

NEW MEXICO JUNIOR COLLEGE

BOARD MEETING

Monday, April 15, 2002

Zia Room - Library

1:30 p.m.

AGENDA

- | | |
|--|--------------|
| A. Welcome | Mr. Newman |
| B. Adoption of Agenda | Mr. Newman |
| C. Approval of Minutes of March 21, 2002 | Mr. Newman |
| D. Correspondence | Mr. Schubert |
| E. President's Report | Dr. McCleery |
| F. New Business | |
| 1. Monthly Expenditures Report | Dr. McCleery |
| 2. Monthly Revenue Report | Dr. McCleery |
| 3. Oil and Gas Revenue Report | Dr. McCleery |
| 4. Schedule of Investments | Dr. McCleery |
| 5. Consideration of 2002/2003 Budget | Dr. McCleery |
| 6. Consideration of RFP #65 - Development of On-line LPN Program | Dr. McCleery |
| 7. Consideration of Tuition & Course Fee at Del Norte Center | Dr. McCleery |
| 8. Consideration of Fee for Welding Courses | Dr. McCleery |
| 9. Retirement Resolution | Dr. McCleery |
| 10. Personnel Consideration - Professor of Mathematics | Dr. McCleery |
| G. Public Comments | Mr. Newman |
| H. Announcement of Next Meeting | Mr. Newman |
| I. Adjournment | Mr. Newman |

NEW MEXICO JUNIOR COLLEGE

BOARD MEETING

MARCH 21, 2002

MINUTES

The New Mexico Junior College Board met on Thursday, March 21, 2002, beginning at 1:30 p.m. in the Zia Room of Pannell Library. The following members were present: Mr. Monty Newman, Chairman; Mr. Gary Schubert, Secretary; Mr. Larry Hanna; and Mrs. Yvonne Williams. Not present were Ms. Patricia Chappelle, Mr. Ferrel Caster, and Mr. John Hice, Jr.

Mr. Newman called the meeting to order and welcomed visitors and guests present.

Upon a motion by Mr. Hanna, seconded by Mr. Schubert, the agenda was unanimously adopted, as presented.

Upon a motion by Mrs. Williams, seconded by Mr. Schubert, the board unanimously approved the minutes of February 28, 2002.

Under *New Business*, Dan Hardin presented the February financial reports and with a motion by Mr. Schubert, seconded by Mr. Hanna, the board unanimously approved the expenditures for February 2002.

Mr. Collins presented RFP #63 - Provide Temporary Contract Labor. The administration recommended acceptance of the services of Quest Personnel Inc., Hobbs, New Mexico. Upon a motion by Mr. Hanna, seconded by Mrs. Williams, the board unanimously accepted the recommendation.

Mr. Collins presented RFP #66 - Professional Services for the Development of An Upward Bounds Grant Proposal. The administration recommended acceptance of the professional services of Ramona Munsell & Associates for an award amount equal to 3.5% of the annual grant award during the term of the grant. The estimated annual fee would be \$10,840.55. Upon a motion by Mr. Schubert, seconded by Mr. Hanna, the board unanimously accepted the recommendation.

Mr. Collins presented Bid #919 - Installation of Air Conditioning Units for NMJC Del Norte Center. The administration recommended acceptance of the bid submitted by Certified Air

Conditioning & Appliance, Hobbs, New Mexico for an amount of \$24,347.47. Upon a motion by Mrs. Williams, seconded by Mr. Hanna, the board unanimously accepted the recommendation.

Mr. Collins presented Bid #920 - Automotive Equipment & Supplies. The administration recommended acceptance of the multiple award bid as follows: Crest Step On \$995.00; Transportation Supplies, Inc. \$1,406.19; Southwest Tools \$1,421.06; NAPA Auto Parts \$5,697.39. Total awarded for the bid is \$9,479.64. Upon a motion by Mr. Schubert, seconded by Mr. Hanna, the board unanimously accepted the recommendation.

Mrs. Williams moved the board go into closed session for the discussion of limited personnel matters under the provisions of section 10-15-1-H(2) of the New Mexico Statutes Annotated 1978. Mr. Hanna seconded the motion. The roll call vote was as follows: Mr. Newman - yes; Mr. Hanna - yes; Mrs. Williams - yes; and Mr. Schubert - yes.

Upon re-convening in open meeting, Mr. Newman stated that the matters discussed in the closed meeting were limited only to those specified in the motion for closure.

Mr. Newman called for comments from the community. There being none, a budget work session was scheduled for April 10 at 1:30 p.m. in the Bob Moran Building multi-purpose room. The next board meeting was scheduled for April 15, 2002, beginning at 1:30 p.m. in the Zia Room of Pannell Library.

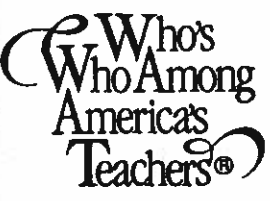
Upon a motion by Mr. Hanna, seconded by Mr. Schubert, the board meeting adjourned at 2:30 p.m.

CHAIRMAN

ATTEST: _____
SECRETARY

Others present:

**Dan Hardin
Linda Neel
Steve Davis
Regina Organ
Rich Fleming
Frank Collins
Rudy Rascon
Charley Carroll
Cc Nelson
Sam Oswald
Bill Kunko
Tim Perry
Pat Gorman
Marilyn Jackson**



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NOMINATED BY:
Melissa D. Seidl

March 13, 2002

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Gifted & Talented Coordinator
Resource Instructional Support
Coordinator
Franklin County School Board
Rocky Mount, VA

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Director of Field Services
Educational Issues Dept.
American Federation of
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Ms. Patricia D. Bowman
2625 N Northacres Dr
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Dear Ms. Bowman:

Congratulations. You have been nominated again to be honored in *Who's Who Among America's Teachers*. Please review the enclosed proof from your listing in the 6th edition so we may publish your most current information in the 7th edition of *Who's Who*.

As you may recall, you are selected for this honor because you "made a difference" in the life of your former students. The only students invited to submit nominations are those who have distinguished themselves by being recognized for excellence in either *Who's Who Among American High School Students* or *The National Dean's List*, the two most prestigious publications in the nation honoring the best and brightest high school and college students respectively.

You should be aware that only 5% of our nation's teachers are honored in each edition of *Who's Who* and less than 2% are included in more than one edition. Your students are clearly sending you a message of how special you are, a tribute bestowed on very few teachers. At *Who's Who* we think of ourselves as an organization of "clappers". As you read this letter and review your data, please know that we are applauding you and your colleagues for a job well done.

For your convenience, you may now make appropriate adjustments to your data as well as reserve a copy of the publication directly online at www.honoring.com/teachers/bio or as before, you may mail your updated form and order in the enclosed envelope. While there is no obligation to purchase a copy of *Who's Who* to be included, we must receive your signed proof or online update by April 10, 2002.

Yours very truly,

Parke H. Davis, Publisher

P.S. Please note the pre-publication discount for biographees is available only until May 13, 2002.

Ordered 7th edition
3-29-02 (master card)

NEW MEXICO JUNIOR COLLEGE

Vice President for Finance

To: **New Mexico Junior College Board Members**

From: Dan Hardin

Date: April 9, 2002

RE: Expenditure and Revenue Reports for March

March represents month nine of the fiscal year or approximately 75% of the budget. The expenditure report represents expenditure totals that include funds expended and encumbered. At the end of March there was \$2,642,893.00 of the expenditures that were encumbered funds. The areas that are above the 75% of budget in Instruction and General are the Academic Support and Student Services. Academic Support and Student Services both had seasonal funds expended earlier in the year. Also, keep in mind that we do not budget fringe benefits into each department, although we charge each department for fringe benefits. Some departments may appear to be over budget due to the fringe benefits, and still be within their budget. Fringe benefits are budgeted in its own department as totals.

The support departments that are over the normal budget expended percentage for March are the Internal Service Department, Student Aid, Auxiliary Enterprises, and Athletics. Internal Service Departments include Computer Services, Graphics and Motor Pool. The Computer Services Department and the Graphics Department have upfront funds expended for maintenance agreements and leases, as you can see we are showing a credit balance of \$17,280.00 for the month. The Computer Services Department is given a monthly credit from Instruction, Academic Support, Student Services and Institutional Support for their allocation for computer services. Each month \$55,147.00 is credited to Computer Services. Student Aid has seasonal expenses for honors scholarships and tuition waivers. Student Aid will have some reimbursements that will cover the amount that is over budget. Auxiliary Enterprises include the Bookstore, Housing and Food Services. The Bookstore is above projected expenses, but they are also above their projected income. Athletics has expended a large percentage of its budget for grants in aid.

Restricted student aid is above the projected budget. This area is the Pell Grants and Direct Loans that are draw down funds from the Federal Government.

In the Plant Funds we had very little payment activity for the month of March.

Most other areas in the expense report are in line for this time of year. The over all expenditures through the month of March are at 80% of the projected budget.

The revenue picture has some of the same features as the expenditure report. Tuition and Fees is a seasonal revenue stream. We have received almost all of the Tuition and Fees for the 2001/2002 fiscal year. State appropriations are consistent monthly revenue. Oil and Gas is showing the accrual of \$228,461.00 for March, which is the actual revenue for February. We received \$7,657.00 in oil and gas equipment taxes in March, this makes oil and gas equipment taxes \$448,541.02 over projected budget. The total oil and gas for the month is \$464,580.00. Property Taxes are at \$1,376,176.00 for the year, we are expecting a large payment in June that should get the revenue up to the projected budget amount. Other revenues, which includes fees and miscellaneous revenue is above projected budget percentage.

Under, Auxiliary Enterprises, the Bookstore revenue has been strong with year to date revenue of \$1,015,197.00.

Grant revenue starts at different times than the fiscal year. Grants normally begin in October and they are a draw down of funds after expenditures have been made. Grant expenditures are higher than the revenue side, but we are seeing the draw downs coming in.

Student Aid consists of work study funds, Pell Grant Program and the Federal Direct Loan program. This is seasonal revenue funded at the start of each semester. Pell Grant program has brought in \$2,396,508.90 and the Direct Loan program is at \$968,070.00.

Total Revenue is ahead of projected budget revenue. In areas of revenue that is not seasonal the monthly income is tracking with or better than projections with the total revenue to budget percentage at 86%.

The month end investment total was \$8,825,000.00 in the Local Government Investment Pool. We have been very fortunate to have good cash flow, but we have a number of projects that will require draw downs from the LGIP fund.

This is the financial picture for March 2002.

NEW MEXICO JUNIOR COLLEGE
Expenditure Report
MARCH 2002

75% of Year Completed

| Fund | 2000-01 | | | 2001-02 | | | |
|---|-------------------|-------------------------------------|-------------------------------|-------------------|--------------------------------|-------------------------------------|-------------------------------|
| | Final Budget | Year-to-Date Expended or Encumbered | Percentage of Budget Expended | Original Budget | Current Expended or Encumbered | Year-to-date Expended or Encumbered | Percentage of Budget Expended |
| CURRENT UNRESTRICTED FUND | | | | | | | |
| Instruction and General: | | | | | | | |
| Instruction | 5,322,453 | 2,639,384 | 50% | 5,980,600 | 472,781 | 3,807,148 | 64% |
| Academic Support | 1,012,220 | 671,303 | 66% | 1,021,222 | 79,666 | 948,798 | 93% |
| Student Services | 1,020,190 | 687,682 | 67% | 1,194,494 | 93,232 | 1,020,627 | 85% |
| Institutional Support | 2,321,133 | 1,048,009 | 45% | 2,461,574 | 177,092 | 1,698,130 | 69% |
| Operation & Maintenance of Plant | 1,674,751 | 1,031,229 | 62% | 1,943,012 | 209,403 | 1,425,810 | 73% |
| Subtotal - Instruction & General | 11,350,747 | 6,077,607 | 54% | 12,600,902 | 1,032,174 | 8,900,513 | 71% |
| Student Activities | 118,724 | 72,167 | 61% | 165,817 | 13,861 | 128,950 | 78% |
| Research | 0 | 0 | 0% | 0 | 0 | 0 | 0% |
| Public Service | 24,968 | 329 | 1% | 5,650 | 650 | 1,741 | 31% |
| Internal Service Departments | 309,131 | 225,522 | 73% | 300,815 | (17,280) | 355,230 | 118% |
| Student Aid | 139,605 | 150,104 | 108% | 148,092 | 8,860 | 165,499 | 112% |
| Auxiliary Enterprises | 1,254,436 | 994,424 | 79% | 1,266,820 | 87,536 | 1,563,739 | 123% |
| Athletics | 558,129 | 387,218 | 69% | 593,066 | 27,271 | 547,087 | 92% |
| Total Current Unrestricted Fund | 13,755,740 | 7,907,371 | 57% | 15,081,162 | 1,153,072 | 11,662,759 | 77% |
| CURRENT RESTRICTED FUND | | | | | | | |
| Grants | 3,135,237 | 1,600,072 | 51% | 2,236,954 | 195,413 | 1,728,271 | 77% |
| Student Aid | 3,204,007 | 3,283,557 | 102% | 3,300,000 | 93,177 | 3,749,635 | 114% |
| Total Current Restricted Fund | 6,339,244 | 4,883,629 | 77% | 5,536,954 | 288,590 | 5,477,906 | 99% |
| PLANT FUNDS | | | | | | | |
| Capital Outlay / Bldg. Renewal & Repl. | | | | | | | |
| Projects from Anonymous Grant | | | | 250,000 | 0 | 250,000 | 100% |
| Projects from Institutional Funds | 2,126,546 | 764,148 | 36% | 3,325,000 | 1,997 | 2,076,457 | 62% |
| Projects from State GOB Funds | 0 | 0 | 0% | 1,500,000 | 0 | 839,183 | 56% |
| Projects from State STB Funds | 0 | 481,910 | 0% | 143,891 | 0 | 143,891 | 100% |
| Projects from Other State Funds | 116,172 | 110,009 | 95% | 6,163 | 0 | 6,163 | 100% |
| Projects from State B R & R | | | | 345,546 | 6,251 | 212,397 | 61% |
| Subtotal - Capital and BR&R | 2,242,718 | 1,356,067 | 60% | 5,320,600 | 8,248 | 3,278,091 | 62% |
| Debt Service | | | | | | | |
| Revenue Bonds | 264,845 | 133,541 | 50% | 1,470,813 | 0 | 1,488,662 | 101% |
| Total Plant Funds | 2,507,563 | 1,489,608 | 59% | 6,791,413 | 8,248 | 4,766,753 | 70% |
| GRAND TOTAL EXPENDITURES | 22,602,547 | 14,280,608 | 63% | 27,409,529 | 1,449,910 | 21,907,418 | 80% |

NEW MEXICO JUNIOR COLLEGE

Revenue Report

MARCH 2002

75% of Year Completed

2000-01

2001-02

| Fund | Final Budget | Year-to-date Revenue | Percentage of Budget Received | Original Budget | Current Month Revenue | Year-to-date Revenue | Percentage of Budget Received |
|---|-------------------|----------------------|-------------------------------|-------------------|-----------------------|----------------------|-------------------------------|
| CURRENT UNRESTRICTED FUND | | | | | | | |
| Instruction and General: | | | | | | | |
| Tuition and Fees | 1,168,950 | 1,156,305 | 99% | 1,244,954 | 11,027 | 1,229,658 | 99% |
| State Appropriations | 6,566,300 | 3,815,800 | 58% | 7,494,100 | 588,225 | 5,729,725 | 76% |
| Advalorem Taxes - Oil and Gas | 2,500,000 | 2,826,353 | 113% | 2,874,085 | 464,580 | 3,350,897 | 117% |
| Advalorem Taxes - Property | 1,900,000 | 1,243,372 | 65% | 1,900,000 | 26,171 | 1,376,176 | 72% |
| Interest Income | 125,500 | 107,944 | 86% | 75,000 | 12,849 | 104,066 | 139% |
| Other Revenues | 384,886 | 132,193 | 34% | 294,400 | 13,429 | 266,464 | 91% |
| Subtotal - Instruction & General | 12,645,636 | 9,281,967 | 73% | 13,882,539 | 1,116,281 | 12,056,986 | 87% |
| Student Activities | 40,000 | 43,238 | 108% | 43,400 | (6) | 42,711 | 98% |
| Public Service | 0 | 37,100 | 0% | 0 | 0 | 660 | 0% |
| Internal Service Departments | 21,000 | 7,147 | 34% | 14,000 | 1,268 | 13,773 | 98% |
| Auxiliary Enterprises | 1,442,050 | 1,459,337 | 101% | 1,528,300 | 20,307 | 1,630,892 | 107% |
| Athletics | 33,600 | 19,970 | 59% | 35,100 | 2,850 | 26,128 | 74% |
| Total Current Unrestricted | 14,182,286 | 10,848,759 | 76% | 15,503,339 | 1,140,700 | 13,771,150 | 89% |
| CURRENT RESTRICTED FUND | | | | | | | |
| Grants | 3,135,237 | 820,751 | 26% | 2,236,954 | 296,770 | 1,147,505 | 51% |
| Student Aid | 3,204,007 | 2,627,421 | 82% | 3,336,485 | 330,963 | 3,819,968 | 114% |
| Total Current Restricted | 6,339,244 | 3,448,172 | 54% | 5,573,439 | 627,733 | 4,967,473 | 89% |
| PLANT FUNDS | | | | | | | |
| Capital Outlay / Bldg. Renewal & Repl. | | | | | | | |
| Anonymous Grant | | | | 250,000 | 0 | 250,000 | 100% |
| Projects from State GOB Funds | 0 | 0 | 0% | 1,500,000 | 0 | 416,485 | 28% |
| Projects from State STB Funds | 0 | 0 | 0% | 143,891 | 0 | 143,891 | 100% |
| Projects from Other State Funds | 116,172 | 0 | 0% | 6,163 | 0 | 6,163 | 100% |
| Interest Income | 0 | 67,155 | 0% | 50,000 | 7,791 | 72,791 | 146% |
| Subtotal - Capital & BR&R | 116,172 | 67,155 | 58% | 1,700,054 | 7,791 | 889,330 | 52% |
| Debt Service | | | | | | | |
| Interest Income | 55,000 | 48,287 | 88% | 73,164 | 8 | 32,095 | 44% |
| Total Plant Funds | 171,172 | 115,442 | 67% | 1,773,218 | 7,799 | 921,425 | 52% |
| LOAN FUND | | | | | | | |
| Interest Income / Service Fees | 0 | 0 | 0% | 0 | 0 | 0 | 0% |
| Total Loan Fund | 0 | 0 | 0% | 0 | 0 | 0 | 0% |
| GRAND TOTAL REVENUES | 20,692,702 | 14,412,373 | 70% | 22,849,996 | 1,776,232 | 19,660,048 | 86% |

NEW MEXICO JUNIOR COLLEGE

Oil and Gas Revenue Report

MARCH 2002

75% of Year Completed

| | | OIL | | GAS | | COMBINED | | |
|---|--------------------|---------------|----------------------|---------------|---------------------|------------------|-------------------------|------------------------------|
| Month of | Sales Distribution | Price per BBL | Lea County BBLs sold | Price per MCF | Lea County MCF sold | Monthly Revenue | 2000-01 Original Budget | Variance Over (Under) Budget |
| May | July | \$24.78 | 5,412,518 | \$5.47 | 18,046,880 | 360,106 | 208,250 | 151,856 |
| June | August | \$24.77 | 3,246,565 | \$3.76 | 17,173,974 | 305,123 | 208,250 | 96,873 |
| July | September | \$25.78 | 3,258,367 | \$2.55 | 17,191,397 | 330,045 | 208,250 | 121,795 |
| August | October | \$25.68 | 3,330,307 | \$3.26 | 18,785,391 | 313,161 | 208,250 | 104,911 |
| September | November | \$25.05 | 3,279,532 | \$2.65 | 18,519,464 | 288,115 | 208,250 | 79,865 |
| October | December | \$20.17 | 3,376,893 | \$2.25 | 18,698,654 | 239,201 | 208,250 | 30,951 |
| November | January | \$17.56 | 3,252,052 | \$2.77 | 18,057,854 | 234,682 | 208,250 | 26,432 |
| December | February | \$17.18 | 3,216,819 | \$2.40 | 18,357,578 | 228,461 | 208,250 | 20,211 |
| January | March | | | | | 228,461 | 208,250 | 20,211 |
| February | April | | | | | | 208,250 | |
| March | May | | | | | | 208,250 | |
| Production Tax Revenue | | | | | | 2,527,355 | 2,499,000 | 653,105 |
| Equipment Tax Revenue | | | | | | 823,541 | 375,000 | 448,541 |
| Total Year-to-Date Oil and Gas Revenue | | | | | | 3,350,896 | 2,874,000 | 1,101,646 |

Source: New Mexico Taxation and Revenue Department

In order to stabilize the budgetary process for the 2001-02 fiscal year, oil and gas revenues were budgeted at a long-term historical average of \$16.00 per bbl for oil and \$2.50 per mcf for gas. It is recognized that actual collections will exceed this conservative historical average. Therefore, collections for the 2001-02 year that exceed this budgeted amount will be considered for transfer

NEW MEXICO JUNIOR COLLEGE
Schedule of Investments
MARCH 2002

75% of Year Completed

| Financial Institution | Amount Invested | Date Invested | Maturity Date | Period of Investment (Days) | Account Number | Interest Rate | Interest Earned |
|---|------------------|---------------|---------------|-----------------------------|----------------|---------------|-----------------|
| State of New Mexico Local Government Investment Pool | 8,825,000 | N/A | N/A | N/A | 7102-1348 | 2.56% | 19,052 |
| Total investments | <u>8,825,000</u> | | | | | | <u>19,052</u> |

| Summary of Current Month's Activity | |
|-------------------------------------|------------------|
| Beginning amount | 9,325,000 |
| Plus: deposits | 0 |
| Less: withdrawals | <u>(500,000)</u> |
| Ending amount | <u>8,825,000</u> |

| | |
|---------------------------------|-----------|
| Capital Projects | 2,776,249 |
| Percentage of total investments | 31% |

NEW MEXICO JUNIOR COLLEGE

REQUEST FOR PROPOSALS #65

**Professional Services for the Development of Components
Of An On-Line Licensed Practical Nursing Program**

BOARD DOCUMENTS

Date: April 9, 2002
Prepared by: Frank D. Collins
Coordinator of Purchasing

NEW MEXICO JUNIOR COLLEGE

BOARD DOCUMENTS

General Information

1. On February 20, 2002 a legal notice was posted on the NMJC Bulletin Board and sent to the following newspapers requesting sealed proposals to provide professional services for the development of components of an on-line licensed practical nursing program:
 - 1) The Hobbs Daily News Sun
 - 2) Albuquerque Journal
 - 3) Las Cruces Sun News
2. On February 21, 2002, proposal packets were delivered to twenty-four vendors.
3. Seven (7) vendors submitted a proposal specified by the proposal package and in compliance with the opening date and time.
4. No bidders were present at the opening.
5. The Business Office and Evaluation Committee have evaluated the proposals received and their recommendation is shown on Page 2.

NEW MEXICO JUNIOR COLLEGE

Evaluation and Recommendations

Board Documents

Seven vendors responded to the Request for Proposals #65. They are as follows: Jack Grimmer & Associates, Naperville IL, ZeddComm, St. John's, Newfoundland Canada, CyberCat Consulting, Escondido, CA, DigitalCare, Colorado Springs, CO, IconPower, Boston MA, PanBil Group, North Reading MA, and a joint proposal by EG InfoSystems, Irving TX and EG's partner Instructional Multimedia, Inc., McKinney TX.

The scope of services, information on proven track record, list of references, and the fee structure were evaluated by the Business Office and the Evaluation Committee.

The Administration recommends acceptance of the services of IconPower, Boston, MA for **\$35,000**. Please refer to Pages 3 and 4 for the price structure and evaluation criteria.

Source of Funding: Consulting/Contract Labor – Carl Perkins Grant (Vocational Support Systems)

Account Number: 3-2231-43-141

Amount: \$35,000

**Evaluation Committee: Dr. Richard Fleming, Vice President of Instruction
Steve Davis, Dean of Business & Technology
Karen Cummins, Director of Allied Health (Nursing)
Frank Collins, Coordinator of Purchasing**

Request for Proposal #65

Board Documents

Evaluation and Recommendation

Proposal Evaluation Criteria:

| Section Number | Section Title | Percent | Total Points |
|----------------|--------------------------------------|---------|--------------|
| I | Price | 30% | 300 |
| II | Consultant | 25% | 250 |
| III | Success rate track record | 25% | 250 |
| IV | Ability to provide excellent service | 20% | 200 |
| Total | | 100% | 1000 |

The following proposals were received:

| Companies Responding | Project Price Structure | Points Section I | Points Section II | Points Section III | Points Section IV | Total Points Awarded |
|---------------------------|-------------------------|------------------|-------------------|--------------------|-------------------|----------------------|
| Jack Grimmer & Associates | \$5,193,300 | 3 | 250 | 250 | 200 | 703 |
| ZeddComm | \$69,730 | 153 | 250 | 250 | 200 | 853 |
| CyberCat Consulting | \$82,100 | 129 | 250 | 250 | 200 | 829 |

| Companies Responding | Project Price Structure | Points Section I | Points Section II | Points Section III | Points Section IV | Total Points Awarded |
|---|-------------------------|-------------------|-------------------|--------------------|-------------------|----------------------|
| DigitalCare | \$149,602 | 72 | 250 | 250 | 200 | 772 |
| IconPower | \$35,000 | 300 | 250 | 200 | 200 | 950 |
| PanBil Group | \$110,160 | 96 | 250 | 50 | 50 | 446 |
| EG InfoSystems & Instructional Multimedia, Inc. | Quoted hourly rate* | *Not determinable | 250 | 225 | 175 | 650 |

* Quoted \$125.00 per hour for 9 components and \$85.00 per hour for additional hours – No definitive plan for component hours or clear cost analysis was provided. Cannot determine points for cost.

Recommendation:

After a review of the submitted proposals the Administration recommends accepting the proposal from IconPower, Boston, MA for a contract to provide professional services for the development of components of an on-line licensed practical nursing program. The Terms, Conditions, and Specifications of Request for Proposals #65 will comprise an integral part of the contract.

NEW MEXICO JUNIOR COLLEGE

BOARD DOCUMENTS

Professional Services for the Development of Components of an On-Line Licensed Practical Nursing Program

A. Specifications:

1. New Mexico Junior College is requesting proposals for professional services to develop components of an on-line Licensed Practical Nursing program. Services provided by Offerors must include all necessary assistance in developing and implementing five (5) on-line courses. The successful Offeror will assist the College's staff in all stages of development. The deadline for the completion of the project is September 1, 2002.
2. Prospective Offerors must submit a documented, proven track record of major successes in the development and implementation of on-line courses/curriculum. Offerors must submit a minimum of five (5) client references, with names and telephone numbers of institutional representatives.
3. WebCT courseware must be the mechanism of delivery. (WebCT should satisfy the majority of the following components)
4. The following components/capabilities should be present either through the utilization of Web CT or other like software/programs or courseware.
 - A. Must be able to insert existing PowerPoint, Word, and Excel documents into the courseware (not as a link) without requiring students to purchase software or viewers. (Real Player, QuickTime, Adobe Acrobat Reader, or Browsers are acceptable)
 - B. Instructors, as well as students, upon logging into a course must be able to view contributions to the class (a "what's new" feature) since the last time they were in the course (i.e. what students have posted, tests submitted, etc.) Fully describe how this feature will be implemented.
 - C. Synchronous tools such as the conversion of VHS material to CD-ROM, whiteboarding, polling and archiving must be integrated into each of the courses.
 - D. Asynchronous tools such as electronic mail, threaded discussion boards, news groups, and document sharing must be integrated into each of the courses.
 - E. There must be an on-line student assessment tool with the ability to include multiple

question types, timed or dated elements, pooled questions, and randomized questions. Security of this component is of the utmost priority.

F. The courseware platform must have student tracking abilities. The student tracking component should allow the instructor to monitor the progress of students through the course material. The instructor should be able to ascertain which pages, paths, and tools students have accessed and their activity level in various places (including the Bulletin Board).

G. A gradebook within the courseware that will:

1. links to evaluation elements within the courseware.
2. allow instructors to add scores from external evaluation elements.
3. be able to be modified while the course is being offered to students (addition or deletion of elements, weight of items, etc.)

H. Facilities for the students to check grades on assignments and tests.

I. Search capabilities to locate parts of the course materials beyond the users' current browser page on the basis of word matching.

J. Tools that enable a team of instructors to jointly develop and manage a course.

K. Ability to import content from publishers.

L. Group learning tools that allow the partitioning of a class of students into groups for chat rooms, threaded discussions, and e-mail. This capability must be available on a class-by-class or lesson-by lesson basis.

M. The ability to batch load students from the registration system that is currently housed on a COMPAQ Alpha server (ES 40 68/833 Model 2) and utilizes POISE administrative software from the Jenzabar Company. (www.jenzabar.com)

N. Capability to duplicate, update and customize multiple copies of the same course.

O. Allow the instructor to access all capabilities from a single login.

P. Class details such as instructor information, textbooks, grading policies, detailed course information, and vital class information such as class time, location, instructor office hours, phone, and email.

4. All courseware, programs, and components of the on-line curriculum are to be

downloaded/installed on an in-house server of New Mexico Junior College's choosing.

5. Offerors must provide a brief history of your company and its experience, qualifications and success in providing the types of services described in this RFP.

6. Offerors must describe the costs for their services in the following areas:

- A. Course Development
- B. Instructional Design
- C. Instructional Multimedia
- D. Evaluation Services
- E. Instructional Design Consulting
- F. Course Conversion Services
- G. Program Consulting
- H. Publishers' Content
- I. Any costs not mentioned above

SYNOPSIS OF REQUIREMENTS

A. Course Development – all courses are fully developed and include such material as; (1) course syllabi; (2) lecture notes; (3) examinations; and (4) A-V material. All of this material must be incorporated into the courseware by the Offeror.

B. Instructional Design – Includes the development of instructional materials and activities; and tryout and evaluation of all instruction and learner activities (All instructional materials are developed they just need to be implemented, tried and evaluated). Decide the best methods of instruction for enacting desired changes in knowledge and skills for a specific course content and learner population. Create the course map/flowchart. Perform detailed course content chunking.

C. Instructional Multimedia – Offeror must be able to incorporate streaming video into the courseware as well as still photos and diagrams.

D. Evaluation Services – Program has a fully developed, implemented, proprietary, on-line, testing program that allows multiple-choice questions to be administered. Offeror must be able to incorporate existing testing program into courseware or provide acceptable substitute. Current program is written utilizing COBOL language and runs on the Digital Equipment Corporation mainframe. It administers multiple-choice exams via "dumb terminals". Questions are randomly selected and scrambled and graded by the computer. Ability to add, delete, and edit questions is imperative.

E. Instructional Design Counseling – please refer to item B above.

F. Course Conversion Services -offeror provides consulting, programming, and production support for successful content transfer of existing proprietary material to a commercial course

management system (WebCT).

G. Program Consulting – the total cost of providing a consultant to New Mexico Junior College. (This includes during the time the program is being developed and for one year following implementation. Include relevant on-site visits that you deem necessary and whatever follow-up support is appropriate, i.e. phone support etc.)

H. Publishers' Content - offeror provides consulting, programming, and production support for successful content transfer from publisher's material to the courseware.

I. Any costs not mentioned above

7. Offerors must submit a complete firm profile, including resumes of key personnel, with their proposals. Offerors must include a time line and plan of approach with their proposals and any other relevant information for NMJC to properly evaluate the services specified in this RFP.

NEW MEXICO JUNIOR COLLEGE

Request for Proposals #65

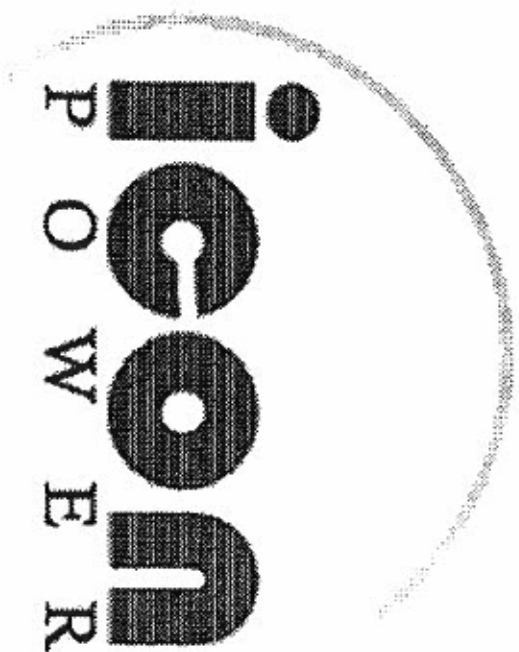
Evaluation Criteria

**Professional Services for the Development of Components of
An On-Line Licensed Practical Nursing Program**

The following Evaluation Criteria will be used:

| | | | |
|--------------|--------------------------------------|--------------------|---------------|
| Section 1 | Price | 300 points | (30%) |
| Section 2 | Consultant | 250 points | (25%) |
| Section 3 | Success rate track record | 250 points | (25%) |
| Section 4 | Ability to provide excellent service | 200 points | (20%) |
| TOTAL | | 1000 POINTS | (100%) |

Submit firm information and client references please.



www.iconpower.com

**Proposal for Development of
Online Licensed Practical Nursing Program
(RFP #65)**

March 21, 2002

**Point of Contact: Lynne Bishop
530 VFW Parkway Ste. 107
Boston, MA 02132
Tel: (617) 325-7988
Email: LBishop@iconpower.com**

→ Overview and Approach

- Segmentation of Project Activities
- Proposed Implementation Timeline
- Pricing Estimate
- Appendix: Icon Power—Firm and Personnel
- Appendix II: Reference Information

Background

New Mexico Junior College is developing an online training program to assist practical and vocational nursing students in passing their licensing examinations. The college has developed the subject matter content and is seeking a consultant with WebCT expertise to design and implement the online course components. The project deadline for completion is **September 1, 2002**.

Objectives

Icon Power will capitalize on its WebCT expertise and experience in developing interactive online content to:

- Assess the project's technological and functional requirements
- Organize online content to ensure maximum knowledge transfer between instructor and student
- Deliver a robust and flexible web-based program, which lends itself easily to ongoing maintenance and updates

The online training course will include digital documents and presentations, online testing, discussion groups and other study tools. Icon Power will work closely with the college to define development milestones and timing of deliverables throughout the project.

Approach

Icon Power's structured approach to development ensures efficient and timely project completion and final deliverables suited precisely to our clients' needs.

Based on your RFP, we have identified three general project phases for each course to be developed. Courses will be developed and tested concurrently to ensure the meeting of the September deadline.



Receipt of Course Materials

Because our methodology is highly collaborative, prior to beginning development for each course, we will work with the client to:

- ✓ Clearly define project deliverables for the course, and for each development phase
- ✓ Set timetables and deadlines for deliverables
- ✓ Appoint points of contact from both the Icon Power team and New Mexico Junior College to facilitate communication throughout the project

Delivery of Online Course

Project Scope

Icon Power will work with the New Mexico Junior College to develop an online practical nursing program using the WebCT platform. The program is comprised of five, multi-week educational courses:

- Totals nearly 400 theory hours
- Each class session lasts between 1 to 5 hours, with associated instructor presentations
- Students additionally must complete labs, required reading and watch required videos
- Video time totals 47.3 hours
- Tests and evaluations are spaced throughout each course

As course materials, including presentations, examinations, lecture notes, and A-V materials are already developed, Icon Power will assist primarily in the following areas:

- Design of course map/flowchart, which will “chunk” course content into effective and easily digestible segments—promoting the most effective learning for the student
- Conversion of current presentations, examinations, publishers’ content, and other syllabi materials to WebCT platform
- Conversion and incorporation of video materials into digital-ready format (e.g., VHS to CD-Rom, photo to digital image)
- Incorporation of study tools into online program (e.g., discussion forums, bulletin boards)
- Postimplementation support, maintenance, consulting, and updates

Overview and Approach



Segmentation of Project Activities

Proposed Implementation Timeline

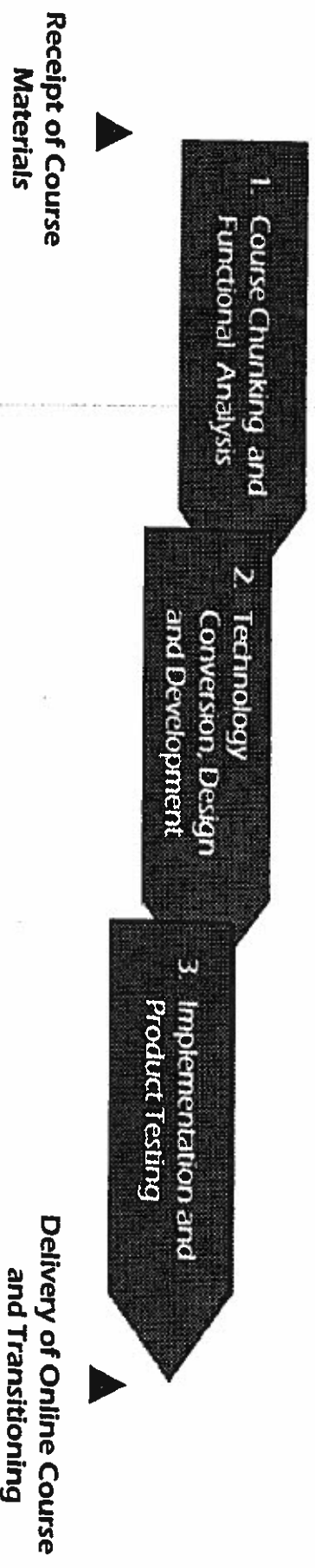
Pricing Estimate

Appendix: Icon Power—Firm and Personnel

Appendix II: Reference Information

Segmentation of Project Activities

Icon Power will develop the online components for each course using a structured, three phase approach:



- Courses will be developed concurrently
- Functional components for each course, as described in RFP #65 are largely similar, with some differences from course to course in presentation format and course organization
- Deliverables and completion timelines will be defined clearly at the beginning of each project phase
- Total estimated implementation time and pricing will vary from course to course due to multiple factors (see document section on Proposed Implementation Timeline)

The following pages describe project phase activities and potential deliverables in greater detail.

1. Course Chunking and Functional Analysis

Upon receipt of course materials, the Icon Power team will first work with college personnel to structure an appropriate instructional design for the course and associated technology elements. For each course, activities during this project phase will include:

- Identification of scope of all required functional elements
 - ✓ Amount of A-V materials, presentations, examinations, etc.
 - ✓ Preferences of instructors on usage of various study tools (e.g., e-mail, discussion boards, document sharing)
 - ✓ Level of external materials to be imported (e.g., published content)
- Determination of necessity for any additional programming (e.g., for any required functions not expressly accommodated by WebCT)
- Assessment of course materials to determine necessity of any “tweaks” in organization or format, in order to promote more effective learning and technology implementation
- Planning and detailed process mapping of class sessions, content dissemination, and student user interfaces, e.g.,
 - ✓ Segmentation and organization of presentations, imported published content, visual aids, etc.
 - ✓ Spacing of examinations and student assessments
 - ✓ Timing of student action points (e.g., ‘insert CD-Rom and watch video prior to proceeding’)

Deliverables for this phase will include:

- Course Flowchart, which
 - ✓ Details organization of content and course functionality
 - ✓ Maps, from a user perspective, access to course content and interaction with instructors and peers
- Functionality Checklist, which
 - ✓ Blueprints projected deliverables for the entire course

2. Technology Conversion, Design and Development

Building on the identified Functionality Checklist and Course Flowchart, Icon Power will structure online program components and course architecture, and program all course functionality.

Based on project specifications from RFP #65, each course will have at least the following components, which functionality is intrinsic to the WebCT platform:

- Ability to insert Microsoft PowerPoint, Word, and Excel documents into courseware
- Polling capabilities
- Archiving capabilities*
- E-mail, threaded discussion boards, news groups, document sharing
- Online student assessment tools
- Student tracking capabilities
- Courseware grade book tools for instructors
- Capabilities for students to check individual grades
- Joint development capabilities for instructors
- Group learning tools for students
- Instructor access capabilities
- Course informational details (i.e., instructor information, textbooks, grading policies, course information, etc.)

These elements will primarily require Icon Power to convert course content to the correct format and configure the WebCT platform to the materials accordingly.

* Intrinsic to WebCT to an extent—see following page

**2. Technology Conversion,
Design and Development**

(continued from previous page)

Additional elements may also require Icon Power to convert materials to a usable and compatible format for use in the online program. These elements include:

- Importing of publisher content
 - ✓ If content is supplied as a WebCT e-pack, Icon Power will simply activate and configure the e-pack to work with the existing course
 - ✓ Alternately, Icon Power will convert the content using a process similar to the conversion of other course materials
- Conversion of VHS to CD-Rom
 - ✓ Icon Power will utilize its multi-media expertise to convert films to the CD-Rom format
 - ✓ Alternately, Icon Power can work with the Junior College to enable its online program for streaming media functionality, if necessary (Junior College may require additional software and equipment prior to implementation)

Deliverables for this phase will include:

- Concrete time line for production and completion of all functional components described (prepared at the beginning of this development phase for each course)
- Final delivery of all components for the course

3. Implementation and Product Testing

Icon Power performs thorough testing and quality assurance on all our products prior to launch, to ensure maximum navigability and ease of use for administrators, students and faculty. The team will assist the Junior College in installing its online program, and providing support, as necessary.

This project phase will include the following work activities:

- Test ease of information access, navigability, and functionality with sampled users
- Perform stress testing and quality assurance
- Refine and adjust online content and interactive components, as necessary
- Installation of software onto Junior College servers, and set up of students and faculty access
- Train faculty and administrators on usage, uploading and completing changes
- Assist college personnel in program maintenance and development of updates and new application functionality, as necessary
- Provide technical support, as necessary

Deliverables for this phase will include:

- All relevant software documentation
- Programming code for any specialized WebCT modules developed

- Overview and Approach
- Segmentation of Project Activities
- Proposed Implementation Timeline
 - Pricing Estimate
 - Appendix: Icon Power—Firm and Personnel
- Appendix II: Reference Information

Proposed Implementation Timeline

Although development for each online course will follow the same 3-step process...



...the pricing and estimated implementation times will vary slightly for each course, depending on multiple factors

- ✓ Size of the course and course syllabus (i.e., NU 116, NU 127 requiring more time and resources)
 - ✓ Amount of required functionality which is intrinsic to WebCT capabilities vs. functionality which requires additional programming, data integration, etc.
 - ✓ Number of videos requiring conversion and external material requiring incorporation (e.g. published content)
 - ✓ Number of users requiring set-up and access (e.g. students, faculty)
-

Icon Power has based its implementation time estimates on materials received from the Junior College (i.e. syllabus for NU 127, sample presentations)

- Overview and Approach
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Pricing Structure

This project proposal is structured to reflect New Mexico Junior College's specific needs, as defined in the Request for Proposal #65, and requires varying levels of programming expertise from Icon Power.

Because of the scope of the project, and the necessity of providing ranged implementation times due to lack of complete course materials, we have structured several pricing options for the development and implementation of the online licensed practical nursing program.

At your preference, we can bill on:

- A fixed, total fee for the entire project
 - Includes all project costs for all five courses through implementation and launch
 - Does not include post-implementation tech support and maintenance
- Or, a "per course" basis
 - Includes development costs for a single course through implementation and launch
 - Does not include post-implementation tech support and maintenance
 - Allows the college to implement just one or several courses, depending on priority level
- Or, an hourly basis for development services rendered

Post-implementation technical support, follow up maintenance, or updates will be billed at our typical tech support rate of \$50 per hour for services rendered for the period of one year after implementation and launch.

Fixed Price Options

Icon Power has structured fixed price options, for individual courses (which may be purchased as discrete modules) as well as for the total cost of development of all five courses.

Total Project Cost: fixed priced for development of all five courses

\$35,000

OR

Modular Pricing: cost per course, if purchased individually

| | |
|---------|----------|
| NU 116: | \$13,000 |
| NU 127: | \$12,500 |
| DS 111: | \$6,000 |
| PC 122: | \$7,000 |
| NU 214: | \$7,000 |

Clients often prefer fixed price options for the potential savings as well as for the ease of administration.

Hourly Option

Alternately, the college may choose an hourly pricing option. The indicated estimated times required for development are based on Icon Power's past experience, as well as sample materials received from the Junior College—actual ranges may vary slightly.

| Activities | Hourly Rate | Estimated Hours | | | | |
|--|-------------|-----------------------------|-----------------------------|---------------------------|----------------------------|----------------------------|
| | | NU 116 | NU 127 | DS 111 | FC 122 | NU 219 |
| Phase I: Course Querying/Functional Analysis | | | | | | |
| Instructional Design | \$50 | 80 to 120 | 80 to 120 | 40 to 80 | 40 to 80 | 40 to 80 |
| Instructional Design Courseware | \$50 | 10 to 20 | 10 to 20 | 10 to 15 | 10 to 15 | 10 to 15 |
| Course Development | \$50 | 10 to 20 | 10 to 20 | 10 to 15 | 10 to 15 | 10 to 15 |
| Instructional Multimedia | \$50 | 10 to 20 | 10 to 20 | 10 to 15 | 10 to 15 | 10 to 15 |
| Evaluation Services | | | | | | |
| Course Conversion Services | \$50 | 85 to 100 | 75 to 90 | 10 to 20 | 20 to 40 | 20 to 40 |
| Phase II: Content, Design and Development | | | | | | |
| Publishers' Content | | | | | | |
| Specialized Module Development | \$100 | 8 to 16 | 8 to 16 | 8 to 16 | 8 to 16 | 8 to 16 |
| Testing and QA/QC | \$50 | 20 to 30 | 20 to 30 | 10 to 15 | 10 to 15 | 10 to 15 |
| Implementation | \$50 | 5 to 10 | 5 to 10 | 5 to 10 | 5 to 10 | 5 to 10 |
| Documentation | \$50 | 5 to 10 | 5 to 10 | 5 to 10 | 5 to 10 | 5 to 10 |
| Phase III: Implementation and Product Testing | | | | | | |
| Total Estimated Hours | | 223 to 326 | 213 to 316 | 98 to 181 | 108 to 201 | 108 to 201 |
| Total Estimated Cost | | \$11,550 to \$17,100 | \$11,050 to \$16,600 | \$5,300 to \$9,850 | \$5,800 to \$10,050 | \$5,800 to \$10,050 |

Hourly pricing offers increased flexibility to clients wanting to take specific development tasks in-house.

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Icon Power's Bio...

- Full-service technology consulting firm, established 1995
- Provides clients a range of technology and business consulting services, including:
 - Software development
 - Application and systems management
 - Database design and development
 - Mobile/wireless solutions
 - Web technology development
 - Research and business intelligence
 - Digital branding and marketing
 - E-business strategy development
 - Operational effectiveness consulting
- Deep expertise across multiple programming languages, platforms, and technologies, including:
 - Apache/Tomcat
 - Blackboard
 - C, C++
 - HTML, DHTML, XML/XSL
 - Java Applications, Servlets, J2EE
 - JavaScript
 - JBOSS
 - JDBC, ODBC
 - Linux—Red Hat, S.u.S.e.
 - Lisp
 - Macromedia Director, Shockwave, Flash
 - Microsoft Internet Information Server, SQL Server
 - MySQL
 - Oracle 8, 8i
 - PERL and modules DBI
 - PHP
 - Python
 - Real G2 streaming technologies
 - SMIL
 - SQL, PL/SQL
 - Sun Solaris
 - UNIX Oses BSD, SCO
 - Visual Basic
 - WebCT
 - Windows systems
 - WML

Icon Power's Bio...

(continued from previous page)

- Diverse industry expertise among team members enables Icon Power to accommodate clients across multiple vertical industries. Past clients have included:
 - Biotechnology firms
 - Chemical manufacturing companies
 - Consulting companies
 - Educational institutions
 - Financial services providers
 - Home furnishings distributors
 - Law firms
 - Managed care organizations
 - Manufacturing firms
 - Non-profit organizations
 - Retail (both e-commerce and brick-and-mortar)
 - Software development firms
- Representative clients to whom Icon Power has provided technology solutions:
 - Boston University
 - Brigham's Ice Cream
 - Collegiatemall.com
 - Harvard Pilgrim Health Care
 - Hasbro, Inc.
 - Interstate Coffee Roasters
 - NK Flavors and Fragrances

Relevant Experience

Our team has the expertise required to design and deliver the Web CT-based online educational program. We have briefly outlined below some past projects, which will better illustrate our relevant experience and capabilities:

Computer Science Department, Boston University

- Educational institution was updating computer science course content and online education programs, as well as implementing new coursework online
- Using the Web CT platform, the Icon Power team updated and maintained the content of existing online programs; and designed and delivered new online course modules

Marketing Department, Boston University

- Educational institution offering new marketing course focusing on e-commerce required an online presence and interactive means of discussing relevant topics with students
- Icon Power team developed an informational online presence, as well as an interactive forum for students and professor to discuss course material and e-commerce related topics

Harvard Pilgrim Health Care

- Massachusetts HMO required an interactive educational tool for member doctors learning to deal with cultural sensitivity and multicultural issues among patients
- Icon Power team developed an online educational forum, including discussion areas (between member doctors) and question/answer capabilities (between doctors and advisors)

Partners' Bios...

Icon Power leverages the diverse backgrounds and experience of our principle partners to bring a distinct perspective to delivering customized technology and business solutions. Our team members have worked with companies ranging from Fortune 500 to start-ups, and delivered business and technology solutions to clients across multiple industries and functional areas. Key partners are:

Edwin Yip, a founding member of Icon Power, he brings close to a decade of expertise in web site design and e-commerce strategy and implementation. Edwin has helped develop numerous entrepreneurial projects, which have focused primarily on moving traditional brick-and-mortar and document-intensive businesses onto the Internet. Edwin is a graduate of Boston University.

Ken Wong is a veteran of the hi-tech industry in China and brings extensive technical expertise and project management experience to Icon Power. He has managed multiple large-scale technology implementation projects, and Fortune 500 clients across China, including Microsoft, Hewlett-Packard, United Airlines, Ogilvy & Mather, and Ford Motors. He is a graduate of the University of Hawaii School of Business and Boston University's Computer Science program.

Lynne Bishop brings experience in areas including IT strategy, product development, marketing, pricing, and risk management across such diverse industries such as consumer goods, financial services, pharmaceutical, printing and manufacturing. Prior to joining Icon Power, Lynne managed the strategic research unit of a specialized research firm and worked, later, as an associate and partner at several boutique management consulting firms. Lynne is a graduate of Tufts University.

Vichu Tanta-Nanta brings to Icon Power nearly a decade of e-business expertise. As a founding member of Icon Power, he has helped develop the technology and e-business strategies for numerous ventures including e-tailers, portals, community sites, and exchanges. Vichu is a graduate of Boston University.

The following pages include resumes for Ken Wong and Lynne Bishop, New Mexico Junior College's primary points of contact. Ken and Lynne will oversee the technical development and delivery of the online nursing program.

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 - Segmentation of Project Activities
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Kenneth Wong

115 Museum Street, Apt. 2L
Somerville, MA 02143
Email: ken@iconpower.com

WORK EXPERIENCE

- 2000 to present **Iconpower, Boston, Massachusetts**
Project Lead
- Designed, implemented and quality tested various applications, including a data-mining application, multiple e-commerce platforms and an ERP project.
 - Technologies include: Java 2, Python, PHP, MySQL, PostgreSQL, Linux, HTML
- 1998 to 1999 **CT Interactive, Beijing, China**
Senior Account Executive
- Oversaw clients' technology development projects through all phases including project proposal, management and delivery.
 - Managed client base including IBM, HP, Intel, Microsoft, United Airlines, Ford, Ogilvy & Mather.
 - Proposed, planned and managed IBM's first webcast in China.
 - Coordinated IBM China's web site (Sept 98 to March 99)
- 1994 - 1997 **Agricultural Diagnostic Service Center, Hawaii, USA**
Bookkeeper/Programmer
- Wrote, implemented and maintained department's accounting software
 - Prepared fiscal summaries, assisted in budget planning
 - Tracked all revenues/expenditures of department
- 1994 **General Electric Capital Corp., Hawaii, USA**
Finance Intern
- Calculated client lease rates and corporate financial ratios
- 1992 - 1993 **University of Hawaii, Hawaii, USA**
Computer Operator
- Monitored and performed minor troubleshooting on IBM ES/9000 mainframes
-

EDUCATION

- Boston University, USA**
Master of Computer Science, 2000
- University of Hawai'i at Manoa, USA**
Master of Business Administration degree, 1997
- University of Hawai'i at Manoa, USA**
Bachelor of Business Administration degree, 1995
Major: Finance/Accounting,
-

LYNNE FRANCES BISHOP

1382 BEACON STREET NO. 13 BROOKLINE MA 02446 TEL 617/513-7562 E-MAIL: LBISHOP@ICONPOWER.COM

EDUCATION: Tufts University, Medford MA, June 1996

- Bachelors of Arts in Economics and International Relations
- Advanced course work in International Finance and International Trade Policy, Fletcher School of Law and Diplomacy

Youth for Understanding Exchange Program, Netherlands, 1991-1992

- Cultural exchange student within study abroad program

Thomas Jefferson High School for Science and Technology, Alexandria VA, June 1991

- Graduated in 99th percentile of class, National Merit Scholar

WORK Icon Power LLC, Boston MA

EXPERIENCE: *Partner, January 2000 – present*

- Analyze, define and assist in implementing business strategy and market positioning for new ventures
- Structure, manage and assist in delivery of business analysis for clients, including market research and consulting services
- Develop business and marketing plans for presentation for venture funders and angel investors
- Manage client accounts to ensure satisfaction
- Assist in business development and marketing efforts, including development of communications materials and sales leads

Parapoints Solutions LLC, Cambridge MA

Partner, August 1999 – January 2000

- Structure, complete and present competitive and market analyses for start-up and private equity firms
- Manage client accounts to ensure satisfaction
- Assist in business development and marketing efforts, including development of communications materials and sales leads
- Develop and manage internal marketing and project databases
- Maintain technology infrastructure and company internet website
- Clients included: Boston Scientific, Normal Net Inc., Benchmarking Partners

The Lab/SCA Consulting, Boston MA

Associate, October 1998 – July 1999

- Perform on-site analyses and project documentation utilizing tools such as process mapping, internal interviews, opportunities identification, customer and service value analyses, etc.
- Manage client relationships and accounts to ensure customer satisfaction
- Recruit, train and supervise on-site associates in analytical methodology and documentation standards
- Develop analytical consulting tools for marketing and future project use (e.g., automated ABRP tools)
- Create and present analytical findings to client executive management
- Clients included: JP Morgan (US and UK), Prudential, Metropolitan Life, New York Life, Federal Reserve Bank of New York, Anthem, CIBC Oppenheimer, NCP (National Computer Print)

The Lab, Boston MA

Research Manager, October 1997 – October 1998

- Manage benchmarking/best practices analyses for Fortune 500 clients within pharmaceuticals, medical instruments, industrial chemical, printing, investment banking, and financial services industries
- Ensure quality of analysis and client deliverables for all research projects
- Manage client relationships and accounts to ensure customer satisfaction
- Recruit, train and supervise research associates in research methodology and documentation standards
- Develop research tools for marketing and future project use (e.g., benchmarking metrics catalogs)
- Assist in creation of presentations to client executive management
- Present research findings
- Clients included: Engelhard, CNA, Johnson & Johnson, Anthem, Metropolitan Life; JP Morgan

Research Associate, April 1997 – October 1997

- Conduct benchmarking/best practices projects within core and support processes for "top 10" pharmaceuticals manufacturers
- Enlist and interview benchmarking participants
- Analyze and document benchmarking findings in graphical format
- Identify and develop best practices
- Present findings and supporting documentation to clients
- Clients included: Pfizer, Glaxo Wellcome

LANGUAGES: Dutch, written and oral proficiency; Vietnamese, oral proficiency

PERSONAL: Worked full-time in retail management during college to defray tuition and living expenses; lived and traveled extensively in Asia, Africa, and Europe

TO: Dr. Steve McCleery
FROM: Robert Bensing
DATE: April 9, 2002
RE: Tuition and Fees for
PY101 at Del Norte
Center



MEMO
NEW MEXICO
JUNIOR COLLEGE
Registrar's Office

I would like to propose that out-of-district and out-of-state tuition charges be waived for those students who only register for PY101, Introduction to Exercise, at the Del Norte Center. Students who register at the Center often are charged only in-district registration fees when they actually should be paying out-of-district or out-of-state tuition. When the students are requested to pay an additional amount, this often creates ill will. Also, there are those who actually should be paying in-district tuition, but because of application information that has not been updated, they are still categorized as out-of-district or out-of-state. These individuals often will not come to the office to complete the necessary paper work to change their residency status. If the paper work is not completed correctly and the proper documentation collected, an audit finding could be assessed by the CHE when they conduct their Enrollment Verification Audit. For this reason, we require the students to come to our office to complete this documentation. Often this procedure causes frustration for those who fall into this category. For these reasons, I suggest waiving the tuition assessments as listed above and also adding a \$5.00 fee. We have trouble collecting the matriculation fee when students register at Del Norte when they indicate that they have previously attended but actually have not, or have not paid the matriculation fee (previous AVHS or concurrent enrollment students, non-credit students, etc.). Again, this situation often creates ill will for those involved.

If this proposal were adopted, the result would be that those students who register only for PY101 at the Del Norte Center will be assessed a tuition fee of \$26.00, regardless of residency, and a \$5.00 fee.

Thanks!



Vice President for Instruction

NEW MEXICO JUNIOR COLLEGE

MEMORANDUM

DATE: April 5, 2002
TO: New Mexico Junior College Board Members
FROM: Richard Fleming, Vice President for Instruction *RF*
SUBJECT: Fee for Welding Courses

In 1999 the welding program was able to purchase over \$15,000 worth of welding rods at an auction. Since that time the welding program has continued to use and deplete its supply of rods to the point that new rods will now have to be purchased on a continuing basis. Also, the program has grown from approximately 135 students (duplicated) to over 175 students (duplicated), increasing the demand for supplies. This count includes AVHS welding students (20 in this academic year) for which the college collects no course fee. Therefore, I request that the board approve a course fee increase from \$10 to \$20, effective fall 2002.

Thank you for your consideration.

RESOLUTION

George R. Biggs

- WHEREAS,** George R. Biggs being one of the Staff Members of New Mexico Junior College, has faithfully served the College for 35 years, and
- WHEREAS,** George R. Biggs has served as Biology Instructor from 1967-1968; and
- WHEREAS,** George R. Biggs has served as Instructor, Science Division from 1968-1969; and
- WHEREAS,** George R. Biggs has served as Instructor of Biology from 1969-1971; and
- WHEREAS,** George R. Biggs has served as Professor of Biology from 1971-2002; and
- WHEREAS,** George R. Biggs has served as Instructor for the Water and Waste Water Training Program from 1995 to 1997; and
- WHEREAS,** George R. Biggs has served as Department Chairperson from 1991-2002; and
- WHEREAS,** George R. Biggs has served on various committees at New Mexico Junior College and in the community from 1967 to 2002; and
- WHEREAS,** George R. Biggs has been a devoted, enthusiastic and loyal faculty member at New Mexico Junior College; and
- WHEREAS,** George R. Biggs as an educator, has always reflected a favorable image for New Mexico Junior College; and
- WHEREAS,** George R. Biggs has elected to retire the 1st day of July 2002.

NOW, THEREFORE BE IT RESOLVED that **George R. Biggs** be declared Professor Emeritus of New Mexico Junior College with all the rights and privileges pertaining thereto;

ADOPTED THIS 15th day of April, 2002.

ATTEST:

New Mexico Junior College Board Chairman



New Mexico Junior College Board Secretary