

MINUTES OF THE BOARD OF TRUSTEES MEETING  
COMMUNITY COLLEGE DISTRICT NO. 4  
SKAGIT VALLEY COLLEGE  
TUESDAY, JANUARY 13, 2009  
4:30 p.m. – Multipurpose Room  
2405 E. College Way  
Mount Vernon, WA 98273

BOARD MEMBERS IN ATTENDANCE:

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

ADMINISTRATIVE SUPPORT:

Lisa Radeleff, Executive Secretary to the President

I. CALL TO ORDER:

The meeting was called 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:

Dr. Tollefson introduced Chuck Stevens, Math instructor, and presented him with a Teacher Tribute certificate from Stanford University. Chuck was nominated for the recognition by former SVC student Kathryn Vanderboll, who is currently enrolled at Stanford.

V. CONSENT AGENDA:

1. Board Meeting Minutes – December 9, 2008

The consent agenda item was approved as presented.

VI. ACTION ITEM this item was moved to follow the Program Profile.

VII. PROGRAM PROFILE - Literacy

Kathy Kuba, Director of Basic Skills, shared the presentation *America's Perfect Storm*. The presentation was developed by the Educational Testing Service and highlights

three powerful forces impacting the United States: divergent skill distributions, the changing economy, and demographic trends.

Kathy reviewed SVC's efforts in Basic Skills and showed a video clip of two students recently chosen to present their stories to the Skagit County Commissioners.

#### VI. ACTION ITEM (continued)

##### 1. Recommendation of Resolution 09-01, Naming of Campus Center Building

Dr. Tollefson called on Mike Witmer, Chair of the Campus Center Naming Committee, to provide information on the naming process. Mike stated that the naming committee was formed during fall quarter and consisted of a cross section of members from throughout the college. He stated that the committee received a wide range of interesting and appropriate nominations for the name. After a process of soliciting and collecting naming suggestions the committee discussed the merits of the various ideas. Consensus on the recommended name was achieved when the committee put together the two main suggestions submitted. The recommended name is the "Gary Knutzen Cardinal Center." Mike said that Gary Knutzen is well known and respected in the Skagit Valley community and state-wide for his many achievements and tireless work as athletic director at Skagit Valley College. Gary has worked at Skagit for over 45 years and during that time has garnered numerous awards for his devotion to athletics and student development. The Cardinal is the Skagit Valley College mascot and combining the name as the Gary Knutzen Cardinal Center seems especially appropriate since to many Gary Knutzen is the "Number 1 Cardinal."

Bria Anderson ASSVC President and naming committee participant, thanked Dr. Tollefson for inviting a student to serve on the committee. She said she was interested in naming process and believes that the committee came up with something that will please a great majority of the nominators. Bria said she is very happy that both Gary Knutzen and the Cardinal mascot will be represented in the name.

It was moved by Don Piercy and seconded by Debra Lisser to approve Resolution 09-01, Naming of the Campus Center as the Gary Knutzen Cardinal Center. The Chair read the proposed resolution (see Attachment A).

**MOTION PASSED UNANIMOUSLY.**

Dr. Tollefson stated that he will formally notify Gary Knutzen of the Board's action and will invite him to the February Board meeting for presentation of the resolution and celebration.

Angelica Hernandez, faculty member, stated that she is very glad that Gary Knutzen has received this honor and that Gary is a wonderful colleague, and a friendly and genuine person.

Angelica said that she believes the College will eventually need to name a building after person of color and urged the College to look for an appropriate opportunity in the near future.

Dr. Tollefson stated that Angelica was in a serious accident about a year ago, and he is so pleased that she has returned as the voice we have come to know and rely on for these types of issues. He said that the College is looking and planning for other naming opportunities to occur.

Debra Lisser said that she believes there will be diversity naming opportunities and that it has been part of the naming discussions.

#### VIII. MONITORING REPORT – Institutional Diversity

Dr. Maureen Pettitt, Director of Institutional Research, distributed and reviewed the monitoring report on Institutional Diversity (see Attachment B). Discussion followed the report.

#### IX. COLLEGE REPORTS:

##### 1. ASSVC

Bria Anderson highlighted in the following in her report:

- Services & Activities and Technology Fee Committees have begun training;
- Later this week student government will host a seminar on the economy at the Whidbey Island Campus;

Bria asked the Trustees if there is anything they would like to know about students or student government. Don Piercy asked if they are more environmentally conscious than previously. He asked if the state of the economy has gotten in the way of sustainability issues. Trustees were made aware of students' interest in environmental issues and the college translated that interest into sustainability. Bria said that the student constitution has been revised to include a focus of sustainability. It is always something they are aware of as they plan their activities; and that students serve on the Sustainability Committee

Dr. Tollefson reported that the College has established a Sustainability Committee and that Mike Witmer is one of the leaders of the group. Bria said that students have discussed the growing job market in the sustainability field and that Environmental Club participation has increased.

##### 2. SVCFT

Neta Cahill commended Dr. Tollefson and Mary Alice Grobins for their ongoing efforts to keep faculty, staff and union leadership involved in the budget process. She also

shared that the general mood of the college is that it is nice to enjoy a good relationship with the administration.

### 3. WPEA

No report

### 4. Administrative Services

Mary Alice Grobins provided a presentation updating the budget reduction situation. She said that the same information has been shared over the past two days at district wide budget forums.

Mary Alice stated that in past years new money from the legislature covers year to year cost increases. Dr. Tollefson stated that we typically have revenue streams and take cost increases into account when preparing the budget, however, the likelihood this year for new money or new revenue will most likely not be there so the College will need to plan for covering these costs. Discussion followed the presentation.

Mary Alice distributed and reviewed the month end report for November 2008.

### 5. Instruction & Student Services

No report.

### 6. Whidbey Island Campus

Dr. Mick Donahue recognized Student Services staff for their efforts in making up for the loss of work days due to weather. He stated that enrollment in the district is good overall, although the South Whidbey and San Juan centers are struggling a little. They have really been impacted by the snow days and more students are taking classes online. He said that he believes online education will continue to grow and impact the centers.

Mick reported that Math instructors Kathy Larson and Amy Edwards have created a Learning Community incorporating online study skills with online developmental math. He said they have taken a study skills class and tailored it to help study skills in general but also Math in particular. It has been a very popular and they hope to offer the class again this summer.

Dr. Tollefson said that this is one of those areas where SVC is different; offering an innovative way to teach and willingness to take on challenges and experiment to find out what works for students to learn.

### 7. President

Dr. Tollefson stated that a copy of his recent activities has been distributed to the Trustees and highlighted the following items in his report:

- SVC along with the architects of the Campus Center Building, Henry Klein Partnership, was recently awarded a Citation Award by The American Institute of Architects Northwest Washington Chapter for the design of the Campus Center Remodel. Dr. Tollefson said the building is well used by students and everyone is enjoying the building;
- Distributed information on The Marine League of Schools; Skagit Valley College is one of four schools in the nation that are collaborating with the American Boat and Yacht Council (ABYC) to teach their students a common curriculum and to offer students ABYC industry certification at graduation.

#### 8. Board of Trustees

The Chair said that he will not be able to attend the February meeting. He also stated that he served on the Naming Committee and found it a very interesting and good process, and thanked Mike Witmer for leading the committee.

Debra Lisser reminded the Trustees that the TACTC conference begins January 26 and Governor Gregoire is scheduled to be a presenter.

#### X. PUBLIC COMMENT:

No requests.

#### XI. NEXT MEETING:

Tuesday, February 10, 2009, 4:30 p.m., Mount Vernon Campus – Multipurpose Room

#### XII. ADJOURNMENT:

There being no further business this meeting was adjourned at 6:40 p.m.

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Tom Moser, Chair

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

**Attachment A**

BOARD OF TRUSTEES  
COMMUNITY COLLEGE DISTRICT NO. 4  
Resolution No. 09-01

RESOLUTION OF THE BOARD OF TRUSTEES OF  
COMMUNITY COLLEGE DISTRICT NO. 4 (SKAGIT VALLEY COLLEGE)  
NAMING THE CAMPUS CENTER BUILDING AT THE MOUNT VERNON CAMPUS  
AS THE "GARY KNUTZEN CARDINAL CENTER"

WHEREAS, Gary Knutzen's long-time commitment to Skagit Valley College and its students is unparalleled, and

WHEREAS, Gary has made important contributions to the College and the community in developing and supporting student learning and leadership both within the classroom and in student life and activities, and

WHEREAS, Gary Knutzen began his work at Skagit Valley College in 1963 as the wrestling team coach, leading two teams to win the Washington State Junior College Championships, becoming a full time physical education instructor in 1965 and was promoted in 1968 to his current position as Athletic Director, and

WHEREAS, he has provided the leadership, knowledge, and dedication to develop one of the strongest and most comprehensive athletic programs in the Pacific Northwest and has received the Northwest Interscholastic Athletic Activities Elmer Clarkson Meritorious Award in 2003 for his outstanding effort in student activities, the Reiman-Driscoll-Campbell Award for his lifetime devotion to the sport of wrestling, the Dutch Triebwasser Athletic Director of the Year Award for his outstanding leadership and the Paul Harris Rotary Fellow Award. He was inducted into the Burlington-Edison High School Hall of Fame in 2006 and the Wrestling Coaches' Hall of Fame in 2007, and the Gary Knutzen Spirit of Wrestling Award is presented every year in his honor to a team that shows outstanding sportsmanship, and

WHEREAS, he is greatly respected and held in the highest esteem by students, faculty, staff, and the community, and received an Exceptional Faculty Award in 2000-2001, and

WHEREAS, his service to students has been performed with distinction for forty-five years;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of Community College District No. 4, that Mr. Gary Knutzen shall be honored by this action of the Board: the Campus Center Building on the Mount Vernon Campus will hereafter be named the Gary Knutzen Cardinal Center.

COMMUNITY COLLEGE DISTRICT NO. 4

SKAGIT VALLEY COLLEGE

ATTEST:

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Tom Moser, Chair  
Board of Trustees

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Gary Tollefson, Secretary  
Board of Trustees

Dated this 13<sup>th</sup> day of January 2009

**Attachment B**

**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 13<sup>th</sup> 2009**



## Introduction

Monitoring Reports on Institutional Diversity have been presented to the SVC Board of Trustees for the past six years (January 2003 through 2008). This 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 several 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.

The Framework includes the following eight topics:

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

Each of the *Framework* topics is addressed in a corresponding section below.

### 1. Access for Students of Color

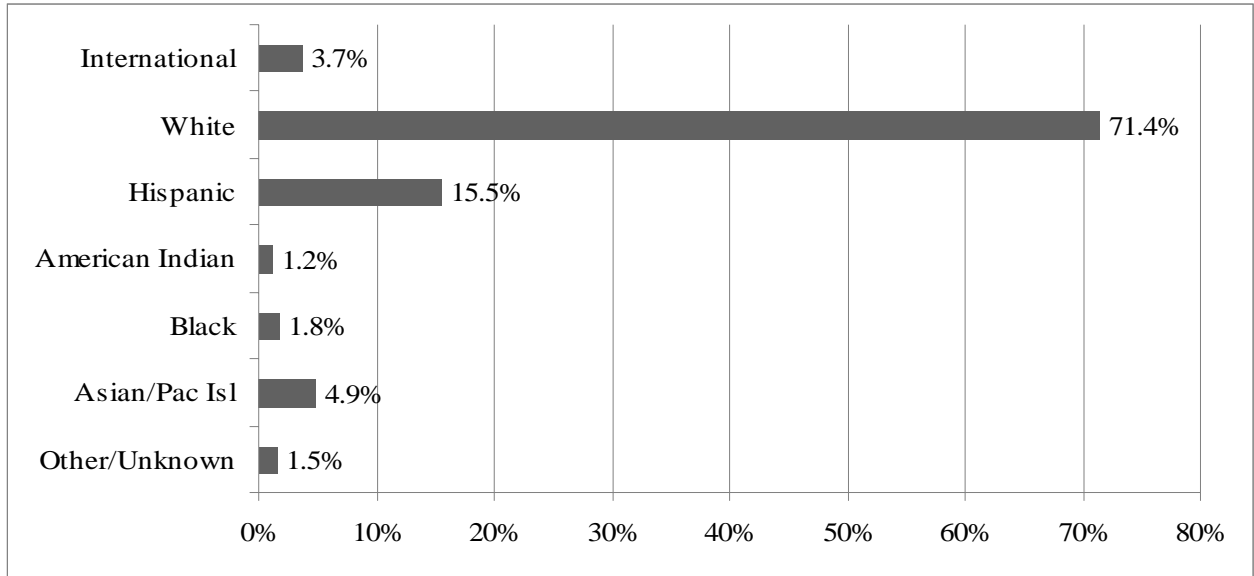
As the Hispanic population continues to grow, the percentage of those in the school districts continues to grow, particularly in Mount Vernon and Burlington-Edison, as shown in Table 1. In addition, the Asian and Hispanic population in the Oak Harbor has been increasing.

**Table 1: 2007-08 Public School Student Demographics, Selected Districts**

District	Total	Percent White	Percent Hispanic	Percent Asian	Percent Native American	Percent Female
Burlington-Edison	3995	66.0	27.3	1.4	1.4	49.5
La Conner	668	64.2	7.6	2.1	25.0	50.4
Mount Vernon	6018	46.5	46.0	2.2	1.3	48.7
Oak Harbor	5638	67.0	7.3	15.2	1.5	47.7
San Juan Island	929	85.4	8.8	2.4	1.2	49.7
Sedro-Woolley	4560	80.6	11.1	1.1	3.2	46.4
South Whidbey	1951	88.8	2.7	2.6	1.5	49.8
Stanwood-Camano	5420	90.1	4.5	3.8	1.9	48.7

Of the students enrolled at SVC for credit in fall 2008, approximately 23% were students of color, and nearly 4% were International students (see Figure 1), consistent with data from previous years. Students of color in Running Start comprised 15% of all students in that program (see Figure 2), an increase of approximately 4% over the prior year.

**Figure 1: Ethnicity of SVC Students Enrolled for Credit, Fall 2008**



**Figure 2: Ethnicity of Running Start Students, Fall 2008**

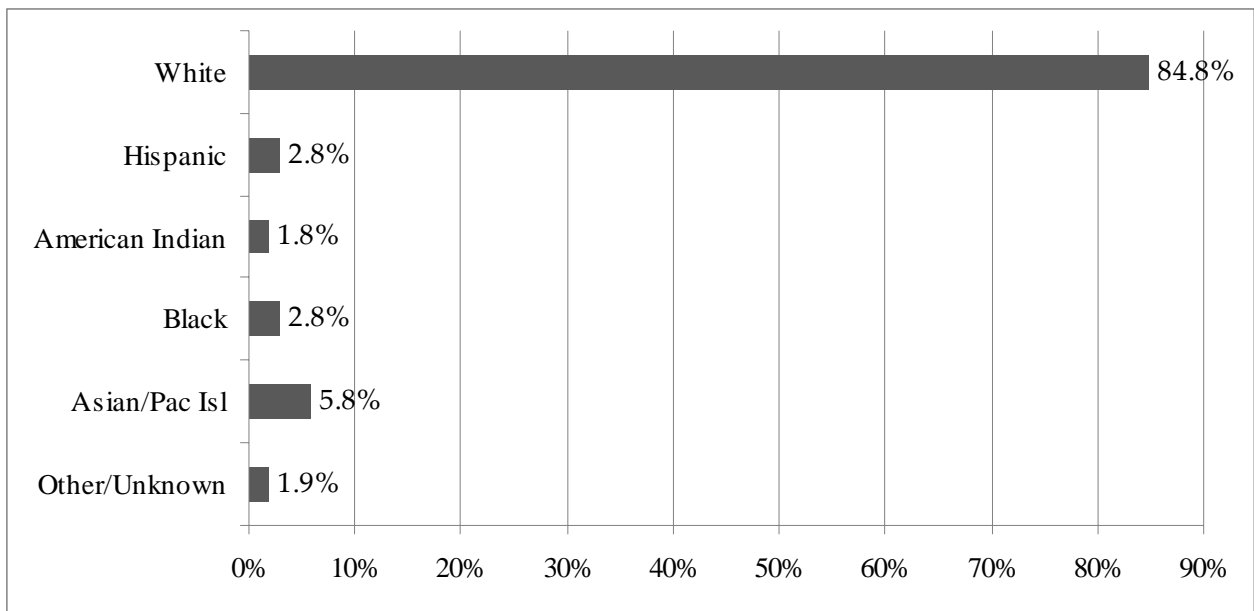
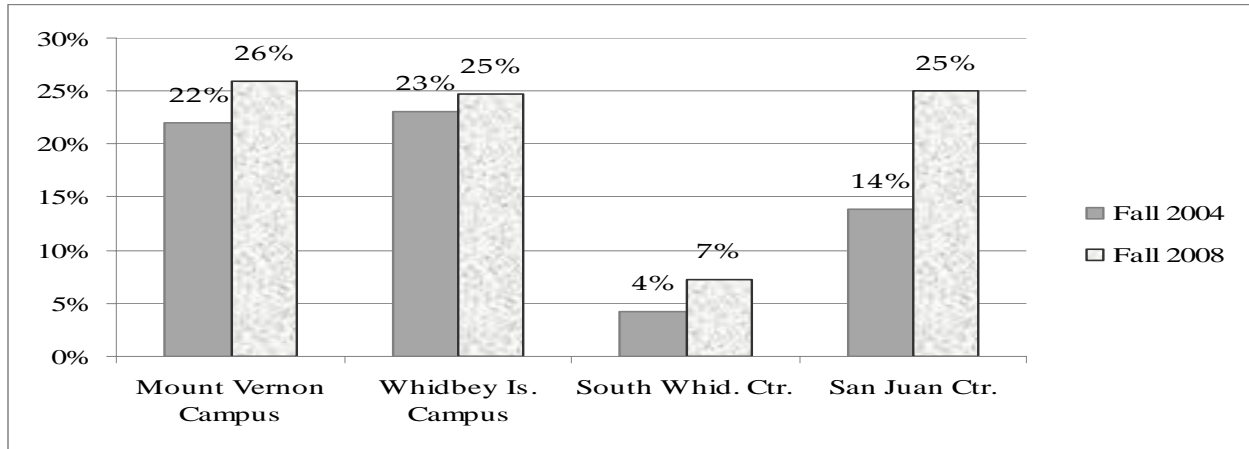


Figure 3 shows the distribution of students by ethnicity at the college's campuses and centers for fall 2004 and fall 2008. Although both the Mount Vernon and Whidbey Island campuses have seen modest increases, the greatest growth in student of color enrollments continues to be at the San Juan Center. However, this represents a small number of students (i.e., 70 of 295 in fall 2008).

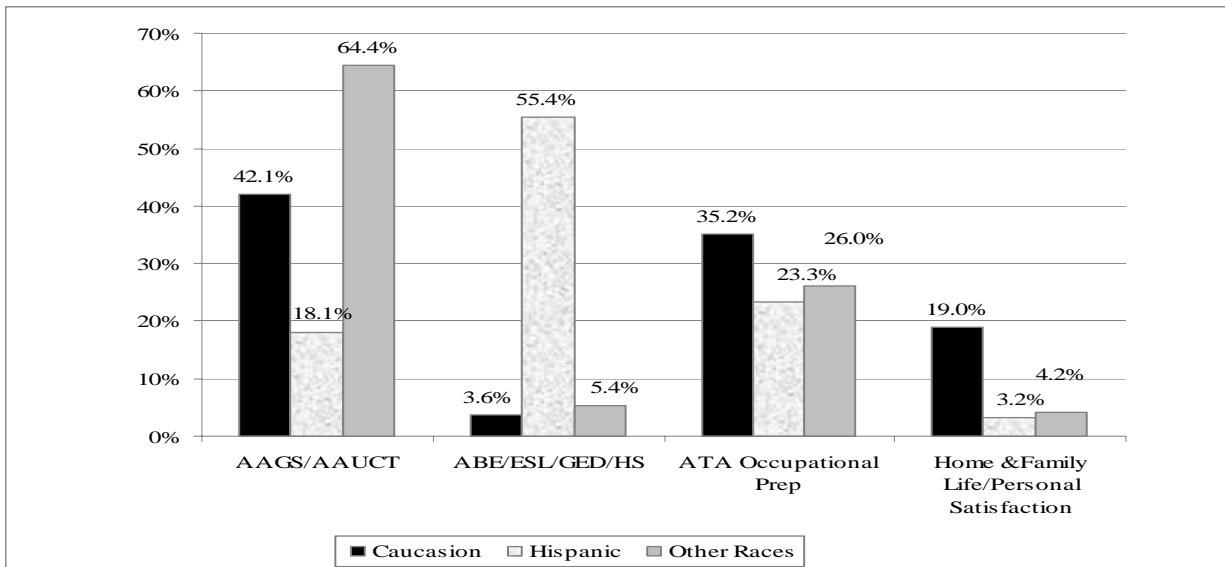
**Figure 3: Percent of Students of Color by Campus/Center, Fall 2004 & 2008**



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

As shown in Figure 4 below, the majority of Hispanic students (55%) attend SVC to acquire basic skills (ABE/ESL/GED). Nearly 65% of the other students of color enrolled at the college attend to obtain a General Studies or University/College Transfer degree.

**Figure 4: Educational Intent of Students by Ethnicity, Fall 2008**

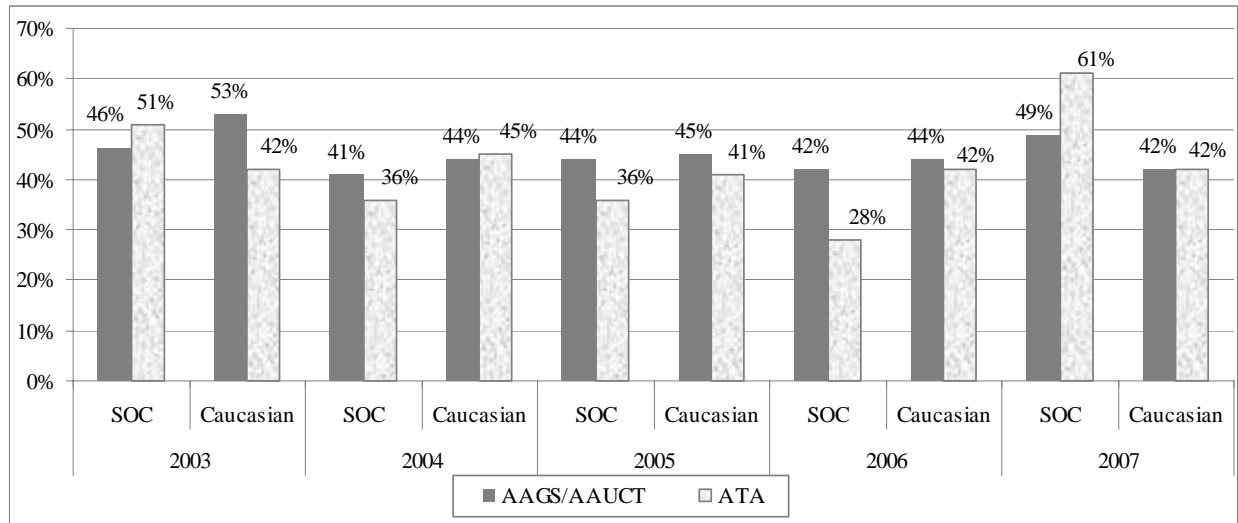


Note: All students enrolled for credit in Fall 2008; "intent" coded as follows: AAGS/AAUCT = A, B; ABE/ESL/GED/HS = C, D, E; ATA/Occupational Prep = F, G, H, J; Home & Family Life/ Personal Satisfaction = K, L. "Other Races" includes international and other/unknown.

## 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 seeking ATA degrees from 2005 to 2006 represents a change of four students.) However, Figure 5 suggests an increase in retention rates of both workforce and academic students of color over the previous year.

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

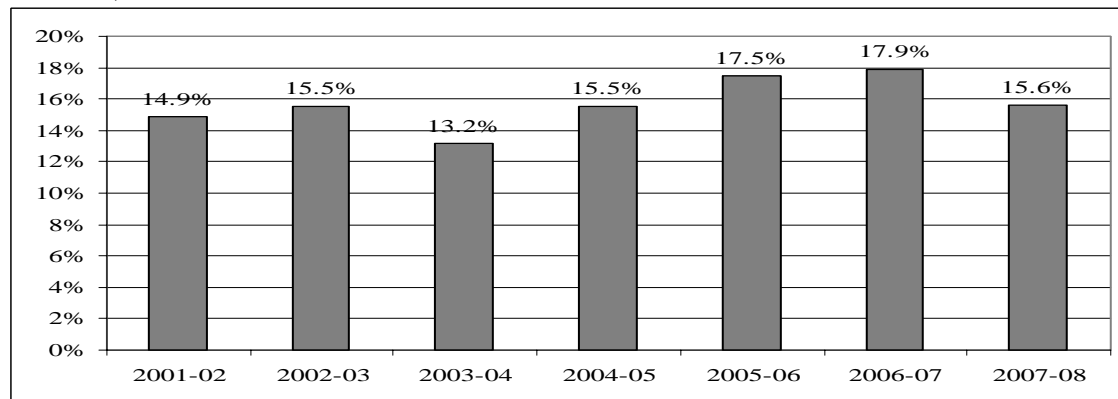


Note: SOC includes all ethnic codes except 0, 6 and 7 (Unknown, Caucasian, & International, respectively)

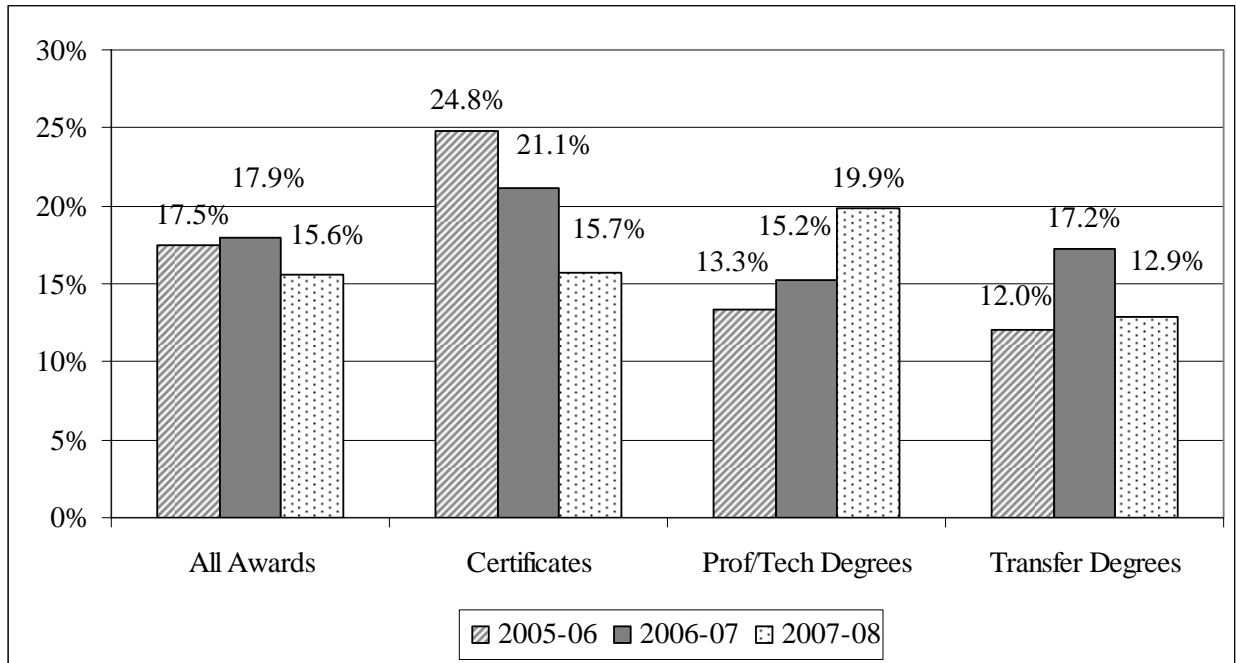
## 3. Students of Color Goal Attainment and Completion

The percent of students of color obtaining degrees or certificates (as a total of all recipients), while variable, has remained higher over the past several years when compared to the early part of the decade (see Figure 6), with the percent of degrees awarded to students of color in all categories declining in 2007-08 (see Figure 7).

**Figure 6: Percent of All SVC Students Receiving Associate Degrees or Certificates who are of Color, 2001-02 to 2007-08**



**Figure 7: Percent of SVC Students Receiving Each Award Category who are of Color: 2005-06, 2006-07 and 2007-08.**



Note: The “All Awards” category includes certificates, professional/technical and transfer degrees. High school diploma awards were excluded from this analysis.

Another measure of student progress is derived from Student Achievement data provided by the State Board for Community and Technical Colleges. Achievement points are earned for a variety of “momentum points” reached by students on their educational journey. These points have been incorporated as indicators for the college’s strategic priorities as follows:

Based on Student Achievement data and taking into account ethnicity and program area:

- Increase the points earned by basic skills students
- Increase the percent of students earning credit at a qualifying grade in a pre- college English or math class
- Increase the number of students who reach 15 college level credits earned
- Increase the number of students who reach 30 college level credits earned
- Increase the number of number of degrees, certificates, or apprenticeship awards.

Achievement points for students enrolled at Skagit in 2007-08 are presented in Table 2, 3 and 4 below. The data has been summarized based on the student’s reported intent for attending the college during fall quarter. For example, Hispanic students in basic skills earned points at the same rate as their white counterparts (Table 2). Students of color with a transfer intent earned slightly more points for success completion of pre-college math or English (they may take more of these courses, thus earning more points) and college-level math (Table 3). Students of color enrolled as workforce students also completed college-level math at a similar rate as their white counterparts (Table 4), but are not likely to earn their first 15 credits as quickly as other students.

**Table 2: Point Gains for Basic Skills Students, 2007-08 (N =1381)**

<b>Ethnicity</b>	<b>Number of Students</b>	<b>Students with Gain Points</b>	<b>Percent Earning Points</b>
Asian/Pacific Is.	54	14	25.9%
African American, non-Hispanic	25	3	12.0%
Native America, non Hispanic	8	0	0.0%
Hispanic	799	179	22.4%
White	475	105	22.1%
Other or more than one race	20	3	15.0%

**Table 3: Points Gained by Transfer Students, 2007-08 (N = 3120)**

<b>Points Category</b>	<b>No Prior College Credits</b>		<b>Prior College, No Math</b>		<b>Prior College, Some Math</b>	
	<b>SOC (N = 365)</b>	<b>White (N = 1220)</b>	<b>SOC (N = 195)</b>	<b>White (N = 791)</b>	<b>SOC (N = 107)</b>	<b>White (N = 442)</b>
Pre-College Math or English*	34.8%	30.7%	25.6%	35.7%	11.2%	4.8%
15 College-level Credits	39.7%	52.0%			4.7%	1.4%
30 College-level Credits	20.0%	24.5%	24.6%	24.1%	6.5%	7.0%
Quantitative Course	10.7%	11.4%	27.7%	28.1%		
Tipping Point	0.3%	0.5%	7.7%	10.7%	30.8%	29.9%

\* Students can earn multiple points in this category

**Table 4: Points Gained by Workforce Students, 2007-08 (N = 4875)**

<b>Points Category</b>	<b>No Prior College Credits</b>		<b>Prior College, No Math</b>		<b>Prior College, Some Math</b>	
	<b>SOC (N = 982)</b>	<b>White (N = 1981)</b>	<b>SOC (N = 255)</b>	<b>White (N = 980)</b>	<b>SOC (N = 134)</b>	<b>White (N = 543)</b>
Pre-College Math or English*	9.0%	11.7%	21.2%	14.0%	9.0%	5.5%
15 College-level Credits	13.8%	25.4%			2.2%	1.1%
30 College-level Credits	4.3%	10.8%	19.6%	16.6%	9.7%	5.0%
Quantitative Course	2.1%	4.7%	16.1%	14.2%		
Tipping Point	0.2%	1.2%	12.2%	11.7%	24.6%	24.1%

\*Students can earn multiple points in this category

#### 4. Hiring and Retaining Staff, Faculty and Administrators

Significant efforts in recent years to employ more targeted marketing—versus the traditional newspaper and listservs—have resulted in a 4% increase of staff of color. For example, the college broadened recruitment efforts by targeting specific local businesses, medical facilities, and local K-12 school districts (i.e. automotive and diesel dealerships, hospitals, doctor’s offices, etc.). In addition to continuing to attend California job fairs and regional job fairs sponsored for business and industry who laid-off employees, the college participated in the first Regional Diversity Fair held in Everett in collaboration with the Community and Technical College Human Resource Commission and the Directors of Multicultural Services.

The minority status by job category for fall 2008 and summary data for the previous four years is presented in Table 5.

**Table 5: Full-Time Employee Gender and Minority Status by Job Category, Fall 2008**

<b>Job Group</b>	<b>Total (N)</b>	<b>Ethnicity</b>			<b>Gender</b>	
		<b>Non-Minority (%)</b>	<b>Minority (%)</b>	<b>Unknown (%)</b>	<b>Male (%)</b>	<b>Female (%)</b>
Admin/Exempt	31	94%	6%	0%	42%	58%
Faculty	128	90%	9%	1%	39%	61%
Professional/Non-Faculty	55	89%	11%	0%	27%	73%
Clerical/Secretary	56	73%	27%	0%	7%	93%
Technical/Paraprofessional	97	78%	22%	0%	13%	87%
Skilled Crafts	28	86%	14%	0%	86%	14%
<b>Fall 2008 Totals</b>	<b>379</b>	<b>84%</b>	<b>15%</b>	<b>1%</b>	<b>31%</b>	<b>69%</b>
<b>Fall 2007 Totals</b>	<b>382</b>	<b>82%</b>	<b>14%</b>	<b>4%</b>	<b>30%</b>	<b>70%</b>
<b>Fall 2006 Totals</b>	<b>376</b>	<b>82%</b>	<b>14%</b>	<b>4%</b>	<b>32%</b>	<b>68%</b>
<b>Fall 2005 Totals</b>	<b>358</b>	<b>83%</b>	<b>14%</b>	<b>3%</b>	<b>32%</b>	<b>68%</b>
<b>Fall 2004 Totals</b>	<b>358</b>	<b>89%</b>	<b>11%</b>	<b>0%</b>	<b>33%</b>	<b>67%</b>

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

The College will again administer the Community College Survey of Student Engagement (CCSSE) in spring quarter 2010. Consequently, data pertaining to sections 5, 6, and 7 of the Framework will be reported in the January 2011 Monitoring Report. Diversity-related CCSSE results were reported in January 2004, 2006 and 2008.

## 8. Physical Environment

The physical environment as it relates to diverse populations at Skagit was recently reviewed by State Board for Community and Technical College staff as part of a civil rights site audit in fall 2008. The audit included a review of data and materials compiled by the college, and on-site observations of district programs, promotional materials, and facilities.

As a result of this on-site audit, the college was commended for:

- the availability of its non-discrimination policy,
- the large number of documents available in Spanish to reach the growing Hispanic community in our district,
- having developed processes for identifying, assessing, and supporting students with limited English proficiency,
- developing documents and processes in the recruitment and hiring processes that ensure the college encourages diversity, and
- installing power-assisted doors on nearly every entrance to a college building.

The college was asked to:

- use a consistent non-discrimination statements in its written communications,
- update the admissions application to remove questions regarding race, color, national origin and family status,
- add accessible parking and appropriate signage for handicapped individuals,
- cover all pipes under sinks in handicapped-accessible restrooms, and
- modify facilities as necessary to ensure that computer workstations, lab workstations and equipment, door ways, water fountains, urinals, and brochure racks are handicapped-accessible.

A summary of the findings from the review and the next steps to address recommendations were provided to the Board of Trustees at their December 2008 meeting.

**Board Plus/Delta**  
**What is good about this report? (+)**  
**What would you like to see changed? ( $\Delta$ )**

*January 13th, 2009*

+	$\Delta$