SHORELINE COMMUNITY COLLEGE
BOARD OF TRUSTEES
REGULAR MEETING OF MAY 28, 2014
3:00 PM Study Session – Board Room, Administration Building (1000)
4:00 PM Regular Session – Board Room, Administration Building (1000)

A G E N DA

3:00 PM – Study Session (Bldg. 1000; Board Room)			
	AGENDA ITEM	**RESPONSIBILITY**	**TAB**
	2014 -2015 Student Services & Activities (SS&A) Budget	*Tony Costa & Kim Thompson*	**1**
	Nursing (ADN → BSN) Programs	*Lynn Von Schlieder*	**2**
4:00 PM – REGULAR SESSION (BLDG. 1000; BOARD ROOM)			
NO.	**AGENDA ITEM**	**RESPONSIBILITY**	**TAB**
1.	**Convene Meeting**	*Shoubee Liaw*	
2.	**Consent Agenda** **a. Approval of Previous Meeting Minutes** ▪ Regular Meeting of April 23, 2014 ▪ Special Meeting of April 21, 2014 ▪ Special Meeting of May 22, 2014 **b. Correction to 2014 – 2015 College Calendar**	*Shoubee Liaw & Trustees* *Chris Melton*	**3**
3.	**Report:** Board of Trustees Chair	*Shoubee Liaw*	
4.	**Open Comment Period** Share a compliment or concern. All comments are welcome.	*Shoubee Liaw*	
5.	**Student Recognitions:** •DECA National Finalists •All Washington Academic Team Members	 *-DECA Advisors* *-Terry Taylor*	
6.	**Action: Renewal of First-Year Tenure Track Faculty Candidates**	*Bob Francis*	**4**
7.	**Action: Tenure Consideration**	*Bob Francis*	**5**
8.	**Report:** Institutional Assessment	*Bayta Maring*	**6**
9.	**Action:** Changing September 2014 & October 2014 Board of Trustees Regular Meeting Date(s) ▪Wednesday, September 24, 2014 → Wednesday, September 17, 2014? ▪Wednesday, October 22, 2014 → Monday, October 13, 2014? Tuesday, October 14, 2014? Wednesday, October 29, 2014?	*Tayloe Washburn*	
10.	**Report:** SCC Faculty	*Amy Kinsel*	
11.	**Report:** SCC Classified	*Jerry Owens*	↓

-The time and order of agenda items are estimations and are subject to change.-

12.	**Report:** SCC Student Body Association	*Nick Begley*	
13.	**Report:** SCC President	*Daryl Campbell*	
14.	**Report:** Closing Remarks – Board of Trustees	*Trustees*	
15.	**Executive Session, if necessary**	*Shoubee Liaw*	
16.	**Next Regular Meeting: Wednesday, June 25, 2014**		
17.	**Adjournment**		

-The time and order of agenda items are estimations and are subject to change.-

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF APRIL 23, 2014

MINUTES

CONVENE IN REGULAR SESSION:

The Regular Meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Shoubee Liaw at 5:00 PM in the Board Room of the Administration Building at Shoreline Community College.

MEMBERS PRESENT:

Trustees Phil Barrett, Shoubee Liaw and Tom Lux were present.

Assistant Attorney General (AAG) John Clark represented the Office of the Attorney General.

CONSENT AGENDA

Chair Liaw asked the Board to consider approval of the Consent Agenda.

Trustee Lux read two areas from the minutes of the Regular Meeting of March 19, 2014 needing correction:

> ACTION: RENEWAL OF FIRST AND SECOND-YEAR TENURE TRACK FACULTY CANDIDATES
>
> The Trustees spoke of the value of having the opportunity to meet with the Chairs of the Second-Year Appointment Review Committees (ARCs) and pointed out that the most active comments contained in the candidates' reports from the ARCs, came from students. Several Trustees noted that they would like to see more suggestions related to "ways in which to improve skills" from peer reviewers contained in the reports. In response, Faculty Federation President Amy Kinsel stated ~~that each member of the ARC is assigned a specific task and that the structure of the report calls for the improvement piece to be assigned to the student(s)~~ that in compiling tenure reports, the tenure committees sometimes assign each member of the committee to write a specific part of the report, with students often assigned to write the section about student evaluations.
>
> ---
>
> REPORT: SCC FACULTY
>
> Professor Kinsel closed her report by noting, "We have to come up with some new ideas." ~~and the Faculty Unions have come up with a proposal."~~

On the agenda for approval:

a) One set of minutes from the Regular Meeting of March 19, 2014, the Special Meetings of March 17 & 31, 2014 and the Special Meetings of April 7, 11 & 14, 2014
b) Pass-Through Fee for Manufacturing Technology Courses

Motion 14:15: A motion was made by Trustee Lux to approve the Consent Agenda as amended.

Trustee Barrett seconded the motion, which was then unanimously approved by the Board.

REPORT: BOARD OF TRUSTEES CHAIR

Chair Liaw shared that the team visiting Chemeketa Community College were able to meet and speak with many employees. In addition, she thanked the campus community for its thoughts and support.

OPEN COMMENT PERIOD

After sharing that "Shoreline helped me find a voice," Student Advocate Josh Aamodt read a statement, resigning his position as the Student Body Association's (SBA) Student Advocate. He reiterated the statements made by Michelle Wu, when she resigned as the SBA President. He spoke of being bullied and silenced, the enabling of straight, white males and encouraged the mandating of multicultural understanding and cross cultural skills for all members of the campus community.

Director Yvonne Terrell-Powell acknowledged Josh's and Michelle's sentiments. She spoke about events that support student persistence and engagement (BREATHE, Students of Color Conference) as well as events that facilitate interaction amongst all campus constituencies (Community Read).

Kira Wennstrom, Professor and Chair of the Faculty Senate expressed her gratitude for being a member of the team that visited Chemeketa Community College. She stated that the visit was very productive and that she had an opportunity to get to know Chair Liaw and Vice Chair Washburn. Professor Wennstrom added that she hopes that "there will be more open communication between the Faculty and the Board."

Vice President Alison Stevens stated that she wanted to recognize our "unsung heroes" and shared that it was Administrative Professionals Day.

Information Technology Technician II Patricia Wade introduced Professor Bruce Spitz, recipient of a Leadership and Innovation in eLearning Award for three online Music Technology courses. Professor Spitz provided an overview of the courses and how an illuminating lecture decades ago, contributed to his work as well as to, the development of the courses.

Tony Costa (Acting Director – Student Life, Tutoring Coordinator, Associate Faculty – P.E) announced that Dean of Students Kim Thompson received an Outstanding Member/Educator Award from the WAPED (Washington Association on Postsecondary Education and Disability).

Student Alan Charnley stated that he noticed that the Seattle District dropped community from its name(s). "Please don't drop community from our name." He added that he would like to again, raise the topic of a Student Trustee on the Board of Trustees and requested that the Board hold a Study Session and take action on the matter in the very near future.

Dean of Students Kim Thompson announced that the College's Foundation received a check from the Rotary Club of Lake Forest Park in the amount $13,000.00 for the Veterans Emergency Fund.

REPORT: INSTITUTIONAL ASSESSMENT

Director of Institutional Research Bayta Maring went over a series of graphs (Quarterly Total Enrollment (FTEs) Comparisons) related to the 2014 winter and spring quarters in the following categories: eLearning – Online and Hybrid; eLearning – Face-to-Face or Other Online and Web Enhanced; International and Domestic; Veteran and Non-Veteran.

In response to a question from Trustee Barrett, Director Maring stated that information related to student type is oftentimes "self-reported" by the student when she/he submits an application.

Director Maring showed a video of the freshly launched Student Voice Project (*Student Voice: Take stock, take the survey and take control*) and asked campus personnel to encourage students to complete the survey.

REPORT (QUARTERLY): BUDGET

Executive Director for Budget, Capital Financing and Physical Plant Holly Woodmansee provided an overview of the *Shoreline Community College Budget Status Report (As of March 31, 2014)* containing the revenue and expenditures related to the College's operating budget. To note:

- Appropriation from the state will be reduced in the form of "efficiency savings."
- Tuition collections are on target.
- Innovation funds are being transferred to the appropriate budgets.
- Seventy-Five budgets have been moved from old codes to new codes.
- Reserves are less than last year's reserves.
- The College is in a favorable position.

REPORT: STUDENT HOUSING

Executive Director for Business and Student Support Services Stuart Trippel stated, "The next critical step for student housing is to receive an MDP permit" from the City of Shoreline. He spoke of testifying at the April 22 Hearing and that the Hearing Examiner also heard from six – seven of the College's neighbors. "While there is a great deal of esteem for the college, there is not support for housing on campus." Executive Director Trippel shared that the Hearing Examiner is expected to render a decision in the next ten days and that a twenty-one day appeal period would follow the rendering of the decision.

In response to a question from Trustee Barrett, Executive Director Trippel named the areas of concern (the conditions): storm water mitigation, pedestrian access, traffic, parking and frontage improvements. Executive Director Trippel and Interim President Campbell spoke of the College agreeing to respond to the robust transportation demand and noted that the City is impressed with the student initiated SCOF (Sustainable Commuter Options Fee).

Trustee Lux wondered about the defeat of Proposition 1 and its impact. "Could this work against us?" Trustee Barrett added that he thought it would be a good idea to have a longer report to the Board about "the conditions."

REPORT: SCC FACULTY

Professor Kinsel stated that it was gratifying that the Presidential Search process has culminated in the hiring of a new President from among the candidates recommended by the elected Presidential Search Screening Committee (PSSC). She added, that while the Faculty "are gratified by the outcome of the process, the twists and turns in the process have created significant concerns among Faculty about the adherence of the Board to established processes and procedures." Professor Kinsel echoed Professor and Faculty Senate Chair Kira Wennstrom about the importance to continue to work on communication and spoke about the importance of following deliberative processes.

Professor Kinsel thanked Interim President Campbell for his leadership and that the College's new President Cheryl Roberts, "will have the full support of the Shoreline faculty."

Professor Kinsel informed the Board that many Faculty members won't be able to attend the May 2 All Campus Meeting due to presentation duties at the Assessment, Teaching and Learning Conference in Vancouver, Washington. In closing, she spoke of the passing of Marty Olsen—long-term Faculty member, retired Counselor and Professor Emeritus.

REPORT: SCC CLASSIFIED

Instructional Support Technician Jerry Owens thanked Interim President Campbell for his wonderful work. He added that the Classified Staff will support Dr. Roberts and noted that "this is the first time in a decade, where we did not have a failed search."

Instructional Support Technician Owens stated that a Community College Coalition will begin bargaining with the Office of Financial Management in May and expressed that the Classified Staff would appreciate efforts by the Board "to push for us."

REPORT: SCC STUDENT BODY ASSOCIATION

Acting Student Body Association President (SBA President) Nick Begley acknowledged the comments made during the Open Comment Period. He stated that he was not made aware of any situations nor was given an opportunity to address the situations. He spoke of wanting to ensure the success of next year's Student Parliament, including giving the incoming Parliament, "the proper tools to deal with a diverse workplace."

SBA President Begley spoke of the importance of the Student Voice Project, that the Student Services & Activities (SS&A) Committee is preparing for its May presentation to the Board and that a group working on the SCOF (Sustainable Commuter Options Fee) has been working with the Student Parliament and looking at accessibility, safety and security.

New members of next year's Student Parliament have just been voted in and have begun training with current members of the Parliament.

REPORT: SCC PRESIDENT

Interim President Campbell congratulated the Board for its selection of Dr. Cheryl Roberts and expressed his commitment to a seamless transition.

Interim President Campbell:

- Shared that the College's proposal for a new Allied Health, Science and Manufacturing building is one of ten on the SBCTC's (State Board for Community and Technical Colleges) list of recommended projects for addition to the 2015 – 2017 Capital Budget Request.
- Commended Director Bayta Maring and Dean Bob Francis for creating and guiding the aSAP (abbreviated Strategic Action Plan) process.
- Commended Executive Director Stuart Trippel for providing solid testimony at the April 22 Hearing.

Interim President Campbell provided an overview of his trip to Korea, China and Cambodia. He had an opportunity to meet with university partners, with students who will be enrolling in the summer and fall and also met with the housing partners in Xi'an, who are still solidly behind the Student Housing project.

Interim President Campbell ended his report by sharing that the College signed a Memorandum of Understanding with Beltei – the most influential institution in Cambodia. "Shoreline is Beltei's first and only U.S partner."

REPORT: CLOSING REMARKS – BOARD OF TRUSTEES

None.

EXECUTIVE SESSION

At 6:15 PM, Chair Liaw announced that the Board would convene in Executive Session for thirty minutes to evaluate the qualifications of an applicant for public employment.

At 6:45 PM, Secretary to the Board of Trustees Lori Yonemitsu announced that the Board would extend its Executive Session by ten minutes.

At 6:55 PM, Secretary to the Board of Trustees Lori Yonemitsu announced that the Board would extend its Executive Session by four minutes.

ADJOURNMENT

The Board reconvened into Regular Session and Chair Liaw adjourned the meeting at 6:59 PM.

Signed _____
Shoubee Liaw, Chair

Attest: May 28, 2014

_____
Lori Y. Yonemitsu, Secretary

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
SPECIAL MEETING OF APRIL 21, 2014

M I N U T E S

The Special Meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Shoubee Liaw at 5:00 PM in the Board Room (#1010M), located in the Administration Building (#1000) at Shoreline Community College, 16101 Greenwood Avenue North, Shoreline, Washington 98133.

MEMBERS PRESENT

Trustees Phil Barrett, Shoubee Liaw, Tom Lux and Tayloe Washburn were present.

Assistant Attorney General (AAG) John Clark represented the Office of the Attorney General.

EXECUTIVE SESSION

At 5:00 PM, Chair Liaw announced that the Board would convene in Executive Session for approximately thirty minutes to evaluate the qualifications of an applicant for public employment.

At 5:30 PM, Secretary to the Board of Trustees Lori Yonemitsu announced that the Board would extend its Executive Session for ten minutes.

At 5:40 PM, Secretary to the Board of Trustees Lori Yonemitsu announced that the Board would extend its Executive Session for two minutes.

At 5:42 PM, Secretary to the Board of Trustees Lori Yonemitsu announced that the Board would extend its Executive Session for five minutes.

At 5:47 PM, Secretary to the Board of Trustees Lori Yonemitsu announced that the Board would extend its Executive Session for two minutes.

RECONVENE IN SPECIAL SESSION

At 5:50 PM, the Trustees reconvened in Special Session.

POTENTIAL BOARD ACTION: DECISIONS INVOLVING EXECUTIVE SESSION TOPIC(S) AND SELECTION OF COLLEGE PRESIDENT

Motion 14:14: A motion was made by Trustee Washburn in support of offering the position of President to Cheryl Roberts, subject to negotiations of term.

Trustee Barrett seconded the motion.

Chair Liaw noted that Trustee D'Ambrosio was not able to attend the meeting but had communicated beforehand, her full support of the motion set forth.

The motion carried 4 – 0.

COMMUNICATION FROM THE PUBLIC

Trustee Barrett spoke of the Presidential Search process being a hard, emotional, daunting and interesting process and spoke of the "tremendous amount of work that has been done." In regard to Dr. Cheryl Roberts, he stated, "We are getting one of the great ones" and noted that he was excited about the opportunities for the College. Trustee Barrett expressed his appreciation for the work of Interim President Daryl Campbell—"He is destined to do great things."

Chair Liaw communicated the Board's appreciation for the work of the Presidential Search Screening Committee (PSSC), the ACCT Search Consultants, Vice President for Human Resources and Legal Affairs Stephen Smith and to everyone who submitted input on the Presidential Search process and the candidates.

ADJOURNMENT

Chair Liaw adjourned the meeting at 5:55 PM.

Signed _____
Shoubee Liaw, Chair

Attest: May 28, 2014

_____
Lori Y. Yonemitsu, Secretary

SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
SPECIAL MEETING OF MAY 22, 2014

M I N U T E S

The Special Meeting of the Board of Trustees of Shoreline Community College District Number Seven was called to order by Chair Shoubee Liaw at 2:30 PM in the Library Conference Room (#4202), located in the Library (#4000) at Shoreline Community College, 16101 Greenwood Avenue North, Shoreline, Washington 98133.

MEMBERS PRESENT

Trustees Phil Barrett, Shoubee Liaw, Tom Lux and Tayloe Washburn were present. Trustee Catherine D'Ambrosio participated via conference call.

Also present: Interim President Daryl Campbell, Interim Vice President for Academic and Student Affairs Alison Stevens and incoming Interim Vice President for Academic and Student Affairs Robert (Bob) Francis.

EXECUTIVE SESSION

At 2:30 PM, Chair Liaw announced that the Board would convene in Executive Session to review the performance of a public employee.

RECONVENE IN SPECIAL SESSION

At 3:21 PM, the Trustees reconvened in Special Session.

COMMUNICATION FROM THE PUBLIC

Library and Media Director Claire Murata and Information Literacy Librarian Caroline Conley welcomed the Board to the Library.

ADJOURNMENT

Chair Liaw adjourned the meeting at 3:22 PM and the Board had an opportunity to tour the Library's new Collaborative Learning Classroom after the adjournment of the Special Meeting of May 22, 2014.

Signed _____
Shoubee Liaw, Chair

Attest: May 28, 2014

_____
Lori Y. Yonemitsu, Secretary

SHORELINE COMMUNITY COLLEGE **TAB 1**
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MAY 28, 2014

STUDY SESSION

Subject: **2014 – 2015 Student Services & Activities (SS&A) Budget**

Attachment

•2014 – 2015 Student Services and Activities (SS&A) Fee Allocation Proposal

2014 - 2015
Student Services and Activities (SS&A) Fee Allocation Proposal

Shoreline Community College
Student Body Association

Shoreline Community College
16101 Greenwood Avenue North
Shoreline, WA 98133-5696

Student Leadership Center

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◦ Athletics	
▪ Intramurals	
▪ Sports	
◦ Center for Equity & Engagement	
◦ Choral Ensembles	
◦ Concert Band	
◦ DECA	
◦ Ebbtide	
◦ Instrumental Music	

- Opera & Musicals
- Parent Child Center
- Phi Theta Kappa
- Plays, Videos and Film
- SCC Economics Research Team (SCCERT)
- Spindrift
- Student Leadership Center (SLC)
- Theater Technology
- Transfer Student Tutoring

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- Student Involvement
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Executive Summary

The 2013 – 2014 Student Services and Activities (SS&A) committee believes that there is not current need to increase the fee, despite having one of the lowest fee rates in the state. We would first like to commend all of the student programs, organizations, and leaders for their great contribution to this college. In totality, we will be allocating SS&A fees to 18 programs, many Recognized Student Organizations, and discretionary funding. The cuts that were made this year were difficult, but necessary to make. Additionally, we felt that many of the SS&A funding issues were a result of inefficient allocations and expenditures, especially within Student Leadership.

By greatly reducing the Student Leadership budget, the committee has recognized that while leadership problem persist it is best for the college that funds go where they are proving to be effective. It is our recommendation that the leaders of this college pay closer attention to the health of the Student Leadership operation in order to ensure that they are best serving the needs of the Student Body. As a result, we made necessary cuts in order to provide more funding to all other programs.

By increasing the discretionary funds, our goal is to empower future Parliament members to make informed decisions on how to best fund programs. We believe that this will not only encourage programs to more efficiently spend their funds, but also better inform the Student Body of program activities. If this is to work, future Student Leaders must make known how accessible the discretionary budget is to the campus. Furthermore, by increasing discretionary funding we hope that beneficial and innovative ideas will be able to receive funding that may have previously been impossible.

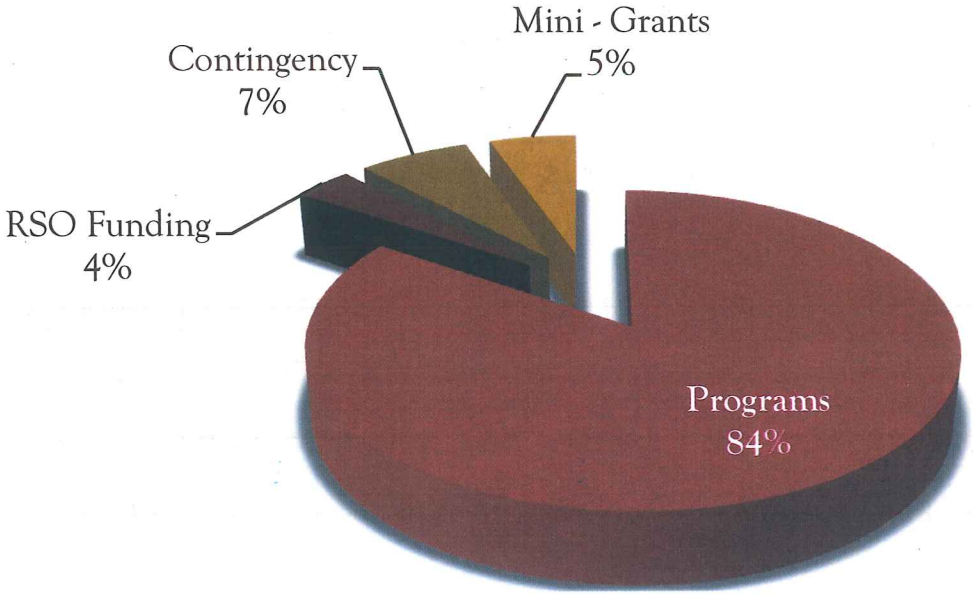
In conclusion, we compiled the 2014 - 2015 SS&A budget by conservatively estimating next year's fee revenue to $1.15 million. The primary factor for being conservative is due to the enrollment trends we are experiencing. Despite an increase in international student enrollment rates, domestic enrollment is decreasing even more quickly. SS&A funds are generated equally on a per student basis, so it is directly proportional to the number of full time enrolled students regardless of their demographic. As we allocated funds, and reached $1.15 million in total $50,000 was added to the contingency. As a result, if we fall short of the $1.2 million dollar mark, no operational budgets will be damaged - only the contingency fund.

SS&A Fee Allocation Proposal Overview:

The $1.2 million SS&A fee revenue projection has been allocating to the following:

- **Recognized Student Organizations (RSOs)**
- **18 Programs**
- **Discretionary Funding:**
    - **Contingency**
    - **Mini - Grants**

Figure A: Allocation Overview



Recognized Student Organizations (RSOs) and Programs:

It is important to differentiate between *RSOs* and *programs*, because what they offer the college is very different. **RSOs** are founded based on the interests and hobbies of students and are intended to provide students an opportunity to explore their interest. They require much less funding than programs (though not in all circumstances), and are open for all students to join. Each year, active clubs are allocated a $500 baseline, and may request mini – grants for supplemental funding. RSO advisors may be faculty or classified staff, and provide

Programs on the other hand are led by a supervisor, usually have certain prerequisites that must be met before being able to join, and offer a much more robust experience to those students who are involved. Additionally, programs are held to a higher standard, and must offer a tangible service to students. Thus, they require much larger budgets. A complete list of programs and their descriptions is included in this document.

Besides robustness and involvement levels, another primary difference between clubs and programs is that clubs have a considerable level of turnover year by year, whereas programs are persist with more consistency. Since the interest in a club may rise and fall year by year, many RSOs become dormant for some time; however, they can be restarted quite easily and new RSOs can emerge very quickly.

Discretionary Funding:

The **Mini-grant** fund is set aside as a source of funding for those clubs and programs that wish to take on extra projects outside of their budgeted funds. Mini-grant requests are submitted to and approved by the SBA Parliament.

The **Contingency** fund is set aside as a reserve in case of a budget shortfall among one or multiple student programs or clubs or as an emergency fund in case unanticipated expenses arise. How these funds are allocated is at the discretion of the SBA Parliament.

SS&A Fee Allocation Proposal Breakdown:

The following section will inform you of the details regarding the 2014 - 15 budget allocations.

Figure B: SS&A Fee Allocation Breakdown

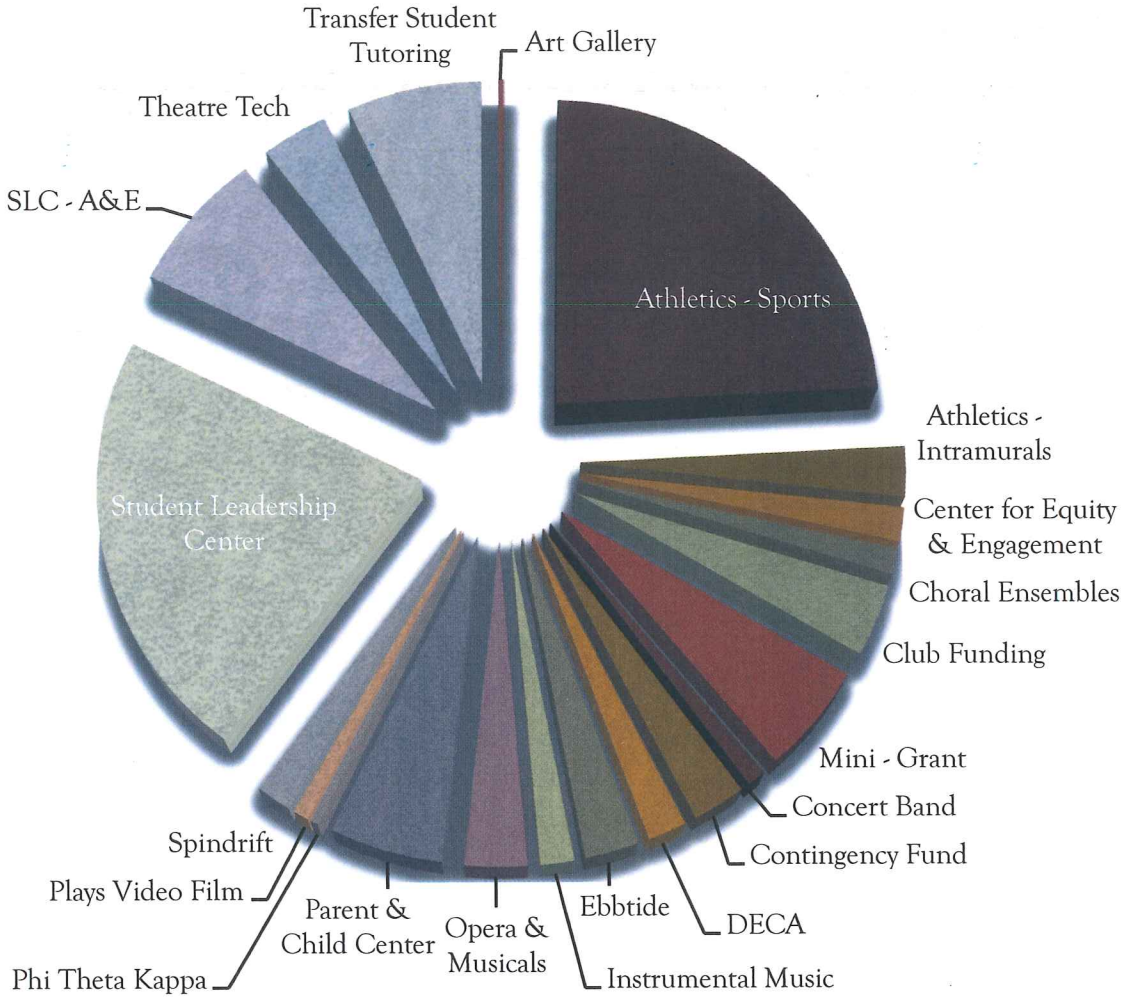


Table 1: 2014 – 15 SS&A Fee Allocations

Program	2014 – 15 Allocations	2013 – 14 Allocations	% Change
Arts & Entertainment (A&E)	$85,000.00	$85,000	0.00%
Art Gallery	$3,000.00	$2,650	13.21%
Athletics - Sports	$275,264.00	$273,300	0.72%
Athletics - Intramurals	$29,440.00	$32,000	-8.00%
Center for Equity & Engagement	$20,000.00	$15,000	33.33%
Choral Ensembles	$15,000.00	$18,000	-16.67%
RSO Funding	$42,270.00	$40,270	4.97%
Concert Band	$10,500.00	$10,500	0.00%
Contingency Fund	$79,956.00	$20,000	299.78%
DECA	$21,650.00	$16,000	35.31%
Ebbtide	$30,250.00	$45,000	-32.78%
Mini - Grant	$63,670.00	$63,670	0.00%
Instrumental Music	$19,000.00	$17,500	8.57%
Opera & Musicals	$35,000.00	$30,000	16.67%
Parent & Child Center	$63,200.00	$68,200	-7.33%
Phi Theta Kappa	$4,600.00	$6,400	-28.13%
Plays Video Film	$8,500.00	$7,200	18.06%
SCC Economics Research Team (SCCERT)*	$0.00	$0	0.00%
Spindrift	$20,000.00	$23,000	-13.04%
Student Leadership Center (SLC)**	$254,000.00	$169,650	49.72%
SBA - SLC**	$0.00	$122,060	-100.00%
SLC - Training**	$0.00	$24,000	-100.00%
Theatre Tech	$39,700.00	$36,000	10.28%
Transfer Student Tutoring (TST)	$80,000.00	$70,000	14.29%
Writing and Learning Studio (WLS)***	$0.00	$4,600	-100.00%
Total	$1,200,000.00	$1,200,000	0.00%

***SCCERT was approved by Parliament and awaits ASAP approval**

****These three budgets were merged together in order to ease budget creation and analysis**

*****The Writing and Learning Studio did not request funding for this year**

Table 2: Program Requests vs. Allocations for 2014 – 15

Programs	2014-15 Requests	2014-15 Allocations	% Difference
Art Gallery	$2,771.69	$3,000.00	8.24%
Athletics - Sports	$299,199.59	$275,264.00	-8.00%
Athletics - Intramurals	$31,999.91	$29,440.00	-8.00%
Center for Equity & Engagement	$34,547.58	$20,000.00	-42.11%
Choral Ensembles	$23,050.35	$15,000.00	-34.93%
RSO Funding	null	$42,270.00	null
Mini - Grant	null	$63,670.00	null
Concert Band	$15,116.15	$10,500.00	-30.54%
Contingency Fund	null	$79,956.00	null
DECA	$23,638.38	$21,650.00	-8.41%
Ebbtide	$47,744.69	$30,250.00	-36.64%
Instrumental Music	$27,784.60	$19,000.00	-31.62%
Opera & Musicals	$40,896.69	$35,000.00	-14.42%
Parent & Child Center	$63,200.00	$63,200.00	0.00%
Phi Theta Kappa	$5,261.18	$4,600.00	-12.57%
Plays Video Film	$13,526.05	$8,500.00	-37.16%
SCCERT	$12,000.00	$0.00	-100.00%
Spindrift	$29,785.28	$20,000.00	-32.85%
Student Leadership Center	$194,301.65	$254,000.00	30.72%
A&E	$148,575.58	$85,000.00	-42.79%
SBA - SLC	$146,011.60	$0.00	-100.00%
SLC - Training	$16,761.78	$0.00	-100.00%
Theatre Tech	$44,150.49	$39,700.00	-10.08%
Transfer Student Tutoring	$86,039.11	$80,000.00	-7.02%
Writing and Learning Studio	$0.00	$0.00	null
Total	$1,306,362.35	$1,200,000.00	-8.14%

Here is a summary of what each program requested vs. what they were allocated. Although most programs request an increase in funding, many of them have not even been able to spend what they have been previously allocated.

Table 3: Program Expenditure History as of May 14th

Program	2013 - 14 Allocations	2013 - 14 Expenditures	2013 - 14 %Spent	2012 - 13 Allocations	2012 - 13 Expenditures	2012 - 13 % Spent
Art Gallery	$2,650	$2,269	85.62%	$2,872	$1,837	63.96%
Athletics - Sports	$273,300	$267,063	97.71%	$303,226	$289,568	95.50%
Athletics - Intramurals	$32,000	$23,731	74.15%	$32,371	$30,411	93.95%
CEE	$15,000	$6,310	42.06%	$19,820	$12,235	61.73%
Choral Ensembles	$18,000	$2,102	11.74%	$25,431	$23,598	92.79%
Club Funding	$40,270	$40,178	99.77%	$48,645	null	null
Mini - Grant	$63,670	$53,380	83.83%	$50,000	null	null
Concert Band	$10,500	$4,352	41.47%	$13,292	$7,421	55.83%
Contingency	$20,000	$0	0.00%	$38,972	null	null
DECA	$16,000	$7,679	47.99%	$17,696	$10,766	60.84%
Ebbtide	$45,000	$26,465	58.81%	$47,475	$29,854	62.88%
Instrumental Music	$17,500	$7,794	44.81%	$23,071	$15,736	68.21%
Opera & Musicals	$30,000	$23,153	77.17%	$35,424	$33,698	95.13%
PCC	$68,200	$34,100	50.00%	$71,653	$71,475	99.75%
Phi Theta Kappa	$6,400	$3,482	54.4%	$6,830	$5,649	82.71%
Plays Video Film	$7,200	$478	6.63%	$11,349	$10,468	92.24%
SCCERT	null	null	null	null	null	null
Spindrift	$23,000	$11,192	48.66%	$27,871	$24,923	89.42%
SLC	$169,650	$117,986	69.54%	$168,369	$117,914	70.03%
SLC - A&E	$85,000	$63,753	75.00%	$108,069	$96,002	88.83%
SLC - SBA	$122,060	$52,813	43.27%	$107,590	$81,953	76.17%
SLC - Training	$24,000	$15,840	66%	$26,910	$17,178	63.84%
Theatre Tech	$36,000	$24,255	67.37%	$39,888	$42,572	106.73%
TST	$70,000	$54,751	78.21%	$76,647	$84,138	109.77%
WLS	$4,600	$5,384	117.04%	$4,416	$4,115	93.18%
Total	$1,200,000	$848,510	70.71%	$1,307,887	$1,011,511	77.34%

Program Descriptions and Allocation Rationale

General Allocation Rationale:

Listed below are the general considerations the 2013 – 14 SS&A committee used during allocation deliberation:

- Necessity of newly requested expenses
- Implicit cost increases (minimum wage, inflation, etc.)
- External revenue sources (fundraising, ticket sales, etc.)
- Quantity of students impacted vs. quality of experience
- Travel expenses
- Impact on retention
- Efficiency of prior budget expenditures
- Use of campus resources

Discretionary Funding:

Contingency Funds

Summary: Contingency funds are the SS&A safety net, the most autonomous of the discretionary funds, and require only a vote of the Parliament to spend.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$79,956.00	$20,000	299.78%

Rational: If there is a drop in net enrollment, revenue will directly feel the impact. Therefore, the primary reason for the drastic increase is due to our $1.15 million

conservative estimate for the 2014 – 15 year. However, since we did generate $1.2 this school year, we put the difference into the contingency fund so that no operational expenditures are affected.

Mini – Grants

Summary: Mini – grants are available to all RSOs, Programs, and students on campus, and are requested from the Parliament. These funds are best used for unanticipated expenditures, innovative ideas, and one time costs.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$63,670.00	$63,670	0.00%

Rational: The mini – grant fund will receive no increase for next year, primarily for the fact that it was not all spent. However, if more requests are made next year, Parliament should transfer money from the contingency fund in order to accommodate.

Recognized Student Organization (RSO) Funding:

Summary: RSOs function as clubs for the most part, and vary greatly in every aspect. The primary purposes of funding these organizations are to encourage the exploration of student interests, and to enable student leaders.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$42,270.00	$40,270	4.97%

Rational: This year (2013 – 14) policy was recently changed such that all RSO advisor stipends come out of this budget as opposed to the mini – grant fund. Also, this year's RSO funding budget has been depleted and has required a transfer in order to support newly founded organizations. For these two reasons, we have decided to increase next year's allocations.

Programs:

The following descriptions of each program include a description, notable accomplishments, and specific budget allocation rationale. Additionally, the following table describes prior allocations and expenditures.

Arts & Entertainment (A&E):

Summary: A&E was restarted in 2011 in order to revitalize the Colbert Lecture series and perhaps other reasons (for more info please contact Holly Woodmansee). This restart was funded from a one – time transfer from the Sustainable Commuter Options Fee (SCOF) for over $100,000. Since then, they have not come close to reaching their goal of revitalizing the lecture series, and have spent most of their energy posting, and producing posters and facilitating events.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$85,000.00	$85,000	0.00%

Rational: Due to the deviation of the original goal, and a lack of sustainable leadership, we saw no reason to increase their budget. In fact, it is even debatable if they should no longer be funded. However, we have not yet seen A&E properly managed so we believe that it should be given a fair chance. Additionally, in 2012 –

13, they underspent by over $10,000. With proper management, plenty of supplementary funding is available if needed.

Art Gallery:

Summary: The art gallery is maintained in building 1000, and showcases forms of art from the community, faculty and students.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$3,000.00	$2,650	13.21%

Rational: A request for an assistant was deemed worthy of a fee increase in order to help contact more artists, and arrange more galleries.

Athletics – Sports:

Summary: The following teams are funded by this budget, and are given scholarship funds: Men/Women's basketball, baseball, and soccer, and women's volleyball. They host sporting events available for campus members to see, and hold camps in the summer in order to fundraise.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$275,264.00	$273,300	0.72%

Rational: Additionally funding was granted, because athletics always spends nearly their entire budget, and would like to be able to purchase better equipment. Although the increase is small, it will help.

Athletic – Intramurals:

Summary: The intramurals program hosts may on campus workshops for fencing, yoga, and Zumba for all campus members to attend. Additionally, they promote healthy lifestyles, and host a rafting event.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$29,440.00	$32,000	-8.00%

Rational: A slight budget decrease was made because some of the traveling costs may be unnecessary to be for, because they are only for leisure and only benefit a few. However, most of their budget goes towards assisting the whole campus.

Center for Equity & Engagement:

Summary: The Center of Equity & Engagement promotes multicultural understanding, and community on campus. They promote many events to do so, offer volunteering opportunities, and assist students in need.

2014 - 15 Allocations	2013 - 14 Allocations	% Difference
$20,000.00	$15,000	33.33%

Rational: Due to their exemplary performance, and their abundant request for mini – grants, we found that they should have more funding.

Choral Ensembles:

Summary: Students will improve their vocal performance abilities, ensemble techniques, and general musicianship, broaden their cultural exposure and

appreciation, and build their skills to work together to accomplish complex, multi-faceted tasks by learning and performing several complex pieces of music from different cultures, different languages, and different musical time periods, culminating in performances

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$15,000.00	$18,000	-16.67%

Rational: Due to the nature of their expenditures, much of their money goes towards traveling. Since this is the case, we believe that fundraising efforts should be made to accommodate more of the traveling costs. In addition, we believe that mini – grant requests could be made if necessary, which will allow the Parliament to decide if they would like so subsidize travel expenses.

Concert Band:

Summary: The concert band provided real world experience in performance. Practicing a wide variety of music, and several concerts are performed.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$10,500.00	$10,500	0.00%

Rational: Due to the fact that they have previously underspent drastically, and have never requested mini – grants, we found that it was not necessary to increase their funding. However, we believed that they should receive the same amount as they did this year, because we want them to maintain their great work.

DECA:

Summary: DECA prepares future business leaders for the real world through regional and national competitions in many business categories.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$21,650.00	$16,000	35.31%

Rational: Due to the great success our DECA programs historically, we believe that we should continue to support them to the best of our abilities. Also, they have requested mini – grants this year and have exemplified an actual need for an increase in funding.

Ebbtide:

Summary: The Ebbtide is the campus newspaper, which makes bi – weekly issues. They generate revenue through ads, and employ many students on campus.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$30,250.00	$45,000	-32.78%

Rational: For the past two years, Ebbtide has underspent drastically. Due to this, and the fact that they are underutilizing their ad revenue potential, we felt that did not need as much money. If they do, supplementary funds are available.

Instrumental Music:

Summary: The instrumental music program provides students with the opportunity to gain experience in an orchestra. They host concerts, and go on trips to perform.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$19,000.00	$17,500	8.57%

Rational: Although they have underspent quite a bit in the past, they would like to perform more shows and purchase more instruments. We thought that this would benefit students and would help the longevity of the program.

Opera & Musicals:

Summary: They host opera and musical shows on campus that are available to the public and the campus. They generate revenue through tickets and concessions.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$35,000.00	$30,000	16.67%

Rational: Due to their great fiscal responsibility, great turnout, and success, we felt that they should receive more funding in order to perform more shows. Shoreline CC is fortunate to have such a good program like this.

Parent & Child Care Center:

Summary: The parent child – care center is one of the most exceptional programs on campus, and offers an exemplary service to the community members, faculty, staff, and students involved.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$63,200.00	$68,200	-7.33%

Rational: They have been requesting less and less money from the SS&A fund which demonstrates their great fiscal responsibility. It is worth noting however that only a small amount of students are affected, so the subsidy should not be too large. We gave them how much they requested for next year.

Phi Theta Kappa:

Summary: Phi Theta Kappa is an honor society that benefits student who exemplify great classroom performance. It networks students involved with many scholarship opportunities.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$4,600.00	$6,400	-28.13%

Rational: In the past Phi Theta Kappa has underspent, and only performs one event. Most of the funding goes towards the supervisor, so if they would like to host more, or better events they can ask Parliament for supplementary funding.

Plays, Video and Film:

Summary: The plays, video and film program empowers students by funding ideas for screenplays. In addition, they host events that showcase campus talent, and generate revenue.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$8,500.00	$7,200	18.06%

Rational: They have done a great job spending the money that they have been historically allocated, and have exemplified great use of the funding they receive. We believe that they should be given more funding so they can continue to grow and help more students. Additionally, Central Community College has disbanded their video program, so we believe that Shoreline may benefit if our program is able to grow.

SCC Economics Research Team (SCCERT):

Summary: SCCERT is a program that is dedicated to conducting research in order to facilitate better decision-making on campus, in addition to providing students with an opportunity to assist in on campus research. We believe that they can benefit student and administrative leaders.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$0.00	$0	0.00%

Rational: Although we have not allocated funds directly to SCCERT, they have been approved by Parliament. Unfortunately due to inconsistencies in the program approval process, it is unclear if the college will approve the supervisor stipend, which is why we could not allocate them any money for next year. However, if the college approves them, they may receive funding from either the contingency or the mini grant funds.

Spindrift:

Summary: Spindrift is a literary magazine that publishes both community and student work every year. Submissions include drawings, short stories, poems, and photography.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$20,000.00	$23,000	-13.04%

Rational: Despite the previous success of Spindrift, there have been many issues regarding how many magazines are sold, and the lack of fundraising efforts. While thousands of dollars goes towards production, a negligible amount is recouped. Additionally, Spindrift has not recently spent more than %90 of their budget. If they require additional funding, supplementary income is available.

Student Leadership Center (SLC):

Summary: The SLC budget now comprises the Student Leadership training, parliament, and Student Leadership Center budgets. The SLC is the Student Body leadership, which helps govern campus – wide committees, manage RSOs, and promote student success. For a more in depth description, please visit the SBA website at sba.shoreline.edu.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$254,000.00	$169,650	49.72%

Rational: This was also the most difficult budget to allocate funds for due to the turmoil surrounding its leadership. Although there is a net increase for this budget, there was an overall decrease considering that three budgets were merged together.

The SS&A believes that until the management of the Parliament is strengthened that more funding should be allocated to programs that have exemplified success, and to discretionary funding so it is available to all.

Theatre Technology:

Summary: The Theatre Technology program is perhaps the most supportive program on campus. It assists in the production of concerts, musicals, operas, and plays. Additionally, they support the video production events for the Plays, Video and Film program.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$39,700.00	$36,000	10.28%

Rational: Since they continue to do a great job, and exhibit good fiscal responsibility, we believed that deserved more funding so that they may continue to expand their impact.

Transfer Student Tutoring:

Summary: The Transfer Student Tutoring program is one of the most impactful programs on campus, both in terms of quality and quantity. Funding goes towards operating the biology/chemistry, business technology, visual communications technology and physics learning centers. In addition, they also offer 1 on 1 tutoring.

2014 - 15 Allocation	2013 - 14 Allocation	% Difference
$80,000.00	$70,000	14.29%

Rational: Most years this program spends more money than allocated due to mini - grant requests. In addition to great fiscal responsibility, they impact such a great number of students, such that we believe they should receive more funding to continue to provide such a great service.

Figure C: Anticipated Program Expenditures

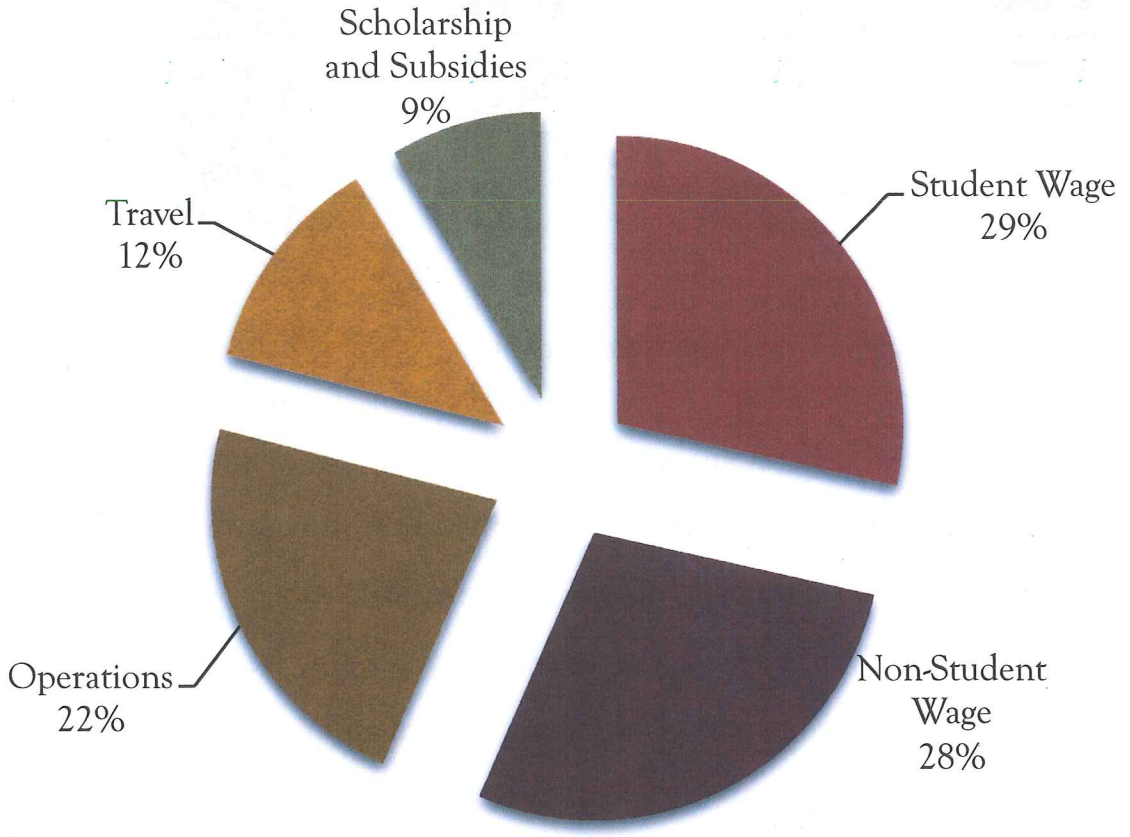
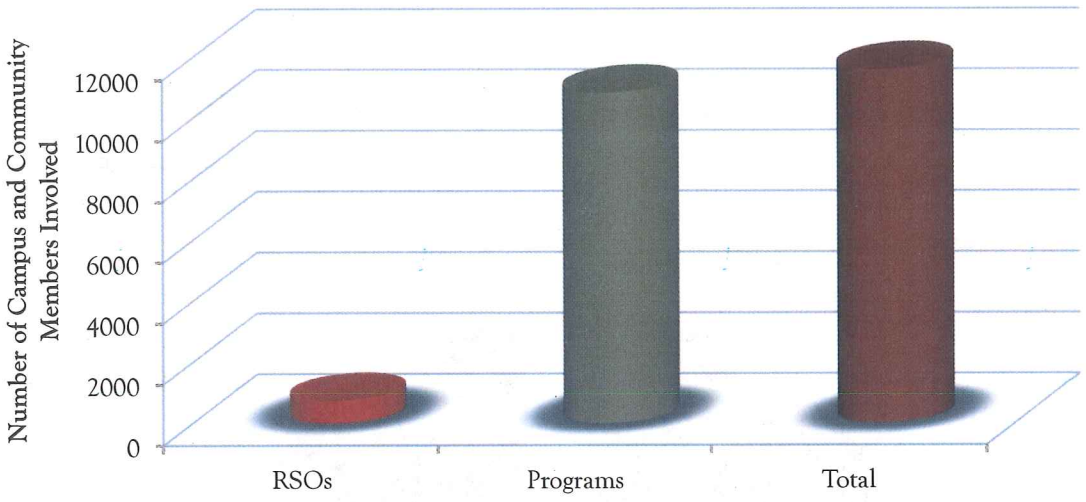


Figure C is an estimate of how programs will be spending their money next year. Although this estimate is based off of the program requests, it is still a good measure of the percentages of the categorical expenditures. Remember, this breakdown does not include RSO or discretionary funding.

Student Involvement in SS&A Funded Activities

Figure D: Overview of Impact*



*Number of registered student members only

The figure above reflects an estimate of how many members of the campus, and community participated in SS&A funded activities. Although they do their best, it is highly recommended that there be a more concerted help program supervisors gather more reliable info. With collaborative efforts, it may be possible to being correlating SS&A expenditures with student completion and retention statistics.

Notable Accomplishments

RSOs: It is hard to gather reliable data of RSOs due to management problems with Echo (discussed later), which has been addressed by Parliament in the form of

revising the Student Body by-laws and creating a new position to specifically oversee SS&A funded operations. Although there are many RSOs, here are just two as an example of what these organizations do. Overall, every student organization empowers students by allowing them to have access to interest groups that will help the college increase retention, and foster student success.

Engineering and Technology Society (ETS): ETS has conducted 5 facility tours for engineering students, consisting of Boeing, Synapse, the UW, the Seattle Tunnel Project, and Blue Origin. In addition, they had a guest speaker from a local engineering company called Carbon. Their main project has been to construct a 3D printer to be used as an academic tool for the college. They have also collaborated with the manufacturing department in order to have specific part made.

Visual Communications Technology (VCT) Club: The VCT club has provided a great opportunity to art students in the form of an exhibition that will be taking place this spring in Downtown Seattle. This opportunity is perhaps the best experience an art student can have, and may lead to potential recruitment.

Programs:

Art Gallery – The art gallery has showcased community member, faculty and student works of all kinds, and can be found in building 1000.

Athletics (Intramurals and Sports) – 15 students-athletes received rewards for academic and/or athletic performance. In addition, several workshops and training camps were completed. Intramurals each quarter consisted of Free Yoga, Zumba,

and Sports clubs such as Badminton, Basketball, Fencing, Indoor Soccer and Ping Pong.

Center of Equity and Engagement –

- Approved 16 short-term emergency loans for textbooks and emergencies
- Students of Color Conference
- Two BREATHE events
- A Place at the Table Film Screening with North Urban Human Services Alliance
- Multicultural Week
- HEROES Book Drive;
- Diabetes Awareness sponsored by Nursing 242-Health Promotions
- The Biology of Burnout with Zenyu Healing
- Healing Orientalism
- Toilet Training Film & Discussion
- The Simple Truth about the Pay Gap
- First Nations Symposium: Indigenous Solidarity in Decolonization
- Indigenous Solidarity
- Rurea Taitea: Remove the Outer Bark so the Hard Wood May be Seen
- "Reel Injun": Movie and Discussion
- Students Here and There: Conversation between International and Local Students
- Discussion of the Immortal Life of Henrietta Lacks
- We Are the Change: Student-Educators for Social Justice
- Spread the Word to End the Word Campaign

- Presentation to Nursing 242 Health Promotions (5th quarter nursing students)
- SCC Emergency Food Drive for On-Campus Food Pantry (Collected ~450 pounds of food)

Choral Groups – In December they performed a concert. In the winter they hosted an opera workshop production, the PRISM concert, and performed for the local Sr. citizen group. In the spring they will perform in Monroe, Wenatchee and Ellensburg and in a June choir concert.

Concert Band – In addition to good publicity within the music community through concerts, two members of the Shoreline Concert Band got selected for the All-College Band.

DECA – Three 1st, three 3rd, two 4th, a 5th and two 6th places in the state conference. One 2nd place and two other finalists placed in the international conference. Overall, Shoreline's DECA program is competing with major universities and is beating many of them. Arguably, we have the strongest DECA program of almost every community college in the country.

Ebbtide – They won first place in the General Excellence category of the 2014 Washington Community College Journalism Association contest. Daria Kroupoderova won first place in the Headlines category for the title "Ventriloquism: It's not a just for dummies". 5 issues published per quarter, with about 800 readers per issue.

Instrumental Music – Concerts were performed every quarter at a variety of venues. Ranging from Middle and High Schools, to Jazz clubs in Belltown, they have offered

their members great opportunities to perform and engage their community. Additionally, they have shared their beautiful music with their audiences which surely puts Shoreline Community College's name on the map in this community.

Opera & Musicals – Featured in several write – ups and an online news site over several months. In addition many of the productions are being noticed by the community and are putting Shoreline on the map.

Phi Theta Kappa – Two students were selected for the All-USA academic team.

Plays, Video and Film – Eleven new pieces, written by students, will be showcased in an independent film festival. Various workshops and short films were conducted as well. Overall, 18 movies were worked on.

Spindrift – Published the 2013 -14 edition of their publication.

Echo Performance:

SS&A fees are not responsible for payment of Echo, but it seems that no other channels exist to critique our use of the expensive software. Like most software the value lies in how you use it. The original intent of leasing the Echo service was to facilitate a co-curricular transcript program, and assist in data retrieval. Thus far, we have not exemplified an adequate use of the software, so our success has been greatly limited. Although this year we have made a great effort to increase user activity, it seems that there are larger issues that must be first addressed.

The original deciders did not create a healthy infrastructure to ensure the effective use of Echo, which has made it very difficult to manage year to year. The effect has been such that maintenance has become more of a burden on the school more than an effective tool. As mentioned earlier, this year's Parliament has decided to address this issue by creating the Minister of Student Engagement position, who will be more hands on with the operations of Echo. However, this is not the only issue.

If Echo is truly to be used as a co-curricular transcript, it must be "valid" in the eyes of the college. By valid, I mean to say as valid as an academic transcript. Currently there exists no channel for the college to approve student records on Echo, so we have completely failed in this regard. Why would students go out of their way to use software that doesn't really benefit them? Most wouldn't. If the administration were to help ensure that the records on Echo are valid, it may then gain popularity, because students would then be able to more legitimately demonstrate their accomplishments to future employers or schools.

Overall, while problems with Echo itself exist, and there are perhaps better alternatives, the primary issues are persistently oversight and the lack of incentives for users. Before continuing to pay for Echo, serious thought should be put into how it will be used through collaborative efforts between the Deans, RSO advisors, Programs supervisors, and student leaders. Without this collaboration, a co-curricular transcript program is hopeless.

Recommendations:

Although we are not requesting a fee increase this year, it may come within the foreseeable future. Tuition is increasing in other areas and the students and the Board should do there best to ensure that we do our best to lessen the financial burden. Every program could theoretically benefit from an increased budget, but few have demonstrated the need and have shown the fiscal responsibility to acquire more funds. It is recommended that the Board carefully monitor the efficiency of SS&A expenditures before allowing a fee increase.

Additionally, we recommend that the Dean Team more carefully monitor program operations in order to ensure that student dollars are being spent effectively. If the communication channels between the deans, supervisors and students are improved, it will significantly benefit the program's services to the college. It will also allow the campus to see that there are any opportunities to express ideas that will benefit the college through the SS&A funds, because there are many on campus that are not informed that their ideas can make a difference.

Our last recommendation is primarily to the program supervisors, but the entire campus should be aware of it. With such an increase in our discretionary funds, it is imperative that the whole campus put them to good use. Although it is the responsibility of Parliament to ensure that the campus is aware of the access to such funds, we find that it is important for the leadership of this college to recognize their importance. Discretionary funding can empower innovative ideas on campus, and gives RSOs, Programs, and students an opportunity to implement them.

Respectfully submitted by,

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May 20^{h}, 2014

SHORELINE COMMUNITY COLLEGE **TAB 2**
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MAY 28, 2014

STUDY SESSION

Subject: **Nursing (ADN → BSN) Programs**

Attachment

•Robert Wood Johnson Foundation – Summary of the 2013 Community College Presidents' Meeting and Progress in the Year Since It Was Convened

Robert Wood Johnson Foundation

Summary of the 2013 Community College Presidents' Meeting and Progress in the Year Since It Was Convened

Organized by the Robert Wood Johnson Foundation

WHITE PAPER

April 2014

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Summary of the 2013 Community College Presidents' Meeting and Progress in the Year Since It Was Convened

Health care in the United States is at a crossroads. Reform is being implemented, bringing millions more people into the health care system just as our communities are becoming even more diverse, our population is aging, and many more people are living with chronic illness. In response, the country's health care system is expanding its primary focus beyond acute care to also emphasize community-based services, public health, health promotion, and disease prevention.

At this critical juncture, leaders of health care professions are rethinking education programs to ensure they develop practitioners who have the skills and knowledge to meet the challenges facing the country now and in the future. Nursing is the largest health care profession in the United States; more than 2.8 million registered nurses are practicing across a range of settings. Experts agree that a well-educated, well-prepared nursing workforce is essential to the long-term success of a reformed health care system that can meet the country's current and emerging health needs.

Background

To guide transformation of the nursing profession, in 2010 the prestigious Institute of Medicine (IOM) issued *The Future of Nursing: Leading Change, Advancing Health* (FON)—a blueprint for the future that offers a series of recommendations for how nurses' roles, responsibilities, and education should change to respond to a complex, evolving health care system and changing patient needs. The report's recommendations focus on the intersection between health needs across the lifespan and the skills and knowledge nurses should have to address these needs. One major recommendation is that nurses should achieve higher levels of education and training through an education system that promotes seamless academic progression.

Specifically, the FON report recommends increasing the percentage of the registered nurse (RN) workforce with Bachelor of Science in Nursing (BSN) degrees to 80 percent by the year 2020. At present, about 55 percent of nurses in the United States hold bachelor's degrees and some 60 percent of them begin their nursing education at a community college.

The FON report contains no mandates and includes no recommendation that community college nurse education programs, which confer associate degrees in nursing (ADNs), be closed. In fact, it says: "Community colleges have an important role to play in ensuring that more BSN-prepared nurses are available in all regions of the United States and that nursing education at the associate level is high quality and affordable and prepares AD [associate degree] nurses to move on to higher levels of education."

However, there is a concern that the FON report and those working to implement its recommendations devalue community college nurse education programs. To change that impression, in 2012 the American Association of Community Colleges, the Association of Community College Trustees, the American Association of Colleges of Nursing, the National League for Nursing, and the National Organization for Associate Degree Nursing issued a *Joint Statement on Academic Progression for Nursing Students and Graduates.* It was an unprecedented

show of support for advancing opportunities for academic progression in nursing across all levels. Specifically, the statement addressed the:

> belief that every nursing student and nurse deserves the opportunity to pursue academic career growth and development. It is through the collaboration and partnering of our various organizations that we can facilitate and inspire the seamless academic progress of nursing students and nurses. Our common goal is a well-educated, diverse nursing workforce to advance the nation's health.

The FON report does, in fact, emphasize the need to diversify the nursing workforce, and community college-based nursing programs are essential to reaching that goal.

Despite the *Joint Statement*, concern has continued and many wanted better communication around a set of common goals. To improve communication and promote cooperation among nurse educators of all kinds, the Robert Wood Johnson Foundation (RWJF) convened a Community College Presidents' Meeting in 2013. It brought community college leaders from around the country together with the Tri-Council for Nursing, as well as with leaders from RWJF's *Academic Progression in Nursing* (APIN) program, which aims to foster collaboration between community college and four-year university nursing programs to promote seamless academic progression.

An Unprecedented Convening

The premise for this meeting was that community colleges are legitimate and valued places for nursing education programs; community college nursing programs are critical to the functioning of the nation's health care system; and only collaboration among nurse educators, the health care industry, nurse leaders, philanthropy, and others can produce innovative programs to support academic progression for community college nursing students.

Although the group did not reach consensus on all issues, members made considerable progress and agreed that the meeting was productive. All participants affirmed that community college nursing programs are extremely important to building a nursing workforce that allows the health care system to function effectively. Participants agreed that community colleges provide a pathway to higher education and advanced practice, research, and faculty positions. They noted that many community colleges are based in rural and/or medically underserved communities, and without them and the nursing graduates they produce, health care provider shortages would continue to hinder access to care. They agreed that community colleges provide valuable opportunities for individuals with diverse racial/ethnic backgrounds and socioeconomic statuses to enter the nursing workforce and engage in stable, productive careers.

The community college presidents agreed that the ADN must remain one of the entry points to nursing, but should not be the terminal education point for the vast majority of nurses. All stressed that best practices are needed to advance academic progression in nursing across all levels, from associate to doctoral degrees.

As the convener of the meeting and a major supporter of nurse education and leadership, RWJF affirmed that community colleges play a key role in bringing students into the nursing education pipeline, and offer a valuable degree for entry into practice. The community college presidents who participated recognized the need to ensure that nursing education at the ADN level remains high quality and affordable, and prepares nurses to move on to higher levels of education. All agreed that community colleges should be full partners in working with national organizations to promote academic progression. As John Lumpkin, MD, MPH, RWJF's senior vice president, said:

> Community colleges are a vital part of the nursing workforce, and have the ability to provide individuals the ability to launch careers, setting them on a path to achieve goals, and helping our nation meet access needs for an aging and chronically ill population. Community colleges have a role to play a role in preserving nursing as a profession. … In partnership with community colleges, we can influence social change.

Through APIN and the Center to Champion Nursing in America, RWJF is supporting the development of innovative, sustainable models that support seamless academic progression. Through grants to nine states (California, Hawaii, Massachusetts, Montana, New Mexico, New York, North Carolina, Texas, and Washington), APIN is testing four promising practices for academic progression: RN-to-BSN degree conferred at a community college; state or regionally shared competency- or outcomes-based curriculum; accelerated options of RN-to-Master of Science in Nursing (MSN); and shared statewide or regional curriculum that offers seamless progression and shared curriculum.

Several promising models are in place, and the community college meeting participants heard updates on three—from New Mexico, Texas, and Washington. Each is based on strong partnerships and close collaboration between community colleges and universities. Participants at the meeting lauded the APIN presentations without hesitation after hearing about how these strong partnerships are producing seamless academic progression for students.

Sharing Experience and Perspectives

Presidents of leading community colleges who attended the forum welcomed the opportunity to share their views on nursing education and the challenges community college-based programs face today. Several said the nursing profession cannot survive without community college nursing programs. We "must realize their responsibility to national health care systems; we cannot ignore the interdependence of our work," J. Noah Brown, BA, MPP, president and CEO of the Association of Community College Trustees, said at the meeting.

There was a rich discussion about challenges facing nurse education programs, and participants agreed that financial constraints make it difficult to provide all the support nursing students need. There was consensus on the need to resolve issues such as how to count students and graduates, how the process of doing so affects state funding, development of retention data points, how credits are approved and transferred, which courses are taught where, and redundant course requirements. The presidents said they understood that articulation agreements depend upon institutional policy and focus, but said they believe many of these issues can and should be resolved.

Several community college presidents also discussed issues related to accreditation of ADN programs, expressing concern about the cost of nursing program accreditation, the existence of only one accrediting agency for ADN programs, and some accreditation criteria that can be challenging for AD programs to meet, such as hiring faculty with advanced degrees.

The additional challenges the community college presidents focused on were: clinical placements, workforce/market issues, and funding students' education.

Quality clinical placements across the country for all levels of nursing education have been increasingly difficult to obtain. There are a number of reasons for this, but the fact remains that academic institutions at all levels are being forced to compete for clinical placements and to be creative about where students receive clinical education.

Some argue that due to the dwindling number of acute care facility beds, nurse education programs should reduce reliance on acute care clinical placements and support more placements in long-term care and rehabilitation facilities, outpatient locations, home care and related settings, and in simulation activities (with professional institutions across all education levels sharing simulation facilities and resources). More placements in settings that provide interprofessional education are also needed. Meeting participants agreed that educational institutions and employers must be full partners in clinical education to support the skills and knowledge needed to provide competent patient care across all settings.

Community college presidents also expressed concern about **employment prospects for nursing program graduates** as the pool of nurses seeking employment in hospitals exceeds demand in many areas. Some see large urban academic health centers with Magnet status moving toward hiring mostly BSN nurses, and other local institutions may be following this trend. In response to questions and perceptions about Magnet status and the Magnet journey, it was noted that the Magnet Recognition Program® is a voluntary credentialing program for nursing care; many hospitals are pursuing Magnet status as facilities with this designation are considered environments in which nurses want to work now and in the future. One criteria of the Magnet Recognition Program is "an action plan that includes a target and demonstrates evidence of progress toward 80% of registered nurses obtaining a baccalaureate or graduate degree in nursing by 2020; … and an appraisal of established, realistic targets to meet the organization's strategy to increase the number of registered nurses with a degree in nursing (baccalaureate or graduate degree)." Magnet status does not prevent the hiring of ADN-prepared nurses.

The economy is also helping shape hiring policies, as employers see the BSN graduate as the value-added employee who is necessary for achieving Magnet benchmarks. Additionally, as hospitals spend significant amounts of money on tuition reimbursement for AD nurses to continue their education, they view hiring nurses with BSNs as a way to get better value for their money.

The nursing workforce, too, is changing. After a period of shortages, this market is becoming more saturated and there are reports of new nurse graduates at all levels having difficulty finding positions. Nursing homes and long-term care facilities are hiring more BSN graduates as acute care institutions are fully staffed. The situation in rural, medically underserved, and tribal communities is different; some institutions have trouble finding professional nursing staff. As more nurses retire or return to part-time status, however, an enormous need for RNs at all education levels is expected. In some areas, community colleges offer the only opportunity for education advancement (e.g., from nursing assistant or licensed practical nurse to ADN), and graduates work close to where they were educated.

The community college presidents agreed that the workplace should shoulder some responsibility for supporting both student clinical rotations and employees who want to gain more education. Hospitals will always need highly skilled nurses, and nurses in the future will need to be prepared to work in a variety of settings across the continuum of care and be positioned to continue their education in order to do so. Institutions should be part of the socialization of nurses and support the cultural values of academic progression. This is critical for nurses across all education levels. APIN states are encouraged to have academic and practice partners co-design aspects of their new models of education to build awareness of emerging patient and workforce needs. The community college presidents requested a dialogue with clinical partners to ensure continued clinical placement and employment opportunities for community college programs.

Funding nurse education is also a challenge. Many community college students are older (the average age hovers around 31), are from lower socioeconomic-status households, have different life experiences, and may require a year of remediation before they begin a nursing program. By the time these students get to their second year of nursing study, their Pell Grant "clock" has run

out and they cannot afford to finish their programs. Some meeting participants noted that those who need early remediation are unlikely to continue their education beyond their ADN degrees.

Also mentioned was the increasing length of some community college nursing programs to three or more years, either because of content creep, part-time status, or both, which can make it difficult for students to complete the program in the assumed two years.

Concluding on a High Note

This is a dynamic and unique time in the history of the nursing profession. Community college and university nurse leaders are working collaboratively for the benefit of students and patients. Meeting participants agreed that the synergy is compelling and unique, and the nursing community is no longer working in silos. They recognize academic progression for graduates of community college programs as part of the solution to improving the quality of patient care across all settings, addressing the nurse faculty shortage, preparing nursing scientists and advanced practice nurses, diversifying the nursing workforce at all levels, and developing a more highly educated nursing workforce. They support equitable relationships between nursing professionals within systems that interact seamlessly.

The FON report and RWJF's work around academic progression have helped to bring together schools, students, employers, and professionals to make positive change. Several community college presidents at the meeting said they believe current conditions present an opportunity to respond to market challenges and improve nimbleness. They see this as their responsibility to their communities and their students.

Many community colleges foster a culture that promotes and values academic progression. Their faculty members encourage students to continue their education and strive to expose them to all available educational pathways and opportunities. They want to see this encouragement become the norm at all community colleges, with AD nurse educators encouraging students to become lifelong learners—and, they say, community college students must have access to clinical placements, financial support for their education, and high-quality jobs.

All participants at the meeting said it is imperative that community colleges, universities, and their clinical partners take a unified approach to ensuring that the country has the well-prepared, highly educated nursing workforce it needs. They expressed interest in continuing the conversation and addressing additional unresolved issues. Many echoed the sentiment, shared with the group by RWJF President and CEO Risa Lavizzo-Mourey, MD, MBA, that right now, there is a "perfect opportunity" to transform the nursing profession and create a "culture of health" in our country.

Addendum: Progress Continues

Since the Robert Wood Johnson Foundation convened this meeting in April of 2013, progress has continued toward seamless academic progression in a number of states supported by RWJF's APIN program.

Massachusetts and **Washington State** have finalized transfer compacts between community colleges and universities. The Higher Education Department in Massachusetts approved the compact for all public colleges and universities in January of 2014. In addition to exceeding expansion goals for its 1+2+1 nursing program, APIN leaders in **New York State** are working with their state Education Department to develop an advisory committee to help review the quality of emerging 1+2+1 nursing programs throughout the state.

As it accepts its second cohort of students in the fall of 2014, the **California** State University, Los Angeles RN-to-BSN program has grown. In its first year, it included seven California community colleges and in its second year, it will include ten, as well as continuing with shared faculty from the community colleges teaching select BSN completion courses.

Hawaii has implemented a collaborative between public and private universities and community colleges to create a shared, competency-based RN-to-BSN curriculum. APIN leaders in the state have also expanded the Executive RN-to-BSN Program, which provides on-site learning opportunities to specialties other than acute care, such as long-term care and community health. This expansion will include partnerships between various facilities and academic institutions.

Montana has developed a mentorship program to increase BSN completion rates. The state also has put a preceptorship program in place to help baccalaureate RNs transition new graduates into the nursing workforce. Montana APIN is working to increase the number of critical access hospitals offering incentives, preferably financial, to RNs who have, or are seeking, BSN degrees. Plagued by budget cuts and staffing shortages, critical access hospitals there struggle to make progress toward the FON recommendations. Early survey results indicate that a surprising number of hospitals in general, and critical access hospitals in particular, offer incentives for nurses to continue their education; and that a number of organizations provide professional recognition for nurses who serve as preceptors.

New Mexico's common curriculum has been touted by Governor Susana Martinez as the exemplar for professional academic progression. The first cohort of students will begin the new curriculum this fall, with credits transferring seamlessly between every public college and university in the state. Students can now earn bachelor's level nursing degrees in their own communities.

The Regionally Increasing Baccalaureate Nurses (RIBN) program in **North Carolina** continues to grow. It was featured in a recent issue of the *North Carolina Medical Journal* in a story that included perspective from a community college. To meet growing demand for a more educated nursing workforce, RIBN provides an economically feasible educational pathway between community colleges and universities so that more nursing students in the state can achieve baccalaureate degrees at the beginning of their careers.

APIN leaders in **Texas** have developed a briefing paper on the importance of academic progression from RN to BSN. They also developed a series of webinars on the need for RN-to-BSN programs in the state, in addition to surpassing the partnership and enrollment goals in their Consortium to Advance Baccalaureate Nursing Education in Texas program, known as CABNET.

Resources/Additional Reading

Academic Progression in Nursing, http://campaignforaction.org/apin.

Gerardi T. Academic progression in nursing: a model for partnership and innovation. The Future of Nursing: Campaign for Action *website.* http://campaignforaction.org/community-post/academic-progression-nursing-model-partnership-and-innovation. *Published August 26, 2013. Accessed March 26, 2014.*

Robert Wood Johnson Foundation. Charting Nursing's Future: The Case for Academic Progression. *Issue 21. Princeton, NJ: Robert Wood Johnson Foundation; 2013.* http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2013/rwjf407597. *Accessed March 26, 2014.*

Community colleges, universities collaborate to support a stronger nursing workforce. Robert Wood Johnson Foundation website. http://www.rwjf.org/en/about-rwjf/newsroom/newsroom-content/2013/05/community-colleges--universities-collaborate-to-support-a-strong.html. *Published May 6, 2013. Accessed March 26, 2014.*

The Future of Nursing: Campaign for Action, http://campaignforaction.org.

Institute of Medicine. The Future of Nursing: Leading Change, Advancing Health. *Washington: National Academies Press; 2011.* http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx. *Accessed March 26, 2014.*

Joint statement on academic progression for nursing students and graduates. National Organization for Associate Degree Nursing website. https://www.noadn.org/dmdocuments/120918_Joint_Statement_Academic_Progression.pdf. *Accessed March 26, 2014.*

Johnson P. The RIBN initiative: a new effort to increase the number of baccalaureate nurses in North Carolina. N C Med J. *2014;75(1):39-44.* http://www.ncmedicaljournal.com/archives/?75109. *Accessed March 27, 2014.*

Dickerson K. A community college's perspective on the RIBN initiative. N C Med J. *2014;75(1):40.* http://www.ncmedicaljournal.com/archives/?75110. *Accessed March 27, 2014.*

Health Resources and Services Administration. The US Nursing Workforce: Trends in Supply and Education. *Washington: US Department of Health and Human Services; 2013.* http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/nursingworkforce/nursingworkforcefullreport.pdf. *Accessed March 26, 2014.*

SHORELINE COMMUNITY COLLEGE **TAB 3**
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MAY 28, 2014

ACTION

Subject: Correction to 2014 – 2015 College Calendar

Background

The Board of Trustees approved the College's calendar for academic year 2014 – 2015 at its February 27, 2013 Regular Meeting. An error in the notations section related to the FALL QUARTER of the 2014 – 2015 calendar was recently discovered and a correction to the calendar was made as follows:

- From 10/8 to 11/13 Drops show as W → From 10/8 to 11/5 Drops show as W

Recommendation

It is recommended that the amended permanent 2014–2015 College Calendar be approved by the Board of Trustees.

Prepared by: Chris Melton
Registrar – Enrollment Services
Shoreline Community College
May 19, 2014

SHORELINE COMMUNITY COLLEGE DISTRICT NUMBER SEVEN
2014-2015 CALENDAR

(Approved and adopted by the College Board of Trustees February 27, 2013/Amended version: TBD)

KEY

Shaded areas = Instructional Days
Boxed, bold, italic numbers = Holidays
( ) Faculty Prep Days
< > Exam Days
○ Grades Due
[ ] First/Last Day Instruction
__ FT Faculty Contract Days

FALL QTR 2014	
INSTR	50
FAC/PREP	1
EXAMS	3
TOTAL	54

WINTER QTR 2015	
INSTR	49
FAC/PREP	1
EXAMS	3
TOTAL	53

SPRING QTR 2015	
INSTR	50
FAC/PREP	1
EXAMS	3
TOTAL	54

SUMMER QTR 2015	
INSTR	32
FAC/PREP	0
EXAMS	**
TOTAL	32

Additional undesignated FT faculty days = 6 (excluding summer quarter)

SEPTEMBER 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	**[24]**	**25**	**26**	27
28	**29**	**30**				

OCTOBER

S	M	T	W	T	F	S
			1	**2**	**3**	4
5	**6**	**7**	**8**	**9**	**10**	11
12	**13**	**14**	**15**	**16**	**17**	18
19	**20**	**21**	**22**	**23**	**24**	25
26	**27**	**28**	**29**	**30**	**31**	

NOVEMBER

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	8
9	**10**	***11***	**12**	**13**	**14**	15
16	**17**	**18**	**19**	**20**	**21**	22
23	**24**	**25**	**26**	***27***	***28***	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	**2**	**3**	**4**	**[5]**	6
7	(8)	<9>	<10>	<11>	12	13
14	○15	16	17	18	19	20
21	22	23	24	***25***	26	27
28	29	30	31			

JANUARY 2015

S	M	T	W	T	F	S
				1	2	3
4	**[5]**	**6**	**7**	**8**	**9**	10
11	**12**	**13**	**14**	**15**	**16**	17
18	***19***	**20**	**21**	**22**	**23**	24
25	**26**	**27**	**28**	**29**	**30**	31

FEBRUARY

S	M	T	W	T	F	S
1	**2**	**3**	**4**	**5**	**6**	7
8	**9**	**10**	**11**	**12**	**13**	14
15	***16***	**17**	**18**	**19**	**20**	21
22	**23**	**24**	**25**	**26**	**27**	28

MARCH

S	M	T	W	T	F	S
1	**2**	**3**	**4**	**5**	**6**	7
8	**9**	**10**	**11**	**12**	**13**	14
15	**[16]**	(17)	<18>	<19>	<20>	21
22	23	○24	25	26	27	28
29	**[30]**	**31**				

APRIL

S	M	T	W	T	F	S
			1	**2**	**3**	4
5	**6**	**7**	**8**	**9**	**10**	11
12	**13**	**14**	**15**	**16**	**17**	18
19	**20**	**21**	**22**	**23**	**24**	25
26	**27**	**28**	**29**	**30**		

MAY

S	M	T	W	T	F	S
					1	2
3	**4**	**5**	**6**	**7**	**8**	9
10	**11**	**12**	**13**	**14**	**15**	16
17	**18**	**19**	**20**	**21**	**22**	23
24	***25***	**26**	**27**	**28**	**29**	30
31						

JUNE

S	M	T	W	T	F	S
	1	**2**	**3**	**4**	**5**	6
7	**[8]**	(9)	<10>	<11>	<12>	13
14	15	○16	17	18	19	20
21	**[22]**	**23**	**24**	**25**	26	27
27	**29**	**30**				

JULY

S	M	T	W	T	F	S
			1	**2**	***3***	4
5	**6**	**7**	**8**	**9**	10	11
12	**13**	**14**	**15**	**16**	17	18
19	**20**	**21**	**22**	**23**	24	25
26	**27**	**28**	**29**	**30**	31	

AUGUST

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	7	8
9	**10**	**11**	**12**	**[13]**	14	15
16	17	○18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/8 to 11/5 Drops show as W
After 11/13 Drops show as Z, NC or V
10/28 Last day for P/NC option

FALL QUARTER

9/1	Labor Day (campus closed)
9/17	Opening Week Begins
9/24	Instruction Begins
11/11	Veterans' Day (campus closed)
11/27 & 28	Thanksgiving (campus closed)
12/5	Instruction Ends
12/8	Prep Day
12/9, 10 & 11	Exams
12/15	Grades Due
12/25	Christmas (campus closed)

1/20 to 2/18 Drops show as W
After 2/18 Drops show as Z, NC or V
2/6 Last day for P/NC option

WINTER QUARTER

1/1	New Year's (campus closed)
1/5	Instruction Begins
1/19	M. L. King Jr. Day (campus closed)
2/16	Presidents' Day (campus closed)
3/16	Instruction Ends
3/17	Prep Day
3/18, 19 & 20	Exams
3/24	Grades Due

4/13 to 5/11 Drops show as W
After 5/11 Drops show as Z, NC or V
5/1 Last day for P/NC option

SPRING QUARTER

3/30	Instruction Begins
5/25	Memorial Day (campus closed)
6/7	**Commencement**
6/8	Instruction Ends
6/9	Prep Day
6/10, 11 & 12	Exams
6/16	Grades Due

7/1 to 7/22 Drops show as W
After 7/22 Drops show as Z, NC or V
7/16 Last day for P/NC option

SUMMER QUARTER

6/22	Instruction Begins
7/3	Fourth of July (campus closed)
8/13	Instruction Ends (Exams on last day of class)
8/18	Grades Due

SHORELINE COMMUNITY COLLEGE **TAB 4**
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MAY 28, 2014

ACTION

Subject: Renewal of First-Year Tenure Track Faculty Candidates

Background

Under separate cover the Board received copies of the appointment review committees' evaluations for two first-year tenure track faculty candidates.

Under separate cover the Board received a May 22, 2014 letter from Interim President Daryl Campbell and Interim Vice President for Academic and Student Affairs Alison Stevens recommending the renewal of the tenure track faculty candidate contracts for the 2014-2015 academic year.

Listed below are the tenure track faculty candidates and committee chairs.

Faculty Member	Discipline/Area	Years on Probation	Committee Chair
Karen Bretz	ESL	1	Daina Smuidrins
Annamaria Winters	ESL	1	Jo McEntire

Recommendation

At this time the Board may consider taking action on the tenure track faculty candidates.

Prepared by: Alison Stevens, Ph.D.
Interim Vice President for Academic and Student Affairs
Shoreline Community College
May 22, 2014

SHORELINE COMMUNITY COLLEGE **TAB 5**
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MAY 28, 2014

ACTION

Subject: Tenure Consideration

Background

Under separate cover the Board received copies of the appointment review committee's report and recommendation for one third-year faculty candidate.

On May 22, 2014 the Board met in executive session with the faculty chair of one appointment review committee to review and discuss the third year Appointment Review Committee report.

Faculty Member	Discipline/Area	Committee Chair(s)
Delores ("Lori") Stephens	Nursing	Sue Seegers

Recommendation

At this time the Board has three options: 1) to grant tenure, 2) to deny tenure, or 3) to take no action, which results in a passive granting of tenure.

Prepared by: Alison M. Stevens, Ph.D.
Interim Vice President for Academic and Student Affairs
Shoreline Community College
May 16, 2014

SHORELINE COMMUNITY COLLEGE **TAB 6**
DISTRICT NUMBER SEVEN
BOARD OF TRUSTEES
REGULAR MEETING OF MAY 28, 2014

REPORT

Subject: **Institutional Assessment**

Attachments

•Fall to Winter Retention (Blue Sheets)

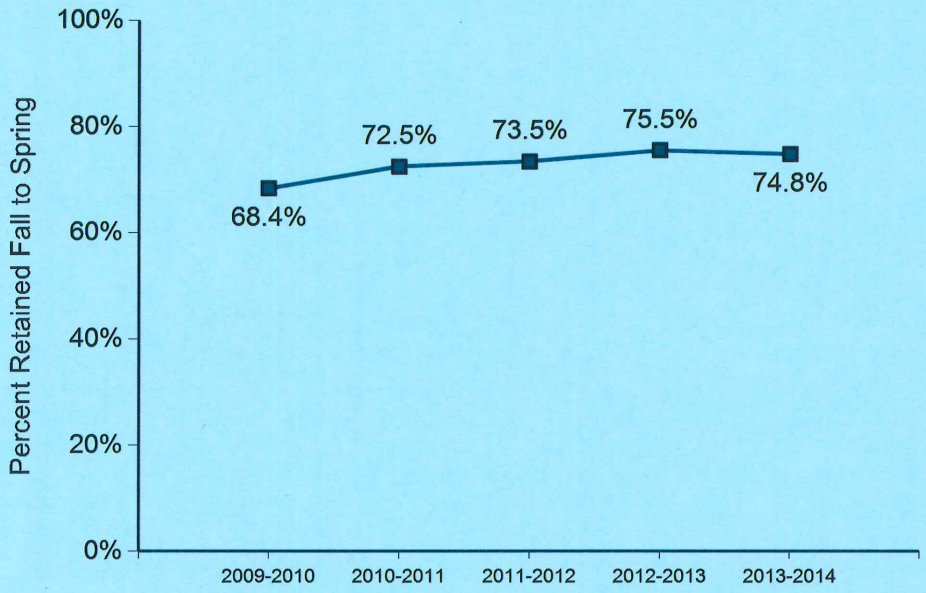
•Fall to Spring Retention (Green Sheets)

Prepared by: Bayta Maring
Director of Institutional Research
Shoreline Community College
May 21, 2014

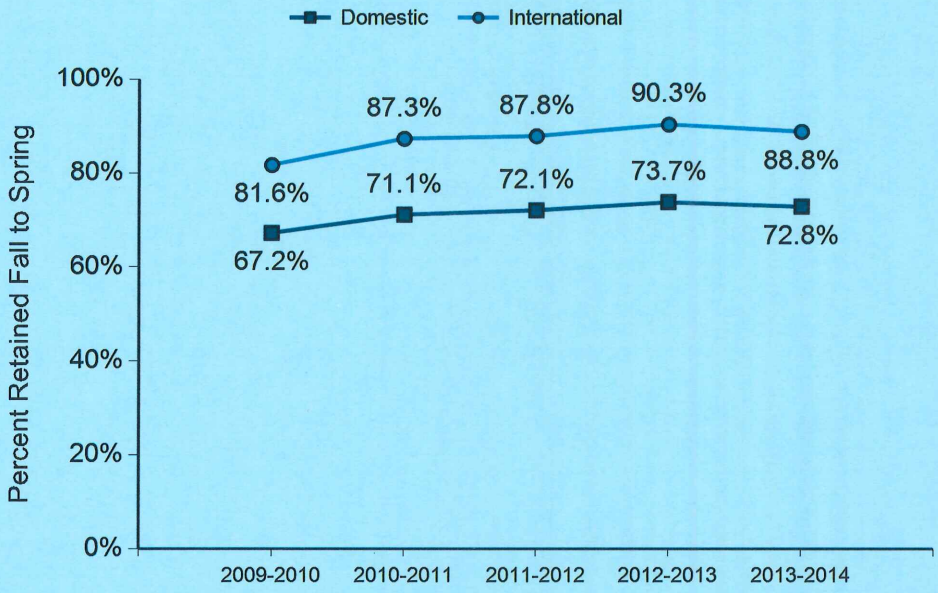
Fall to Winter Retention

College Priorities (Strategic Goal 1.3)

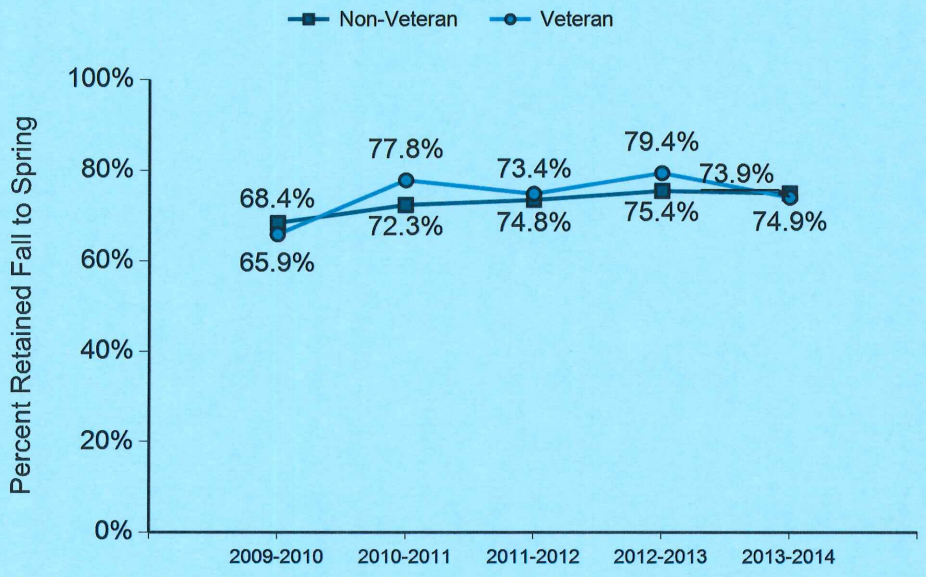
All Students



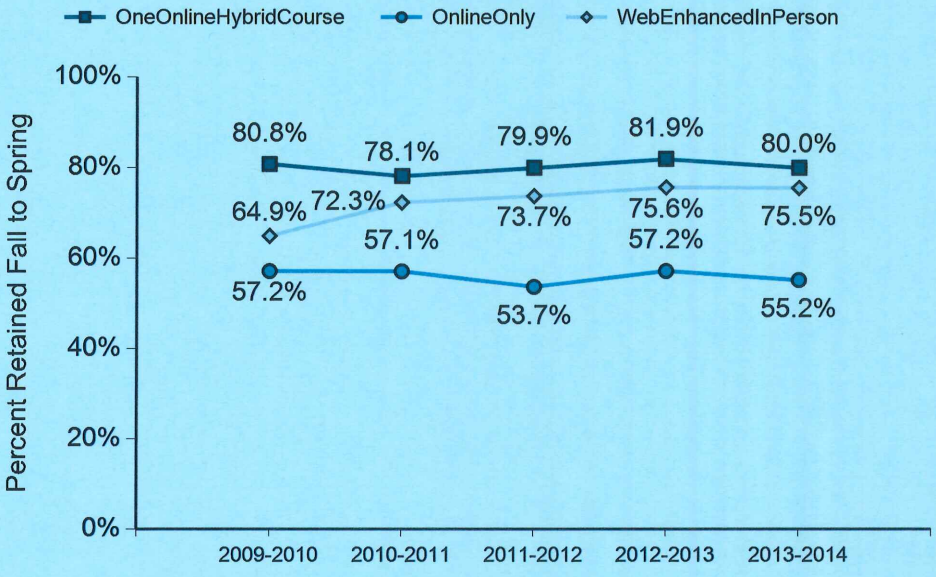
International Student Status



Veteran Status



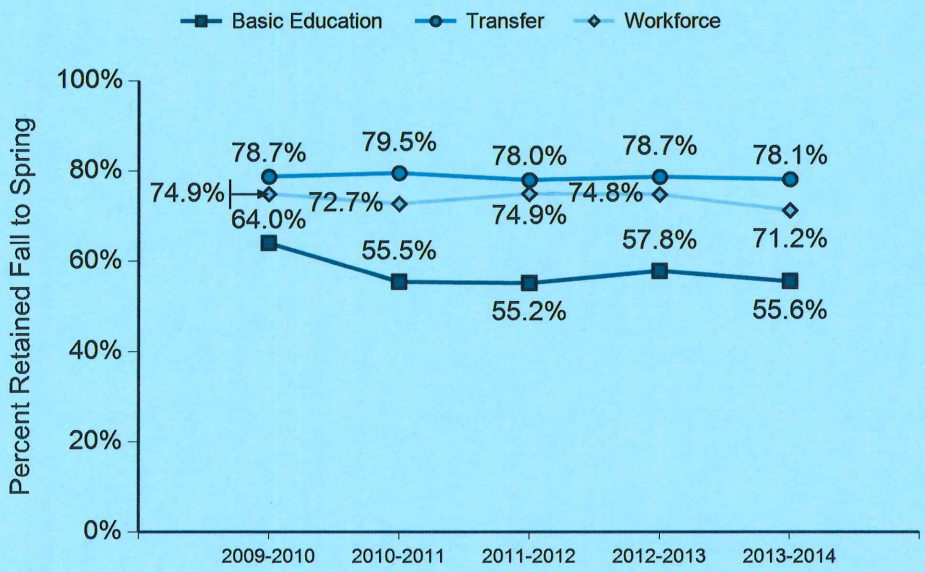
eLearning



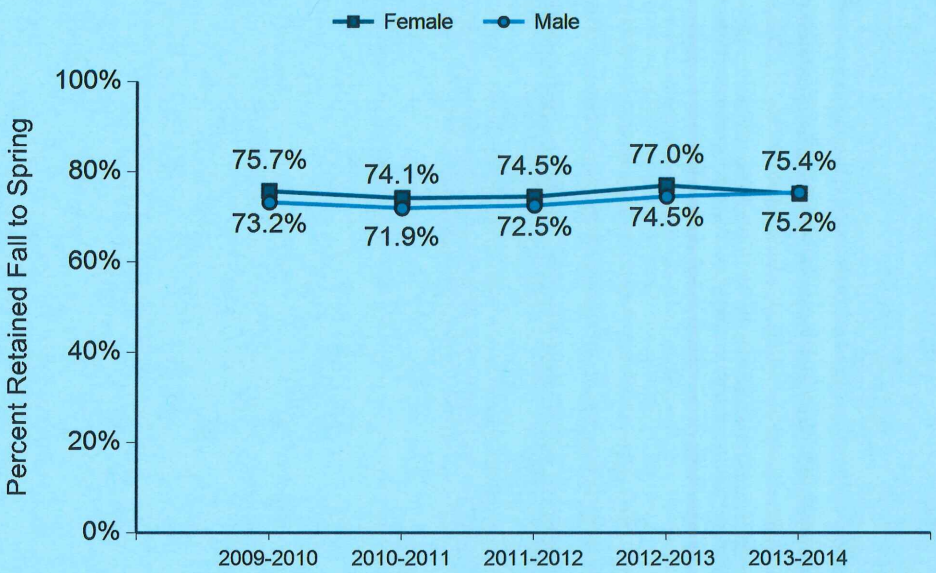
Fall to Winter Retention

Student Demographics

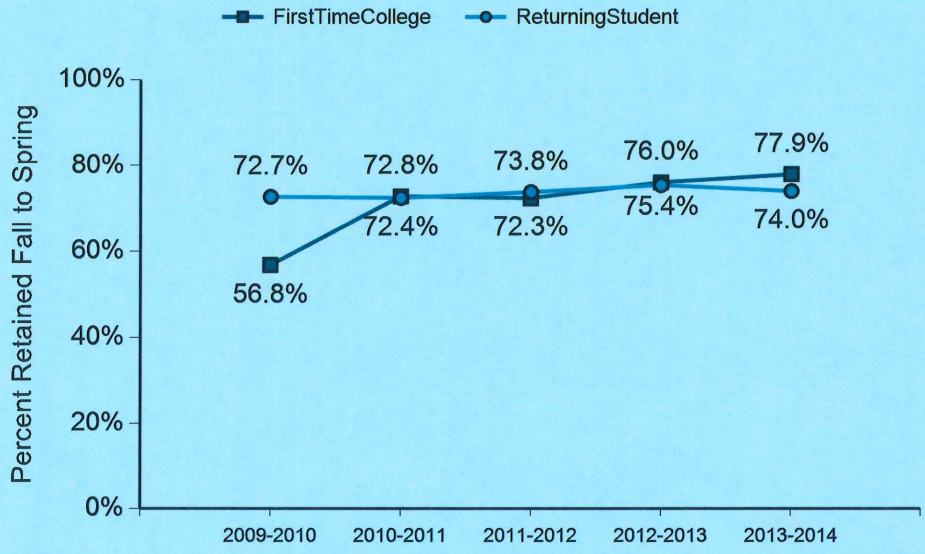
Program Type



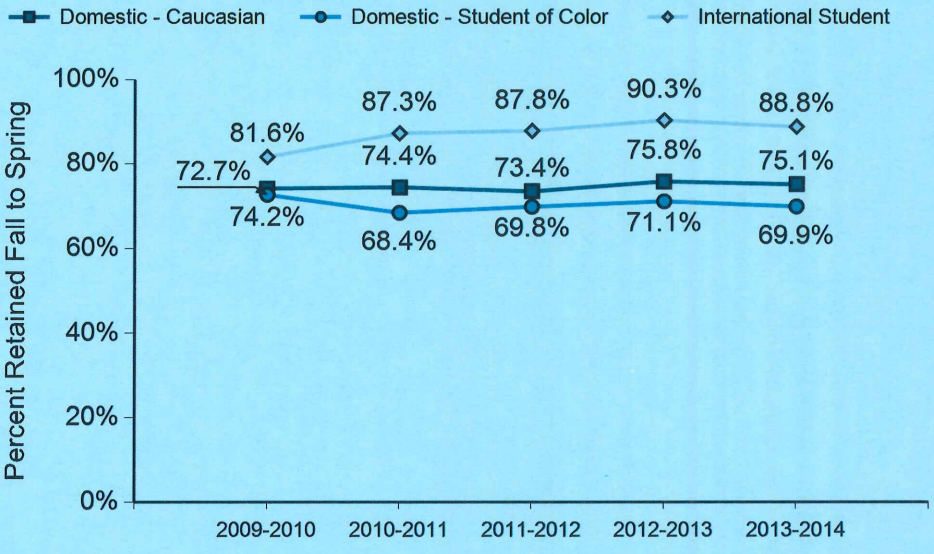
Sex



First-time/Returning



Race/Ethnicity

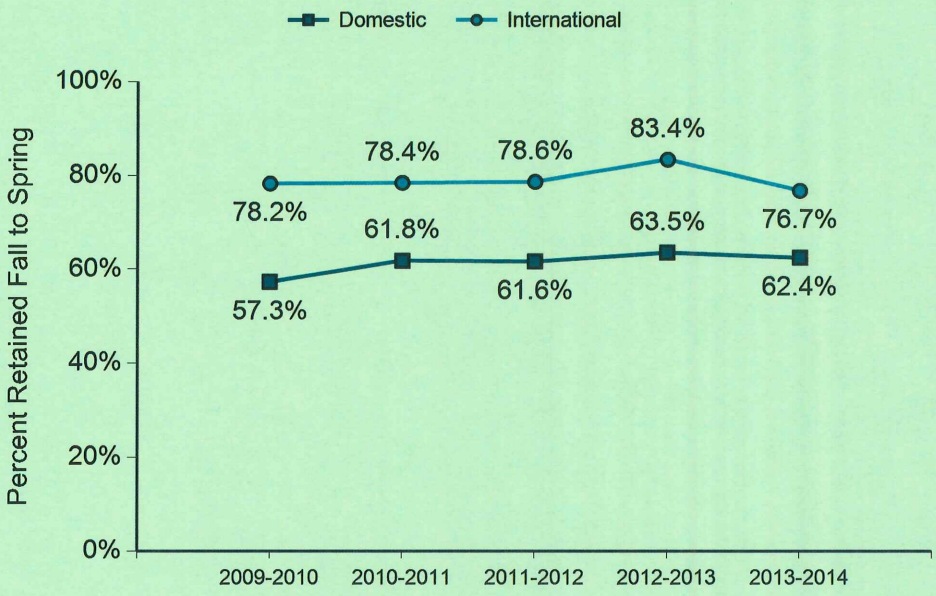


Fall to Spring Retention

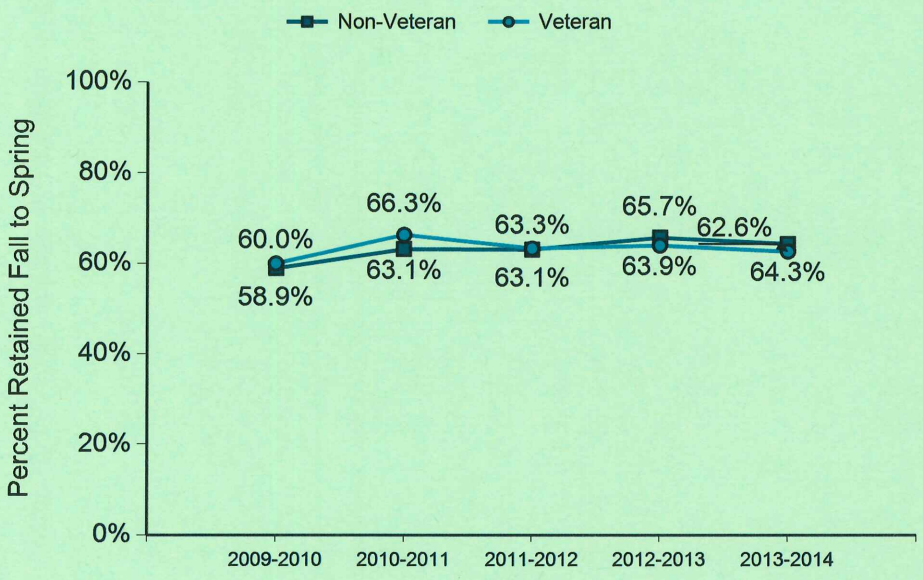
College Priorities (Strategic Goal 1.3)

All Students

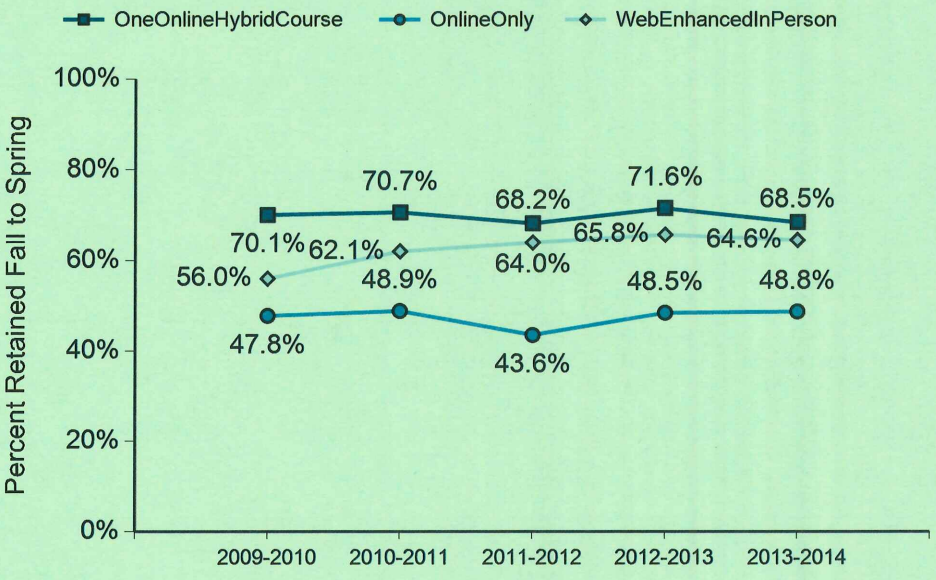
International Student Status



Veteran Status



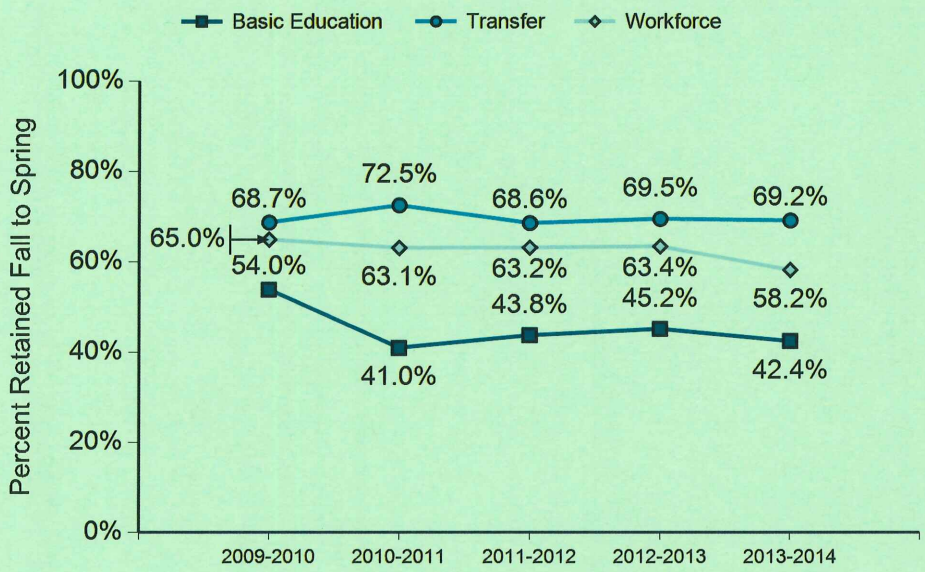
eLearning



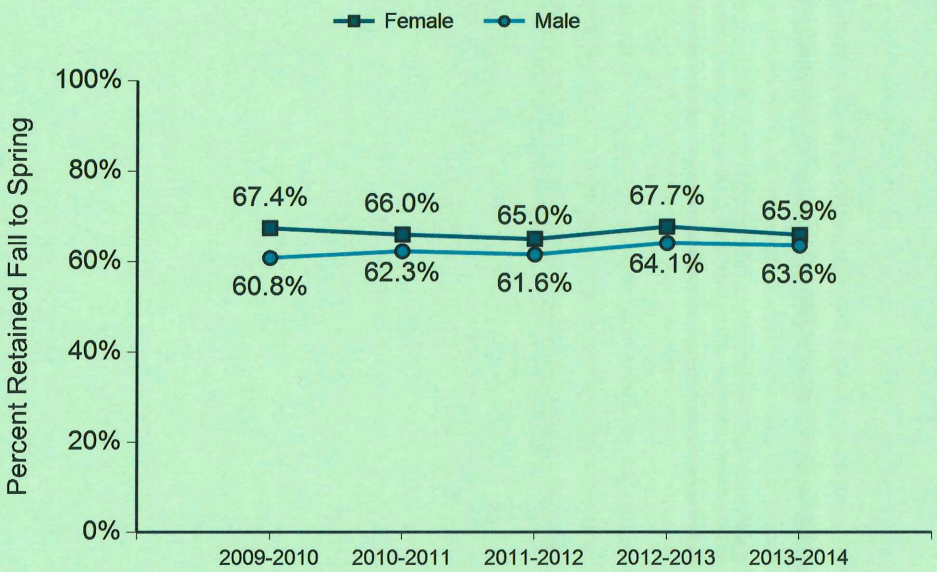
Fall to Spring Retention

Student Demographics

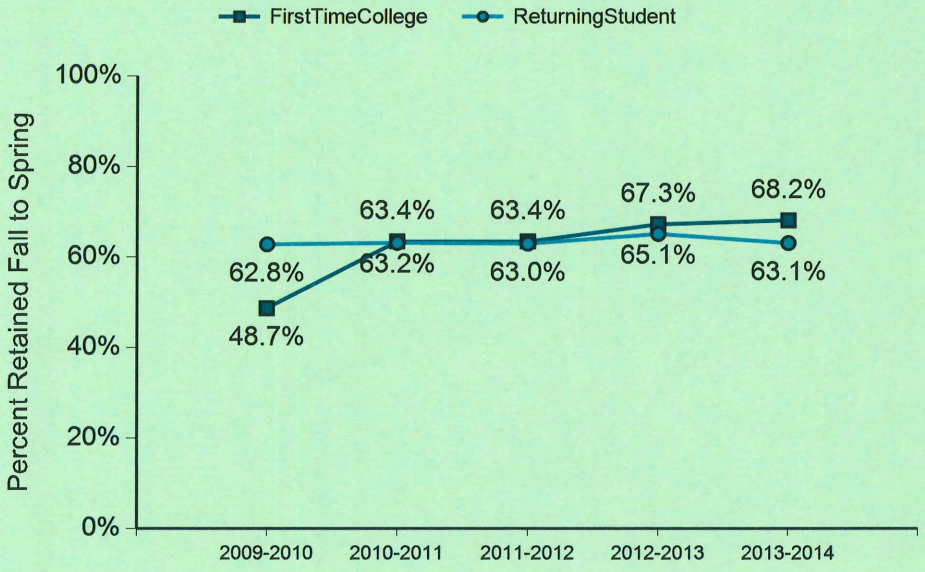
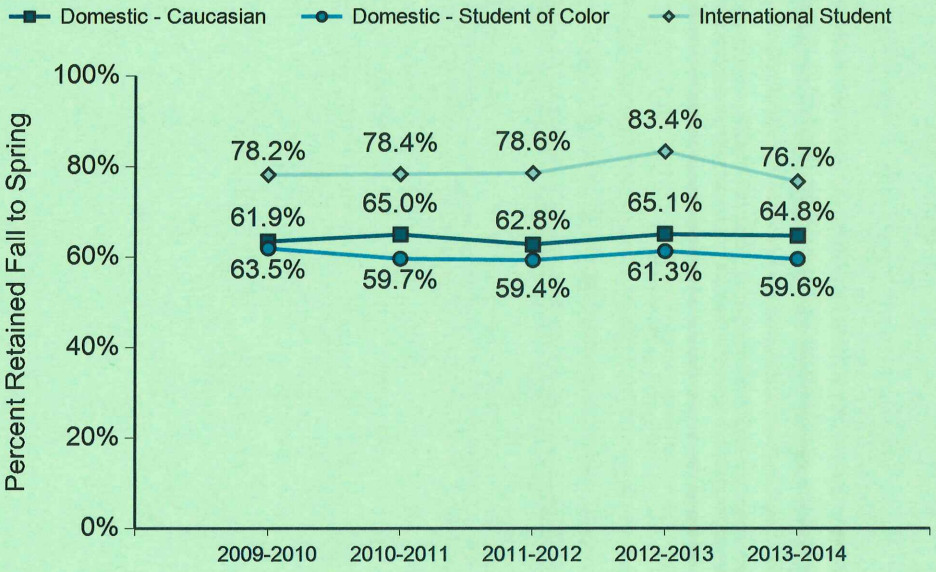
Program Type



Sex



First-time/Returning



Race/Ethnicity