

MINUTES OF THE BOARD OF TRUSTEES MEETING  
COMMUNITY COLLEGE DISTRICT NO. 4  
SKAGIT VALLEY COLLEGE  
TUESDAY, APRIL 14, 2009  
4:30 p.m. – Multipurpose Room  
2405 E. College Way  
Mount Vernon, WA 98273

BOARD MEMBERS IN ATTENDANCE:

Mr. Tom Moser, Chair  
Ms. Margaret Rojas  
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 meeting was called to order at 4:30 p.m. Dr. Tollefson shared a photo that Don Piercy emailed from Greece earlier in the day.

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:

Arden Ainley introduced Kate Martin, a reporter with the Skagit Valley Herald.

Dr. Tollefson introduced Olga Amigud, the Mount Vernon Campus All USA nominee and All Washington Academic Team member. He presented Olga with the All Washington medal and photo taken at the All Washington Ceremony on March 26. Dr. Tollefson also introduced Kurt Dunbar, Phi Theta Kappa advisor for the Mount Vernon Chapter. He said that Kurt has done a marvelous job with the club and increasing participation.

V. APPROVAL OF MINUTES:

1. Board Meeting Minutes – March 10, 2009

The minutes were approved as presented.

## VI. RECOGNITION OF NEWLY TENURED FACULTY:

The Trustees and Dr. Tollefson recognized and congratulated Dr. Roxanne Finney, Susanna Heinze, and Jere LaFollete on their award of tenure at the March 10, 2009 Board meeting.

At 4:50 p.m. the Chair announced that there would be a ten-minute adjournment for cake and refreshments.

The Chair reconvened the meeting at 5:00 p.m.

## VII. INFORMATION ITEMS:

### 1. Update on Relationship with the University of Morelia

Alison Miller, Spanish Instructor, recently visited the University of Morelia, along with three students. She reported that Laura Cailloux and Jose Sanchez originally made contact with the University of Morelia during a visit in the summer of 2007.

Alison stated that Morelia, a colonial city of approximately one million people, is in the state of Michoacán. Many people from Michoacán come to the Skagit Valley to work.

Alison reported that the University of Morelia offers programs that include: business, art history, nutrition, cultural tourism, and culinary arts. Our students, staff, and faculty will be able to communicate and get to know each other through technology. KSVR will begin a monthly segment on news from Michoacán. Also students in Spanish at SVC and students in English at the University of Morelia will begin work on a bilingual newsletter. Students from both colleges will also work together using either Elluminate or Skype. A group from the University of Morelia may visit SVC in the fall.

Alison reported that she delivered a letter of agreement with the University of Morelia from Dr. Tollefson and that there was a formal signing ceremony along with a champagne reception. The signing was a renewal of the original agreement that was established in 2007.

Alison stated that Dr. Tollefson sent a book on the Skagit Valley and the Rector of the University of Morelia stated that it helped him see the connection of the two areas. She reported that he also said that a way to help solve economic problems is to strengthen the relationship between the two colleges.

Alison then presented a book on the Purépecha, a gift to SVC from the University of Morelia. The Purépecha are native people that have lived in the Michoacán area since before the Aztecs. Dr. Tollefson said that it is a beautiful book that illustrates the state of Michoacán and Morelia.

## 2. Update on Nursing Admissions Policy Changes

Rory Rochelle distributed and reviewed information on the admission policy changes for the Mount Vernon RN program. SVC changed the admissions criteria for entry into the Nursing program on the Mount Vernon Campus earlier in the year; however, after reviewing the changes a revised policy was developed.

Rory stated that the new criteria will be applied to admission beginning with the fall 2009 class. The wait list that has been used for admissions in the past will not immediately be eliminated, but will be phased out until all students currently on the wait list have had an opportunity to be admitted to the program. Each new nursing class will be admitted as follows: Eighty percent of each class will apply and compete for admission and 20% will be taken from the waiting list. All students are encouraged to retake prerequisite courses, if needed to raise their GPA to meet eligibility requirements and apply for competitive admissions. This will ensure a higher likelihood of success in the nursing program.

Additional changes for competitive admissions:

Science GPA: 3.0. Required to have an average GPA of 3.0 in the following courses: CHEM 121 or Equivalent Chemistry Lab Science, BIOL 241 and 242 and BIOL 260.

Average GPA: 3.0. Required to have an average GPA of 3.0 in the following courses: Math 100 or above, ENGL 101, PSYC 100, CHEM 121 or Equivalent Chemistry Lab Science, BIOL 241 and 242 and BIOL 260.

Students who meet the GPA in both science and average and who are currently on the waitlist will have priority admission.

The top students applying for competitive admission will be invited to a professional interview. The interview will consist of: introductions, discussion of previous work or volunteer experience, ability to articulate reasons for becoming a nurse and an impromptu writing sample.

Each student will need to supply proof of certificate of license as a NAC in any state within the United States.

Other requirements: immunizations, CPR, Washington State Patrol clearance, drug screen for clinical placement.

Students with the highest science GPA, who also perform well in the interview and who have met all other requirements, will be offered entry. Offers will be made to students on this basis until 80% of the class is filled. No deferments will be granted. If a student is unable to attend they may reapply at a later date. Students who wish to be considered for competitive admission must apply each quarter until they are admitted.

Students on the wait list will be offered entry based on the date they were placed on the list. Offers to these students will be made until the remaining 20% of the class is filled. No deferments will be granted. If a student is unable to attend, his or her name will be removed from the list. Students who wish to be admitted based on the waitlist date do not need to apply for admissions. These students will be contacted when their names rise to the top of the list. Students on the waitlist are encouraged to apply for competitive admission, thus increasing their likelihood of success in the nursing program.

Each class will be 80% students from competitive admission and 20% students from the wait list on a sequential basis.

Rory reported that this new procedure will involve maintaining the current wait list for nursing until there are no more applicants on the list. No new names will be added to the list. No deferments will be granted to those who are offered admission to the program.

Names will be removed from the list in three ways:

1. The applicant on the wait list has applied and been offered admission into the nursing program under the competitive admission process outlined above.
2. The applicant on the wait list has been offered admission in the order of the date they were placed on the list.
3. The applicant removes themselves from the wait list.

When the list is exhausted, all classes will be filled from a pool of new applicants, based solely on the new admission criteria.

Rory reported that the week of June 15 the Nursing faculty will work on rewriting the entire curriculum, establishing what is important and ensuring that each course is equally weighted.

The Chair thanked Rory for the information on the revised admission policy and stated his belief that the changes provided are fair and keep the commitments that were made in past years. He stated that he is very pleased with the resolution.

### 3. Review of Northwest Commission on Colleges and Universities (NWCCU) Accreditation Evaluation Team Visit

Dr. Tollefson reported that last week's NWCCU accreditation evaluation team visit went very well. He stated that the evaluation team recognized, from the self-study and in their visit, that SVC is doing good work and is respected and acknowledged on a national level.

Dr. Maureen Pettitt provided a review of the commendations and recommendations that the evaluation team will submit to the NWCCU. Dr. Tollefson stated that until the NWCCU takes action at its meeting in July, the commendations and recommendations are subject to possible amendment or change.

The evaluation team commended SVC for:

- Exceptionally high morale and collegiality demonstrated by its faculty, staff, and leadership;
- Its innovative partnerships with local community organizations, public schools, government agencies, and businesses;
- Its world renowned Elderhostel program;
- Receiving national recognition for leadership in the development of effective learning communities;
- Its innovative changes in the ABE/ESL program;
- Its open and participatory strategic planning process.

The evaluation team will submit the following recommendations:

- That the College demonstrate through regular systematic assessment, that students achieve the Learning Outcomes as defined within the General Education Learning Values;
- That the College continues its efforts to increase consistency in the implementation of the outcomes assessment process;
- That the College regularly and systematically evaluate all faculty at least every five years.

Margaret Rojas stated that she was out of town last week and missed the evaluation team's visit; but wanted to state that she has been very impressed and proud of the work that has been done in preparation for the accreditation process.

#### 4. State Budget Briefing

Mary Alice Grobins provided information on legislative budget proposals for 2009-2011 that included:

- Budget reductions – funding, provisos and enrollments
- Tuition increase proposals
- Legislative capital budget proposals

Mary Alice reported that the good news in the capital budget is that the Lewis Hall replacement design is funded in both budget proposals and minor repairs and improvements should also go through as planned. Discussion followed the presentation.

## VIII. MONITORING REPORT – Student Success: Professional/Technical Programs

Dr. Maureen Pettitt distributed and reviewed the monitoring report on Student Success: Professional/Technical Programs (Attachment A). Discussion followed the report.

## IX. COLLEGE REPORTS:

### 1. ASSVC

Bria Anderson reported the following:

- Club Day is scheduled for April 21—this is an effort to increase club participation;
- Student government has created a financial code review committee; much of the current material is out of date. They hope that in the future the information will be reviewed every three years;
- Elections will be occurring soon.

Bria thanked the Board for their continued interest in student issues.

### 2. SVCFT

Neta Cahill reported the following:

- A general membership meeting, with good attendance, was held earlier today. To promote more involvement, SVCFT co-president, Dan Nelson, went to the Whidbey Island Campus for the meeting;
- Working on establishing a Blackboard site for union communication and utilizing the AFT website to share SVCFT information;
- SVCFT participated in an effort to collect signatures to send to legislators to think kindly of higher education as they make budget decisions;
- SVCFT approved a new calendar and approved changing their quorum rules to 15% from 25%.

### 3. WPEA

Julie Bishop reported the following:

- During the past month the first round of layoffs occurred. Many classified staff carry heavy workloads and have unique jobs, any loss of staff will impact those that remain;
- Faculty and staff unions were informed of the budget process at the end. Classified staff feel it would have been fair and equitable to be included in the budget process from the beginning;
- Classified staff are worried about losing their jobs, causing stress and health concerns;

- WPEA is pleased that many of the staff that were laid off were offered employment options. SVC's layoff process appeared to be kinder to employees than some other colleges in the state;
- WPEA has questions about the layoff process and have scheduled a meeting with Sue Williamson, Executive Director of Human Resources, for April 22;
- Classified staff are an integral part of the college and any loss of employees diminishes the college. WPEA understands that there are not many options concerning the budget and thanked the Board of Trustees for their support in helping to retain jobs.

#### 4. Administrative Services

No report.

#### 5. Instruction & Student Services

Carol McCormick, Interim Head Start Director, distributed and reviewed information on the Board's monthly update and budget reports, self-assessment summary for 2008-09, and a summary of program goals and objectives for 2008-09.

Carol reported that the federal on-site monitoring review has been scheduled for the week of May 11. The monitoring team will conduct a 90-minute interview with the Board during their visit. Carol will work with the President's Office to establish a meeting time.

Carol stated that the Continuation Grant, Year Three is due May 31. Approval of the grant includes eligibility criteria, community assessment, self-assessment, and programs goals. This information may be found in the handouts.

Carol reported that the second round grants, COLA and Quality Improvement Supplemental Grant, are due May 13.

The COLA includes:

- a. 1.84% COLA of total Early Head Start (EHS) and Pre-school Head Start (PHS) funding for one year from July 2009
  - i. \$15,485 for EHS and \$50,868 for PHS
- b. 3.06% COLA of total EHS and PHS funding, permanent increase
  - i. \$25,752 for EHS and \$84,596 for PHS
- c. Quality Improvement ARRA – funding for one year from July 2009
  - i. \$43,538 for EHS and \$132,362 for PHS
  - ii. Facility
    1. Washington modular purchase
    2. New siding on Sedro-Woolley modular
    3. Oak Harbor playground improvements
  - iii. Programming
    1. Addition of afternoon PHS class at Washington site
    2. Addition of EHS combination class at Washington site

3. Addition of six EHS slots for Whidbey Island
- d. Due May 13, 2009

It was moved by Margaret Rojas and seconded by John Stephens, to approve the application for the COLA and Quality Improvement Supplemental Grant.

MOTION PASSED UNANIMOUSLY.

X. PUBLIC COMMENT:

No requests.

XI. NEXT MEETING:

Tuesday, May 12, 2009, 4:30 p.m., Whidbey Island Campus – Hayes Hall 137

XII. ADJOURNMENT:

There being no further business this meeting was adjourned at 6:20 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**  
**Monitoring Report**

**Student Success:**  
**Professional/Technical Programs**

**Board Ends Policy/Strategic Plan Goal**

*Board Ends Policy E-4/Strategic Goal #1 – INSTRUCTION & STUDENT SUCCESS*

Provide effective learning options for student success.

- 1.1 - Evaluate programs and scheduling at all SVC locations, and develop a plan to effectively and efficiently meet community/employer and student needs.
- 1.3 – Enhance articulation with K-12 and four-year colleges and universities.
- 1.6 – Research and develop new markets and opportunities to identify curricula and programs that respond to student, employer and community needs, and enrollment targets.

*Board Ends Policy E-8/Strategic Goal #5 – ASSESSMENT*

Enhance instruction, student services, and institutional effectiveness through comprehensive assessment processes.

- 5.4 – Collect and analyze data and information to respond to changing demographics and employer needs in communities throughout the college district.

**April 14, 2009**



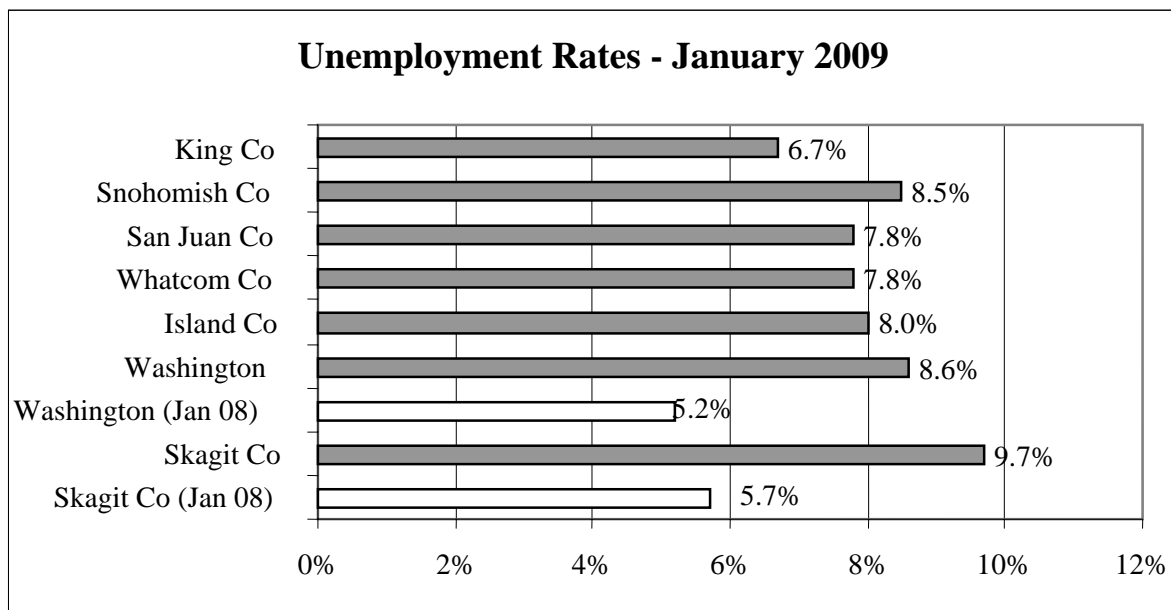
## Background

Twenty-eight percent (28%) of the 6806 students enrolled at SVC in fall 2008 for credit reported that their goal was to obtain a work-related certificate or degree. This report provides general employment data (Section I) to provide context. Section II provides employment rates and hourly wages for workforce students after leaving the college). Student Achievement Initiative (SAI) data are provided for workforce students in Section III. Section IV reports responses from employers regarding student preparation for the workplace.

### Section I: Regional Employment Data

The most recent unemployment information (January 2009) for the three counties in the SVC district and selected counties is presented in Figure 1.1. The January 2008 unemployment rate for Skagit County was 5.7% compared to 9.7% in January 2009, while Washington State experienced an increase from 5.2% to 8.6%.

Figure 1.1: Unemployment Rate for Washington State and Selected Counties, January 2009



Source: Washington State Employment Security Department, Washington Workforce Explorer, [www.workforceexplorer.com](http://www.workforceexplorer.com).

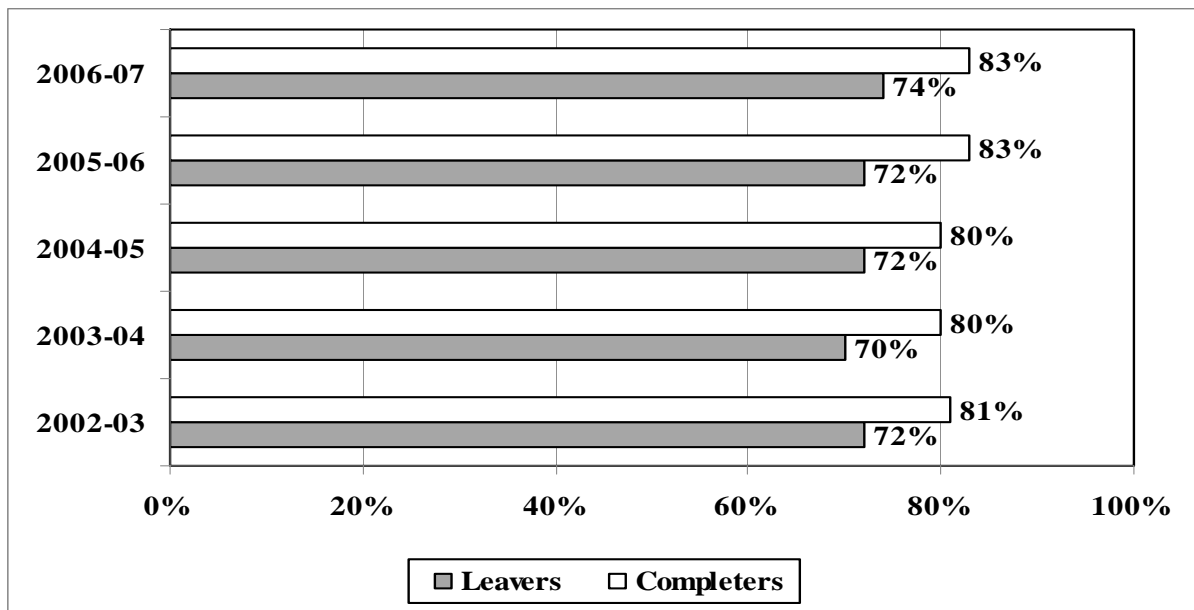
## Section II: Student Progress & Attainment

The data in this section were derived from the SBCTC database that links students to the Unemployment Insurance records for Washington as well as several other states. This allows colleges to get valid employment information; however, the process creates a significant time lag. The most current data is for the job preparatory students who left SVC during 2006-07. The total number of completers in the SVC database is approximately 487 and leavers 505.

### Employment Rates

Figure 2.1 presents the employment rates calculated by the SBCTC for the college for both completers (students who completed 45 or more workforce credits, a degree, or a certificate) and leavers. ***Eighty-three percent (83%) of the students who completed a professional/technical certificate or degree program in 2006-08 were employed nine months after leaving SVC. The SVC leavers' 74% employment rate is slightly higher than in recent years.*** System data are not yet available.

Figure 2.1: Employment Rates for SVC Job Prep Students Nine Months after Leaving College



### Hourly Wages

As shown in Figure 2.2, students who earn a degree have the highest median hourly wage of all leavers - \$16.06. The median hourly wage is lower for students who leave early (without a degree or certificate) and for those who get a short-term certificate. As shown in Figure 2.3, ***the median hourly wage for students who complete a program and are working full time is \$16.06, slightly higher than the median hourly wage for early leavers.*** Both completers and leavers who are employed full-time earn a higher hourly wage than their counterparts who are employed part-time.

Figure 2.2: Median Hourly Wages by Exit Type

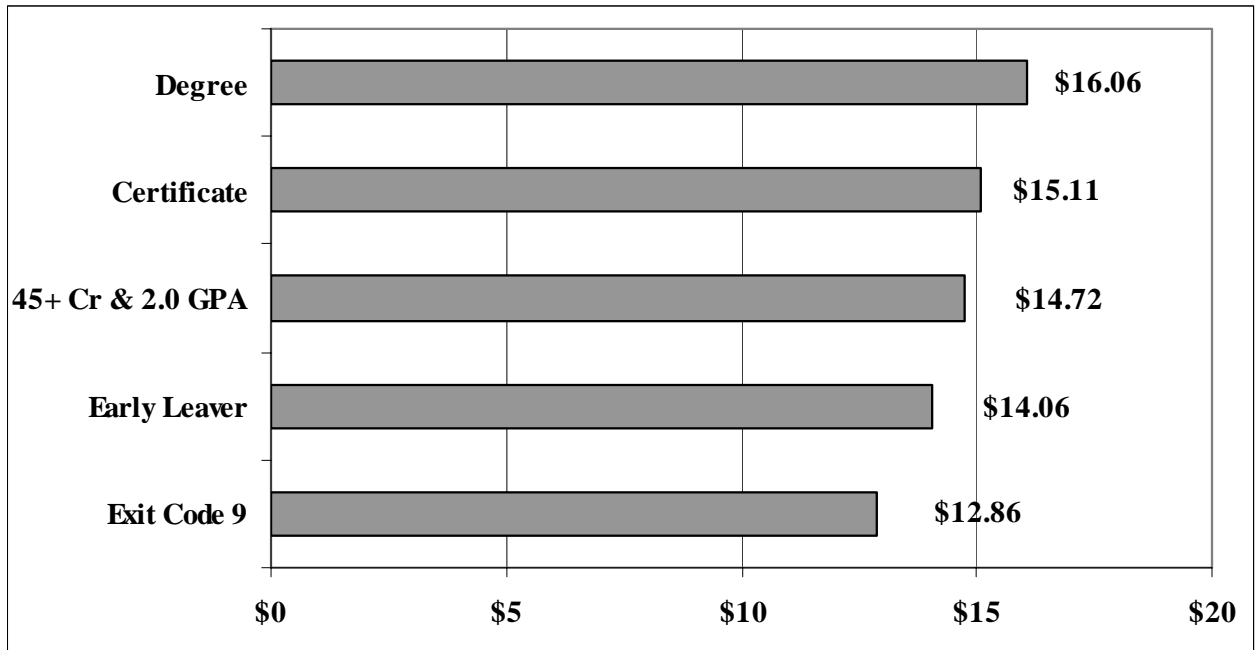
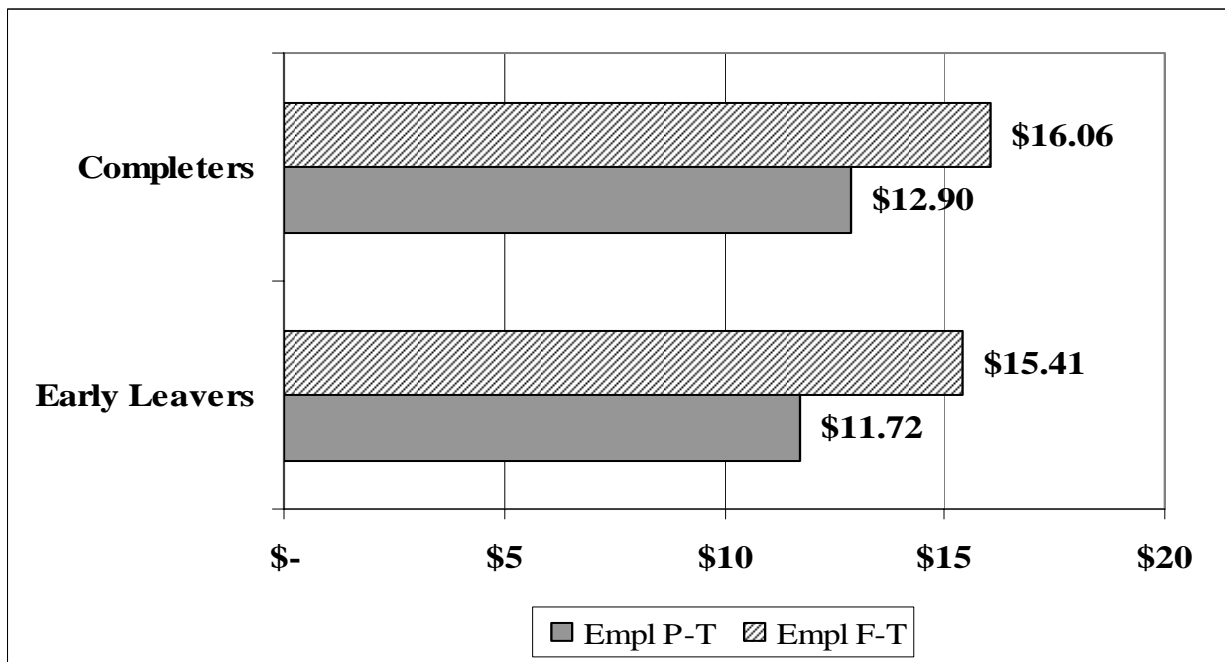


Figure 2.3: Median Hourly Wages by Exit Status and by Full-Time or Part-Time Employment



Note: “Completers” includes students who completed 45 credits or more with a 2.0 + GPA, or who were awarded a certificate of any kind or a degree. “Full-time” for the purposes of State Board reporting is defined as employed 30 or more hours per week.

### Section III: Student Achievement Initiative Data

The following tables examine student achievement points earned by workforce students. As shown in Table 3.1, *while there were nearly 1000 more workforce students enrolled in 2007-08, compared to the 2006-07 workforce students, they earned slightly fewer average points.*

Table 3.1 Workforce Student Achievement Points Earned by Year

	2006-07	2007-08
15 College Level Credits	641	652
30 College Level Credits	505	509
Basic Skills Gain	85	468
College Ready	815	797
Quantitative Course	281	296
Tipping Points	245	338
Total Points	2572	3060
Number of Students	<b>3959</b>	<b>4949</b>
Average Points	0.65	0.62

The next two tables look at workforce students enrolled in 2007-08 who entered the college with no prior college-level momentum points. As shown in Table 3.2, the percent of achievement points earned by workforce students differs significantly based on their full- and part-time status. *Part-time students were less likely to achieve points than their full-time counterparts in all categories.* Sixty-one percent (61%) of full-time workforce students earned points compared to 21% of part-time workforce students.

Table 3.2 Percent of Momentum Points Achieved by Workforce Full-Time and Part-Time Students Enrolled in 2007-08 with No Prior College-Level Points

	All Students <i>N = 3306</i>	Full-Time <i>N = 805</i>	Part-Time <i>N = 2201</i>
Complete a degree or certificate	.9%	2.2%	.4%
CLVL Math Course	3.8%	8.3%	2.1%
30 Cr, No Math	6.0%	17.4%	1.9%
15 Cr Only, No Math	11.6%	21.2%	8.0%
Pre-College Only	9.2%	11.4%	8.4%
No Points	68.6%	39.4%	79.3%

A student's ability to earn achievement points also differs based on the student's financial aid status. As shown in Table 3.3, *students with financial aid awards anytime during 2007-08 were significantly more likely to earn achievement points.* Seventy percent (70%) of the students who had a financial award earned points during the year compared to 27% of those who did not. As a point of reference, 22% of the full-time students in this category were awarded financial aid of some type compared to 5% of part-time students.

Table 3.3 Percent of Momentum Points Achieved by Workforce Students Based on Financial Aid Award Status, Students with No Prior College-Level Points

	Received Financial Aid	
	Yes	No
	N = 293	N = 2713
Complete a degree or certificate	.3%	.9%
CLVL Math Course	13.0%	2.8%
30 Cr, No Math	16.0%	4.9%
15 Cr Only, No Math	24.6%	10.2%
Pre-College Only	16.0%	8.4%
No Points	30.0%	72.8%

#### Section IV: Employer Perceptions

A survey regarding employer needs and satisfaction with their employees who attended SVC was distributed to employers at the annual Advisory Committee dinner held in November 2008. Sixty-six (66) completed surveys were returned. Table 4.1 presents the responses provided by employers regarding the knowledge, skills, and attributes of SVC graduates. *The percent who rated students' skills and abilities as superior or good ranged from 70% to 85% with professional attitude rated the highest and written communication the lowest.*

Table 4.1 Responses to Survey Question, "Based on your experience with SVC graduates, please rate the program with regard to the following general skills."

General Skill	Superior	Good	Adequate	Poor	N/A
Interpersonal	9 13.8%	44 67.7%	10 15.4%	1 1.5%	1 1.6%
Written Communication	13 19.7%	33 50.0%	18 27.3%	1 1.5%	1 1.5%
Problem Solving/ Critical Thinking	13 20.0%	36 55.4%	14 21.5%	1 1.5%	1 1.5%
Job-related Technical	22 33.8%	29 44.6%	10 15.4%	2 3.1%	2 3.1%
Understanding of Job/Employer Expectations	14 21.5%	33 50.8%	13 20.0%	3 4.6%	2 3.1%
Professional Attitude	24 36.4%	32 48.5%	7 10.6%	2 3.0%	1 1.5%

**Board Plus/Delta**  
**“What is good about this report?**  
**What would you like to see changed?”**

**April 14, 2009**

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