1. CALL TO ORDER AND DETERMINATION OF QUORUM

Chair Heidi Heywood called the regular workshop of the District 13 Board of Trustees to order at 8:35 a.m., on Wednesday, July 21, 2010, in room 148 of the Main Building at Lower Columbia College. When the meeting was called to order, the following individuals were present; there was a quorum.

BOARD OF TRUSTEES: Mindi Linquist
Thy Vo
Heidi Heywood
Max Anderson

COLLEGE PRESIDENT: Jim McLaughlin

Others in attendance: Ellen Peres, Laura Brener, Sue Groth, and Linda Clark

2. APPROVAL OF AGENDA

MOTION: By Max Anderson, seconded by Thuy Vo,

That the agenda be approved as presented.

MOTION CARRIED unanimously.

3. CONSENT AGENDA - The following consent items were offered for the Board's consideration.

3A. Minutes of the June 16, 2010 Board meeting

MOTION: By Max Anderson, seconded by Mindi Linquist,

That the consent agenda be approved as presented.

MOTION CARRIED unanimously.

4. **COLLEGE INPUT**
    4A. President's Report – President McLaughlin reported that the College is in the midst of yet again a record enrollment quarter. On the other side of the coin, word has come down from the State Board that more funding cuts are on the way, which may necessitate cutting some future services. The gymnasium flooring project has been delayed until next year to minimize disruptions of athletic events. The remodel projects at Head Start and in the Admissions Building are underway, as is the upgrade of our new computer core. The self-study is progressing well for the October accreditation visit, and will be online soon for review.

5. **SELF-MONITORING**
    5A. Self-Evaluation – The self-evaluation instruments provided an opportunity to discuss the Board's process and performance as outlined in Board policy.
    5B. Review of College Direction – President McLaughlin explained that this topic provides a free form discussion on what the college should be doing, especially in light of a $3 million dollar budget reduction in the past twenty months. What should the focus be? What does the community want and need? The Board identified these items as the most critical: Respond to instruction and community needs, and continue ongoing education and partnerships with the local high schools.

6. **BOARD BUSINESS/INFORMATION ITEMS**
    6A. Perspective of Statewide Policy and Budget Issues for TACTC
    Several urgent matters are facing Community College Boards in the state system, such as: diminishing revenue sources for community and technical colleges, eLearning enhancements, and difficult budget priorities. The TACTC Board of Directors wants to stimulate open, active discussions and to solicit comments from local Boards to respond to the request for Trustees' perspective on the formulation of various statewide policy and budget issues. The Board, President, and Vice Presidents discussed the following questions:
    1. Should the state FTE-based funding formula be modified to reflect system priorities such as retention, worker retraining or student achievement? Is your college willing to give up some local flexibility if the net result is more funding per student?
    2. If new funds are not forthcoming to increase options for e-learning and administrative computing, would your Board favor redirection of a portion of the capital budget in order to purchase necessary technology at the statewide, regional or local level for system replacement or enhancement?
    3. What noteworthy innovations in classroom instruction or student services has your college adopted in the past two years? In the past two years, what best practices have you adopted from other colleges in the CTC system? From colleges outside the state of Washington? Are there innovations or ideas you gleaned from TACTC conferences that have been discussed with your college administration? Which ones?
    4. Access continues to be our highest priority. What effect has dramatic enrollment increases had in impacting access?

    [See attachment A for answers)

6B. Review Tenure Process – The Trustees reviewed a communiqué from Assistant Attorney General, Bonnie Terada regarding their role in the tenure review process. Concern was expressed about the lack of documentation in regards to fundamental performance and collegiality issues. Laura Brener explained that the current process provides written comments only from the Tenure Review Committee, but may soon contain a written comment from the appropriate dean; oral comments are presented during executive session by the Deans and Vice President.

7. COMMUNITY LINKAGES

7A. Joint Board Meetings with local school Boards – The Board reviewed the past three year's joint meetings with the Kelso and Longview School Boards and the continued need for all Boards to work together on critical educational issues. Consider the possibility of future meetings being more of a reception as opposed to a business meeting.

8. PUBLIC COMMENT – None

9. INSTITUTIONAL MONITORING

9A. Report of Annual Accomplishments for 2009-2010 – President McLaughlin presented the 2009-2010 report of annual accomplishments. Lower Columbia College completed its 75th year serving a record number of students and celebrating the largest graduating class in College history. The 2009-2010 academic year was unique in several ways; some that were anticipated given the economic climate but also in unexpected responses to the most challenging circumstances since LCC's founding during the Great Depression. High unemployment continued to drive enrollments up to 3,734 annualized FTE, a 48% increase over our state-funded target of 2,500 FTE. Faculty and staff responded and served all of our students well, although not without some challenges and heartaches. Despite more than $2 million in cuts to state funding and a hiring freeze, staff and faculty found innovative ways to meet the demand for both services and classes without turning away a single student. The value of our investments in infrastructure was clearly evident this year, particularly in technology improvements and training from the Title III grant. Online courses through the ANGEL system, and services such as electronic Financial Aid records and the new FAM Portal, enabled us to serve record enrollments efficiently.

President McLaughlin also discussed the key "plus and minus" issues of last year, and priority goals for 2010-2011.

10. EXECUTIVE SESSION – President's Evaluation/Contract Consideration – At 12:20 p.m., Chair Heywood called for a 20-minute executive session to discuss personnel; specifically evaluation and contract consideration for the president -- **Action anticipated.** Nolan Wheeler was called to participate in the executive session.

11. **ADJOURN EXECUTIVE SESSION** – Chair Heywood reopened the public meeting at 12:40 p.m.

12. **[ACTION] As a Result of Executive Session**

    MOTION: By Max Anderson, seconded by Mindi Linquist

                     That the appointment of Dr. James L. McLaughlin as President of Lower Columbia College continue per its current terms plus an additional two weeks vacation, effective September 1, 2010. Annual salary to remain at one hundred sixty-five thousand two hundred forty dollars & 00/100 ($165,240). The additional five days of Personal Leave to be used by August 31, 2011. The three additional weeks of annual leave will be allowed to accrue.

    MOTION CARRIED unanimously.

13. **ADJOURNMENT** – With no further business, the meeting was adjourned at 1:15 p.m.

    MOTION: By Max Anderson, seconded by Thuy Vo,

                     That the meeting be adjourned.

    MOTION CARRIED   unanimously.

_____
James L. McLaughlin, Secretary

1) **Should the state FTE based funding be modified to reflect system priorities such as retention, worker retraining or student achievement? Is your college willing to give up some local flexibility if the net result is more funding per student?**

   The current FTE-based funding provides unrestricted funds that allow colleges to respond to local needs and services, which is critical to the mission of our community college system; however we believe the FTE-based funding should be modified so that all colleges (large and small) are on a level playing field.

   Certain initiatives, such as the performance-based Student Achievement program, have proven beneficial to student success when funding is focused on efficiency and effectiveness (courses passed, degree earned, test results, etc.) and may provide a continuous funding source for high-performing programs. We are concerned, though, that more "earmarked" funds from the State equates to more detailed reporting from an already overworked staff.

2) **If new funds are not forthcoming to increase options for elearning and administrative computing, would your board favor redirection of a portion of the capital budget in order to purchase necessary technology at the statewide, regional or local level for system replacement or enhancement?**

   Technology should become as important as bricks and mortar. The increasing use of and dependence on computers/technology both in and out of the classroom <u>requires</u> ongoing support, maintenance, and upgrading. To not do so would be result in ill preparing students for the challenges they will face when they transfer to a baccalaureate or enter the job market.

   Technology upgrading is EXPENSIVE, and we have concern that taking it all out of the capital budget may drastically impact future building projects. Put local technology funding at the forefront to maintain and enhance e-learning. System-wide upgrades or enhancements should be one-time expenditures.

3) **What noteworthy innovations in classroom instruction or student services has your college adopted in the past two years?   In the past two years, what best practices have you adopted from other colleges in the CTC system? From colleges out the state of Washington? Are there innovations or ideas you gleaned from TACTC conferences that have been discussed with your college administration? Which ones?**

   - Noteworthy classroom innovations:
     - Integration of Information Literacy into all levels of Basic Skills and Developmental Education
     - Development of a one-year Associate Degree (Transfer Express)
     - Development and implementation of the first academic I-BEST program in Washington State contextualizing basic skills and developmental English with college level Humanities to move students further faster. This is being expanded in 2010-11 to include English contextualized with college level speech and developmental math contextualized with college level science
     - Change of CEO Foundations quarter to be theme based contextualizing basics skills development

- o Development and implementation of the Integrated College Experience WorkFirst program providing TANF students with a rigorous college prep experience
  - o Complete reform of pre-college math curriculum (Gates foundation): Development of the ECE I-BEST pathway to include developmental barrier classes. This is supported by a Gates Foundation Grant through SBCTC. Math faculty are engaged in curriculum reform, a process informed at least in part by statewide discussions of core competencies and funded through a Gates grant via the SBCTC
  - o We are implementing Quality Matters review for our DE and hybrid courses
  - o Web enhancements for traditional face-to-face courses has increased significantly, especially in areas like business, computer science, and manufacturing. The variety of supplemental materials enhances textbooks and in many cases simulates the way information sources are used on the job.
  - o The use of e-texts (like Flatworld) has been piloted.
  - o The development a prototype website for professional technical programs featuring some open courseware is under way. The site will be used to enhance instruction, facilitate recruiting, and familiarize employers with program curricula and skill standards.
- Innovations adopted from other system colleges:
  - o GED Fast Track - this was modeled after Centralia's highly successful program
  - o We are developing an associate degree in nursing as a transfer degree (based on Centralia CC)
- Noteworthy innovations in Student Services
  - o Implemented Document Imaging, providing paperless records in certain functions
  - o Implemented a NelNet system so students can pay tuition in more bite-sized payments during each quarter
  - o Began implementation of Direct Lending in Financial Aid
  - o Increased retention through part-time Ed Planners
  - o Provide a Career Center to help students find work and for employers to find workers
  - o Established an Online Advising System, and instant uploads of schedule changes

4) **Access continues to be our highest priority. What effect has dramatic enrollment increases had in impacting access**?

At Lower Columbia College, we have served ALL students, although they may not get their first choices--we haven't turned any students away. What we're finding increasingly difficult is getting new part-time instructors to accommodate this high level of enrollment in our rural area.