sup>nd</sup> (4<sup>th</sup>) seed - Play off (0-2)

MBasketball 9-5; 18-12 East Region 2nd – Championships 0-2

WBasketball 5-9; 13-16 East Region 6th

Volleyball 4-8; 10-22 East Region 6th

Softball 16-12; 22-17 East Region 4<sup>th</sup> - Championships 0-2

**Big Bend Community College**  
Estimated Employment Explanation

The Estimated Employment Report is derived from Washington State Board for Community and Technical Colleges data warehouse statistics matched with unemployment insurance earnings from Washington, Oregon, Idaho, Montana, and Alaska. It calculates the estimated employment rate for students that attended and left BBCC from 04-05. The data is gathered when employers report earnings to Unemployment Insurance.

**Title of Program**

**Description:**

<b>45+Credits and 2.0 G.P.A.:</b>	Without a degree or certificate
<b>Certificate:</b>	Certificate awarded, less than 90 credits
<b>Degree:</b>	Two-year degree

**Total:** Number from a program

**Estimated Employment Rate:** Adds employed and *estimated employed* to calculate the employment rate.

Based on results of earlier surveys, SBCTC estimates that 27% of those not found in “covered employment” in the 3<sup>rd</sup> quarter are employed (self-employed or employed in states other than Washington, Alaska, Oregon, Idaho and Montana).



**Big Bend Community College**  
Estimated Employment Rates

Program	2002-03		2003-04		2004-05	
	Total	Rate	Total	Rate	Total	Rate
Accounting	10	85%	9	78%	15	81%
Associate Degree of Nursing	13	83%	17	94%	21	86%
Automotive Technology	12	76%	17	94%	16	91%
Aviation (Commercial Pilot)	27	73%	24	79%	26	89%
Aviation Maintenance Technology	20	74%	10	80%	17	83%
Child and Family Education	8	73%	9	89%	9	92%
CISCO	21	97%	0	0%	0	0%
Civil Engineering	2	64%	2	100%	2	100%
Commercial Driver's License	25	82%	26	73%	46	86%
Computing Systems (Programming)	9	84%	15	73%	11	80%
Custodial Building Services	0	0	0	0	2	100%
Drafting Technology	4	82%	3	100%	1	27%
Dental Assisting	0	0%	3	67%	0	0%
Industrial Electrical Technology	12	82%	12	83%	17	96%
Maintenance Mechanics	7	79%	6	100%	7	90%
Medical Insurance Coding Specialist	0	0%	4	75%	1	100%
Medical Office Management	5	100%	5	60%	7	79%
Micro-computer Specialist (Technical Support/Support Serv)	5	85%	6	83%	3	100%
Nursing Assistant	18	76%	22	82%	16	77%
Office Clerk	9	84%	11	82%	3	100%
Office Information Technology	15	85%	13	92%	9	84%
Practical Nursing	3	100%	2	100%	1	100%
Welding Technology	10	64%	8	88%	9	76%
Other	26	81%	0	0%	2	100%
<b><i>BBCC Estimated Employment Totals</i></b>	<b>261</b>	<b>81%</b>	<b>224</b>	<b>83%</b>	<b>241</b>	<b>86%</b>

<b>Pre-Post Earnings by Program</b>				
<b>for Professional-Technical Students who left BBCC in 2004-05</b>				
<b>Program</b>	<b>Average Annual Earnings Before College</b>	<b>Average Annual Earnings After College</b>	<b>N</b>	<b>% Change</b>
Accounting	24,123	21,883	4	-9%
Asso. Nursing	21,166	63,153	9	198%
Auto Technology	10,085	13,920	8	38%
Aviation	15,529	12,219	15	-21%
Aviation Maintenance	15,510	25,816	7	66%
Business Medical Services	13,077	13,026	3	-0.4%
Child & Family	20,667	27,801	2	35%
Civil Engineering Technology	36,973	25,602	1	-31%
Computer Programming	25,948	10,010	4	-61%
Industrial Electrical Tech.	28,127	31,640	11	13%
Micro Computer Spec.	1,397	18,203	2	1200%
Office Information Tech.	13,964	23,335	3	67%
Welding Tech	14,771	19,439	2	32%
<b>BBCC Overall</b>	<b>\$18,509</b>	<b>\$26,196</b>	<b>71</b>	<b>42%</b>

This includes students who obtained a degree, certificate or completed 45 credits with a 2.0 GPA, after they left school in the academic year 2004-05. N=number of students.

The purpose is to determine the pre-post earnings of those who were in covered employment both before and after college (that is the third quarter before and after). This summary provides inflation *adjusted* earnings before and after college, only for those whose earnings were greater than zero in both pre and post quarters.

**Big Bend Community College  
Completers Who Have Taken an ABE/ESL Course\***

<b>Program Title</b>	<b>Exit Code</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
AA Arts & Science	1	4	8	5	19	9
AA Science	1	0	0	0	0	1
Accounting Technology & Bookkeeping	1	0	1	2	0	0
Associate Degree of Nursing	1	0	1	1	1	1
Auto Mechanics	1	0	1	0	2	0
Childcare Providers' Asst	9	0	0	2	1	1
Civil Engineering	1	1	0	0	0	0
Commercial Driver's License	4	1	0	8	28	23
Commercial Driver's License	9	0	0	0	1	0
Computer Programming	1	0	0	0	3	1
Custodial/Building Services	9	0	0	0	2	0
Dental Assistant	9	0	0	4	0	0
Drafting	3	0	1	0	0	0
Electrician	1	1	3	0	1	1
Information Processing	4	1	0	0	0	0
Information Sciences	1	1	0	0	0	0
Machine Maintenance & Repair	1	0	0	0	0	2
Machine Maintenance & Repair	3	0	0	0	0	1
Machine Maintenance & Repair	4	0	0	0	0	2
Medical Insurance Coding Specialist	9	0	0	3	0	1
Medical Office Management	3	0	0	2	0	0
Micro Computer Applications	1	1	0	1	0	0
Nursing Assisting/Aide	4	2	5	0	1	1
Nursing Assisting/Aide	9	14	8	12	6	5
Office Management & Supervision	1	1	0	0	0	0
Office Management & Supervision	4	0	0	0	0	1
Office Occupations & Clerical	4	0	0	0	0	1
Office Occupations & Clerical	9	0	0	11	2	7
Practical Nursing	3	1	2	0	1	1
Retail Merchandising	1	0	4	0	1	0
Teacher Assisting	1	1	0	0	1	0
Welding Technology	1	1	1	0	0	0
Welding Technology	9	1	1	0	0	0
No Program Listed	9	32	40	0	0	0
	<b>TOTAL</b>	<b>63</b>	<b>76</b>	<b>51</b>	<b>69</b>	<b>59</b>

Exit Codes

1=Degree

3=Cert of Achievement, 45-89 credits, with a Related Instruction component

4=Cert of Accomplishment, <45 credits

9=Unique Program Completion or Non-credit occupational training

\*This table shows students who have taken an Adult Basic Education or English as a Second Language Class and have received a completion code of a 1, 3, 4, or 9.

<b>Big Bend Community College</b>		
<b>Worker Retraining Counts and Estimated Employment 2004-05</b>		
<b>Program Description</b>	<b>Total</b>	<b>Estimated Employment Rate</b>
Accounting Technology	8	82%
Advanced GED Prep	3	76%
Aviation Maintenance Technology	2	100%
Associate Degree of Nursing	5	100%
Career Exploration and Decision Making	1	100%
Computer Programming	2	64%
Commercial Pilot	1	100%
Commercial Driver's License	7	79%
Industrial Electrical Program	5	85%
Licensed Practical Nursing	6	75%
Maintenance Mechanics Technology	2	63%
Medical Office Management	3	26%
New Chance	14	100%
Office Management & Supervision	5	100%
Teacher Assisting	3	25%
Technical Support/Support Services	1	25%
Unknown	6	100%
Welding Technology	3	100%
<b>TOTAL</b>	<b>77</b>	<b>83%</b>

## **BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #7:** Annual Assessment Report 2005-06 (for information/action)

### **BACKGROUND:**

This is the second year BBCC has compiled an annual assessment report. BBCC is creating an annual assessment report as a tool to summarize our use of assessment in one location.

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It is comprised of three components:

1. Big Bend Community College Ends Statements, Outcomes, Results and Use of Results
2. Mission Arenas, with Outcomes, Results and Use of Results
3. Educational Program Assessment with Results and Use of Results

Since this report is compiled in the summer, the educational program assessment reflects the 2004-05 year since our faculty review their assessment results from the previous academic year in the fall to serve as a foundation for the next year's assessment plans.

When the Accreditation Evaluators come for BBCC's 5-year visit, we will have three year's of Annual Assessment Reports completed.

### **RECOMMENDATION:**

President Bonaudi and Director Kirkwood recommend acceptance of the Annual Assessment Report.

## **BIG BEND COMMUNITY COLLEGE**

**ITEM #8:** Medical Asst. Program

Date: 1/09/07

### **BACKGROUND:**

In January of 2006 Big Bend Community College began the process of implementing a Medical Assistant Program. In March of 2006 district healthcare facilities were surveyed as to their interest in Medical Assistant training and the knowledge, skills and abilities that a Medical Assistant would need in order to be successfully employed. The surveys indicated a need for trained Medical Assistants and a living wage salary. In July of 2006 BBCC submitted a Program Intent to Plan document to the State Board of Community and Technical Colleges (SBCTC). It was approved in August, 2006. An Advisory Committee comprised of industry representatives, labor representatives and working Medical Assistants oversaw the development of the program coursework and the content of program specific courses. In early December of 2006 BBCC submitted the Medical Assistant Program Plan to SBCTC for both an Associate of Applied Science Degree and a Certificate of Achievement, they were approved shortly thereafter.

At the request of the MA Advisory Committee, the program was designed to be offered substantially through distance technology, and evening and weekend coursework to meet the needs of incumbent workers seeking career upgrade training. It was also intentionally designed to include pre-requisites to the Nursing Program, thereby creating a career ladder. The grant-funded MA Program Coordinator has begun advertising and recruiting students. Currently there are 41 current students or community members who have been identified as interested in the program and advised into specific coursework. The four-quarter MA core sequence will begin in spring quarter and again in the fall.

The Medical Assistant Program at BBCC prepares students to successfully work side by side with a doctor and other health care professionals in a clinic or hospital setting. Students will maintain the highest quality of patient care, learn to set up patients for examination, draw blood for basic lab studies, administer some medications, do ECG's, assist with minor surgical procedures, and perform front office skills related to medical records and billing. The curriculum is designed to meet the requirements for categories A, C&E Health Care Assistant as described in WAC 246-826-170. Medical Assistants will be prepared for diverse front and back office medical positions by learned theory, lab and clinical skills combined with extern experience in a physician's office. The program provides a two year Associates in Applied Science Certificate of Achievement as well as a one year Certificate in Medical Assisting.

### **RECOMMENDATION:**

None.

## **BIG BEND COMMUNITY COLLEGE**

**ITEM #9:** Childcare Update

Date: 1/09/07

### **BACKGROUND:**

The Childcare Learning Center has been having some cash flow problems. A team has been meeting to address inefficiencies in operations and to make changes in procedures to correct them. The Business Office has been maintaining a spreadsheet on attendance in order to calculate co-pays and self-pays. This also allows for the DSHS billings to be prepared on a more timely basis. The result has been a significant increase in collection of co-pays and self-pays. In addition, staffing levels have been changed; we should see the result of this soon. The menus and methods of purchasing food are in the process of being changed. We are hopeful that this increased attention to the program will show improvement in the cash flow problem.

### **RECOMMENDATION:**

None.

**CHILDCARE PROGRAM  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE  
FOR THE SIX MONTHS ENDING 12/31/06**

	DSHS Childcare	Childcare Match	Workfirst Childcare	Totals	
<b>Revenues:</b>					
Co-pays/care services	13,954				
DSHS	62,467	0	17,462	17,462	SBCTC
Donation	48,950				
Misc. Recovery	0				
Total Revenues	<u>125,371</u>	<u>0</u>	<u>17,462</u>	<u>142,833</u>	
<b>Expenditures:</b>					
Salaries	85,068	0	60	85,128	
Benefits	15,988	0	0	15,988	
Good & Services	35,309	0	17,402	52,711	
Travel	190	0	0	190	
	<u>136,555</u>	<u>0</u>	<u>17,462</u>	<u>154,016</u>	
				<u>(11,184)</u>	
<b>NET PROFIT / LOSS</b>					
				(68,414)	
				(84,721)	Estimated
				<u>(16,307)</u>	
				(85,841)	Actual
				1,120	
				(1,663)	
				<u>(86,384)</u>	



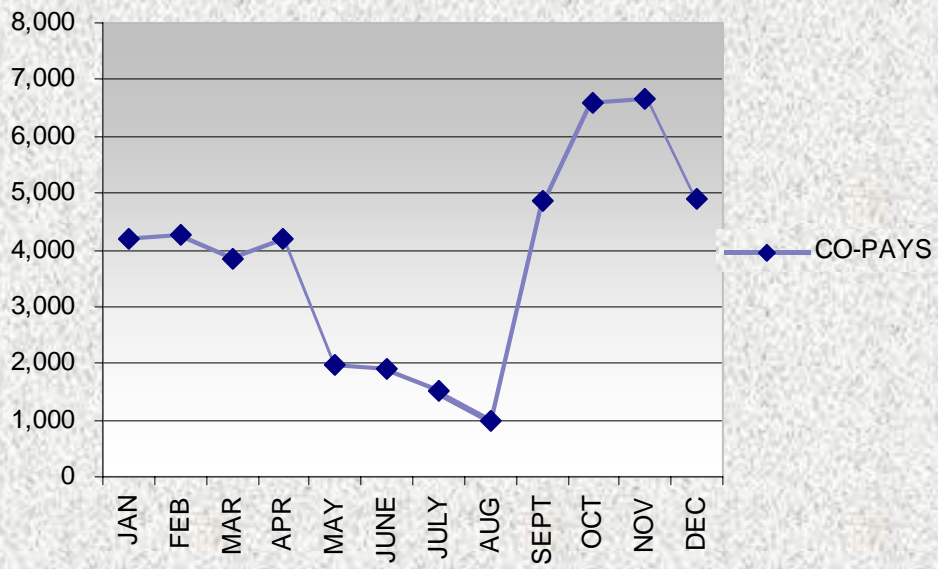
**CHILDCARE PROGRAM  
REVENUES AND EXPENDITURES  
FOR THE MONTH ENDING 11/30/06**

	DSHS Childcare	Childcare Match	Workfirst Childcare	Totals
<b>Revenues:</b>				
Co-pays/care services	6,678			
DSHS	19,797	0	14,452	SBCTC
Donation				
Misc. Recovery				
Total Revenues	26,475	0	14,452	<u>40,926</u>
<b>Expenditures:</b>				
Salaries	16,139		10,620	26,759
Benefits	578		3,772	4,350
Good & Services	423		60	483
Travel	31			31
Total Expenditures	17,171	0	14,452	<u>31,623</u>
<b>NET PROFIT / LOSS</b>				<u>9,303</u>

**CHILDCARE PROGRAM  
REVENUES AND EXPENDITURES  
FOR THE MONTH ENDING 12/31/06**

	DSHS Childcare	Childcare Match	Workfirst Childcare	Totals
<b>Revenues:</b>				
Co-pays/care services	4,893			
DSHS	17,583	0	2,950	SBCTC
Donation				
Misc. Recovery				
Total Revenues	22,476	0	2,950	<u>25,426</u>
<b>Expenditures:</b>				
Salaries	17,507		2,189	19,696
Benefits	2,768		761	3,529
Good & Services	(5,586)			(5,586)
Travel	9			9
Total Expenditures	14,697	0	2,950	<u>17,647</u>
<b>NET PROFIT/LOSS</b>				<u>7,778</u>

### CO-PAYS 2006



**BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #10:** Presidential Evaluation Process (for action)

**BACKGROUND:**

The Board has expressed a desire to delineate a more formal process of Presidential Evaluation. Based upon their discussions at the November 28, 2006, workshop on Presidential Evaluations with Vaughn Sherman, the components for discussion and analysis were:

- Monitoring Reports
- Focus Group Comments
- Executive Limitations
- Presidential Performance Review

This will lead to the completion of the annual Presidential Performance Evaluation. Upon completion of the review process the Board will discuss the results with the President in Executive Session.

**RECOMMENDATION:**

President Bonaudi recommends the Board adopt a similar statement describing the process of Presidential Evaluation to be used, as noted in consent agenda item #3.A(2).

**BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #11:** Assessment of Board Activity (for information)

**BACKGROUND:**

This agenda item provides an opportunity for the individual Trustees to report on community contacts they may have made and/or meetings they have attended since the previous Board meeting. This has been implemented as an assessment tool to give the Board a way to definitively measure what is accomplished throughout the year for its next self evaluation review.

**RECOMMENDATION:**

None.

**BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

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

**BACKGROUND:**

The next regularly scheduled Board meeting is February 27, 2007 at 1:30 pm.

**RECOMMENDATION:**

None.

**BIG BEND COMMUNITY COLLEGE**

Date: 1/09/07

**ITEM #13:** Misc. (for information)

**BACKGROUND:**

**RECOMMENDATION:**

None