

MINUTES OF THE BOARD OF TRUSTEES MEETING
COMMUNITY COLLEGE DISTRICT NO. 4
SKAGIT VALLEY COLLEGE
TUESDAY, JANUARY 8, 2008
4:30 p.m. – Czarna Collins Room
2405 E. College Way
Mount Vernon, WA 98273

BOARD MEMBERS IN ATTENDANCE:

Ms. Margaret Rojas, Chair
Mr. Tom Moser, Vice Chair
Ms. Debra Lisser
Mr. Don Piercy
Mr. John Stephens
Dr. Gary Tollefson, President & Executive Secretary to the Board

ADMINISTRATIVE SUPPORT:

Lisa Radeleff, Executive Secretary to the President

I. CALL TO ORDER:

The Chair called the meeting to order at 4:30 p.m.

II. ROLL CALL AND DECLARATION OF A QUORUM:

The Chair recognized that a quorum of Board members were present.

III. FLAG SALUTE

IV. INTRODUCTION OF GUESTS:

No guests were present.

V. CONSENT AGENDA:

1. Board Special Meeting Minutes – December 5, 2007

2. Board Meeting Minutes – December 11, 2007

The consent agenda items were approved as presented.

VI. PROGRAM PROFILE: Administration of Justice

Bill Overby, Department Chair for Administration of Justice, presented information on the Administration of Justice program. He stated that the program includes training in:

- Correctional Duties
- 911 Dispatchers / Emergency Tele-communicators
- Private and Commercial Security
- Positions in the Courtroom Work Group
- Private Sector Investigators
- Parks and Natural Resources Protection Officers

Bill stated that the Administration of Justice program has achieved not only regional recognition but is also well-known on a national level through the following connections:

- National Partnership for Careers in Law, Public Safety, Corrections and Security
- A subsidiary of National Crime Prevention Council
- Regional Center for Public Safety Training Programs
- Regional Technical Center Status
- Federal Law Enforcement Training Center and Dept. of Homeland Security Site/Instructors

Degrees offered through the Administration of Justice program are:

- Associate in Technical Arts – Administration of Justice
- Associate in Technical Arts – Park Services and Protection
- A.A.U.C.T. Transfer Degree to 4-year College/University – Administration of Justice

Bill stated that in spring 2007, an articulation agreement was secured with the Anchorage, Alaska School District to serve their student needs to pursue public safety careers. He said that the SVC Administration of Justice program also sponsors the annual Mount Vernon Police Department Summer Youth Academy.

Bill also provided an update on the regional emergency training center. He stated that a potential site at the Port of Skagit County has been identified. The Port has communicated an interest in offering a parcel of land that is up to 75 acres in size. The Port has also committed up to \$50,000 to study its topography, soils, and wetlands in preparation for use by the College.

He stated that since a potential land site has been identified, the business plan will be completed during the spring of 2008 that will identify priorities in construction, an enterprise management model, funding, and services to be initially offered. This type of a training facility will augment current programs and allow expansion into other areas.

Dr. Tollefson stated that Bill Overby and Pat McVicker have been persistent and forces to be reckoned with in gaining support for the project and that they will all be visiting a training center soon. He said that the Director of the Port of Skagit is excited to work with us on the possibility of being a site for the facility. Bill stated that there is a great deal of enthusiasm and support for the project.

In closing his report, Bill invited the trustees to attend the Parks Law Enforcement Academy graduation on Friday, April 11 at McIntyre Hall.

VII. MONITORING REPORT: Institutional Diversity

Dr. Maureen Pettitt, Director of Institutional Research, distributed and reviewed the monitoring report on Institutional Diversity (see Attachment A). She stated that information on the diversity requirements that have been added to the degree will be added to next year's report.

VIII. COLLEGE REPORTS:

1. ASSVC

Chris Palmer reported that ASSVC is currently working on establishing ways to be more representative and create stronger relationships with students from different ethnicities. He said that atomic clocks are being installed and appear to be working well; and that the Science Club has built a robot that is being adjusted and will be out soon.

Chris stated that the Mount Vernon Campus is taking some big steps to help with the parking issues; ASSVC is encouraging carpooling via incentives and they are working on getting covered bicycle racks to encourage bike riding to campus. Chris stated that ASSVC feels it is important to work on sustainability; films about sustainability are being shown and student government representatives are talking with faculty to provide students with an incentive to view the films. Chris said there is also an emphasis on waste reduction. He stated that Dennis Rohloff has been very good about working with students on this issue and safety issues during construction. Chris reported that Dr. Tollefson will hold a student forum on January 29. This will provide an opportunity for students to discuss issues and ask questions.

Chris said that many members of student government were in attendance at this meeting to show support for students impacted by construction issues. He stated that the students want to be proactive and do as much as possible to be part of the solution around construction and parking issues.

The Chair thanked the students for attending and voicing their concerns; and stated her appreciation that the students are working with administration on the construction and parking issues.

2. SVCFT

Greg Tate said he had no report this evening.

3. WPEA

No report.

4. Administrative Services

Tom Harker distributed the budget report for month ending November 2007. He reported that local funds appear to be lower than expected for this time of year due to the way Running Start is billed. Although fall quarter Running Start revenues have been collected, we have still only received 12% of the amount budgeted for the year. Tom anticipates that Running Start revenues will be over the budget amount by \$140,000.

Tom distributed a report showing the schedule of budget changes (allocation adjustments) that occurred from July 1, 2007 to November 30, 2007.

Tom stated that the mid-year budget review with all departments will begin this week. He said that this is done so any issues and concerns may be addressed before year-end closing.

McIntyre Hall budget report – Tom stated that the revenue from the PFD will not be reflected until end of year. McIntyre Hall ended fiscal year 2007 with an \$89,000 fund balance.

5. Instruction & Student Services

Dr. Joan Youngquist reported that the Head Start Improvement Reauthorization Bill was signed into law by President Bush on December 12, 2007. The new law includes changes in eligibility, staff, qualifications, governance, and reporting requirements.

Joan distributed and reviewed the first quarter budget report. She stated that Skagit/Islands Head Start has received \$25,000 for reimbursement of salaries for this fiscal year and next fiscal year which will help fund mandated salary increases. She said that the rollover of funds for replacement of the Washington School site modular has been approved and the modular will be installed by next September.

A request for waiver of non-federal share has been completed because Head Start can no longer include parent transportation in the share match. Joan reported that many donations and mini-grants have been applied for during the last couple of years and as of now they have received \$167,000, mostly for playground equipment and improvements. Some of these funds will also go toward art enhancement and the bilingual education program.

Joan distributed and reviewed a summary of the federal reauthorization requirements. She stated that they are already doing most of the changes. Joan reported that one of the important changes increase eligibility for 35% of enrollment for those families who earn up to 130% of the federal poverty level; this change which will provide more opportunities for some of the Skagit/Islands Head Start communities. One of the other changes that Joan highlighted is

regarding the educational requirements for teachers, teaching assistants, and family service workers. She stated that Head Start will work with the college to address those educational requirements.

Joan reported that the state has sent out proposals to expand ECEAP programs, and Head Start is looking to see if they can expand early learning services to Skagit; Conway is one community they will be considering.

Dr. Harriet Custer provided an update on enrollment. She stated that last year enrollments were down so additional enrollments to meet the two year target to qualify for enrollment dollars has been a priority. Strategies were developed to increase enrollment. During summer quarter we exceeded our goal and fall quarter exceeded previous year but we were down a little bit from our target. Winter quarter enrollment has increased by almost 7% compared to last year and we expect more enrollments in ABE/ESL and apprenticeships. Some of the enrollment strategies for Administration of Justice, ABE/ESL, apprenticeship programs, and the expansion of nursing have been well received. She stated that the opportunity for IBEST training has increased enrollment; worker retraining enrollment was down considerably last year at this same time but this year we are seeing an increase.

Harriet reported that a number of retention initiatives have been put in place and that, while they are long term initiatives, we are already seeing some improvement. She stated that we hope to meet or exceed our enrollment goal by the end of spring quarter.

Harriet stated that she, Laura Cailloux and Cynthia Scaringe recently met with the head of the nursing program at UW Bothell. UW Bothell has started a cohort of 32 students this year—14 of those students are Skagit students; the head of nursing had high praise for those students. This is a great option for our students to gain their BSN—classes are held once per week for five quarters and are held at WorkSource Skagit, they go to UW Bothell four times per quarter for labs. In the future, UW Bothell is also interested in offering classes through ITV in the new Angst Hall. The reputation of the UW Bothell program is growing and they also have an MSN program that can provide a good opportunity for us as we look for nursing faculty.

6. Whidbey Island Campus

Dr. Mick Donahue followed up on Harriet's enrollment information by stating that throughout the district there has been a tremendous effort to contact students and assist them with enrolling. Mick thanked staff, faculty and administrators for their hard work to increase enrollment. He stated that the South Whidbey Center has increased by 33 FTE and the San Juan Center has added additional ESL programs and they are seeing an increase in enrollment.

Mick stated that while the Marine Skills Center location is still undecided, work is underway on developing curriculum. On January 19 Mike Swietzer and Mick will

be going to a technical school in Puerto Vallarta in the state of Jalisco. They will be looking at their facility and discussing what they can do with marine technology. They are also scheduled to meet with port staff, recreational yacht owners, and will hear about commercial fishing needs.

Mick reported that the Old Main replacement project was submitted for review by the WACTC Capital Budget Review Committee. Twenty-three projects were reviewed and SVC's was ranked as 11, with the cut-off line being drawn at five. Dr. Tollefson stated that he is disturbed that one project is a request for \$53 million, when our science building is a \$28 million project. Dr. Tollefson said that he plans to discuss this with the State Board; however, even at an average of \$20 million per project it still would not get the cut down to #11. This is a disappointment because we had an excellent proposal—replacing portables and a former hospital that is over 60 years old.

7. President

Dr. Tollefson stated a list of his recent activities had been distributed to the trustees and highlighted following items:

- TACTC is scheduled for Jan 22-23, all trustees will be attending. The annual legislative dinner jointly held with Bellingham Technical College and Whatcom Community College is scheduled for January 22.
- Accreditation – one of the important things we need to show in our self-study is that we have set goals, data to track how we are doing, and have considered all data and redirected resources in support of those goals and plans. The enrollment report that Dr. Custer shared, has information that answers those requirements.
- Construction – Diligently working to ensure that having many construction projects does not compromise our goals. We still need to do business and the college is meeting the needs of current students. Science building construction has begun, and the Lewis Hall replacement pre-design and the Skills Center construction will begin this year. The Marine Skills Center will be located in Anacortes and he believes that a final site will be decided within the next couple of months.
- Church property – the sale agreement has been signed and forwarded to General Administration to begin the closing processing. Hopefully it will be finalized within the next six weeks. It was four years ago when we started with the Master Plan process and the Board of Trustees saw the need to secure the property east of the Mount Vernon Campus for future growth. It is great timing for this property purchase to be finalized because as we need to remove houses on the west side of the Mount Vernon Campus for construction of the Skills Center, the church property will provide a relocation spot for the displaced programs.

The recreation center will be located on the parcel next to the church property; the Skagit County 911 center is located on the next parcel, and the final parcel before reaching 30th Street, is owned by a Hispanic church. That church has expressed interest in selling the property to the college; an appraisal has been ordered. If that property can be secured we will immediately set to work to generate an agreement with Skagit County that would give us first consideration for their two parcels. In past conversations, the county has shown interest in that type of an agreement

8. Board of Trustees

Ms. Debra Lisser said that Cathy Stevens of *Peeps* lost her dad recently and distributed a card for the trustees to sign.

IX. PUBLIC COMMENT:

The Chair recognized Matt Hansen.

Matt stated that he is a non-traditional student and has been very impressed with the quality of education he has received, particularly in the math and science areas. He stated that the administration and counseling office staff have been great.

X. NEXT MEETING:

Tuesday, February 12, 2008, 4:30 p.m., Mount Vernon Campus

XI. ADJOURNMENT:

There being no further business this meeting was adjourned at 6:20 p.m.

Margaret Rojas, Chair

Gary Tollefson, President
Executive Secretary to the Board
Lisa Radeleff, Secretary to the
President

Attachment A

Board of Trustees Monitoring Report

Institutional Diversity

Board Ends Policy E-3: Institutional Diversity

Skagit Valley College is part of a diverse community and is committed to serving diverse student groups including race, ethnicity, religion, age, gender, disability and other special student populations.

Skagit Valley College will utilize the Framework for Diversity Assessment and Planning to measure institutional progress in meeting the following:

1. Encourage diversity in the college's employment process.
2. Make explicit, in our curriculum, our institutional values regarding diversity.
3. Promote a campus environment that is welcoming and respectful to all people.
4. Provide for the special needs of many diverse student groups.

Related Strategic Plan Goals/Objectives:

- 3.2 – Create and promote educational opportunities for our community, particularly the underserved populations in the district.
- 2.3 – Attract, support, and retain a qualified and diverse workforce.

January 8th 2008



Attachment A

Introduction

Monitoring Reports on Institutional Diversity have been presented to the SVC Board of Trustees for the past five years (January 2003 through 2007). This, the sixth Institutional Diversity Monitoring Report, is an update to provide the Board of Trustees with current data and information.

As noted in previous reports, the college has adopted the *Framework for Diversity Assessment and Planning* created by State Board for Community and Technical Colleges several years ago “to provide campuses with a tool they can use to assess their efforts in promoting and supporting the academic achievement of students of color.” In the past few years, SVC has utilized the *Framework* as the basis for establishing baseline data and future goals and activities related to the college’s diversity agenda. Our latest efforts have focused on mapping the Framework to our new Strategic Plan and to developing priorities.

The Framework includes the following eight sections:

1. Access for Students of Color	5. Instruction & Its Relationship to Students of Color
2. Progression of Students of Color	6. Student Services & Its Relationship to Students of Color
3. Students of Color Goal Attainment & Completion	7. Institutional/Administration Related to Students of Color
4. Hiring and Recruiting Staff, Faculty & Administrators of Color	8. Physical Environment Audit

The current report addresses each of the first four sections separately. Since we administered the Community College Survey of Student Engagement (CCSSE) in spring of 2007, current data pertaining to sections 5, 6, and 7 of the Framework are provided in this report.

1. Access for Students of Color

As the Hispanic population continues to grow, particularly in Skagit County, the percentage of those in the high school continues to grow as shown in Table 1. However, the dropout rate for Hispanic students remains higher than for other students.

Table 1: Hispanic Students in Mount Vernon and Burlington-Edison High Schools

District	Grade	Total	Hispanic	Percent Hispanic	Hispanic Male	Hispanic Female
Mount Vernon High School						
	9	484	191	39.5	99	92
	10	471	176	37.4	92	84
	11	454	154	33.9	78	76
	12	391	126	32.2	64	62
Burlington-Edison High School						
	9	350	80	22.9	47	33
	10	274	60	21.9	30	30
	11	305	40	13.1	17	23
	12	274	40	14.6	19	21

Attachment A

Of the students enrolled at SVC for credit, approximately 23% are students of color (see Figure 1). This is a moderate increase over the past several years. The enrollment of students of color in Running Start has remained stable over the past two years, comprising 11% of the enrollments in that program (see Figure 2).

Figure 1: Ethnicity of SVC Students Enrolled for Credit, Fall 2007

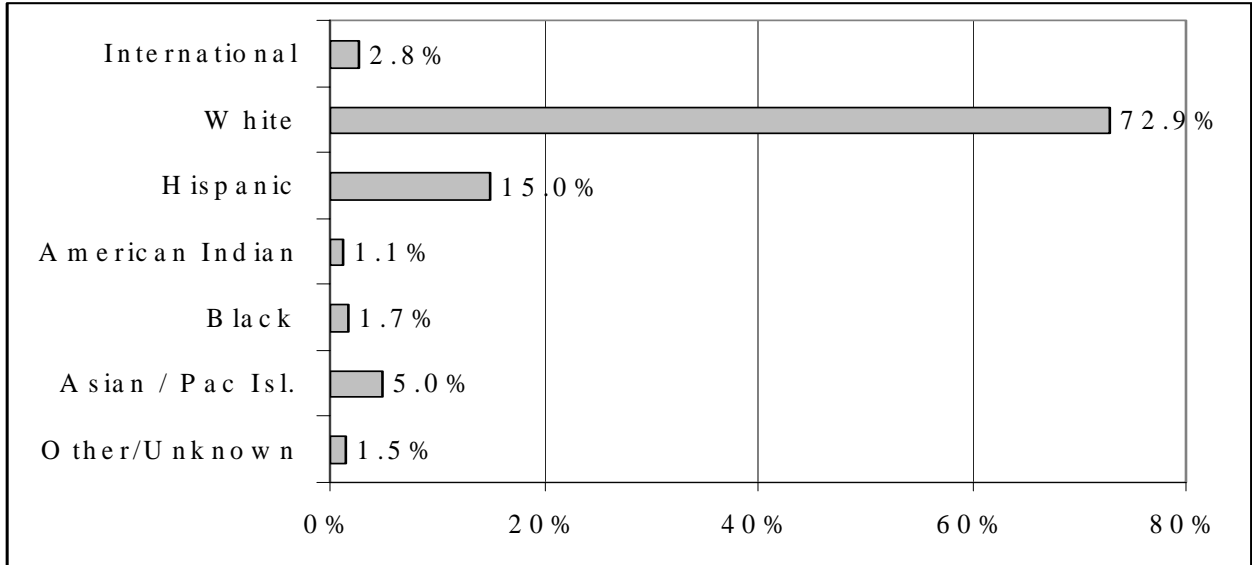
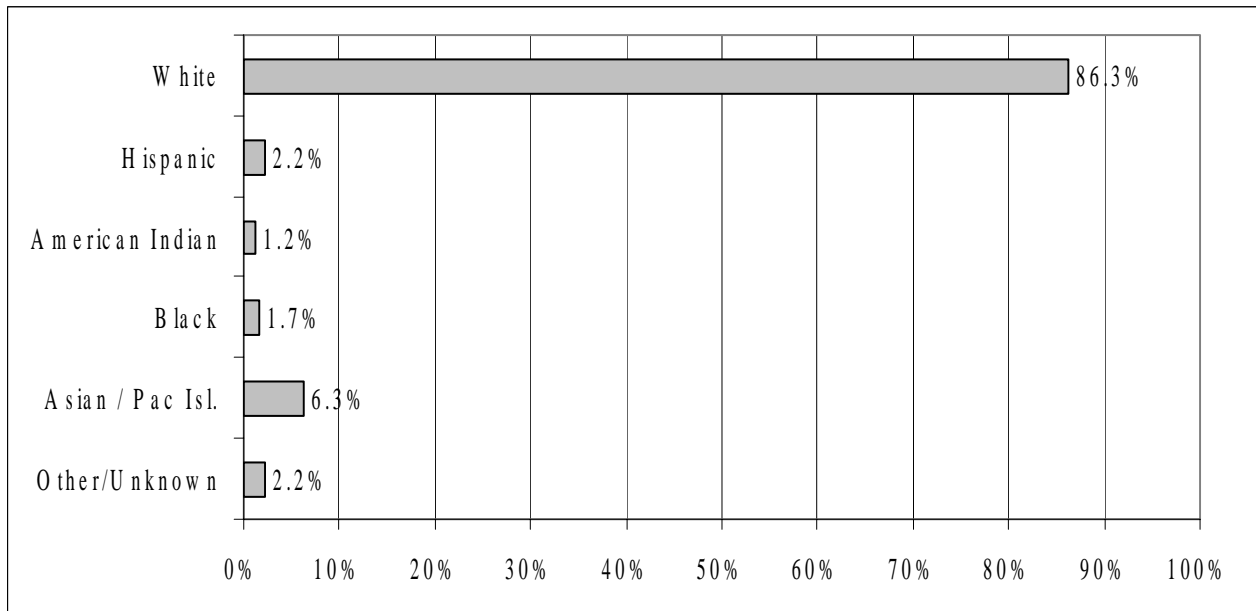


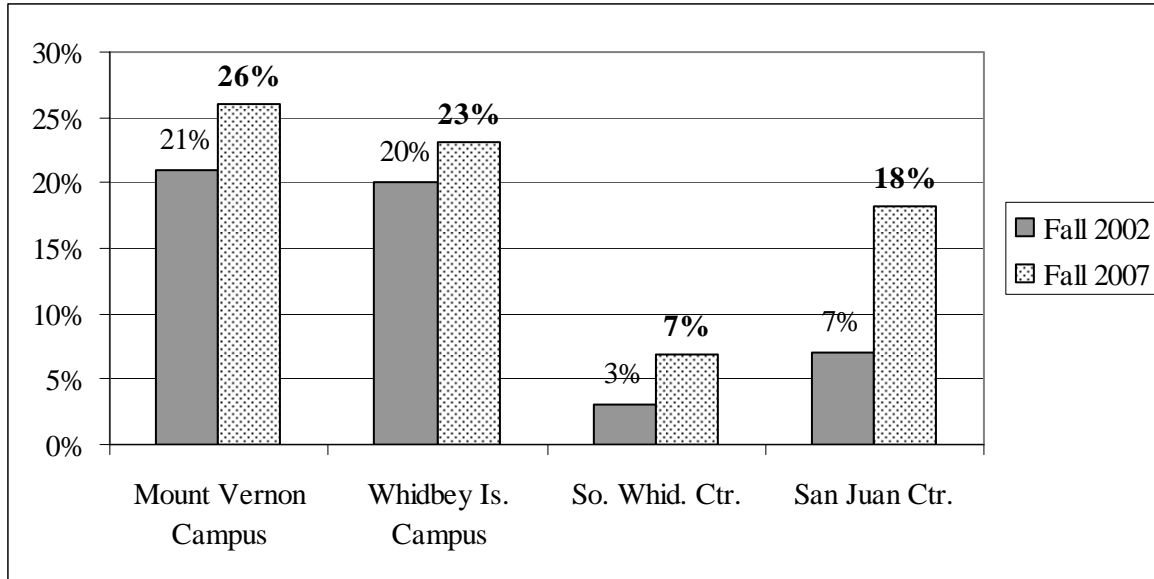
Figure 2: Ethnicity of Running Start Students, Fall 2007



Attachment A

Figure 3 shows the distribution of students by ethnicity at the college's campuses and centers for Fall 2002 and Fall 2007. The greatest percentage growth of students of color enrollments is at the San Juan Center.

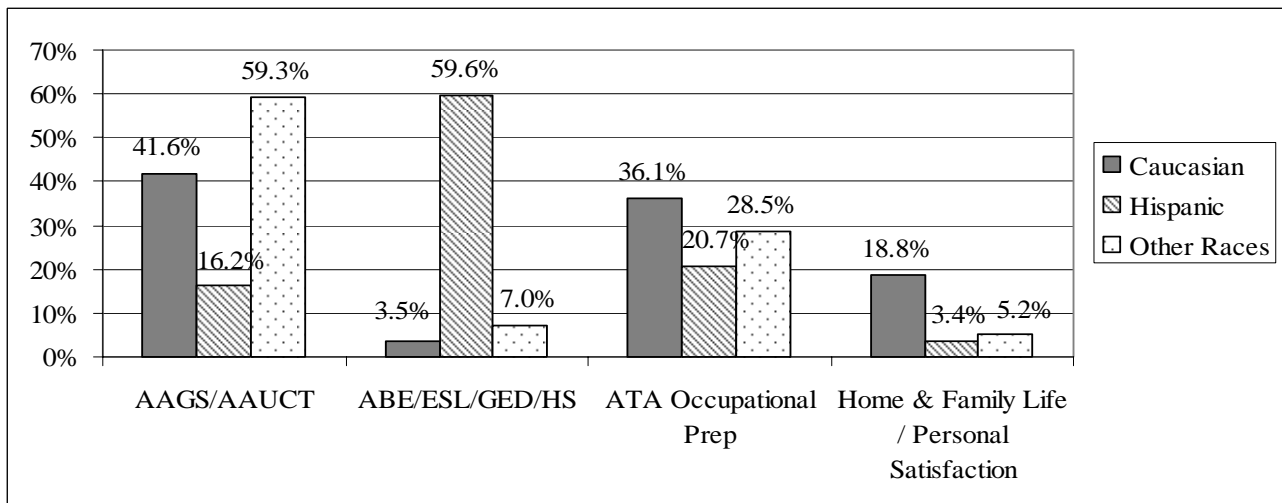
Figure 3: Percent of Students of Color by Campus/Center , Fall 2002 & Fall 2007



Note: All students enrolled for credit in Fall 2007; SOC includes all ethnic codes except 6 and 7.

As shown in Figure 4 below, the majority of Hispanic students (~60%) attend SVC to acquire basic skills (ABE/ESL/GED). The majority of other students of color (~60%) attend to obtain a General Studies or University/College Transfer degree.

Figure 4: Educational Intent of Students by Ethnicity



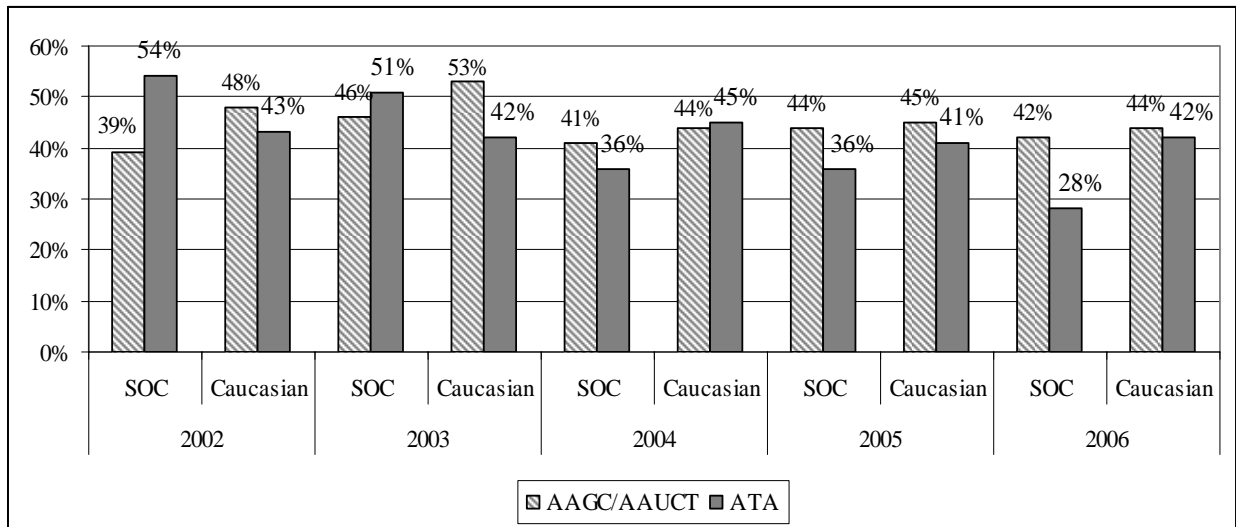
Note: All students enrolled for credit in Fall 2007; "intent" coded as follows: AAGS/AAUCT = A, B; ABE/ESL/GED/HS = C, D, E; ATA/Occupational Prep = F, G, H, J; Home & Family Life/ Personal Satisfaction = K, L. "Other Races" includes international and other/unknown.

Attachment A

2. Progression of Students of Color

The fall-to-fall retention rates of degree seeking students are subject to wide variation as a result of small numbers. (For example, the decrease in students of color [SOC] seeking ATA degrees from 2005 to 2006 represents a change of four students.) However, Table 5 suggests an increase over time in the retention of students of color seeking a General Studies or University/College Transfer degree and a decline for those seeking a technical degree.

Figure 5: Fall-to-Fall Retention Rates of Degree-Seeking Students New to the College

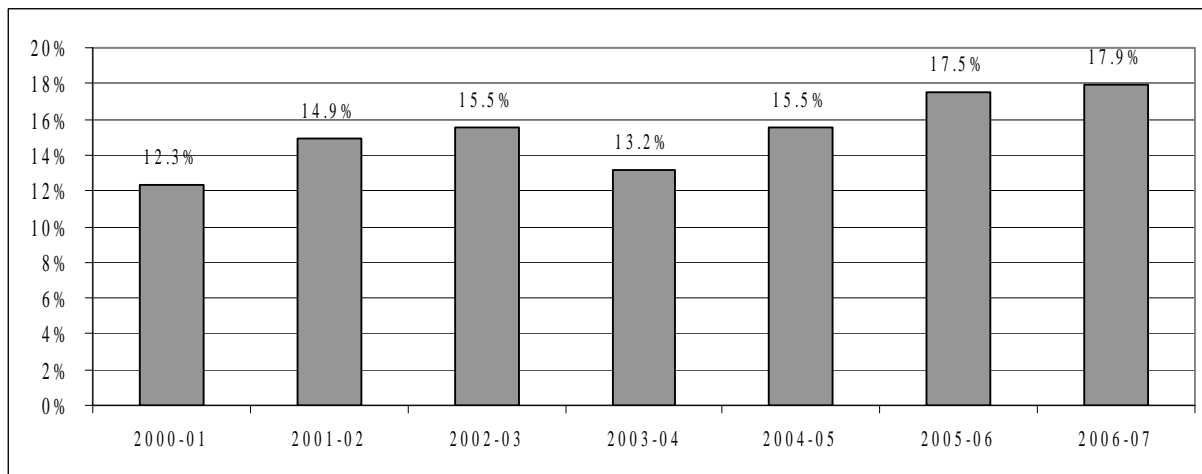


Note: SOC includes all ethnic codes except 0, 6 and 7 (Unknown, Caucasian, & International, respectively)

3. Students of Color Goal Attainment and Completion

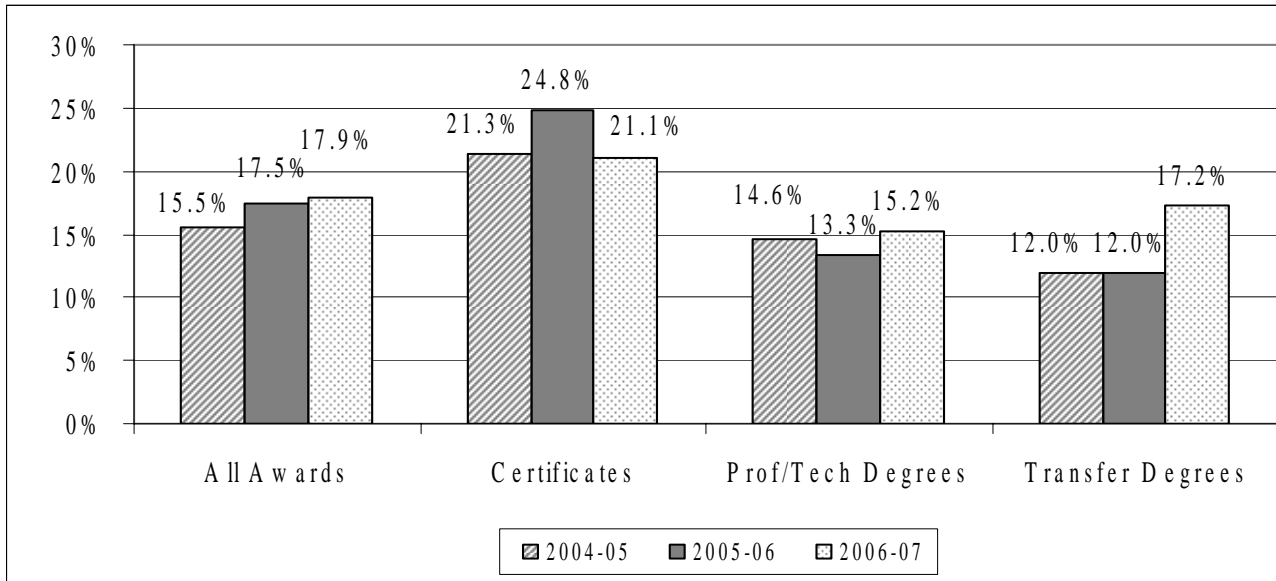
The percent of students of color obtaining degrees or certificates (as a total of all recipients), while variable, has shown considerable improvement over the past three years (see Figure 6). The increases resulting from an increase in 2005-06 of certificates earned and in 2006-07 an increase in the number of transfer degrees earned (see Figure 7).

Figure 6: Percent of All SVC Students Receiving Associate Degrees or Certificates who are of Color, 2000-01 to 2006-07



Attachment A

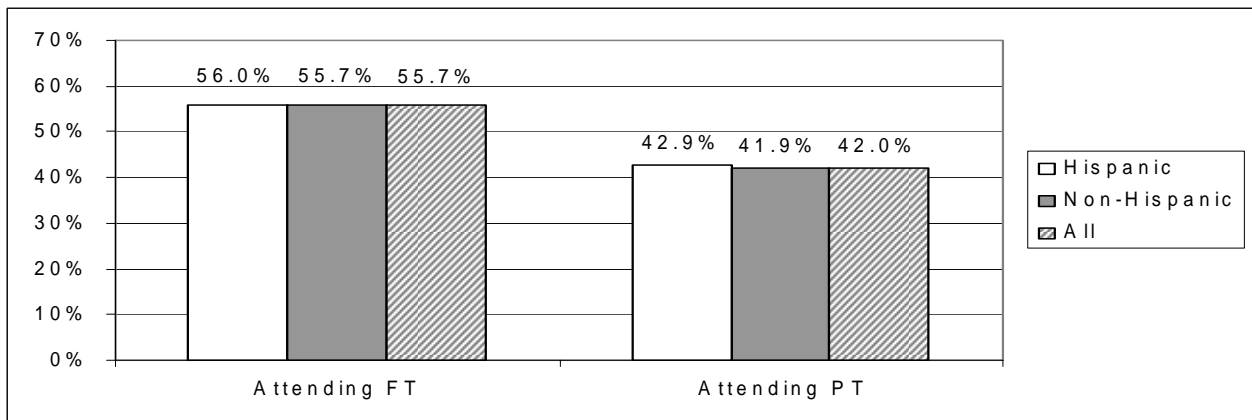
Figure 7: Percent of SVC Students Receiving Each Award Category who are of Color: 2004-05, 2005-06 & 2006-07



Note: The “All Awards” category includes certificates, prof/tech and transfer degrees. It does not include high school diplomas.

Another measure of student progress is derived from data provided by the State Board for Community and Technical Colleges which tracks each Fall cohort for seven (7) subsequent quarters anywhere in the system. The system data was not yet available, so an in-house version was created which includes only progress at SVC (these rates will be lower than if system data were included). Figure 8 below shows the “substantial progress” (defined by the SBCTC as attending four or more quarters or graduating during the two years) made by SVC Hispanic and non-Hispanic students based on the enrollment status (full-time versus part-time).

Figure 8: Substantial Progress for Degree Seeking Hispanic & Non-Hispanic Students by Enrollment Status



Attachment A

4. Hiring and Retaining Staff, Faculty and Administrators

In 2004, the Human Resources (HR) department updated the college's recruiting and hiring procedures, revised media targets for advertising positions to include publications for diverse populations, and reviewed all minimum qualifications to ensure that applicant pools were adequately diverse. Since that time, the percent of employees of color has increased slightly as shown in the table below.

Table 2: Full-Time Employee Gender and Minority Status by Job Category, Fall 2007

Job Group	Total (N)	Ethnicity			Gender	
		Non-Minority (%)	Minority (%)	Unknown (%)	Male (%)	Female (%)
Admin/Exempt	29	86%	7%	7%	45%	55%
Faculty	122	91%	7%	2%	38%	62%
Professional/Non-Faculty	50	84%	8%	8%	32%	68%
Clerical/Secretary	55	75%	25%	0%	5%	95%
Technical/ Paraprofessional	99	73%	21%	6%	13%	87%
Skilled Crafts	27	85%	15%	0%	89%	11%
Fall 2007 Totals	382	82%	14%	4%	30%	70%
Fall 2006 Totals	376	82%	14%	4%	32%	68%
Fall 2005 Totals	358	83%	14%	3%	32%	68%
Fall 2004 Totals	358	89%	11%	0%	33%	67%

HR staff continue to attend job fairs in California to further increase these numbers, and will do so again this month. Despite the fact that our applicant pools continue to be small, the number of applicants of color has increased over the past five years and is currently about 20%.

5, 6, & 7. Students of Color and Instruction, Student Services & Administrative Offices

Sections 5, 6, and 7 of the Diversity Framework can be addressed using data from the Community College Survey of Student Engagement (CCSSE), which has been administered in alternate spring quarters since 2003. The survey includes 175 items. Only items most relevant to the Diversity Framework are included in this report. It should also be noted that, with a few exceptions, the results for both students of color and white students are above those of the six other Northwest Consortium Colleges and for all 525 colleges in the 2007 cohort. Data are only for students who reported a race code (N = 542).

Attachment A

Table 3: CCSSE Items Related to Overall Satisfaction

CCSSE Item	Percent	
	White	Of Color
Very or somewhat satisfied with the quality of instruction at the college	92.4%	93.0%
Very or somewhat satisfied with the college's process for working with new students (e.g., admissions, financial aid, testing, registration, etc.)	83.1%	89.5%
Definitely or partially meeting educational objectives as a result of enrollment at the college	92.6%	91.6%
The college is a very or somewhat comfortable environment for all students	93.9%	94.3%
Other students are extremely, very or somewhat friendly and supportive	87.8%	81.2%
Instructors are extremely, very, or somewhat available, helpful, and sympathetic	84.7%	87.2%
Administrative personnel and offices are extremely, very, or somewhat helpful, considerate, and flexible	69.6%	73.1%
Recommend this college to a friend or family member	94.0%	88.7%

Table 4: CCSSE Items Related to Interactions with Other Students and Faculty

Variable	Mean		Sig
	White	Of Color	
<i>"In your experiences at this college during the current school year, about how often you have done each of the following?"</i>			
Worked with other students on projects during class	2.76	2.73	
Worked with classmates outside of class to prepare class assignments	2.26	2.26	
Worked harder than you thought you could to meet an instructor's standards or expectations	2.65	2.65	
Used email to communicate with an instructor	2.87	2.76	
Discussed grades or assignments with an instructor	2.67	2.60	
Received prompt feedback (written or oral) from your instructors on your performance	2.85	2.64	.014
Worked with instructors on activities other than coursework	1.51	1.71	.005
Discussed ideas from your readings or classes with instructors outside of class	1.94	1.99	
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.83	2.49	.000

Note: Response options ranged from 1 ("Never") to 4 ("Very Often"). Only p values for significant differences are noted.

Attachment A

Table 5: CCSSE Items Related to Support for Students

Variable	Mean		Sig
	White	Of Color	
<i>“How much does <u>this college</u> emphasize each of the following?”</i>			
Providing the support you need to help you succeed at this college	2.94	3.03	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.69	2.81	
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.83	2.19	.000
Providing the support you need to thrive socially	2.07	2.33	.005
Providing the financial support you need to afford your education	2.42	2.32	

Note: Response options ranged from 1 (“Very Little”) to 4 (“Very Much”). Only p values for significant differences are noted.

It is worth noting that for all but one item in the tables above (the very last item regarding financial support) SVC students rated their experiences more positively than the other Northwest Consortium colleges and the 525 colleges in the 2007 cohort.

Attachment A

Board Plus/Delta

What is good about this report? (+)

What would you like to see changed? (Δ)

January 8, 2008

+	Δ