

SEATTLE COLLEGES DISTRICT BOARD OF TRUSTEES
May 13, 2021

STUDY SESSION	2:00 p.m.	Zoom
REGULAR SESSION	3:00 p.m.	Zoom

STUDY SESSION AGENDA

- 2:00 p.m. EXECUTIVE SESSION**
Exception (2) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;
- 2:20 p.m. OPEN SESSION**
- A. Accreditation Assessment update
 - B. 21-22 Budget update

REGULAR MEETING AGENDA

3:00 p.m. CALL TO ORDER

3:00 p.m. LAND ACKNOWLEDGMENT

*Valerie Hunt, Associate Vice President of Equity, Diversity and Inclusion,
Seattle Central College*

3:00 p.m. ACTION / Approval of Agenda

Tab 1

3:05 p.m. PUBLIC COMMENTS

The Seattle Colleges Board of Trustees welcomes students, employees, and community partners to address the Board during the Public Comment period specified on the Agenda. The Board provides 15 minutes for public comments, which may be adjusted at the discretion of the Board Chair.

Each speaker has 3 minutes to address the Board, and speakers are encouraged not to repeat the same issue that a previous speaker has already raised. Advanced sign-up for oral comments is requested by emailing Rebecca.Hansen@seattlecolleges.edu. Additional commenters will only be called upon during the meeting as time allows. If there is not enough time for all speakers, commenters will be encouraged to submit a written statement or be put on the list for oral comments at the next public meeting.

In addition, written statements are accepted by Rebecca Hansen at any time. All written statements received by noon on the Friday before the Regular Board of Trustees meeting will be published in the public packet. Written statements received after that date and time will be added to the Board packet and transmitted to the Board for the following Board meeting.

The Board functions at the policy level while daily operational matters are delegated to the district and college management team. It is, therefore, not the practice of the Board to respond specific to operational issues during Public Comment period.

3:20 p.m. PRESENTATION

Tab 2

*Partnerships at Seattle Central: Springboard8 partnership with Slalom Consulting
Presenter: Jessica Norouzi, Executive Director, Office of Strategic Partnerships*

3:35 p.m. ACTION ITEMS

A. Minutes from April 8, 2021

Tab 3

3:40 p.m. INFORMATION ITEM

- | | |
|---|--------------|
| A. Policy 305, Admissions – First Reading | Tab 4 |
| B. Seattle Colleges Strategic Plan update | Tab 5 |
| C. Seattle Colleges Equity Plan – First Reading | Tab 6 |

4:10 p.m. ORAL REPORTS Written Reports-Tab 7

- A. Student Board Representatives
 - 1. Maryam Nuraliyeva, Seattle Central College
 - 2. Leah Scott, North Seattle College
 - 3. Mahsa Mohajeri, South Seattle College
- B. Labor Union Representatives
 - 1. Annette Stofer, AFT Seattle Community Colleges
 - 2. Diane Ellis, WFSE
 - 3. Cody Hiatt, AFT-SPS
- C. Chancellor’s Report
- D. Chair’s Report
- E. Trustees
- F. College Presidents, Vice Chancellors
 - 1. Chemene Crawford, Interim President of North Seattle College
 - 2. Sheila Edwards Lange, President of Seattle Central College
 - 3. Rosie Rimando-Chareunsap, President of South Seattle College
 - 4. Kurt Buttleman, Vice Chancellor of Academic and Student Success
 - 5. Jennifer Dixon, Vice Chancellor of Human Resources
 - 6. Choi Halladay, Vice Chancellor of Finance and Operations
 - 7. Kerry Howell, Vice Chancellor of Advancement
 - 8. Cindy Riche, Associate Vice Chancellor and Chief Information Officer

5:00 p.m. ADJOURNMENT

The next meeting of the Board of Trustees will be held on Thursday, June 10, 2020 at North Seattle College. There will be a Study Session at 1:30 p.m., and the Regular Meeting will follow at 3:00 p.m.

EXECUTIVE SESSIONS

An executive session may be held for one or more of the following purposes: (1) To receive and evaluate complaints against a public officer or employee; (2) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee; (3) To discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequence to the district; (4) To consider, as a quasi-judicial body, a quasi-judicial matter between named parties; (5) To consider matters governed by the administrative procedure act, chapter 34.05 RCW; and/or (6) To plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposals made in on-going negotiations or proceedings.

Seattle Central College Office of Strategic Partnerships



SEATTLE CENTRAL
COLLEGE

Overview

- Office of Strategic Partnerships snapshot
- Partnerships at Seattle Central
- Partnership highlight: Springboard8 partnership with Slalom Consulting
- Q&A

Office of Strategic Partnerships

The mission of the Office of Strategic Partnerships is to **connect with our community and build relationships that increase education access, close racial and economic opportunity gaps and empower each student to succeed.**



OSP team structure

- Deepens relationships and friend-raising
- Builds capacity for alumni, retiree, volunteer and special events
- Aligns our external image and increases visibility
- Strengthens our Central to Community campus identity
- Incorporates new ways of contributing to enrollment and student success



OSP Key organizational outcomes (2019-2024)



- Establish and deepen institutional **partnerships**
- Engage key **stakeholders**
- Elevate college's **image and reputation**
- Contribute to increased student **enrollment, success & equitable outcomes**
- Support building campus culture, **connectivity and community** involvement.

Partnerships

Contribute to Seattle Colleges Strategic Priorities:

- Make education more accessible and increase enrollment (**#1 Student Success & #2 EDI**)
- Improve student retention, completion and outcomes (**#1 Student Success**)
- Aim to close opportunity gaps by race and income (**#2 EDI**)
- Make our institution more equitable, diverse and inclusive (**#2 EDI**)
- Enhance the student learning experience (**#3 Organizational Excellence**)
- Build the college's brand and visibility in the community (**#4 Partnerships**)
- Generate essential resources for the college and students (**#4 Partnerships**)

Partnership Highlight

Slalom Consulting





springboard [spring-bawrd, -bohrrd]

something that supplies the impetus or conditions for a beginning, change, or progress; a point of departure:



What's the goal?



Narrow the College Completion Gap

Increase the likelihood of students graduating or transferring and narrow the 3-year completion gap between black males and white peers.



Additional Social Impact Goals



Pay-it-forward

Foster servant leadership in our community



Diverse Talent

Increase pipelines for non-traditional or underrepresented candidates in the community



springboard8

The players



Team: a team of students and coaches



Coach: business leader

A leader who is passionate, successful and well-connected. Someone to support you in reaching & realizing your goals.



Coach: young professional

Someone who can serve as an additional mentor and support, making connections or just listening.



Ref: SCC support

Staff at SCC who will help connect you to resources (e.g. tutoring, financial aid, etc.) and check in on how things are going.

The Get – a supportive team

Community and Belonging

- How's it going?
- Challenges?
- Team discussion

Financial Incentives & Awards

- Meet credit milestones = \$
- Complete = \$

Skill-building & Learning

- Career path guidance
- Self-reflection & goals
- Time management
- Help building a professional network
- Networking & job matching support
- TBD topics of team interest



The Give – ongoing connection



Commit to showing up for, and supporting, your team



5 x per quarter

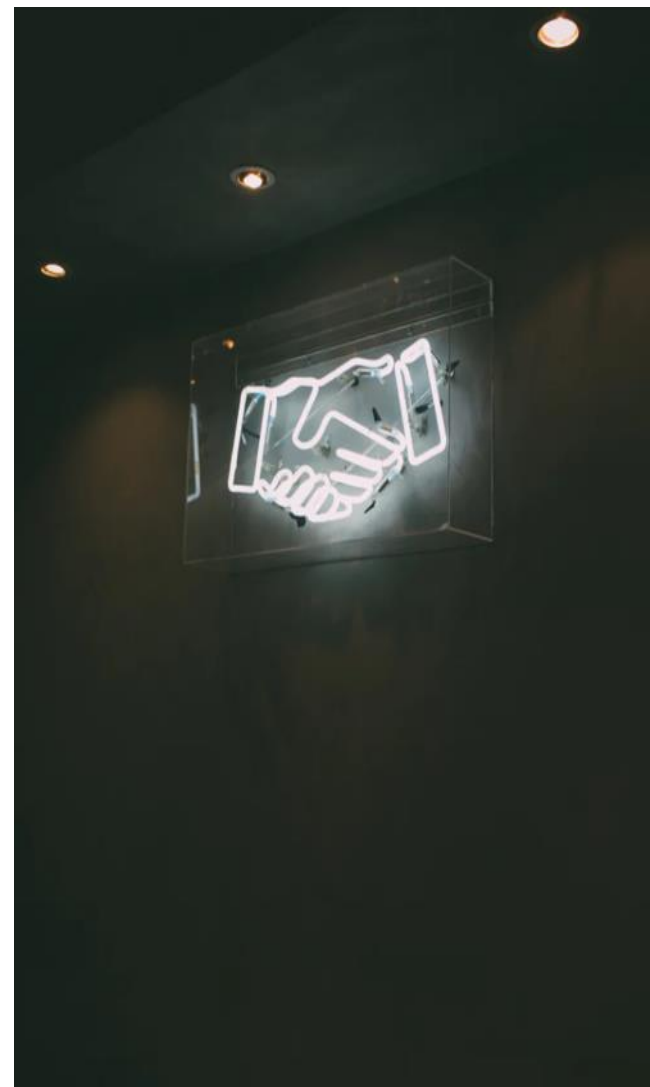


Connect with your accountability buddy



Weekly

Note: Other optional activities may include panels, guest speakers, quarterly networking, and other events.





Springboard8 Pilot

3 Month Impact

20	Students engaged in SB8 Winter/Spring Quarter
100%	Retention (+1 transfer) Winter to Spring Quarter - Half shared would not be here if it wasn't for SB8
73%	Enrolled full-time Spring Quarter
4	Re-enrolled because of SB8
1	Hired by Slalom
53%	In STEM / IT field
\$400K+ pledged	From Slalom and other donors like AWS

”

I always wanted to pursue my bachelor's degree in computer science but [due to financial and immigration reasons]...I felt like my goal was unattainable in a near future... **Learning about the Springboard8 opportunity** has made me rethink my decision and **gave me hope.**

We're motivating students to pursue their dreams



Future Data Scientist

"Just wanted to **say thank you for connecting me with Nathaniel**. He is such a great guy. We met last week, and I think we connected. He even shot me a text to remind me today's meeting." – NA



Future Business Manager

"Anytime I'm in a meeting, [my coach] asks me deeper questions that I've never thought about. He helps me to think about things, clear my mind." – CL



Future Tech Entrepreneur

"I'm grateful for having a strong community who is willing to share their experiences. it **helps reinforce our desire to succeed**" – MC



Future Financial Investor

"I appreciate you helping me stay on top of things as well. **Makes me feel less alone.**" – LP



I truly appreciate the work you all provide for molding Springboard8 into a **strong well- represented program for SCC students of color.**

Last November, I applied for this program with little knowledge of what to expect. My main goal was to find a **community** of students go **grow with** and become **encouraged and inspired with.**

My first impression of Springboard8 was of you folks....a team of **real-world professionals with varying backgrounds openly and honestly sharing your experiences and offering so much hope** for us students who are **working to make our dreams/careers come true.**

Thank you for **having our backs throughout this process** and thank you for being **willing to help us succeed** by sharing your knowledge and expertise along with consistent thought- provoking feedback.



What is next for SB8?

➤ **Near-term:**

Launching cohort #2 Fall 2021

➤ **Longer-term:**

Expansion >>

More companies? More groups?

More schools?



Questions?

SEATTLE COLLEGES DISTRICT BOARD OF TRUSTEES
April 8, 2021
MINUTES

STUDY SESSION	1:30 p.m.	Zoom
REGULAR SESSION	3:00 p.m.	Zoom

STUDY SESSION AGENDA

EXECUTIVE SESSION

Chair Hill called a 30-minute Executive Session beginning at 1:34pm.

A. Negotiations Update

Exception (6) To plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposals made in on-going negotiations or proceedings.

OPEN SESSION

Chair Hill welcomed participants to the open session at 2:06pm.

A. Budget Retreat Review, continuation of discussion

Chancellor Pan shared a summary of major discussion points from the budget retreat. The program mix and cost per FTE at each college were discussed. The reserve policy and potential revisions were also discussed.

REGULAR MEETING AGENDA

CALL TO ORDER

Chair Hill called the meeting to order at 3:01pm.

ATTENDANCE

Shouan Pan, Steve Hill, Rosa Peralta, Teresita Batayola, Lousie Chernin, Jennifer Dixon, Choi Hallday, Rebecca Hansen, Lilia Fomai, Becca Chen, Chemene Crawford, Cindy Riche, Sandy Long, erin lewis, Rosie Rimando-Chareunsap, Kurt Buttleman, Malcolm Grothe, Chris Conley, Sheila Edwards Lange, Derek Edwards, Cody Hiatt, Terence Hsiao, Mahsa Mohajeri, Kerry Howell, Steve Leahy, Pete Lortz, Earnest Phillips, Kurt Buttleman Diane Ellis, John Toutonghi, Julianne DeGeyter, Alison Pugh, Johnny Hu, Daniel Cordas, Erin Gibbons, Erin Barzen, Maryam Nuraliyeva, Sayumi Irey, Sharon Spence-Wilcox, Kelda Martsensen, Leah Scott, Lisa Sever, Maureen Shadair, Melody McMillan, Tish Lopez, Annette Stofer

LAND ACKNOWLEDGMENT

Rebecca Hansen gave the Land Acknowledgment.

ACTION / Approval of Agenda

Trustee Chernin made a motion to approve the agenda. Trustee Batayola seconded. The motion passed 4-0.

PUBLIC COMMENTS

Seattle Colleges Board of Trustees welcomes students, employees, and community partners to address the Board during the Public Comment period before the Board conducts its official business. As the Governance body, the Board functions at the policy level. Daily administrative matters are delegated to the district and college leadership team. It is, therefore, not the practice of the Board to respond directly to questions or comments during this portion of the meeting.

The oral public comment period will be limited to 15 minutes, and may be extended at the Chair's discretion, dependent upon the meeting schedule and business on the agenda. Speakers will be limited to 2 minutes per person. Advance sign-up for oral comments is requested by emailing Rebecca.Hansen@seattlecolleges.edu. Additional commenters will only be called upon during the meeting as time allows. If there is not enough time for all speakers, commenters will be encouraged to submit a written statement or be put on the list for oral comment at the next public meeting.

In addition, written statements are accepted by Rebecca Hansen at any time. All written statements received by noon on the Friday before the Regular Board of Trustees meeting will be published in the public packet. Written statements received after that date and time will be added to the Board packet and transmitted to the Board for the following Board meeting.

Helena Ribiero spoke about ctcLink and impacts on Spring enrollment. She also spoke about PT Faculty and student-facing layoffs. She asked the district to right-size priorities and invest in people.

PRESENTATION

Mathematics Co-requisite Redesign & Implementation

Presenter: John Toutonghi, Math Faculty Coordinator, South Seattle College

Presenters shared how they are simplifying the Math pathway to improve outcomes for students. The work is funded by a 3-year grant. Pre-college and college-level Math are offered as corequisites. Completion rates have improved dramatically with the co-requisite model.

ACTION ITEMS

A. Minutes from March 11, 2021

Trustee Chernin made a motion to approve the minutes. Trustee Batayola seconded. The motion passed 4-0.

B. Minutes from March 31, 2021

Trustee Chernin made a motion to approve the minutes. Trustee Peralta seconded. The motion passed 4-0.

C. Emeritus Status: Faculty

Nineteen recently retired Faculty members were recommended for Emeritus Status: Donald Howard, Michael Thompson, Dorrienne Chinn, Robert Dela-Cruz, Timothy Walsh, Arleen Williams, Karl Su, Heidi Lyman, Lawrence Silvermann, Andre Loh, Andrea Levy, Rebecca Boon, Esmaeel Naemi, Vince Offenback, Lidya Minatoya, Julia (Judy) Learn, Karen Stuhldrefer, Larry Hopt, Daniel Jinguji

Trustee Chernin made a motion to approve Emeritus Status for the named faculty. Trustee Peralta seconded. The motion passed 4-0.

D. Emeritus Status: Administrators

Four retired administrators were recommended for Emeritus Status: Mike Lock, Betty Lunceford, Wendy Nagasawa, and Lisa Sever.

Trustee Batayola made a motion to approve Emeritus Status for the named administrators. Trustee Chernin seconded. The motion passed 4-0.

E. WAC 132F-121, Student Activities, Rights, and Discipline- Second Reading

Trustee Chernin made a motion to approve the revised WAC language. Trustee Batayola seconded. The motion passed 4-0.

F. Public Comment Protocol – Second Reading

Trustee Batayola made a motion to approve the public comment protocol. Trustee Chernin seconded. Trustees discussed the protocol and potential changes to the language. Trustee Batayola withdrew her motion to approve. This will be reviewed before being brought back to the Board of Trustees.

INFORMATION ITEM

A. Enrollment and ctcLink

Kurt Buttleman gave an update on ctcLink implementation and impacts on Spring enrollment.

ORAL REPORTS

A. Student Board Representatives

Maryam Nuraliyeva, Seattle Central College, reported on the 21-22 Academic Year budget proposal. The S&A budgets will be presented to the Board for review and request for approval in June. She reported on events that are planned for Spring Quarter. The ASC is also working on revisions to their by-laws and hiring of officers for next year.

Leah Scott, North Seattle College, reported that student leadership is working on hiring student leaders for next year. They've noticed a slowing trend in student engagement. They are focusing on the student blog and affinity groups as ways to increase engagement. They are also working on an equitable S&A budget process for next year. She shared concerns about how students are impacted by ctcLink.

Mahsa Mohajeri, South Seattle College, reported that her team met with VPI Irey and Instructional deans. They have decided to begin meeting with that team quarterly. USA leaders also recently met with President Rimando-Chareunsap and VP Barreintos. They are also working on S&A budgets and by-laws for next year. She finished by talking about addressing racism and violence against Asian people.

B. Labor Union Representatives

Annette Stofer, AFT Seattle Community Colleges, reported that the proposed contract has been disseminated to faculty and a vote is expected in late-April. She also spoke about Spring Quarter enrollment problems related to ctcLink.

Cody Hiatt, AFT-SPS, thanked the trustees for their support for staff working on the ctcLink conversion. He acknowledged difficulties with the launch and how our organization is adapting.

C. Chancellor's Report

Chancellor Pan highlighted a successful virtual Transforming Lives celebration. He also reviewed the results of the FY1920 Audit. He informed the board that the City of Seattle has received federal stimulus funds that may be used in part to support Seattle Promise. Kerry Howell shared an update on the Equity Can't Wait campaign launch and recent contributions. She announced an exciting fundraising partnership with the Seattle Kraken. Steve Leahy gave a legislative report.

D. Trustees

Trustee Chernin encouraged engagement with local candidates for mayor and city council.

Trustee Batayola highlighted successes and gave kudos to the leadership and staff who are leading and working through difficult times.

Trustee Peralta reported on the clean audit and congratulated staff who worked on it.

Chair Hill acknowledged our labor union leaders and is happy that the AFT contract has been negotiated and is moving forward for a ratification vote.

E. College Presidents, Vice Chancellors

Chemene Crawford, Interim President of North Seattle College, shared that NSC is now hosting a vaccination site on campus. She acknowledged the many departments who worked to make this happen.

Sheila Edwards Lange, President of Seattle Central College, reported that Allied Health programs have been supporting the local COVID response. She also shared a follow-up on last year's Accreditation visit and an upcoming site visit with faculty to discuss student learning outcomes. She also reported on passage of the Computer Science Bachelor's authorization. She also gave an update on prison education programs and legislation that expands access and course offerings.

Rosie Rimando-Chareunsap, President of South Seattle College, shared information about the Labor & Education Resource Center at Georgetown and recent policy reports.

Kurt Buttleman, Vice Chancellor of Academic and Student Success, reported on the VCASS quarterly newsletter and the focus on impacts on students. He also reported on progress on eLearning and an upcoming presentation to CEC on the eLearning vision and strategic plan.

Jennifer Dixon, Vice Chancellor of Human Resources, shared thanks for the teams that are working on ctcLink implementation. She reported on training with PERC on mandatory subjects that was well-attended.

ADJOURNMENT

The meeting adjourned at 4:58pm.

The next meeting of the Board of Trustees will be held on Thursday, May 13, 2021 at Seattle Central College. There will be a Study Session at 1:30 p.m., and the Regular Meeting will follow at 3:00 p.m.

EXECUTIVE SESSIONS

An executive session may be held for one or more of the following purposes: (1) To receive and evaluate complaints against a public officer or employee; (2) To evaluate the qualifications of an applicant for public employment or to review the performance of a

public employee; (3) To discuss with legal counsel litigation or potential litigation to which the college is, or is like to become, a party, when public knowledge of the discussion would likely result in adverse consequence to the district; (4) To consider, as a quasi-judicial body, a quasi-judicial matter between named parties; (5) To consider matters governed by the administrative procedure act, chapter 34.05 RCW; and/or (6) To plan or adopt the strategy or position to be taken during collective bargaining, professional negotiations, or grievance or mediation proceedings, or to review proposals made in on-going negotiations or proceedings.

MEMORANDUM

To: Board of Trustees

From: Kurt Buttleman, Vice Chancellor for Academic & Student Success

Date: May 13, 2021

Subject: Policy 305 Admissions Policy – First Reading

Background

This amendment to Policy 305 – Admissions is being recommended to clarify that the Seattle Colleges refrains from high-pressure recruitment tactics such as making multiple unsolicited contacts (3 or more), including contacts by phone, email, or in-person, or engage in same-day recruitment and registration for the purpose of securing US Service member enrollments.

Additionally, this policy provides assurance that Seattle Colleges refrains from providing commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid (including Tuition Assistance funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance.

These clarifications are responsive to a request from the US Department of Defense and will allow us to continue serve active service members through our Memorandum of Understanding with DoD.

Recommendation

It is the recommendation of the administration for the Board of Trustees to review the proposed policy.

Submitted by:



Dr. Kurt R. Buttleman
Vice Chancellor for Academic and Student Success

Transmitted to the Board for Trustees with favorable recommendation.

Dr. Shouan Pan
Chancellor

NUMBER: 305

TITLE: Admissions Policy

Seattle College District operates on an open door admission policy. Consistent with available space and resources, each campus admits those persons who:

- are competent to profit from the curriculum offerings of the District; and
- would not, by their presence or conduct, create a disruptive atmosphere within the College District inconsistent with its purposes; and
- are eighteen years of age or older; or
- are high school graduates; or
- have applied for admission under the provisions and qualifications of student enrollment options programs such as Running Start or a successor program; or through other local student enrollment option programs. However, an applicant transferring from another institution of higher education who meets the above criteria, but who is not in good standing at the time of his or her transfer, may be conditionally admitted on a probationary status as determined by the chief administrative officer or his or her designee; or
- are students age 16 and over who meet the provisions of "A Title III - Adult Education Program" may then enroll in certain adult basic education classes. Individuals admitted into such classes will be allowed to continue as long as they are able to demonstrate, through measurable academic progress, an ability to benefit from the curriculum offerings.
- If not qualified under subsections (1) through (6) of these sections, has filed an appropriate written release from the public, private or home school he or she is attending or last attended and has attained at least high school junior standing. The District may require copies of any annually administered standardized achievement tests and annual assessment of the student's academic progress to determine whether the student has the level of maturity and skill to profit from participating in an adult learning environment.
- Admissions Exception:
The College does not desire to replace or duplicate the functions of the local public schools; however, persons may request special admission on a course-by-course basis, provided they have attained least high school junior standing. Criteria for granting admission are: competency at an appropriate academic, artistic, and/or technical talent level and the maturity to participate in an adult learning environment.

Specific admissions procedures are available in the registrar's office at each campus.

Recruitment Practices of Service Members

Seattle College District refrains from providing any commission, bonus or other incentive payment based directly or indirectly on securing enrollment or federal financial aid, including Tuition Assistance funds, to any persons or entities engaged in any student recruitment, admissions activities, or making decisions regarding the award of student financial assistance.

The Seattle College District also refrains from high-pressure recruitment tactics for the purposes of securing service member enrollments.

Board of Trustees – Revision & Adoption History

Adopted: 1/9/1984

Revised: 11/12/2009

Revised: 3/10/2011

Reviewed: 10/08/2015 (no changes)

Seattle Colleges Strategic Plan Scorecard

Updated: May 2021

Measure	Baseline	Actual AY1718	Actual AY1819	Actual AY1920	Target AY2223	Status
Goal 1 Student Success						
1a. Student engagement	3.2	3.2	N/A	N/A	3.2	Complete
2a. Retention Rate Fall to winter	74%	70%	72%	73%	85%	At Risk
3a. Completion Rate 4-year cohort	45%	47%	48%	47%	55%	At Risk
4. Job-Placement Rate Nine months from program completion (professional/technical students only)	81%	79%	79%	Pending	85%	At Risk
5. Wage progression	24%	28%	Pending	Pending	30%	On Track
6a. Math Progression From developmental to college within 1 year	25%	26%	28%	26%	31%	At Risk
Goal 2 Equity, Diversity, Inclusion, and Community						
1b. Student Engagement by subgroups (HUSOC=historically underserved, students of color)	Gap: 0.4 NonHU: 3.5% HUSOC: 3.1	Gap: 0.4 NonHU: 3.5% HUSOC: 3.1	N/A	N/A	Gap: 0%	On Track
2b. Retention Rate Fall to winter, by subgroups	Gap: 5% NonHU: 77% HUSOC: 72%	Gap: 2% NonHU: 71% HUSOC: 69%	Gap: 1% NonHU: 73% HUSOC: 72%	Gap: (2%) NonHU: 72% HUSOC: 74%	Gap: 0% NonHU: 85% HUSOC: 85%	On Track
3b. Completion Rate 4-year cohort, by subgroups	Gap: 13% NonHU: 49% HUSOC: 36%	Gap: 10% NonHU: 50% HUSOC: 40%	Gap: 11% NonHU: 51% HUSOC: 40%	Gap: 12% NonHU: 51% HUSOC: 39%	Gap: 0% NonHU: 55% HUSOC: 55%	At Risk`
6b. Math progression From development math to college level within one year, by subgroups	Gap: 10% NonHU: 29% HUSOC: 18%	Gap: 8% NonHU: 28% HUSOC: 20%	Gap: 3% NonHU: 29% HUSOC: 26%	Gap: 8% NonHU: 29% HUSOC: 21%	Gap: 0% NonHU: 31% HUSOC: 31%	At Risk
7. Ethnic and Racial Diversity of Faculty and Staff	30%	33%	33%	31%	33%	On Track
11b. Staff Growth and Engagement By subgroups (31.8% of respondents did not specify race/ethnicity)	N/A	N/A	Gap: 0.1 NonHU: 3.6 HUSOC: 3.5	Gap: (0.08) NonHU: 4.0 HUSOC: 4.08	Gap: 0.0	On Track

Measure	Baseline	Actual AY1718	Actual AY1819	Actual AY1920	Target AY2223	Status
Goal 3 Organizational Excellence						
8. % over / (under) state average						
Cost per completions	15%	(1%)	6%		Be at or below state average	At Risk
Cost per SAI points	(5%)	5%	8%			
Cost per FTES	2%	(2%)	(2%)			
9. Star Points	105	N/A	145	N/A	178	On Track
10. Conversion Rates	32%	35%	32%	37%	38%	On Track
Applicants to enrollments						
11a. Staff Growth and Engagement	N/A	N/A	TBD	3.96	4.0	On Track

	Measure	Status <i>On Track, At Risk, or Complete</i>	Update
Goal 4 Partnerships			
Operational	Implement shared partnership database	On Track	Working with IT to increase efficiency of System.
External Relations	Reset Chancellor's Advisory Council	On Track	Developed and implemented a new format for the CAC meeting.
External Relations	Implement Districtwide TACs	On Track	The assembly of districtwide TAC's are underway starting with Information Technology, two meetings have been held so far.
External Relations	Engage with governmental entities and local leaders	On Track	The Seattle Colleges Board Chair, Chancellor, College Presidents, student leaders and the Director of Government Relations have been actively engaged in the 2021 state and federal legislative sessions. Seattle Colleges, the City of Seattle and Seattle Public Schools have collaborated to secure 2,100 Seattle Promise applications for Fall 2021.
Advancement	Implement "Equity Can't Wait" campaign	On Track	Have raised more than \$14 million towards \$50 million goal as of April 2021. Donors of \$500k+ currently include: Anonymous, BECU, Bill & Melinda Gates Foundation, Estate of Eva C. Gordon, & JP Morgan Chase & Co.
Programming	Engage with 3-5 influential local employers	On Track	Launched a new Google certificate; working with SPS WABS and T-Mobile to launch new full stack web dev certificate; Amazon AWS Certificate in process; & Amazon B.S. in Computer Science authority bill passed by the Legislature.
Programming	Offer a regional economic symposium	On Track	Economic Symposium in partnership with King County WDC and SJI was well attended (Over 100 participants) and a blueprint for moving forward has been developed.

Number	Measure	Description																									
Goal 1 Student Success																											
1a	Student engagement	Community College Survey of Student Engagement (CCSSE), approximately every 3 years. CCSSE item: “How would you evaluate your overall educational experience at this college?” (1=poor, 2=fair, 3=good, 4=excellent) Colleges’ student surveys items (non-CCSSE years): “What is your overall satisfaction with your experience at North/Central/South Seattle College”?																									
2a	Retention rate	<p>SBCTC Entry Cohorts. Fall to Winter, all cohorts, transfer and prof/tech, Summer and Fall cohorts only. The table below shows important trends when reviewing Dual Enrollment students only and when excluding them.</p> <table><tr><th>COLLEGE</th><th>ACTUAL AY 18-19 DE ONLY</th><th>ACTUAL AY 18-19 DE EXCLUDED</th><th>ACTUAL AY 19-20 DE ONLY</th><th>ACTUAL AY 19-20 DE EXCLUDED</th></tr><tr><td>CENTRAL</td><td>93%</td><td>73%</td><td>93%</td><td>77%</td></tr><tr><td>NORTH</td><td>81%</td><td>64%</td><td>86%</td><td>64%</td></tr><tr><td>SOUTH</td><td>95%</td><td>61%</td><td>96%</td><td>58%</td></tr><tr><td>ALL</td><td>89%</td><td>66%</td><td>91%</td><td>67%</td></tr></table>	COLLEGE	ACTUAL AY 18-19 DE ONLY	ACTUAL AY 18-19 DE EXCLUDED	ACTUAL AY 19-20 DE ONLY	ACTUAL AY 19-20 DE EXCLUDED	CENTRAL	93%	73%	93%	77%	NORTH	81%	64%	86%	64%	SOUTH	95%	61%	96%	58%	ALL	89%	66%	91%	67%
COLLEGE	ACTUAL AY 18-19 DE ONLY	ACTUAL AY 18-19 DE EXCLUDED	ACTUAL AY 19-20 DE ONLY	ACTUAL AY 19-20 DE EXCLUDED																							
CENTRAL	93%	73%	93%	77%																							
NORTH	81%	64%	86%	64%																							
SOUTH	95%	61%	96%	58%																							
ALL	89%	66%	91%	67%																							
3a	Completion rate	4-yr SBCTC Entry Cohorts. Includes completions (Completion) plus transfers who DID NOT complete (Post-College); prof/tech and transfer cohorts only. ABE and ESL cohorts excluded. Summer and Fall cohorts only.																									
4	Job-placement rate	Nine months from program completion, professional/technical students only																									
5	Wage progression	From PRE-enrollment at Seattle Colleges to POST-enrollment, of professional-technical program																									
6a	Math Progression	From developmental to college-level in 1 year. SBCTC Entry Cohorts. Credit milestones. All cohorts, Summer and Fall only, Math Year Met milestone.																									
Goal 2 Equity, Diversity, Inclusion, and, Community																											
1b	Student engagement	Community College Survey of Student Engagement (CCSSE), approximately every 3 years. CCSSE item: “How would you evaluate your overall educational experience at this college?” (1=poor, 2=fair, 3=good, 4=excellent). Gap between white students and historically underserved students of color (HUSOC).																									
		HUSOC: Black or African American, American Indian or other Native American, Asian American, Hispanic or Latin@, Native American, and Pacific Islander.																									
2b, 3b, 6b	Student performance	<p>By Year 6, reduce and eliminate performance gaps between non-historically underserved students of color (White and Asian) and historically underserved students of color (Black, Hispanic, American Indian, and Native Hawaiian or Pacific Islander). Racial and ethnic groupings to establish “opportunity gap” follow Seattle Public Schools’ District specification of “underserved” students.</p> <p>Historically Underserved (HU): Black and African American, American Indian or other Native American, Hispanic and Latinx, and Pacific Islander (Asian American students are currently excluded from these analyses in an effort to remain consistent with the Seattle Public Schools reporting. Going forward, Asian American subgroups will be analyzed to determine inclusion in the underserved category.)</p> <p><i>In order to close the 4 year completion gap b/t HU and non-HU students and to have all students complete at a rate of 55%, we need to work to increase HU completions rates by 6% per year compared to 2% per year for non-HU students.</i></p>																									
7	Ethnic and racial diversity of faculty and staff	Staff of color: Black and African American, American Indian or other Native American, Asian American, Hispanic or Latin@, and Pacific Islander. Only includes faculty on a 9-month contract																									
11b	Staff growth and engagement	What is your overall satisfaction with being an employee? (5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1= very dissatisfied, 0=Prefer not to answer); SOC=staff of color																									

Goal 3 Organizational Excellence

8	Cost	per completions (completions + post college transfer who did not complete); per total SA points; per State FTES. Cost data includes state funding and operating fees.
9	STARS ratings	<p>The Sustainably Tracking Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. This measure is updated every 3 years and is in process.</p> <p>Association for the Advancement of Sustainability in Higher Education (AASHE): https://stars.aashe.org/institutions/participants-and-reports/</p>
10	Conversion rate	Conversion percentage of applicants to enrollments from Jan to Oct in a year
11a	Staff growth and engagement	What is your overall satisfaction with being an employee of North/Central/South Seattle College/Siegal Center? (Winter and Spring 2019) 5 point Likert scale (5=very satisfied, 1= very dissatisfied)

Seattle Colleges Equity 2023 Charge (November 2020)

SBCTC Vision Statement: “Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”

Combating institutionalized racism and achieving the strategic goals of 1) Student Success and 2) Equity, Diversity, and Inclusion is an urgent moral and social justice imperative for Seattle Colleges. It is mission-critical work. Towards that vision, Equity 2023 sets in motion an intermediate organizational plan to focus planning and action. Specifically, Equity 2023 includes three areas:

1. Increase the completion rate for historically under-served BIPOC students from 44% to 66% in the next three years (20/21-22/23).
2. Increase the diversity makeup among faculty and administrative staff by achieving 50% diversity hires with all new and open positions in the next three years.
3. Develop and implement mandatory anti-bias and anti-racist training for all non-teaching staff; work with AFT-Seattle to develop and offer professional development workshops on bias-free teaching and learning for all faculty.

Equity 2023 Short Term actions recommendations from AVP EDIs (for January 14, 2021):

Based on feedback from the District Leadership Team at the December 17, 2020 District Leadership EDI Discussion on Action Items and Themes from EDI Councils Convenings and District Leadership Team District Leadership EDI Discussion (see attached summary - SharePoint link below), we have identified the following short-term priority actions.

Equity 2023 Goal 1: Increase the completion rate for historically underserved BIPOC students from 48% to 66% in the next three years (20/21 to 22/23)

Recommended short-term actions:

1. Address life needs and concerns: financial, childcare, transportation, food and housing insecurity
2. Realize and deepen a sense of belonging by creating a first-year experience (FYE) for students and cohort model of in-class and outside of class support, including nurturing existing and emerging ethnic student clubs for students and Affinity Groups for employees
3. Improve financial aid practices, especially student experience
4. Reimagine student entry and onboarding to develop a more equitable experience. Reshape the entire student FYE experience to include one stop services such as financial aid,

assistance re: worker retraining (Workforce), and other services and needs (see bullet 1 above)

Equity 2023 Goal 2: Increase the diversity makeup among faculty and administrative staff by achieving 50% hires of faculty and administrators of color that reflect student body demographics with all new and open positions in the next three years.

Recommended short-term actions:

2. Hiring practices - train Hiring Authorities, Search Chairs, and Search Committees to recruit and build the pool of applicants to reflect the demographics of our students and community, review job requirements to screen in candidates
3. Expand and offer Inclusion Advocate and implicit bias training to more employees with a focus on training for specific search committee roles, e.g., Search Committee Chairs, Members, and Hiring Authorities
4. Focus on increasing retention of BIPOC employees to include onboarding, mentoring, professional development opportunities, and Affinity Groups

Equity 2023 Goal 3: Develop and implement mandatory anti-bias and anti-racist training for all non-teaching staff; work with AFT-Seattle to develop and offer professional development workshops on bias-free teaching and learning for all faculty.

Recommended short-term actions:

Fund and support District Equity Institute to expand anti-bias anti-racist training for all employees. In order to be completed in the short term, budget outlay of \$12,000 per training is needed: if we offer for 3 quarters/year = \$36,000, and if 4 quarters/year = \$48,000. Faculty stipends for faculty are also needed to assist in this lift and to more broadly scale it across District.

Support existing FDIC (Faculty Diversity and Inclusion Committee) training for faculty hiring to increase number of faculty to reflect student demographics.

For reference, here is a SharePoint link to the working summary of the compiled lists of recommendation action items — short-, medium-, and long-term:

[Summary District Leadership EDI Discussion 17-Dec-2020 Summary.xlsx](#)

Seattle Colleges Equity, Diversity, Inclusion, and Community Plan

Jan 23, 2020

Introduction

In the Seattle Colleges Strategic Plan, the mission establishes the expectations that the colleges will prepare “...each student for success in life and work, fostering a diverse, engaged, and dynamic community...” in a multicultural, diverse, and international society. The Seattle College District serves both “traditional” students, and students who come with experiences and life circumstances that do not fit neatly into traditional educational models. In addition to minoritized students, our changing student population includes students from countries and cultures not seen in measurable numbers by US educational systems until very recently.

In addition to these demographic changes, the changing economic landscape of the Seattle region, the needs of regional employers, the cost of living in the region, and practices based on entrenched and unaware racist policies¹ all create barriers for students who do not natively practice or have not assimilated to existing norms. These barriers act as gatekeepers and sorters to determine who can enter into and acquire an education.

Rather than asking students to assimilate to dominant norms, we have a moral responsibility as public open-access learning institutions to change to serve the existing and current reality of our students. The racial equity gap cannot be eliminated simply by improving education for ‘...all students...’, using the metaphor of a ‘rising tide that floats all boats’. Indeed, research shows the existing racial equity gap is maintained with such improvements, albeit at a higher baseline. Meaningful and effective organizational change requires a fully engaged commitment throughout the organization and adequate time to develop capacity for change. As part of the system, we as individuals and as employees of the system, must change in order for the system to change. We are not separate, and students can only have a more effective experience at our colleges when we are also willing to make changes in our teaching and the ways we serve students.

Seattle Colleges Mission, Vision, Values and Strategic Goals

This plan is deeply rooted in the Seattle Colleges mission, vision, values, and strategic goals, and is informed by prior equity and diversity efforts and initiatives at each of the three Seattle Colleges. It is also influenced by the recently adopted SBCTC Vision Statement that starts with, “*Leading with racial equity...*” Full statement and detailed description here:

<https://www.sbctc.edu/resources/documents/colleges-staff/commissions-councils/wsssc/vision-statement-intent-final-9.25.2019.pdf>.

¹ Based on Dr. Ibram Kendi’s preferred language recommendations, we use the term “racist policies” rather than “institutionalized racism” or “systemic racism”. Dr. Kendi believes these to be redundant since racism is both systemic and institutional. Some examples of these racist policies (not limited to higher education) are: racial inequalities in financial aid and distribution of resources to students of color; racial profiling; redlining in housing; cultural biases in standardized tests; lack of services in communities of color; significantly higher rates of incarceration for people of color; and environmental policies with disproportionately negative impacts on low income communities of color.

Consistent with these prior efforts, this District-wide Equity, Diversity, Inclusion, and Community Plan explicitly recognizes, facilitates awareness of, and addresses patterns of social inequity at the Seattle Colleges.

Three Year Plan

The Equity, Diversity, Inclusion, and Community Plan (EDIC Plan) will act as a three-year racial equity action plan to guide the Seattle Colleges in these efforts. This plan and these objectives have been created through a collaborative effort between the three AVP EDIs and the Vice Chancellor for Equity, Diversity, and Inclusion as an EDI leadership team. A primary purpose of the EDI leadership team is to strengthen District work in a consultative role, and ensure that EDI work happens. Both the strategies and progress toward the goals will be evaluated each year by the EDI leadership team in conjunction with the Presidents and campus EDI leadership advisory councils or teams.

Phase 1: 2018-2020 — Build the foundation, Develop the baseline

Activities:

- AVP team hired and AVPs at each campus begin to learn the context of each unique college with strong focus on their respective college constituencies
- Begin collaborative and consultative work together to understand prior and ongoing EDI work at each college, and existing activities district-wide
- Listen and engage with key constituencies to learn about the needs, concerns, and challenges of each campus
- Engage with state-level Chief Diversity and Equity Officer (CDEO) group
- Establish, promote, educate, and support employees to adopt a District-wide practice of opening campus and public events with Land Acknowledgment statements
- Establish Equity Leadership Capacity Building Institute (Equity Institute) working with PSESD (Puget Sound Educational Service District 121) to create a critical mass of employees with a common racial equity language and mindset. To date approximately 90 employees and students have participated in the Equity Institute training workshops
- Establish monthly meetings convened by VC of EDI

Phase 2: 2020-2022, and ongoing - Design and implement assessment & EDIC Strategic Plan

Planned Activities:

- Continue with a primary focus on activities and priorities at each campus
- Continue ongoing district-wide collaborations, including partnering with HR to train and manage Inclusion Advocates on each campus, and partnering with District and across 3 campuses to support Seattle Pathways work which is intended to address the racial equity gap throughout the District
- Implement aligned methods for EDI landscape assessment across 3 colleges and Siegal Center
- Use assessment data, analysis, and iterative discussion and engagement to further develop the EDIC Strategic Plan
- Using continuous improvement methods and broad engagement methods described above, continually refine and improve the EDIC Strategic Plan

Following are some examples of District-Wide and College-Based EDI efforts and activities:

District-Wide Efforts and Activities	College-Based Efforts and Activities
<p><i>Practices:</i></p> <ul style="list-style-type: none"> • Land Acknowledgments • Use of Racial Equity Tool to review policies • Use of Directed Self Placement as an alternative to standardized placement tests <p><i>Professional Development:</i></p> <ul style="list-style-type: none"> • Equity Institutes – personal and organizational development • TILT - Transparency in Learning and Teaching - equity-focused curricular and pedagogical approach <p><i>Partnering and Leadership:</i></p> <ul style="list-style-type: none"> • With HR on Inclusion Advocates • With various committees, task forces, work groups, including: <ul style="list-style-type: none"> ○ Seattle Pathways Leads, SEEM, Climate Survey development, Hiring Process Committee, FDIC <p><i>Provide Support:</i></p> <ul style="list-style-type: none"> • Annual MLK Jr Celebration - provide programming and curricular support at both District and College level 	<p><i>North:</i></p> <ul style="list-style-type: none"> • President’s Diversity, Inclusion Council for Equity • North Seattle College Equity and Welcome Center • Faculty Staff Learning Community on Equity, Diversity, and Inclusion and Closing Equity Gaps <p><i>Central:</i></p> <ul style="list-style-type: none"> • EDI Advisory Team • Standardizing and implementing anti-bias/anti-racist policies and training of search and selection committees • Bias Incident Response Team (BIRT) Protocol and campus-wide training <p><i>South:</i></p> <ul style="list-style-type: none"> • EDI Advisory Council • Use of the IDI (Intercultural Development Inventory) to promote campus-wide intercultural capacity • South Men of Color (SMOC) Affinity Group (including resources and support for students)

Seattle Colleges Strategic Goal #2 - Equity, Diversity, Inclusion, and Community

“At Seattle Colleges, we firmly establish equity, diversity, and inclusion as a strategic goal and as human rights for all. We frame our decisions and actions with a lens of equity, diversity, and inclusion and are accountable to the community.” The EDI leadership team has established three preliminary objectives to achieve this strategic goal that will be further developed over the course of the three-year plan:

Objectives to achieve progress on all four of the Seattle Colleges Strategic Goals, and in particular Goal #2²:

² These objectives were created in alignment and resonance with those of the SBCTC Chief Diversity and Equity Officers group (CDEOs), but are specific to Seattle Colleges.

1. Continue progress toward the goal of eliminating the racial equity gap in order to achieve success for all students
2. Improve intercultural competency and practice among employees and students through professional development and curriculum with concepts of racial equity, diversity, inclusion, and community system-wide
3. Recruit, hire, support, and mentor employees in order to develop and retain a stable and diverse workforce

Accountability

As noted above, the Seattle Colleges EDIC Plan will require engagement and accountability at all levels – students, exempt and non-exempt staff, faculty, administration, contractors, and all who develop or participate in Seattle Colleges activities – both within the individual colleges and at the District.

In addition to accountability to each other, the Seattle Colleges are accountable to the larger community, and as such this plan will continue to reflect this accountability. To that end, the Seattle Colleges will continue to:

- Build community, develop leadership, and promote healing within and across all campuses
- Encourage collaboration within and across departments and disciplines
- Partner with educational, business, governmental, labor, and community organizations
- Build capacity for organizational change and meaningful assessment
- Create and support a collaborative culture

As such, our mission of being, becoming, and remaining an open-access learning institution is a mission that is pressed upon at every juncture: in the ways we identify and prepare our students for student success, in the decisions we make about growing, nurturing, and sustaining a diverse workforce that reflects the rich diversity of our student body and communities, in how we attract and develop environments where true, authentic learning takes place, and in the nature and quality of our partnerships.

We believe that if we hold to our vision and aspirations, we can create an environment where students who are members of our communities can attain the education that they come to us for and develop a sense of belonging to a community of learners. When we lead with racial equity, we can make a significant difference in the lives of all of our students, become a more meaningful work environment for all of our employees, build better partnerships within our communities, and contribute to creating a more just and humane society.

Measurables (as leading measures vs. outcomes):

- Establishment of District-wide BIRT / BIRST processes
 - Use of protocol with goal of 48-hour turnaround time when incidents occur
 - Train all college units (i.e., Faculty, front line staff, Student Services, Security)
- Establishment of naturally occurring groups where critical connections can happen (e.g., training Central Security group on implicit bias)

- Support and oversee establishment of college- and District-wide Affinity Groups
- Develop, provide, and support opportunities for employee participation in racial equity-related professional development
- Support work plan of Faculty Diversity and Inclusion Committee (FDIC), a faculty led group using racial equity to revise faculty hiring practices
- Training, preparation for understanding how to navigate Hate Speech, engaging with discourse, Free Speech
- Completion of EDI landscape assessment at 3 colleges and Siegal Center
- Goal of 60 faculty and staff each year participating in Equity Institute (detailed plan below)

Equity Leadership Capacity Building Institute (Equity Institute) Annual Plan

<i>Quarter</i>	<i>Activity</i>
Fall	Fall Equity Institute with new cohort, includes college-based gatherings in between sessions
Winter	Activities to support further reflection and development work for cohort participants (Including all previous cohorts/participants)
Spring	Spring Equity Institute with new cohort, includes college-based gatherings in between sessions
Summer	Activities to support further reflection and development work for cohort participants (Including all previous cohorts/participants)

Appendix A

Definitions and common language:

Equity

"Historically, equity refers to the process of creating equivalent outcomes for members of historically underrepresented and oppressed individuals and groups. Equity is about ending systematic discrimination against people based on their identity or background." (Williams and Wade-Golden, 2008)³

Seattle Colleges leads with *racial* equity because we acknowledge the history and impact that intergenerational and institutional barriers have had on students of color, who make up 44% of our student body (or nearly 60% of students who identify by race on their applications), while our faculty and staff do not yet reflect these same demographics.

Diversity

As an open access institution, Seattle Colleges holds diversity as an ongoing discovery of the intersections of identities and "diversity refers to all of the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation, and secondary characteristics, such as education, income, religion, work experience, language skills, geographic location, and family status. Put simply, diversity refers to all of the characteristics that make individuals different from each other and in its most basic form refers to heterogeneity." (Williams and Wade-Golden, 2008)

Inclusion

This work matters because students and employees thrive where they feel they belong, especially in a climate of political divisiveness. "Inclusion exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate in majority culture as full and valued members of the community, shaping and redefining that culture in different ways." (Williams and Wade-Golden, 2008) It is important to note that inclusion, by itself, is not enough. The pursuit of inclusion without discernment of the impact of providing commensurate access to majoritarian actions and practices can actually undermine the original purpose of empowering minoritized communities.

³ Williams, D. and Wade-Golden, K. (2008). *The Chief Diversity Officer: A Primer for College and University Presidents*. Washington, DC: American Council of Education (ACE).

Strategic Equity-Based Enrollment Management Taskforce Recommendation Seattle Colleges

January 2020

In Fall 2019, Chancellor Shouan Pan charged a task force of representative leaders from across the Seattle Colleges to research and make recommendations toward a "Strategic Equity and Enrollment Management" (SEEM) plan. The group met several times over Fall Quarter, participated in Strategic Enrollment Management (SEM) professional development opportunities, reviewed other plans, shared learnings and went through a review of our own data. This inspired robust discussion and critical thinking among diverse perspectives. What follows is our position and recommendation for furthering the work districtwide and establishing this as an ongoing function of our strategic planning work.

Background and Task Force Activity

Following Chancellor Pan's charge in June 2019 to "Develop a Seattle Colleges Strategic Equity Enrollment Management (SEEM) Plan that guides districtwide student enrollment, retention, and completion initiatives for targeted student populations. The SEEM plan will help focus our limited financial and personnel resources on student populations that will likely yield the highest level of return of investment" (Pan, email to task force, 06/25/2019), Drs. Bradley Lane (VP Instruction, Central) and Rosie Rimando-Chareunsap (President, South) convened a task force appointed by the Chancellor over 4 meetings from September through December 2019. In addition to the meetings listed below, 4 members of the task force also participated in the AACRAO "SEM Essentials" a 4-module online course from September-October, and four attended the annual AACRAO SEM conference in November 2019 in Dallas, Texas. As a team, we also reviewed 6 SEM plans from various community colleges and universities from around the nation.

Task Force designees	Meetings & Professional Development
Joyce Allen, South	July 17, 2019: Kickoff w/ Chancellor, Central
Curtis Bonney, North	
Kevin Bowersox-Johnson, Central	August 16, 2019: Taskforce meeting, South
Jennifer Branstad, Central	
Barbara Childs, Seigal	September 2-October 4, 2019: AACRAO SEM Essentials online course, 4 members participate
Malcolm Grothe, Seigal	
Betsy Hasegawa, South	October 17, 2019: Taskforce meeting, Central/Zoom
Andrea Insley, Seigal	
Bradley Lane, Central (co-chair)	
Alice Melling, North	November 3-5, 2019: AACRAO SEM Conference, Dallas, TX, 4 members participate
Gina Nakamura, Central	
Rosie Rimando-Chareunsap, South (co-chair)	November 18, 2019: Taskforce meeting, Central/Zoom

We also initiated a review of various SEM-related data points to inform our discussions and recommendation. Please see *Appendix A* at the end of this document for the full presentation of data shared with Chancellor's Executive Cabinet in January 2020. This deep engagement and shared learning allowed the group to synthesize with clarity a promising direction for a districtwide SEM effort that prioritizes equity in its approach.

A Reframe and Definition

We define SEEM as "Strategic Equity-based Enrollment Management." SEM is well-defined in the literature and has been a concept and widely-adopted framework in higher education since the 1990s. AACRAO.org defines it as "a unique framework for improving student and institutional outcomes by jointly enabling student access to and success in higher education, best business practices, and comprehensive institutional planning." We further and build on this definition and the Chancellor's description: "Equity-based" is the approach we take to a SEM planning effort, to ensure that equitable outcomes, and intentional practices to close racial equity gaps, are at the root of SEM planning and decision-making.

Recommendations in Brief

After much work, research and discussion, the SEEM Task Force is making the following recommendations, with a strong emphasis on a single key recommendation. Each of these recommendations will be unpacked further in the document.

1. **Key Recommendation:** The Seattle Colleges aspires to become the college of choice for working adults (with some or no college credits) in our city by evolving our service models and instructional programming to provide excellent options for this population.

Within this population, we also recommend strategies that focus on:

- Part Time Students
 - Men of Color
 - Students transitioning from Basic Skills to college-level programs
2. **Recommendation** for a comprehensive Environmental Scan conducted with methods effective in communities of color (such as Indigenous Research methods).
 3. **Recommendation** for obtaining a SEM consultant to coach and support our work toward building a plan, up to implementation.
 4. **Recommendation** for establishment of standing SEEM infrastructure that meets the unique needs of Seattle Colleges today, and that is embedded in the Strategic Planning process.
 5. **Recommendation** for robust Program Mix study and development with focus on workforce demand and priorities into livable wage fields that end cycle of poverty as a key part of the next Strategic Planning process.

These recommendations reflect the most compelling needs and opportunities of the many different aspects we discussed. We acknowledge that there are many, many other areas of opportunity and need.

However we strongly recommend that we focus our collective energy district-wide on having greater impact in these key areas, while continuing to serve everyone in our community, with comprehensive instructional programs. Further, we acknowledge that there are other efforts already underway that serve specific populations or functions including Seattle Promise (with strategies for the K12 audience), and Seattle Pathways guiding redesign in many aspects. Further, we know that some of the business process improvements we identified will be address through the ctLink implementation process now underway. These SEEM recommendations are being made with consideration of these and many other efforts already underway districtwide.

Further, our recommendations specifically prioritize focused action where it can have the greatest impact on enrollment and provide an effective sense of urgency. Adult learners are the greatest enrollment opportunity population in our area (citation?). Seattle Pathways is already providing a mechanism by which we are organizing and implementing systemic change.

Recommendations and Rationales

Key Recommendation: The Seattle Colleges aspires to become the college of choice for working adults (with some or no college credits) in our city by evolving our service models and instructional programming to provide excellent options for this population.

Within this population, we also recommend strategies that focus on:

- Part Time Students
- Men of Color
- Students transitioning from Basic Skills to college-level programs

An overwhelming majority— 70% of individuals who self-report their employment status through an inquiry or interest form report being employed—including 23% working part-time, and 47% working full time.¹ This corresponds with state-funded students enrolled in 2018-19, of whom 58% report as working at least-part time. Of enrolled students, 63% are between the ages 25-54, and of these, 54% are working at least part-time, and 11% are seeking employment.² Data on inquirers also shows that 61% of those submitting inquiries have some college experience. Of enrolled students, 47% indicate they have some college credits, and of students between 25-54, 57% have some college or a prior college degree. Taken together, these data inform our recommendation to focus on the working adult population.

While enrollment of full-time, state-funded students declined 19% from 2014-15 to 2018-19, enrollment of part-time students remained stable. However, part-time students exhibit lower student outcomes than full-time students: the fall-to-fall retention rates for part-time transfer and professional-technical students is 30% compared to 70% for full-time students and the 4-year completion rate is 11% compared to 29%.³ These data show that while part-time students are an increasingly large segment of the enrolled population, they are less likely to meet critical success milestones.

¹ Data on inquirers come from the Azorus CRM from February 2016 through November 2019.

² Data from Student Table in IRDataMart and includes unduplicated students in 2018-19.

³ 5-year averages from 2014-15 to 2018-19 taken from the SBCTC SAI retention and completion dashboards. Data includes state-funded transfer and professional-technical students. Data can be found at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx>.

Enrollment of African American/Black men, American Indian/Alaska Native, and Pacific Islander/Native Hawaiian men is declining faster than overall enrollment of state-funded students.⁴ While overall enrollment of transfer and professional-technical students declined 11% between 2014-15 and 2018-19, enrollment of African American/Black men declined by 21%, enrollment of American Indian/Native Alaskan men declined by 47%, and enrollment of Pacific Islander/Native Hawaiian men declined by 23%. In 2018-19, African American/Black men comprised 6% of the enrolled population. Furthermore, retention and completion rates of men of color are substantially lower than the average for all state-funded students. Of particular note, the fall-to-fall retention rates for African American/Black men is 30% compared to 39% for all transfer and professional-technical students, and the 4-year completion is 15% for African American/Black men compared to 20% for all state-funded students. While the population of African American/Black men is a relatively small proportion of the overall enrolled population, the disparities in student outcomes show the need for concerted efforts to support retention and completion of this population.

District enrollment in of Basic Enrollment Education for Adults declined by 6% between 2014-15 and 2018-19. The fall-to-fall retention rate for ABE students is 19%. Of ABE students, approximately 20% complete 15 college credits with-in three years, and the 3-year completion rate is 8%.⁵ Clearly more can be done to engage, accelerate, and support adult basic skills students as they complete their high school credentials and transition into college-level coursework.

The following recommendations reflect actions that would set Seattle Colleges successfully on a course of institutionalizing SEEM as a key component of our larger Strategic Planning work.

Recommendation for a comprehensive Environmental Scan conducted with methods effective in communities of color (such as Indigenous Research methods).

A critical early step in establishing Strategic Enrollment Management strategy is conducting a thorough environmental scan to establish a solid understanding of the district's context in terms of population projections, regional economics, industry employer growth and demand, and the higher education marketplace of choice available to our prospective students. In addition to the usual approaches to environmental scanning, because Seattle Colleges is focusing our SEM work with intentional equity mindedness, an environmental scan should also account for the perspectives of our various communities of color, therefore an environmental scan that is informed by equity approaches and that specifically focuses on communities of color would best serve how we are intentionally leading SEM in Seattle Colleges.

Recommendation for obtaining a SEM consultant to coach and support our work toward building a plan, up to implementation.

⁴ Overall enrollment of men of color decreased by 4% over 5-years. Loss of enrollment of African American/Black, American Indian/Alaska Native, and Pacific Islander/Native Hawaiian was largely offset by a 22% increase in the number of men identifying as two or more races.

⁵ Data from SBCTC SAI Dashboard.

Strategic Equity-Based Enrollment Management Taskforce Recommendation for Seattle Colleges

The Seattle Colleges has previous experience initiating SEM work with consultants, but has not pursued a full consultant contract to lead to SEM Plan development or implementation. In 2015 North worked with Christine Kerlin of AACRAO Consulting which conducted an initial assessment of SEM readiness and made recommendations for getting started. In 2016, the Seattle Colleges had a trial visit with Noel Levitz SEM consultant Gary Fretwell who made initial recommendations based on a review of our available data.

The benefit of investing in a SEM consultant for this work are multifold:

- Capacity of key leadership and talent are tied up in aforementioned existing major efforts
 - A consultant will be effective in advancing the development work without robbing leadership from other functions or efforts
 - Can provide the necessary unbiased perspective to balance the diverse approaches represented by the 3 colleges and Seigal Center
- Harnesses decades of existing SEM expertise available in the market.
 - Though many within Seattle Colleges have "done SEM" in previous institutions, or even within the district, it is important as a learning organization to bring in the experience and expertise of a consultant who has seen SEM implementation in a variety of institution types.
- Ability to follow an efficient timeline to lead us to the next state of SEM/SEEM implementation without "distraction" of regular duties or competing internal interests.
 - A consultant can come in with a strict focus, and by nature of the contract relationship will be motivated to work efficiently toward their expected deliverables.

Recommendation for establishment of standing SEEM infrastructure that meets the unique needs of Seattle Colleges today, and that is embedded in the Strategic Planning process.

The SEEM Task Force strongly recommends that Seattle Colleges eschews the very typical infrastructure of establishing a representative SEEM committee. We firmly believe that our district does not have the capacity, time or appetite for another committee consisting of representatives participating in regular meetings. The work of SEEM requires that professional practice and “ways of doing things” evolve to include SEM approaches in multiple functional areas:

- Instruction (at the VP and dean level especially)
- Student Services (in all represented areas including Financial Aid, Outreach and Recruitment, Enrollment, Advising, etc.)
- Institutional Research & Planning
- Marketing and Communications
- Finance and Budgeting
- Information Technology
- And many other areas

Because an effective SEEM Committee would otherwise require representatives from each of the above areas and more (and perhaps from each campus), the ability to mount a committee to lead the work is untenable in our current environment. However, effective Strategic Enrollment Management can be achieved through an evolution of our practices in each of the above areas, including in our decision-making process.

The SEM Consultant can help inform how we reach a sensible organizational structure for this function. Our initial thinking that we offer is to facilitate this evolution, in the place of a committee initiating work, we recommend a small and nimble oversight group that reports to the Chancellor's Executive Cabinet on a regular (quarterly) basis to refine the SEEM strategy. This group would be made up of key leaders who will focus on ensuring SEEM approaches are threaded throughout the existing efforts (such as Seattle Promise, Starfish implementation, and Seattle Pathways implementation). Since we already have multiple major change initiatives underway, we can capitalize on the energy and coordination already present, and "infuse" SEEM approaches within these efforts to achieve the same types of cultural and institutional change that is more typically led through committee-style project management.

Recommendation for robust Program Mix study and development with focus on workforce demand and priorities into livable wage fields that end cycle of poverty as a key part of the next Strategic Planning process.

With the next round of Strategic Planning process initiating, while an Environmental Scan is potentially initiated, and while SEEM infrastructure is designed and established, we also recommend that a robust and focused discussion about Program Mix be initiated alongside the Strategic Planning process. We recognize that some of the Environmental Scan data will be necessary to inform our Program Mix decisions, however the opportunity is now upon us to call "Program Mix" out as a key component of our Strategic Planning. We believe that Instructional leadership, together with Institutional Effectiveness can begin to think about and discuss this topic, and develop plans to engage broadly for feedback.

Our initial recommendation is that the Program Mix conversation consider specifically:

1. Focus recruitment and support in our high wage fields for students of color
2. And recommend or identify instructional portfolio balance (percentage)
3. Make implementation recommendations around MODALITY, especially in eLearning, hybrid, evening and weekend offerings that best serve the adult learner.

Interest in evening, online, and hybrid class options has grown exponentially from prospects in the last three years. Interest forms reflect a growth of 122% interest in hybrid, 119% in weekend and 91% online classes. Looking at enrollment over the past five-years, the number of FTE enrolled in face-to-face classes has declined by 19%, while online enrollment has grown by 11% and enrollment has grown 80% district-wide. Furthermore, while the average fill rate across all modalities has increased over the past 5-years, fill rates for face-to-face classes are lower than online and hybrid classes (71% compared to 78% and 75%, respectively) suggesting that there are gains to be made in the efficiency of course-planning and scheduling.

These recommendations are what the SEEM Taskforce believes will set Seattle Colleges on a strong course for implementing Strategic Equity-based Enrollment Management as an operating framework moving forward. The work that a SEEM leadership team conduct will inform even further recommendations for action as this effort further develops and matures.

Actionable Opportunities

The recommendations above intend to set the Seattle Colleges on a path that will strengthen our mission fulfillment over the coming years and likely enrollment shifts. Several of these will take time to study and implement well. Recognizing the immediate needs for actions, we are also providing more specific, immediate recommendations which the Seattle Colleges leadership can authorize immediately, or in the next academic year (2020-2021).

Recommended short-term actions:

- **Develop immediate, coordinated and collaborative strategies to widen the pipeline** to capture more students as enrollees from students who inquire and then apply to enroll.
 - Authorize communication and engagement campaigns deployed at each college focused on converting Inquiries to Applications into Enrollments.

Presently, the Seattle Colleges see a 33% capture rate of individuals who inquire, and then submit application. 51% of applicants then enroll.

	District	North	Central	South
Inquiry→Application	33%	34%	33%	27%
Inquiry → App →Enroll	17%	20%	19%	14%

These numbers represent an opportunity in focusing our energy on engaging with those who have already taken the step to engage with us. There are individual or localized efforts that show promise (e.g. South prof/tech CRM campaign, Central and North calling campaigns), so this recommendation urges a systemic approach to planning an effort that reaches students effectively at all three of the colleges. As an example, our review of conversion data indicate that individuals who participate in an application outreach event are twice as likely to submit application. Therefore expanding in-person engagement opportunities should be strongly considered as part of a larger plan.

This work may also be informed by system or process improvements in various functional areas that could prevent losing so many prospective students through this pipeline.

Further, to contribute to closing equity gaps, we recommend that this effort focus on populations identified in the Key Recommendation above, such as working adults, men of color, and our existing Basic Skills students, etc.

- **Develop an ongoing SEEM report based on the robust data set** evaluated in the SEEM task force work that will be reviewed regularly and inform ongoing practice.

As presented to Chancellor's Executive Cabinet in January 2020, SEEM Task Force members Jenni Branstad, Beth Anderson and Barb Childs prepared a robust set of data which looked at our enrollment pipeline, and our alignment with workforce outcomes. This information serve as preliminary work to be further informed by a robust environmental scan. In the meantime, we recommend that we formalize the

data presented with further study and dissemination, and review key metrics on a regular basis as appropriate.

In order to center this work around addressing equity gaps, we recommend that this data continue to be reviewed in aggregate and racially disaggregated methods.

- ***For 2020-2021 budget planning, immediately research and consider the costs of recommendations named above:*** Contracting for culturally informed environmental scan and SEM consultation work.

Conclusion and Next Steps

As stated above, the SEEM Taskforce is making these recommendations to inform the course of Seattle Colleges in the medium- and long-term, and also offer some immediate actions to consider. We submit this recommendation to Chancellor Pan and the Chancellor's Executive Cabinet for consideration and possible adoption of these recommendations. Our work as initially tasked by Dr. Pan concludes with the submission of this report, and any follow-up conversation.

However, as the Seattle Colleges leadership consider these recommendations moving forward, many of the existing SEEM Taskforce members have expressed interest in continuing in this work, if appropriate. We are a group who are passionate about making Seattle Colleges a more vibrant and sustaining educational resource for our community, and who have been steeped in SEM essentials throughout this process, or because of previous experience. However, we also realize that this work is much broader than even the various areas we represented at the table. We are excited about how the SEEM strategic approach can strengthen the Seattle Colleges as a whole, as well as North Seattle, Seattle Central and South Seattle Colleges. Please reach out to any of us as you consider these recommendations, and beyond.

Appendix A

Enrollment, Demographic, and Environmental Trends

January 27, 2019
Chancellor's Executive Cabinet



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Today's Presentation

1. Data gathered to inform SEEM planning
 - Seattle Colleges: Inquiry, Application, Enrollment
 - Environmental: *Seattle Public Schools and Seattle Labor Market
2. A digest for background
3. Identify trends
 - Examine target populations and programs for enrollment growth and retention support
4. SEEM report and recommendations will be presented later

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Application Pipeline

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Two Enrollment Pipelines

1. High School Age
2. Adult Student



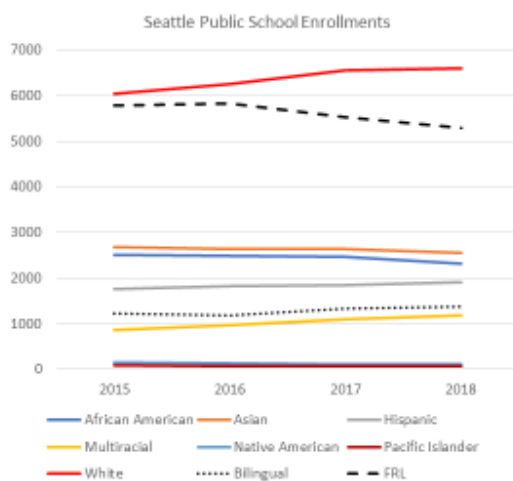
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High School Trends

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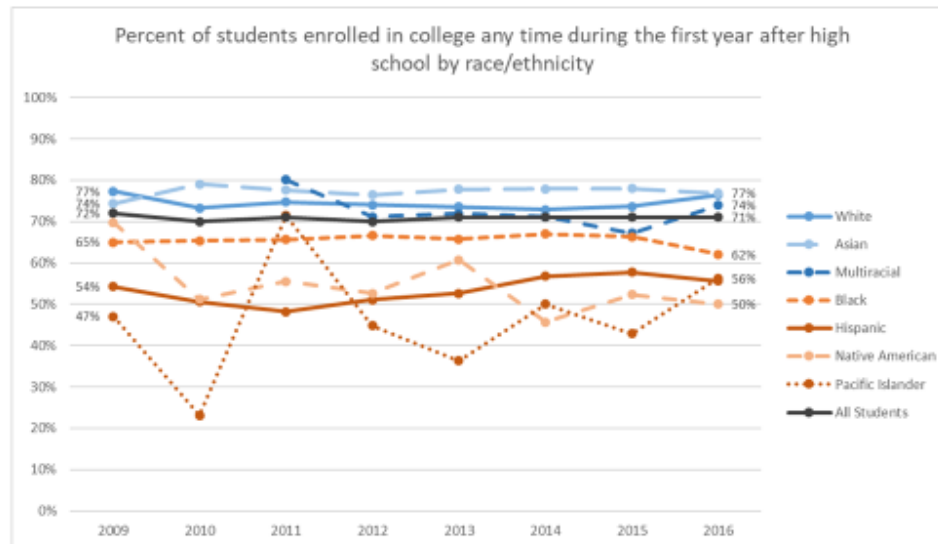
SPS Enrollment: 2015 to 2018							
	African American	Asian	Hispanic	Multiracial	Native American	Pacific Islander	White
Fall 2015	2512	2678	1761	857	148	85	6038
Fall 2018	2326	2552	1909	1178	119	65	6606
Change	-186	-126	148	321	-29	-20	568
% Change	-7.4%	-4.7%	8.4%	37.5%	-19.6%	-23.5%	9.4%
	Bilingual	FRL	All				
Fall 2015	1,224	5,796	14,079				
Fall 2018	1,377	5,297	14,755				
Change	153	-499	676				
% Change	12.5%	-8.6%	4.8%				

Source: Seattle Public Schools Data Profile

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Strategic Equity-Based Enrollment Management Taskforce Recommendation for Seattle Colleges



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Percent of Students Enrolled in College at Any Time During the First Year after High School								
Class of	2009	2010	2011	2012	2013	2014	2015	2016
Roosevelt	81%	82%	82%	80%	79%	79%	82%	83%
Ingraham	75%	73%	65%	69%	75%	69%	73%	79%
Nathan Hale	78%	78%	71%	71%	72%	73%	71%	79%
Ballard	77%	69%	73%	74%	79%	73%	73%	77%
Garfield	82%	84%	83%	83%	76%	75%	81%	75%
Franklin	70%	70%	68%	72%	74%	71%	77%	73%
West Seattle	77%	70%	66%	64%	65%	70%	71%	73%
Cleveland	63%	60%	73%	61%	64%	67%	76%	72%
Chief Sealth	62%	61%	68%	74%	78%	76%	72%	66%
Rainier Beach	56%	56%	67%	48%	47%	62%	53%	60%
All Schools	72%	70%	71%	70%	71%	71%	71%	71%

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Strategic Equity-Based Enrollment Management Taskforce Recommendation for Seattle Colleges



Most Common Institutions of Enrollment in the Fall Immediately following HS Graduation for All Classes (2009 through 2016) Combined

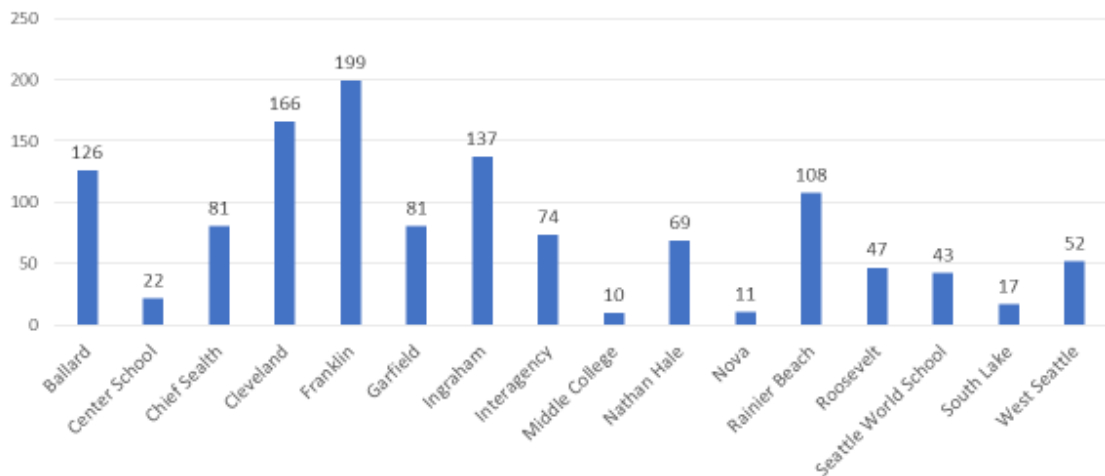
Name	State	Level	Type	Enrollment Count
University of Washington	WA	4-year	Public	3,096
Seattle Central Community College	WA	4-year	Public	1,212
Western Washington University	WA	4-year	Public	1,101
South Seattle College	WA	4-year	Public	1,000
Washington State University	WA	4-year	Public	641
North Seattle College	WA	4-year	Public	621
Bellevue College	WA	4-year	Public	609
Shoreline Community College	WA	2-year	Public	557
Seattle University	WA	4-year	Private	206
The Evergreen State College	WA	4-year	Public	199

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Number of Promise Applicants by SPS High School (Total = 1,243)



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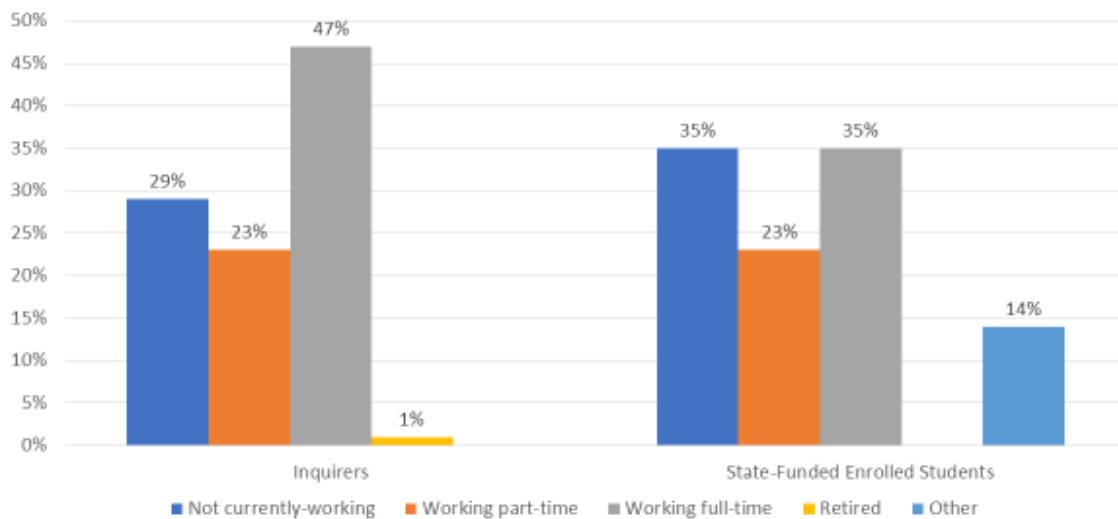
Student Trends



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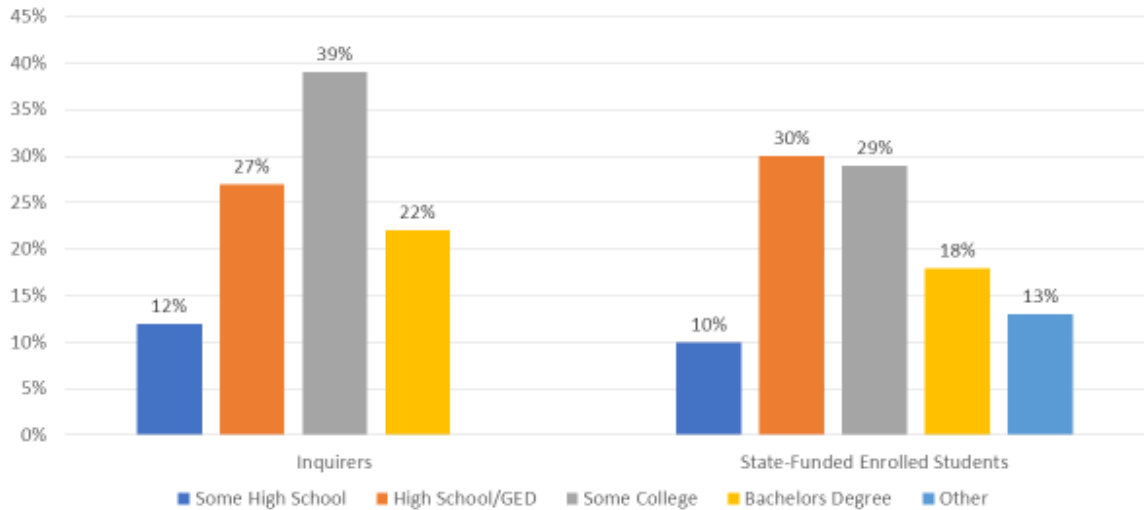
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Work Status of Inquirers and Enrolled Students





Prior Education of Inquirers and Enrolled Students



Inquiry Trends





Inquiry Trends

This report is based on information from users who submitted a form between **February 2016** and **present** (application data is from 2016 forward; enrollment data from Winter 2016 through Fall 2019 after 10th day each quarter).

Totals (includes SVI, undecided, no college selected)

- 33,600 inquiries
- 11,047 (33 %) applications submitted
- 5,659 enrolled (17%)

• North

- Inquiries: 5,652
- Applied: 1,943 (34%)
- Enrolled: 1,133 (20%)

• Central

- Inquiries: 19,648
- Applied: 6,553 (33%)
- Enrolled: 3,706 (19%)

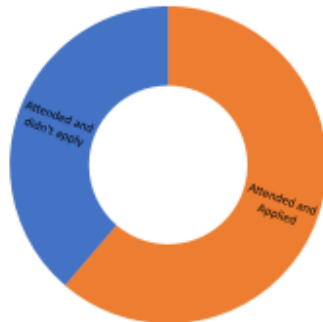
• South

- Inquiries: 5,953
- Applied: 1,618 (27%)
- Enrolled: 820 (14%)

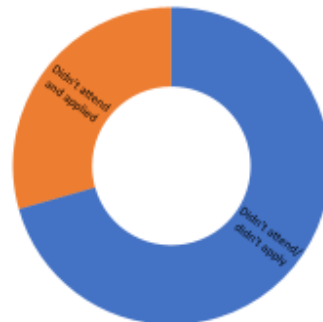


Event attendance and application trends

How many of our inquirers who attended an event went on to apply?



How many of our inquirers who attended an event went on to apply?

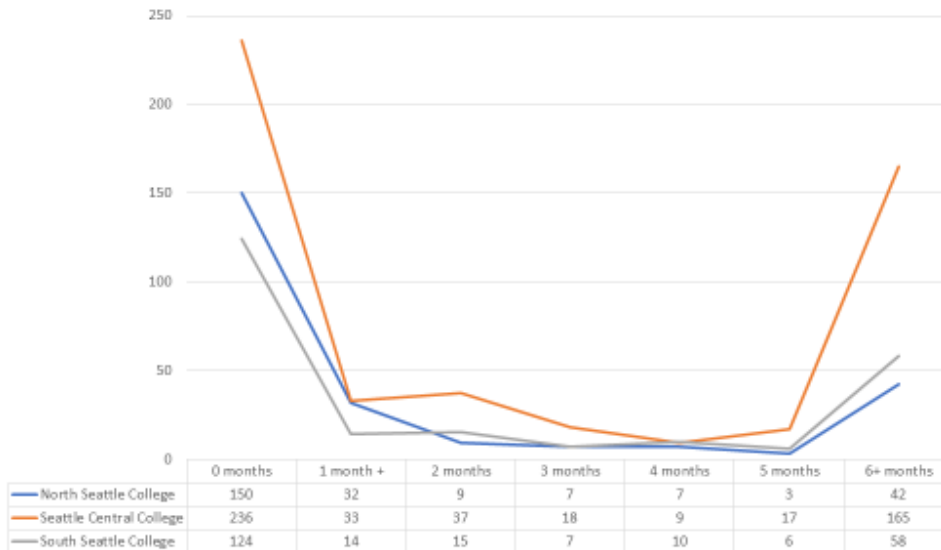


Attending an event **more than doubles** the likelihood of applying.

- 66% of those who attended an event went on to apply. 33% of those who did not attend an event went on to apply. (Some inquirers may have attended an event without booking through the CRM system.)



Length of time between inquiry and application



Most inquire and quickly move to application or take 6+ months to apply; very few are in between.

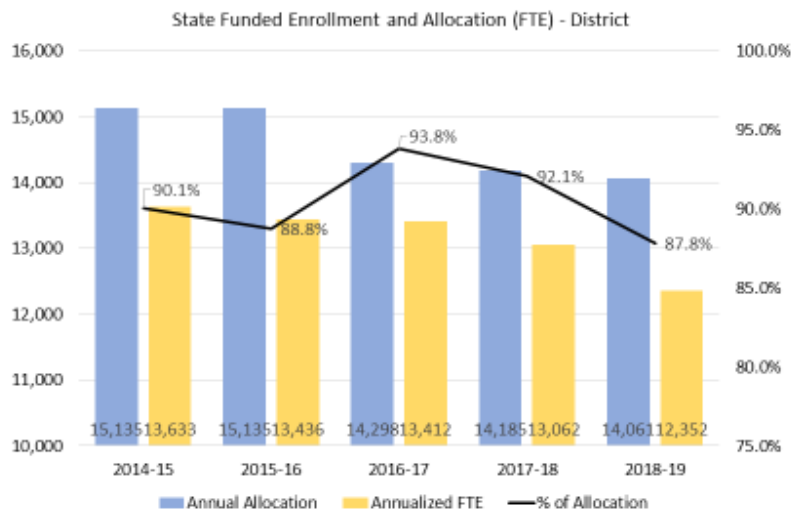
62% of applicants apply *before* filling out the interest form.



Enrollment Trends



Strategic Equity-Based Enrollment Management Taskforce Recommendation for Seattle Colleges

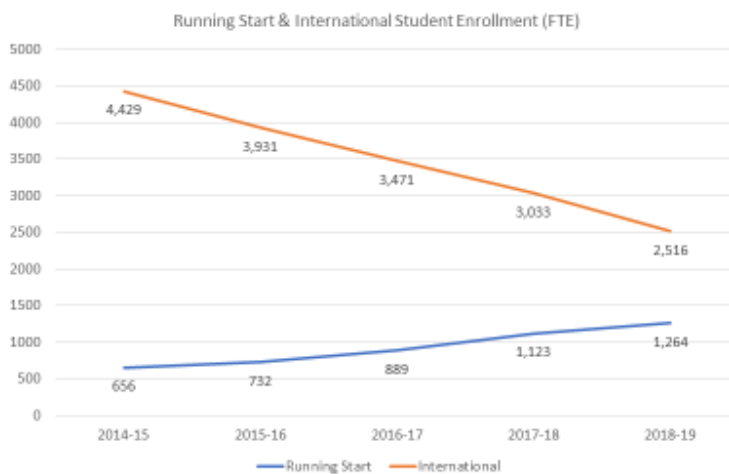


State-funded District Enrollment: 2014-15 to 2018-19		
	Annual Allocation	Annualized FTE
2014-15	15,135	13,633
2018-19	14,061	12,352
Change	-1,074	-1,281
% Change	-7.1%	-9.4%

Source: District IR Quarterly Enrollment Reports

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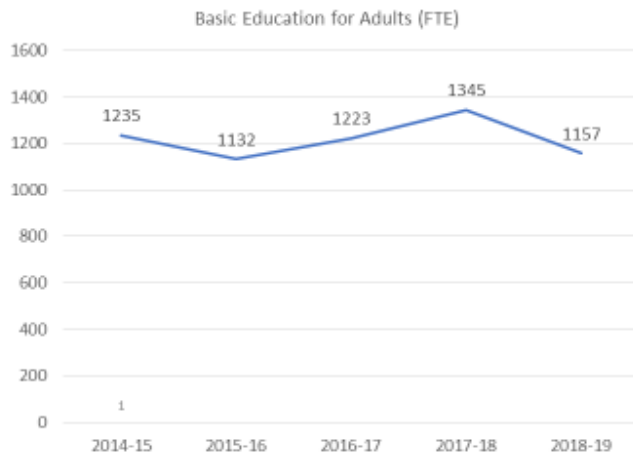


District Enrollment: 2014-15 to 2018-19		
	Running Start	International
2014-15	656	4,429
2018-19	1,264	2,516
Change	608	-1,913
% Change	92.7%	-43.2%

Source: District IR Quarterly Enrollment Reports

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District Enrollment: 2014-15 to 2018-19	
	State
2014-15	1235
2018-19	1157
Change	-78
% Change	-6.3%
Source: SBCTC enrollment dashboards	

ABE Student Progression (SAI cohort)		
	Fall 1 – Fall 2 Retention	3-Year Completion
SAI Cohort	19%	8%
Source: SBCTC SAI dashboards		

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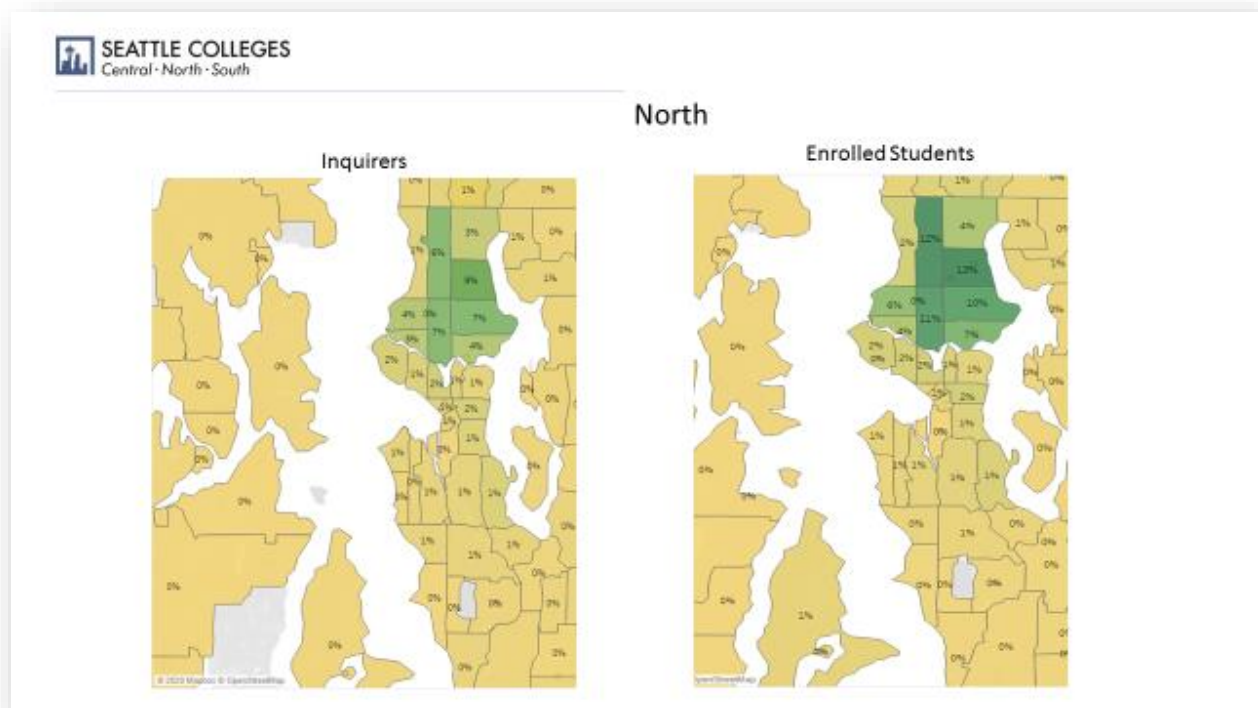
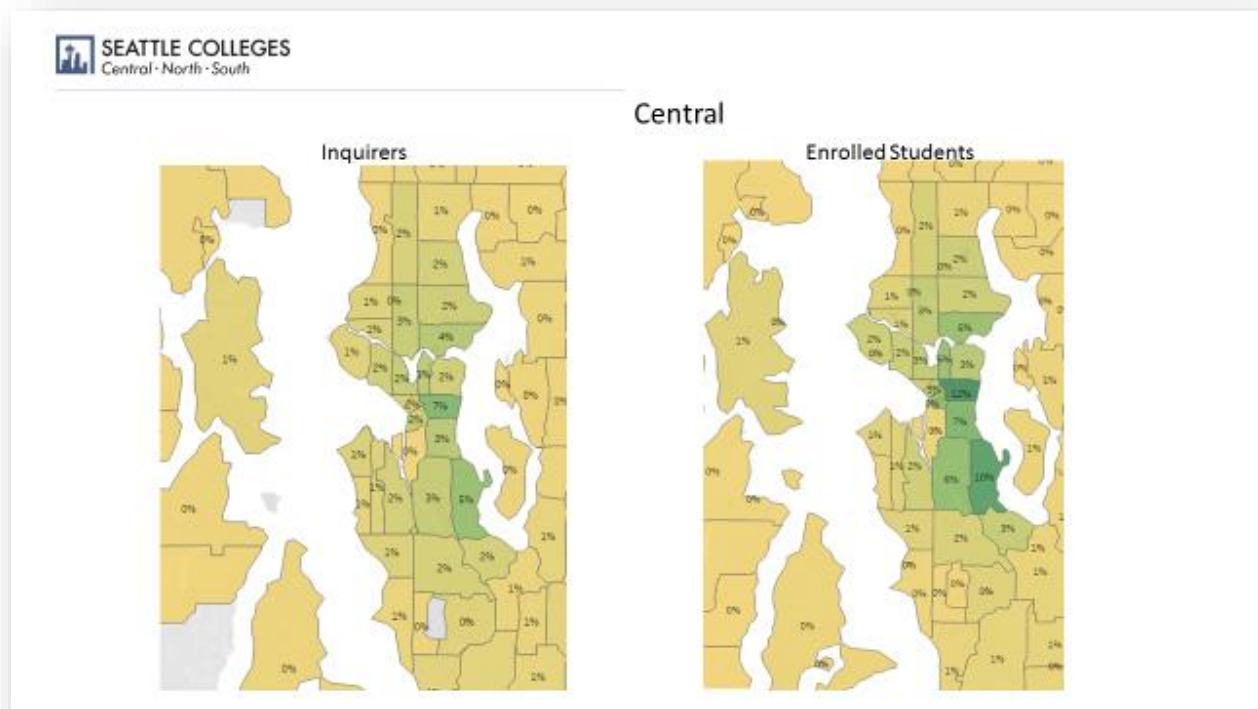


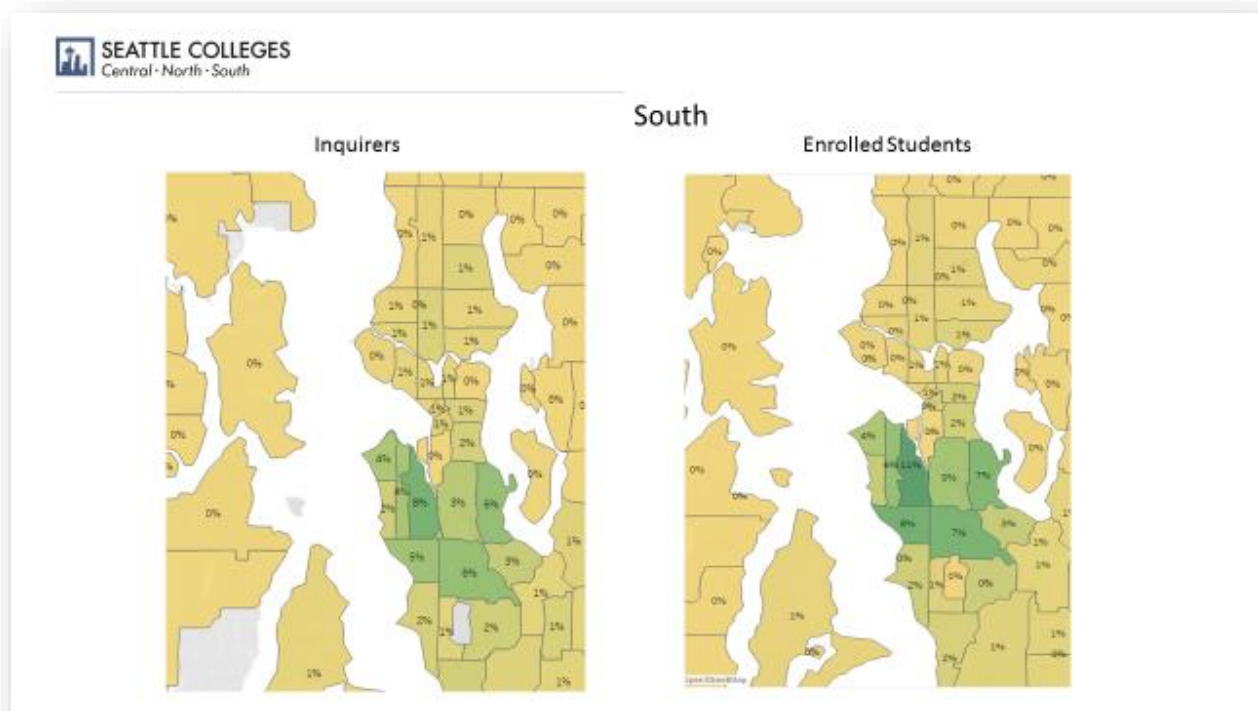
Where Students Live



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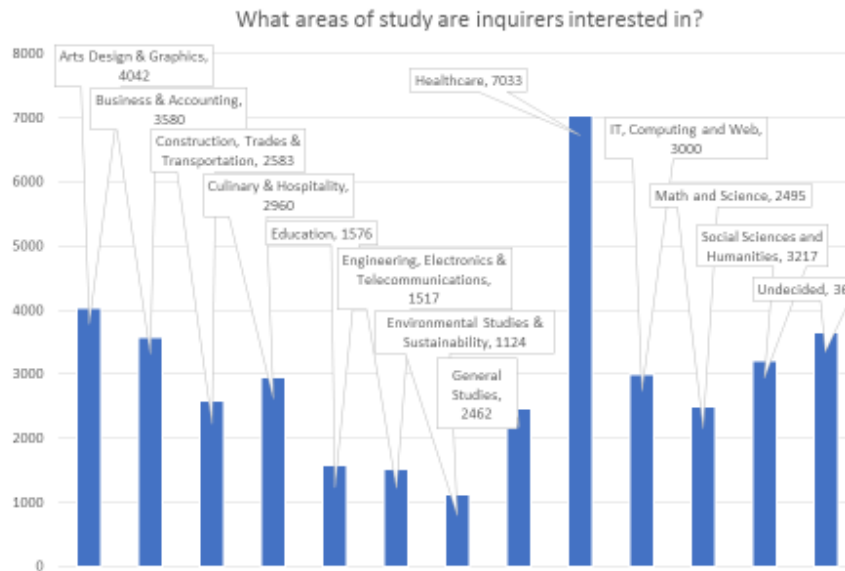
SEATTLE COLLEGES
Central · North · South

Areas of Study and Programs

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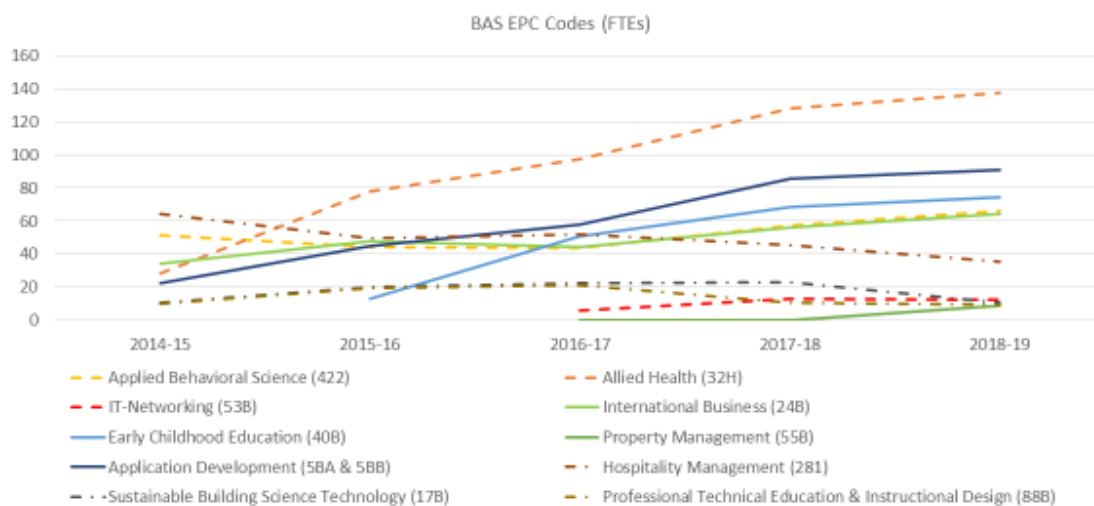
Strategic Equity-Based Enrollment Management Taskforce Recommendation for Seattle Colleges



Top Areas of Study

1. Healthcare
2. Arts, Design & Graphics
3. Undecided
4. Business & Accounting
5. Social Sciences and Humanities

27% of inquirers did not include an area of study



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Enrollment by BAS EPC Codes: 2014-15 to 2018-19 (Annualized FTEs)							
	2014-15	2015-16	2016-17	2017-18	2018-19	Change	% Change
Central							
Applied Behavioral Science (422)	51	44	43	57	66	66	29.7%
Allied Health (32H)	28	78	97	128	138	138	384.2%
IT-Networking (53B)	0	0	6	13	13	13	100.0%
North							
International Business (24B)	34	48	45	56	64	64	88.5%
Early Childhood Education (40B)	0	13	51	69	74	74	469.9%
Property Management (55B)	0	0	0	0	9	9	-
Application Development (5BA & 5BB)	22	45	58	86	91	69	308.4%
South							
Hospitality Management (281)	64	50	52	45	35	35	-44.9%
Sustainable Building Science Technology (17B)	11	20	22	23	11	11	-0.2%
Professional Technical Education & Instructional Design (88B)	10	19	21	11	10	10	-2.7%
District Wide	221	317	396	489	512	512	131.1%
* % Change calculated from 2014-15 or start of program							

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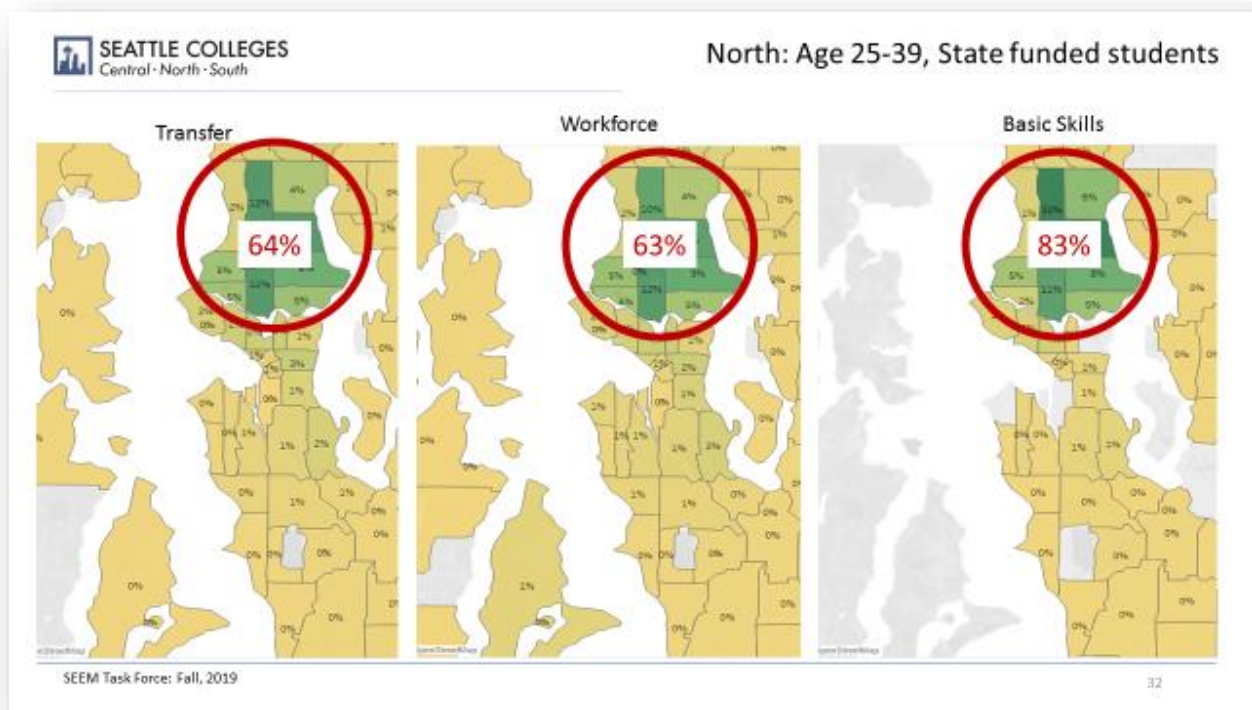
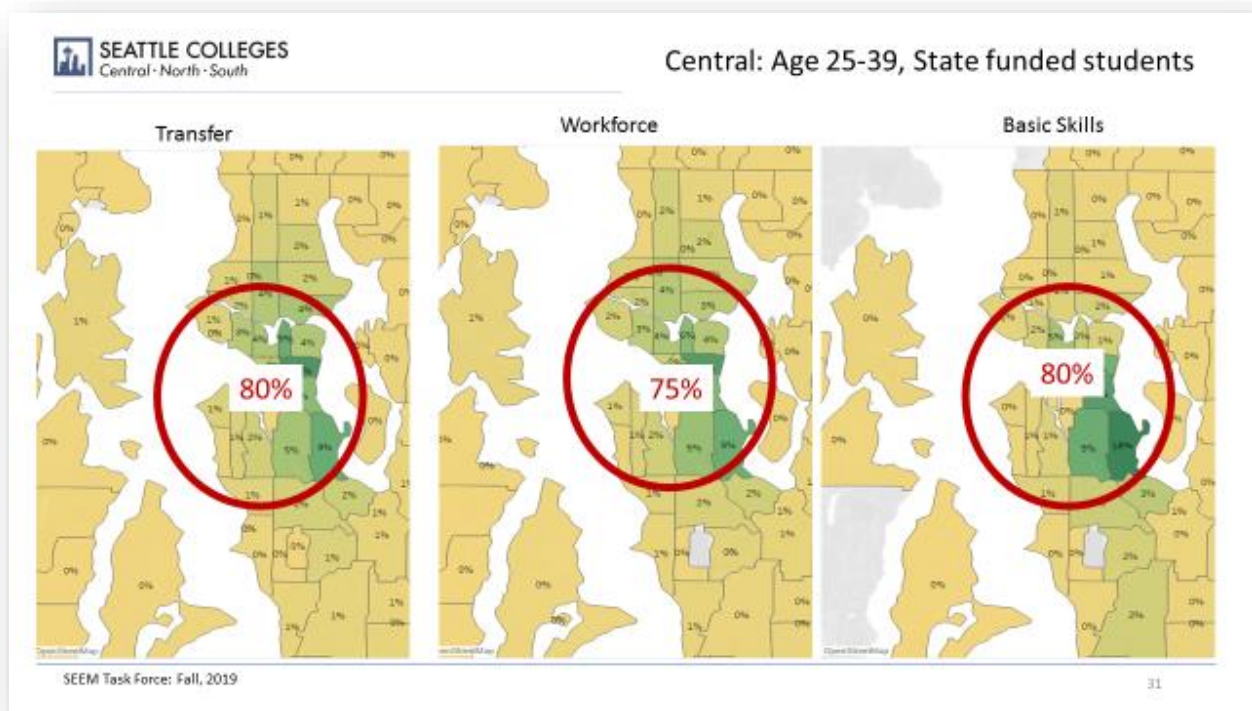
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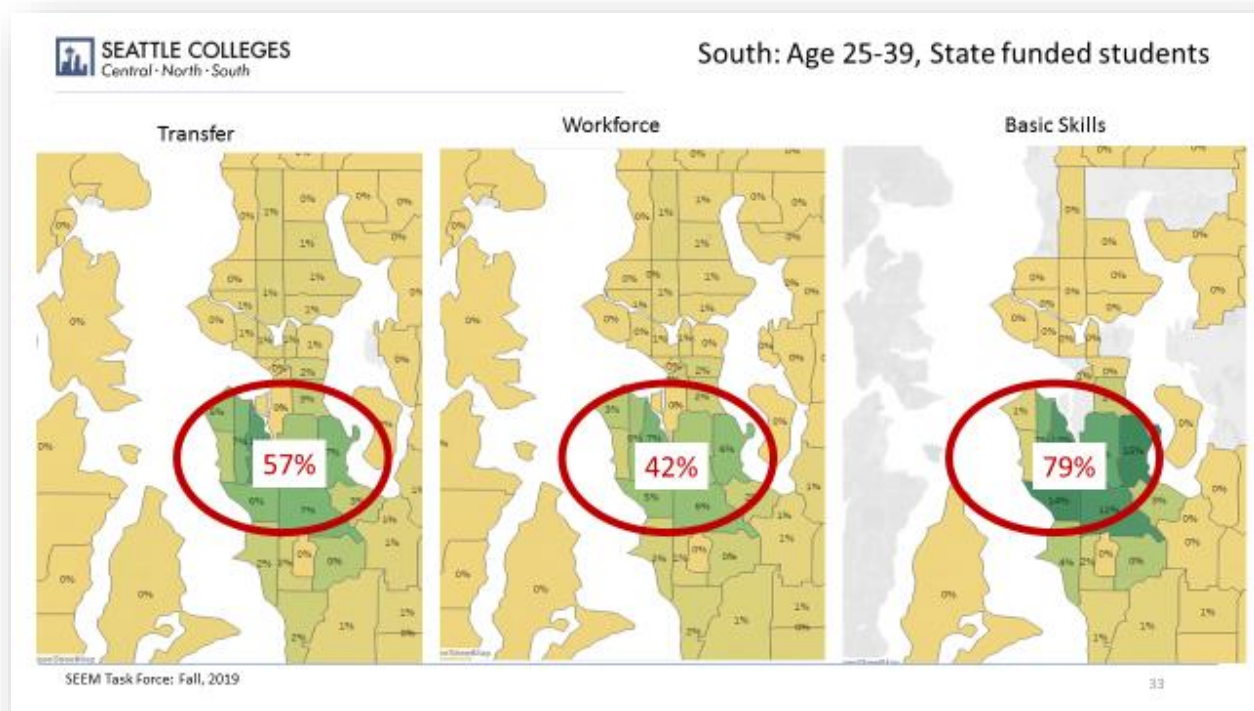


Types of Degrees

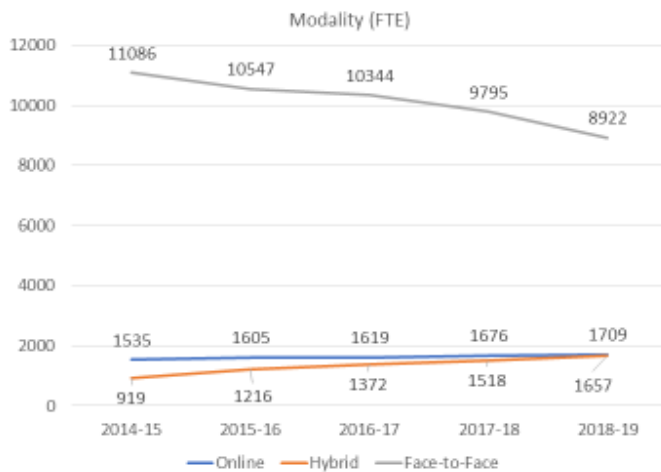
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Strategic Equity-Based Enrollment Management Taskforce Recommendation for Seattle Colleges



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District Enrollment: 2014-15 to 2018-19

	Online	Hybrid	F-to-F
2014-15	1535	919	11086
2018-19	1709	1657	8922
Change	174	738	-2,164
% Change	11.3%	80.3%	-19.5%

Source: SBCTC enrollment dashboards

Courses Offered: 2014-15 to 2018-19

	Online	Hybrid	F-to-F
2014-15	905	588	6,826
2018-19	941	980	4,351
Change	36	392	-2,475
% Change	4.0%	66.7%	-36.3%

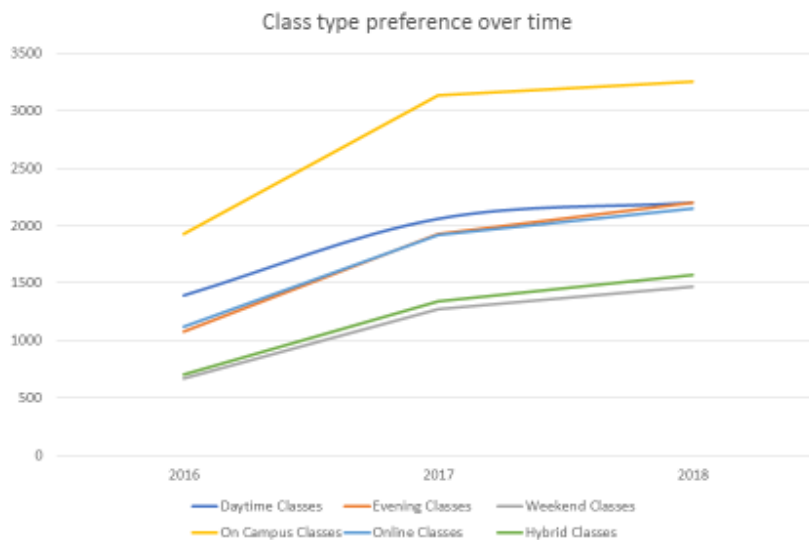
Source: IR Data Mart, Class Table

Average Fill Rate: 2014-15 to 2018-19

	Online	Hybrid	F-to-F
2014-15	76.2%	70.4%	67.2%
2018-19	78.3%	75.5%	70.7%
Change	2.2%	5.1%	3.4%
% Change	2.8%	7.3%	5.1%

Source: IR Data Mart, Class Table

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Growth between 2016 and 2018 for various classes grew:

- Hybrid classes: 122%
- Weekend classes: 119%
- Evening classes: 105%
- Online classes: 91%
- On campus classes: 58%
- Daytime classes: 58%

Student Outcomes

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Enrollment, Retention and Completion Trends by Student Groups
(State-Funded, Transfer & Prof-Tech Students)

	5-Year Enrollment Trend (Annualized FTES)	Fall - Fall Retention (5-Year Avg.)	3-Year Completion (4-year Avg.)
All State-Funded, Transfer & Prof-Tech students	-11%	39%	20%
Transfer	-13%	38%	16%
Prof-Tech	-10%	39%	27%
BAS students	135%	87%	79%
Full-Time	-19%	47%	29%
Part-time	0.4%	30%	11%
Students of Color	-4.5%	40%	21%
HU-SOC	-11%	36%	17%
African American	-17%	33%	17%
African American Males	-21%	30%	15%
Male	-8%	38%	21%
Female	-15%	39%	20%

Source: SBCTC enrollment dashboard & SBCTC SAI retention and completion dashboards

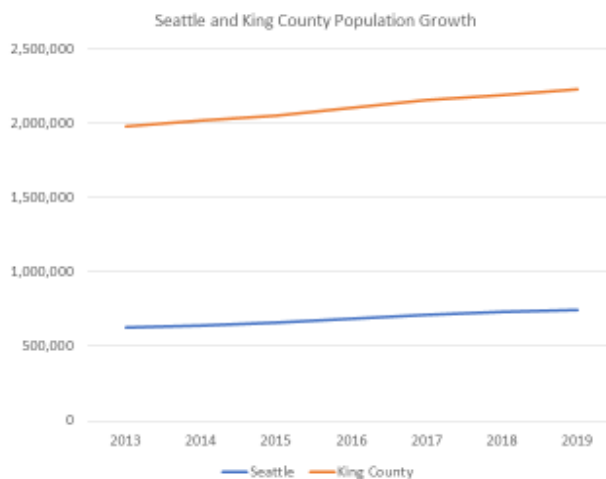
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Seattle Population and Labor Market Projections

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County Population: 2013 to 2019		
	Seattle	King county
2013	626,600	1,981,900
2019	747,300	2,226,300
Change	120,700	244,400
% Change	19.3%	12.3%

Source: WA OFM

61% of King County Population change
is a result of net migration.

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Strategic Equity-Based Enrollment Management Taskforce Recommendation for Seattle Colleges



Seattle Demographics

	Seattle City	United States	Seattle Colleges	Seattle Colleges (State Funded)
Female	50%	51%	47%	50%
White, alone	69%	77%	31%	37%
Black/African-American, alone	7%	13%	10%	12%
American Indian and Alaska Native, alone	1%	1%	1%	1%
Asian, alone	15%	6%	18%	14%
Native Hawaiian and Other Pacific Islander, alone	0%	0%	0%	0%
Two or More Races	7%	3%	7%	10%
Hispanic/Latino	7%	18%	7%	9%
Language other than English spoken at home	21%	21%		
High school graduate or higher (% of persons 25+)	94%	87%		
Bachelor's degree or higher (% of persons 25+)	62%	31%		
Persons in poverty, percent	13%	12%		

Source, United States Census Bureau (American Community Survey)

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In July 2019, Seattle area unemployment rate was 3.1%, compared to 3.7% nationally.
Source: BLS

Seattle-Bellevue-Everett, Employment (July 2019)

	July 2019	% of Labor Market	12-month change
Total Non-farm Employment	1,793,500	100%	3.4%
Mining and Logging	800	0%	0.0%
Construction	108,200	6%	4.0%
Manufacturing	171,600	10%	5.7%
Trade, Transportation, and Utilities	330,100	18%	1.4%
Information	125,400	7%	5.6%
Financial Activities	92,500	5%	5.7%
Professional and Business Services	274,200	15%	3.7%
Education and Health Services	22,800	1%	4.2%
Leisure and Hospitality	185,100	10%	3.9%
Other Service	63,400	4%	4.4%
Government	214,200	12%	0.0%

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City of Seattle – Key Industries

- Clean Tech ✓
- Healthcare ✓
- Information Technology ✓
- Life Sciences
- Manufacturing ✓
- Maritime ✓
- Restaurants ✓

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OCCUPATION	GROWTH RATE, 2018-28	2018 MEDIAN PAY
Solar photovoltaic installers	67%	\$40,680 per year
Wind turbine service technicians	57%	\$54,370 per year
Home health aides	37%	\$24,200 per year
Personal care aides	26%	\$24,020 per year
Occupational therapy assistants	33%	\$40,220 per year
Information security analysts	32%	\$90,350 per year
Physician assistants	31%	\$108,410 per year
Statisticians	31%	\$87,780 per year
Nurse practitioners	29%	\$107,030 per year
Speech, language pathologists	27%	\$77,510 per year
Physical therapist assistants	27%	\$36,040 per year
Genetic counselors	27%	\$80,370 per year
Mathematicians	25%	\$101,900 per year
Operations research analysts	25%	\$83,390 per year
Software developers, applications	25%	\$103,620 per year
Forest fire inspectors and prevention specialists	24%	\$29,600 per year
Health specialties teachers, postsecondary	23%	\$97,370 per year
Pharmacists	23%	\$34,480 per year
Physical therapist aides	23%	\$26,240 per year
Medical assistants	23%	\$33,610 per year

20 occupations with the highest percent change of employment between 2018-2028 (nationally).
Source: BLS Occupational Outlook Handbook

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Healthcare Occupations

"Employment of healthcare occupations is projected to grow 14 percent from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs. **Healthcare occupations are projected to add more jobs than any of the other occupational groups.**"

"The median annual wage for healthcare practitioners and technical occupations (such as registered nurses, physicians and surgeons, and dental hygienists) was \$66,440 in May 2018, which was higher than the median annual wage for all occupations in the economy of \$38,640."

Source: BLS Occupational Outlook Handbook

Health Care Occupations and Seattle Colleges Programs				
Occupation	Job Outlook 2016-26 (Washington)	2018 Median Pay (Seattle Metro)	SC Program	B89 Fill Estimate
Dental Assistants	19%	\$43,430	C-Dental Assisting	55%
Dental Hygienists	20%	\$94,660	C-Dental Hygiene (BAS)	48%
EMT and Paramedics	20%	\$80,470	N-EMT	86%
Medical Assistants	27%	\$44,560	C-Medical Assisting	64%
Medical Records and Health Information Technicians	18%	\$45,800	N- Medical Office Administration	46%
Nursing Assistants	15%	\$32,740	C-Certified Nursing Assistant	75%
Pharmacy Technicians	12%	\$43,640	N-Pharmacy Technician	93%
Phlebotomists	25%	\$38,490	N-I-BEST Phlebotomy Certificate	100%
Registered Nurses	21%	\$83,860	C-Nursing	91%
Respiratory Therapists	34%	\$70,080	C-Respiratory Care (BAS)	100%
Surgical Technologists	20%	\$59,210	C-Surgical Technology	92%

IT Occupations

"Employment of computer and information technology occupations is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. These occupations are projected to add about 546,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.

The median annual wage for computer and information technology occupations was \$86,320 in May 2018, which was higher than the median annual wage for all occupations of \$38,640."

Source: BLS Occupational Outlook Handbook

IT Occupations and Seattle Colleges Programs				
Occupation	Job Outlook 2016-26 (Washington)	2018 Median Pay (Seattle Metro)	SC Program	B89 Fill Estimate
Computer Network Architects	22%	\$125,430	C- IT-Networking (BAS)	46%
Computer Programmers	12%	\$143,430	N-Programming and IT Network Support C-Programming	78%
Database Administrators	32%	\$111,330	C-Database Administration & Development	78%
Information Security Analysts	43%	\$106,030	C-IT-Networking (BAS)	46%
Network and Computer Systems Administrators	28%	\$96,060	N-Network and Server Administration C-Network Design & Administration	80%
Software Developers, Applications	63%	\$129,570	N-Application Development (BAS) C-Software Development and Testing	80%
Web Developer	50%	\$93,830	C-Web Development	78%



Conclusion

1. SEME report will use data to identify and recommend
 - Opportunities for enrollment growth and retention
 - Target populations
 - Target programs and services
 - Equity approaches
2. Recommendation: continue to aggregate this type of information on a regular basis to aid in strategy and decision making

Equity 2023 All-Accountability Workgroup Plan for 2021-22

Equity 2023 Goal 1: Increase the completion rate for historically underserved BIPOC students from 48% to 66% in the next three years (20/21 to 22/23)

Recommended short-term actions:

1. Address life needs and concerns: financial, childcare, transportation, food and housing insecurity.
2. Realize and deepen a sense of belonging by creating a first-year experience (FYE) for students and cohort model of in-class and outside of class support, including nurturing existing and emerging ethnic student clubs for students and Affinity Groups for employees
3. Improve financial aid practices, especially student experience.

Reimagine student entry and onboarding to develop a more equitable experience. Reshape the entire student FYE experience to include one stop services such as financial aid,

SBCTC Guiding Principles

SBCTC Vision Statement: “Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”

- Guided Pathways requires urgent, radical, equity-minded, transformational organizational change.
- Guided Pathways requires a culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequities
- The voices of students, faculty, staff and community members are essential to fully engage in adaptive problem focused inquiry processes leading to meaningful action and sustained systemic change.
- Guided Pathways requires intentional collaborative learning through partnerships, professional and resource development
- Guided Pathways requires a focus on learning and outcomes aligned with community values and industry needs.

Seattle Colleges Equity 2023 Charge

It is mission-critical work. Towards that vision, Equity 2023 sets in motion an

Specifically, Equity 2023 includes three areas:

- Goal 1: Increase the completion rate for historically under-served BIPOC students from 44% to 66% in the next three years (20/21-22/23).

intermediate organizational plan to focus planning and action.	<ul style="list-style-type: none"> • Goal 2: Increase the diversity makeup among faculty and administrative staff by achieving 50% diversity hires with all new and open positions in the next three years. • Goal 3: Develop and implement mandatory anti-bias and anti-racist training for all non-teaching staff; work with AFT-Seattle to develop and offer professional development workshops on bias-free teaching and learning for all faculty.
Project Overview	<p>Project Purpose</p> <p>Project Scope/Boundaries (what is specifically included or excluded in this project?)</p> <p>List other initiatives/projects/committees connected to this project:</p>
Intended Outcomes	<p>How does this support Student Success?</p> <p>How does this support our Equity work?</p> <p>How will this project improve college processes or practices?</p> <p>How does this support student learning, growth, and development?</p>
Summary of Essential Practice and/or Measurable Objective to Meet.	
Data-Informed Decision-Making <i>What are the measurable success criteria for this project?</i>	<p>What Metrics Are We Using to Measure Success? List the top 1-3:</p> <ul style="list-style-type: none"> • <p>What Benchmarks/Outputs/Deliverables Are We Hoping to Accomplish? How Will We Know (Data-Wise) That Our Efforts Are Successful?</p> <ul style="list-style-type: none"> • <p>What Data Would Be Useful to Collect? What Data Needs Are Not Currently Being Met?</p> <ul style="list-style-type: none"> •

TIMELINE: *What needs to get done to meet deliverables?*

Spring 2021

Activity or Task	Lead(s)	Start Date	End Date

Summer 2021

Activity or Task	Lead(s)	Start Date	End Date

Fall 2021 Pilot Kick-off

Activity or Task	Lead(s)	Start Date	End Date

Winter 2021

Activity or Task	Lead(s)	Start Date	End Date

Schedule Milestones <i>What quarterly milestones can we use to monitor progress?</i>	Fall Quarter Milestone(s) <ul style="list-style-type: none"> • Winter Quarter Milestone(s) <ul style="list-style-type: none"> • Spring Quarter Milestones(s) <ul style="list-style-type: none"> •
Resources Needed <i>What college resources (time, people, facilities, money, etc.) will need to be allocated or reallocated to complete this work? What is the plan to acquire these resources?</i>	
Risks, Issues, Challenges <i>What risks, issues, or challenges are impacting this project? What is the plan to tackle these issues?</i>	
District Alignment <i>What aspects of this work need to be communicated and/or coordinated with Central, North, and/or the District office?</i>	
Student Engagement <i>How will students be part of the planning or decision-making process?</i>	

<p>Succession/Sustainability Plan</p> <p><i>How can we sustain this work beyond the grant period(s)? How can we ensure this project becomes institutionalized?</i></p>	
<p>Misc. Notes & Questions</p>	
<p>Progress/Status Report Frequency</p> <p><i>How often does it make sense to update the Guiding Team on the status of this project?</i></p>	<p> <input type="checkbox"/> Quarterly? <input type="checkbox"/> Monthly? <input type="checkbox"/> Before Grant Reporting Deadlines (November and April)? <input type="checkbox"/> Other? Please Specify: _____ </p> <p>Rationale for Selection:</p>

Team Contact Information

Project Lead(s)—Who Oversees This Work? Who Makes Decisions?

Name	Unit/Area Representing	Role/Responsibility

Committee Members—Who's on the Team? Who Does the Work?

Name	Unit/Area Representing	Role/Responsibility

Stakeholders: Who Needs to be Consulted? Who Needs to Stay Informed?

Name	Unit/Area Representing	Role/Responsibility

Effective teams define each member's relationship to the team in terms of the following:

- **Roles:** Generally, roles are the positions team members assume or the parts that they play in an operation or process. (For example, a role an individual might assume is that of facilitator, or communications liaison).
- **Responsibilities:** On the other hand, responsibilities are the specific tasks or duties that members are expected to complete as a function of their roles. They are the specific activities or obligations for which they are held accountable when they assume—or are assigned to—a role on a project or team. (For example, some of the responsibilities of a person in the role of team facilitator might include making sure that meeting agendas reflect feedback and input from all members, that the meetings start on time and end on time, and that all members have opportunities to contribute to discussions.)

Preferred Team Communication Style/Method:

How frequently will your team communicate with each other? What the best form of communication? How will your team document issues raised and decisions made? How or where will your team store important communications and documents for shared access/use?

Meeting Frequency

Meetings are essential for collaboration, creativity, communication, and innovation. But how can we avoid meeting overload or inefficiency? Discuss the following questions together.

How frequently and/or how much time do people need to spend in meetings to complete this work?

-

Who needs to be there, who does not, and will you keep interested parties who do not attend apprised of what's happening?

-

How can this team best use their meeting time together? How can your meetings be structured to encourage better participation, focus, and results? What team member roles and/or expectations are needed to support meeting efficiency efforts?

-

What mechanisms can you put in place to evaluate your team's meeting efficiency on an ongoing basis?

-

Team Evaluation, Assessment, and Feedback

How will your team periodically assess or critique your performance and functionality for what can be improved?

Seattle College's Equity, Diversity, Inclusions Definitions Reference: District Strategic Equity, Diversity, Inclusion and Community Plan 2020-2022

Equity:

"Historically, equity refers to the process of creating equivalent outcomes for members of historically underrepresented and oppressed individuals and groups. Equity is about ending systematic discrimination against people based on their identity or background." (Williams and Wade-Golden, 2008)

Seattle Colleges leads with racial equity because we acknowledge the history and impact that intergenerational and institutional barriers have had on students of color, who make up 44% of our student body (or nearly 60% of students who identify by race on their applications), while our faculty and staff do not yet reflect these same demographics.

Diversity:

As an open access institution, Seattle Colleges holds diversity as an ongoing discovery of the intersections of identities and "diversity refers to all of the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation, and secondary characteristics, such as education, income, religion, work experience, language skills, geographic location, and family status. Put simply, diversity refers to all of the characteristics that make individuals different from each other and in its most basic form refers to heterogeneity." (Williams and Wade-Golden, 2008)

Inclusion:

This work matters because students and employees thrive where they feel they belong, especially in a climate of political divisiveness. "Inclusion exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate in majority culture as full and valued members of the community, shaping and redefining that culture in different ways." (Williams and Wade-Golden, 2008) It is important to note that inclusion, by itself, is not enough. The pursuit of inclusion without discernment of the impact of providing commensurate access to majoritarian actions and practices can actually undermine the original purpose of empowering minoritized communities.

¹⁾ Fisher, D., Hasegawa, B. and Hunt, V. (2020) Seattle Colleges Equity, Diversity, Inclusion, and Community Plan 2018-2022.

²⁾ Williams, D. and Wade-Golden, K. (2008). The Chief Diversity Officer: A Primer for College and University Presidents. Washington, DC: American Council of Education (ACE).

MEMORANDUM

TO: Board of Trustees
FROM: Shouan Pan, Chancellor
DATE: May 13, 2021
SUBJECT: Report to the Board of Trustee

I. Student Success

Discover Seattle Colleges—a series of districtwide recruitment and program exploration events—was held April 19-29.

This first of-its-kind event showcased programs from each of our colleges in our [eight areas of study](#) at eight online events. Outreach/Admissions directors from each college hosted the event and served as main session presenters.

Overall

- 50+ programs represented
- 76 faculty facilitators and staff participated
- 6 current students presented or co-presented with faculty
- 12,000+ students invited
- 30,000 people were reached through the digital ad campaign driving 987 clicks to the website
- 200 prospective students/students participated
 - Health & Medical session had the most participants with 53 attendees
 - 61 attendees came to more than one event in the series

Event RSVPs and feedback were collected in our customer relationship management (CRM) system for established automated communications and follow up with prospective students. Event presentations and videos are available on the [Discover Seattle Colleges website](#).

NPR Special Interview on Seattle Promise

On Tuesday, May 4, NPR Here & Now host, Tonya Mosely, interviewed Chancellor Pan about the importance of Seattle Promise. NPR described the programs as a potential National Model. Link: <https://www.wbur.org/hereandnow/2021/05/04/seattles-free-community-college>

II. Organizational Excellence

“Equity Can’t Wait” Campaign Received Special Coverage Puget Sound Business Journal carried a special article by Patti Payne on May 3. Journalist Payne interviewed Jim Sinegal, Costco Co-Founder and Honorary Chair of the Campaign, Jon Fine, the Campaign Co-Chair, Vice

Chancellor, Kerry Howell, and Chancellor Pan about the importance and focus of “Equity Can’t Wait” Campaign. To date, \$14 million of the \$50 million Campaign goal, has been raised.

III. Organizational Excellence

Three Community Leaders Recommended to the Governor for Filling the Open Trustee Seat

From February to May, Chancellor Pan, devoted considerable time to reaching out to various community leaders and organizations in recruiting and interviewing viable leaders interested in serving on Seattle Colleges Board of Trustees. Trustee Hill and Trustee Chernin also interviewed three finalists. The final slate has been submitted to the Governor Office for further consideration. It is anticipated that the Governor’s selection will be announced in late June.

The 2nd Virtual Tenure Reception Successfully Held

On May 3, Seattle Colleges hosted the 2nd Virtual Tenure Reception. Sixteen newly tenured faculty members and their families and friends were invited to celebration this important professional milestone. Trustee Hill and Trustee Chernin, the College Presidents, Vice Chancellor Buttleman, AFT-Seattle President Stofer, and Chancellor Pan were on hand to recognize the faculty members and offer their sincere congratulations. Before the virtual ceremony, Lilia Fomai and Rebecca Hansen had sent special gift boxes to the homes of all newly tenured faculty members.

Tenure Review Committee Anti-Bias and Anti-Racist Training Successfully Launched

After weeks of focused planning, TRC ABAR Training Planning Team successfully offered two anti-bias and anti-racist training sessions on April 14 and 15. A total of 70 faculty and administrators (as TRC chairs) actively participated in the training. The training covered topics that are important to the tenure review processes, including *defining equity, value of BIPOC faculty, addressing white comfort, microaggressions, deficit mindset and implicit bias, practice implications*, etc. Each of the participants not only reflected on the learning from the training but also made personal commitment for listening and exclusion.

Members of the Planning Committee, **Yilin Sun, Farhana Loonat, Camille Pomeroy, Lynne Kanne, and Althea Lazzaro**, deserve special commendation not only for their hard work, but more importantly for leading this pioneering work.

Vice Chancellor Buttleman, AFT-Seattle President Stofer, and Chancellor Pan, provided welcome to the training participants.

District Council is Being Formed

Following the College Council model, a District Council is being formed. With participation across the colleges and Siegel Service Center, the Council is constituted to provide advice and offer an additional communication link to the chancellor and Chancellor Executive Cabinet. Recruitment of Council members (5 per colleges and 2 from the Siegel Service Center) is under way. It is anticipated that the first Council meeting will be convened in June and that it will be

convened on a regular basis. Serving as an ex-officio member, the chancellor will work with Council to develop agendas for Council meetings.

Zoom Chat with the Chancellor Focusing on District Budget

On Tuesday, April 13, Vice Chancellor Halladay and Chancellor Pan hosted the April Zoom Chat, which focused on improving district funding and the budgeting processes. Over 70 individuals participated in the zoom chats and online discussion.

IV. Partnerships

Chancellor Pan Spoke at International Leadership Foundation, the Seattle Chapter

On Saturday, April 17, Chancellor Pan was invited to provide special remarks at the annual convening of the International Leadership Foundation, the Seattle Chapter. The Foundation is a non-profit organization dedicated to the leadership development of the Asian Americans Pacific Islanders community.

Seattle Colleges Board Goals Scorecard

5/13/2021

GOALS	DELIVERABLES	STATUS	RESPONSIBLE SENIOR LEADER	EXPECTED DATE OF COMPLETION	STRATEGIC GOAL	NOTES
Develop and Implement an eLearning Organization	The creation of Seattle Colleges Online that offers high-quality and competitive distance education programs with the aspirational goal of doubling enrollment to 9,000 FTES by AY2526.		Kurt Buttleman/ Cindy Riche	Initial re-organization 3/1/21 Phase 2 work: 6/30/22 Achieve enrollment goal: 6/30/26	Student Success	Initial organizational restructure is complete.
Seattle Pathways	Fall to Winter retention rate for all students of 85% by AY2223. Completion rate for ALL students of 66% by AY2223. 31% of ALL students complete college level math within their first year.		Kurt Buttleman/ Earnest Phillips	6/30/2023	Student Success Equity, Diversity, Inclusion & Community	10 focus initiatives are currently in process across the Seattle Colleges.
Update Strategic Plan	The District Strategic Plan is updated to reflect: 1. Disaggregated student success data; 2. Final measures for the Partnership Goals; 3. Clarifies		Kurt Buttleman/ Shouan Pan	6/30/2021	Student Success Partnership Equity, Diversity,	Drafts of each of the deliverables have been developed and

To Be Initiated

On Task

Issues/At Risk

Completed

	the goal of doubling the completion rate for BIPOC students by 2023				Inclusion and Community	are being vetted with various stake holders across Seattle Colleges.
Develop a District EDI Plan	Achieving Equity 2023: 1. Increase the completion rate for historically under-served BIPOC students from 48% to 66% in the next three years (20/21-22/23; 2. Increase the diversity makeup among faculty and administrative staff by achieving 50% hires of faculty and administrators of color that reflect student body demographics with all new and open positions in the next three years. 3 Develop and implement mandatory anti-bias and anti-racist training for all non-teaching staff; develop and offer professional development workshops on bias-free teaching and learning for all faculty.		Rosie Rimando-Chareunsap/ Jennifer Dixon/Betsy Hasagawa/Valerie Hunt/D'andre Fisher	initial 6/30/21 and 6/30/2023	Student Success Equity, Diversity, Inclusion & Community	
Integrated Budgeting Process	a) Develop and implement a unified budget process throughout the district; b) Develop and implement a unified budget recording and a reporting structure for use throughout the district; c) Analyze, recommend, and begin to implement the most		Choi Halladay	6/30/2021	Organizational Excellence	Special Board meeting was held on the topic. It is anticipated that the district balances its budget by June 2024.

To Be Initiated	On Task	Issues/At Risk	Completed
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	efficient administrative organization for the district.					
Review, Develop, and Implement a plan for right-sizing the district administrative structure	Reducing the current administrative overheads by 20%-30%		Jennifer Dixon/Shouan Pan	71/2022	Organizational Excellence	College presidents, VC Halladay, VC Buttleman, VC Dixon, and Chancellor have begun planning work.
Continue with academic program reviews and program viability studies	District academic programs are dynamic and responsive to student and community needs and support system sustainability.		Kurt Buttleman/college presidents	ongoing	Organizational Excellence	Continuing work of VPIs and Workforce Deans.
Align Support Services	District administrative and student support services are streamlined to enable optimal student success		Choi Halladay/Earnest Phillips	Initial 6/30/21 and ongoing	Organizational Excellence	
Switch over to ctcLink	Successful deployment of ctcLink		Kurt Buttleman	Phase I: 2/22/2021 Phase II: 6/30/22	Organizational Excellence	Switch over complete; however, continuous trouble-shooting work is necessary.
Exploring One Accreditation	Submit results of feasibility study of One Accreditation to Board of Trustees for consideration		Chemnene Crawford/Shouan Pan	5/30/2021	Student Success Organizational Excellence	

To Be Initiated	On Task	Issues/At Risk	Completed
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Strengthen Seattle Colleges Foundation and Launch Equity Can't Wait Campaign	Successful launch the multi-year capital campaign, with the goal of raising \$50M		Kerry Howell/Sheila Edwards Lange	Initial 6/30/21 and 6/30/26	Organizational Excellence	Campaign successfully kicked off; \$14 million raised to date.
Strengthen and expand external partnerships	Seattle Colleges maintain strong and mutually beneficial partnerships with businesses, governmental, educational, civic, and labor partners.		Malcolm Grothe/Kerry Howell	Ongoing	Partnerships	
Develop a post-pandemic sustainability plan	Seattle Colleges implements a plan that ensures system relevancy and vibrancy beyond the Covid-19 pandemic		Shouan Pan/Earnest Phillips	Initial 12/30/21 and ongoing	Organizational Excellence	
Complete AFT-Seattle Negotiation and prepare for negotiation with AFT-SPS	A new 3-year contract between the Board of Trustees and AFT-Seattle is ratified by the faculty and approved by the Board. Initial plan for negotiation with AFT-SPS is clarified and set.		Jennifer Dixon/Chancellor's Executive Cabinet	6/30/2021	Organizational Excellence	

To Be Initiated	On Task	Issues/At Risk	Completed
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EDUCATION



‘EQUITY CAN’T WAIT’

\$50 million campaign of Seattle Colleges Foundation is making inroads for students on the margins

There's a lot of talk about equity these days, and one group is rolling up its proverbial sleeves by launching a specific campaign to increase access and support for students of color at three Seattle colleges: North Seattle College, South Seattle College and Seattle Central College.



DR. SHOUAN PAN
Seattle Colleges
chancellor



JIM SINEGAL
Costco co-founder

The Seattle Colleges Foundation recently launched its Equity Can't Wait campaign, driven by a powerful advisory council including Costco Co-founder **Jim Sinegal**, United Way of King County CEO Emeritus **Jon Fine** and UW Regent **Constance Rice**. Some others on the advisory council include former Boeing head **Phil Condit**, Alaska Airlines' **Diana Birkett Rakow**, Virginia Mason Franciscan Health CEO **Dr. Gary Kaplan**, Center for Children & Youth Justice Founder **Bobbe Bridge**, Washington Roundtable President **Steve Mullin**,

Schultz Family Foundation President **Tyra Mariani**, BECU President **Benson Porter**, Seattle Mariners' **Fred Rivera**, Amazon's **Alice Shobe**, WSECU President **Gary Swindler**, CEO Seattle Hospitality Group **Howard Wright** and community volunteer **Barbara Dingfield**. Full disclosure, I am on the council as well.

Already more than \$14 million has been raised toward the goal of \$50 million, money which will create increased opportunity for Seattle Colleges students and narrow the gap between the haves and those who are pushed

to the margins.

"Almost half of Seattle Colleges' almost 41,000 students are Black, Indigenous and people of color," said Seattle Colleges Chancellor **Shouan Pan**. "Many of them are from underprivileged backgrounds coming here to change their lives around."

Pan says the pandemic made it so much more challenging for these students, who often live in overcrowded conditions. Studying and learning virtually is difficult at best. Many lost jobs.

"We don't want to have a generation of students who missed an education because of Covid," he said. "We want to prepare them with the kind of credentials to come back or to enter the workforce, to feed their families and to follow their dreams."

Pan says this is not about tuition. "It's really life support. Just getting to school, buying a textbook, the right tutoring and counseling, mental health support – their lives are so difficult," he said.

Costco Co-founder Jim Sinegal feels that moving this campaign forward is vital.

"It's a very compelling story," he told me. "You're dealing with a lot of young people – thousands of students, many are people of color and disadvantaged, who all have come to the conclusion that they have to do something beyond getting their high school diploma to move ahead."

Sinegal is living proof that community college works. He attended community college for two years, which then allowed him to go on to finish at a four-year university. "Without that foundation, I don't think I would have been as successful in business as I was so fortunate to be," he said.

Sinegal said the campaign provides increased "opportunity for these young people to get a post-secondary degree and

be eligible to fill some of the jobs that will be required in our community. It's going to make our community better and that's why the community college system is so valuable."

Seattle Colleges Foundation CEO **Kerry Howell** says the money will go to support students with much-needed wraparound services so that they can complete a two- or four-year degree or certification and be prepared to go right into good paying jobs. The campaign money will also go to innovation in programming, to hire more faculty and staff of color and to renovate some facilities.

Fine is pleased with the reception the council is getting when asking for support of the campaign. "It's a really good program with good people involved. It's one of the best investments that I saw in helping people get ahead and dealing with the root causes of the problem of inequity," he said.

Fine has also been acting as an ESL (English as second language) tutor for several Seattle Central College students. "I'm impressed with their drive and desire to improve their circumstances," he said.

Fine shared a story of returning home to Seattle from a trip before the pandemic hit.

"The driver told me he was taking courses at Seattle Central and how he excited he was about it and how he knew that was going to improve his life. So I literally see the good things Seattle Colleges are doing for people all over the place," he said.

Howell underscored the urgency of this campaign. "Equity can't wait' is quite literal," he said. "We've been experiencing a huge gap for years but the social unrest of the last year has turned and focused attention to those inequities and given us an opportunity to speak up more visibly and loudly than we have in the past. This is the moment. Right now."





MEMORANDUM

TO: Board of Trustees
FROM: North Seattle College Interim President, Dr. Chemene Crawford
DATE: April 29, 2021
SUBJECT: Report to the Board of Trustees

I. Student Success

- **Impressive Number of Applicants in New ECE BAS Cohort**

There are 25 applicants in the new Academy for Rising Educators Cohort in NSC's Early Childhood Education Bachelor of Applied Science (BAS) program, which is expected to launch in fall 2021. The cohort is a partnership between Seattle Public Schools, the Seattle Department of Education and Early Learning, and Seattle Central College, which seeks to pipeline more men of color into early learning and elementary education teaching positions.

II. Institutional Excellence

- **New Virtual Parking Permit System Planned for Fall 2021**

NSC has entered into an agreement to acquire a system to issue virtual parking permits. The new system will make it more convenient for students to purchase parking permits, while also improving administrative efficiency and parking enforcement. Implementation of the new system is scheduled for fall quarter 2021.

III. External Affairs

- **Northgate Light Rail and Ped Bridge to Open Fall 2021**

The Northgate, University District, and Roosevelt Stations will open October 2. The new light rail stations will link North Seattle College, Seattle Central College, and the District, as well as Roosevelt High School and the University of Washington. The connection provides increased access to education for students and highlights the partnership between institutions. The Northgate Pedestrian Bridge is also progressing, and in early May, the bridge spans will be placed over I-5. The spans mark a major and highly visible construction milestone. Construction related to the bridge continues on the north end of campus.

IV. Pride Points

- **NSC IB BAS Students Compete in International Business Case Competition**

A team of four students from NSC's International Business (IB) BAS program competed in the National Association of Small Business International Trade Educators (NASBITE) International Business Case competition on April 5. NSC's IB BAS team was the only team from a community college, competing with universities such as: University of Washington, Ohio State, Michigan State, Western Washington, Texas A&M, University of Missouri, University of Iowa, Northern Iowa, University of Maryland as well as teams from Mexico and Puerto Rico. NASBITE International is the premier international business organization for practicing professionals in international business and the only one that issues an industry certification in International Business.



MEMORANDUM

TO: Board of Trustees
FROM: Sheila Edwards Lange, Ph.D., President
DATE: April 28, 2021
SUBJECT: Seattle Central College monthly report

ORGANIZATIONAL EXCELLENCE

Operational Plan: Seattle Central has updated its Operational Plan, the document that says how SCC will allocate resources to achieve the goals in the [Seattle Colleges Strategic Plan](#). The current operational plan expired in 2020. The plan was updated after a series of staff forums to gather feedback. The document better reflects our institutional commitment to equity and social justice, and our work with Guided Pathways. It now goes to our College Council for final approval and adoption.

STUDENT SUCCESS

New in-person access to computer labs: Seattle Central is offering workstations and Wi-Fi access for students in the Seattle Central Computer Lab, BE3148 at the Broadway Edison Building. Students must reserve the stations in advance using Starfish. Reservations are for one-hour blocks between 9 a.m. and 4 p.m., with only 15 students in the room at a time. Students must wear a mask and follow social distancing/health/safety protocols.

EQUITY, DIVERSITY, AND INCLUSION

Email campaign: Central's Guided Pathways team launched a new email campaign for new Black and African American students, as well as those students who are retained from Fall to Winter and Winter to Spring. The email includes welcoming language, specific resources, and a photo/message from Dr. Sheila Edwards Lange or Vice President of Student Services Dr. Yoshiko Harden.

MESA engineering mentoring event: The 2021 Engineering Mentor Night was scheduled for April 29. This event, co-sponsored by the Puget Sound Engineering Council and MESA|LSAMP at Seattle Central College, is an opportunity for students to meet representatives from a wide spectrum of practices in the engineering profession.

PRIDE POINTS

Seattle Central students Ilhan Ibrahim and Raina Scherer were honored on April 15 as members of the 2021 All-Washington Academic Team. Ibrahim is a first-generation student and Seattle native who is pursuing her associate of science transfer degree at Seattle Central College. Scherer is currently pursuing her associate of arts degree at Seattle Central College. Students are selected for the All-Washington Team because of their academic excellence and community engagement.

Dental programs students Emily Colon and Stephanie Garcia presented their research at the 2021 WDHA Symposium for Oral Health Professionals. One of the students won a \$350 prize for winning the 2021 WDHA Student Research Poster Competition for her project titled, "Relationships between emotional intelligence and conflict management styles among undergraduate dental hygiene students." Both students will graduate this quarter.

MEMORANDUM

TO: Board of Trustees
FROM: Rosie Rimando-Chareunsap, President
DATE: May 13, 2021
SUBJECT: Report to the Board of Trustees

I. **Student Success**

- **Statewide Recognition for South Students:** The All-Washington Academic Team (represented by two students from each community and technical college in the state) was celebrated virtually on April 15. South students Cam Bernal Brand (studying biology) and Thomas Williams (studying automotive technology) were named to the team by Phi Theta Kappa (PTK) Honor Society and recognized for their achievements in the classroom and their communities. Cam received additional recognition as a top 16 scholar in the state.

II. **Institutional Excellence**

- **Gathering Virtually to Address the Present and Plan for the Future:** SSC invited Dr. Kira Mauseth from the State of Washington Department of Health to present “Coping with COVID-19: Behavioral Health Trends, Workforce Impacts & Resources” to employees on April 16. She shared practical strategies for coping with some universal issues we are all enduring through the pandemic. On April 20, campus colleagues gathered again for a robust conversation with campus leadership on what returning to campus for classes and student services will look like as we “turn the dial” in accordance with public health conditions in the coming months.

III. **Financial Health**

- **Campus Budget Forum Series Begins:** Campus leadership and College Council held their first in a series of college-wide budget forums on April 27. Topics include a review of how FY 20-21 budget priorities developed by the campus community were addressed, an overview of federal COVID funds available for use in the coming months, and updates on districtwide budgeting approaches and timelines as the work begins to finalize a budget for FY 21-22.

IV. **External Affairs**

- **APAHE Virtual Summit Participation:** At the 2021 Asian Pacific Americans in Higher Education Virtual Summit on April 15, President Rosie Rimando-Chareunsap participated in a panel discussion of higher education leaders to discuss strategies for advancing racial equity, forging new paths of opportunity for Asian American and Pacific Islander students, and combating the anti-Asian hate on the rise across our nation.



To: SCD Board of Trustees

From: Annette Stofer, AFT Seattle Local 1789 President

Re: Report for May 2021 BOT meeting

AFT Seattle members are voting on the proposed new faculty contract as I write this report. Our lead negotiator, David Krull, and others of our team, have held a number of forums with faculty over the last few weeks to answer questions, hear feedback, and weigh strengths and weaknesses in the offer. We will report the vote results to Chancellor Pan and the SCD negotiating team when they become known to us.

Whatever the outcome of the ratification vote, I wish to thank everyone who sat at the negotiating table, or in front of the camera on Zoom, to hammer out the deal that we reached. For the AFT Seattle team, gratitude to David Krull, Natalie Simmons, Kayleen Oka, Caroline Pew, and Dave Ellenwood. For the SCD team, thanks go to Jennifer Dixon, Sayumi Irely, Bradley Lane, Pete Lortz, Joe Barrientos, Curtis Bonney, Choi, Halladay, Johnny Hu, and Chris Sullivan.

Special thanks to Eric Vanhooser, assistant to Jennifer Dixon, for doing the painstaking work of putting together the mark-up of the entire CBA and sifting through it for typos. It required a good eye as well as patience with all of us telling him what to do, and not always very clearly.

The Washington State Legislative session ended just days ago. It is a relief that the dire predictions about austerity measures were wrong. Our state's economy is rebounding despite the challenges of the pandemic. We are pleased that investments in higher education such as funds for students, Nursing Educators and High Demand programs will continue, and we will see new investments. AFT Washington was a driver of SB 5194 along with the Communities for Our Colleges coalition. Students highlighted the need for counseling, full-time faculty, commitment to racial justice in education, and much more in our CTC system. They confirmed what we have always believed—legislators pay attention to students. We need to continue this partnership and make sure that our students are successful.

Respectfully submitted by Annette Stofer, April 29, 2021

MEMORANDUM

TO: Board of Trustees

FROM: Maryam Nuraliyeva

Student Body President

Seattle Central College

DATE: April 29th, 2021

SUBJECT: ASSOCIATED STUDENT COUNCIL REPORT – Information Only

Student Leadership Report

- **SOCC (Student of Color Conference):** On April 15-16 SOCC was held at a distance and 67 students represented the Seattle Colleges. Students had an opportunity to come together in virtual space to learn ways in which they can use their socio-cultural identities for resilience empowered change.
- **Democracy Vouchers:** ASC Executive of Legislative Affairs is working on the project to promote Democracy Vouchers as well as how students may use them, which students are eligible, and how student participation in programs like Democracy Vouchers can affect local and state politics. We are hoping to invite students to our office hours if they have questions about Democracy Vouchers, and as we get closer to the prime of most WA political campaigns, we will be sending reminders that the vouchers can be used to support local candidates.
- **Free feminine products on campus:** ASC has been working on a project to provide free feminine products on campus. We were able to create a project plan, allocate funds, and we received positive feedback from the administration. Our next step is to sign the agreements and contracts with Aunt Flow partners.
- **ASC Hiring:** The Associated Student Council is accepting applications now to recruit students for the 2021-22 academic year. Job postings are open now and we are trying our best to make this year's application to be accessible, seamless, and enjoyable for students who are interested in student government.
- **Bylaws Revision:** ASC team spent a few weeks reviewing bylaws and proposed a few suggested changes, including CtcLink, swapped executive duties, added "in the event of another global pandemic" language, change of meeting times, etc. We will be presenting the revised version of ASC Bylaws to the President's Cabinet in June.

MEMORANDUM

TO: Board of Trustees
FROM: Mahsa Mohajeri, President
DATE: May 14, 2021
SUBJECT: United Student Association (USA) REPORT – INFORMATION ONLY

USA Selection Committee:

The Selection Committee is working on creating the 2021-22 application and promoting the USA positions for next year. We will send an email directly to the student body encouraging them to apply, create a video and flyer to promote.

Students of Color Conference April 15 and 16:

USA officers attended the annual Students of Color Conference hosted remotely. The conference was over six hours separated into two days which included a number of speakers such as Natasha Burrowes, Rashida Willards, Malissa Williams, Roxana Pardo Garcia, Gerry Ebalaroza, and more. The conference focused on racism, social justice issues, white supremacy, and how to be allies of people of color. It was a great opportunity for students from different colleges to meet and express their feelings around important yet difficult topics. Although the conference was hosted online, it had amazing participation and student engagement. As a team, we found the conference really powerful and well done. A special thanks to Dean Daniel Johnson and Mica Hunter for expanding our knowledge as student leaders.

Returning to In-Person Operations Town Hall April 20:

Mahsa Mohajeri represented USA and attended the Town Hall to discuss the possibility of returning back to campus for Summer and Fall quarters. As mentioned in the meeting, South Seattle College currently has 100 classes operating on campus. This is a vast number of classes considering that they have been operating since Fall of 2020 when our communities did not have access to the COVID19 vaccine. There was a lot of discussion on how to move forward with classes and a lot of the discussion revolved around easing into returning back to the campus. However, no final decision has been made yet. Students are looking forward to hearing what their options are for a safe return starting Summer or Fall quarter.



Holocaust Remembrance April 8 and 21:

South student Anthony Garcia along with Central student Emilio Levine participated in the annual Holocaust Remembrance programs. Anthony led the candle lighting and Emilio recited the Mourner's Kaddish in memory of the six million Jews and non-Jews who were murdered during WWII. The Anti-Defamation League also presented a workshop on Anti-Semitism and White Supremacy. The presenter encouraged all schools to be pro-active and prepared to respond to any bias and hate incidents on campus, and shared their model and new resource guide.

Ramadan Mubarak:

Ramadan Mubarak to all of our Muslim students! We encourage faculty and staff to support our students who are fasting.