

# Big Bend Community College

**Board of Trustees**

**Regular Board Meeting**

**Tuesday, June 29, 2010  
1:30 p.m.**

**ATEC**

**Hardin Community Room**

**Community College District No. 18**

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

## Summer 2010 Campus Events

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

<b>July</b>	5	Fourth of July Holiday: Campus Closed
	29	Summer Quarter Instruction Ends
<b>August</b>	10	Board of Trustees Meeting; Hardin Room; 1:30 – 4:30 p.m.
	25	Board of Trustees Administrative Retreat 9:00 – 5:00 p.m.



2010 BBCC Graduates!

**BOARD OF TRUSTEES  
BIG BEND COMMUNITY COLLEGE  
DISTRICT NO. 18**

7662 Chanute Street  
Moses Lake, Washington 98837

**Tuesday, June 29, 2010, 10:30 a.m.**

**HARDIN COMMUNITY ROOM  
GRANT COUNTY ATEC BUILDING 1800**

**BOARD STUDY SESSION AGENDA**

**1. 2010-11 State Operating Budget**

The Board of Trustees of Community College District 18 have scheduled a Study Session on Tuesday, June 29, 2010, 10:30 a.m. in the Hardin Community Room, Grant County ATEC Building 1800.

**1. Purpose: 2010-11 State Operating Budget**

**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.

**Information:** If you have any questions please contact Autumn Dietrich (793-2003), Director of Public Information, Big Bend Community College.



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, June 29, 2010, 1:30 pm  
Study Session 10:30 am  
ATEC- Hardin Community Room

	Action		Tab #
Governing Board Members:  Felix Ramon, Chair  Katherine Kenison, Vice Chair  Mike Blakely  Angela Pixton  Mike Wren  Dr. Bill Bonaudi, President	A	1. Call to Order/Roll Call	
	I	2. Introductions	
	I/A	3. Consent Agenda	
		a. Approval of Regular Mtg Minutes 5/25/10 (A)	
		Approval of Study Session Mtg Minutes 5/25/10 (A)	
		b. Student Success (I)	
		Achieving the Dream	
		Student Achievement Initiative	
		Academic Master Plan	
		c. Accreditation (I)	
		d. Assessment Update (I)	
		e. Capital Project Report (I)	
		f. Human Resources Report (I)	
		g. Enrollment Report (I)	
	h. Probationary Review Committee Template (A)		
I	4. Supreme Court Justices Visit to BBCC	4	
I	5. Remarks (Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board according to the conditions set in Board Policy 1001.3.E)	5	
	a. ASB Representative – Rhoan Ashby, President		
	b. Classified Staff Representative – Kathy Aldrich		
	c. Faculty Representative – Mike O’Konek, Faculty Assn. President		
	d. VP Financial & Administrative Services – Gail Hamburg		
	e. VP Instruction/Student Services – Dr. Mike Lang		
	f. VP Human Resources & Labor – Holly Moos		
I	6. ¡Educate- José Esparza	6	
A	7. 2009-11 Negotiated Agreement- President Bonaudi	7	
A	8. 2010-11 State Operating Budget-VP Gail Hamburg	8	
-----BREAK-----			
	Executive Session		
I/A	9. President’s Evaluation (Possible Executive Session)	9	
I	10. Board Administrative Retreat-President Bonaudi	10	
A	11. Assessment of Board Activity- Board	11	
A	12. Next Regularly Scheduled Board Meeting– Board	12	
I	13. Misc.	13	
A	14. Adjournment	14	

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- (c) to consider the minimum price at which real estate will be offered for sale or lease;
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- (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 August 10, 2010, 1:30 p.m..**

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.

**BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

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

- a. Board Study Session Minutes May 25, 2010  
Regular Board Meeting Minutes May 25, 2010

**BACKGROUND:**

Minutes of the Board Study Session May 25, 2010, and Regular Board Meeting May 25, 2010, are included for review.

Prepared by the President's Office.

**RECOMMENDATIONS:**

President Bonaudi recommends the Board of Trustees approve the minutes.

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

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

Present:

Mike Blakely  
Katherine Kenison  
Felix Ramon  
Mike Wren

Absent:

Angela Pixton

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

**1. Academic Master Plan Report #2 Programs 2010**

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

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

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

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

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

**Outcomes B.2 Students establish educational plans**

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

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

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

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

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

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

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

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

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

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



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

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

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

### **2.3 Service Programs Advising/Availability**

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

## **2.2 Service Programs Advising/Training**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The meeting adjourned 12:15 pm.

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Felix Ramon, Chair

ATTEST:

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William C. Bonaudi, Secretary

## THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting Tuesday, May 25, 2010, at 1:30 p.m. in the ATEC Hardin Community Room in Building 1800 on the Big Bend Community College campus.

### 1. Call to Order

Chair Felix Ramon called the meeting to order at 1:30 p.m.

Present: Mike Blakely  
Katherine Kenison  
Felix Ramon  
Mike Wren

Absent: Angela Pixton

President Bonaudi reminded all that the meeting was streaming live via MediaSite.

### 2. Introductions

President Bonaudi introduced newly hired Vice President Bob Mohrbacher. He will fill the position vacated by Vice President Mike Lang's retirement. ASB Officer CJ Hatch introduced the 2010-11 ASB Officers John Buhler, President; Jessica Homesly, Vice President; Brandon Brooke, Treasurer; Ciquia Martin, Secretary; Brett Gray, Public Relations Office; and Maegan Kump, Programming Director.

### 3. Consent Agenda

a) Approval of Regular Meeting Minutes for April 13, 2010 and Study Session Meeting Minutes for April 13, 2010 (A); b) Student Success Update (I); c) Accreditation (I); d) Assessment Update (I); e) Capital Project Report (I); f) Human Resources Report (I); g) Enrollment Report (I); h) Donations (A); i) Job & Career Fair Report (I).

MOTION 10-20 Trustee Katherine Kenison moved to approve the Consent Agenda. Trustee Mike Blakely seconded the motion, and the motion carried.

To accommodate schedules, agenda item #5. Exceptional Faculty Award was heard next.

### 5. Exceptional Faculty Award

Ms. Julia Berry, Psychology Instructor, provided her report. She presented her thesis at the annual meeting of the Society for Industrial and Organizational Psychology (SIOP) in Atlanta, GA. Ms. Berry reported

that she learned about research issues regarding the workplace i.e. more technology and more ethnic and age diversity. Her thesis was presented regarding changing family situations and difficulties encountered when work and life roles are incompatible. Some difficulties include: poor physical health, job burn out and lower profit for employers. Family friendly programs such as onsite daycare and flextime increase job satisfaction.

Ms. Berry met a theorist, Mihaly Csikszentmihalyi. She termed him the "Brad Pitt" of psychology. She also attended various sessions at the conference, which will keep her up to date in the constantly changing field of psychology. She noted the presenters' level of enthusiasm, and how the use of humor and pictures in their powerpoint presentations effected audience responses. She plans to continue to observe classes at BBCC to learn more about the resources instructors use to teach. Ms. Berry noted that Philosophy Instructor Dennis Knepp has commented, "teaching is theatrical." Networking with others in her field was also very positive for Ms. Berry. She shared about her live lectures in online courses. Her students have expressed interest in her experience and she has shared information with them.

Ms. Berry enthusiastically reported that attending the conference motivated her to teach a new class in 2011: Industrial Organizational Psychology. Ms. Berry thanked the Board of Trustees for the opportunity and VP Mike Lang for his assistance with the application.

#### **4. Remarks**

- a. ASB Representative CJ Hatch provided the ASB report. Today the ASB is sponsoring a Students vs. Staff & Faculty Softball Game at 5:00 p.m. out at the softball field. Dale Casebolt will be announcing the event. Hot dogs will be available following the game.

Wednesday, May 26 is the date of the Annual Spring Fling Barbecue with the Barbecue beginning at 4:00 p.m., the student awards will be presented at 4:30 p.m. The price is \$5 per person. There will be cotton candy and sno-cones as well as a full buffet. A former Big Bend basketball player will be creating balloon art and a current basketball player will be juggling. There will also be a live band, a fortune teller, a photo booth and an airbrush T-shirt artist.

ASB is co-sponsoring a financial literacy workshop with Trio Services and the Opportunity Grant group called "Big Money" on Monday, June 7 from 10:30-11:30 in the Masto Conference Center. The presenter is bringing \$200 in cash and students can win money by answering questions correctly. He will also bring his money booth in which students may have the opportunity to grab for blowing money.



Monday, June 7 is also the date the ASB will hold its annual family Aquatic Night at the Moses Lake Surf'n Slide from 6-8:00 pm. It will be free to students, faculty, staff and Board of Trustees members with their family.

#### Club Updates

Phi Theta Kappa will be at the BBCC daycare center Friday, May 28 at 2:30 to talk to the children about other countries. This is a 5 Star Honors program activity.

The Big Bend Soccer Club will travel to Cheney to play EWU's soccer club on Friday, May 28.

The Students Supporting Students Club raised over \$3,000 May 13 during their silent auction.

- b. Classified staff Representative Kathy Aldrich reported 57 staff members took advantage of 12 training sessions in April. Barbi Schachtschneider, Hope Strand, Jessica Aloysius, Barb Riegel and Kathy Starr attended Flight Security Administration refresher training on April 14 at BBCC's Flight Department.

Approximately 48 staff attended training sessions during the annual Classified Staff Breakaway. Topics included Dealing with Difficult People, Humor for the Health of It, Financial Stress Management, Credit Reporting 101, Fitness & Exercise, Reflexology and T-Zone on April 9 at BBCC.

Gale Haley attended Supplemental Instruction training on campus Friday April 16. Angie Smith attended a taxable fringe benefit seminar at the Office of Financial Management on April 23 at Tumwater, WA. Andrea Elliott attended a Teaching, Learning and Assessment Conference April 28- 30 in Vancouver, WA. Cynthia de Victoria attended an Infant and Toddler Early Childhood Conference April 29-30 at Tacoma, WA.

- c. Faculty Representative Max Heinzmann provided a report of faculty activities. Many faculty members commented that BBCC has limited resources and high demand. It will be a challenge to serve the high numbers of students with fewer resources.

Dr. Ryann Leonard reported that May 6, BBCC held the 4<sup>th</sup> Annual Community Partnership Against Substance Abuse event on campus co-sponsored by the Columbia Basin Traffic Safety Task Force. There was a tremendous increase in attendance and even one of the local high schools (Warden's SADD group) attended. The Mock Car Crash was streamed live over the internet so that anyone in the community could view the speakers, which included members of local law enforcement, fire

department, courts and others. Five people who have helped with this event every year, including Dr. Leonard and Erika Simmons, the co-coordinator will receive awards Thursday, May 27 at the Bob Skidmore Recognition event. This award is a great honor and is awarded to members of Grant County who are dedicated to preventing substance abuse in the community. Dr. Leonard reported “her greatest honor, however, remains that the community and students invest in this day to make it a success every year.”

Automotive Instructors Mike O’Konek and Dick Wynder visited two classes at the Quincy High School the morning of April 30 and two classes at the Wilson Creek High School that same afternoon. These were recruiting visits for the automotive program. They have received many requests for information on the automotive program and also several definite students for fall quarter.

Physics Instructor Jim Hamm reported the Physics class will take a field trip to the Laser Interferometry Gravitational Wave Observatory (LIGO) Friday, June 4. This trip gives students a chance to see some very advanced science taking place, with applications of many of the subjects they have studied this year.

Welding Instructor Shawn McDaniel reported that he took 10 students to the welding rodeo in Bellingham May 22. They welded some “very cool” items.

BBCC’s Latino Education Fair, ¡Educate was held May 7. Many faculty and staff members participated and there were 500 community participants.

- e. Thursday, May 27 the JATP students will travel to farms across the nation. VP Lang thanked faculty, staff and community members for inviting the students into their homes. He also invited everyone to the JATP picnic May 26 at Montlake Park.

VP Lang introduced Dean Kara Garrett. Dean Garrett explained that Katherine Christian, Director of Health Education Programs was representing BBCC at the National League for Nursing Accrediting Commission (NLNAC) Evaluation Review Panel meeting in Atlanta, Georgia this date. Dean Garrett explained this is the second step in the nursing program accreditation process. The NLNAC recommended continuing accreditation with recommendations. The recommendations include standards regarding all faculty members having masters degrees and systematic evaluation of the program. Since the NLNAC visit, one more Nursing Instructor has earned her masters degree. Nursing Program data was collected but not published in the format NLNAC prescribes

Trustee Mike Wren asked about the masters degree requirement for Nursing Instructors. Dean Garrett responded that the NLNAC Standard requires Nursing Instructors to hold a masters degree. She stated Instructor Jennifer Brooks just earned her degree and the other two instructors who don't hold masters degrees have been "grandfathered" by the state; unfortunately, that is not recognized nationally. Dean Garrett also stated it is difficult to recruit Nursing Instructors with MSN degrees due to competition with the medical industry.

President Bonaudi stated the Negotiated Agreement allows for the possibility of paying market rate placement, which is higher than the traditional placement rate, for hard to fill teaching positions such as nursing. He also stated we have hired Nursing Instructors who are pursuing their masters degrees and currently enrolled in a masters program.

- f. VP Holly Moos reported the Human Resources department has moved into the former business office location. The space provides more privacy for consultation. She has received positive feedback on the relocation. Marianne Hancock was hired as the new bookstore cashier, filling the vacancy left by Linda Lowry's retirement.

An early retirement incentive program for faculty who are 68 years of age or older and have worked more than 15 years at BCC was offered with a \$20,000 stipend. One signed agreement has been accepted. This will result in budget savings. VP Mike Lang's retirement party will be held Thursday, June 3 in the Masto Conference Center with a gift presentation at 4:15 p.m.

- d. Chair Felix Ramon thanked VP Gail Hamburg for her donation of the diamond at Cellarbration!

VP Hamburg reported the auditorium remodel is complete. It was funded by capital funds, and the furniture for the space was funded by goods and services. The new Transfer Center funded with Title V money is in the planning stages. This will include updating the restrooms in the 1400 Building to meet code. May 27-28 a National Incident Management Systems training will be held on campus. The training will include emergency management specifically for a college campus. Ten BCC employees and additional community members including representatives of the fire department and Grant County Mental Health will also be in attendance. This training is provided at no cost. VP Hamburg thanked Safety Committee Consultant Ryann Leonard for coordinating this training. The next Budget Review Task Force will be held Friday, June 4, at 9:00 a.m. and it will be captured on MediaSite.

## 6. **2010 Programs Monitoring Report**

Dean Valerie Kirkwood continued the 2010 Programs Monitoring Report from the Study Session held earlier this date. She stated the last section in the monitoring report is regarding the instructional program audits and needs. The appendices in the back of the report show data from audits. This data will assist with judging future staffing and equipment needs.

Dean Clyde Rasmussen reported on the process for developing the Industrial Systems Technology (IST) program, which is a result of combining the Industrial Electrical Technology (IET) and Maintenance Mechanic Technology (MMT) programs. The IET/MMT Advisory Council meets monthly and is very committed to the program. They work on determining the skills students need and developing curriculum to meet the need. Industry members spent time reviewing the IET and MMT programs. They are closely related; 13 of the core classes in each program are the same. Many of the students earn either the IET or MMT degree, and then they return to earn the other degree.

Reinke Irrigation has partnered with BBCC to review the needs for the new Center Pivot program for the college. After reviewing the IET/MMT programs they recognized that the same core classes would fit for the Center Pivot program. They only needed to add an irrigation applications and a customer service class to offer a certificate of achievement for the Center Irrigation Program. Reinke Irrigation constructed a miniature center pivot irrigation model in the former art building. There is no water but works like a center pivot unit. Dean Rasmussen stated he hopes to have a full system working on the conservation district property by next spring. President Bonaudi stated he is anxious to see the full-scale center pivot system set up. With good signage it will be a great advertising opportunity for BBCC.

Dean Kirkwood introduced VP Mike Lang to discuss some of the program information. He stated the overall success for the top 30 enrolled classes has held consistent at an average of 79% for the past four years. Last year the range of success (2.0+) in those class was from 48-93%. The Achieving the Dream (AtD) group looked more closely at the success rates to determine barriers to student success. Developmental math courses were determined to be barriers with only a 52% success rate in math 95 and 53% in math 90.

One of the AtD priorities is increasing successful completion rates. One strategy implemented is Supplemental Instruction (SI) leaders. SI leaders are students who successfully completed the class; they assist current students during study sessions three periods per week. VP Lang reported that students who attend study sessions are more successful. The

challenge is encouraging unmotivated students to attend the study sessions.

VP Lang stated Title V will take over SI and we need to determine how to get students into SI classes. Title V sent Enedelia Nicholson to Kansas City to learn about their model and make plans to expand SI across campus. AtD also funded the online tutorial service tutor.com. VP Lang commended Russ Beard for his assistance with math faculty to help them adopt this online tutoring. BBCC can track the success and retention of students using tutor.com. The tutoring service is now available seven days per week, 24 hours per day. In February of 2009, there were 132 student sessions logged and 106 (80%) of those were accessed remotely. In February of 2010, there were 404 student sessions logged and 261 of those were accessed remotely. Continued funding for this service needs to be determined.

VP Lang explained that Math faculty have developed a two-week summer math jam refresher course to encourage future students to assess their math skills. The third math jam will be held this summer. This hasn't been well attended but students who do attend are successful and many students move up a full level in the math class series.

Future math plans by faculty described by VP Lang include redesigning elementary and intermediate math courses into two-week modules with comprehensive exams at the conclusion of each two-week block. This will help many students who only fail one section of the full final exam. The Math department has examined the data for student success and are responding to students' needs. They are also developing video recordings for specific math sections for students. Math faculty are developing a "Cliff's Quick Review" type book for the BBCC bookstore to help students prepare for the math exam.

VP Lang stated the outcomes report describes researching placement rates by high schools. Institutional Research hopes to begin tracking that soon.

A block schedule was piloted in winter quarter 2009, with developmental English, and College Success Skills. Some of the students couldn't get into the English class and a cohort couldn't be developed. VP Lang encouraged VP Bob Mohrbacher to work on block scheduling for Winter 2010. Another challenge with block scheduling is hiring supplemental instruction leaders when the quarter starts. They need to be hired earlier to include SI sessions in the schedule.

AtD focus groups indicate that students want more information regarding policies and procedures and college resources. An effort is being made to

improve what students know through the mentoring programs and college success courses. Counselor MariAnne Zavala-Lopez, Russ Beard and Autumn Dietrich will create a Powerpoint for faculty to use the first day of each class and at in-service to inform faculty and students of college policies and procedures. The same information will also be provided to use in the Viking workshops. Other workshops being offered to students include “Cash for College”, “Mysteries of Transfer”, “Studying Smarter”, “Using your Strengths” and “Understanding Your Learning Style.”

Dr. Lang explained that BBCC is making an expanded effort to make students aware of college resources. Title V created an advising toolkit with self-help documents for faculty advising, it was featured during an in-service. Faculty and staff promote educational planning, requiring students with less than 30 credits to see an advisor.

Many instructors are incorporating more interaction in their instruction, commented Dr. Lang. Instructors Julia Berry and Dennis Knepp are good examples. More hybrid classes, which are a combination of classroom lectures and online learning are being offered. Tutorials and lectures are being made available via video streams. Faculty are very committed to helping their students succeed.

President Bonaudi stated this monitoring report on programs describes what BBCC accomplishes once students are enrolled. More detail is included in the written report. Accomplishments like Counselor Heinzmann’s degree worksheet are at varying degrees of completion. This AMP is a 5-year plan. The next step is to take the two reports on Access and Programs and feed the data sets into parts of the report. Gathering assessment input from Board members, administrators and the AMP committee on how well the outcomes have been achieved will begin this summer. The Outcomes Monitoring Report will be presented at the Board Retreat in August. For example, we’ve been discussing block scheduling, and we need to make it happen. Intense work and progress has occurred with SI. Dr. Bonaudi stated he has seen much more visible evidence of faculty engagement. Several faculty members have demonstrated how they’re using technology in the classrooms and trying to engage students more actively. The Rural Utility Services (RUS) grant initiated a knowledge center in Lind. We will use the data to gauge our strengths and weaknesses.

MOTION 10-21 Trustee Katherine Kenison moved to approve the 2010 Programs Report as presented. Trustee Mike Wren seconded the motion, and the motion carried.

Chair Felix Ramon announced a five-minute break at 2:43 p.m. The meeting reconvened at 2:48 p.m.

**7. Exceptional Faculty Award (EFA) Recommendations**

President Bonaudi stated we are fortunate to have the EFA funding and the management of the fund by the Foundation during these times of scarcity of funds. Only a portion of the interest of this fund is used. He described Instructor Berry's report as an enthusiastic example of the good investment the EFA represents. President Bonaudi endorsed the EFA recommendations to Instructors Scott Richeson, Jerry Wright, Richard Wynder and Shawn McDaniels.

MOTION 10-22 Trustee Mike Wren moved to approve the Exceptional Faculty Awards to Scott Richeson, Jerry Wright, Richard Wynder and Shawn McDaniels. Trustee Katherine Kenison seconded the motion, and the motion carried.

**8. Board Officer Matrix**

President Bonaudi stated it is the Board's discretion to act on the Board officer elections now or wait until June. The Board may choose to follow the matrix pattern for the next officer arrangement which would result in Trustee Kenison becoming the Chair, and Trustee Pixton becoming the Vice Chair.

MOTION 10-23 Trustee Mike Wren moved to approve the Board office election per the Board office matrix. Trustee Mike Blakely seconded the motion, and the motion carried.

**9. Assessment of Board Activity**

Trustee Mike Blakely reported that he attended Cellarbration!, the TACTC Conference, and the Supreme Court Justices' Reception. He also visited the JATP students and discussed a Quincy Port meeting with BBCC. He was recently appointed to Quincy Library Board and helped with a Library grant that was approved for \$900,000.

Trustee Katherine Kenison reported she chaired the TACTC Nominating Committee and the By Laws Committee. She participated in numerous phone conferences and presented recommendations at the TACTC Conference. She also participated in the Student Achievement Survey. Lastly Trustee Kenison attended Cellarbration! and the Supreme Court Justices' activities.

Trustee Mike Wren stated during meetings with representatives from China regarding WA Tire Corporation, he discussed the resource the college represents for pre-employment training. They understand the value the college brings to the industries. He said it is critical to have a

college resource. He plans to visit with a student from the Ephrata High School and bring the student to the BBCC Aviation Center.

Trustee Felix Ramon reported he attended the 40/8 Veterans' Organization meeting. They sponsor nurses training scholarships. They approved awarding \$1,000 each to five BBCC nursing students. He greeted guests at Cellarbration!. This is one of the major student scholarship fundraising events. It is a real benefit to BBCC and college district students. He also attended lunch and the reception with the Supreme Court Justices. Trustee Ramon attended the TACTC Conference in Wenatchee and noted BBCC was complimented three different times on our evaluation process, policy government and President. He encouraged all to celebrate what we're doing right and keep working on the others.

#### **10. Next Meeting**

President Bonaudi stated the Operating Budget is usually presented during the June Board meeting. VP Hamburg will meet with the Budget Review Task Force and after that meeting she will begin to compile the draft Operating Budget for 2010-11 for the Board's approval. He suggested scheduling a Board Study Session at 10:30 a.m. prior to the next meeting on June 29.

MOTION 10-24 Trustee Mike Blakely moved to approve the next Board Meeting on June 29 at 1:30 p.m. with a Study Session from 10:30 to noon on the same date. Trustee Katherine Kenison seconded the motion, and the motion carried.

#### **11. Miscellaneous**

President Bonaudi reported that the WA Supreme Court Justices were here and attracted visitors to our campus including lots of young people and community members. The Grant County Bar Association members were also on campus. He thanked his Executive Assistant Melinda Dourte for planning the event and complimented the great teamwork of BBCC staff and faculty. The Justices felt very welcome and one commented they were as described "rock stars."

President Bonaudi and VP Hamburg flew to the SBCTC meeting in Walla Walla aboard a BBCC plane. During the meeting budget allocations for the biennium were discussed and he described BBCC's equipment needs. President Bonaudi also pointed out how critical up-to-date equipment is and the need for SBCTC support.



Andre Guzman, Financial Aid Director, reported to the Board during the last meeting the possibility of closing the Financial Aid office one day per week to allow for uninterrupted processing time. President Bonaudi stated the Financial Aid office will be closing on Wednesdays. The counseling offices will remain open. The Financial Aid office workload has doubled with no extra staff.

WACTC members will be on campus May 27-28. A Presidents' Academy and committee meetings will be held in ATEC.

President Bonaudi recognized VP Hamburg's generous action of donating the "Bling" diamond at Cellarbration! after she won it. Thor was also auctioned and after spirited bidding, it was purchased at the handsome price of \$4,000 by BBCC friend Bob Wills. Mr. Wills then donated Thor back to BBCC. President Bonaudi asked the Board to consider a Board Resolution of Appreciation to acknowledge the gift of Thor and recognize Bernardo-Wills as a key partner of BBCC. Trustee Kenison stated this is entirely appropriately.

MOTION 10-25 Trustee Katherine Kenison moved to adopt a Resolution of Appreciation in recognition of Bernardo-Wills. Trustee Mike Blakely seconded the motion, and the motion carried.

Chair Felix Ramon signed Board Resolution 10-2.

Trustee Mike Blakely stated we should relay to SBCTC that we now have an art project for the PTEC building entrance.

Trustee Ramon stated he talked with SBCTC Executive Director Charlie Earl about allocations for capital projects. He said BBCC will be given consideration but not to anticipate large amounts going into that fund.

The meeting was adjourned at 3:17 pm.

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Felix Ramon, Chair

ATTEST:

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William C. Bonaudi, Secretary

# BIG BEND COMMUNITY COLLEGE

Date: 6/29/10

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

- b. Student Success Initiatives Update
  - 1. Achieving the Dream
  - 2. Student Achievement Initiative
  - 3. Academic Master Plan

**BACKGROUND:**  
**Achieving the Dream**

*Priority 1: Increase successful completion of developmental math courses*

1.5 Research and purchase online math tutorial software or tutorial services

**Tutor.com  
BBCC - May, 2010**

Contract Usage to Date	Skill Center Usage	Tutoring Sessions	Average Session Length	Recommend Rate
Feb 2010	11	393	23.72	98%
Mar 2010	8	318	23.95	99%
Apr 2010	12	342	24.16	100%
May 2010	3	281	21.78	100%
<b>Total Students Served</b>				
284				

Usage	All	# of Sessions	
Tutoring Sessions Served	281	281	0
Skills Center Sessions Served	3	3	0

Tutoring Sessions Served	All	# of Sessions	
Total Minutes	6119	6119	0
Average Session Length	21.78	21.78	0

Tutoring Sessions by Subject	All	# of Sessions	
English - Grammar	36	36	0
English - Literature	1	1	0
English - Vocabulary	7	7	0
English - Writing Center	48	48	0
Math - Algebra	17	17	0
Math - Algebra II	29	29	0
Math - Basic Math	2	2	0
Math - Calculus	48	48	0
Math - Statistics	7	7	0
Math - Trigonometry	5	5	0
Proof Point	33	33	0
Science - Biology	16	16	0
Science - Chemistry	21	21	0
Social Studies	11	11	0

<b>Tutoring Sessions by Grade Level</b>	<b>All</b>		
College - Intro	281		
<b>Skill Center Usage By Subject</b>	<b>All</b>	<b># of Sessions</b>	
Adult Services - GED	1	1	0
Adult Services - Resumes and Cover Letters	4	4	0
English - Middle Grades	1	1	0
<b>Tutoring Sessions Feedback: Yes Responses to Yes/No Questions</b>	<b>All</b>	<b># of Sessions</b>	
Are you glad your organization offers this service?	100%	100%	
Would you recommend this service to a friend?	100%	100%	
Is this service helping you complete your homework assignments?	98%	98%	
Is this service helping you improve your grades?	100%	100%	
Is this service helping you be more confident about your school work?	100%	100%	
<b>Total Students Served by Location</b>			
BBCC	49		
BBCC - Remote Access	235		
<b>Usage by Location</b>	<b>All</b>	<b># of Sessions</b>	
BBCC: Tutoring Sessions Served	48	48	0
BBCC - Remote Access: Tutoring Sessions Served	233	233	0
BBCC - Remote Access: Skills Center Sessions Served	2	2	0
BBCC: Skills Center Sessions Served	1	1	0
<b>Tutoring Sessions Served by Location</b>	<b>All</b>	<b># of Sessions</b>	
BBCC: Total Minutes	633	633	0
BBCC - Remote Access: Total Minutes	5486	5486	0
BBCC: Average Session Length	13.20	13.20	0
BBCC - Remote Access: Average Session Length	23.55	23.55	0
<b>Tutoring Sessions by Subject by Location</b>	<b>All</b>	<b># of Sessions</b>	
BBCC: English - Grammar	7	7	0
BBCC: English - Vocabulary	2	2	0
BBCC: English - Writing Center	4	4	0
BBCC: Math - Algebra	1	1	0
BBCC: Math - Algebra II	4	4	0
BBCC: Math - Calculus	11	11	0
BBCC: Proof Point	16	16	0
BBCC: Science - Biology	1	1	0
BBCC: Science - Chemistry	2	2	0
BBCC - Remote Access: English - Grammar	29	29	0
BBCC - Remote Access: English - Literature	1	1	0
BBCC - Remote Access: English - Vocabulary	5	5	0
BBCC - Remote Access: English - Writing Center	44	44	0
BBCC - Remote Access: Math - Algebra	16	16	0
BBCC - Remote Access: Math - Algebra II	25	25	0
BBCC - Remote Access: Math - Basic Math	2	2	0
BBCC - Remote Access: Math - Calculus	37	37	0
BBCC - Remote Access: Math - Statistics	7	7	0
BBCC - Remote Access: Math - Trigonometry	5	5	0
BBCC - Remote Access: Proof Point	17	17	0
BBCC - Remote Access: Science - Biology	15	15	0
BBCC - Remote Access: Science - Chemistry	19	19	0
BBCC - Remote Access: Social Studies	11	11	0

<b>Tutoring Sessions by Grade Level by Location</b>	<b>All</b>
BBCC: College - Intro	<b>48</b>
BBCC - Remote Access: College - Intro	<b>233</b>

<b>Skill Center Usage By Subject by Location</b>	<b>All</b>	<b># of Sessions</b>	
BBCC: Adult Services - Resumes and Cover Letters	<b>4</b>	4	0
BBCC - Remote Access: Adult Services - GED	<b>1</b>	1	0
BBCC - Remote Access: English - Middle Grades	<b>1</b>	1	0

<b>Tutoring Sessions Feedback by Location : Yes Responses to Yes/No Questions</b>	<b>All</b>	<b># of Sessions</b>
BBCC: Are you glad your organization offers this service?	<b>100%</b>	100%
BBCC: Would you recommend this service to a friend?	<b>100%</b>	100%
BBCC: Is this service helping you complete your homework assignments?	<b>100%</b>	100%
BBCC: Is this service helping you improve your grades?	<b>100%</b>	100%
BBCC: Is this service helping you be more confident about your school work?	<b>100%</b>	100%
BBCC - Remote Access: Are you glad your organization offers this service?	<b>100%</b>	100%
BBCC - Remote Access: Would you recommend this service to a friend?	<b>100%</b>	100%
BBCC - Remote Access: Is this service helping you complete your homework assignments?	<b>98%</b>	98%
BBCC - Remote Access: Is this service helping you improve your grades?	<b>100%</b>	100%
BBCC - Remote Access: Is this service helping you be more confident about your school work?	<b>100%</b>	100%

<b>Student Comments by Location</b>	<b>Location</b>	<b>Grade</b>
i am glad to have someone like the tutors that support and help me finish my assignments. Thanks alot for your help.	BBCC - Remote Access	College - Intro
i am thankfuly for all the hard work that the tutors have done for me in order to complete my assignments.	BBCC - Remote Access	College - Intro
i like how the tutors work differently from each other and it has been very helpful to have them online, Thanks alot.	BBCC - Remote Access	College - Intro
I really enjoyed the classroom! It was really productive. My tutor was an excellent teacher. She was also very nice and helpful. She walked through the assignmnet step by step. I was able to understand everything and learn like in a real classroom. I'm glad for this service and I appreciate the time and help of the tutor!!! :) Thanks	BBCC - Remote Access	College - Intro
I thought my tutor was awesome. She was an amzing teacher. I really enjoyed the classroom and working with her in this assigment. I'm glad and thankful for the help of the tutor and for the service being offered. Thanks:)	BBCC - Remote Access	College - Intro
My tutor was an excellent teacher. He was really nice and helpful. I really enjoyed the classroom. I'm glad and thankful for this service. Thanks for all the help! :)	BBCC - Remote Access	College - Intro
my tutor went step by step helping me do my essay in a way that i understood. Thanks for your help hope you keep up the hard work.	BBCC - Remote Access	College - Intro
this is the first time I use tutor.com, that is why I didn't ansvere some of the questions. and i didn't knew that BB CC offer this. I am sure that if I can log on any time that I need help it will help with my homework, improve my grade and be more confident in-class.	BBCC - Remote Access	College - Intro
Tutor worked with me very well, informed me on the steps that needed to be done to solve problem. very happy with my experience!!	BBCC - Remote Access	College - Intro

**Priority Area: 2. Increase retention by improving first year student experiences**

**Description**

Mentoring for Academic Persistence and Achievement (MAPA) is a mentoring program designed to help Latino students achieve their educational goals. As students become successful in college, they will be able to help other students succeed as well. Activities include advising, group mentoring, and College Knowledge series. College Knowledge Series presentations include: scholarship information, budget management, and transfer information.

**Evaluation**

To determine the impact of MAPA, we compared them to other students at Big Bend. To see the long-term impact on these students we looked at the students who started with MAPA in 2007-08 and the students who started in 2008-09 and followed both groups' progress through enrollment in the current year (2009-10).

Forty-three percent (43%) of students who started in MAPA in 2007-08 received a credential in the second year compared to 24% of all other students and 38% of students who started MAPA in 2008-09 received a credential during their first year in the program, compared to 14% of all other students.

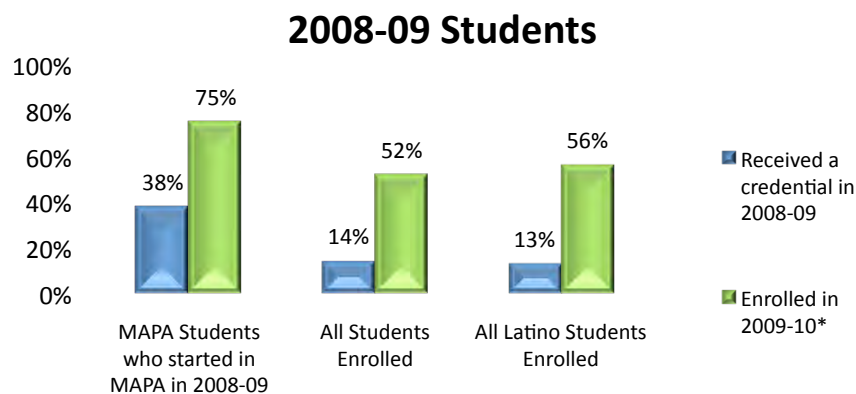
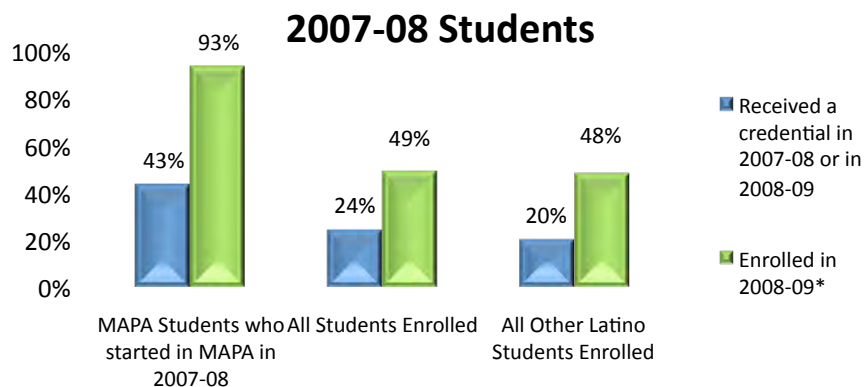
Ninety-three (93%) percent of students who started in MAPA in 2007-08 were retained to the next year compared to 49% of all other students. Seventy-five percent (75%) of students from the 2008-09 MAPA group who did not graduate were retained to the next year compared to 52% of all students.

**Big Bend Students in Academic or Professional-Technical Programs**

	N	Received a credential in 2007-08	Received a credential in 2007-08 or in 2008-09	Enrolled in 2008-09*	Enrolled in 2009-10*
MAPA Students who started in MAPA in 2007-08	14	0%	43%	93%	22%
All Students Enrolled	2980	14%	24%	49%	30%
All Latino Students Enrolled	831	12%	20%	48%	33%

	N	Received a credential in 2008-09	Enrolled in 2009-10*
MAPA Students who started in MAPA in 2008-09	13	38%	75%
All Students Enrolled	2926	14%	52%
All Latino Students Enrolled	773	13%	56%

\*percent of students who did not previously receive a credential



## What do Students Say?

In spring 2010, Big Bend’s Achieving the Dream Coach and Data Facilitator facilitated a MAPA Focus Group with current MAPA students. The purpose of the focus group was to get students’ input on MAPA, discover what was helping students accomplish their academic goals, and to learn what students believe will improve students’ success and progress to achieve their goals at BBCC.

Students emphasized mentoring as one of the most beneficial activities. One student said they do not have a mentor at home so having someone on campus was very helpful. Some of the other services include a friendly place to do homework, tutoring, financial aid advice, a safe place to discuss academic goals, and tools to talk to instructors. Students liked listening to the mentors’ personal experiences and struggles, “One Mentor told the story of how her scholarship money literally came from potatoes, corn and any other vegetable from the back of their car”. The one other thing that MAPA does is help students with struggling language barriers. One student said, “These are the students that should be recognized more frequently, they not only have academic barriers but also language barriers”.

## **Student Achievement/Persistence**

### **Academic Master Plan**

The third AMP report is titled **Outcomes**. This report will be provided to the Board of Trustees during the summer of 2010. This is a summary of the data obtained for all of the Board of Trustees Ends Statements and AMP outcomes, with analysis, appraisal, and recommendation. The emphasis of this year's "Outcomes" report will be a comparison with last year's "benchmark" data.

#### **C. OUTCOMES**

**Outcome C.1. Matriculation and Enrollment** Percent Increase from Last Year - Cohort Comparison - Establish targets

**Outcome C.2. Retention** Percent Increase from Last Year - Cohort Comparison – Establish targets

**Outcome C.3. Achievement** Percent Increase from Last Year - Cohort Comparison - Establish targets

## **BIG BEND COMMUNITY COLLEGE**

**Date:** 6/29/10

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

c.      Accreditation

**BACKGROUND:**

BBC has confirmed presentation on new accreditation standards for the Fall In-Service, September 13, 2010, by Dr. Ron Baker, Executive Vice President, Northwest Commission on Colleges and Universities.

A key to the new standards is the identification of “core themes”, fundamental concepts or beliefs that transcend all services and instructional programs. Initial review of our Academic Master Plan suggests that each Board Ends Statement can be a “core theme.”

Prepared by President Bonaudi, Ms. Valerie Kirkwood, Dean of Institutional Research & Planning.

**RECOMMENDATION:**

None.



**BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

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

d. Assessment Update

**BACKGROUND:**

Institutional Research and Planning provided course success information regarding the BUS 120, *Human Relations on the Job*, to Instructional Council for the purpose of determining if prerequisites should be required for the course.

Additional assessment information on Mentoring for Academic Persistence and Achievement (MAPA) can be found under the Student Success Consent Agenda item.

Prepared by President Bonaudi and Ms. Valerie Kirkwood, Dean of Research & Planning.

**RECOMMENDATION:**

None

## BIG BEND COMMUNITY COLLEGE

Date: 6/29/10

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

e. Capital Project Update

### **BACKGROUND:**

**Transfer Center and Bathroom Remodel – Building 1400:** Bernardo Wills expects to have the bid documents prepared by June 30. The bid will be advertised for 3 weeks. Hopefully, we will have a contract awarded by the end of July and construction could begin in August.

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

**5/25/10** Bernardo Wills has been selected as the architect for this project. The design phase should be completed by June 30, 2010.

**4/13/10** Construction funding from a Title V Grant is provided to remodel the north hallway and offices of building 1400 to accommodate a Transfer Center. RMI funding will be used to expand and remodel the existing bathrooms in building 1400 to allow for the increased occupancy due to the Transfer Center. The Public Works Request has been completed and General Administration is in the process of architect selection.

**Auditorium Remodel – Building 1400:** The contractor is completing the last two items on the punch list. The work should be completed by June 30.

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

**5/25/10** The contractor is still working on a couple of items on the punch list. The work is scheduled to be completed on May 13 and 14.

**4/13/10** The project is complete. A preliminary punch list of things remaining to do was conducted by the architect at the last construction meeting on 3-16-10. The Business Office is planning on moving downstairs the week of April 5-12. There is still some work to be done on leveling the floor in College Bound offices before they can move downstairs.

**3/2/10** The project is approximately 80% complete. There was about a week lost for removal of asbestos piping. The project timeline now shows a completion date of March 5, 2010. The painting has been done, the ceiling grid is being installed this week and data wiring is in the final stages. Floor leveling and carpet installation will be done next week along with the casework.

**1/12/10** Gobi Construction LLC, the second lowest bidder, withdrew its bid. The third lowest bidder said they could not get the required bond amount at this time. They had taken on other projects since the original award. The fourth lowest bidder is Halme Builders, Inc. of Davenport. The bid amount was \$254,000, plus sales tax of \$20,066 and a contingency amount of \$27,406.60 for a total of \$301,472.60. A contract was awarded to Halme Builders, Inc. on November 13, 2009, followed by the Notice to Proceed on

December 3, 2009. A crew came in on December 3, 2009 and started the asbestos abatement. The project timeline shows a completion date of February 24, 2010.

**11/17/09** The low bidder, Straightline Construction & Remodeling, LLC, was not able to get its bonding and insurance requirements in place within 15 days as required by our contract. Our project manager let them know that the project was being awarded to the second low bidder. Straightline Construction & Remodeling LLC responded by filing an appeal with General Administration (GA). GA extended the time to get the necessary documentation submitted by 2 days. The next day the low bidder officially withdrew their bid for the auditorium remodel. A contract was awarded to Gobi Construction LLC of Bellevue on October 21, 2009. The bid amount was \$227,000, plus sales tax of \$17,933 and a contingency amount of \$24,493.30 for a total of \$269,426.30. We do not have the date for the Notice to Proceed yet, but we are hoping it will be by mid November.

**10/20/09** The bid advertisement was released on August 24, 2009. There was a pre-bid walk-through on September 9, 2009. Attendance at the walk-through was encouraged, but not mandatory. The bids were opened at 11:00 A.M. on September 23, 2009; there were eight bids. The contract was awarded to Straightline Construction & Remodeling, LLC of Woodinville. The bid amount was \$164,000.00, plus sales tax of \$12,956.00 and a contingency amount of \$17,695.60 for a total of \$194,651.60. The contract was awarded on October 1, 2009. We do not have the date for the Notice to Proceed yet, but we are hoping it will be by mid October.

**9-8-09** Department of Corrections will not be able to do the asbestos abatement and demolition work after all. Our architect, Bernardo Wills, is adjusting the bid packet to include this work. Construction is expected to start in October.

**8-4-09** The drawings for the remodel are complete and Grant Counts has approved the permit. A Department of Corrections crew is tentatively scheduled to arrive on August 24 for asbestos abatement and demolition work. Our architect, Bernardo Wills, is preparing the bid packet. Construction is expected to start in September and be completed in December.

**7-7-09** We are continuing to work with our architect, Bernardo Wills, on the drawings which should be finished by June 30. The project will then be advertised for bids. Construction is expected to start in August and be completed in December.

**5-19-09** Our architect, Bernardo Wills, is completing drawings which should be finished by June 15<sup>th</sup>. The project will then be advertised for bids. Construction is expected to start in August and be completed in December.

**4-14-09** Funding from facility repairs is provided to replace the damaged plaster ceiling and lighting in the auditorium. Additional minor improvement funding will be used to convert the space to a Business Office and other offices for tutoring and advising in an effort to provide better access for our students. Our architect, Bernardo Wills, is completing drawings which should be finished by June 15<sup>th</sup>. The project will then be advertised for bids. Construction is expected to start in August and be completed in December.

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

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

f. Human Resources Report

### **BACKGROUND:**

We have settled into our new office area...it's a wonderful area and we hope you can visit us sometime!

Both negotiating teams worked hard to finish up negotiations for this year and are pleased to present a new collective bargaining agreement for your approval. Available turnover dollars were negotiated with faculty, resulting in a \$948 increment for most faculty members.

HR conducted exit interviews with two staff recently – one faculty (Red Shuttleworth) and one classified staff (Regan Cardwell).

We are sad to see Mike Lang retire because we will miss him, but are happy for him to be able to move on to this well deserved new phase of his life. Go Mike!

Prepared by Vice President of Human Resources & Labor Holly Moos.

### **RECOMMENDATIONS:**

None

<b>EMPLOYEE SEPARATIONS 4/1/10 - 7/1/10</b>			
<b>SEPARATION DATE</b>	<b>NAME</b>	<b>POSITION</b>	<b>SEPARATION REASON</b>
4/30/2010	Lynda Lowry	Retail Clerk 2-Bookstore	Retired
6/15/2010	Regan Cardwell	Office Assistant 3-Center for Business and Industry Services	Moving out of state
6/15/2010	Paul "Red" Shuttleworth	English Instructor	Retired
6/30/2010	Mike Lang	Vice President for Instruction/Student Services	Retired
<b>NEW HIRES/PROMOTIONS/TRANSFERS 4/1/10 - 7/1/10</b>			
<b>START DATE</b>	<b>NAME</b>	<b>POSITION</b>	<b>REPLACING</b>
5/17/2010	Marrienne Hancock	Retail Clerk 2-Bookstore	Lynda Lowry
7/1/2010	Robert Mohrbacher	Vice President for Instruction/Student Services	Mike Lang
<b>SEARCHES IN PROCESS</b>			
<b>POSITION</b>	<b>STATUS</b>	<b>REPLACING</b>	
None			
<b>SPRING PART-TIME FACULTY: 118</b>			
<b>SPRING PART-TIME HOURLY: 105</b>			

## BIG BEND COMMUNITY COLLEGE

Date: 6/29/10

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

g. Enrollment Report

### BACKGROUND:

The tuition amount budgeted for 2009-2010 is \$3,108,514. As of May 31, 2010 we have collected \$3,614,780 or 116.2% of the budgeted amount. As of May 31, 2009 we had collected \$3,032,702 or 105.4%.

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### TUITION COLLECTION REPORT

As of May 31, 2010 and May 31, 2009

	<u>2009-10</u>	<u>2008-09</u>
Annual Budget	\$3,108,514	\$2,876,000
Total Collections as of May 31	\$3,614,780	\$3,032,702
As a % of annual budget	116.2%	105.4%
Left to collect to meet budget target	\$0	\$0

Prepared by Associate Vice President of Student Services Candy Lacher and  
Director of Business Services Charlene Rios.

The two year FTE report as of June 15<sup>th</sup> is included for your information. It appears we will end up about 6% over our two-year target.

<b>F.T.E. REPORT</b>		
6/17/2010		
		<b>ANNUALIZED</b>
		<b><u>FTEs</u></b>
<b>1st year (08-09)</b>		
SUMMER		115.2
FALL		533.0
WINTER		560.6
SPRING		<u>489.9</u>
<i>Total</i>		<i>1698.7</i>
<b>2nd year (09-10)</b>		
SUMMER		115.8
FALL		589.4
WINTER		600.2
SPRING		<u>553.1</u>
<i>Total</i>		<i>1858.5</i>
<b>TOTAL</b>		<b><u>3557.2</u></b>
1st year Target (includes 53 Workforce)		1676
2nd year Target (includes 53 Workforce)		<u>1686</u>
<b><i>Two-year Target Total</i></b>		<b><u>3362</u></b>
<b>SBCTC 2-year rolling enrollment count</b>		
Past year + current year actual FTE		3557.2
Past year + current year allocation		3362.0
% of allocation target attained to date		105.8%
Add'l FTEs to meet minimum 96%		-329.7
Add'l FTEs to meet target 100%		-195.2
FTEs over target - 1st year		22.7
FTEs over target - 2nd year		172.5

## BIG BEND COMMUNITY COLLEGE

Date: 6/29/10

### ITEM #3 CONSENT AGENDA (for information/action)

#### h. Probationary Review Committee Summary Template

#### **BACKGROUND:**

The following Probationary Review Committee Summary Template was brought to you during the April 13 Board of Trustees meeting. Administrators and faculty have reviewed the template.

*April 13, 2010 Board Agenda Item #8 “Concluding last month’s regular meeting agenda item on Probationary Review Reports, the board expressed a wish that all reports follow elements of a common format that clearly summarized the prescriptive remedies put forth by committee members for the probationary faculty member. This springs from a clear Board expectation that committee-prescribed remedies to improve performance of probationary faculty members be clearly stated.*

*Once these expectations are written, it is the Board’s expectations that succeeding Probationary Review Reports will contain a clear assessment of the efforts of the probationer to comply with the committee recommendations as well as any additional or continuing performance expectations of the committee.*

*We have asked you to review (again) this year’s Probationary Reports to give you a chance to highlight particularly strong examples (if any) of reports you feel incorporate your concerns. Or, rather than highlight one style of report as preferred, you could also select a summary sheet for all committees to include in their reports similar to the following attachment:”*

Prepared by the President’s Office.

#### **RECOMMENDATION:**

The attached sheet, minus the sample comments, has been reviewed by staff and faculty. Approval of this form would provide each probationary review committee with a format to be used to summarize the committee commendations and recommendations for each probationary report to the Board. President Bonaudi and Vice President Lang recommend approval of the form.



REPORT SUMMARY

Probationary Academic Employee: \_\_\_\_\_

Probationary Year	Academic Year	
<b>1st Year</b>	<b>2008-09</b>	<b>Commendations:</b>
		<b>Recommendations:</b>
<b>No previous recommendations.</b>		
<b>2nd Year</b>	<b>2009-10</b>	<b>Commendations:</b>
		<b>Recommendations:</b>
<b>Committee Statement regarding compliance with previous recommendations:</b>		
<b>3rd Year</b>		<b>Commendations:</b>
		<b>Recommendations:</b>
<b>Committee Statement regarding compliance with previous recommendations:</b>		

Committee Members:

Probationer:

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Signature                      Date

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

**ITEM #4:** WA Supreme Court Justices' Visit (for information)

### **BACKGROUND:**

The Washington State Supreme Court Justices visited Big Bend Community May 17-18. A brief Powerpoint presentation will be shown.

### **RECOMMENDATION:**

None.

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

**ITEM #6**      ¡Educaté Latino Education Fair (for information)

### **BACKGROUND:**

The ¡Educaté Latino Education Fair was held May 7, 2010. There were over 400 participants from surrounding communities. Keynote speaker Dr. Lupe G. Salazar from the University of Washington was featured.

Thank you to the ¡Educaté Committee members for their successful efforts: José Esparza, MariAnne Zavala-Lopez, Julie Gamboa, Anita DeLeon, Elizabeth Mendoza, Andre Guzman, Ana Ellsworth, Custodio Valencia, Rita Delgado, Ene delia Nicholson, and Martha Ramos.

Coordinator of Student Recruitment and Outreach, José Esparza, will give a PowerPoint presentation.

Prepared by the President's Office.

### **RECOMMENDATION:**

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

**ITEM #7**      2009-11 Negotiated Agreement (for action)

### **BACKGROUND:**

The Faculty Association has informed us that they have ratified the attached copy of the 2009-2011 Negotiated Agreement. It represents a roll over of last year's agreement with several changes as indicated. Your approval will indicate that the faculty were working under the existing Negotiated Agreement through the 2009-10 academic year.

Prepared by the President's Office.

### **RECOMMENDATION:**

President Bonaudi and VP Moos recommend approval of the 2009-2011 Negotiated Agreement.

RECEIVED

JUN 15 2010

PRESIDENT'S OFFICE



## Big Bend Community College Faculty Association

June 14, 2010

Dr Bill Bonaudi,

I am pleased to notify you that on Friday, June 11, 2010 the Big Bend Community College Faculty Association accepted the contract proposal that had been agreed upon by the negotiating teams. This is for the 2009-10 and the 2010-11 school years.

I wanted to notify you of this so that it could be presented to the BBCC Board of Trustees.

At the same meeting the Faculty Association members also accepted the proposal that the negotiating teams agreed on for the distribution of Turnover Savings. This agreement is for the distribution of \$43,597.43 between the 46 full-time faculty members that are eligible for increments.

Sincerely,

A handwritten signature in blue ink that reads "Mike O'Konek". The signature is written in a cursive style.

Mike O'Konek  
BBCC Faculty Association President

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

**ITEM #8:** 2010-11 State Operating Budget (for information/action)

### **BACKGROUND:**

The 2010-11 State Operating Budget was presented to the Board during the Study Session earlier this date.

### **RECOMMENDATION:**

President Bonaudi and VP Hamburg recommend approval of the 2010-2011 State Operating Budget.

**BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

**ITEM #9:** President's Evaluation (for information/action)

**BACKGROUND:**

The Board will discuss the President's annual evaluation.

**RECOMMENDATION:**

**1000.1 ENDS****E-1 Mission Statement**

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

**BBCC 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

**BBCC Characteristics**

Big Bend Community College maintains a working and learning environment with the following:

- A discrimination-free environment which promotes diversity and staff and student success
- A service-oriented environment which provides access and support services to all students, including those who are physically and mentally challenged yet have the ability to benefit
- A climate which encourages safety, individual wellness, and human dignity
- Facilities and equipment to support student learning
- Continual assessment of student outcomes

(Reports – annually based on performance indicators, % of institutional effort, budget allocations, Academic Master Plan, etc.)

**E-2 Access**

- BBCC provides quality resources and affordable access to the diverse population of its entire district.



This is manifested through resource sharing with most of the communities of community college district #18, and inclusion of representative numbers of ethnic and economic groups receiving college services and continued support of Basic Skills programs.

(Reports – annually based on student/staff profiles, special inclusion efforts, grant activity, diversity reports, evening and off campus schedules and activities, etc.)

### **E-3 Partnerships**

- BBCC works with organizations and agencies to enhance access and service for our district population.

This is seen through active participation by the BBCC Board, staff and students at the local, state, and national and international levels, in planning and implementation of both policy and service.

(Reports – annually based on advisory committee appointments and minutes, contract training activity, grant applications (with partners), Foundation activity, etc.)

### **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.

(Reports – annually the college assessment plan and each Board meeting with a discussion of current assessment activity.)

### **E-5 Climate**

- BBCC provides and maintains a climate of purpose, respect, and safety for students, staff, and partners.

This means the college will establish, maintain, and review standards of service, safety, and ethical conduct for students and staff.

(Reports – annually on training, assessment information, complaints, crime statistics, etc.)

### **E-6 Cultural Enrichment**

- BBCC will encourage the development of culturally rich programs for the college and community, and offer the lifelong learning opportunities for the residents of community college district #18.

(Reports – annually assessment outcomes, student satisfaction surveys, portfolio of activities, etc.)

## **1000.2 EXECUTIVE LIMITATIONS**

### **EL – 1 General Executive Constraint**

The President shall not allow in or by the operating organization of BBCC, any practice, activity, or decision, which is either unlawful, or in violation of commonly accepted professional ethics, or is contrary to the provisions set forth in the Governance Process Policies.

### **EL – 2 Respect For Students**

Students should be treated with respect at all times. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

The President may not:

1. Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.
2. Fail to provide a grievance process, including access to the Board, to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.
3. Operate without written procedures which clarify the rules for students.

### **EL – 3 Respect For Community Members**

BBCC recognizes that our community members are our stakeholders and that all visitors to our facilities should be treated with respect. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect or unnecessarily intrusive.

The President may not operate without written procedures which describe rules for visitors.

### **EL – 4 Respect For Employees**

Paid and volunteer staff should be treated with respect at all times, and in compliance with established policies, process, and contracts. The President may not cause or allow conditions which are unsafe, lacking in respect, unnecessarily intrusive or are knowingly in violation of college policies, process, and contracts.

The President may not:

1. Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.
2. Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.

3. Restrict the exercise of academic freedom.
4. Prevent non-academic employees (\*) from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

(\*) Academic employees (faculty) have a separate defined grievance process defined in the Negotiated Agreement (Article XXV).

5. Hinder employees from becoming acquainted with their rights under this policy.

### **EL – 5 Ethical Conduct**

The President must establish and maintain high levels of professional and institutional integrity, adhering to the ethical standards of the State of Washington and of Big Bend Community College.

The President may not:

1. Change his or her own compensation and benefits.
2. Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.
3. Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

### **EL – 6 Asset Protection**

The President may not allow assets to be unprotected, inadequately maintained nor unnecessarily risked nor allow any action that is contrary to the provisions set forth in the Governance Process Policies.

The President may not:

1. Unnecessarily expose the college, its Board or staff, to claims of liability.
2. Fail to protect intellectual property, information and files from loss or significant damage.
3. Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.
4. Fail to provide adequate protection against theft and casualty.
5. Fail to establish disaster/emergency management plans.

## **EL – 7 Financial Planning**

Financial planning shall not deviate materially from Board Ends priorities.

The President shall not fail to demonstrate concurrence between Board Ends priorities and the annual budget.

## **EL – 8 Financial Condition And Activity**

The initial and ongoing receipt and expenditure of funds shall be maintained within the approved budgetary expectations. Extraordinary changes in receipts or expenditures shall not cause or allow the development of fiscal jeopardy.

The President may not:

1. Expend more funds than have been received in the fiscal year
2. Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
5. Acquire, encumber, or dispose of real property.

## **EL – 9 Communication And Support To The Board**

The President must keep the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board.

The President may not:

1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.
2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.
3. Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.

4. Fail to provide a mechanism for official Board communications.
5. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

## **EL – 10 Emergency Executive Succession**

In order to protect the Board from the sudden loss of chief executive services, the President may not have fewer than two other executives familiar with Board and President issues and processes.

### **1000.3 GOVERNANCE PROCESS**

#### **GP – 1 Governance Commitment**

The purpose of governance is that the Board, on behalf of the constituents of community college district # 18, ensures accountability of Big Bend Community College by assuring that it (a) achieves appropriate results for the appropriate recipients at an appropriate cost and (b) avoids unacceptable activities, conditions and decisions.

#### **GP – 2 Governing Style**

The board will govern with an emphasis on outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and chief executive roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity.

The board will:

1. Deliberate in many voices, but govern in one.
2. Be responsible for excellence in governing and an initiator of policy.
3. Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.
4. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability.
5. Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.
6. Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement.

7. Seek input from staff, students, alumni, employers and other community members on Board Policies.

### **GP – 3 Board Job Descriptions**

The job of the board is to represent the constituents of community college district #18 in determining and demanding appropriate organizational performance. To distinguish the board's own unique job from the jobs of its staff, the board will concentrate its efforts on the following job "products" or outputs:

1. The link between the organization and the constituents of community college district #18
2. Written governing policies which, at the broadest levels, address:
  - A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).
  - B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
  - C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.
  - D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.
3. The assurance of the President's performance (against polices in 2A and 2B).
4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

### **GP – 4 Chairperson's Role**

The Chairperson assures the integrity of the board's process and, secondarily, occasionally represents the board to outside parties. The Chairperson is the only board member authorized to speak for the board (beyond simply reporting board decisions), other than in rare and specifically authorized instances.

1. The job result of the Chairperson is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.
  - A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.



- B. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
2. The authority of the Chairperson consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.
    - A. The Chairperson is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).
    - B. The Chairperson has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
    - C. The Chairperson may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.
    - D. The Chairperson may delegate this authority, but remains accountable for its use.
  3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chairperson.
  4. In the absence of both the Chair and the Vice Chair, the President shall serve as Chair without privilege of vote in any official meeting of the board.

### **GP – 5 Board Members Code Of Ethics**

The board commits itself and its members to ethical, businesslike, and lawful conduct. This includes proper use of authority and appropriate decorum when acting as board members.

1. Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization’s services.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
  - A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to “inside” information.

- B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
  - C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.
  - D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
- A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.
  - B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.
  - C. Members will give no consequence or voice to individual judgments of President or staff performance.
4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

## **GP – 6 Cost Of Governance**

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity. Accordingly,

- 1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
  - A. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
  - B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.

- C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.
- 2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

## **GP – 7 Naming Of Facilities**

The Board retains its right to name and rename college buildings and facilities as an appropriate honor to individuals and organizations for friendship, service and support of the college.

1. The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020 .

## **GP – 8 By Laws Of Community College District #18**

### **INTRODUCTION**

The Big Bend Community College Board of Trustees, under law, is charged with the responsibility of Community College District No. 18. The authority is vested in the board, not in its individual board members. To assist the board in carrying out its responsibilities, it shall employ a president of Big Bend Community College and delegate to him/her the responsibility for administering the district under policies approved by the board. (RCW 28B.50.100) [see Board Resolution 2003.1 and BP1004]

Policies of the Board of Trustees are found in the records of board action and in the Board Policy Manual of which this document is a part. The bylaws which follow contain all of the rules adopted by the board which are in force and which relate to the organization and powers of the board and its method of conducting business.

### **OFFICES OF THE BOARD OF TRUSTEES**

The Board of Trustees shall maintain an office at Big Bend Community College, Moses Lake, Washington, where all regular meetings shall be held, unless otherwise announced, and all records, minutes, and the official college seal shall be kept. This office shall be open during all normal business hours to any resident taxpayer of the State of Washington.

Correspondence or other business for the board shall be sent to the Secretary of the Board, who is located in this office at 7662 Chanute Street, Moses Lake, Washington 98837.

### **MEETINGS OF THE BOARD OF TRUSTEES**

The Board of Trustees shall hold at least one meeting each quarter and such other regular or special meetings as may be requested by the Chairman of the board or by a majority of the members of the board. Regular meeting dates and times are set by an annual schedule approved by the board and published by the Office of the President. All regular meetings of the board will be held within Community College District boundaries at locations published prior to the meeting.

- A. Information for Board Members. Information and materials pertinent to the agenda of all regular meeting of the board shall be sent to trustees prior to each meeting. Any matters of business or correspondence must be received by the Secretary of the Board by 12:00 noon the Monday of the week preceding the meeting in order to be included on the agenda. The chairman or secretary may, however, present a matter of urgent business received too late for inclusion on the agenda if in his/her judgment the matter is of an urgent nature.
  
- B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.
  
- C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.
  
- D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

Normally, voting shall be viva voce. However, a roll call vote may be requested by any member of the board for purposes of the record.

In questions of parliamentary procedure, the actions of the board shall be conducted according to Robert's Rules of Order unless specified otherwise by state law or regulation of the State Board for Community and Technical Colleges.

- E. The chairman shall announce at the beginning of each meeting that interested citizens or groups may make oral or written presentations to the board regarding any item on the agenda at the time of its presentation to the board. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees at least 24 hours prior to the scheduled meeting. The chairman shall have the right to limit the length of time used by a speaker for the discussion of a subject.

## OFFICERS OF THE BOARD

At the first regular meeting of the board each fiscal year the board shall elect, from its membership, a chairman and vice-chairman to serve for the ensuing year. In addition the President of Big Bend Community College shall serve as secretary to the Board of Trustees as specified by state law. The secretary may, at his/her discretion, appoint the president's secretary or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board of Trustees.

The chairman, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall preside at each regular or special meeting of the board, sign all legal and official documents recording actions of the board, and review the agenda prepared for each meeting of the board. The chairman shall, while presiding at official meetings, have full right of discussion and vote.

The vice-chairman, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall act as chairman of the board in the absence of the chairman.

The secretary of the board shall be the President of Big Bend Community College and shall serve as chairman, without privilege of vote, in any official meeting of the board conducted in the absence of the chairman and vice-chairman. In addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, he/she shall keep the official seal of the board, maintain all records of meetings and other official actions of the board.

The secretary shall also be responsible for board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.

The secretary, or his/her designate, must attend all regular and special meetings of the board, and official minutes must be kept of all such meetings.

#### RESTRICTIONS OF INDIVIDUAL AUTHORITY

Legal authority is vested in the Board of Trustees and may be exercised only by formal action of the board, taken in regular and special meetings. No individual member of the board may act on behalf of the board unless specifically instructed by action of the board. Every member of the board shall be under obligation to support the decision or policy of the majority and shall not publicly oppose such a decision or policy after it has been adopted by the majority.

#### FISCAL YEAR OF THE BOARD OF TRUSTEES

The fiscal year of the board shall conform to the fiscal year of the State of Washington and shall be from July 1 to June 30 inclusive.

#### SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for the use upon any or all official documents of the board. The seal shall have inscribed upon it the name of the college which shall be:

BIG BEND COMMUNITY COLLEGE  
DISTRICT NO. 18  
STATE OF WASHINGTON

## CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

Bylaws of the board may be revised by majority vote of the board provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the board at the same meeting at which the revision is originally proposed.

## DELEGATION OF RESPONSIBILITY

It shall be the responsibility of the Big Bend Community College Board of Trustees to establish policy and to evaluate the success of the college operation. The Board of Trustees shall employ a President for Big Bend Community College and hold such president responsible for the interpretation of board policy into administrative action and for the administration of the college in general.

Specific policies and their administrative interpretation shall be described in detail in the several sections of the Board Policy Manual. [see Board Resolution 2003-1 and BP1004]

### 1000.4 BOARD-STAFF LINKAGE

#### BSL - 1 Chief Executive Role

The President, as chief executive officer, is accountable to the board acting as a body. The board will instruct the President through written policies, delegating to him or her interpretation and implementation of those policies, as per Board Resolution 2003-1 and BP1004.

#### BSL - 2 Delegation To The President

All board authority delegated to the operating organization is delegated through the President, so that all authority and accountability of the operating delegation – as far as the board is concerned – is considered to be the authority and accountability of the President.

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* polices. The board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.

2. As long as the President uses any *reasonable interpretation* of the board’s *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the board and its members will respect and support the President’s choices.
4. Only decisions of the board acting as a body are binding upon the President.
  - A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.
  - B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

### **BSL – 3 President’s Job Description**

As the board’s single official link to the operating organization, the President’s performance will be considered to be synonymous with organizational performance as a total.

Consequently, the President’s job contributions can be stated as performance in only two areas:

1. Organizational accomplishment of the provisions of board policies on *Ends*.
2. Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

### **BSL – 4 Monitoring Presidential Performance**

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on *Ends* and *Executive Limitations*.

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.
2. A given policy may be monitored in one or more of three ways:



- A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.
  - B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the external party unless the board has previously indicated that party's opinion to be the standard.
  - C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a "prudent person" test of policy compliance.
3. Upon the choice of the board any policy can be monitored by any method at any time. For regular monitoring, however, each *Ends* and *Executive Limitations* policy will be classified by the board according to frequency and method.
- A. Annual Internal Reports for policies on:
    - EL-2 Respect for Students
    - EL-3 Respect for Community Members
    - EL-4 Respect for Employees
    - EL-7 Financial Planning
    - EL-9 Communication and Support to the Board
    - EL-10 Emergency Executive Succession
  - B. Annual External Reports or direct Board inspection for policies on:
    - EL-1 General Executive Constraint
    - EL-6 Asset Protection
    - EL-8 Financial Condition and Activity
  - C. Quarterly Internal Reports on Actual Budget
  - D. Annual Internal Reports for *Ends* policies on:
    - E-2 Access
    - E-3 Partnerships
    - E-4 Student Achievement
    - E-5 Climate
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.

- 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.

## Presidential Performance Review Tool

### 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 interest of the college.			
			<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.			

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

**ITEM #10:** Board/Administrative Retreat (for action)

### **BACKGROUND:**

The Board/Administrative Retreat will be held Wednesday, August 25 at the Wild Horse Wind and Solar Facility. The Board will be joined by the President, Vice-Presidents, Dean of Institutional Research, Data Analyst, Director of Public Information, Executive Assistant to the President, and the Board Evaluation Consultant.

The Board will participate in a discussion and evaluation of the Academic Master Plan Report #3 Outcomes. The Board Evaluation Consultant will lead the Board Evaluation process. A van has been arranged for carpooling.

Prepared by the President's Office.

### **RECOMMENDATION:**

None.

**BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

**ITEM #11** Assessment of Board Activity (for action)

Northwest Commission on Colleges and Universities Standard 2.A Governance

**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.

Prepared by the President's Office.

**RECOMMENDATION:**

None.

**BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

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

**BACKGROUND:**

The next regularly scheduled Board meeting is Tuesday, August 10, 2010, at 1:30 p.m.

Prepared by the President's Office.

**RECOMMENDATION:**

## **BIG BEND COMMUNITY COLLEGE**

Date: 6/29/10

**ITEM #13:** Miscellaneous (for information)

### **BACKGROUND:**

President Bonaudi attended the Port of Quincy Celebration of the passage of the data center rural economic development tax incentive legislation June 21.

SGL Automotive Carbon Fibers, a joint venture of the BMW Group and the SGL Group, is holding the Groundbreaking Ceremony of their new Carbon Fiber Plant in Moses Lake Wednesday, July 7.

The Big Bend Community College Foundation will have their dinner and meeting July 8 beginning at 6:00 p.m.

Million Air Moses Lake is holding their Open House Saturday, July 10 at 4:00 p.m.

### **RECOMMENDATION:**

None.