



**SEATTLE
COLLEGES**

Central · North · South · SVI

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1500 Harvard Avenue, Seattle WA 98122-3803 | www.seattlecolleges.edu

SEATTLE COLLEGE DISTRICT BOARD OF TRUSTEES

January 8, 2015

STUDY SESSION

2:00 p.m.

Boardroom

Seattle Colleges
District Office
1500 Harvard Avenue
Seattle, WA 98122

REGULAR SESSION

3:00 p.m.

Boardroom

Seattle Colleges
District Office
1500 Harvard Avenue
Seattle, WA 98122

STUDY SESSION AGENDA

2:00 p.m.

NEW STATE BUDGET REALLOCATION MODEL PROPOSAL

2:30 p.m.

SEATTLE COLLEGES STRATEGIC PLAN

REVISED REGULAR SESSION AGENDA

- 3:00 p.m. CALL TO ORDER**
- 3:00 p.m. ROLL CALL**
- 3:00 p.m. INTRODUCTION OF VISITORS – REMIND VISITORS TO SIGN IN**
- 3:05 p.m. APPROVAL OF AGENDA | ACTION** **Tab 1**
- 3:05 p.m. PUBLIC COMMENTS**
Fifteen minutes are regularly set aside for others to express their views on any matter except those restricted to Executive Session.
- 3:20 p.m. PRESENTATION**
Pathway to Completion Second Year Report
Presenters: Judy Reed, Associate Director, Pathway to Completion
Jane Muhich, Lead, Math Initiatives
- 3:40 p.m. RECOMMENDED BOARD ACTIONS | ACTION**
- A. Approval of December 11, 2014 Meeting Minutes **Tab 2**
- B. Second Reading & Final Action – Policy & Procedure 419 **Tab 3**
- C. Recommended Strategic Plan Update **Tab 4**
- D. Recommendation on Building Naming at North Seattle College **Tab 5**
- 3:50 p.m. INFORMATIONAL ITEMS**
- A. Chancellor’s Report
1. Martin Luther King, Jr., Celebration
2. Pacific Tower Project Update
3. Meeting with Seattle Public Schools
- B. Pathway to Completion Progress Report to The Gates Foundation **Tab 6**

4:00 p.m.

ORAL REPORTS

- A. Associated Student Body Presidents
 - 1. Mr. Brian Pak Wing Leung, Seattle Central College
 - 2. Ms. Sarah Baker, North Seattle College
 - 3. Mr. Shane Brookman, South Seattle College

- B. AFT Seattle Community Colleges
 - Ms. Kimberly McRae, Co-President
 - Ms. Tracy Lai, Co-President

- C. Washington Federation of State Employees
 - Mr. Ty Pethe, President

- D. College Presidents and Vice Chancellors
 - 1. Cabinet

- E. Board of Trustees
 - 1. Ms. Carmen Gayton, Chair
 - 2. Mr. Steve Hill, Vice Chair
 - 3. Ms. Teresita Batayola
 - 4. Mr. Jorge Carrasco
 - 5. Ms. Courtney Gregoire

4:20 p.m.

ADJOURNMENT

The next meeting of the Board of Trustees will be held on Thursday, February 19, 2015 at Seattle Vocational Institute, 12120 South Jackson Street, Seattle, WA 98144. There will be a Study Session at 2:00 p.m., and the Regular Meeting will follow at 3:00 p.m.

EXECUTIVE SESSION(S)

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.

MINUTES OF THE SEATTLE COLLEGE DISTRICT

BOARD OF TRUSTEES MEETING held Thursday, December 11, 2014 at

South Seattle College, Georgetown Campus, 6737 Corson Avenue South, Seattle, WA 98108

PRESENT FOR REGULAR MEETING HELD AT 3:10 P.M.

Trustees

Ms. Carmen Gayton, Chair
Mr. Steve Hill, Vice Chair
Ms. Teresita Batayola
Ms. Courtney Gregoire

Chancellor

Dr. Jill Wakefield

Presidents/Vice Chancellors

Dr. Warren Brown, NSC
Dr. Wai-Fong Lee for Paul Killpatrick, SCC
Mr. Gary Oertli, SSC

Vice Chancellors

Dr. Carin Weiss
Dr. Kurt Buttleman
Mr. Charles Sims

Advisory Representatives

Mr. Al Griswold, SVI
Mr. Derek Edwards, AAG
Ms. Kimberly McRae, AFT Seattle
Mr. Ty Pethe, WFSE
Mr. Shane Brookman, SSC Student

Secretary

Ms. Harrietta Hanson

ABSENT

Dr. Paul Killpatrick, SCC
Ms. Tracy Lai, AFT Seattle
Mr. Brian Pak Wing Leung, SCC Student
Ms. Sarah Baker, NSC Student

Board of Trustees Meeting Minutes

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CALL TO ORDER

Board Chair, Ms. Carmen Gayton, called the meeting to order at 3:10 p.m.

ROLL CALL

The secretary, Harrietta Hanson, called the roll.

INTRODUCTION OF VISITORS

Ms. Gayton welcomed the visitors. Visitors introduced themselves. They included: Earnest Phillips, Maureen Nutting, Mary Ellen O’Keeffe, LaVerne Lamoureux, Bruce Genung, Heather Emlund, Kelly DeForrest, Donna Miller-Parker, Greg Lonergan, Frank Ashby.

APPROVAL OF December 11, 2014 AGENDA

Ms. Gayton asked for a motion to approve the December 11, 2014 Agenda. **Ms. Gregoire moved, and Ms. Batayola seconded the motion. Motion passed unanimously (4-0).**

PUBLIC COMMENTS

There were no public comments.

PRESENTATION

“Worksource and Career Services @ South”

President Oertli introduced Vice President for Instruction Donna Miller-Parker who will be retiring at the end of this year. Ms. Miller-Parker has dedicated over 30 years to higher education.

Director of Worksource Career Services Kelly DeForrest talked about the services provided by the department. She indicated in 2006 the Worksource resources were only accessed by 6% of student population. Six years ago Embedded Career Services (ECS) was incorporated into the Worksource program. It provides job readiness resources for student and community members, with 3 Embedded Career Specialists serving 16 professional and technical programs. The services now cover both the Georgetown Campus and the main South campus, and the department works closely with Instruction. The Specialists working diligently with Community Based Organizations (CBO), such as Workforce Development Council and Seattle Jobs Initiative, to support short term training and employment. In addition, direct hiring relationships have been established with employers such as Delta, Alaska Airlines, Metro, Parker Staffing etc. Students also have the access to internship as practice and placement. The services remove barriers for completion, bridge industry with curriculum and, maintain and grow hiring relationships for the professional and technical programs.

Ms. Gayton thanked Ms. DeForrest for the information and expressed her appreciation to Ms. Miller-Parker for her many years of service and dedication.

APPROVAL OF MEETING MINUTES

Ms. Gayton asked for a motion to approve the November 13 and October 9 meeting minutes.

Ms. Batayola moved to approve the November 13 meeting minutes, and Ms. Gregoire seconded the motion. Motion passed unanimously (4-0).

Mr. Hill moved to approve the October 9 meeting minutes, and Ms. Gregoire seconded the motion. Motion passed with three votes in favor of approval and one abstention.

RECOMMENDED TENURE

Ms. Gayton asked for a motion to grant tenure to Doug Tompson, Basic and Transitional Studies, Seattle Central College. **Ms. Batayola moved, and Mr. Hill seconded the motion. Motion was passed unanimously (4-0).**

TENDER OF GIFTS

Ms. Gregoire moved, and Mr. Hill seconded the motion to accept the gifts tendered to Seattle College District. Motion was passed unanimously (4-0).

2014-15 BOARD OF TRUSTEES MEETING SCHEDULE CHANGE

Ms. Batayola moved to approve the revised 2014-15 Board of Trustees meeting schedule. Mr. Hill seconded the motion. Motion was passed unanimously (4-0).

DELEGATION OF AUTHORITY TO THE CHANCELLOR TO AMEND THE PACIFIC TOWER LEASE

Due to the complexity of financing the Pacific Tower project, the Seattle College Foundation is considering forming an affiliated LLC to apply for New Market Tax Credits and the Historic Preservation Tax Credits. The Foundation Board had retained counsel and met several times over the past weeks to conduct due diligent on the feasibility and risks involved. The Foundation Board will be meeting on December 17 for a final review on the Foundation's prerequisites and vote on whether to go forward. Based on the requirements of the tax credits, the lease with the Department of Commerce will have to be shortened from 30 years to 19 years and 11 months. The lease amendment is required to be signed by end of the year.

Due to the short turnaround time, the Board voted to delegate the authority to the Chancellor to amend the Pacific Tower lease, if necessary. Mr. Hill moved and Ms. Gregoire seconded the motion. Motion was passed unanimously (4-0).

RECOMMENDATION ON BUILDING NAMING AT NORTH SEATTLE COLLEGE

Ms. Gayton commented that the Board has the opportunities to listen and review the requests of naming a building at North Seattle College after faculty member Lynda Wilkinson. The Board recognizes the passion and energy noted by Maureen Nutting and other faculty members. Ms. Gayton indicated that the Board also noted there are many faculty and staff members worthy of recognition, e.g. Ms. Donna Miller-Parker. Hence Ms. Gayton asked the Chancellor's Cabinet come back in January with a formal recommendation for the Board's consideration.

INFORMATIONAL ITEMS

A. Chancellor's Report

1. "College Opportunity Day of Action" Summit

Dr. Wakefield reported she was invited to join the December 4 White House College Opportunity Day of Action Summit in Washington DC. The President, First Lady and Vice President were present to address the 300+ audience. The focus of the summit was on higher education and completion.

2. Pacific Tower Project Update

A written report was shared with the Board with detailed information regarding Tax Credit Financing and the Foundation's involvement. Dr. Wakefield indicated that the Pacific Tower project will be a great healthcare program to help low income students to obtain good paying jobs.

Dr. Wakefield also reported on the recent Financial Statement Audit Entrance Meeting. Ms. Gayton attended the entrance meeting on behalf of the Board. Because of the new interpretation by the Northwest Commission on Colleges and Universities (NWCCU) of an accreditation standard, all of the community and technical colleges in Washington will have to develop audited financial statements to meet the NWCCU standard. Dr. Wakefield said that she expected a good report on the colleges' financial statements, but might have chances to improve on the process.

In addition, Dr. Wakefield gave an update on the upcoming campaign. The Campaign is intended to be transformative for higher education and the City of Seattle, with focus on one year of college for all. Individual meetings with Trustees have been held recently to update them on the progress and goals in addition to seeking their advice. Meetings were also held with stakeholders in the community. Furthermore, Advancement Office is in the process of hiring a director of corporate relations.

B. \$15 Per Hour Impact

Dr. Buttleman and Mr. Sims went over the budget impacts on the colleges based on the \$15 per hour mandate by the City of Seattle, which will go into effect April 2015.

C. First Reading – Policy & Procedure 419

In order to comply with the mandate of the Violence Against Women's Act (VAWA) and Title IX, Policy 419 (previously named Sexual Harassment) has been revised to reflect the key components to eradicate sexual violence and all forms of discrimination from our colleges. In addition, Procedure 419 has been developed to provide a universal complaint and investigative process for students, faculty and staff.

Discussion was made to add language on the bullying and cyber-bullying. In addition, a cover memorandum will be added to provide background and information to show how our colleges compared to others.

Because the Procedure will need to be codified, both the Policy and Procedure were presented to the Board for review. They will be submitted to the Board for Second Reading and Final Action at the next meeting.

D. Legislative Update

Ms. Lamouroux provided an update on legislator-elected serving in the colleges' catchment area, and key committee members. The Session will start January 12, 2015.

ORAL REPORTS

A. Associated Student Body Presidents

Mr. Shane Brookman, of SSC's United Student Association (USA), reported that he has been elected as one of the WACTCSA Board of Directors. WACTCSA is a statewide student association representing all 34 community and technical colleges, and advocates legislative issues in Olympia. The major agenda items it has identified for the upcoming session are: 1) redefining basic education as K-14; 2) textbook affordability; 3) Electronic Benefits Transfer (EBT) card use on campus; and 4) finding dedicated funding for higher education. As one of its representatives, Mr. Brookman said that he will work to build a strong collaboration with all the colleges.

B. American Federation of Teachers (AFT) Seattle Community Colleges, Local 1789

Ms. McRae thanked Dr. Wakefield and Mr. Sims in working with AFT and reached agreement on diversity hiring, and a Memorandum of Understanding has been signed. The agreement includes providing cultural competence and search advocacy training for all faculty on a continuing basis.

C. Washington Federation of State Employees (WFSE)

Mr. Pethe said that the change of the \$15 per hour mandate would not have a huge impact on the costs of hourly and student hourly, as they could be offset by the A&S fees. He is more concerned about the non-hourly student workers and classified staff on low paying ranks. He indicated some classified staff are working above their classification and he looks forward to working on their reclassification in the coming months.

D. Chancellor, College Presidents and Vice Chancellors

Dr. Wakefield thanked Ms. Gayton representing the Board at the Constance W. Rice Partner of the Year Award event.

Dr. Weiss thanked the Board for their support and their leadership over the past 15 years that she has been with the Seattle Colleges. Dr. Weiss will be leaving the Seattle Colleges at the end of December 2014.

Mr. Oertli congratulated Mr. Brookman in his new role as Board of Director of WACTCSA.

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E. Board of Trustees

Ms. Gayton thanked Dr. Weiss for her dedication and leadership including heading up the Pathway to Completion project, District-wide Strategic Plan and Educational Master Plan.

ADJOURNMENT

The meeting was adjourned at 4:35 p.m.

The next meeting of the Board of Trustees will be held on Thursday, January 8, 2014 at Seattle College District Office, 1500 Harvard Avenue, Seattle, WA 98122. There will be a Study Session at 2 p.m. and the Regular Meeting will follow at 3:00 p.m.

APPROVED BY:

Carmen Gayton, Chair

Date

MEMORANDUM

To: Board of Trustees

From: Jill Wakefield, Ed.D.
Chancellor

Date: January 8, 2015

SUBJECT: Second Reading and Final Action for Policy/Procedure 419 Discrimination and Harassment

Background

This Policy and Procedure, upon approval by the Chancellor's Cabinet, was presented to the Board for a first reading at the December, 2014 Board meeting. Adoption of this Policy/Procedure clearly reflects the District's full commitment to the eradication of sexual violence and all forms of discrimination from its campuses. It is deliberately comprehensive, yet explicit enough, to address the full continuum of any acts or behaviors that could create a hostile learning or working environment for the District's workforce and the students it serves. The Policy and Procedure provides a unified process for the reporting, investigation, and resolution of incidents of discrimination and harassment. The approval of this Policy/Procedure will ensure that the Seattle College District is in compliance with Title IX requirements, and will allow the District to begin communicating these changes to employees and students and initiate appropriate training and education activities for its employees.

Recommended Action:

This Second Reading incorporates suggested revisions made by the Board at the December 11, 2014 meeting. The revisions add more specific Policy and Procedure language prohibiting all forms of "bullying" behaviors in the workplace and the classroom within the District. It is the recommendation that the Board approve Policy/Procedure 419 Discrimination and Harassment as presented.

Submitted By:



Charles Sims
Chief Human Resources Officer

Submitted and transmitted to the Board with a favorable recommendation.



Jill Wakefield, Ed.D.
Chancellor

Seattle College District Policy

NUMBER: 419

TITLE: DISCRIMINATION AND HARASSMENT

ADOPTED DATE: 10/5/1993 LAST REVISED: 11/3/2014

The Seattle College District recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. To this end, the Seattle College District has enacted policies prohibiting discrimination against and/or harassment of any student, employee, visitor or any member of a legally protected class. Further, the Seattle College District is committed to ensure that all employees and students work and learn in an environment that fosters mutual respect and professionalism, free from all forms of "bullying" behaviors, including "cyber bullying", as defined in Procedure 419. All employees and students are responsible for contributing to such an environment and are expected to treat other employees, students, and visitors with courtesy and respect.

Any individual found to be in violation of this ese policy ies will be subject to disciplinary action up to and including dismissal from the College or from employment.

Any employee, student, applicant, or visitor who believes that he or she has been the subject of discrimination, ~~or~~ harassment, or bullying should report the incident or incidents to the College's, or District's Title IX / EEO Coordinator identified in Procedure 419, Discrimination and Harassment ~~the~~ corresponding procedures. If the complaint is against that Coordinator, the complainant should report the matter to the college president's or Chancellor's office for referral to an alternate designee.

PROCEDURE 419

SEATTLE COLLEGE DISTRICT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE:

A. INTRODUCTION

The Seattle College District recognizes its responsibility, described in Policy 419, for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent all manners of discrimination. To this end, the Seattle College District has enacted Policy and Procedure 419, Discrimination and harassment policies prohibiting discrimination against and/or harassment of any employee, student, applicant or visitor, and legally defined members of a protected class. Any individual found to be in violation of Policy 419 ~~these policies~~ will be subject to disciplinary action up to and including dismissal from the College or from employment.

Any employee, student, applicant, or visitor who believes that he or she has been the subject of discrimination or harassment should report the incident or incidents to the College's, or District's Title IX / EEO Coordinator identified below. If the complaint is against that Coordinator, the complainant should report the matter to the president's, or Chancellor's office for referral to an alternate designee.

Seattle College District Office:
Chief Human Resources Officer
Title IX / EEO Coordinator
Contact info: (206) 934-4136;
1500 Harvard Avenue, Seattle, WA 98122;

Seattle Central College/Seattle Vocational Institute:
Human Resources Director
Title IX / EEO Coordinator
Contact info: (206) 934-2028
1701 Broadway, Seattle, WA 98122

South Seattle College:
Human Resources Director
Title IX / EEO Coordinator
Contact info: (206) 934-6415
6000 16th Avenue S.W., Seattle, WA 98106

North Seattle College:
Human Resources Director
Title IX / EEO Coordinator
Contact info: (206) 934-7792
9600 College Way North, Seattle, WA 98103

The Title IX / EEO Coordinator or designee:

- Will accept all complaints and referrals from College or District employees, applicants, students, and visitors.
- Will make determinations regarding how to handle requests by complainants for confidentiality.

- Will keep accurate records of all complaints and referrals for the required time period.
- May conduct investigations or delegate and oversee investigations conducted by a designee.
- May impose interim remedial measures to protect parties during investigations of discrimination or harassment.
- Will issue written findings and recommendations upon completion of an investigation.
- May recommend specific corrective measures to stop, remediate, and prevent the recurrence of inappropriate conduct.

The Seattle College District encourages the timely reporting of any incidents of discrimination or harassment. Complaints may be submitted in writing or orally. For complainants who wish to submit a written complaint, a formal complaint form is available online at <http://seattlecolleges.edu/HR/complaint>. Hardcopies of the complaint form are available at the following locations on campus or the District office:

Seattle College District Office
1500 Harvard Avenue, Seattle, WA 98122;
2nd Floor Reception Desk

Seattle Central College
1701 Broadway, Seattle, WA 98122
Student Services Office: Room BE4180
HR Office: BE4180

South Seattle College
6000 16th Avenue S.W., Seattle, WA 98106
Student Services Office: Room 4RS058
HR Office: 4RS200

North Seattle College
9600 College Way North, Seattle, WA 98103
Student Services Office: 3NC2449A
HR Office: 3NC2261G

Seattle Vocational Institute
Administration Office - 206

Georgetown Apprenticeship and Education Center
Main Office: 4GT100

B. DEFINITIONS

1. **Complainant:** employee(s), applicant(s), student(s), or visitors(s) of the Seattle College District who alleges that she or he has been subjected to discrimination or harassment.
2. **Complaint:** a description of facts that allege violation of the District's policy against discrimination or harassment.
3. **Consent:** knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other

has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.

A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct.

Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

4. **Discrimination:** unfavorable treatment of a person based on that person's membership or perceived membership in a protected class. Harassment is a form of discrimination.
5. **Harassment:** a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs. Petty slights, annoyances, offensive utterances, and isolated incidents (unless extremely serious) typically do not qualify as harassment. Examples of conduct that could rise to the level of discriminatory harassment include but are not limited to the following:
 - Epithets, "jokes," ridicule, mockery or other offensive or derogatory conduct focused upon an individual's membership in a protected class.
 - Verbal or physical threats of violence or physical contact directed towards an individual based upon their membership in a protected class.
 - Making, posting, emailing, texting, or otherwise circulating demeaning or offensive pictures, cartoons, graffiti, notes or other materials that relate to race, ethnic origin, gender or any other protected class.
6. **Protected Class:** persons who are protected under state or federal civil rights laws, including laws that prohibit discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal.
7. **Resolution:** the means by which the complaint is finally addressed. This may be accomplished through informal or formal processes, including counseling, mediation, or the formal imposition of discipline sanction.
8. **Respondent:** person or persons who are members of the campus community who allegedly discriminated against or harassed another person or persons.
9. **Sexual Harassment:** a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment.

- a. **Hostile Environment Sexual Harassment** occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs [and/or student housing].
 - b. **Quid Pro Quo Sexual Harassment** occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.
Examples of conduct that may qualify as sexual harassment include:
 - Persistent comments or questions of a sexual nature.
 - A supervisor who gives an employee a raise in exchange for submitting to sexual advances.
 - An instructor who promises a student a better grade in exchange for sexual favors.
 - Sexually explicit statements, questions, jokes, or anecdotes.
 - Unwelcome touching, patting, hugging, kissing, or brushing against an individual's body.
 - Remarks of a sexual nature about an individual's clothing, body, or speculations about previous sexual experiences.
 - Persistent, unwanted attempts to change a professional relationship to an amorous relationship.
 - Direct or indirect propositions for sexual activity.
 - Unwelcome letters, emails, texts, telephone calls, or other communications referring to or depicting sexual activities.
10. **Sexual Violence:** is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.
- a. **Nonconsensual sexual intercourse** is any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 - b. **Nonconsensual sexual contact** is any intentional sexual touching, however slight, with any object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
 - c. **Domestic violence** includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.
 - d. **Dating violence** means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

- e. **Stalking** means intentional and repeated harassment or following of another person, which places that person in reasonable fear that the perpetrator intends to injure, intimidate, or harass that person. Stalking also includes instances where the perpetrator knows or reasonably should know that the person is frightened, intimidated, or harassed, even if the perpetrator lacks such intent.

11. "Bullying": Workplace and/or Classroom bullying is defined as persistent, malicious, unwelcome, severe, and pervasive mistreatment that harms, intimidates, offends, degrades or humiliates an employee or student, whether verbal, physical or otherwise, including "cyber" bullying, in the course of employment, or pursuit of education. Any employee found in violation of this District policy, will be disciplined, up to and including immediate termination. Any student found in violation of the District's Code of Student Conduct, as it relates to this policy, will be disciplined, up to and including, immediate expulsion from the college. Examples of bullying behavior include, but are not limited to:

- Being held to a different standard than the rest of an employee's work group;
- Consistent ignoring or interrupting of an employee in front of co-workers;
- Personal attacks (angry outbursts, excessive profanity, or name-calling);
- Encouragement of others to turn against, marginalize, or ostracize the targeted employee;
- Use of email, internet, or other "cyber" venues to denigrate the targeted employee.

The Seattle College District encourages all employees to report any instance of bullying behavior they have experienced or witnessed to their supervisor or the college HR Director.

C. WHO MAY FILE A COMPLAINT

Any employee, applicant, student or visitor of the Seattle College District may file a complaint. Complaints may be submitted in writing or verbally. The Seattle College District encourages the timely reporting of any incidents of discrimination or harassment. For complainants who wish to submit a written complaint, a formal complaint form is available online at <http://seattlecolleges.edu/HR/complaint>. Hardcopies of the complaint form are available at the locations listed above in Section A. Any person submitting a discrimination complaint shall be provided with a written copy of the College's anti-discrimination policies and procedures.

D. CONFIDENTIALITY AND RIGHT TO PRIVACY

The Seattle College District will seek to protect the privacy of the complainant to the full extent possible, consistent with the legal obligation to investigate, take appropriate remedial and/or disciplinary action, and comply with the federal and state law, as well as District policies and procedures. Although Seattle College District will attempt to honor complainants' requests for confidentiality, it cannot guarantee complete confidentiality. Determinations regarding how to handle requests for confidentiality will be made by the Title IX / EEO Coordinator.

Confidentiality Requests and Sexual Violence Complaints. The Title IX / EEO Coordinator will inform and obtain consent from the complainant before commencing an investigation into a sexual violence complaint. If a sexual violence complainant asks that his or her name not be

revealed to the respondent or that the College/District not investigate the allegation, the Title IX / EEO Coordinator will inform the complainant that maintaining confidentiality may limit the District's or college's ability to fully respond to the allegations and that retaliation by the respondent and/or others is prohibited. If the complainant still insists that his or her name not be disclosed or that the College/District not investigate, the Title IX /EEO Coordinator will determine whether the College/District can honor the request and at the same time maintain a safe and non-discriminatory environment for all members of the District's community, including the complainant. Factors to be weighed during this determination may include, but are not limited to:

- the seriousness of the alleged sexual violence;
- the age of the complainant;
- whether the sexual violence was perpetrated with a weapon;
- whether the respondent has a history of committing acts of sexual violence ~~or violence~~ or has been the subject of other sexual violence complaints;
- whether the respondent threatened to commit additional acts of sexual violence against the complainant or others; and
- whether relevant evidence can be obtained through other means (e.g., security cameras, other witnesses, physical evidence).

If the College/District is unable to honor a complainant's request for confidentiality, the Title IX / EEO Coordinator will notify the complainant of the decision and ensure that complainant's identity is disclosed only to the extent reasonably necessary to effectively conduct and complete the investigation.

If the College/District decides not to conduct an investigation or take disciplinary action because of a request for confidentiality, the Title IX / EEO Coordinator will evaluate whether other measures are available to limit the effects of the harassment and prevent its recurrence and implement such measures if reasonably feasible.

E. INVESTIGATION PROCEDURE

Upon receiving a discrimination complaint, the College/District shall commence an impartial investigation. The Title IX / EEO Coordinator shall be responsible for overseeing all investigations. Investigations may be conducted by the Title IX / EEO Coordinator or his or her designee. If the investigation is assigned to someone other than the Title IX /EEO Coordinator, the Title IX / EEO Coordinator shall inform the complainant and respondent(s) of the appointment of an investigator.

Interim Measures. The Title IX / EEO Coordinator may impose interim measures to protect the complainant and/or respondent pending the conclusion of the investigation. Interim measures may include, but are not limited to, imposition of no contact orders, rescheduling classes, temporary work reassignments, referrals for counseling or medical assistance, and imposition of summary discipline on the respondent consistent with the District's/College's student conduct code or the District's/College's employment policies and collective bargaining agreements.

Investigation. Complaints shall be thoroughly and impartially investigated. The investigation shall include, but is not limited to, interviewing the complainant and the respondent, relevant

witnesses, and reviewing relevant documents. The investigation shall be concluded within a reasonable time, normally sixty days barring exigent circumstances. At the conclusion of the investigation the investigator shall set forth his or her findings and recommendations in writing. If the investigator is a designee, the investigator shall send a copy of the findings and recommendations to the Title IX / EEO Coordinator. The Title IX / EEO Coordinator shall consider the findings and recommendations and determine, based on a preponderance of the evidence, whether a violation of the discrimination and harassment policy occurred, and if so, what steps will be taken to resolve the complaint, remedy the effects on any victim(s), and prevent its recurrence. Possible remedial steps may include, but are not limited to, referral for voluntary training/counseling, development of a remediation plan, limited contact orders, and referral and recommendation for formal disciplinary action. Referrals for disciplinary action will be consistent with the student conduct code or college employment policies and collective bargaining agreements.

Written Notice of Decision. The Title IX / EEO Coordinator will provide each party and the appropriate student services administrator or appointing authority with written notice of the investigative findings and of actions taken or recommended to resolve the complaint, subject to the following limitations. The complainant shall be informed in writing of the findings and of actions taken or recommended to resolve the complaint, if any, only to the extent that such findings, actions or recommendations directly relate to the complainant, such as a finding that the complaint is or is not meritorious or a recommendation that the accused not contact the complainant. The complainant may be notified generally that the matter has been referred for disciplinary action. The respondent shall be informed in writing of the findings and of actions taken or recommended to resolve the complaint and shall be notified of referrals for disciplinary action. Both the complainant and the respondent are entitled to review any final findings, conclusions, and recommendations, subject to any FERPA confidentiality requirements.

Informal Dispute Resolution. Informal dispute resolution processes, like mediation, may be used to resolve complaints, when appropriate. Informal dispute resolution shall not be used to resolve sexual discrimination complaints without written permission from both the complainant and the respondent. If the parties elect to mediate a dispute, either party shall be free to discontinue mediation at any time. In no event shall mediation be used to resolve complaints involving allegations of sexual violence.

Final Decision/Reconsideration. Either the complainant or the respondent may seek reconsideration of the decision by the Title IX / EEO Coordinator. Requests for reconsideration shall be submitted in writing to the Title IX / EEO Coordinator within seven days of receiving the decision. Requests must specify which portion of the decision should be reconsidered and the basis for reconsideration. If no request for reconsideration is received within seven days, the decision becomes final. If a request for reconsideration is received, the Title IX / EEO Coordinator shall respond within ten (10) business days. The Title IX / EEO Coordinator shall either deny the request or, if the Title IX / EEO Coordinator determines that the request for reconsideration has merit, issue an amended decision. Any amended decision is final and no further reconsideration is available.

F. **PUBLICATION OF ANTI-DISCRIMINATION POLICIES AND PROCEDURES**

The policies and procedures regarding complaints of discrimination and harassment shall be published and distributed as determined by the Chancellor/president or designee. Any person

who believes he or she has been subjected to discrimination in violation of District/College policy will be provided a copy of these policies and procedures.

G. LIMITS TO AUTHORITY

Nothing in this procedure shall prevent the District Chancellor or College President or designee from taking immediate disciplinary action in accordance with Seattle College District policies and procedures, and federal, state, and municipal rules and regulations.

H. NON-RETALIATION, INTIMIDATION AND COERCION

Retaliation by, for or against any participant (including complainant, respondent, witness, Title IX / EEO Coordinator, or investigator) is expressly prohibited. Retaliatory action of any kind taken against individuals as a result of seeking redress under the applicable procedures or serving as a witness in a subsequent investigation or any resulting disciplinary proceedings is prohibited and is conduct subject to discipline. Any person who thinks he/she has been the victim of retaliation should contact the Title IX / EEO Coordinator immediately.

I. CRIMINAL COMPLAINTS

Discriminatory or harassing conduct may also be, or occur in conjunction with, criminal conduct. Criminal complaints may be filed with the appropriate law enforcement authorities.

The College will proceed with an investigation of harassment and discrimination complaints regardless of whether the underlying conduct is subject to civil or criminal prosecution.

J. OTHER DISCRIMINATION COMPLAINT OPTIONS

Discrimination complaints may also be filed with the following federal and state agencies:

Washington State Human Rights Commission, <http://www.hum.wa.gov/index.html>

US Dept of Education Office for Civil Rights, <http://www2.ed.gov/about/offices/list/ocr/index.html>

Equal Employment Opportunity Commission, <http://www.eeoc.gov/>

**Discrimination/Harassment
Complaint Form**

This form is designed to assist you with filing a discrimination and/or harassment complaint. Please write clearly and focus on the alleged discriminatory and/or harassing conduct. The complaint should include as much information regarding the incident giving rise to the complaint as possible, including the location, date and time of the alleged incidents(s); the name of the individual or group whom the complaint is against, if known; a description of the incident(s); and the remedy sought.

Name filing the complaint: _____ Date: _____

Signature: _____ Date: _____

You may use the back side of this sheet if needed. Please return this form to the Title IX / EEO Coordinator.

Seattle College District Policy

NUMBER: 419

TITLE: DISCRIMINATION AND HARASSMENT

ADOPTED DATE: 10/5/1993 LAST REVISED: 11/3/2014

The Seattle College District recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. To this end, the Seattle College District has enacted policies prohibiting discrimination against and/or harassment of any student, employee, visitor or any member of a legally protected class. Further, the Seattle College District is committed to ensure that all employees and students work and learn in an environment that fosters mutual respect and professionalism, free from all forms of "bullying" behaviors, including "cyber bullying", as defined in Procedure 419. All employees and students are responsible for contributing to such an environment and are expected to treat other employees, students, and visitors with courtesy and respect.

Any individual found to be in violation of this policy will be subject to disciplinary action up to and including dismissal from the College or from employment.

Any employee, student, applicant, or visitor who believes that he or she has been the subject of discrimination, harassment, or bullying should report the incident or incidents to the College's, or District's Title IX / EEO Coordinator identified in Procedure 419, Discrimination and Harassment. If the complaint is against that Coordinator, the complainant should report the matter to the college president's or Chancellor's office for referral to an alternate designee.

PROCEDURE 419

SEATTLE COLLEGE DISTRICT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE:

A. INTRODUCTION

The Seattle College District recognizes its responsibility, described in Policy 419, for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent all manners of discrimination. To this end, the Seattle College District has enacted Policy and Procedure 419, Discrimination and harassment prohibiting discrimination against and/or harassment of any employee, student, applicant or visitor, and legally defined members of a protected class. Any individual found to be in violation of Policy 419 will be subject to disciplinary action up to and including dismissal from the College or from employment.

Any employee, student, applicant, or visitor who believes that he or she has been the subject of discrimination or harassment should report the incident or incidents to the College's, or District's Title IX / EEO Coordinator identified below. If the complaint is against that Coordinator, the complainant should report the matter to the president's, or Chancellor's office for referral to an alternate designee.

Seattle College District Office:
Chief Human Resources Officer
Title IX / EEO Coordinator
Contact info: (206) 934-4136;
1500 Harvard Avenue, Seattle, WA 98122;

Seattle Central College/Seattle Vocational Institute:
Human Resources Director
Title IX / EEO Coordinator
Contact info: (206) 934-2028
1701 Broadway, Seattle, WA 98122

South Seattle College:
Human Resources Director
Title IX / EEO Coordinator
Contact info: (206) 934-6415
6000 16th Avenue S.W., Seattle, WA 98106

North Seattle College:
Human Resources Director
Title IX / EEO Coordinator
Contact info: (206) 934-7792
9600 College Way North, Seattle, WA 98103

The Title IX / EEO Coordinator or designee:

- Will accept all complaints and referrals from College or District employees, applicants, students, and visitors.
- Will make determinations regarding how to handle requests by complainants for confidentiality.

- Will keep accurate records of all complaints and referrals for the required time period.
- May conduct investigations or delegate and oversee investigations conducted by a designee.
- May impose interim remedial measures to protect parties during investigations of discrimination or harassment.
- Will issue written findings and recommendations upon completion of an investigation.
- May recommend specific corrective measures to stop, remediate, and prevent the recurrence of inappropriate conduct.

The Seattle College District encourages the timely reporting of any incidents of discrimination or harassment. Complaints may be submitted in writing or orally. For complainants who wish to submit a written complaint, a formal complaint form is available online at <http://seattlecolleges.edu/HR/complaint>. Hardcopies of the complaint form are available at the following locations on campus or the District office:

Seattle College District Office
1500 Harvard Avenue, Seattle, WA 98122;
2nd Floor Reception Desk

Seattle Central College
1701 Broadway, Seattle, WA 98122
Student Services Office: Room BE4180
HR Office: BE4180

South Seattle College
6000 16th Avenue S.W., Seattle, WA 98106
Student Services Office: Room 4RS058
HR Office: 4RS200

North Seattle College
9600 College Way North, Seattle, WA 98103
Student Services Office: 3NC2449A
HR Office: 3NC2261G

Seattle Vocational Institute
Administration Office - 206

Georgetown Apprenticeship and Education Center
Main Office: 4GT100

B. DEFINITIONS

1. **Complainant:** employee(s), applicant(s), student(s), or visitors(s) of the Seattle College District who alleges that she or he has been subjected to discrimination or harassment.
2. **Complaint:** a description of facts that allege violation of the District's policy against discrimination or harassment.
3. **Consent:** knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other

has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.

A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct.

Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

4. **Discrimination:** unfavorable treatment of a person based on that person's membership or perceived membership in a protected class. Harassment is a form of discrimination.
5. **Harassment:** a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs. Petty slights, annoyances, offensive utterances, and isolated incidents (unless extremely serious) typically do not qualify as harassment. Examples of conduct that could rise to the level of discriminatory harassment include but are not limited to the following:
 - Epithets, "jokes," ridicule, mockery or other offensive or derogatory conduct focused upon an individual's membership in a protected class.
 - Verbal or physical threats of violence or physical contact directed towards an individual based upon their membership in a protected class.
 - Making, posting, emailing, texting, or otherwise circulating demeaning or offensive pictures, cartoons, graffiti, notes or other materials that relate to race, ethnic origin, gender or any other protected class.
6. **Protected Class:** persons who are protected under state or federal civil rights laws, including laws that prohibit discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal.
7. **Resolution:** the means by which the complaint is finally addressed. This may be accomplished through informal or formal processes, including counseling, mediation, or the formal imposition of discipline sanction.
8. **Respondent:** person or persons who are members of the campus community who allegedly discriminated against or harassed another person or persons.
9. **Sexual Harassment:** a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment.

- a. **Hostile Environment Sexual Harassment** occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs [and/or student housing].
 - b. **Quid Pro Quo Sexual Harassment** occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.
Examples of conduct that may qualify as sexual harassment include:
 - Persistent comments or questions of a sexual nature.
 - A supervisor who gives an employee a raise in exchange for submitting to sexual advances.
 - An instructor who promises a student a better grade in exchange for sexual favors.
 - Sexually explicit statements, questions, jokes, or anecdotes.
 - Unwelcome touching, patting, hugging, kissing, or brushing against an individual's body.
 - Remarks of a sexual nature about an individual's clothing, body, or speculations about previous sexual experiences.
 - Persistent, unwanted attempts to change a professional relationship to an amorous relationship.
 - Direct or indirect propositions for sexual activity.
 - Unwelcome letters, emails, texts, telephone calls, or other communications referring to or depicting sexual activities.
10. **Sexual Violence:** is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.
- a. **Nonconsensual sexual intercourse** is any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 - b. **Nonconsensual sexual contact** is any intentional sexual touching, however slight, with any object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
 - c. **Domestic violence** includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.
 - d. **Dating violence** means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

- e. **Stalking** means intentional and repeated harassment or following of another person, which places that person in reasonable fear that the perpetrator intends to injure, intimidate, or harass that person. Stalking also includes instances where the perpetrator knows or reasonably should know that the person is frightened, intimidated, or harassed, even if the perpetrator lacks such intent.

11. “Bullying”: Workplace and/or Classroom bullying is defined as persistent, malicious, unwelcome, severe, and pervasive mistreatment that harms, intimidates, offends, degrades or humiliates an employee or student, whether verbal, physical or otherwise, including “cyber” bullying, in the course of employment, or pursuit of education. Any employee found in violation of this District policy, will be disciplined, up to and including immediate termination. Any student found in violation of the District’s Code of Student Conduct, as it relates to this policy, will be disciplined, up to and including, immediate expulsion from the college. Examples of bullying behavior include, but are not limited to:

- Being held to a different standard than the rest of an employee’s work group;
- Consistent ignoring or interrupting of an employee in front of co-workers;
- Personal attacks (angry outbursts, excessive profanity, or name-calling);
- Encouragement of others to turn against, marginalize, or ostracize the targeted employee;
- Use of email, internet, or other “cyber” venues to denigrate the targeted employee.

The Seattle College District encourages all employees to report any instance of bullying behavior they have experienced or witnessed to their supervisor or the college HR Director.

C. WHO MAY FILE A COMPLAINT

Any employee, applicant, student or visitor of the Seattle College District may file a complaint. Complaints may be submitted in writing or verbally. The Seattle College District encourages the timely reporting of any incidents of discrimination or harassment. For complainants who wish to submit a written complaint, a formal complaint form is available online at <http://seattlecolleges.edu/HR/complaint>. Hardcopies of the complaint form are available at the locations listed above in Section A. Any person submitting a discrimination complaint shall be provided with a written copy of the College’s anti-discrimination policies and procedures.

D. CONFIDENTIALITY AND RIGHT TO PRIVACY

The Seattle College District will seek to protect the privacy of the complainant to the full extent possible, consistent with the legal obligation to investigate, take appropriate remedial and/or disciplinary action, and comply with the federal and state law, as well as District policies and procedures. Although Seattle College District will attempt to honor complainants’ requests for confidentiality, it cannot guarantee complete confidentiality. Determinations regarding how to handle requests for confidentiality will be made by the Title IX / EEO Coordinator.

Confidentiality Requests and Sexual Violence Complaints. The Title IX / EEO Coordinator will inform and obtain consent from the complainant before commencing an investigation into a sexual violence complaint. If a sexual violence complainant asks that his or her name not be

revealed to the respondent or that the College/District not investigate the allegation, the Title IX / EEO Coordinator will inform the complainant that maintaining confidentiality may limit the District's or college's ability to fully respond to the allegations and that retaliation by the respondent and/or others is prohibited. If the complainant still insists that his or her name not be disclosed or that the College/District not investigate, the Title IX /EEO Coordinator will determine whether the College/District can honor the request and at the same time maintain a safe and non-discriminatory environment for all members of the District's community, including the complainant. Factors to be weighed during this determination may include, but are not limited to:

- the seriousness of the alleged sexual violence;
- the age of the complainant;
- whether the sexual violence was perpetrated with a weapon;
- whether the respondent has a history of committing acts of sexual violence or has been the subject of other sexual violence complaints;
- whether the respondent threatened to commit additional acts of sexual violence against the complainant or others; and
- whether relevant evidence can be obtained through other means (e.g., security cameras, other witnesses, physical evidence).

If the College/District is unable to honor a complainant's request for confidentiality, the Title IX / EEO Coordinator will notify the complainant of the decision and ensure that complainant's identity is disclosed only to the extent reasonably necessary to effectively conduct and complete the investigation.

If the College/District decides not to conduct an investigation or take disciplinary action because of a request for confidentiality, the Title IX / EEO Coordinator will evaluate whether other measures are available to limit the effects of the harassment and prevent its recurrence and implement such measures if reasonably feasible.

E. INVESTIGATION PROCEDURE

Upon receiving a discrimination complaint, the College/District shall commence an impartial investigation. The Title IX / EEO Coordinator shall be responsible for overseeing all investigations. Investigations may be conducted by the Title IX / EEO Coordinator or his or her designee. If the investigation is assigned to someone other than the Title IX /EEO Coordinator, the Title IX / EEO Coordinator shall inform the complainant and respondent(s) of the appointment of an investigator.

Interim Measures. The Title IX / EEO Coordinator may impose interim measures to protect the complainant and/or respondent pending the conclusion of the investigation. Interim measures may include, but are not limited to, imposition of no contact orders, rescheduling classes, temporary work reassignments, referrals for counseling or medical assistance, and imposition of summary discipline on the respondent consistent with the District's/College's student conduct code or the District's/College's employment policies and collective bargaining agreements.

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Name filing the complaint: _____ Date: _____

Signature: _____ Date: _____

You may use the back side of this sheet if needed. Please return this form to the Title IX / EEO Coordinator.

MEMORANDUM

Seattle
CENTRAL
College

TO: Board of Trustees

NORTH
Seattle
College

FROM: Dr. Jill Wakefield, Chancellor

SOUTH
Seattle
College

DATE: December 23, 2014

SVI Seattle
Vocational
Institute

SUBJECT: *Strategic Plan Extension Through 2017*

Georgetown
Campus

Background

The 2010-2015 District-wide Strategic Plan, approved by the Seattle Colleges Board of Trustees in September 2010, sets strategic direction for the district and colleges. The plan states the District's mission, vision, and core values, and identifies three strategic goals focusing on student success, partnerships, and innovation.

NewHolly
Learning
Center

In March 2013, after careful review and discussion, the Board updated the Strategic Plan to include new objectives and performance measures. There are new measures for all of the goals; examples of the new measures include: enrollment, job placement, student achievement point progress, new degrees and certificates in high demand areas, and diversity of funding. The performance targets for many of the measures were changed to compare the performance of the Seattle Colleges to the state system average.

Seattle
Maritime
Academy

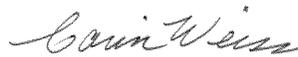
In November of 2014, the Board reviewed the Strategic Plan with new data showing progress against key measures as well as measures requiring further attention. The Board also indicated a desire to extend the Strategic Plan through 2017. An additional recommendation was made to replace measures of the awareness of Seattle Colleges' importance to the local economy with a measure addressing social equity.

Wood
Technology
Center

Recommendation

It is recommended that the Board of Trustees review the attached 2010-2017 Strategic Plan for approval.

Submitted by:



Dr. Carin Weiss
Vice Chancellor

Transmitted to the Board with a favorable recommendation.

Washington District VI
1500 Harvard Avenue
Seattle, WA 98122
206.934.3872
Fax 206.934.3894
Voice Relay 800.833.6388



Dr. Jill Wakefield
Chancellor

Seattle Colleges

Central
North
South
SVI

www.seattlecolleges.edu



Board of Trustees
Teresita Batayola
Jorge Carrasco
Carmen Gayton
Courtney Gregoire
Steven Hill
Chancellor
Jill A. Wakefield

2010–2017 DISTRICT-WIDE STRATEGIC PLAN

Mission

The Seattle Colleges will provide excellent, accessible educational opportunities to prepare our students for a challenging future.

Vision

The Seattle Colleges will be learning-centered...

- in providing high-quality and innovative education.
- in preparing our students for success and lifelong learning.

Values

We value teaching and learning

We promote commitment to a lifetime of learning; creation of a community of learners; imaginative, visionary, expert instruction; and use of innovative instructional technology.

We value students

We promote programs, services and activities that address students' needs and interests; student success through accessibility and support services; and student development through activities both inside and outside the classroom.

We value diversity

We promote respect for the abilities and interests of each individual; awareness and understanding of all people; and appreciation of the unique cultures of our campuses.

We value partnerships

We promote partnerships with business, industry, labor, government, education and organizations that expand educational and employment opportunities, increase our understanding of community educational needs, and foster cooperative use of resources.

Strategic Goals

GOAL 1: **STUDENT SUCCESS** – Increase student learning and achievement.

GOAL 2: **PARTNERSHIPS** – Build community, business & educational partnerships.

GOAL 3: **INNOVATION** – Increase innovation and improve organizational effectiveness.

GOAL 1: STUDENT SUCCESS – Increase student learning and achievement.

OBJECTIVE 1: MEET ANNUAL STATE-FUNDED ENROLLMENT ALLOCATION. – NEW OBJECTIVE

Meeting annual enrollment targets is critical to ensure that the District is eligible to receive funding for growth, the only new source of state-funded revenue. Maintaining enrollment and associated funding ensures that the colleges will be able to offer a broad range of programs and classes that meet students’ educational needs.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Annual state-funded enrollment 	2008:09: 101% of enrollment allocation	100% of enrollment allocation achieved
<ul style="list-style-type: none"> Two-year rolling average 	2008-09: 100% two-year rolling average	100% two-year rolling average maintained

OBJECTIVE 2: INCREASE STUDENT COMPLETION AND JOB PLACEMENT. – NEW OBJECTIVE

Completion of community college degrees or certificates increases students’ capacity to compete for jobs and achieve career success. Research shows that students who complete at least 45 college-level credits and earn a degree or certificate achieve significantly greater lifetime earnings. Research also shows that students who are engaged in college life tend to persist in their studies and achieve their educational goals.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Student completion of certificates & degrees 	20% rate of completion (2012)	Achieve completion rate above the state system
<ul style="list-style-type: none"> Job placement 	74% (2008-09)	Achieve job placement rate above the state system
<ul style="list-style-type: none"> Student Achievement Point progress 	Based on prior year points	Increase Student Achievement Points over the prior year
<ul style="list-style-type: none"> Transfer student achievement 	<ul style="list-style-type: none"> Seattle Colleges GPA: 3.36, UW: 3.36 Seattle College 3-year completion: 85%, UW 3-year completion: 91% 	Meet/exceed UW “native” student performance

OBJECTIVE 3: IMPROVE STUDENT ACHIEVEMENT IN PRE-COLLEGE MATH.

Completion of math requirements is critical for students to obtain degrees and certificates. Many students who enroll in community colleges are not prepared for college-level work. At the Seattle Colleges, 69% of all students who take math placement tests place into a pre-college level course (Fall 2012). Progression through precollege courses and completion of the first college-level math course is a challenge for many students.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Precollege math progression 	2007-10: 32% of students completing precollege math sequence within one year	Increase percentage of students that start and complete the precollege math sequence within one academic year

GOAL 2: PARTNERSHIPS – Build community, business & educational partnerships.

OBJECTIVE 1: INCREASE SEATTLE COLLEGES’ ECONOMIC IMPACT AND INTEGRAL ROLE IN ADVANCING SOCIAL EQUITY AND SOCIAL MOBILITY. – NEW OBJECTIVE

The Seattle Colleges are major contributors to the economic health of the Puget Sound Region. An analysis in 2010 showed that the annual economic impact of the Seattle Colleges, including the wages and benefits paid to its employees, goods and services purchased in the community, and increased earnings of its graduates, was \$1.1 billion. Furthermore, Seattle Colleges play an integral role in advancing social equity and social mobility. While Seattle Colleges’ mission is to provide excellent, accessible, educational opportunities for all students, educational progress and attainment cannot be achieved without consideration of the broader issues of social equity and social mobility. Seattle Colleges continue to aspire to actively partner with key civic, business, and community organizations, to advance social equity and mobility.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Economic impact of Seattle Colleges 	2010: \$1.1 billion	Increase at historic rate to \$1.3 billion
<ul style="list-style-type: none"> Awareness of the Seattle-Colleges importance to the community 	96% awareness of the Seattle-Colleges-economic role and impact (2012)	Maintain awareness at 96% or above
<ul style="list-style-type: none"> Active involvement in community partnerships addressing social equity initiatives 	2014: 4 active partnerships 1) City of Seattle, Office of Economic Development, 2) Road Map Project, Community Center for Education Results, 3) Seattle Central Health Education Center (Pacific Tower), 4) Seattle Housing Authority	3 new community partnerships

OBJECTIVE 2: INCREASE PROFESSIONAL-TECHNICAL PROGRAM GRADUATES TO RESPOND TO LOCAL INDUSTRY WORKFORCE NEEDS

The Seattle Colleges are key to preparing the trained workers needed by business and industry. Advances in industry technologies and practices will require a more skilled workforce. With B.A.S. degrees, associate degrees and certificates, the Seattle Colleges are positioned to meet the needs of high-demand industries.

The Seattle Colleges are one of the first college systems in the state to offer B.A.S. degrees. In the 2010 baseline year, 2 B.A.S. degrees were available to students: *Applied Behavioral Science* at Seattle Central, and *Hospitality Management* at South Seattle. The performance target for 2015 is to develop 5 new B.A.S. degrees, and 3 new associate degree or certificate programs.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> B.A.S. degrees 	2010: 2 B.A.S. degrees offered	5 new B.A.S. degrees
<ul style="list-style-type: none"> New Associate degrees and certificates 	2008-09: 100+ professional-technical programs	3 new degree or certificate programs

OBJECTIVE 3: INCREASE PRIVATE, FOUNDATION AND LOCAL FUNDING

The Seattle Colleges have been successful in securing grant funding from federal, state and private sources to support new programs and expand existing programs. Between 2005 and 2009, the District generated \$96 million in grants and contracts and more than \$102 million for capital projects. In 2006, the colleges launched a combined fundraising campaign, *Power & Promise*, and raised more than \$34 million. Planning for a new fundraising campaign is currently underway.

Increased funding from private, foundation and local sources is more important now than ever with declines in state-funding and tuition dollars. Strategies to reach this objective include: increase diversity of funding sources for operations, maintaining adequate financial reserves, and launching a new district-wide fundraising campaign.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Diversity of funding sources for operations 	2012-13: 87% of funding from a combination of state support and tuition	Reduce dependence on state, tuition and other funding sources
<ul style="list-style-type: none"> Financial reserves 	2012: 8.4% financial reserves	Maintain between 5% - 10% financial reserves
<ul style="list-style-type: none"> Fundraising 	Building the Best Campaign -1993-1999: \$21.5 million Fundraising – 2000-2006: \$19 million Power & Promise Campaign – 2006-2009: \$34 million Fundraising – 2010-2012: \$16.9 million; pledges - \$1.2 million	Fundraising campaign goals and initiatives set and campaign under way

GOAL 3: INNOVATION – Increase innovation and improve organizational effectiveness.

OBJECTIVE 1: INCREASE INNOVATIVE INSTRUCTIONAL OPTIONS FOR STUDENTS

The Seattle Colleges are characterized by creativity and entrepreneurship, particularly in the area of instruction. Students can take advantage of many innovative programs and courses to prepare for career success. Three areas of focus for the next five years are global studies, green and sustainable programs, applied baccalaureate degrees, eLearning and courses using advanced technologies. Targets are based on current offerings and projected student demand.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> eLearning enrollment 	2007-08: 1,627 online and hybrid FTES	Increase annualized FTES enrollment in online and hybrid courses
<ul style="list-style-type: none"> Precollege math curriculum 	Fall 2012: 196 students enrolled in accelerated precollege math sections	Develop new approaches to increase acceleration through precollege math

OBJECTIVE 2: IMPROVE EFFECTIVENESS, EFFICIENCY AND RESPONSIVENESS OF COLLEGE OPERATIONS – NEW OBJECTIVE

The Seattle Colleges are among the most efficient in Washington State. Based on a 2009 study, our colleges are ranked lowest in the state in administrative spending and in the top two in the state on the percent of the budget spent on instruction. In the current economic climate, the colleges are striving to become even more efficient and remain in the top 10% in the state on efficiency measures. The measures below indicate areas for increased efficiencies, and include cost per completion, innovations projects, and carbon footprint.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Cost per completion 	2009/10: \$45,539 per completion State System \$38,651 per completion	Achieve cost per completion less than state average
<ul style="list-style-type: none"> Administrative systems efficiency 	Fall 2013: 27 “Innovations Projects” completed, 8 under way	Completion of 10 “Innovations Projects” including automation of administrative processes
<ul style="list-style-type: none"> Carbon footprint including energy consumption, water usage and other measures 	2009: 16,052 MTCO ₂ e emissions from operations	Stay on-pace to achieve 2020 <i>State Agency Climate Leadership Act</i> Seattle District target, 12,753 MTCO ₂ e

OBJECTIVE 3: INCREASE EMPLOYEE ETHNIC AND RACIAL DIVERSITY AND RECOGNITION – NEW OBJECTIVE

The Seattle Colleges strive to reflect the diversity of the greater Seattle community, with 35% and 37% citizens of color in Seattle and King County, respectively. Supporting the professional growth and recognition of employees is also a priority. Faculty have received international, national and regional awards and have been recognized with fellowships. The district plans to continue its emphasis on developing a diverse workforce and recognizing employee achievement.

Performance Measures	Baseline Data	Target
<ul style="list-style-type: none"> Ethnic and racial diversity 	2011: 36% employees of color at Seattle Colleges	Increase employee ethnic and racial diversity to be more reflective of the greater Seattle community
<ul style="list-style-type: none"> Employee awards and recognition 	2005-09: 33 employee awards and recognitions received	Increase employee awards and recognitions by 25% (41 awards)



MEMORANDUM

TO: Board of Trustees

FROM: Jill Wakefield, Ed.D.
Chancellor

DATE: January 8, 2015

SUBJECT: Recommendation on Building Naming at North Seattle College

Background

At the June 12 meeting, a request was submitted to the Board to name North Seattle College's Health Services and Student Resources (HSSR) building after faculty member Lynda Wilkinson who past away earlier this year. Since then you have received additional information and comments regarding the request.

Recommended Action

It is the administration's recommendation that the building continue to be named the Health Services and Student Resources (HSSR) building.

In keeping with Seattle College District Procedure 252.05, it is recommended that a plaque honoring Lynda Wilkinson be affixed to the HSSR Building. In addition, it is recommended that a Wall of Distinction be designated in the HSSR building which will recognize outstanding North Seattle employees. It is further recommended that the North Seattle administration work with its internal community to develop a process for recognizing employees on the Wall of Distinction.

Submitted by and transmitted to the Board
with a favorable recommendation,

Jill Wakefield, Ed.D.
Chancellor

PATHWAY TO COMPLETION

Building Early Momentum to Achieve Completion

Initiative Overview

The Pathway to Completion Initiative was launched in fall 2012 through the generous support of the Bill & Melinda Gates Foundation. The initiative addresses the fact that more than two-thirds of entering students require at least one course at the pre-college mathematics and only 18% of all students persist to finish with an award in three years.

The grant performance targets for pre-college math students are to increase by 25% students who:

- Complete their **pre-college math sequence** within one year
- Complete their **first 15 credits** within one year
- Complete their **first 30 credits** within two years
- Complete their first required **college level math or quantitative reasoning course** within two years

Pathway to Completion is designed to increase completion rates by creating early success and increased first year momentum. *Start to Finish* as part of the Pathway to Completion initiative redesigns the first year college experience by providing support for entering students through high-impact practices, including online math review for placement, alternative placement options, mandatory orientation, proactive advising, educational plans, classroom motivation and engagement interventions (Productive Persistence) and accelerated pre-college math courses. *Start to Finish* gives students a strong start and encourages them to persist.

The research data clearly show strong first-year and promising second year results:

Accelerated Pre-college math – *Students new to pre-college math increased their completion of the pre-college math sequence within one year by 21%*

- **Statway** - **59% success rate** for completing pre-college mathematics and their college level statistics versus 32% completing traditional pre-college sequence in **one year**
- **Self-paced modular math** - **47%** of students complete two or more classes in **one quarter**
- **Algebra express (3 quarters into 2)** - **53%** of cohort completed pre-college math sequence in **one year** compared to 32% in traditional sequence

First 15 credits – New students increased completion of their first 15 credits by **13%** in the first year and **19%** in the second year.

Mandatory Orientation – Mandatory orientation has been implemented at all colleges and **97%** of new students attended orientation in the first year of the grant.

Proactive Classroom Advising - The colleges increased proactive advising from **3** classrooms during the pilot quarter, fall 2012, to **90** classrooms in the 2013-14 academic year.

The initiative continues through June 2015 to improve and expand the current offerings and collect data to demonstrate the grant's two year performance targets, including completion of first 30 credits and completion of the first required college level math or quantitative reasoning course.

Pathway to Completion – Period 4 Report

December 1, 2014

I. Executive Summary

Start to Finish is part of the groundbreaking Seattle Colleges' Pathway to Completion initiative. The initiative redesigns the first year college experience with high-impact practices, including assessment preparation, mandatory orientation, proactive advising, educational plans, classroom student success interventions (Productive Persistence) and accelerated pre-college math courses. *Start to Finish* gives students a strong start and encourages them to persist. In the first two-years of the initiative, more than 13,800 students were impacted by Pathway to Completion.

The Seattle Colleges have significant results from the redesign of the first year experience for students. Plans to scale the most promising practices are in place to reach all students who are referred to pre-college math. The research data clearly show strong first-year and promising second year results:

Accelerated Pre-college math – Students new to pre-college math increased their completion of the pre-college math sequence within one year by 21%

- **Statway - 59% success rate** for completing pre-college mathematics + college level statistics versus 32% completing traditional pre-college sequence in **one year**
- **Self-paced modular math - 47%** of students complete two or more classes in **one quarter**
- **Algebra express (3 quarters into 2) - 53%** of cohort completed pre-college math sequence in **one year** compared to 32% in traditional sequence

First 15 credits – New students increased completion of their first 15 credits by **13%** in the first year and **19%** in the second year.

Mandatory Orientation – Mandatory orientation has been implemented at all colleges and **97%** of new students attended orientation in the first year of the grant.

Proactive Classroom Advising - The colleges increased proactive advising from 3 classrooms during the pilot quarter, fall 2012, to **90** classrooms in the 2013-14 academic year.

Other Highlights

- **Assessment Preparation and Placement** - Students referred to pre-college math are encouraged to take an online review of math topics and re-test after they have completed the tutorial. Seattle High School students can now use their transcripts for math placement and all students are able to use their SAT scores.
- **Advisor Dashboard and Educational Plans** - Advisors track individual student progress toward program completion and work with students to create an educational plan using the newly developed advisor dashboard and educational planner tool.
- **Productive Persistence** - An alternative to traditional student success courses, this approach helps students develop productive mindsets and effective learning strategies. Approximately

35 math faculty and 120 other faculty are trained on how to integrate Productive Persistence activities in the classroom.

II. Implementation Successes

There have been several implementation successes in 2013-2014. For the purposes of this report we will focus on four in particular: Start Orientation, Classroom Advising Model, Accelerated Developmental Math Initiatives and Common Core

START ORIENTATION

The Seattle Colleges have been successful in creating a consistent orientation. Accomplishments this year include:

- Completion of START Student Orientation folders. The folders display student resource flyers and serve as a roadmap with just-in-time information to help new students be successful.
- Development of an online student registration system for in-person orientation. Features of the system include time date tracking of student registration, limits on classroom enrollment, and a reporting feature to evaluate participation trends.
- Increased utilization of student navigators in the START in-person orientation program. Navigators meet and greet students upon arrival, teach sections of the START orientation under the supervision of orientation leads, and support orientation follow-up calls and emails to students.
- Creation of new organizational reporting structures at the colleges to ensure orientation staff and procedures are institutionalized beyond the grant.
- Orientation curricular enhancements to both in-person and online orientations.

ORIENTATION TYPE	2012-13			2013-14			YEAR TOTALS	
	Fall '12	Winter '13	Spring '13	Fall '13	Winter '14	Spring '14	2012-13	2013-14
START IN-PERSON	1,835	690	716	1,321	586	519	3,241	2,426
START ONLINE	969	764	675	1,224	939	996	2,408	3,159
TOTAL STUDENTS SERVED	2,804	1,454	1,391	2,545	1,525	1,515	5,649	5,585
ELIGIBLE STUDENTS	2,810	1,603	1,432	2,552	1,643	1,547	5,845	5,742
% SERVED	99.8%	90.7%	97.1%	99.7%	92.8%	97.9%	96.6%	97.3%

CLASSROOM ADVISING MODEL, EDUCATIONAL PLAN AND ADVISOR DASHBOARD

The Seattle District's implementation of a classroom advising model in pre-college math sections has been very successful, impacting students positively and facilitating increased faculty and advisor communication and interaction. This model involves an advisor assigned to a pre-college math class section; the advisor and faculty work together to infuse advising interventions into the pre-college math course experience. Many instructors have required students to meet with an advisor during the quarter or attend workshop sessions to create an educational plan. Advisors focus on making a

connection with students and teaching students how to make an educational plan that they understand, and are empowered to navigate for themselves. During academic year 2013-14, 90 sections of developmental math sections have included classroom based advising impacting 2,126 students (34% of all students in developmental math sections) and 2,456 educational plans have been created.

The Seattle Colleges have developed an advisor dashboard to monitor student progress toward degree completion and an educational planner tool to promote early educational planning.

Additional accomplishments to support proactive educational planning include:

- Implementation of common educational coding system to identify and track student educational plans.
- Creation of student database reports that identify students who haven't completed an educational plan.
- Implementation of common messaging and outreach to students to meet with an advisor to develop their educational plan.

ACCELERATED PRE-COLLEGE MATH

During this past year, each of the District's math departments piloted and adopted at least two of three models which provide accelerated pathways through pre-college math. These pathways serve different student populations, reduce the time to sequence completion over the traditional sequence, have significantly reduced cost to students of course materials and enrollment, and have demonstrated improved success rates compared to the traditional sequence.

Accelerated Model Descriptions

The district's three accelerated math options are 1) Statway; 2) Self-paced modular math; and 3) Algebra Express (Shortened Pre-College Algebra Pathway).

1. ***Statway*** is a three quarter algebra and statistics based sequence designed to get students "to and through" their pre-college math to complete a college level transferable statistics class in one year. Concepts are presented in a context that is relevant and meaningful to the student. The course is a formal cohort, with embedded student success content (Productive Persistence). Statway is designed for liberal arts, health sciences, or humanities students who are not planning on entering a STEM or business field.
2. ***Self-paced modular math*** is a 5 credit course using interactive instructional software (ALEKS is one example). Based on an initial diagnostic test, students "fill in the gaps" in their learning at their own pace with the assistance of an instructor. Students progress through one or more levels of pre-college math. At the end of the quarter, students receive credit for their highest course level completed. Students can and do finish their entire pre-college math in one quarter. Curriculum content spans Basic Math to Intermediate Algebra.
3. ***Algebra Express (Shortened Pre-college Algebra Pathway)*** offers students the opportunity of completing the traditional three quarter pre-college algebra sequence (Math 084/085/098) in two quarters. One textbook is used for the two quarters.

Success of the Models

We assessed the success of the pre-college math models by counting the number of students who completed the pre-college math courses in their sequence within one year (four quarters) of starting the sequence. The table below shows pre-college math completion rates for Statway and Algebra Express since the start of the grant in Fall 2012, and precollege math completions in the traditional model during the baseline period (2007-2010).

Overall, the two math models showed better completion rates compared to the traditional model baseline data. Statway showed the most impressive completion rates with 59% of students completing their pre-college math and a college level statistics course in three consecutive quarters. The Algebra Express model showed an improved completion rate of 53%, performing better than the traditional model.

Model	# Enrolled	# Completed	% Completed
Statway	156	92	59%
Algebra Express	518	276	53%
Traditional (Baseline)*	3,079	1,000	32%

* represents the three-year average 2007-2010

Self-Paced Modular Math

The goal of the self-paced modular math model is to provide students the opportunity to complete more than one math course in a single quarter (i.e., to *accelerate* through the pre-college math sequence). Since implementing this model, 76% of the 818 students who enrolled in a self-paced modular math course passed at least one course level (n=626). Of these students, 47% accelerated (i.e., passed two or more classes above their placement level, n=298), while another 41% of students (n=256) passed the course at their placement or starting level. Overall, these data indicate that self-paced modular math offers students a unique opportunity to complete all or a portion of their pre-college math coursework faster than they would in the traditional math sequence.

Enrollments	Passed	Did Not Pass	Accelerated	Passed at Level	Decelerated
818	626 (77%)	192 (23%)	298 (47%)	256 (41%)	72 (12%)

Data show that 35% of the 474 students who enrolled in self-paced modular math between Winter 2012 and Fall 2013 completed their developmental math sequence.

COMMON CORE

Three joint workgroups of Seattle Public Schools math instructors and Seattle Colleges' math faculty met from January to May and developed strategies to ensure Seattle Public Schools high school graduates are college ready and accurately placed in mathematics courses at the Seattle Colleges.

High School Transcripts Workgroup

This workgroup developed a placement matrix for math courses using high school transcripts. The matrix aligns high school math course content/grades with placement into college math courses.

Beginning fall, 2014 students from Seattle Public Schools who have earned a “B” or higher in high school math courses and enroll in a Seattle Colleges math course within one year of graduation will be placed into intermediate algebra or college-level math at the Seattle Colleges without taking the COMPASS placement test. We will be tracking math course completions for students placed via transcripts to evaluate the effectiveness of this placement method.

4th Year Transition Course Workgroup

This workgroup developed a senior year math course for students who are not ready for college level math classes after their 11th grade math class (“C” or “D” in Algebra II or “2” on the Smarter Balanced Assessment). The workgroup has been coordinating the development of this course with a state-wide effort to develop a similar transition course. The course will be offered at Franklin and West Seattle high schools this fall. Students who successfully complete this course with a “B” will be placed into college level math.

Algebra Alignment Workgroup

This workgroup determined that course topics in Algebra 2 and Math 098 (intermediate algebra) are, for the most part aligned. Although course topics are aligned, students who complete Algebra 2 with a “B” or better, do not consistently place into college-level math. Beginning this fall Seattle Public Schools Algebra 2 teachers and Seattle Colleges math 098 faculty will participate in a year-long collaborative, open, and reflective learning community to re-examine advanced algebra to improve college readiness of students.

IV. Implementation Challenges and Risks

PRODUCTIVE PERSISTENCE

The Seattle Colleges are implementing the Carnegie Foundation’s Productive Persistence as an alternative to traditional stand-alone student success courses. This innovative approach incorporates classroom activities into courses to help students develop productive mindsets, for example, understanding that their ability can grow with effort and good strategies. Activities also focus on creating strong social ties shown to promote retention. The initial focus was on training pre-college math faculty; currently, all faculty are being invited to participate in training and will be encouraged to incorporate the activities in their classrooms, assess the effectiveness of the approach and make improvements, as needed.

Implementing Productive Persistence requires a culture shift for faculty, including using a collective, evidence based framework to guide activity development, and gathering and using their own data. This initiative also encourages strong faculty collaboration with participating faculty sharing and building on each other’s learning. Participation in Productive Persistence is voluntary; it will take time to build the grassroots faculty momentum and program integration to implement this approach at scale.

STATWAY

Students enrolled in Statway are progressing further and faster than students in the traditional pre-college math sequence. Seattle Central has a temporary articulation agreement with the University of Washington, so students from that college receive full credit for completion of intermediate algebra and a college-level statistics course. We recently found out that the agreement does not include South Seattle College.

In response to South Seattle's Statway articulation issues and because the hold harmless agreement will expire in 2015, a team has formed, including members from the Washington State Board of Community and Technical Colleges, to gather evidence to argue the case for the permanent articulation of Statway to the University of Washington. Despite the articulation challenge, South Seattle remains committed to Statway and offers two sections.

EARLY ALERT

A district team including advisors representing Central, North, South and information technology staff worked during the first year of the grant to make modifications to the Walla Walla Community College academic early warning system. These efforts were not successful due to software limitations and a lack of congruence between database systems. In addition, faculty had concerns about the alignment of this system to their needs and reported that they are already following up with students in their classrooms. Classroom advising also provides an opportunity to identify students who are struggling early on. There may be an early alert tool at a future point as part of the statewide CTC Link system.

V. Evaluation

COMPLETION OF PRE-COLLEGE MATH SEQUENCE: YEAR 1

Our baseline analysis showed that, on average, only 32.5% of students enrolled in a pre-college math course completed the sequence within one year (2007-2010 average). Compared to this baseline period, 39.3% of students completed the pre-college math sequence during the first year of the grant (2012-13). This 21% increase in the number of pre-college math students completing the sequence suggests that the accelerated math options are helping students successfully progress through pre-college math. The table below provides the number of students enrolled during the baseline period (as averages, 2007-2010) and Year 1 of the grant (as totals, 2012-2013).

Baseline (2007-2010)			Year 1 (2012-2013)			
<i>Avg. Enrolled</i>	<i>Avg. Completed</i>	<i>% Completed</i>	<i>Enrolled</i>	<i>Completed</i>	<i>% Completed</i>	<i>% Change</i>
3,079	1,000	32.5%	2,849	1,120	39.3%	21%

The table below shows the average enrollment and completions (count and percent) at each level of pre-college math for Baseline (2007-10) and Year 1 (2012-13). The math levels in the table correspond to the course level students enrolled in, with level 1 representing Basic Math Skills and level 4 representing Intermediate Algebra. During the first year of the grant, the percent of pre-

college math completions increased for each math level, with the greatest percentage point gain observed for students starting at level 3 (+13 percentage points, vs. 4, 8, and 6 percentage points for levels 1, 2, and 4, respectively).

Math Level†	Baseline Average Enrollment	Baseline Average Completion	% Completed	Year 1 Enrollment	Year 1 Completion	% Completed
1	1,044	73	7%	876	100	11%
2	888	242	27%	1,044	370	35%
3	569	248	44%	362	207	57%
4	578	438	76%	537	443	82%

*Percent change was calculated prior to rounding percentages

We also examined pre-college math completion rates for each ethnic group to gain a better sense of whether these math models were reaching ethnic minority students. Compared to baseline, pre-college math completion rates increased for all racial and ethnic groups during the first year of the grant. Increased Year 1 completion rates (percentage point increase) compared to baseline varied among the five largest racial-ethnic groups, and appear in the table below: African American (31% vs. 21%), Asian (45% vs. 39%), Latino (33% vs 31%), and Multiracial (31% vs. 26%).

Self-identified Race/Ethnicity	Baseline (2007-2010)			Year 1 (2012-2013)		
	Average Enrolled	Average Completed	% Completed	Enrolled	Completed	% Completed
African American	469	100	21%	471	144	31%
Latino	75	23	31%	43	14	33%
Asian	358	139	39%	332	149	45%
Multiracial	243	63	26%	352	109	31%

Note: statistics based only on students who reported a race/ethnicity

COMPLETION OF FIRST 15 AND FIRST 30 CREDITS: YEAR 1

The table below shows the number of new students who completed their first 15 credits within one year and first 30 credits within two years. Compared to baseline, 13.7% more students completed their first 15 credits within one year. Although complete data for assessing completion of the first 30 credits in two years are not yet available for Year 1 students, preliminary results are reported in the table. For Year 1 students for whom complete data are available, 11.5% of students have already completed their first 30 credits within two years. This analysis includes transfer, workforce, and undecided students, and excludes international and Running Start students.

Year	Total New Students	15 Credits Completed	% Completed	30 Credits Completed	% Completed
Baseline Average	6,578	1,247	19%	933	14.2%
Year 1 (2012-13)	4,336	937	21.6%	705*	16.3%*
Year 2 (2012-13)	4,234	634**	15%**	TBD	TBD

*Values based on data for new students first enrolled in Summer or Fall of 2012.

**Values based on data for new students first enrolled in Summer or Fall of 2013.

VI. Intellectual Property

The district has no third party rights issues and we have no copyright registrations for work completed through this grant.

VII. Organizational Capacity

The Seattle Colleges have been successful in implementing *Start to Finish* interventions with collaborative multi-college teams. There was an intentional effort to review practices supporting completion across the district, to identify best practices and to increase consistency. We have been successful in implementing mandatory orientation, accelerated math options, classroom advising and educational plans for students at all of our colleges. A promising embedded student success strategy, Productive Persistence, is being expanded to all faculty. These results were achieved, in large part, because of collaborative working relationships facilitated by the college leads and supported by District leadership. Also key to success of the initiative is a dedicated and responsive research analyst. The new practices have been institutionalized for students referred to pre-college math and there are plans to scale up student support components to all students. For the first time in the history of the Seattle Colleges, we have developed and produced a common portfolio of information for new students which is being distributed at orientation sessions.

VIII. Project Budget Narrative

The actuals for Period 4 (Jan-Oct, 2014) for the current report are \$868,483. Additional expenses through the end of 2014 are projected to be \$183,495 and projections for Period 5 (Jan-June, 2015) are \$372,265 for a total of \$1,424,243. Actuals for Periods 1 – 3 (Jan, 2012 – December, 2013) are \$1,435,059. The total expenditures for the grant through June, 2015 are projected to be \$2,859,302.

IX. Sustainability Plans

The colleges have strong sustainability plans for the Pathway to Completion initiative's successful practices. Highlights include:

Accelerated pre-college math: South Seattle has already replaced all of the traditional pre-college math courses with accelerated options for students. Seattle Central is in the process of redesigning their math curriculum and will reduce reliance on traditional pre-college math courses. North is also committed to continuing to expand the pre-college math curriculum.

Mandatory Orientation: This has been institutionalized at all three colleges and will continue. The college directors of the orientation program have plans to continue to meet quarterly to share successes and ideas for improvement.

Educational Plans: With completion of the advisor dashboard tool, the colleges are planning to make educational planning a priority for the next year. The advisor dashboard tool will help advisors work with the students to create their plans and track progress toward completion. All three

colleges added a student success specialist position; increasing the number of staff to assist students in the educational planning process. College advising directors plan to meet quarterly to continue to share ideas and promising practices.

Productive Persistence: Plans are to expand the number of faculty trained and develop faculty leadership to support incorporating the approach into more classes.

Seattle Schools Partnership: The colleges will continue to support the partnership and to facilitate the learning community among the faculty. There are plans to incorporate the Smarter Balanced Assessment as another promising placement option for new students.

Expansion Beyond the Current Grant: There are plans to continue to build on the Pathway to Completion initiative, with a focus on structured pathways, better on-ramps into programs of study, and additional intentional student support structures.

X. Conferences/Publications

- *Fostering Productive Persistence – The Tenacity and Good Strategies Students Need for College Success.* National Developmental Math Summit, October 29, 2013, Anaheim, CA (Jane Muhich)
- *Pathway to Completion Overview.* Key Performance Indicators Workshop – Completion by Design, January 22, 2014, Seattle, WA (Carin Weiss)
- *Faculty + Advisor + Student = Success.* Washington State Advising and Counseling Council, January 23, 2014. Bellingham, WA (Jesse Knappenberger, Peggy Sharp, Alice Melling)
- *Seattle Colleges Promoting Student Agency on the Ground – Lessons Learned.* Student Agency Improvement Network, January 29, 2014, Stanford, CA (Jane Muhich)
- *Mandatory Orientation for New Students.* Washington State Admissions and Registrars Council, January 29, 2014, Lakewood, WA (Christian Granlund, Julia Buchans, Kim Manderbach)
- *Using Improvement Science to Promote Productive Persistence.* Community College – Community Based Organization Conference, January 30, 2014, Seattle, WA (Lawrence Morales)
- *Productive Persistence: What is it and how can faculty increase it?* Achieving the Dream, February 26, 2014, Orlando, FL (Jane Muhich)
- *Pre-College Programs: Seattle District Strategies and Improvement Science Efforts.* House Higher Education Committee Meeting, February, 26, 2014, Olympia, WA (Wendy Rockhill, Lawrence Morales)
- *Accelerating Math + Productive Persistence = Improved Student Outcomes.* League for Innovation, March 2, 2014, Anaheim, CA (Jane Muhich)
- *One Size Fits Nobody: A Comprehensive Institutional Response to Improving College Readiness.* American Association of Community Colleges, April 5, 2014, Washington DC (Wendy Rockhill, Becky Boon, Bradley Lane, Paul Verschueren)
- *Faculty + Advisor + Student = Success.* Washington State Student Services Commission, May 1, 2014, Tacoma, WA (Jesse Knappenberger, Peggy Sharp, Mary Ramirez, Alice Melling)

- Productive Persistence Mindset Workshop*. Goodwill, July 6, 2014, Seattle, WA (Jane Muhich)
- *Seattle District Creates a Pathway to Completion*. League for Innovation, IstreamSite, http://www.league.org/istreamSite/project_index.cfm?id=1106, July, 2014
 - *Start to Finish – New Students Progress Further and Faster*. SBCTC Best Practices Exchange Clover Park Technical College, Tacoma, WA, October, 28, 2014 (Carin Weiss, Alice Melling, Paul Verschueren, Judy Reed)

XI. Foundation Relationship

We appreciate the support provided by Ken Thompson and Bree Obrecht. Their commitments to the initiative and insightful comments have been keys to our success. We found the ideas for information sharing sessions to be very helpful. The bi-monthly meetings/telephone conferences have provided an adequate opportunity for communication. They are also open to additional consultation, as needed.

MEMORANDUM

TO: Board of Trustees
FROM: Pak Wing Leung (Executive of Administration)
DATE: December 11, 2014
SUBJECT: ASC Board Report

Legislative Action Update

The Seattle Central ASC has become a member of the Washington Community and Technical College Student Association (WACATCSA), a coalition of community and technical college student leaders. A major focus of the organization is to speak out on legislative issues impacting students. For the first time, the Student Advocacy Committee participated in the annual statewide Legislative Voice Academy. The ASC has assigned the Executive for Legislative Affairs, Akbota Assan, as our campus delegate to WACATCSA.

The Student Advocacy Committee will be going to the state Capitol on February 5th for the annual Community and Technical College Rally day. This year, the priority of this committee is getting as many students who care about their college down to the Capitol as possible. Their conservative goal is to get 100 students on the bus.

Bookstore Presentation

On December 3rd, the Student Success Committee had a meeting with Seattle Central College bookstore manager, Patti Bolton. She provided an overview on bookstore operations. The committee discussed ways to help students buy or rent textbooks at a cheaper price. The major problem discussed was the impact on textbook costs resulting from frequent release of new editions by publishers. In the end, Ms. Bolton invited all committee members to join the Bookstore Committee to brainstorm new ideas to help students buy or rent textbooks.

S&A Budget Committee

The S&A Budget Committee approved approximately \$ 16,911.39 in one-time grants to for projects benefitting students. Grantees included: Office of Multicultural Services (multiple initiatives), the Library (ergonomic student chairs), Auxillary Services (sound equipment for Erikson Theatre), Applied Behavioral Sciences (student orientation support), Facilities (recycling bins) Student Leadership (leadership development internships, Student Legislative Academy and camcorder).

Capital Fund Review Committee

The ASC has convened a committee to review a \$10,000 request for the final phase of repair, restoration, refurbishment and operation of the George Tsutakawa Fountain Sculpture.

Joy of the Peace

Student Leadership sponsored the annual Joy of the Peace holiday party for student leaders. Approximately 50 students participated in games, refreshments and socializing just in time for finals.

MEMORANDUM

TO: Board of Trustees
Seattle Community College District

FROM: Sarah E. Baker
Student Administrative Council Chair
North Seattle College

DATE: January 8, 2015

SUBJECT: STUDENT ADMINISTRATIVE COUNCIL BOARD REPORT -Information Only

- **Research and Advocacy Board (RAB)** - Over November 21st and 22nd four Student Leaders and one adviser traveled to Olympia for the Legislative Academy- this was the first time Student Leaders from across the state had met since the leadership conference CUSP. It was a good chance to network and see what common issues we are facing on a legislative level as Community and Technical Colleges. Some issues that we may be able to support one another on are as follows: EBT on school campuses, textbook affordability, and finding new revenue sources for higher education. We were able to gain some ground on having future WACTCSA (Washington Community and Technical College Student Association) meetings, and will be better able to serve one another with a mutual understanding of what we are trying to accomplish.

MEMORANDUM

TO: Board of Trustees

FROM: Shane Brookman
President, United Student Association
South Seattle College

DATE: January 8, 2015

SUBJECT: United Student Association (USA) REPORT – INFORMATION ONLY

Washington Community and Technical College Student Association (WACTCSA)

WACTCSA represents over 400,000 community and technical college students across our state. Its primary goal is to advocate student interests to the state legislature in Olympia. Its membership consists of one voting delegate from each of the 34 CTC's. It is also divided into 8 regions. Each region consists of 4 to 5 campuses and has one regional representative elected to serve on WACTCSA's Board of Directors. South, North, Central, and Bellevue Colleges make-up region 4, with South's student body president elected as the region's representative. It is our goal to become a strong voice for our campuses by working together as a unified region and laying a groundwork for future student leaders to be successful as well.

The top legislative priorities WACTCSA has identified for this year's advocacy efforts are:

1. Finding New Revenue Sources for Higher Education

In order to provide the education necessary for students to be competitive in today's economy, new and designated revenue sources are needed to support higher education in the community and technical college system. The legislature should find ways to provide dedicated funding by eliminating tax loopholes.

2. Textbook Affordability

The high price of textbooks and course materials places an inordinate strain on students' ability to afford school, and is an obstacle to student success. Funding should be allocated to support the development and increased availability of open resource materials. Corporate and/or publisher tax and restrictions should be considered for shortened book edition publishing.

3. EBT on Campus

Students should be able to purchase food using Electronic Benefits Transfer (EBT) cards on school campuses, but cannot do so currently because of the close proximity between the purchasing area and the dining area. Learning institutions should be exempt from “set distances” requirements. This will allow all CTCs to accept EBT.

4. Redefining Basic Education as K-14

By 2019, two-thirds of all WA state jobs will require at least one year of college education. Our state community and technical college funds are currently discretionary and should be protected. Washington should redefine and fund basic education as K-14.

In addition, WACTCSA organized portions of the Legislative Academy, which was held November 21 & 22 in Olympia. We learned a great deal about legislative advocacy from State Representative Chris Reykdal, Larry Seaquist, the Washington Student Association and State Board members. We also strategized for the up-coming state-wide student rally, which will be held on February 5 in Olympia.

United Student Association Vice President Resignation and New Appointment

Due to pressing academic needs, Vice President and Legislative Liaison, Ebsa Chefo, submitted his letter of resignation on November 14, 2014. Due to the significance of this year’s legislative session, it was in the best interest of South students that his replacement be appointed in a timely manner. In accordance with the United Student Association bylaws, the position was open to current officers. Four officers submitted letters expressing their interest and qualifications for the position. After thoughtful consideration, the decision was made by the United Student Association President, Shane Brookman, to appoint Communications Officer, Andy Ribaldo, to fill the vice president/legislative liaison position. Andy, brings an extensive legislative background to the position. He has worked in the office of US Senator Patty Murray and participated in the Institute for a Democratic Future fellowship program. The Communications position is now vacant but applications from the previous pool will be reviewed.

Winter Retreat Jan 2, 3 and 4, 2015

The United Student Association’s annual winter retreat took place at Islandwood on Bainbridge Island. We reviewed our fall quarter accomplishments, strategized for winter and spring quarters and conducted teambuilding.

MEMORANDUM

TO: Board of Trustees

FROM: Jill A. Wakefield
Chancellor 

DATE: January 8, 2015

SUBJECT: Chancellor's Report - Information Only

Happy New Year. I believe 2015 holds great promise for our colleges and our students. Many of the initiatives and planning in 2014 are gaining momentum, and I'm looking forward to the year ahead.

Keynote address

On January 4, I will be delivering a keynote address at Tyler Junior College in Texas. My remarks will focus on leadership, succession planning, and supporting the success of all of our students.

Welcome Dr. Mary Ellen O'Keeffe

I would like to welcome Dr. Mary Ellen O'Keeffe to my leadership team. Dr. O'Keeffe will serve as interim vice chancellor beginning on January 5. She will be responsible for coordinating academic initiatives, e-learning, implementing the Educational Master Plan, strategic planning and research, as well as partnerships. One of her first responsibilities will be to work with the City of Seattle to develop a BAS degree in early childhood education for P-K teachers.

Martin Luther King Celebration

The district's MLK celebration is January 16 from noon to 1:30 p.m. at Mount Zion Baptist Church. In an effort to expand the celebration's reach and impact, the district is implementing two new initiatives this year:

- Testimonial videos: SCctv and the district communication team are producing videos featuring longtime attendees and their thoughts on why the event and celebration are more relevant than ever. Participants include former Seattle Mayor Norm Rice, former Seattle Colleges Trustee Tom Malone, and former Seattle Times Publisher Frank Blethen. The videos will be available on the website and on our social media platform.

- Video streaming: SCCtv will stream the event to all three campuses. You will also be able to view the event from your computer or phone.

League for Innovation in the Community College

In 2015, I will be serving as the board chair of the League for Innovation. The League is an international nonprofit association dedicated to catalyzing the community college movement. Chief executive officers from the most influential, resourceful, and dynamic community colleges and districts in the world comprise the league's board of directors and provide strategic direction for its ongoing activities.

Collaborating with Seattle Public Schools

A meeting has been scheduled between the executive teams of our district and the Seattle Public Schools. The school district is an integral partner of our colleges and this meeting is to discuss future collaboration between the two districts and possible initiatives that would benefit students in their success and completion. I'm also pleased to note that Dr. Larry Nyland, the new superintendent for Seattle Public Schools, has accepted our invitation to serve on the Chancellor's Advisory Council. These are positive steps and clear indications of Dr. Nyland's interest in strengthening the relationship between the two systems, and our mutual commitment to student success.

SCCtv

SCCtv is putting the final touches on a web-based student orientation for Seattle Central College. Central made the request after viewing the product SCCtv produced for South's student orientation.

SCCtv also has begun work on a new website for the Broadway High School Alumni Association. The website will serve as an online repository of information, publications, yearbooks, and videos highlighting the school. The association believes the website will boost its efforts to educate the region on the impact and lessons derived from Seattle's first high school.

Legislative summary

The 2015 legislative session begins January 12 and chairs for higher-education committees are now appointed. In the Senate, Sen. Barbara Bailey (R) of the 10th legislative district is returning. In the house, Rep. Drew Hanson (D) of the 23rd legislative district was named chair, replacing Larry Seaquist.

While the Governor released his budget this week, higher education must wait for the House and Senate to release their budgets before we can conclude real numbers. That said, we are pleased to learn the Seattle Maritime program has an allocation of \$300,000 noted as "faculty" in the governor's budget. President Killpatrick is reviewing his options with the directed allocation.

MEMORANDUM

TO: Board of Trustees

FROM: Paul T. Killpatrick, Ph.D.
President

DATE: January 8, 2014

SUBJECT: President's Report

Central

Veterans received help at fourth-annual Seattle Stand Down on campus

In mid-December, 326 at-risk veterans received support and assistance at the fourth-annual Seattle Stand Down. The event was held on campus over two days for the first time ever, and this year organizers put a special emphasis on providing housing and employment assistance as well as legal aid. Veterans also received free on-site medical and dental services, haircuts provided by SVI cosmetology students and hot meals. Over 50 pallets of military surplus gear, including warm clothing, sleeping bags, boots and bags, were distributed.

Good press for Seattle Culinary Academy

The Seattle Culinary Academy's (SCA) One World restaurant was recently profiled in the Capitol Hill Times, which proclaimed it to be Capitol Hill's "secret food heaven." The reporter interviewed Associate Dean Linda Chauncey, who discussed the sustainable practices taught in the program, as well as the skill and creativity that all students learn. SCA was recently highlighted in Sunset magazine and it will also be featured in Seattle Magazine this month.

Grant received to improve post-secondary access for former foster youth

The Stuart Foundation, an organization that focuses on the protection, education and development of vulnerable children and youth, has awarded \$90,000 to a multi-campus coalition that includes Seattle Central, Seattle University and University of Washington. The grant will fund a project called "the College Pathways King County Network," which seeks to improve post-secondary access and completion of former foster youth. The bulk of the funding will provide monetary incentives to vulnerable youth to encourage success in college.

College Bound Scholarships distributed in 2015

Seattle Central awarded 144 College Bound Scholarships to students for Winter Quarter 2015. The College Bound Scholarship (CBS) program is an early commitment of state financial aid for eligible low income students who sign up in middle school and fulfill the promise to graduate from a Washington high school with a 2.0 GPA and file the Free Application for Federal Student Aid (FAFSA) in a timely manner. The program encourages students who might not consider college because of the cost, to dream big early and continue their education beyond high school. It is part of the college's overall strategy to improve college access among historically underserved populations, and it was one of the first programs to focus specifically on facilitating the transition from high school to college.

Seattle Central Alum reflects on experience

Seattle Central alumnus David Alvarez recently spoke about his Seattle Central experience at an event called "How I got into college," hosted by The Seattle Times as part of its "Education Lab" series. He was one of just six students selected from the Seattle area to discuss their college journeys.

At Seattle Central, David developed study skills and gained the strong academic foundation he needed to succeed in college. He served as a math tutor and also became involved in Student Leadership, where he found a supportive community. After graduating with an Associate of Arts transfer degree in 2012, his experience as a math tutor paved the way for him to serve in Americorps as a tutor for Solid Ground, a Seattle anti-poverty and social service organization. Afterward, he gained even more teaching experience by working as an English instructor in China for four months.

He is now a junior at the University of Washington and aims to graduate with a degree in Communications. Ultimately, his goal is to work for a communications firm in another country.

Seattle Central Foundation updates:

- **Dler Ismael Memorial Endowed Scholarship** - Katherine McDermott, a former Seattle Central employee and daughter of Congressman Jim McDermott, contacted the Foundation about setting up an endowed scholarship in the name of her Kurdish adopted son, Dler (pronounced De-lair) Azeez Ismael, who attended Seattle Central before transferring to Seattle University. Dler loved the community that he found at Seattle Central and served as a student representative on the Foundation Board. Unfortunately, he took his own life before he graduated from Seattle University. Congressman McDermott will be spearheading the effort with an initial gift of \$20,000, and Katherine will raise an additional funds to reach the \$30,000 endowment minimum.
- **Alice Gautsch Foreman Endowed Scholarship** – Alice Gautsch, a long-time donor to the Seattle Culinary Academy and a leader for the local Les Dames d'Escoffier culinary organization for women, donated \$15,000 towards a scholarship endowment.
- **Seattle Promise scholarships distributed for Winter Quarter** – The Foundation will review 632 students for Seattle Promise scholarship eligibility for Winter Quarter 2015. This quarter, the Foundation simplified the application by eliminating the requirement for a personal statement and screening students for the minimum eligibility criteria: a 3.0 GPA, financial need (defined by Federal Pell grant status) and full-time enrollment. As a result, 212 new applications were received.

Nursing students volunteer at emergency preparedness fair

Eight Nursing students volunteered at the Emergency Shake-Up Fair at the North Seattle Boys & Girls Club in early December. The students performed free blood pressure checks on patients. They also created handouts and spoke with the community about the importance of immunization. The event also provided students an opportunity to network with area service providers.

Experimental College offers two new classes

Two new innovative culinary-focused courses are currently being offered through the Center for Extended Learning's new department, the Experimental College.

A Food Business Incubator course teaches the fundamentals of starting a food business, covering critical topics such as concept development, licensing and permitting processes, branding and marketing, negotiating leases, designing and constructing spaces, and much more. At the end, students will pitch their professional business plans to industry experts, gaining valuable advice and possibly an investment.

The second course, Introduction to Artisan Cheese and Charcuterie, introduces students to both soft and hard cheeses, as well as fermented, cured and smoked charcuterie. Students will explore the history and process of fermentation sciences as they apply to cheese and charcuterie. Culinary Arts Associate Dean Linda Chauncey developed the course as a way to incorporate a cheese curriculum into the program.

The Experimental College was established in order to offer customized courses that promote student engagement, respond to job market trends and capitalize on the creativity of instructors. If an Experimental College course finds success, it may be offered on a permanent basis.

New figures show TRiO program's effectiveness

Of the 350 students TRiO served last year, 92 percent maintained good academic standing and 77 percent maintained a GPA of 2.5 or higher. TRiO, a student support program on campus funded by a Department of Education grant, recently released its annual report for the most recent academic year. TRiO helps primarily first generation and low-income student complete associate degrees and transfer to four-year colleges. All students complete education plans with TRiO counselors and they can also receive specialized financial aid guidance, counseling, career planning support and one-on-one tutoring.

New art gallery featuring alum Yadesa Bojia

The M. Rosetta Hunter Art Gallery on campus is featuring a show called *Crossings*, which showcases the work of three socially-engaged East African artists. Their combined works engage rich, complex intersections of art, community and voice. Yegizaw "Yeggy" Michael's works address the risk and experience of economic, political and cultural migration. Yadesa Bojia, an alumnus of the Graphic Design program, provides social commentary on the power of art and education. Selam Bekele explores identities of race, gender and culture both within communities of origin and communities at large.

Faculty poetry featured on Metro buses

English faculty member Susan Casey's poem was one of 125 chosen to be featured on King County Metro's buses over the next year as part of its "Poetry on Buses" program. Her poem "Smokehouse" was inspired by her grandfather, a Slovak immigrant and writer who motivated her to teach English. This is the fourth year the program has featured her poetry.

Nursing student chosen as Transforming Lives nominee

Seattle Central chose an extraordinary student, Bryce Kasota, as its nominee for the 2014 Transforming Lives Award. Her compelling story shows the important role of community colleges in improving the lives of individuals. As the victim of domestic violence and now a single mother, Bryce supports her family as a Certified Nurse Assistant (CNA). She struggles to make ends meet and wants to land a higher-paying position in her field. Currently enrolled in the Associate Degree in Nursing program, Bryce has received exceptional support and instruction that has helped her maintain high grades and a positive outlook.

The Trustees Association of Community and Technical Colleges (TACTC) Transforming Lives Awards recognize current or former students whose lives have been transformed by attending a Washington state community or technical college. The TACTC selects five students each year from nominees submitted by community and technical colleges across the state.

SVI

Dental Assistant program receives recognition

The Seattle Vocational Institute Dental Assistant program was featured among the top ten Dental Assistant programs in the November/December issue of *The Dental Assistant*, a Journal of the American Dental Association.

SVI submitted highlights of their Dental Assistant Recognition Week activities where students held a Dental Health Fair, covering topics such as Nutrition and Dental Health, Oral Hygiene and Prevention, Oral Diseases and Anti-Tobacco Use. They also staged a demonstration of the new digital radiographic software in the clinic. Visitors and potential students who are interested in the program toured the clinic and received prizes and promotions from event supporters.

North Seattle College

Excelling in Teaching and Learning ▪ Advancing Student Success ▪ Building Community

Office of the President

TO: Board of Trustees
FROM: Dr. Warren Brown, President
DATE: December 19, 2014
SUBJECT: President's Report – **Information Only**

ADVANCING STUDENT SUCCESS

Transfer Application Day

To assist students seeking to transfer to a four-year university, North Seattle College will host "Application Day," a Jan. 22 resource fair that will help students complete their transfer applications, learn about financial aid and scholarship information and meet with representatives from universities. North advisors will also help students identify the right transfer school and assist students with their personal statements. The event will be held Thursday, Jan. 22, from 1:30 to 4 p.m. in the college cafeteria.

Internship and Job Fair

In order to connect North's students to career and internship opportunities, the college will host a Job and Internship Fair on Tuesday, Feb. 10, from 2-4 p.m. During fall quarter, a group of students worked with North staff members to organize the fair. The college will send a survey this month to all students to collect information on their interest in jobs/internships, what companies or industries they would like to see at the fair, and what times work best for students for this and future events. The survey can be accessed [here](#).

Student-led Discussion on Improving Campus Environment

Students and employees were invited to a student-led discussion Dec. 8 on how the college community can work together to promote health and improve the campus environment at North. Items discussed during the event included advocating for healthy and sustainable food and creating a species identification and nature trail on campus. Students in Technical Writing classes also presented research and design projects.

Web Focus Group and Usability Study

North's marketing department, in collaboration with the IT department, held a focus group and usability study dedicated to generating feedback on the college's website and developing steps for website improvement. The marketing and IT teams met with members of Student Leadership on Dec. 2. Additionally, they will conduct focus groups with North employees and general stakeholders. The teams are committed to presenting recommendations for website improvement by Winter Quarter. Among their key tasks is updating the college's contact form on the website and ensuring that the managers within each field are responding appropriately to inquiries from prospective students.

ESL Programs Featured in La Raza Spanish Newspaper

The success and importance of ESL programs at North and within the Seattle Colleges district were highlighted in a feature story in La Raza, the Spanish language newspaper that's distributed to more than 22,000 Spanish-speaking residents in King, Pierce, Snohomish, Whatcom, Skagit, Kitsap and Clark counties. The feature story, which can be viewed [here](#) in English, appeared in the publication's Education Issue.

PTK Inducts 75 New Members to Honor Society

North Seattle College's Alpha Epsilon Omega Chapter of Phi Theta Kappa inducted 75 new members into the honor society for fall quarter 2014 at a campus ceremony Dec. 4. Students are eligible for membership with 12 college-level credits completed at a GPA of 3.5 or higher. President Warren Brown spoke at the event and the college announced the two nominees for the ALL Washington Academic Team for North: Allyev Eishan and Lisa Padilla. To view a list of students inducted into the honor society, please click [here](#).

Campus-wide Lockdown Drill Jan. 20

On Tuesday, Jan. 20, at approximately 10:45 a.m. and 6:30 p.m., North Seattle College will conduct campus-wide lockdown drills. The lockdown is just a drill and will help the college prepare in the event of a true emergency. During a lockdown, students, employees and visitors should stay in a classroom or office, or move to a secure location if they are not already in one. During the drill, an announcement will come over the campus loud speaker and through RAVE alert text, phone and e-mail notifications. The campus will communicate with employees and students multiple times before the drill, so that they are aware of the nature of the drill and prepared to respond accordingly. Campus Security and evacuation floor wardens will walk through campus to check doors and areas during the drill.

Cesily Crowser Memorial Homeless Family Support Scholarship Fund

North's Parent Education Program is pleased to announce a new scholarship fund set up with the North Seattle College Education Fund in Cesily Crowser's name. Cesily was a fulltime faculty member for seven years and served as coordinator in her last year. Cesily started a class serving homeless teen parents and worked to expand classes at additional sites serving homeless families before her passing in February. The program now has classes at Mary's Place, Sacred Heart Shelter, Brettler Place and Bianca's Place. The Parent Education Program is seeking funds so that these classes can continue beyond this academic year. Donations can be made out to "Education Fund" with "Cesily Crowser Memorial Fund" on the memo line, and dropped off with Christopher Worley or mailed to the Education Fund. For more information, contact Betty Williams at Betty.Williams@seattlecolleges.edu or (206) 934-4571.

EXCELLING IN TEACHING AND LEARNING

Update on Vice President of Instruction Search

In early to mid-December, the screening Committee forwarded two names to the college as finalists. Soon thereafter, however, one finalist withdrew from the candidate pool. The Search Committee has now reviewed additional applications that came in after the first review date and interviewed some of those applicants to determine if they will be forwarded as finalists. At this point, members of the search committee have forwarded two additional names to be included as finalists. The finalists are: Dr. Javier Ayala, Dr. Kristen Jones, and Dr. Rebecca Kenney. The college is planning to have each finalist visit and interview with the college during the week of January 12th.

First Quarterly Part-Time Faculty Drop-in Sessions

The college recently held the first quarterly part-time faculty drop-in sessions with deans present and will continue to hold one set each quarter (twice in the given day to maximize opportunity for part-time employees). The college hosted the drop-in hours in response to low scores on the employee survey of part-time faculty satisfaction. North will continue to develop ways to improve the culture and climate among part-time faculty.

Boot Camp for Prof Tech Instructors

To help prepare incoming instructors, North will host four-week Saturday boot camp sessions for new professional technical instructors in the Seattle Colleges district. The intensive, hands-on course is for professional technical faculty who have limited or no teaching experience but is also recommended for anyone desiring additional development in classroom management skills. Experienced instructors and facilitators will lead the workshops, which will focus on practical and real-life applications. For more information, visit www.careersined.org.

BUILDING COMMUNITY

Toys for Tots Food Drive

The campus was able to provide a little cheer during the holiday season by hosting a Toys for Tots handout Dec. 10. The event was hosted by the Department of Social and Health Services team and students and employees with children, grandchildren, nieces and nephews were invited to receive toys for children. Members of the Marines helped with the event by handing out toys.

North Holiday Party

In an effort to build community on the North Seattle College campus, the President's Office hosted the Annual Holiday Party Dec. 10. Employees were able to enjoy refreshments, entertainment by International Students from Equatorial Guinea and Mongolia as well as donate non-perishable food to Northwest Harvest and/or unwrapped toys for the Toys for Tots drive.

Building Renaming

President Brown has provided two updates to North employees regarding the potential renaming of the Health Sciences and Student Resources Building. The Board of Trustees have been reviewing a proposal which would name the building after longtime North faculty member Lynda Wilkinson, who passed away earlier this year. The last update to employees was sent following the Board's Dec. 11 meeting, when the Trustees directed the Chancellor's Cabinet to review the proposal and provide a recommendation that the Board can vote on during its January meeting. Regardless of the Board's decision, North's Executive Team will work with the campus community to develop a way for recognizing the contributions of employees, who, like Lynda, have given so much to students.

Silent Art Auction

The North Seattle College Art Group hosted its 16th Annual Silent Auction on Dec. 2. The event brought artists from around the community together to sell their arts and crafts. Some of the proceeds go to the Art Group and the event provides North's art students with a chance to practice selling their work.

MEMORANDUM

TO: Board of Trustees

FROM: Gary Oertli, President

DATE: January 8, 2015

SUBJECT: PRESIDENT'S REPORT – INFORMATION ONLY

Reaching Out to the Rainier Valley Community

We are currently working with leaders in the Rainier Valley and Southeast Seattle community to assess, and eventually better meet, their higher education needs. South Seattle College has a representative on the Rainier Valley Chamber of Commerce, and we have met with community leaders, including Senator Pramila Jayapal. We have also increased our marketing in the community through additional advertising in the Rainier Valley Post (the area's main source of local news) and improved signage at our New Holly campus. This Winter Quarter, we'll hold community meetings to obtain additional information on the education and training desires of the community. These efforts are further bolstered by our quarterly direct mailing of over 30,000 informational brochures to the area.

Preliminary Planning Begins for a Wellness Center at South

South students, staff and faculty have long wished for an exemplary wellness center on campus. The shared vision is for a facility that not only offers modern exercise equipment, but a holistic approach to wellness that includes resources for making healthier decisions in all aspects of life. Preliminary discussions have begun to make that wish a reality between campus leaders, student government and the student activities fee board, and the board recently approved the use of reserve S&A fees to enlist our on-call architectural firm for a feasibility study to start next quarter. The study will result in a clear plan of the features we hope to include, introductory artist renderings and basic floor plans. Using a model successfully implemented by other Washington community colleges to fund wellness centers, if the proposal is approved by our student government they will ask all students to vote on accepting S&A fees to support the project over several years. If students support the plan, we'll look to the state for a Certificate of Participation loan to get the project started, with a potential project approval in summer of 2016.

South Seattle College Makes the News

South's students and programs received high-profile attention in the media over the past few months. In November, Bloomberg Businessweek Economics Editor Peter Coy wrote a column on "Job Training That Works," and used alumna Janet Murumba's education at South (she received a certificate in industrial engineering last year and now works for Boeing) as testament to "colleges at the forefront of an important trend in education – close collaboration with business." Soon to follow, Alaska Airlines Magazine published an in-depth feature story on celebrity Seattle Chef Tom Douglas, and the journalist included quotes from South Pastry and Baking Arts Instructor Kimberly Smith on how many of our graduates have gone on to successfully work in one of Douglas' restaurants. In the story, reporter Eric Lucas refers to "South Seattle College's highly regarded culinary arts program."

Peter Lortz Selected as South's Vice President of Instruction

After an exhaustive national search, I am pleased to announce Peter Lortz will be joining the South family as our new Vice President of Instruction. Peter will bring enthusiasm, strong pedagogical knowledge, a solid work-track record, commitment to our students and faculty, and, most important, "a fit" for our campus culture. He'll begin this Winter Quarter, and is transitioning into his new role with the aid of our retiring VPI Donna Miller-Parker. Peter most recently served as the Dean of the Math and Sciences at North Seattle College. Prior positions include Interim Vice-President for Instruction (2013-2014), Interim Director of Information Technology (2012-2013), and full-time tenured faculty in Biology and Environmental Science instruction at North. Before his time at North, Peter worked in several community college faculty positions in the Northwest. He holds a Master of Science Degree, Zoology, from Miami University and a Bachelor of Arts Degree, Biological Sciences, from DePauw University.

Veteran Transition Specialist Joins Our Team

To further improve veteran students' experience at South, we have hired John Phillips as our Veteran Transition Specialist. As part of our outreach team, John is responsible for developing a vision for and implementation of enhanced services for our veterans – from initial recruitment resources to continual support throughout their education at South. Transitioning back into civilian life, including going to college, can be a challenge for many veterans, and John is especially qualified to help with that process. In addition to holding an M.A.Ed. in Adult Education and Training from Seattle University and an A.A. in Journalism from the Los Angeles Community College District, John served our country for seven years in the Marine Corp Reserve with Iraq deployment, and he continues to serve in the Army Reserve Civil Affairs today.

Celebration and Connection at First Quarter Student Luncheon

For the first time at South, our Student Services and Student Life departments worked together to

design and host a “First Quarter Student Luncheon” on November 18, where all first quarter students were invited to enjoy a multicourse meal while connecting with staff to learn more about the multitude of support services offered at our college. United Student Association President Shane Brookman and I addressed the students as well, thanking them for choosing South and encouraging them to take advantage of resources to strengthen their educational experience. After the event, our team of peer navigators reached out to first quarter students individually to answer any questions they might have.

Cell Biology Lab Students Continue Quarter of Discovery

In November, I introduced you to the amazing work students in our Cell Biology Laboratory did as part of the “Community College Genomics Authentic Lab Experience,” where they performed authentic genome sequencing research on a bacterium that can help Washington farmers fight the ravages of wheat fungus. As Fall Quarter neared its end and the students prepared to upload their research findings to an international database, they took a field trip to the Institute for Systems Biology - a non-profit biomedical research organization located in downtown Seattle – to better understand the real-world applications of the very type of research they had performed. Students met with passionate scientists who hopefully inspired them to continue their pursuit of a career in biomedical research.

Improved “Tuesday Tips” Keep Students on Track

Starting in Fall Quarter of 2013, Student Services started a “Tuesday Tips” weekly email campaign to keep our students well-informed throughout the quarter. This fall, the campaign was revitalized as Advising and The Learning Center (TLC) teamed up to create a modern, visually-appealing email template. Each Tuesday during the quarter, Advising sends students email tips covering important dates, services and resources to keep them engaged and on top of their academic journey.

Chinese Delegation Visits South to Explore Aviation

In early December, a delegation from the Changsha Aeronautical Vocational & Technical College (CAVTC) in China visited our campus to learn more about South’s Aviation Maintenance Technology (AMT) program. Dean of Aviation Kim Alexander and Center for International Education Director Kathie Kwilinski hosted our visitors, and discussions ranged from sending CAVTC faculty to South for three-month “train-the-trainer” programs to CAVTC sending their students to South for a two-year AMT education. By all indications it was a very productive meeting, and we look forward to creating a formal relationship with the college soon.