

**SHORELINE COMMUNITY COLLEGE****Board of Trustees****(Virtual) Special Meeting 2 of Thursday, February 17, 2022****5:30 PM**Zoom Link: <https://us02web.zoom.us/j/81276307523>

Webinar ("Meeting") ID: 812 7630 7523

(See page 2 for information to connect to the meeting via telephone)

**A G E N D A**

<b>5:30 PM</b>			
<b>NO.</b>	<b>AGENDA ITEM</b>	<b>RESPONSIBILITY</b>	<b>TAB</b>
1.	<b>Convene Special Meeting</b>	<i>Chair Catherine D'Ambrosio</i>	
2.	<b>Report:</b> Chair, Board of Trustees	<i>Chair Catherine D'Ambrosio</i>	
3.	<b>Consent Agenda</b> <b>a. Approval of Previous Meeting Minutes</b> •Special Meetings of January 26 & 28, 2022 <b>b. 2021-2022 Board of Trustees Professional Learning Goals</b>	<i>Chair Catherine D'Ambrosio &amp; Trustees</i>	<b>1</b>
4.	<b>Communication from the Public</b> Public comment(s) will be presented to the Board verbally. • <u>For attendees connecting online:</u> Please sign up to provide a public comment via the Chat function in Zoom between 5:15 PM – 5:30 PM on February 17, 2022. • <u>For attendees connecting by telephone:</u> Please sign up to provide a public comment between 5:15 PM – 5:30 PM on February 17, 2022 by: 1. Sending an email to Board Secretary Lori Yonemitsu at <a href="mailto:lyonemitsu@shoreline.edu">lyonemitsu@shoreline.edu</a> with your telephone number and name (optional); <u>or</u> 2. Calling Board Secretary Lori Yonemitsu at (206) 546-4552 with your telephone number and name (optional). The Board Chair will call upon each speaker signed up to provide public comment. The total public comment period at the February 17, 2022 meeting will be no more than thirty (30) minutes with up to two (2) minutes allotted per speaker. Adjustments to the two (2) minute allotment will be made if more than fifteen (15) individuals sign up to speak. (For the entering of a public comment into the record and attaching to the minutes of the February 17, 2022 meeting, please send written public comment to Board Secretary Lori Yonemitsu at <a href="mailto:lyonemitsu@shoreline.edu">lyonemitsu@shoreline.edu</a> following the February 17, 2022 meeting.)	<i>Chair Catherine D'Ambrosio</i>	
5.	<b>College Update(s)</b> • ctcLink GoLive on February 28 • University of Washington's School of Dentistry & Shoreline Community College's Dental Hygiene Program – Clinic Site & Update	<i>Joe Chiappa Mary Burroughs</i>	
6.	<b>Report:</b> Financial & Budget Update	<i>Bob Williamson</i>	
7.	<b>Action: Board Resolution No. 163</b> (STEAM Building Local Cash Reserve Commitment)	<i>Bob Williamson</i>	<b>2</b>

8.	<b>Action: Faculty Sabbatical Leave Proposals (2022-2023)</b>	<i>Phillip King</i>	<b>3</b>
9.	<b>Constituent Report:</b> Shoreline Faculty	<i>Eric Hamako</i>	
10.	<b>Constituent Report:</b> Shoreline Classified Staff	<i>Ric Doike-Foreman</i>	
11.	<b>Constituent Report:</b> Shoreline Associated Student Government	<i>Sunshine Cheng</i>	
12.	<b>Report:</b> College President	<i>Steve Hanson</i>	
13.	<b>Report:</b> Closing Remarks – Board of Trustees	<i>Trustees</i>	
14.	<b>Action: Adjournment</b>	<i>Chair Catherine D'Ambrosio</i>	

•To connect to the February 17, 2022 special meeting #2:

- Via link, go to: <https://us02web.zoom.us/j/81276307523>
- Via telephone: Call/Dial/Key-in to (253) 215-8782
- Webinar (“Meeting”) ID: 812 7630 7523

## MINUTES – STUDY SESSION

The study session of the special meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Catherine Post D'Ambrosio at 3:00 PM by audio/visual conference. A quorum of the Board was present by audio/visual conference.

### TRANSITIONING TO REMOTE LEARNING & SERVICES: SUCCESSES & LESSONS LEARNED

#### Chemistry Department

*Transitioning Chemistry Laboratory Experiments to a Remote Environment* (attached) was presented by Chemistry Faculty Dr. Terri Bright Hettinger.

*Home Green Chemistry Experiments* (attached) was presented by Chemistry Faculty Dr. Astrid Perez.

#### Student Accessibility Services • Assessment & Testing Center • International Education • Student Life, Residential Life, Benefits Hub

*Transitioning to Remote Learning & Services: Successes & Lessons Learned* (attached) was presented by Program Specialist 3 Miranda Levy, Program Manager A Dannica Totten, Manager Yushin Wung, and Director Sundi Musnicki.

#### ctcLINK UPDATE

Due to the study session time elapsing, the ctcLink Update will be presented at the February 2022 study session.

Motion 22:02: Motion made by Trustee Pobee to adjourn the study session of January 26, 2022.

Motion seconded by Trustee Chan. All five Trustees present (Rebecca Chan, Catherine Post D'Ambrosio, Tom Lux, Eben Pobee, Kim Wells) for this action item, voted *aye* to approve the motion.

Chair Post D'Ambrosio adjourned the study session at 4:33 PM.

## MINUTES – SPECIAL SESSION

The special session of the special meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Catherine Post D'Ambrosio at 4:40 PM by audio/visual conference. A quorum of the Board was present by audio/visual conference.

## MEMBERS PRESENT

Trustees Rebecca Chan, Catherine Post D'Ambrosio, Tom Lux, Eben Pobe, and Kim Wells were present via audio/visual conference.

Assistant Attorney General (AAG) John Clark represented the Office of the Attorney General via audio/visual conference.

## REPORT: CHAIR, BOARD OF TRUSTEES

Chair Post D'Ambrosio referred to the "wonderful study session."

## CONSENT AGENDA

Chair Post D'Ambrosio asked the Board to consider approval of the consent agenda. On the agenda for approval:

- a. Minutes from the special meetings of December 1, 13 and 16, 2021, and January 14, 2022.

Motion 22:03: Motion made by Trustee Chan to approve the consent agenda.

Motion seconded by Trustee Pobe. All five Trustees present (Rebecca Chan, Catherine Post D'Ambrosio, Tom Lux, Eben Pobe, Kim Wells) for this action item, voted *aye* to approve the motion.

## COMMUNICATION FROM THE PUBLIC

Per the notice for the January 26, 2022 (virtual) special meeting of the Board of Trustees:

Public comment(s) will be presented to the Board verbally.

- For attendees connecting online: Please sign up to provide a public comment via the Chat function in Zoom between 4:15 PM – 4:30 PM on January 26, 2022.
- For attendees connecting by telephone: Please sign up to provide a public comment between 4:15 PM – 4:30 PM on January 26, 2022 by: 1. Sending an email to Board Secretary Lori Yonemitsu at [lyonemitsu@shoreline.edu](mailto:lyonemitsu@shoreline.edu) with your telephone number and name (optional); or 2. Calling Board Secretary Lori Yonemitsu at (206) 546-4552 with your telephone number and name (optional).

The meeting host will move individuals signed up to provide public comment to the panelist screen and the Board Chair will call upon speakers. The total public comment period at the January 26, 2022 meeting will be no more than thirty (30) minutes with up to two (2) minutes allotted per speaker. Adjustments to the two (2) minute allotment will be made if more than fifteen (15) individuals sign up to speak. (For the entering of a public comment into the record and attaching to the minutes of the January 26, 2022 meeting, please send written public

comment to Board Secretary Lori Yonemitsu at [lyonemitsu@shoreline.edu](mailto:lyonemitsu@shoreline.edu) following the January 26, 2022 meeting.)

No one signed up to provide public comment(s).

## COLLEGE UPDATES

### Campus Reopening

Associate Vice President Ann Garnsey-Harter shared information on the reopening of campus. (*Campus Reopening* presentation, attached.)

## REPORT: PRESIDENTIAL RECRUITMENT STATUS UPDATE

Executive Director Veronica Zura introduced the College's presidential recruitment external partners from *Academic Search*, Bellevue College President Emerita Jean Floten and Columbia Basin College President Emeritus Rich Cummins.

President Emeritus Cummins provided an update on the status of the presidential recruitment.

## REPORT: FINANCIAL & BUDGET UPDATE

Acting Vice President Bob Williamson went over a *2021-22 Revised Operating Budget, Revenues and Expenses – December 2021* spreadsheet (attached), as well as a *Fund* spreadsheet (attached). The Trustees requested to learn more about the following at a future meeting or meetings:

- The deficits—with an emphasis on the Parking Operations deficit.
- Why the reserves are designated as such.
- Restricted versus unrestricted funds.

## REPORT: 2022 WASHINGTON ACT TRANSFORMING LIVES AWARD(S) BOARD RECIPIENT

Trustee Lux and Trustee Pobe provided an overview of the Transforming Lives Award(s) and announced that the Board's committee of two selected current student Sunshine Cheng as the Board's 2022 Transforming Lives Award(s) recipient.

## ACTION: 2021-2022 SERVICES & ACTIVITIES (S&A) BUDGET & WINTER 2022 ALLOCATIONS

Director Sundi Musnicki read tab 1 [Action: 2021-2022 Services & Activities (S&A) Budget & Winter 2022 Allocations].

Motion 22:04: Motion made by Trustee Lux to approve the allocation of \$216,233.

Motion seconded by Trustee Wells. All four Trustees present (Rebecca Chan, Tom Lux, Eben Pobe, Kim Wells) for this action item, voted *aye* to approve the motion.

ACTION: CHANGING FEBRUARY 2022 & APRIL 2022 BOARD OF TRUSTEES  
REGULAR MEETING DATES

Board Secretary Lori Yonemitsu read tab 4 [Action: Changing February 2022 & April 2022 Board of Trustees Regular Meeting Dates].

Motion 22:05: Motion made by Trustee Wells to approve the changes to the February and April 2022 regular meeting dates as written.

Motion seconded by Trustee Lux. All four Trustees present (Rebecca Chan, Tom Lux, Eben Pobe, Kim Wells) for this action item, voted *aye* to approve the motion.

CONSTITUENT REPORT: SHORELINE FACULTY

Professor and SCCFT President Eric Hamako read *Statement to the SCC Board of Trustees* (attached).

CONSTITUENT REPORT: SHORELINE CLASSIFIED STAFF

IT Administrator & Chief Shop Steward Ric Doike-Foreman read statement (attached).

CONSTITUENT REPORT: SHORELINE ASSOCIATED STUDENT GOVERNMENT

Associated Student Government (ASG) President Sunshine Cheng read statement (attached).

REPORT: SHORELINE PRESIDENT

Interim President Hanson's report included:

- Outreach to legislators—including virtual meetings with Representative Ryu (along with Trustee Lux and ASG President Cheng), Representative Valdez, and Senator Salomon's Legislative Assistant.
- Planning a future visit to campus for new Shoreline School District Superintendent Dr. Susana Reyes.

- His attendance at the January meeting of the Foundation’s Board of Directors and plans to discuss the College’s agreement with the Foundation, at the Foundation’s February meeting of its Board of Directors.
- His participation in the *New Trustee Orientation* with Trustee Chan and Trustee Wells.
- Information about the weekly meetings of the community and technical college presidents—focused on COVID, as well as legislative matters.
- The opportunity to connect to the MCIR training for the Trustees.
- Governor Inslee’s upcoming meeting with the State Board on February 2, 2022.

#### REPORT: CLOSING REMARKS – BOARD OF TRUSTEES

Trustee Lux spoke about his attendance, along with Trustee Chan, at the ACT’s winter conference—which primarily focused on *Guided Pathways* and the legislative session.

Trustee Chan reported that she has monthly meetings with Bob Williamson and Budget Director Cliff Frederickson.

Trustee Wells shared that the *New Trustee Orientation* “was fabulous” and encouraged “Board members to take advantage of the learnings and what we can learn from other Trustees.”

Trustee Pobee expressed appreciation for the constituent reports.

#### EXECUTIVE SESSION

At 6:16 PM, Chair Post D’Ambrosio announced that the Board would convene in executive session for ten (10) minutes or extended by the Board, to discuss matters of litigation or potential litigation and would reconvene in open session following the executive session, to adjourn the meeting.

The executive session commenced at 6:19 PM.

#### ADJOURNMENT

The Board reconvened in the open session’s *Zoom Room*.

Motion 22:06:                      Motion made by Trustee Wells to adjourn the special meeting of January 26, 2022.

Motion seconded by Trustee Lux. All five Trustees present (Rebecca Chan, Catherine Post D’Ambrosio, Tom Lux, Eben Pobee, Kim Wells) for this action item, voted *aye* to approve the motion.

Chair Post D'Ambrosio adjourned the meeting at 6:31 PM.

Signed \_\_\_\_\_  
Catherine Post D'Ambrosio, Chair

Attest: February 17, 2002

\_\_\_\_\_  
Lori Y. Yonemitsu, Secretary

## Transitioning Chemistry Laboratory Experiments to a Remote Environment

Terri Bright Hettinger, Ph.D.  
Meeting of the Board of Trustees  
January 26, 2022



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### Objective

As all classes moved to online format as of March 10, 2020, the Chemistry Faculty had the task to transition laboratory work from the lab to the kitchen with the following criteria:

- Safe experiments with harmless, easy to source materials
- Little to no extra cost for the students
- Experiments giving students similar learning outcomes as in the laboratory, providing practical experience and skills
- Determine a method to monitor and grade lab assignments fairly

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## Timeline and Resources

### Timeline:

Two-week period to evaluate chemistry experiments and develop laboratory manuals, lab notebook procedures and grading guides

### Resources:

- Chemistry department network
- Internet sites
  - other institutions, universities and colleges
  - American Chemical Society website

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## Example 1: Separation of a Mixture

### Chemical Separation Techniques:

- Filtration – separating out solids of different sizes
- Distillation – utilizing different boiling points of a mixture
- Evaporation – removal of a liquid from a solution to leave a solid material
- Chromatography – involves solvent separation on a solid medium

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## Example 1: Separation of a Mixture (cont.)

A CHEM&121 laboratory experiment involves separating ethanol from red wine by distillation

The experiment includes:

- setting up and performing a distillation
- observing physical properties of the distillate (boiling point, odor, color, and flammability)



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## Example 1: Separation of a Mixture (cont.)

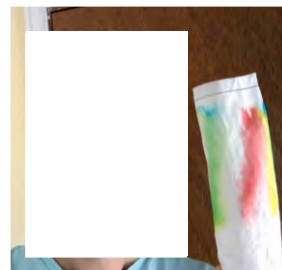
Paper chromatography can be performed with food coloring where the separation of the colors in the mixture can be observed

solvent: water

Chromatogram: coffee filter paper

The CHEM&121 experiment includes

- setting up a paper chromatogram
- understanding the concept of separating solid materials in a solution
- Documenting observations about the color separation
  - Which color moved fastest
  - Which colors separated out
  - Which colors were used in multiple food coloring dyes



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## Example 2: Molecular Models

- A CHEM&121 lab assignment involves determining the shapes of molecules by counting electrons around the central atom.
- Students build molecules in the lab with molecular modeling kits to visualize molecules in 3-dimensions



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## Example 1: Molecular Models (cont.)

The online CHEM&121 activity includes building 3D molecules from toothpicks and materials found in the kitchen

- The shapes of the molecules can be visualized
- Geometries around the central atoms can be determined



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## Outcomes

- Reports were documented in laboratory notebooks following the same format as with in-person laboratory experiments
- Basic principles of lab technologies could be learned and applied
- Students could associate chemistry learned in class with everyday materials found at home
- Despite the lack of a laboratory environment, students were introduced to and obtained an understanding of scientific methodology
- Students had fun!

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## Acknowledgements

**Katelyn Eggiman**

**Dave Phippen**

**Linda Kuehnert**

**Astrid Perez**

**Torrey Stenmark**

**Kristine Petesch**

**Jordan DiFranco**

**Guy Ting**

**Steven Petesch**

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# Home Green Chemistry Experiments

By Astrid Perez, Ph.D.

Associate Faculty  
Chemistry Department



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## A Different Perspective

- Challenges: There were no available or published hands-on Organic Chemistry experiments. Traditional experiments employ volatile and often, hazardous chemicals that are costly and could not be safely used at home.
- Solution: Start from scratch and work backwards from the techniques and theory in their laboratory textbook, while allowing for thinking outside the box.
- Results: The produced labs engaged our students with critical thinking skills, and practical applications to theory, while safely working remotely.

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## A Success Story

- In addition to all that was mentioned for Chem 121, here's a list of our other successes:
  - ❑ Our original, online Organic Chemistry labs (Chem 271, 272, 273), which are now termed Home Green Chemistry Experiments, have engaged our students while still allowing them to learn some of the necessary theory and techniques required in a 200 level college chemistry course.
  - ❑ Modified versions of these experiments have been adapted to our other courses, such as Chem 131, or Introduction to Organic Chemistry/Biochemistry course.



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## Original Green Chemistry Experiments

- A partial list of some of our original Home Green Chemistry Experiments include, but is not limited to:
  - ❑ Hand Sanitizer
  - ❑ Titration of an antacid using cabbage juice pH-indicator, and syringes for volume
  - ❑ Buffers using the solution from baby wipes
  - ❑ Column Chromatography, using table sugar as a stationary phase in a syringe
  - ❑ Breathalyzer, using Listerine as an alcohol source, and
  - ❑ Diabetes, using commercially available urinalysis glucose strips



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## Student Success



Fig. 1: Selfies were introduced in the pilot, online Chem 110, as a suggestion from Stephanie Bartlett, while attending the Summer Institute, led by Amy Rovner.



Fig. 2: Student submitted timeline photo of a column chromatography experiment, which uses table sugar as a stationary phase in a syringe. The separation was carried out with home distilled limonene in a previous experiment, acetone, and isopropyl alcohol. UV light from a flashlight was used to aid in the visualization of the separation.

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## Engaging Our Students

- Our labs have engaged and motivated students.
- Our students started making videos of the procedures, without being asked.
- Example video produced by one of our past international students, Khoa Hoang, or Kent.



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## Challenging Our Students

- Currently, students are asked to prepare a video of one of the procedures, to assess their lab skills, and thus, an invaluable resource when writing letters of reference.
- Students in the 200-level Organic Chemistry class now participate in an independent project, where they design their own Home Green Chemistry Experiment.
- This video represents one such project: Biofuel Synthesis .



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## Supporting Our Students

- Short procedure videos are now included with every home experiment.
- This is especially helpful for ESL students and those with a disability.
- Here's an example for our Breathalyzer Experiment.

### Breathalyzer Experiment Video

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## Last Thoughts

- This is just a snapshot of some of the work we have done at the Chemistry Department, but there's a lot more.
- Other departments, such as Biology and Physics have also produced online labs not represented here.
- None of this would be possible without our students, who have adapted and embraced our home labs, producing work beyond all preconceived expectations.





## **Transitioning to Remote Learning & Services: Successes & Lessons Learned**

- Miranda Levy, Student Accessibility Services
- Dannica Totten, Assessment & Testing Center
- Yushin Wung, International Education
- Sundi Musnicki, Student Life, Residential Life, Benefits Hub



1



## **Student Accessibility Services**

- Student Accessibility Services (SAS) assists students with disabilities by approving and ensuring reasonable accommodations and modifications, proctoring accommodating testing, approving accommodations for students with disabilities in 7000 Campus Living, and providing other student supports
- Approximately 700 active students/quarter
- 2.5 Permanent staff plus hourly/work study



2



## Accessible Information Management

- SAS began using Accessible Information Management (AIM) in July 2021.
- AIM is an accessible portal used by disability services offices for storing student information and providing services all in one place.
- AIM is used by students and instructors to access accommodation information, managing exams, and more in a paperless, simple manner.



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## Greater Access to Remote Education

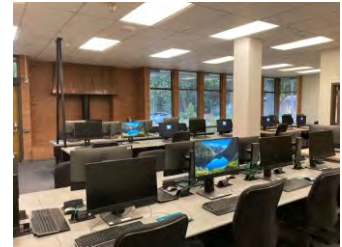
- Video-recorded lectures with captions are an excellent example of Universal Design. Students with differing learning styles (audio, visual), non-local students, and many others benefit greatly from distance lectures using this method.
- SAS launched an [Assistive Technology webpage](#) in May 2021, with free text-to-speech, speech-to-text, and Alternative Format Resources that can be independently accessed by anyone on campus.



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## Assessment & Testing Center

- Our goal is to assist others to further their educational and career goals by providing a professional, safe, secure, and supportive testing environment.
- We strive to operate in compliance with regard to test delivery, security, and confidentiality with College, state, and test regulations.
- Member of Consortium of College Testing Centers of the National College Testing Association
- The ATC has 34 computer stations plus additional spaces for paper/pencil exams



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## Assessment & Testing Center

### Assessment Types & Proctoring Options

- ALEKS: Remote Proctor (Honorlock or Proctor U) or In-Person
- Accommodated: In-Person
- Pearson Vue IT & Education Certifications: In-Person, some online
- GED: In-Person or online
- PAX: Remote Proctor
- DSP: Not a test but rather a questionnaire, online
- Make-up: In-Person
- Proctoring Services: In-Person

### Successes

- Options - Students/test candidates can choose which testing format works best for them (in the Testing Center or remotely proctored)
- Convenience - Test around obligations of family, school and work. Day or night, locally or internationally. No matter the time zone.
- Comfort - Test from home in familiar surroundings. This can lessen test anxiety. I've seen this with the ALEKS math placement. In many cases students can find a quiet place, essentially a private room like accommodated students receive, and they have the benefit of verbal mediation (speaking aloud) to help them work out the math problems.



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# International Education

## Engaging International Students During a Pandemic: Considerations

- Safety considerations
- International students being far from home
- Social isolation
- Culture shock
- Time zones – some students are overseas

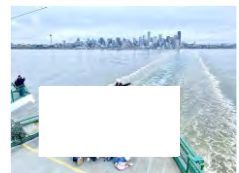
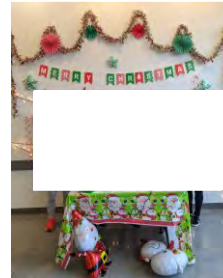


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# International Education

## Events and Engagement During the Pandemic

- **Adapted for the pandemic:**
  - Orientation
  - International Education Week
  - Advising Workshops, Study Abroad Info Sessions
  - Airport Pickup service for new international students
- **New during the pandemic:**
  - Trips to Bainbridge Island
  - Meet Your Beach at Richmond Beach (w/ Seattle Aquarium)
  - Halloween Scavenger Hunt; Holiday Crafting & Cocoa
  - Weekly Culture Chats and Game Nights

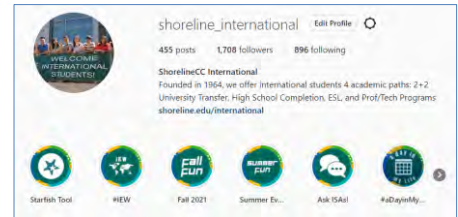


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# International Education

## Lessons Learned:

- Having both in-person and overseas students requires flexibility in timing and staffing
- Trips off campus feel exciting and tend to be well-attended
- Additional coordination and communication needed in ever-changing environment
- Event promotion strategies changed



Student Vlog: [youtu.be/nCkGu9eC4zQ](https://youtu.be/nCkGu9eC4zQ)

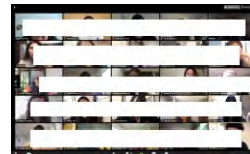
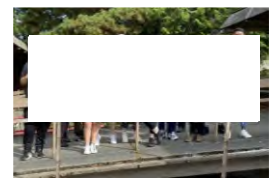


Zoom Livestreaming

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# Student Life

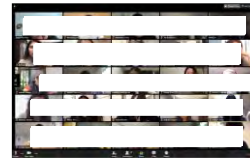
- Student Life offers a variety of engagement opportunities for students via several different paths:
  - Associated Student Government (ASG)
  - Arts & Entertainment Board (A&E)
  - Student Clubs
  - Weekly/Bi-Weekly Events
- 2 full-time staff supervise up to 20 student leaders in a variety of positions



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## Student Life

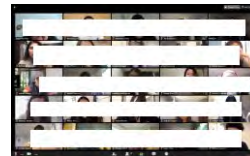
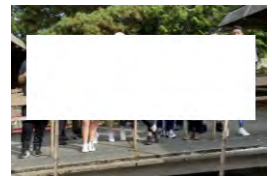
- Supports the oversight and allocation of three student fees:
  - Services & Activities (S&A)
    - Tutoring Center, Music & Theater Arts, Athletics, Parent & Child Center
  - Sustainability & Commuter Options (SCOF)
    - Campus shuttle, water-bottle refilling stations, campus recycle & trash bins
  - Tech Fee
    - Smart classrooms, laptop rentals, computer labs



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## Student Life

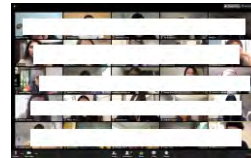
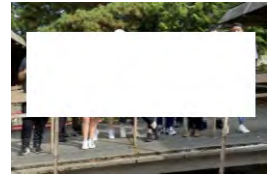
- Virtual engagement opportunities:
  - Zoom drop-in hours
  - Trivia & game nights
  - Film screenings & discussions
  - Leadership workshops
  - Zoom art & craft tutorials and hangouts
  - Social media contests
- Passive/mail giveaways:
  - Knitting kits
  - Calendar & swag bags
  - Earth Week sustainable goods giveaway
  - Self-care and finals relief kits



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## Student Life

- Support for 10-15 student clubs:
  - Club fairs & trainings
- Commencement activities:
  - Inaugural drive-thru event
  - Grad pack giveaway
- Other services:
  - Laptop checkout
  - Reusable face masks via mail
  - Funding for S&A programs' virtual engagement e.g., online tutoring, virtual performances



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## Residential Life

- Residential Life supports the living and learning experience for up to 245 students residing in SCC's residence hall, 7000 Campus Living.
  - Studio, 2-, and 4-bedroom apartment units
  - 24/7 on-call support to students
  - Academic and social engagement through programming initiatives
- 1 live-in full-time staff supervises 4 live-in Resident Assistants



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## Residential Life

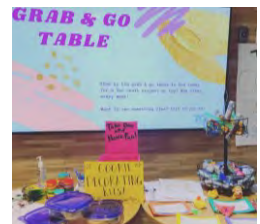
- Virtual engagement opportunities:
  - College success workshops
  - Trivia and game nights
  - Grocery Bingo
- Limited outdoor (socially distanced) activities:
  - Hot cocoa & soda bar
  - BBQs
  - Speed Friending
  - Fire pit hangout
  - Plant adoption



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## Residential Life

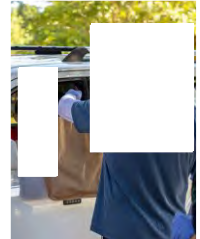
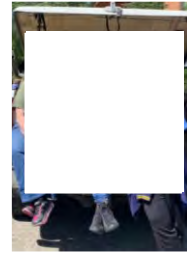
- Passive activities:
  - Grab & Go table with crafts and take-home activities
  - Tiny library in the lobby
  - Thanksgiving to-go meals
- Additional services:
  - Weekly grocery shuttles
  - Alderwood & Target shuttles
  - In-house food pantry
  - Cleaning kits and face masks provided to each resident



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## Benefits Hub

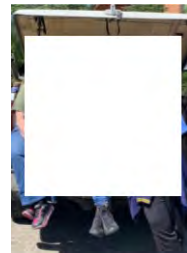
- One-stop resource on campus to help students with:
  - Housing support
  - Groceries, transportation, utility bills
  - Tax preparation
  - Financial coaching
  - Financial aid application assistance
  - Emergency financial grants
  - Connection to additional community resources
- 1 full-time staff supervises 3-4 Americorps



17

## Benefits Hub

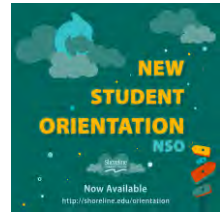
- Virtual engagement opportunities:
  - Online coaching for most Benefits Hub services
  - Housing and resource workshops
- Additional services:
  - Door Dash food box delivery (up to 100 college students served weekly!)
  - Outreach to new and current SCC students navigating financial hardship
  - Tabling to promote Benefits Hub services



18

## Lessons Learned

- Virtual engagement provides access, but can be exhausting for both students and staff
- Heavily reliant on social media for promotion = contact/outreach to all students impossible
- Opportunity to re-invent and re-consider the way that we interact with and support students



# Campus Reopening

Ann Garnsey-Harter, Ph.D.  
(she/her)  
Associate Vice President,  
Academic Operations & Learning Resources



1

## Staged Reopening of Campus: Summer 2021

- Remote instruction continued with hands-on portions of prof/tech and lab classes in person
- Piloted ~ 10 hybrid classes on campus
- On-campus staffing
  - Check-In Station
  - Curbside Drop-off/Pick-off
  - Residence Hall
  - Safety & Security
  - Technology Support Services
- Continued request process to access campus & check-in station
- All buildings outfitted with Merv 13 air filters



2

## Staged Reopening of Campus: Fall 2021



- Fully vaccinated status: in-person students & all employees, on-site contractors and volunteers required to be fully vaccinated against COVID-19 (deadline: Oct. 18, 2021)
- 158 classes offered with in-person component

3

## Staged Reopening of Campus: Fall 2021

- Core services staff on campus M-Th 8 am-5 pm, F 8 am-noon (as of 9/13/21)
- Admin exempt staff on campus 3 days/week
- Faculty welcome to use offices, not for office hours, not maintained by College
- Curbside Drop-off/Pick-off (contactless) continued
- Activities, events, rentals on campus needed to be approved (vaccination verification required for certain events)
- Plexiglass, hand sanitizer, disinfecting wipes, masking indoors, social distancing not mandated
- De-escalation training
- COVID-19 support: 206-495-7744, [covidsupervisor@shoreline.edu](mailto:covidsupervisor@shoreline.edu)
- Increased staffing for contact tracing: [COVID-19 Exposure Report form](#)
- COVID-19 vaccines promoted: signage, \$1000 scholarships, clinic on campus

4

## Vaccine Clinic: Fall 2021 Snapshot

- COVID-19 boosters became available to educators.
- Kids ages 5-11 eligible for the vaccine.
- Thousands vaccinated on our campus!



5

## Staged Reopening of Campus: Winter 2022

- 193 classes offered with in-person component
- All services available in person M-Th 8am-5 pm
- Classified staff on campus 3 days/week
- Admin exempt staff on campus 3 days/week continues
- Faculty welcome to use offices, not for office hours, not maintained by College
- Advisors, Counselors, Librarians on campus ~ 2-3 days/week
- Curbside Drop-off/Pick-off service ends January 26, 2022
- Activities, events, rentals need to be approved (vaccination verification required for certain events) - no end date

6



## Staged Reopening of Campus: Winter 2022

- Vaccine clinic 3 days/week. Boosters available.
- 94% of new in-person students attested to their vaccination status
  - Integrated into online [registration process](#)
- KN-95 masks distributed to front-line staff and in-person faculty
- Positive COVID-19 cases reported
  - 39 students = 2.14% of total in-person students
  - 19 employees = 3% of total college employees



7



## Staged Reopening of Campus: Spring 2022

- Classes with in-person component: maintain Winter 2022 level
  - Will be responsive to student demand
- All services available in person M-Th 8am-5 pm, F 8am-Noon
- Faculty offices maintained by College
- No Curbside Drop-off/Pick-off contactless service
- Activities, events, rentals still need to be approved (vaccination verification required for certain events) - no end date
- Day of Learning, April 29, 2022 – hybrid modality



8



## COVID-19 Updates

- Student-facing webpage  
<https://www.shoreline.edu/covid-19>
- Faculty/staff webpage  
<https://www.shoreline.edu/covid-19/faculty-staff.aspx>



9



## Thanks to:

- Communicable Disease Team (CDT)
  - Includes functional areas plus student and union reps
  - Lianne Almughirah, Mary Burroughs, Sunshine Cheng, Kim Clark, Greg Cranson, TaChalla Ferris, Ric Doike-Foreman, Frank Frias, Eric Hamako, Steve Hanson, Aimee Henson, Phillip King, Derek Levy, Lisa Malik, Sundi Musnicki, Samira Pardanani, Norah Peters, Claire Putney, Shelly Scanlan, Gavin Smith, Dianne Uplinger, Bob Williamson, Yushin Wung, Veronica Zura
- Executive Team



10

# Financial & Budget Update

## January 26, 2022 Board of Trustees Meeting



1

### SHORELINE COMMUNITY COLLEGE

#### 2021-22 Revised Operating Budget, Revenues and Expenses - December 2021

Revenues	FY22 Revised Budget			Variance Favorable		Percentage
	FY22 Revised Budget	Thru December	Thru December 31, 2021 Actual	(Unfavorable)		
State Operating Appropriations	\$ 31,057,551	\$ 15,528,776	\$ 11,296,450	\$ (4,232,326)		72.75%
Operating Tuition (0424)	10,354,133	5,177,067	5,472,499	295,433		105.71%
International Education reimbursement of Operating Budget expenditures	3,287,030	1,643,515	1,643,515	-		100.00%
Running Start reimbursement of Operating Budget expenditures	2,116,982	1,058,491	1,058,491	-		100.00%
CEO reimbursement of Operating Budget expenditures	727,701	363,851	363,851	-		100.00%
	<u>47,543,397</u>	<u>23,771,699</u>	<u>19,834,806</u>	<u>(3,936,893)</u>		
Natural Classification Expenditures	FY22 Revised Budget			Variance Favorable		Percentage
	FY22 Revised Budget	Thru December	Thru December 31, 2021 Actual	(Unfavorable)		
Exempt	5,175,112	2,587,556	2,396,230	191,326		92.61%
Full-Time Faculty	10,197,564	5,098,782	3,823,614	1,275,168		74.99%
Part-Time Faculty	9,124,446	4,562,223	4,190,026	372,197		91.84%
Classified	6,365,784	3,182,892	2,918,357	264,535		91.69%
Hourly, Students and Others	578,233	289,117	342,177	(53,061)		118.35%
Benefits	10,146,056	5,073,028	4,321,488	751,540		85.19%
Personal Services Contracts	320,500	160,250	130,970	29,280		81.73%
Goods and Services	3,926,457	1,963,229	1,497,563	465,666		76.28%
Travel	102,270	51,135	8,864	42,271		17.33%
Capital Outlays - Fixed Assets	533,999	267,000	14,037	252,963		5.26%
Computers and Related Hardware	205,923	102,962	2,132	100,830		2.07%
Client Services and Financial Aid	828,543	414,272	345,006	69,266		83.28%
Debt Service	392,419	196,210	37,753	158,457		19.24%
Subtotal	<u>47,897,306</u>	<u>23,948,653</u>	<u>20,028,217</u>	<u>3,920,436</u>		
Intra Agency Reimbursements	(368,200)	(184,100)	(184,100)	-		100.00%
Total Expenditures	<u>47,529,106</u>	<u>23,764,553</u>	<u>19,844,117</u>	<u>3,920,436</u>		
Surplus/(Deficit)	\$ 14,291	\$ 7,146	\$ (9,312)	\$ (16,457)		

Shoreline December 2021

2

Fund	Fund Title	GL 1355 Balance	Restricted	Unrestricted	Notes
145	Grants and Contracts	15,136,936.79	(1,786,267.41)	16,923,204.20	Yearend cash balance from Running Start, International, CEO/LCN
146	Local Contracts	1,227,311.09	1,391,238.06	(163,926.97)	Cash flow timing for RS reimbursement (can be 30 - 90 days behind)
147	Plant	(182,809.34)	(182,809.34)	-	Local resources were not appropriated for this activity.
148	Dedicated Local	5,166,953.98	5,166,953.98	-	
149	Operation Fee Account	6,024,281.07	-	6,024,281.07	Includes tuition and HEERF funds recognized in 149.
448	Printing Fund	222,331.52	-	222,331.52	
460	Motor Pool	(3,315.25)	-	(3,315.25)	
522	Associated Students	3,548,902.32	3,548,902.32	-	
524	Bookstore	(748,599.67)	-	(748,599.67)	
528	Sustainable Commuter	3,416,940.71	3,416,940.71	-	
528	Parking Operations	(2,795,858.43)	-	(2,795,858.43)	
570	Other Auxiliary Enterprise	1,310,494.30	-	1,310,494.30	
573	Housing & Food	398,612.53	-	398,612.53	
790	College Payroll Clearing	1,076,102.15	1,076,102.15	-	
840	Agency	(765,674.81)	(765,674.81)	-	Amounts owed the college for state operating and capital appropriations.
846	Grants in Aid	(6,214,346.89)	(6,214,346.89)	-	Funding to be captured for student awards made in financial aid and HEERF.
849	Student Loan	28,109.15	28,109.15	-	
850	Work Study	246,497.37	246,497.37	-	
859	Endowment Local	3,008.54	3,008.54	-	
860	Long Term Loan	203,603.37	203,603.37	-	Accumulation of allowed financial aid administrative take (3.5%).
991	NDSL	245.45	245.45	-	
992	Nurses Loan	70,273.68	70,273.68	-	
Total of All Funds		27,369,999.63	6,202,776.33	21,167,223.30	
<b>Board Reserves:</b>					
	Reserve Board of Trustees (5% of operating tuition)		535,064.00		
	Reserve Capital Fund		2,000,000.00		
	Reserve Debt Service		1,500,000.00		
	Reserve General Fund (12% of operating revenue)		5,705,208.00		
	Reserve Innovation/Opportunity (2% of operating budget)		924,576.00		
	Reserve Tuition (15% of last year's tuition collection)		1,607,775.00		
	UW Dental Hygiene Agreement		(1,300,000.00)		
<b>Total Board Reserves</b>				<b>10,972,623.00</b>	
<b>Net unrestricted Operating reserves</b>				<b>8,894,600.30</b>	



SCCFT President Eric Hamako  
Statement to the SCC Board of Trustees  
2022.01.26

I ask that my comments be read into the record.

Trustees of the Board:

My name is Eric Hamako. I am the President of the faculty's union, the Shoreline Community College Federation of Teachers (SCCFT), Local 1950 of the American Federation of Teachers (AFT).

In the 1960s, US President Lyndon B. Johnson's Administration undertook the "War on Poverty," a domestic policy that supported the United States's international efforts to win allies during the Cold War. As part of that supposed "war," the Johnson Administration attempted to redefine the poverty line. Initial efforts based the definition of poverty on the cheapest of three household food plans. But, even this lowest-cost standard posed a problem: It would recognize too many people as living in poverty – an embarrassment to the United States, in its efforts to win Third World nations to its cause. So, the Johnson Administration sent planners back to the drawing board, where they would eventually base the poverty line on a calculation that used a fourth household food plan – one considered suitable only for short-term emergencies.

A concept from social psychology, "cognitive dissonance," can help us make sense of this decision. When our beliefs clash with our reality, that clash also creates psychological discomfort – or "cognitive dissonance." As with the clash between the belief that capitalism's "rising tide" lifts all boats and the reality that so many Americans live in poverty. Such clashes of beliefs and demonstrable reality motivate efforts to resolve those contradictions. Two main options exist: You can change what you believe or you can change the material reality of your situation. For the Johnson Administration, changing their definition of poverty served national interests in the Cold War – it sought to change people's *beliefs* about poverty, to better avoid changing the material realities of impoverished people. So, it claimed a win by moving the goalposts.

Today, during the COVID-19 pandemic – now nearing the start of its third year – we can see similar efforts to resolve dissonant contradictions by moving the goalposts – by altering people’s beliefs rather than improving our material realities. We can see this in the actions of Federal and State governments – and we can see this in the actions of the College Administration, too.

As the past two years have worn on, Federal and State governments have been moving the goalposts for pandemic response. We can see examples of this in standards for mask safety, standards for measuring harm, and standards for societal shut-downs.

Safety standards for masking have been tellingly fraught from the start. Early on, the importance of using high-quality, single-use N95 masks was known but downplayed; not because other masks were safer, but because N95 masks were in short supply and needed to be prioritized for essential workers in high-risk jobs, such as medical settings. And, even in those settings, N95 masks were in insufficient supply. Medical workers found themselves using scarce N95 masks day after day, contradicting their intended use and safety standards – not because it was a good practice, but because it was often the best of a set of bad options. Now, N95 mask supplies are increasing, but they remain primarily available via private purchases – with the Federal government only now rolling out a plan to distribute N95 masks to the public – to date, a plan that includes only enough masks for *three* per adult. But, by suggesting that these single-use masks could be used multiple times, the government might move the goalposts and reduce the embarrassment of a public PPE mask plan that is far too little, far too late.

National and state goalposts for measuring harm and goals for “containing the pandemic” are also being moved. Early on, we were told the goal was to “stop the spread” and prevent the COVID-19 pandemic from becoming endemic. Now that our failed national response has the pandemic well on its way to entrenching as endemic, we’re hearing new national stories about “learning to live with it” and acclimating to a “new normal.” The goalposts are being moved from “stop the spread” to “everyone will eventually get it.” And, at the same time, the goalposts for measuring harm are being moved from infections to hospitalizations to deaths. The US has gone from “stopping the spread” to “Well, you probably won’t get seriously ill or die...” that is, unless you’re someone who has other illnesses or medical conditions... or are old... or lack access to adequate medical care... or... or... or... which is far too many of us. And, already, people with Post-Acute Sequelae of COVID (PASC), also known as “long COVID,” are having their symptoms dismissed as “something you’ll just have to live with” or as unrelated to COVID or even as “imaginary.” We’ve gone from “stop the spread” to the eerily familiar “it’ll be

like the flu” – the flu, a set of diseases that kills thirty thousand to fifty thousand Americans each year, which is roughly the size of my hometown and apparently a socially acceptable number of people to die from what is, as we saw during COVID, another disease that is preventable with a strong enough societal public health response.

Goalposts for societal shut-down measures have also been moved – almost to an incomprehensible degree. A few weeks ago, a friend said to me, “Remember back in mid-2020, when there were plans with color-coded levels, where rates of infection corresponded to particular restrictions or shut-down measures for public health? Now everything’s more like, ‘Meh, figure out what works for you, I guess.’” This is an example of the neoliberal privatization of the public sphere – in this case, turning what is a public health disaster into something that each person has to figure out and deal with individually, with however many or few resources they may have.

Here at Shoreline Community College, we can see similar attempts to move the goalposts for pandemic response and people’s safety – for example, in standards for moving to remote or back to in-person, in standards for securing remote work accommodations, and in standards for masks as Personal Protective Equipment (PPE).

In 2020, when the faculty union demanded to bargain with the College over the impacts of its pandemic response, one topic of bargaining was the standards the College would use to decide whether to move to or stay remote or to require more workers to return to working in-person. The College refused to bargain specific criteria or standards, but said instead that it would follow state guidances. So, as the goalposts of state guidances have moved and weakened, so have the College’s. For example, a “Fully Vaccinated Campus” that does not, in fact, mean that everyone on campus is fully vaccinated. And, as we’ve seen with the Omicron variant, being vaccinated does not mean a person is immune to COVID infection or illness. Or, for example, people are required to wear masks indoors – unless, for example, they are eating lunch in the Library. With other people. Who are also eating *their* lunches, without *their* masks on. Now – at a time when a second Omicron variant is emerging, and masks and tests are in short supply on campus, and hospitals continue to hover between just below to well over maximum capacity – there are some 150 faculty members – almost half of the faculty – who are working at least partially in-person this quarter. And the College has signaled willingness to move more workers in-person, pending market demand.

In 2020, during our faculty’s bargaining with the College, the College agreed to allow faculty to work remotely if they are high-risk or have family who are high-risk or are impacted by changes to childcare or children’s school schedules. To be clear: This was a significant win for our faculty

– and something all too rare at colleges across the state. If the College would not continue to operate primarily remotely, then at least faculty most at risk could seek remote work accommodations. But, there too, it seems that the College has been moving the goalposts. Some faculty who obtained remote work accommodations have reported that the College is now requiring them to again prove their qualification for accommodations – a process that can require additional medical appointments, additional medical expenses, and additional uncertainty and stress – all during, again, a pandemic that is still ongoing. And, how often will faculty need to re-prove their need for accommodations? The College has not yet said to where those goalposts will be moved.

And, on campus, in a fashion very similar to the Federal response, the College has begun providing KN95 masks – not N95 masks – to workers who are on-campus. Last week, it was one. One mask. To be re-used repeatedly – or discarded for inferior surgical masks. And with the guidance that, if you get it wet in the rain or “spill coffee on it” – two things not uncommon in Seattle – then the College will “see what it can do” and it will order more masks “as long as supplies last.” Since then, the College has received an additional shipment of masks – perhaps enough for each on-campus worker to have... three? Five? That would still be less than one mask per week remaining in Winter quarter. For safety equipment designated and labelled as “single use.” When asked what we might propose, the Federation has told the College, “Have only as many workers on campus as you can safely provide sufficient Personal Protective Equipment.” But, the goalposts indicating what is “sufficient” appear to be on the move.

As I have said before, labor unions exist so that workers can collectively advocate for ourselves, for our interests, for our health, and our lives – to counter the interests of our bosses. We are not here to help acclimate people to moving goalposts, changing definitions of health and safety, what is acceptable risk. We, as unions of workers, are here to improve the material conditions in which workers are working and students are studying and in which we all are living in our communities.

Good night.

###

Good Evening Trustees, My name is Ric Doike-Foreman. I have the honor of serving as the Washington Federation of State Employees Chief Shop Steward, Local 304, Council 28 in representation of the Shoreline Community College Classified Staff. I ask that these comments be read into the record.

Here we are creeping up on the two-year anniversary of Shoreline's respond to the COVID pandemic. These past years have presented a seemingly ongoing onslaught of challenges forcing us to step outside of our comfort zones to find new ways of doing things. The classified staff have stepped up, faced these challenges head-on; sometimes successful, sometimes not so much but we always find a way to the job done. In solidarity we stand together to support and ensure the success of the students we serve.

Times are again changing the operations of our beloved institution. Some months back Shoreline Community College was declared a vaccinated campus and has since been moving toward returning to the former provincial brick and mortar mind-set. Never mind that we have proven we are capable of successfully serving students, educating students, supporting our institution and local community in a more modern flexible work-scape. Fear of change makes exiting this pandemic-work-era as much a challenge as entering it. Change is inescapable. Shoreline Community College will never be what it once was; we have shown that we are better. Brush off the provincial mindset, accept change, and embrace a new normal.

In the desire to return to a semblance of normalcy the common precepts of logic, compassion, empathy is exchanged for achieving operational success measured through the checking of a box. As we enter the third week of Winter quarter we are still repressed in our requests for personal safety and improved communications. It is a constant struggle to get basic PPE in appropriate amounts. Addressing basic safety principles seems to always be a reactive response rather than proactive. In presenting our concerns, it has been inferred that we are whining, that we do not understand, etc. I would like to personally thank Human Resources for all they do as they work swiftly to correct any reported issues. However, current solutions are not addressing long-term problems. A band-aid cannot mend a broken leg.

The telephone game is a comical diversion and should be left to social gatherings. Direct and consistent communication is what is needed and often requested. There is no trust for transparency or accuracy of information. There are no specifics for the effects of COVID has had campus. We are left with questionable understanding of when / how PPE will be distributed. We are left with questionable understanding of why we need to be on campus.

Daily we can see how COVID continues to severely impact the areas required to be open. Individuals are being forced into taking leave or unpaid time-off because they are unable to return to campus under the current directive. These individuals are needed by their families to provide necessary medical care. These individuals have been successful in completing their tasks remotely. Where is the data to support the need for them to be physically on campus in order to do their job?

There are no answers. The current trend on returning to campus, alongside the increasing adverse effects from COVID, imply a saddening ambivalence for the care of our employees. As the return process continues, the administration hold steadfastly to the ideals their decisions were correct and in the best interests of the college. Administration has shown their failure to humanize their view of the college. There needs to be a realization their choices were not mindful or supportive. The evidence of our current predicament shows us those choices were destructive, wrong-headed, and harmful.

To the board of trustees, good evening. My name is Sunshine Cheng, I am the student body president.

Winter quarter is in full swing and we are off to an exciting, busy start! As you heard from our earlier presenters, students are finding many ways to engage outside of the classroom and enrich their academic journey. I am excited to highlight that ASG is working on several projects for spring, including a SCOF-sponsored sustainability challenge and events to raise awareness around human rights issues.

We are pleased to be participating in the search for our new college president, and we hope that our next president will be one for whom equity is the foundation upon which all of our work is done. Like many, students are eager to return to life in-person, but we are concerned about safety, and ask that we are diligent in keeping safety at the forefront of our minds as we move forward.

Recently, I have held conversations with students that have echoed previous presentations on how remote and hybrid operations have increased our ability to access an education. With our return to campus and our search for our future president, I ask that we not strive to return to what we call normal, but lean into what is next. Let us take some of the best - though some of the hardest - lessons of the last two years and channel them into our energy for our future, to create an equitable campus for all.

Thank you.

## MINUTES

The special meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Catherine Post D'Ambrosio at 9:00 AM by audio/visual conference. A quorum of the Board was present by audio/visual conference.

## MEMBERS PRESENT

Trustees Rebecca Chan, Catherine Post D'Ambrosio, Tom Lux, Eben Pobee, and Kim Wells were present via audio/visual conference.

## COMMUNICATION FROM THE PUBLIC

Per the notice for the January 28, 2022 (virtual) special meeting of the Board of Trustees:

Public comment(s) will be presented to the Board verbally.

- For attendees connecting online: Please sign up to provide a public comment via the Chat function in Zoom between 8:45 PM – 9:00 AM on January 28, 2022.
- For attendees connecting by telephone: Please sign up to provide a public comment between 8:45 PM – 9:00 AM on January 28, 2022 by: 1. Sending an email to Board Secretary Lori Yonemitsu at [lyonemitsu@shoreline.edu](mailto:lyonemitsu@shoreline.edu) with your telephone number and name (optional); or 2. Calling Board Secretary Lori Yonemitsu at (206) 546-4552 with your telephone number and name (optional).

The Board Chair will call upon each speaker signed up to provide public comment. The total public comment period at the January 28, 2022 meeting will be no more than twenty (20) minutes with up to two (2) minutes allotted per speaker. Adjustments to the two (2) minute allotment will be made if more than ten (10) individuals sign up to speak. (For the entering of a public comment into the record and attaching to the minutes of the January 28, 2022 meeting, please send written public comment to Board Secretary Lori Yonemitsu at [lyonemitsu@shoreline.edu](mailto:lyonemitsu@shoreline.edu) following the January 28, 2022 meeting.)

No one signed up to provide public comment(s).

## OVERVIEW OF THE AGENDA

Executive Assistant & Board Secretary Lori Yonemitsu provided an overview of the agenda.

## BUDGET 101

*Budget 101* (attached) was presented by Acting Vice President Bob Williamson.

## SHORELINE COMMUNITY COLLEGE'S GOVERNANCE MODEL

*Board Policy Governance & College Governance* (attached) was presented by Interim President Steve Hanson.

### REPORT: PRESIDENT'S GOALS

Interim President Steve Hanson presented the *President's Goals for 2021-2022* (attached).

Break: 10:43 AM-10:53 AM.
---------------------------

Motion 22:07: Motion made by Trustee Lux to change the agenda to eliminate the lunch period.

Motion seconded by Trustee Pobee.

Trustee Wells shared her thoughts about the need for a break in order to get lunch.

Amended Motion:  
22:07:

Motion made by Trustee Lux to take a ten-minute break instead of a lunch period.

Motion seconded by Trustee Pobee. All five Trustees present (Rebecca Chan, Catherine Post D'Ambrosio, Tom Lux, Eben Pobee, Kim Wells) for this action item, voted *aye* to approve the motion.

### REPORT: ENROLLMENT UPDATE

Executive Director Bayta Maring presented the *Winter 2022 Enrollment Update* (attached).

### REPORT: ACCREDITATION FINDINGS & RECOMMENDATIONS

Executive Director Bayta Maring presented the *Accreditation Update* (attached) related to the Fall 2022 ad hoc visit.

### REVIEW & DISCUSSION: BOARD OF TRUSTEES 2021-2022 PROFESSIONAL LEARNING GOALS

Executive Assistant & Board Secretary Lori Yonemitsu shared the *Board of Trustees 2021-2022 Professional Learning Goals* slide presentation (attached). The Trustees reviewed, discussed, and revised the *Draft 4-December 2, 2021* version of its 2021-2022 Professional Learning Goals and will take action on the revised goals at the Board's February 17, 2022 meeting.

### ADJOURNMENT

Motion 22:08: Motion made by Trustee Chan to adjourn the special meeting of January 28, 2022.

Motion seconded by Trustee Lux. All five Trustees present (Rebecca Chan, Catherine Post D'Ambrosio, Tom Lux, Eben Pobe, Kim Wells) for this action item, voted *aye* to approve the motion.

Chair Post D'Ambrosio adjourned the meeting at 12:39 PM.

Signed \_\_\_\_\_  
Catherine Post D'Ambrosio, Chair

Attest: February 17, 2022

\_\_\_\_\_  
Lori Y. Yonemitsu, Secretary

## Bob Williamson, Acting VP of Business and Administrative Services



January 2022

# What we'll cover

February 17, 2002 Board Packet - page 46

**January 2022**

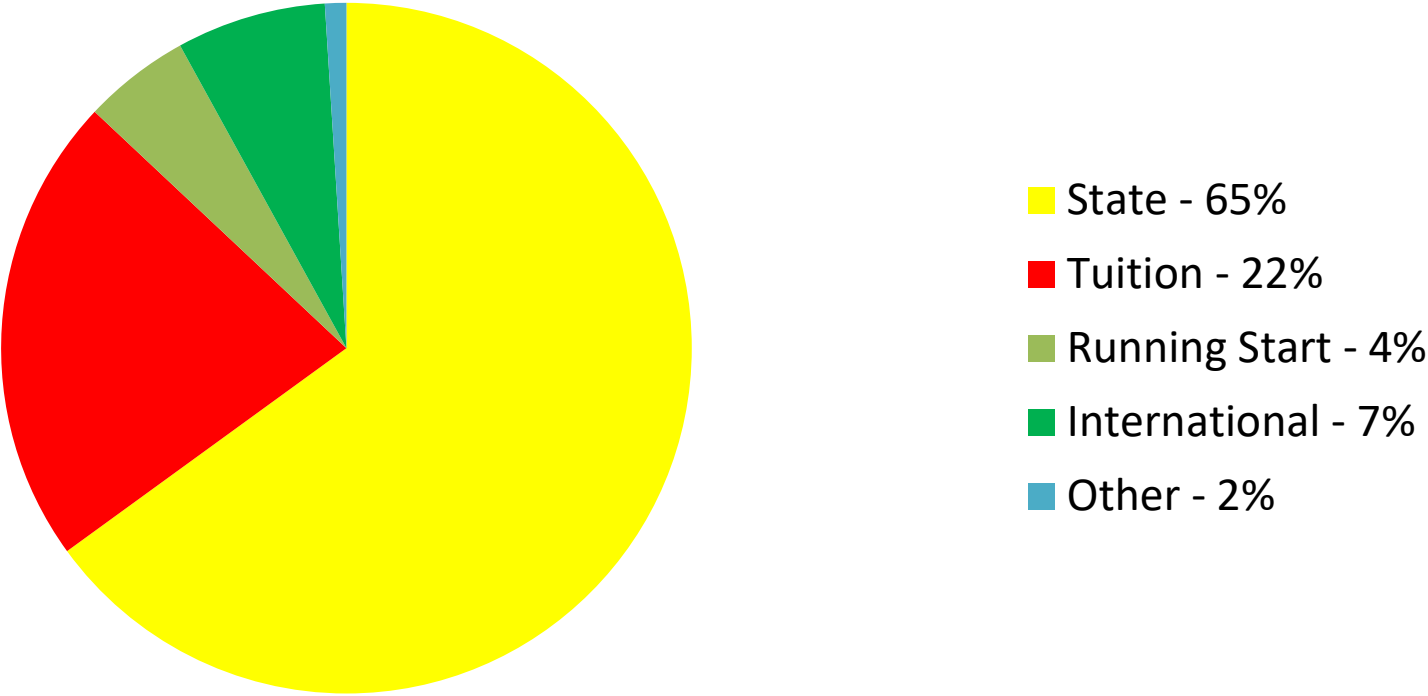
- **Salaries and benefits**
  - 87% of budget is tied up in personnel costs
  - Faculty negotiate wages locally, classified staff statewide
  - State doesn't fully fund wage/benefit increases
- **Must fund items (not funded by state)**
  - Increments, tenure promotions, other salary changes
  - Employer paid increases in benefits (healthcare, retirement)
  - ctcLink (Innovation Fund and cash flow shortage)
  - Certificate of Participation (COP) payments

- **Enrollment and revenue**
  - Revenue rises and falls with enrollment levels
  - Tuition rates set by state legislature
  - Running Start reimbursement rates set by OSPI
  - State allocation model is weighted based on actual enrollments
- **Bottom line**
  - Many factors that impact our budget are outside of the college's control, limiting our flexibility and local decision making

- **State funds**
  - Appropriated by legislature; allocated to individual colleges by SBCTC through funding model
- **Operating funds** – tuition revenue
- **International Program** – tuition revenue
- **Running Start** – revenue from high schools
  - Reimbursement rates are set by OSPI
  - Rates are different for vocational vs. non-vocational
- **Other** – CEO, LCN

- **2021-22 Operating Budget**
  - State - \$31,057,551
  - Tuition - \$10,354,133
  - International tuition - \$3,287,030
  - Running Start - \$2,116,982
  - Other - \$727,701
  
- **Total 2021-22 Operating Budget**
  - \$47,543,397

**2021-22 Operating Budget Funding - \$47,543,397**



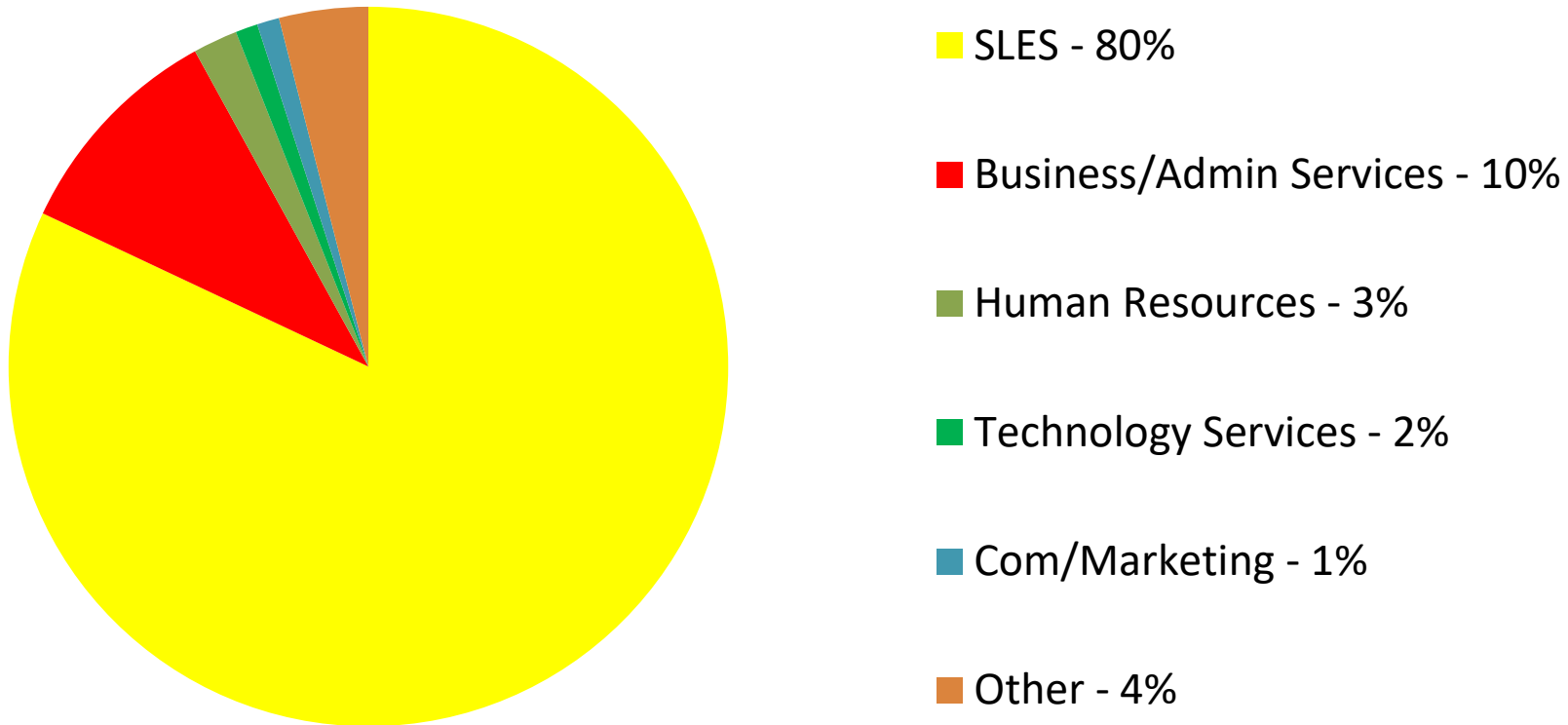
**January 2022**

- **State's allocation model is based on:**
  - Three-year average enrollment of state-support FTES
  - Enrollment of high-demand, high-cost FTES (STEM, allied health, etc.)
  - Performance funding (Student Achievement)
- **Funding is relative to other colleges and thus less predictable**
  - Model moves funding from lower enrolled schools to higher enrolled
  - Minimal impact to SCC so far because other schools have also been under-enrolled, but this will change if other colleges grow
  - State estimates SCC will end year at only 60% of funded enrollment

- **\$20M of SCC's allocation is provided for general operating costs**
- **\$11M is divided up as follows:**
  - **Safe Harbor - \$3.5M** - state funded increases for wages, health care rates, and pensions are placed in “safe harbor” for 4 years, then moved into general allocation pool
  - **Legislative Provisos - \$6.5M** – specific funding for Guided Pathways, Nurse Stipends, High Demand Faculty salaries, etc.
  - **State Board Earmarks - \$993K** – specific funding for disability services, students of color, workforce development, etc.

- **Student Learning, Equity and Success - \$38,189,553**
- **Business and Administrative Services - \$4,856,369**
- **Human Resources - \$1,327,678**
- **Technology Services - \$913,255**
- **ctcLink - \$588,476**
- **President's Office and Board of Trustees - \$584,623**
- **Communications and Marketing - \$568,444**
- **Diversity, Equity and Inclusion - \$276,884**
- **Foundation - \$114,317**
- **Grants and Contracts- \$109,507**

## 2021-22 Operating Budget Expenses by Department - \$47,529,106

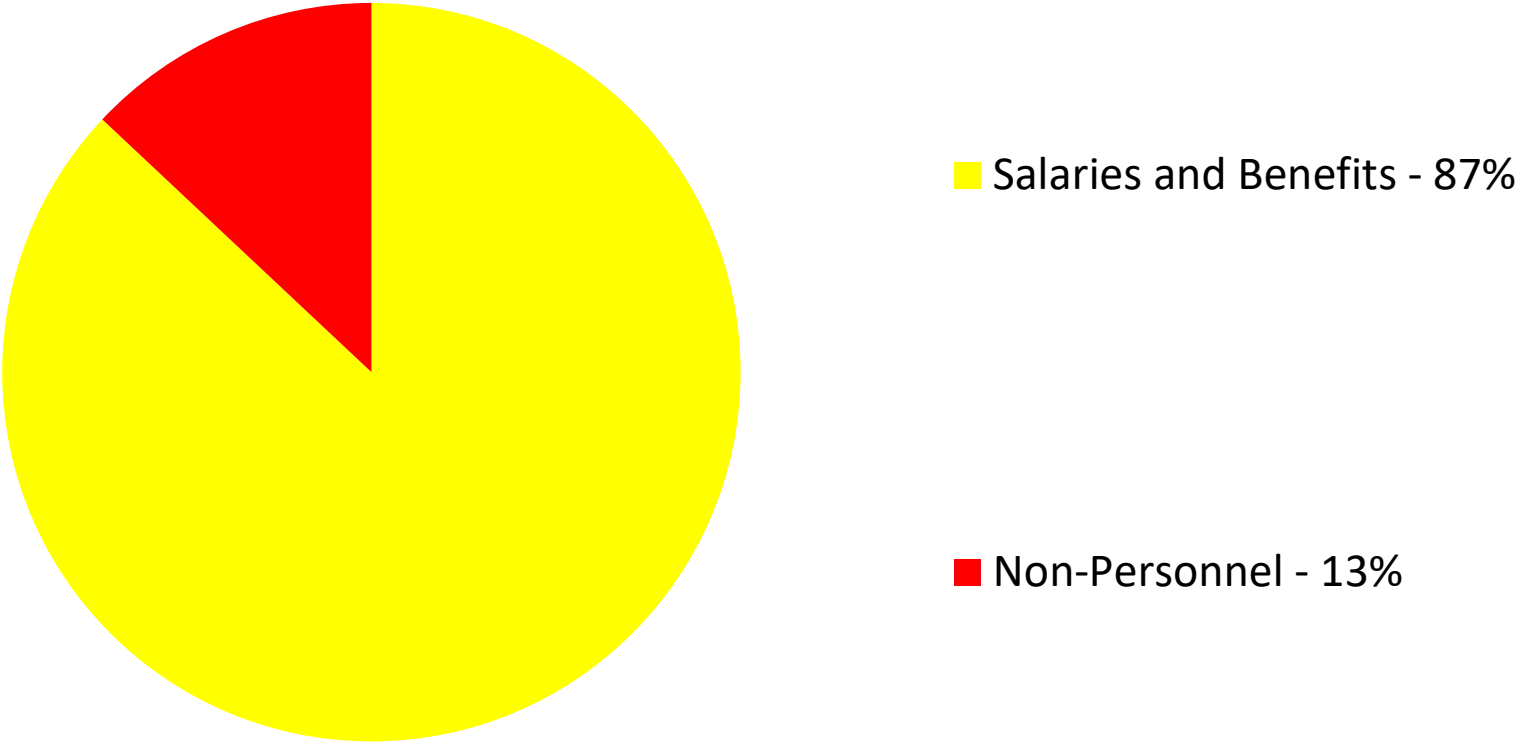


January 2022

- **Personnel - \$41,587,195**
  - Admin/Exempt: \$5,175,112
  - Full Time Faculty: \$10,197,564
  - Part Time Faculty: \$9,124,446
  - Classified: \$6,365,784
  - Hourly, Students, Others: \$578,233
  - Benefits: \$10,146,056

- **Non-Personnel - \$5,941,911**
  - Contracted Services: \$320,500
  - Goods and Services: \$3,926,457
  - Travel: \$102,270
  - Equipment: \$533,999
  - Computer Equipment and Software: \$205,923
  - Student Aid: \$828,543
  - Debt Service: \$392,419
  - Interagency Reimbursement: (\$368,200)

**2021-22 Operating Budget Expenditures by Category - \$47,529,106**



- **State funding for operational and capital expenses (repairs, improvements, remodels, new construction) come from separate legislative appropriations**
- **Capital dollars cannot be used to fill holes in the operating budget**
- **When capital dollars aren't enough to cover a project, the college can use local revenue (tuition, fund balance, etc.) or apply for a Certificate of Participation**
- **State provides ongoing Maintenance and Operations funding all new buildings – though these dollars are in Safe Harbor for only four years**

- **Fund balance**

- One-time dollars remaining from all sources after spending commitments have been accounted for
- Comes in two forms: **Restricted** and **Unrestricted**
- **Restricted** - from specific, dedicated sources (such student government or grants) and can't be used for other purposes
- **Unrestricted** - from many revenue sources, such as excess tuition from state and international students, Running Start reimbursement, etc.) and can be used for multiple purposes

- **Board reserves**

- First and largest commitment against one-time unrestricted fund balance is Board reserves
- Board by-laws require 10 – 12% of last year's operating budget to be reserved
- Board sets aside reserves for debt service, capital projects, innovation funding, emergencies, and tuition revenue gaps
- Only Board has authority to use reserves
- Reserves are one-time dollars and can't fix permanent shortfalls

Fund	Fund Title	GL 1355 Balance	Restricted	Unrestricted	Notes
145	Grants and Contracts	15,136,936.79	(1,786,267.41)	16,923,204.20	Cash balnce from Running Start, International, CEO/FCN
146	Local Contracts	1,227,311.09	1,391,238.06	(163,926.97)	Cash flow timing for RS reimbursement.
147	Plant	(182,809.34)	(182,809.34)	-	Local resources were not appropriated for this activity.
148	Dedicated Local	5,166,953.98	5,166,953.98	-	
149	Operation Fee Account	6,024,281.07	-	6,024,281.07	Tuition and HEERF funds recognized in 149.
448	Printing Fund	222,331.52	-	222,331.52	
460	Motor Pool	(3,315.25)	-	(3,315.25)	
522	Associated Students	3,548,902.32	3,548,902.32		
524	Bookstore	(748,599.67)	-	(748,599.67)	
528	Sustainable Commuter	3,416,940.71	3,416,940.71		
528	Parking Operations	(2,795,858.43)	-	(2,795,858.43)	
570	Other Auxiliary Enterprise	1,310,494.30	-	1,310,494.30	
573	Housing & Food	398,612.53	-	398,612.53	
790	College Payroll Clearing	1,076,102.15	1,076,102.15	-	
840	Agency	(765,674.81)	(765,674.81)	-	Amounts owed the college for state operating and capital appropriations.
846	Grants in Aid	(6,214,346.89)	(6,214,346.89)	-	Funding to be captured to cover financial aid and HEERF-student awards.
849	Student Loan	28,109.15	28,109.15	-	
850	Work Study	246,497.37	246,497.37	-	
859	Endowment Local	3,008.54	3,008.54	-	
860	Long Term Loan	203,603.37	203,603.37	-	Accumulation of allowed financial aid administrative take (3.5%).
991	NDSL	245.45	245.45	-	
992	Nurses Loan	70,273.68	70,273.68	-	
Total of All Funds		27,369,999.63	6,202,776.33	21,167,223.30	
Board Reserves:					
Reserve Board of Trustees (5% of operating tuition)			535,064.00		
Reserve Capital Fund			2,000,000.00		
Reserve Debt Service			1,500,000.00		
Reserve General Fund (12% of operating revenue)			5,705,208.00		
Reserve Innovation/Opportunity (2% of operating budget)			924,576.00		
Reserve Tuition (15% of last year's tuition collection)			1,607,775.00		
UW Dental Hygiene Agreement			(1,300,000.00)		
Total Board Reserves				10,972,623.00	
Net unrestricted Operating reserves				8,894,600.30	

- The budget is impacted by many factors outside of college control, such as tuition rates, Running Start rates, healthcare increases, ctcLink, etc.
- Enrollment is the driver behind all key revenue sources
- State allocation accounts for 65% of operating funding – a potential risk because SCC is well below state-funded enrollment level
- 87% of budget goes to personnel costs
- SCC has \$8.89M in unrestricted one-time fund balance, equivalent to 2.5 months of operating expenses
- Board has one-time reserves of \$10.9M

# Questions?

## Thank You!



January 2022

# Board Policy Governance & College Governance



1

## Topics

- Overview of Shoreline's Board Policy Governance Framework
- Brief Overview of College Governance Policy and Procedure
- Review of Possible Revisions to College's Governance Procedure
- Recommendations

2

# Shoreline Community College Board of Trustees Policy Manual

(Approved June 24, 2009)

## SECTION 1: GOALS

## SECTION 2: EXECUTIVE LIMITATIONS

## SECTION 3: GOVERNANCE PROCESS

## SECTION 4: BOARD-PRESIDENT RELATIONSHIP

3

# Shoreline Community College BOARD-PRESIDENT RELATIONSHIP (2009)

## DELEGATION TO THE PRESIDENT

The Board will delegate its authority and accountability for College operations to the President of Shoreline Community College. The Board considers all authority over and accountability of employees to be the responsibility of the President.

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## DELEGATION TO THE PRESIDENT

As long as the President uses any reasonable interpretation of the Board's Goals and Executive Limitations policies, the President is authorized to establish all administrative policies and procedures, make all decisions, take all actions, establish all practices, and develop all activities. The Board will never prescribe organizational means to the President.

5

## Board Resolution No. 107

(Approved June 24, 2009)

The resolution stated that the Board, having approved its Board policies and procedures, would no longer review and approve the operating policies and procedures of the college. Furthermore, the Board, having appointed a President to oversee the day-to-day operations of the College, delegated all current and future policies and procedures to the President for review and approval.

6

## Board Resolution No. 108

(Approved June 24, 2009)

The Board under its authority (RCW 28B.50.140) delegated to the President responsibility for overseeing the day-to-day operations of the College within the approved Policy Governance Framework.

7

## Revisions to the Policy Governance Model

The Board has updated and revised its Policies Manual since 2009. The current manual is dated October 2020.

<https://www.shoreline.edu/about-shoreline/board/documents/bdpoliciesmanual-final-102820.pdf>

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## 100.C20 – DELEGATION TO THE PRESIDENT

(Board of Trustees Policies Manual - October 2020)

- All Board authority delegated to staff is delegated through the President.
- The President is authorized to develop and implement all administrative policies, decisions, actions, practices, and activities. The President will base decisions on the annual goals of the College and responsibilities defined in the President's job description.
- The President establishes operational policies and procedures that carry out the Board policy.

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## A Significant Change in the Approval Process for College Policies

At its regular meeting on March 15, 2017, two College policies were placed on the Board's consent agenda for approval. The College's Executive Vice President provided an overview of the consent agenda items and spoke to accreditation rules related to the Board's review and approval of College policies. She noted that in the future, College policies would be brought to the Board for a first reading and then for approval at a subsequent Board meeting.

*Comment: This change in the approval process for College policies does not align with the Board's Policies Manual. The accreditation standard on governance doesn't include any rules related to the Board's review and approval of College policies.*

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## College Governance

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Policy Name: College Governance

Policy Number: 2301 (Adopted: 3/21/07)

College governance at Shoreline Community College shall be *a shared participatory system in which every member of the College community can influence decisions regarding operational policies and priorities and provide direction for the College*. Under this system, the College community shall arrive at appropriate and timely decisions in a manner consistent with the principles of open and honest communication. Students are encouraged to participate in the governance process.

The College governance structure will not limit the power of the Board of Trustees to develop and approve policy for Shoreline Community College.

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# College Governance Procedure

Policy Number: 2301 (Adopted: 3/21/07)

## Procedural Guidelines

- A. Statement of Principles
- B. Board of Trustees
- C. College President
- D. Governance Committees (College Council, Strategic Planning Committee)
- E. Campus-wide Committees
- F. Representative Bodies

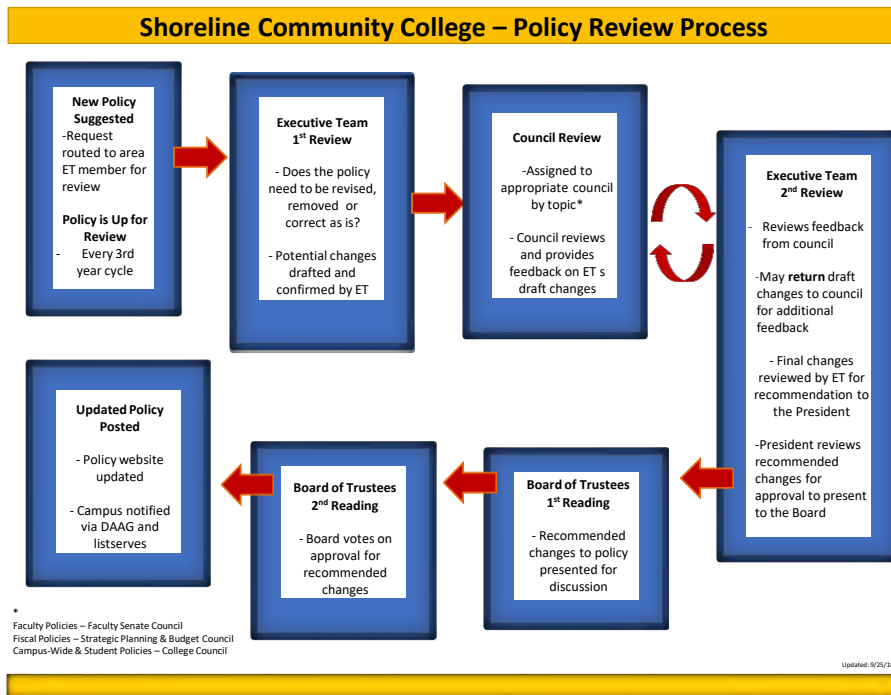
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# College Governance Procedure

## B. Board of Trustees:

1. The Board of Trustees is responsible under the laws of the State of Washington for the governance and operation of the College.
2. *The Board of Trustees may delegate to the College President responsibility for operating the College.*
3. The Board of Trustees shall evaluate continually the overall performance of the College.
4. *All College policy must be approved by the Board of Trustees.*

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## Proposed Revision to College Governance Procedure

### Procedural Guidelines

- A. Statement of Principles
- B. Board of Trustees (Question: Update to Align with Current Board Policies?)
- C. College President
- D. Executive Team (Based on Current Policy Review Process)
- E. Governance Committees (College Council, Strategic Planning & Budget Council, Faculty Senate Council)
- F. Campus-wide Committees
- G. Representative Bodies

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## Strategic Planning Steering Committees

(Based on Shoreline's Strategic Plan 2016-2021)

- Ecological Integrity
- Inclusive Excellence
- Learning Outcomes Assessment
- Communications, Marketing & Community Engagement
- Disciplined Excellence

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## Governance Committees College Council

- The College Council is the focal point of College governance. It serves as a forum where all members of the College community, either directly or through constituency representatives, can provide input, or can thereby influence college governance, policies, and planning.
- It is the job of the Council to provide that sufficient review by all College constituencies have been undertaken in the development or revision of college policies and procedures.
- The College Council, in conjunction with the President, shall determine if new committees are necessary and will determine their makeup.

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## Governance Committees

### Strategic Planning & Budget Council (formerly Strategic Planning Committee)

- The Strategic Planning & Budget Council is charged with developing and updating the College's Strategic Plan, advising the President on processes for implementing the plan, reviewing college budget priorities for congruence with the plan, and reviewing the College's progress toward achieving the goals of the plan
- The role of the Strategic Planning & Budget Council has evolved over the years and may change again as the College initiates development of a new strategic plan in 2022-2023.

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## College Committees, Councils, and Task Forces

Source: Shoreline Intranet Site for Committees & Groups

- The Intranet site lists 40 committees, councils and groups
- 15 of the committees, councils and groups are no longer active
- The site includes links to outdated information, as well as broken links

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## Recommendation One

- Clarify the Board's Delegation of Duties to the College President.
- Since the new President starts in July, this discussion could be included in the Board's review of its Policies Manual at the Summer retreat.
- Consider the option of adopting a policy that would clarify and strengthen the Board's support for participatory governance.

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## Green River College (Board Policy)

### GP-9 PARTICIPATORY GOVERNANCE

1. The Board of Trustees believes that effective governance at Green River College **reflects the values** of transparency, respect, accountability, trust, collaboration, collegiality, civility and honesty.
2. ***Participatory governance is a method of organized and collegial interaction in which faculty, staff, students, and administrators participate in open, thoughtful dialog and decision- making that leads to recommendations made to the College President, who the board has delegated as the principal administrative officer.***
3. ***The participatory governance system must fulfill standard 2.A.1 of the Northwest Commission on Community College and Universities*** to include: 1) a broad understanding of the governance system by the college community; 2) clearly defined authority, roles and responsibility; and, 3) consideration of the views of faculty, staff, administrators, and students in decision- making processes on matters which they have a direct and reasonable interest.
4. ***A report on the state of participatory governance will be presented each year to the Board. The President is authorized and directed to develop college policies and procedures to implement this policy.***

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# Green River College

## GP-9 PARTICIPATORY GOVERNANCE

**The governance structure at Green River College shall be guided by the following general principles:**

1. All decision-making at Green River Community College is based on a shared understanding of the mission, vision, core themes, core objectives, and values.
2. The ultimate measure of effective governance will be improved student success.
3. Decisions are made at the appropriate level, by the appropriate group with the needed expertise.
4. Internal employee councils and the student government will select their representatives to representative bodies, such as Councils, committees, administrative task forces, etc.
5. Representatives of constituent groups involved in the participatory governance process have the responsibility of keeping their respective groups informed of the proceedings and recommendations of governance groups.
6. Members of the college community not serving as representatives have the opportunity to share concerns with their representatives of their constituent groups.

*A report on the state of participatory governance will be presented each year to the Board. The President is authorized and directed to develop college policies and procedures to implement this policy.*

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## Recommendation Two

- Trying to locate and track information on the college's Intranet site is like going down a rabbit hole, with branching tunnels and dead ends.
- The college needs to review its procedures for posting content related to college governance, committees and councils on the college website and Intranet.
- There are examples at other community colleges that could be considered for the management of operational policies and procedures, as well as the posting of content on the web.

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## ***SKAGIT VALLEY (COLLEGE POLICY FOR OPERATIONAL GOVERNANCE)***

### **POLICY**

The Board of Trustees has delegated authority for operational governance functions and structure to the President.

Approval: 03-12-07

Revision Date(s): 11/17/08; 3/17/11, 3/21/13, 6/4/14, 5/16/16, 6/16/16, 11/14/16, 6/11/17, 3/21/18, 5/21/18, 5/20/20, 6/22/20, 5/17/21

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## **SKAGIT VALLEY (COLLEGE PROCEDURE FOR OPERATIONAL GOVERNANCE)**

Governance Steering Committee

Solve and Dissolve Task Forces

Standing Committees

- Instruction Committee
- General Education Committee
- Assessment Committee
- Student Services Committee
- Sustainability Committee
- Equity & Social Justice Committee
- Safety Committee
- Technology Committee

The President may form additional Standing Committees as needed. These committees will adhere to the same general structure and procedures.

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## PRES 2.0 -Edmonds College may confer honorary Associate of Arts degrees.

- CONTENT OWNER. The primary responsibility for this policy belongs to: Office of the President
- PRIMARY CONTENT CONTRIBUTOR (Director/Dean): Office of the President
- REVIEW PERIOD: Three years.
- REVIEW HISTORY
  - 2015-Mar Revised
  - 2008-Mar 05 Revised
  - 2005-Oct 04 Revised
  - 1994-Mar 17 Adopted, Board Resolution 94-3-2

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## Recommendation 3

- Develop college policies and procedures that clarify planning processes, while increasing transparency and college-wide participation.
- For example, the 2020 Peer-Evaluation Report to the Northwest Commission on Colleges and Universities included the following recommendation: Manage financial resources transparently by defining, developing and sharing financial processes, policies, and budget development decisions, including ongoing budget management and annual financial statements. Stakeholders should have opportunities for meaningful participation in the budget development process.
- **The evaluation committee could not find evidence of policies on financial planning and budget development.**

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## **President's Goals for 2021-2022**

1. Ensure compliance with the accreditation recommendations identified by the Northwest Commission on Colleges and Universities in its most recent formal notification letter (dated February 12, 2021).
2. In keeping with the accreditation recommendations, ensure that student achievement data is widely published and used to promote student achievement, improve student learning, and close equity gaps.
3. Provide leadership and support for diversity, equity and inclusion initiatives funded by HB 5194 and HB 5227, including completion and implementation of DEI strategic plan.
4. Ensure necessary support for ctcLink project, culminating in successful conversion to PeopleSoft in February 2022.
5. Ensure successful implementation of Guided Pathways, a system that will help students achieve their college completion goals by providing structured choice, revamped support, and clear learning outcomes.
6. Provide leadership in the implementation of the college's strategic priorities.
7. Provide clear communication and ongoing support for students and staff as Shoreline continues the process of reopening the campus.
8. Ensure that Shoreline meets or exceeds its enrollment targets for 2021-2022.

9. Support team building and professional development throughout the administrative staff.
10. Establish regular meetings with leaders of Shoreline's constituent groups to address campus issues and ensure effective communication and collaboration.
11. Work collaboratively with the College Council to clarify Shoreline's shared governance model, culminating in the completion of a Guide to Governance for Shoreline Community College.
12. Ensure that the budget development process for 2022-2023 is clearly communicated, participatory, and transparent.
13. Assist the Board of Trustees with the successful achievement of its 2021-2022 professional learning goals.
14. Engage with community and statewide stakeholders to strengthen support for the college and its students.

# Winter 2022 Enrollment Update



1

## Winter Quarterly Enrollment Update

	Winter 2021	Winter 2022*	
<b>Total FTE</b>	<b>3,898</b>	<b>3,595</b>	<b>-7.8%</b>
International Contract	594	565	-4.8%
State-Supported	2781	2604	-6.4%
CEO/LCN	208	147	-35.1%
Running Start	306	269	-15.3%
Other	9	38	+252%
	Winter 2021	Winter 2022	
Worker Retraining	182	184	+0.8%
Aerospace 1000	39	24	-38.9%
New to Shoreline	440	522	18.7%
Veterans	177	129	-27.1%
Online FTE	1114	1231	+10.4%
Basic Skills FTE	285	340	+19.4%

2

## Annual Enrollment Update

Category	Winter 2021	Winter 2022*	Change Winter	Change Summer	Change Fall	Cumulative Change to Date
<b>International Contract</b>	198	188	<b>-4.8%</b> (-10)	(-48)	(-20)	<b>-14%</b> (-77)
<b>State-Supported</b>	927	868	<b>-6.4%</b> (-59)	(-63)	(-93)	<b>-9%</b> (-215)
<b>CEO/LCN</b>	69	45	<b>-35.1%</b> (-24)	(-13)	(-17)	<b>-32%</b> (-54)
<b>Running Start</b>	102	87	<b>-15.3%</b> (-16)	n/a	(-22)	<b>-17%</b> (-37)
<b>Other</b>	3	11	<b>+252%</b> (+8)	(+4)	(+5)	<b>+105%</b> (+17)
<b>TOTAL</b>	1299	1198	<b>-7.8%</b> (-101)	(-119)	(-146)	<b>-11%</b> (-366)

\* Numbers are not finalized



# Accreditation Update

Fall 2022 ad hoc visit



1

## Purpose of Today

- ▶ Review of Shoreline's Accreditation Status
- ▶ Review of Recommendations
- ▶ Update on two recommendations, preparing for Fall 2022 ad hoc report with visit

2

## Background



Northwest Commission on  
Colleges and Universities



Accreditation for the whole college



Also program-specific  
accreditation & certification

What's at stake? *TITLE IV Funding*

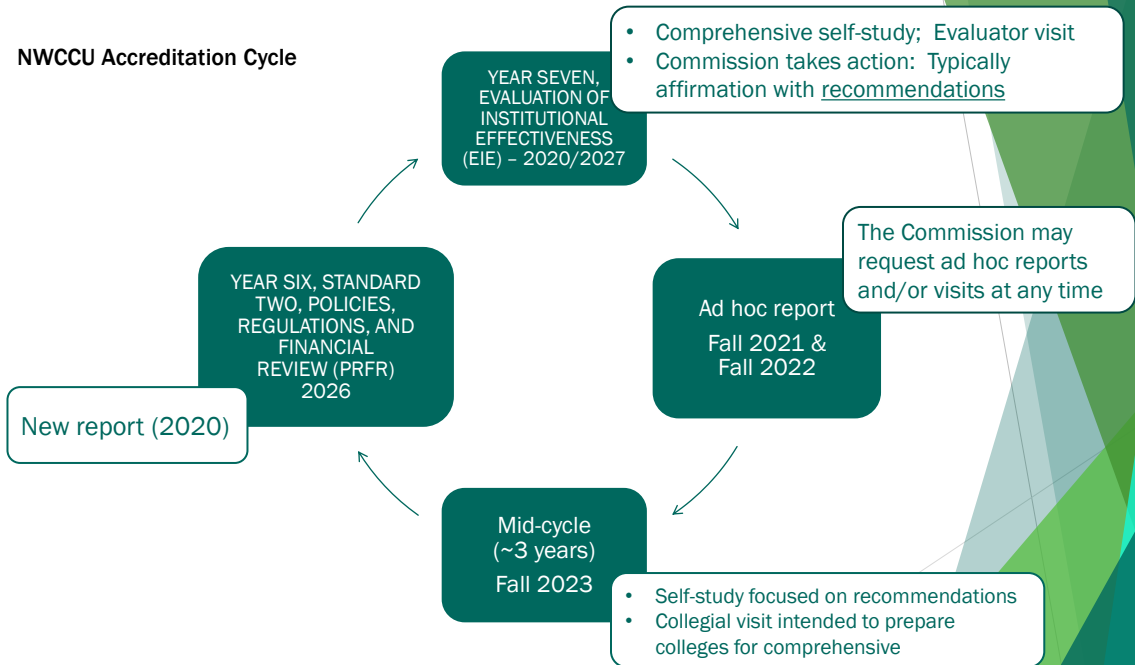
**\$\$\$ FINANCIAL AID FOR STUDENTS \$\$\$**

NWCCU Policy:  
Accreditation Liaison Officer (ALO)

<https://www.shoreline.edu/about-shoreline/accreditation.aspx>

3

### NWCCU Accreditation Cycle



4

## Commendations

- ▶ Technology Support Services response to the pandemic
- ▶ Student-focused financial aid program, collaboration with Foundation
- ▶ Library services
- ▶ “focused, deep, ongoing commitment and care to its international, remote, and campus students during the COVID-19 pandemic as evidenced by holistic, wrap-around student services ...”



## Recommendations

- 1) Using data systematically to evaluate, plan, allocate resources and make decisions
- 2) Systematically assess student learning outcomes at the course, program, and general education and use the data for continuous improvement
- 3) Use disaggregated student achievement data for planning, decision-making, allocating resources and continuous improvement
- 4) Develop and publish a transfer credit policy
- 5) Manage financial resources transparently



## Need of Improvement: Update

- ▶ Recommendation 3: Disaggregated Data
  - Guided Pathways indicators & college-wide indicators
  - Tied to Recommendation #1
- ▶ Recommendation 4: Transfer-of-Credit Policy
  - Addressed and Removed
- ▶ Recommendation 5: Transparent financial management
  - Budget planning, Strategic Planning and Budget Council
  - Tied to Recommendation #1

## Recommendation 1

Recommendation 1: Fall 2020 Mission Fulfillment and Sustainability - Provide evidence of a systematic method for collecting, storing, accessing, using and sharing data for the purposes of on-going and systematic evaluation, planning, resource allocation and informing decision-making toward improving institutional effectiveness and achieving mission fulfillment. (2020 Standard(s) 1.B.1;1.B.2)

## Recommendation 1: Update

- ▶ Planning Framework
- ▶ Currently focused on Academic Planning
  - Inclusive Process
  - Template for department review, planning, and assessment
- ▶ Translate planning into resource allocation
- ▶ Translate into work within departments & divisions

## Recommendation 2

Recommendation 2: Fall 2020 Mission Fulfillment and Sustainability - Engage in assessment practices that focus on systematic and on-going assessment of course learning outcomes that lead to program learning outcomes in general education, all instructional and student support areas. Assessments must be used to improve student learning outcomes and inform academic and learning support-planning and practices. (2020 Standard(s) 1.C.5;1.C.6;1.C.7)

## Course Outcome



What will I be able to do after this course?

## Outcomes Assessment



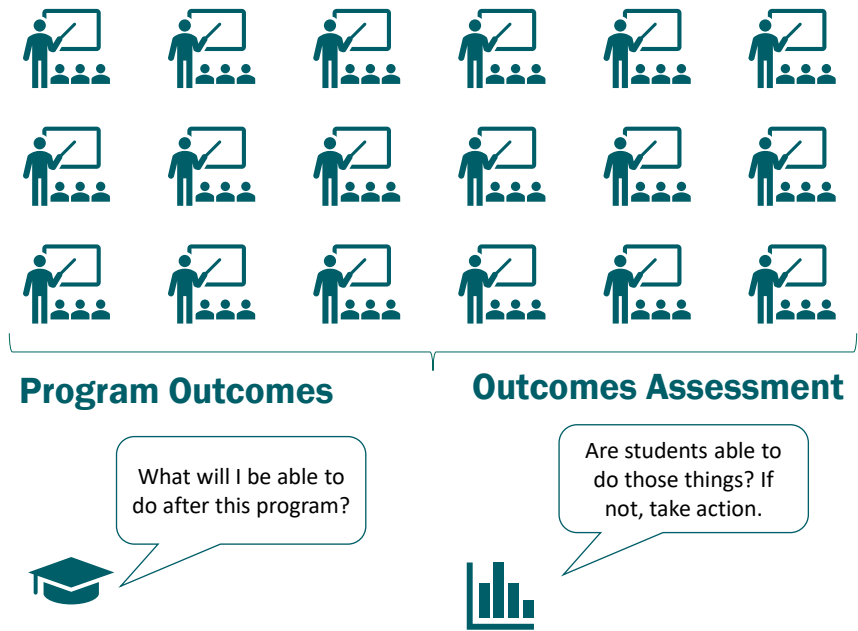
Are students able to do those things? If not, take action.

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# Course Outcomes

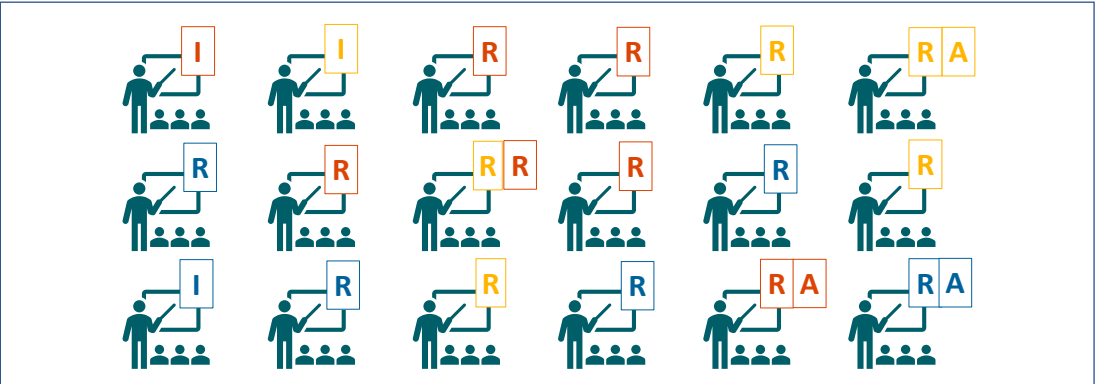
- ▶ 5-module training available (10 hours)
  - ▶ Template report & results
  - ▶ Since 2015, 41 courses assess (13 since the self-study)
- ▶ Repository of information: using for improvement

12



13

Cumulative Learning of Program Outcomes



Imagine a program with three program outcomes:  
**Outcome 1** **Outcome 2** **Outcome 3**

Throughout the entire program, students will be introduced (I) to that outcome in one of their classes, it will be reinforced (R) in several more, and in at least one class, there will be an opportunity for students to demonstrate their cumulative learning through Assessment (A)

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# Mapping: Curriculum Matrix

## Program Outcomes

	CJ& 101	PHIL 248	CJ& 110	CJ 120	CJ 238	CJ 241	CJ 249	CJ 290	CMST& 101	PSYC& 100	SOC& 101	POLS& 101	POLS& 202
Understand federal and state constitutions and their respective criminal codes		R	R, A (state)	R	R, A (federal)	R	R	R					
Demonstrate basic theories of police operations and management		R	R	R	R	R	R, A	R					
Communicate effectively within the criminal justice system		R, A	R	R	R	R	R	R, A (intern.)					
Effectively communicate with the public and respond to various problems many of which may not be criminal in nature	R	I, A	R	R	R	I, A (invest.)	R	R					
Understand the importance of fairly enforcing the laws which regulate public conduct		R, A	R	R	R	R	R, A (IA)	R					
Discuss the importance of properly identifying, collecting and preserving evidence		R	R	R	R	R, A	R	R					
Discuss the value of preliminary traffic and criminal investigations and the documentation and effective courtroom presentation of these findings		R	R	R	R	R, A (criminal)	I, R, A (routine)	R					
Understand the importance of the		R	R	R	R	R	I, R, A	R					

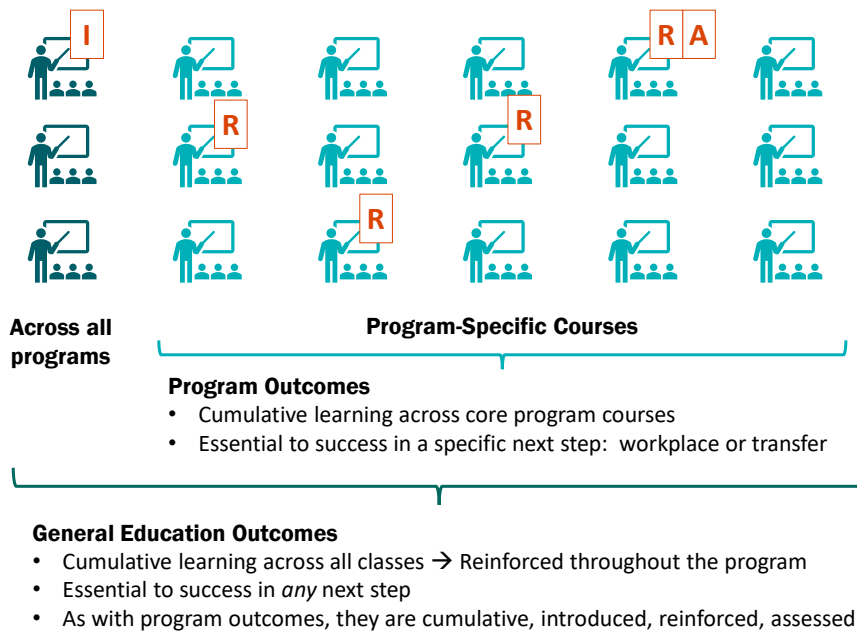
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## Program Outcomes

Goal for 2021-2022

- 1) Each professional-technical program will complete a curriculum map for one degree
- 2) Each professional-technical program will assess and reflect on at least one program outcome and **every year after that.**
- 3) Results will be compiled and made accessible

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## General Education Outcomes

### ► Six Outcome Categories

Communication

Multicultural Understanding

Quantitative & Symbolic Reasoning

Information Literacy

Global Awareness

General Intellectual Abilities

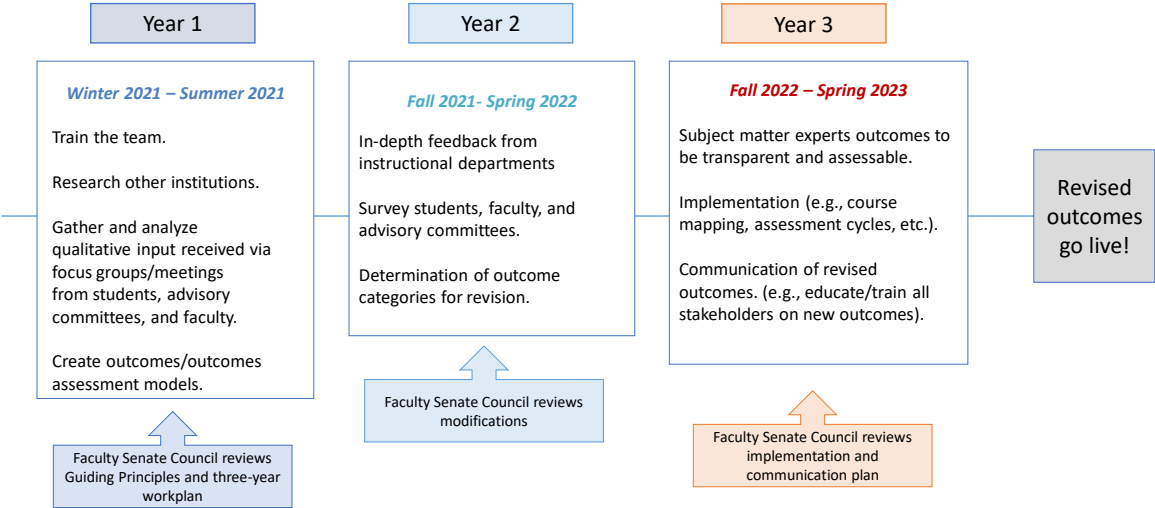
### ► 27 outcomes, over 50 different outcome statements


### ► Goals for revision:

- Identify the right outcome categories for the future
- Bring clarity to how the outcomes apply to different programs
- Make outcomes more assessable
- Revise language for transparency for students

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# GenEds Revision Timeline






## **Board of Trustees Winter 2022 Retreat (January 28, 2022)**

### **Review & Discussion: Board of Trustees 2021–2022 Professional Learning Goals**




1




At the Board of Trustees Summer 2021 Retreat on August 27, 2021, Associate Vice President Samira Pardanani led a discussion amongst the Trustees in developing the Board's professional learning goals for 2021–2022. To guide the conversation in the development of the Board's professional learning goals for 2021–2022, Associate Vice President Pardanani asked/stated:

- What goals might you have for this upcoming year?
- What would help you do your job as a Trustee more effectively?
- What do you feel you want to learn about the College?
- Other thoughts that you have in terms of your professional goals in this capacity?
- It might be helpful to think about what success might look like. Are there concrete outcomes?

The Board reviewed and discussed its 2020–2021 professional learning goals—using the goals as a starting point for generating the Board's draft professional learning goals for 2021–2022.



2




**The Board of Trustees (“Board”) conducted a first reading of the Board’s draft 2021–2022 Professional Learning Goals at its October 27, 2021 meeting...**



3



**First Reading: Board of Trustees 2021 – 2022 Professional Learning Goals (Draft) – October 27, 2021**

1. Continue with Shoreline 101. *(A 2020 – 2021 Professional Learning Goal)*
  2. Review more data (deep dive), in more areas (e.g., national and state trends). Use mission fulfillment categories in dashboard to drive the data in support of each. *(A 2020 – 2021 Professional Learning Goal)*
  3. Participate in the Board Winter Retreat and review deep dive data to answer the question: How is the College serving our students? *(A 2020 – 2021 Professional Learning Goal)*
  4. Engage with, and continue to engage with, community and statewide stakeholders, in-person and/or virtually (e.g., learn how peer Boards operate by attending open meetings of neighboring colleges, including the Five Star Consortium colleges).
  5. How to be more effective advocates.
  6. Develop competencies in Diversity, Equity, and Inclusion (DEI).
  7. Develop competencies around financial oversight.
  8. Explore different methods for effective presidential searches.
  9. Develop competencies related to presidential onboarding (e.g., understanding the role of the Board in helping set-up the new president for success).
  10. Participate in individual meetings with the College President. *(A 2020 – 2021 Professional Learning Goal)*
- 

4




## October 27, 2021 Board of Trustees Meeting

Trustee Wells and Chair Post D'Ambrosio volunteered to review and revise the goals and present the revised goals to the full Board at the December 1, 2021 Board of Trustees meeting.



5



The Board of Trustees (“Board”) conducted a second reading of a revised draft of the Board’s 2021–2022 Professional Learning Goals at its December 1, 2021 meeting. Discussion and input resulted in the following, hereby referred to as *Draft 3—December 1, 2021...*




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**Draft 3—December 1, 2021**

1. Participate in the Board Winter Retreat and review deep dive data to understand the measures related to how the college is serving our students. Utilize this knowledge going forward in Trustee meetings.
2. Learn about DEI issues particularly relevant to Community College Systems in order to become strong advocates for a learning community free from bias and racism. Focus on both learning as individuals and learning as a team of CC leaders.
3. Gain a deeper understanding regarding the key financial levers that impact the college's financial health and sustainability.
4. Develop competencies related to supporting and onboarding the new Shoreline Community College President (e.g., understanding the role of the Board in helping set-up the new president for success) in anticipation of their arrival in 2022.
5. Participate in individual meetings with the College President.



**The following, hereby referred to as  
*Draft 4—December 2, 2021*, was sent to the  
Board of Trustees (“Board”) by Board Secretary  
Lori Yonemitsu on December 2, 2021...**

**Draft 4—December 2, 2021**

1. Annually participate in the Board of Trustees' ("BoT") Winter Retreat to comprehensively review, understand, clearly articulate, and then realize and optimize the BoT's understanding of the Shoreline Community College's (the College's) data and then, through analysis, plan how best to most effectively utilize this data to serve the College's students, moving forward in BoT meetings.
2. Learn about DEI issues particularly relevant to Community College Systems in order to effectively advocate for a learning community that is aware of existing barriers and as free from bias and racism as is within our power. Focus on learning from the College's Constituent representatives, as a team of Trustees who are entrusted with shepherding the College's vision, and as individual Trustees.
3. Fiduciary Responsibilities: Gain a deeper and consistently maintain a comprehensive understanding of key financial levers and indicators impacting the College's current and ongoing financial health and long-term sustainability.

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**4. College President Recruitment, Selection, Hiring, Evaluating, and (when necessary), Releasing College President:**

- a. Develop and maintain the most current and up-to-date, literature-based presidential recruitment, meticulous selection process and on-boarding competencies related to (e.g., understanding the role of the Board in helping set-up the new president for success) in anticipation of the new president starting in 2022 or 2023.
- b. BoT Chair & Vice Chair: meet with College President once every week and additional meetings as necessary to maintain continuous awareness pertaining to the College's current and ongoing:
  - i. fiduciary/budget status
  - ii. The College's current, ongoing and anticipated Student enrollment statistics
  - iii. the actual, likely and anticipated effect of the College's Student enrollment statistics on the College's financial status and range of impact(s) on actions that may need to be considered and/or taken to accommodate the fiduciary effects of these enrollment statistics upon the College's financial health and future range of potential possibilities;
  - iv. any and all of the College's Faculty Tenure status issues
  - v. any and all issues of concern pertaining to the employment of public employees of the College
  - vi. the College President's current, ongoing and anticipated performance
  - vii. Legislative Issues:
    1. Updates-particularly as they pertain to the College and/or its Students
  - viii. Legal & Litigation Matters:
    1. Updates on any and all current, ongoing, and/or anticipated legal issues & concerns, and/or
    2. Updates on any and all current, ongoing, and/or anticipated matters of litigation pertaining to the College
  - ix. Matters pertaining to any and all of the above that are delegated by the Board Chair to be disseminated by the College President to the entire BoT

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**c. All BoT Members:**

- i. Participate in and accept monthly individual meetings with the College President.
- ii. Accept all additional meetings with the College President as deemed necessary;
- iii. Request and procure meetings with the College President and/or the BoT Chair and/or Vice Chair – as need or otherwise required for the ongoing operation of the College.



**SHORELINE COMMUNITY COLLEGE  
DISTRICT NUMBER SEVEN  
BOARD OF TRUSTEES  
(VIRTUAL) SPECIAL MEETING OF FEBRUARY 17, 2022**

**TAB 1**

**CONSENT AGENDA**

**Subject: Board of Trustees 2021 – 2022 Professional Learning Goals**

**Background**

The Board of Trustees (“Board”) conducted a first reading of the Board’s draft 2021–2022 Professional Learning Goals at its October 27, 2021 meeting. Trustee Wells and Chair Post D’Ambrosio volunteered to review and revise the goals, and present the revised goals to the full Board at the December 1, 2021 Board of Trustees meeting.

At the December 1, 2021 Board of Trustees meeting, the Board conducted a second reading of the Board’s draft 2021–2022 Professional Learning Goals that were revised by Trustee Wells. Discussion and input resulted in *Draft 3–December 1, 2021*.

On December 2, 2021, Chair Post D’Ambrosio sent additional revisions to Executive Assistant & Board Secretary Lori Yonemitsu resulting in *Draft 4–December 2, 2021*.

At the January 28, 2022 Board of Trustees meeting (“Winter 2022 Retreat”), the Board reviewed, discussed, and revised *Draft 4–December 2, 2021* of its 2021-2022 Professional Learning Goals resulting in the following:

**Board of Trustees 2021–2022 Professional Learning Goals (January 28, 2022)**

1. Annually participate in the Board of Trustees’ (“BoT”) Winter Retreat to comprehensively review, understand, clearly articulate, and then realize and optimize the BoT’s understanding of the Shoreline Community College’s (the College’s) data and then, through analysis, plan how best to most effectively utilize this data to serve the College’s students, moving forward in BoT meetings.
2. Acquiring and building competencies in Diversity, Equity & Inclusion (DEI) issues relevant to Community College Systems in order to effectively advocate for a learning community aware of existing barriers, free from bias and racism.
3. Fiduciary Responsibilities: Acquire and consistently maintain a comprehensive understanding of key financial levers and indicators impacting the College’s current and ongoing financial health and long-term sustainability.
4. Develop competencies related to supporting and onboarding the new Shoreline Community College President (e.g., understanding the role of the Board in helping set-up the new president for success) in anticipation of their arrival in 2022.

**Recommendation**

That the Board of Trustees (“Board”) approve, in its consent agenda, the Board of Trustees 2021–2022 Professional Learning Goals (January 28, 2022).

Prepared by: Lori Yonemitsu, Executive Assistant to the President  
Shoreline Community College  
February 16, 2022

**SHORELINE COMMUNITY COLLEGE  
DISTRICT NUMBER SEVEN  
BOARD OF TRUSTEES  
(VIRTUAL) SPECIAL MEETING OF FEBRUARY 17, 2022**

**TAB 2**

**ACTION**

**Subject: Board Resolution No. 163  
(STEAM Building Local Cash Reserve Commitment)**

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**Resolution No. 163  
STEAM Building Local Cash Reserve Commitment**

WHEREAS, the Shoreline Community College is using 2021-23 State Capital Budget Funding to build the Science, Technology, Engineering, Arts, and Math (STEAM) building to better serve students; and

WHEREAS, the District has \$3,021,587 of 2021-2023 State capital funds for predesign and design of this project; and

WHEREAS, the District seeks to right size the building by reducing the scope from its original 49,000 square feet and build out 41,000 square feet; and

WHEREAS, the total budget necessary to fund the scope of the project exceeds the \$35,000,000 in State capital funds; and

WHEREAS, in accordance with the College Capital Reserve Policy, the Acting Vice President of Business and Administration has recommended the President request Board approval of up to \$ 1,453,000 from College Reserves; and

WHEREAS, the Board of Trustees has been informed of the current levels of College Reserves is adequate;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Shoreline Community College District No. 7 authorize the commitment of up to \$ 1,453,000 from College Capital Reserves during the 2023-24 fiscal year to the STEAM Building now under ore-design.

The Board hereby adopts Resolution No. 163.

Done in Open Public Meeting by the Board of Trustees this 17<sup>th</sup> Day of February, 2022

Board of Trustees  
Shoreline Community College  
District Number Seven

By: \_\_\_\_\_  
Catherine Post D'Ambrosio, PhD, RN, Chair

**Recommendation**

That the Board of Trustees approve Resolution No. 163 (STEAM Building Local Cash Reserve Commitment).

Prepared by: Bob Williamson  
Acting Vice President for Business & Administrative Services  
Shoreline Community College  
February 11, 2022

**SHORELINE COMMUNITY COLLEGE  
DISTRICT NUMBER SEVEN  
BOARD OF TRUSTEES  
(VIRTUAL) SPECIAL MEETING OF FEBRUARY 17, 2022**

**TAB 3**

**ACTION**

**Subject: Faculty Sabbatical Leave Proposals (2022 – 2023)**

**Background**

The July 1, 2019 through June 30, 2022 Agreement By and Between the Shoreline Community College Board of Trustees, District VII and the Shoreline Community College Federation of Teachers (Article XIV: section A – Sabbatical Leaves) states that sabbatical leaves are available to Full-Time academic employees.

The number of annual sabbatical leaves shall not exceed two and four-tenths percent (2.4%) of the total number of Full-Time academic employees, provided that there are enough applicants who meet the conditions established in this Article; and further provided the aggregate cost of such leaves during any year, including the cost of replacement personnel, shall not exceed one hundred fifty percent (150%) of the cost of salaries which otherwise would have been paid to personnel on leave.

A total of nine (9) quarters of sabbatical leave is recommended for the 2022 – 2023 academic year. All faculty recommended are eligible for a sabbatical leave and the Faculty Sabbatical Selection Committee has complied with the provisions of Article XIV: section A – Sabbatical Leaves of the 2019 – 2022 Agreement.

The Faculty Sabbatical Selection Committee was chaired by Stephanie Bartlett. Following the Committee's review of the written proposals and applicant interviews, 6 proposals are forwarded to the Board of Trustees for review. The Committee recommended (2) quarters sabbatical leave for 3 faculty members, and 1 quarter sabbatical leave for 3 faculty members.

To follow: Brief summaries of the proposals recommended for 2022 – 2023 sabbatical leaves by the Faculty Sabbatical Selection Committee.

<b>1.</b>	<b><u>Name</u></b> <b>Alison Armstrong</b>	<b><u>Division</u></b> STEM and Workforce	<b><u>Number of Quarters</u></b> <b><u>Recommended</u></b> 2
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Purpose: Transition most of our Engineering courses to use primarily Open Educational Resources (OER).

<b>2.</b>	<b><u>Name</u></b> <b>Shana Calaway</b>	<b><u>Division</u></b> STEM and Workforce	<b><u>Number of Quarters</u></b> <b><u>Recommended</u></b> 2
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Purpose: Developing a corequisite version of precalculus.

<b>3.</b>	<b><u>Name</u></b> <b>Amy Kinsel</b>	<b><u>Division</u></b> Business, Communication Studies and Social Sciences	<b><u>Number of Quarters</u></b> <b><u>Recommended</u></b> 2
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Purpose: Improve accessibility in three (3) introductory U.S. History courses with OER; investigate and apply high impact teaching practices in selected U.S. History courses; and use revised curriculum processes and apply revised General Education Outcomes for six U.S. History courses.

<b>4.</b>	<b><u>Name</u></b> <b>Tony Doupé</b>	<b><u>Division</u></b> Humanities and Transition Studies	<b><u>Number of Quarters</u></b> <b><u>Recommended</u></b> 1
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Purpose: Build the Shoreline Community College Film and Social Equity Studio; create and strengthen relationships with local and state film festivals for volunteer/internship opportunities and for our students work to be seen; and develop new partnerships and maintain partnerships with local film and theater producers, production companies and educational institutions.

<b>5.</b>	<b><u>Name</u></b> <b>Joyce Fagel</b>	<b><u>Division</u></b> Access and Advising	<b><u>Number of Quarters</u></b> <b><u>Recommended</u></b> 1
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Purpose: Create Canvas modules on the topic of career exploration in the health professions.

<b>6.</b>	<b><u>Name</u></b> <b>Scott Main</b>	<b><u>Division</u></b> STEM and Workforce	<b><u>Number of Quarters</u></b> <b><u>Recommended</u></b> 1
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Purpose: Improve my video content development understanding for online activity for automotive instruction; update my knowledge in electric vehicle training and update program curriculum development to support this; and explore electric vehicle/future transportation propulsion systems and programs.

### **Recommendation**

It is recommended that sabbatical leaves during the 2022 – 2023 academic year, at 100 % compensation, be granted to: Alison Armstrong, Shana Calaway, and Amy Kinsel

- for (2) quarters each.

It is recommended that sabbatical leaves during the 2022 – 2023 academic year, at 100% compensation, be granted to: Tony Doupe, Joyce Fagel, and Scott Main

- for (1) quarter each.

Prepared by: Phillip King, Vice President for Student Learning, Equity & Success  
Shoreline Community College • February 16, 2022