

## SEATTLE COLLEGES DISTRICT BOARD OF TRUSTEES

March 8, 2018

**STUDY SESSION** 1:30 p.m. Broadway Performance Hall Boardroom  
Seattle Central College  
1701 Broadway  
Seattle 98122

**REGULAR SESSION** 3:00 p.m. Broadway Performance Hall Boardroom  
Seattle Central College  
1701 Broadway  
Seattle 98122

### STUDY SESSION

1:30 p.m. **STUDY SESSION**

### REGULAR SESSION AGENDA

3:00 p.m. **CALL TO ORDER**

3:00 p.m. **SAFETY ANNOUNCEMENT**

3:05 p.m. **APPROVAL OF AGENDA | ACTION** **Tab 1**

3:05 p.m. **PUBLIC COMMENTS**

Up to fifteen minutes are regularly set aside for people to express their views on any matter except those restricted to Executive Session.

3:20 p.m. **PRESENTATION**

Learning Center Seattle

Presenter: *Laura DiZazzo, SCC Dean of Basic and Transitional Studies; Emily Williams, SVI Director of the Student Learning Center*

3:40 p.m. **RECOMMENDED BOARD ACTIONS | ACTION**

A. Minutes from February 8 **Tab 2**

B. Recommendation to Grant Tenure **Tab 3**

C. Faculty Emeritus **Tab 4**

**3:50 p.m. INFORMATIONAL ITEMS**

A. Seattle Colleges Strategic Plan Strategies and Measures **Tab 5**

**4:10 p.m. ORAL REPORTS**

**Written Reports-Tab 6**

A. Chancellor's Report

B. Chair's Report

C. Trustees

D. Labor Union Representatives

1. Ms. Annette Stofer, AFT Seattle Community Colleges
2. Mr. Alex Bacon, Washington Federation of State Employees
3. Mr. Bob Sullivan, AFT-SPS

E. Student Representatives

1. Mr. Omar Osman, Seattle Central College
2. Mr. Dakota Chronis, North Seattle College
3. Ms. Angel Decker, South Seattle College

F. College Presidents, Vice Chancellors

1. Dr. Sheila Edwards Lange, Seattle Central College
2. Dr. Warren Brown, North Seattle College
3. Mr. Peter H. Lortz, Interim President
4. Dr. Kurt Buttlerman, Interim Vice Chancellor of Academic and Student Success
5. Dr. Cindy Riche, Chief Information Officer

**5:00 p.m. ADJOURNMENT**

The next meeting of the Board of Trustees will be held on Thursday, April 12, 2017 at Siegal Center located at 1500 Harvard Ave, Seattle 98122. There will be a Study Session at 1:30 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.*

## SEATTLE COLLEGES DISTRICT BOARD OF TRUSTEES

February 8, 2018

### Minutes

**STUDY SESSION** 1:30 p.m. Building C, Room 110/111  
South Seattle College  
Georgetown Campus  
6737 Corson Avenue South  
Seattle WA 98108

**REGULAR SESSION** 3:00 p.m. Building C, Room 110/111  
South Seattle College  
Georgetown Campus  
6737 Corson Avenue South  
Seattle WA 98108

### Attendance:

Ms. Louise Chernin, Mr. Steve Hill, Ms. Rosa Peralta, Dr. Shouan Pan, Dr. Warren Brown, Dr. Sheila Edwards Lange, Mr. Peter H. Lortz, Dr. Kurt Buttlerman, Dr. Dave Blake, Ms. Maureen Shadair, Mr. Alex Bacon, Ms. Annette Stofer, Mr. Robert Sullivan, Mr. Dakota Chronis, Ms. Angel Decker, Mr. Omar Osman  
Guests: Laura Hopkins, Elizabeth Pluhta, Rosie Rimando, Judy Reed

### REGULAR SESSION AGENDA

#### CALL TO ORDER

The meeting was called to order at 3:03pm.

#### SAFETY ANNOUNCEMENT

Rebecca Hansen gave a safety announcement and noted attendance.

#### WELCOME

Chair Chernin welcomed Trustee Rosa Peralta, who introduced herself.

### **APPROVAL OF AGENDA | ACTION**

**Trustee Hill made a motion to approve the agenda. Trustee Peralta seconded. The motion carried 3-0.**

### **PUBLIC COMMENTS**

There were no public comments.

### **PRESENTATION**

Seattle Colleges' Apprenticeships

*Peter Lortz, Interim President; Laura Hopkins, Interim Vice President of Instruction*

Career connected learning represents a successful partnership between an employer, student, college and apprenticeship committee; and it is getting attention and political support at the state and national level. South Seattle College offers a degree pathway through the Multi-Occupational Trades (MOT) degree. Laure Hopkins explained the funding model for these low cost and high yield FTE programs for the college and showed an opportunity to scale apprenticeship programs districtwide. Pete Lortz will follow-up with a briefing on apprenticeship bills currently being considered by the legislature.

### **RECOMMENDED BOARD ACTIONS | ACTION**

- A. Minutes from January 11

**Trustee Hill made a motion to approve the minutes. Trustee Peralta seconded. The motion carried 3-0.**

- B. Seattle Colleges Strategic Plan, Goal: Diversity Equity, Inclusion and Community – Second Reading

**Trustee Hill made a motion to approve the new goal. Trustee Peralta seconded. The motion carried 3-0.**

- C. NSC Request for Transfer of Funds

**Trustee Peralta made a motion to approve the transfer of funds. Trustee Hill seconded. The motion carried 3-0.**

- D. Approval of South Annex Property Sale

**Trustee Hill made a motion to approve the property sale. Trustee Peralta seconded. The motion carried 3-0.**

### **INFORMATIONAL ITEMS**

- A. Seattle Promise presentation

*Sheila Edwards Lange, President, Seattle Central College*

President Edwards Lange summarized the work that has been done so far with the City of Seattle and outlined the timeline for phasing to all schools, cost estimates, regional and statewide efforts, and next steps. Seattle Colleges recently issued a whitepaper to City Hall that outlines our perspective on the essential elements of an effective and viable Promise

scholarship, suggested eligibility criteria, and perspectives on moving from a city to a regional effort.

#### B. Quarterly Financial Report

Kurt Buttleman summarized the quarterly financial report ending December 31, 2017. Tuition and enrollment continue to decline, and international student revenue is down. Adjustments are being made to account for the declines. Spending is down slightly from last year. Reserves are maintained at the board mandated level.

#### **ORAL REPORTS**

##### Chancellor's Report

Chancellor Pan reported on international student enrollment, external grants, and the 45<sup>th</sup> Annual MLK Celebration. He also congratulated Omar Osman on being a Transforming Lives Award winner.

##### Chair's Report

Chair Chernin thanked the trustees and district leadership for following the legislative session closely and working to increase our visibility in Olympia and increase awareness of the issues important to us among our legislators.

##### Labor Union Representatives

Ms. Annette Stofer, AFT Seattle, advocated that the Title IX training is important and all faculty should be paid to complete it. She also reported that the budget cuts at South are having a negative impact on instruction.

Mr. Alex Bacon, Washington Federation of State Employees, reported that classified and hourly staff have been advocating in Olympia for a repeal on statewide rent regulation and for wage increases. He expressed concerns about reorganizations and asked for more frontline staff to be included in the planning phases of reorganizations. He reported that turnover of classified staff in 2017 was 17%.

Mr. Bob Sullivan, AFT-SPS, expressed concerns about reorganizations and asked for union involvement in planning. He also provided an update on bargaining with SCD.

##### Student Representatives

Mr. Omar Osman, Seattle Central College, reported on the data collected to illustrate a social map of Seattle Central students.

Mr. Dakota Chronis, North Seattle College, reported that students are planning a series of events for black history month and are celebrating the opening of a new multicultural center.

Ms. Angel Decker, South Seattle College, reported on a successful 12<sup>th</sup> annual health fair, and DACA students who met with legislators as part of a ctc advocacy day in Olympia.

College Presidents, Vice Chancellors

Dr. Sheila Edwards Lange, Seattle Central College, reported that the PACT program received a City of Seattle grant and that SCC was recently named a veteran supportive campus.

Dr. Warren Brown, North Seattle College, shared 13<sup>th</sup> year data from Ingraham High School.

Mr. Peter H. Lortz, South Seattle College, reported on a well-attended de-escalation training for faculty.

Dr. Kurt Buttleman, Vice Chancellor for Finance and Technology and Vice Chancellor for Academic and Student Success, reported that the first ever districtwide development day for faculty was held today. He also reported that the faculty shared governance committee has their first meeting coming up next week.

Dr. Dave Blake, Vice Chancellor and Chief Human Resources Officer, is leaving the district at the end of February. He asked the board to continue to make employee pay a priority.

**ADJOURNMENT**

**The meeting adjourned at 4:49pm.**

The next meeting of the Board of Trustees will be held on Thursday, March 8, 2017 at Seattle Central College, 1701 Broadway, Seattle, WA 98122 in the Broadway Performance Hall Boardroom. There will be a Study Session at 1:30 p.m., and the Regular Meeting will follow at 3:00 p.m.

**EXECUTIVE SESSION(S)**

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**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Dr. Shouan Pan  
Chancellor

**DATE:** March 8, 2018

**SUBJECT:** Recommended Approval of Tenure

**Background**

You have received tenure summaries for review and consideration for 20 faculty members. The faculty members listed below have been found to be qualified in their fields as instructors, and have been recommended for tenure in their discipline by their college tenure review committee, vice president for instruction, and president. I concur with these recommendations.

**North Seattle College**

Elinor Appel - ESL  
Cristobal Borges - History  
Samantha Dolan – Early Childhood Education  
James Eaton - ESL  
Scott Ku - Communications  
Frances Mooney – Medical Assisting  
Ana Villar - Library  
Samuel Wilson - Mathematics

**Seattle Central College**

Susanne Elliott – Business, IT & Creative Arts  
Carolina Forero-Moreno - ESL  
John Horton - English  
Anna Jacobs - STEM  
Danielle Malare Dani - STEM  
Kaitlin McClanahan - English  
Jane Muhich - STEM  
Erin Steinke - English  
Kimberly Tate-Malone - Library  
Jonathan Ursin - STEM

**South Seattle College**  
Kali Kuwada - Psychology  
Douglas Rupik - Welding

**Recommended Action**

It is recommended that the Board of Trustees, having given reasonable consideration to the recommendations of the tenure review committee, the vice president and president, grant tenure to the faculty member in his or her discipline as specifically indicated above.

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

A handwritten signature in black ink, appearing to read 'S. Pan', with a long horizontal line extending to the right.

Dr. Shouan Pan  
Chancellor

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shouan Pan, Ph.D.  
Chancellor

**DATE:** March 8, 2018

**SUBJECT:** Emeritus Status Recognition

**Background**

The AFT/SCD Agreement (Article 5.16, Special Retirement Privileges) provides for the granting of emeritus status recognition upon eligible retired faculty or those who have died in service and have made significant contributions to the District's values of service, excellence, diversity and effective leadership. The following individuals have been recommended for emeritus status by the Executive Board of AFT Seattle:

Seattle Central College	Chef Keiuro Myata, Seattle Culinary Academy
South Seattle College	Dr. Jihad Othman, Academic Transfer Kathleen Rathbun, Basic and Transitional Studies

**Recommended Action**

In accordance with the AFT/SCCD Agreement, it is recommended that the Board of Trustees grant emeritus status recognition to the above worthy individuals of District VI.

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

  
Shouan Pan, Ph.D.  
Chancellor



Central · North · South · SVI

OFFICE OF THE CHANCELLOR

District VI | 206.934.3872 | Fax 206.934.3894 | Voice Relay 800.833.6388  
1500 Harvard Avenue, Seattle WA 98122-3803 | [www.seattlecolleges.edu](http://www.seattlecolleges.edu)

## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Dr. Shouan Pan

**DATE:** March 8, 2018

**SUBJECT:** Seattle Colleges' Strategic Plan 2017-23

### Background

At the start of the 2016-17 academic year, the Board of Trustees initiated a process to develop a new strategic plan for the Seattle Colleges. Beginning in the Winter Quarter of 2017, numerous conversations and engagement efforts were held with internal and external community members. In July of 2017, the board approved a new mission and vision as well as a new set of values and goals. In February of 2018, the goals were further revised and approved, and the Seattle Colleges Strategic Plan 2017-23 was formally adopted.

Additional components of the strategic plan, specifically measures, strategies, and corresponding operational details are presented in this updated version of the Seattle Colleges Strategic Plan 2017-23 for informational purposes. During future board meetings and related venues, Seattle Colleges leadership, faculty, staff, and students will update the board with progress on strategies, attainment of goals, and lessons learned.

### Recommendation

It is recommended that the Seattle Colleges Board of Trustees receive this updated strategic plan, with measures, strategies, and operational plans, as information only.

Submitted by and transmitted to the Board of Trustees,

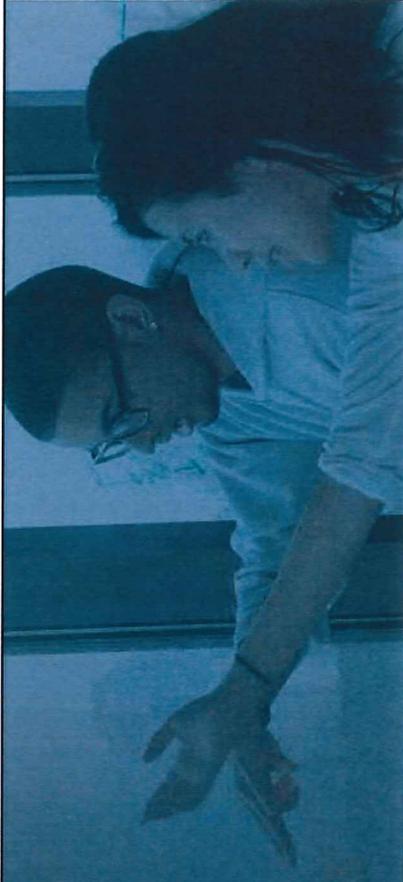
  
Dr. Shouan Pan  
Chancellor



**SEATTLE COLLEGES**  
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**MISSION**

As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community.



# Seattle Colleges Strategic Plan 2017-23

*Mission, Vision, Values, and Goals*

**March 8, 2018**



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# Mission

As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community.

Board of Trustees approved July 13, 2017



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## Vision

Seattle Colleges is recognized as an exemplary learning institution that transforms lives, promotes equity, and enriches the community.

Board of Trustees approved July 13, 2017



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# Values

- **Accessibility** for all learners and partners
- **Collaboration** through open communication and commitment to working together
- **Diversity, inclusion, and equity** for all individuals, particularly the underserved, in our community
- **Fiscal sustainability** for long-term viability and excellence in service and operations
- **Growth and engagement** of faculty and staff through professional development
- **Innovation** in instruction, student services, operations, and organizational culture
- **Integrity** by adhering to the highest standards of ethics and public stewardship

Board of Trustees approved July 13, 2017



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# Goals

- 1. Student Success:** The success of our students is the central focus of Seattle Colleges. We strive to make steady gains in improving student satisfaction, retention, completion, job placement, and narrowing student performance gaps.
- 2. Equity, Diversity, Inclusion, and Community:** At Seattle Colleges, we firmly establish equity, diversity, and inclusion as a strategic goal and as human rights for all. We frame our decisions and actions with a lens of equity, diversity, and inclusion and are accountable to the community.
- 3. Organizational Excellence:** Seattle Colleges aspires to achieve excellence as Seattle's open-admission institution of higher education. We seek to achieve continuous improvements in excellence in teaching and learning, operational efficiency and fiscal sustainability, strategic innovation, employee growth and engagement, and diversity and inclusion.
- 4. Partnerships:** As an important engine of economic development, Seattle Colleges values and invests in strategic and ongoing partnerships with educational, business, governmental, labor, and community organizations.

Board of Trustees approved July 13, 2017; February 8, 2018



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# Our Story

Chartered by the state Legislature in 1967, Seattle Colleges enjoys a proud 50-year history of serving Seattle and the state of Washington.

Seattle Colleges is composed of Seattle Central College, North Seattle College, South Seattle College, and Seattle Vocational Institute. As the largest community college district in the state, we serve 45,000 students annually with more than 135 professional and technical programs, including nine applied baccalaureate degrees.

Seattle Colleges is the city's open-access education institution. Generations of students with diverse academic and socioeconomic backgrounds have come to us to learn, improve, and live a better life. We have also formed strong partnerships with educational, business, governmental, and civic organizations throughout Seattle.

Although each of our institutions has unique strengths and specialized programs, they all share the same commitment: transforming lives, bridging opportunity gaps, and fulfilling community needs. It is a shared vision and our common story now—and for the next 50 years.



**SEATTLE COLLEGES**

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# Strategic Plan Purpose

The Seattle Colleges Strategic Plan 2017–23 provides broad, forward-looking direction to ensure student success in the dynamic and vibrant city of Seattle.

The Board of Trustees—in consultation with the district community, including faculty, staff, students, administrative leadership, and external partners—initiated and approved the new strategic plan.

The plan reflects a common purpose, beliefs, commitments, and priorities. It also establishes a set of major goals that will be achieved over time at each college and across the district. The strategic plan recognizes the unique characteristics of each of the colleges and includes a range of high-level strategies that will be operationalized in a manner appropriate for each college. Ultimately, the strategic plan acknowledges our proud history, short-term challenges, and opportunities while identifying future directions, aspirations, and operational strategies. It also affirms our fundamental mission: to prepare each student for a successful life and work in a diverse, global, and dynamic society.



**SEATTLE COLLEGES**

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# Strategic Plan Process

At the start of the 2016–17 academic year, the Board of Trustees initiated a process to develop a districtwide strategic plan. The process included:

- Developing a series of phases to create a working framework.
- Gathering input districtwide and from each college.
- Refining preliminary ideas for a refreshed set of mission, vision, values, and goals.
- Drafting a final strategic plan.

A critical part of the process was to engage and gather input from stakeholders. Beginning in the Winter Quarter of 2017, numerous one-on-one and small- and large-group conversations were held to engage internal and external community members. More than 320 responded to a survey; 300 participated in a town hall event; 150 district managers considered priorities; 40 civic, community, and business leaders contributed ideas; and a dozen student leaders participated in forums with the chancellor.

The strategic plan also drew substantially from the planning completed by the colleges and contingently approved by the board. Upon final approval of the 2017–23 Seattle Colleges Strategic Plan, the Board of Trustees and Seattle Colleges leadership will work with faculty, staff, and students to regularly assess progress and review/update goals and the supporting strategies.

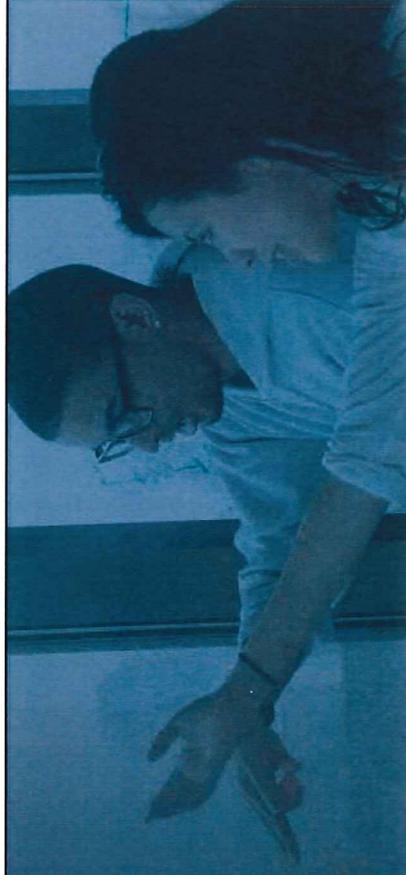




**SEATTLE COLLEGES**  
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**MISSION**

As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community.



# Seattle Colleges Strategic Plan 2017-23

*Measures, Strategies, and Operations*

**March 8, 2018**



**SEATTLE COLLEGES**  
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# Goals

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Board of Trustees approved July 13, 2017; February 8, 2018



**SEATTLE COLLEGES**  
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# All Goals: Measures

Goal 1 Student Success	Goal 2 Equity, Diversity, Inclusion, and Community	Goal 3 Organizational Excellence	Goal 4 Partnerships
1a. Student engagement	1b. Student engagement, by subgroups	8. Cost per completions, cost per SA points	12. Partnerships, quantity and quality
2a. Retention rate, Fall to Winter	2b. Retention rate, Fall to Winter, by subgroups	9. STARS points, ratings	
3a. Completion rate, 4-year cohort	3b. Completion rate, 4-year cohort, by subgroups	10. Conversion rates, inquirers, inquirers to applicants, and applicants to enrollments	
4. Job-placement rate, nine months from program completion (prof-tech students only)			
5. Wage progression			
6a. Math Progression, from developmental math to college level within one year	6b. Math Progression, from developmental math to college level within one year, by subgroups		
7. Ethnic and racial diversity of faculty and staff	11b. Staff growth and engagement, by subgroups		
		11a. Staff growth and engagement	

# Goal 1 Measures: Baselines and Targets

## Goal 1: Student Success

### 1a. Student engagement

- Community College Survey of Student Engagement (CCSSE), approximately every 3 years, <http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm>
- CCSSE item: “How would you evaluate your overall educational experience at this college?” (Q36, 2017)
- Colleges’ student surveys items (non-CCSSE years): “What is your overall satisfaction with your experience at North/Central/South Seattle College?”
  - a. Y1 increase 1%: ###% (17-18 ##% actual, satisfied, very satisfied.)
  - b. Y2 increase 1%: ###%
  - c. Y3 increase 1%: ###%
  - d. Y4 increase 1%: ###% (satisfied, very satisfied. CCSSE year)
  - e. Y5 increase 2%: ###%
  - f. Y6 increase 2%: ###%

### 2a. Retention rate

- SA Cohorts <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx>
- 2016-17 Fall to Winter: 61%
  - a. Y1 increase 1%: 62% (17-18, ##% actual)
  - b. Y2 increase 2%: 64%
  - c. Y3 increase 2%: 66%
  - d. Y4 increase 2%: 68%
  - e. Y5 increase 2%: 70%
  - f. Y6 increase 2%: 72%

### 3a. Completion rate

- 4-yr SA cohort, inclusive short-certs, long-certs, degrees, and transfers w/o degrees; prof/tech and transfer cohorts only. ABE and ESL cohorts excluded
- <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx>
- 2012 prof/tech and transfer cohort: 41%
  - a. Y1 increase 1%: 42% (2013 cohort actual: 40%)
  - b. Y2 increase 2%: 44%
  - c. Y3 increase 2%: 46%
  - d. Y4 increase 2%: 48%
  - e. Y5 increase 2%: 50%
  - f. Y6 increase 2%: 52%

### 4. Job-placement rate

- SBCTC Annual Academic Year Reports <https://www.sbctc.edu/colleges-staff/research/annual-reports-archive/academic-year.aspx>
- Nine months from program completion, professional/technical students only
- 2015-16: 82% (16-17 unavailable as of Feb 1, 2018)
  - a. By Y3 increase 1%: 83%
  - b. Y4 increase 1%: 84%
  - c. Y5 increase 1%: 85%
  - d. Y6 increase 1%: 86%

### 5. Wage progression

- Wage progression, from PRE-enrollment at Seattle Colleges to POST-enrollment, of professional-technical program
- SBCTC Data Linking Outcomes to Assessment (DLOA) database
- 2015-16 average percent hourly change: 14%
  - a. Y1 increase #: ###%
  - b. Y2 increase #: ###%
  - c. Y3 increase #: ###%
  - d. Y4 increase #: ###%
  - e. Y5 increase #: ###%
  - f. Y6 increase #: ###%

### 6a. Progression Math from developmental to college in 1 year

- SA Cohorts <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx>
- Cohorts starting just below college level and more than 1 level below college
- 2016-17 cohorts: 23%
  - a. Y1 increase 1%: 24% (17-18, ##% actual)
  - b. Y2 increase 1%: 25%
  - c. Y3 increase 1%: 26%
  - d. Y4 increase 1%: 27%
  - e. Y5 increase 1%: 28%
  - f. Y6 increase 1%: 29%

# Goal 2 Measures: Baselines and Targets (1)

## Goal 2: Equity, Diversity, Inclusion and Community

### 1b. Student engagement

- Community College Survey of Student Engagement (CCSSE), approximately every 3 years
- By year 6, reduce and eliminate gaps in student subgroups' perceptions of educational experience at Seattle Colleges
- CCSSE item: "How would you evaluate your overall educational experience at this college?" (Q36, 2017)
- Colleges' student surveys (non-CCSSE years):
- North: "What is your overall satisfaction with your experience at North Seattle College" (Q1)
- Central: **item text**
- South: **item text**

### White African American, American Indian, Asian American, Hispanic, and Pacific Islander

- 2017-18: (###% actual, satisfied, very satisfied)
  - Y1 increase 1%: ###%
  - Y2 increase 1%: ###%
  - Y3 increase 1%: ###%
  - Y4 increase 1%: ###%
  - Y5 increase 2%: ###%
  - Y6 increase 2%: ###%
- 2017-18: (###% actual, satisfied, very satisfied)
  - Y1 increase 1%: ###%
  - Y2 increase 2%: ###%
  - Y3 increase 2%: ###%
  - Y4 increase 2%: ###%
  - Y5 increase 3%: ###%
  - Y6 increase 3%: ###%

### Gap

- B: #%
- Y1:
- Y2:
- Y3:
- Y4:
- Y5:
- Y6:

# Goal 2 Measures: Baselines and Targets (2)

## Goal 2: Equity, Diversity, Inclusion and Community

### 2b, 3b, and 6b student performance

- By Year 6, reduce and eliminate performance gaps between white and underserved students.
- Racial and ethnic groupings to establish “opportunity gap” follow Seattle Public Schools’ District specification of “underserved” students. See 2016-17 Scorecard slides 10-34. [https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/School%20Board/17-18%20agendas/20171108/SPS%20District%20Scorecard%202016-17%20Board%20Presentation\\_ADA.pdf](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/17-18%20agendas/20171108/SPS%20District%20Scorecard%202016-17%20Board%20Presentation_ADA.pdf)
- SA Cohorts <https://www.sbctc.edu/colleges-staff/college-access/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx>

White	Underserved*	African American, American Indian, Hispanic, and Pacific Islander	Gap
<p><b>2b. Retention rate F-W: 67% (16-17)</b></p> <p>a. Y1 increase 1%: 68% (<b>17-18, ##% actual</b>)</p> <p>b. Y2 increase 1%: 69%</p> <p>c. Y3 increase 1%: 70%</p> <p>d. Y4 increase 1%: 71%</p> <p>e. Y5 increase 1%: 72%</p> <p>f. Y6 increase 0%: 72%</p>	<p><b>2a. Retention rate F-W 58% (16-17)</b></p> <p>a. Y1 increase 1%: 59% (<b>17-18, ##% actual</b>)</p> <p>b. Y2 increase 1%: 60%</p> <p>c. Y3 increase 2%: 62%</p> <p>d. Y4 increase 2%: 64%</p> <p>e. Y5 increase 4%: 68%</p> <p>f. Y6 increase 4%: 72%</p>	<p><b>3a. Retention rate F-W 58% (16-17)</b></p> <p>a. Y1 increase 1%: 59% (<b>17-18, ##% actual</b>)</p> <p>b. Y2 increase 1%: 60%</p> <p>c. Y3 increase 2%: 62%</p> <p>d. Y4 increase 2%: 64%</p> <p>e. Y5 increase 4%: 68%</p> <p>f. Y6 increase 4%: 72%</p>	<p><b>B: 9%</b></p> <p>Y1:</p> <p>Y2:</p> <p>Y3:</p> <p>Y4:</p> <p>Y5:</p> <p>Y6:</p>
<p><b>3b. Completion rate 4y: 42% (2012_prof/tech, transf cohorts)</b></p> <p>a. Y1 increase 1%: 43% (<b>2013 cohort, 43% actual</b>)</p> <p>b. Y2 increase 1%: 44%</p> <p>c. Y3 increase 2%: 46%</p> <p>d. Y4 increase 2%: 48%</p> <p>e. Y5 increase 2%: 50%</p> <p>f. Y6 increase 2%: 52%</p>	<p><b>3b. Completion rate 4y: 31% (2012_prof/tech, transf cohorts)</b></p> <p>a. Y1 increase 2%: 33% (<b>2013 cohort, 33% actual</b>)</p> <p>b. Y2 increase 3%: 36%</p> <p>c. Y3 increase 4%: 40%</p> <p>d. Y4 increase 4%: 44%</p> <p>e. Y5 increase 4%: 48%</p> <p>f. Y6 increase 4%: 52%</p>	<p><b>B: 9%</b></p> <p>Y1: 10%</p> <p>Y2:</p> <p>Y3:</p> <p>Y4:</p> <p>Y5:</p> <p>Y6:</p>	<p><b>B: 9%</b></p> <p>Y1:</p> <p>Y2:</p> <p>Y3:</p> <p>Y4:</p> <p>Y5:</p> <p>Y6:</p>
<p><b>6b. Progression Math dev to college, 1 year: 25% (16-17)</b></p> <p>a. Y1 increase 1%: 26% (<b>17-18 actual, ##%</b>)</p> <p>b. Y2 increase 1%: 27%</p> <p>c. Y3 increase 1%: 28%</p> <p>d. Y4 increase 0%: 28%</p> <p>e. Y5 increase 1%: 29%</p> <p>f. Y6 increase 0%: 29%</p>	<p><b>6b. Progression Math dev to college, 1 year: 17% (16-17)</b></p> <p>a. Y1 increase 2%: 18% (<b>17-18 actual, ##%</b>)</p> <p>b. Y2 increase 2%: 20%</p> <p>c. Y3 increase 2%: 22%</p> <p>d. Y4 increase 2%: 24%</p> <p>e. Y5 increase 2%: 26%</p> <p>f. Y6 increase 3%: 29%</p>	<p><b>B: 8%</b></p> <p>Y1:</p> <p>Y2:</p> <p>Y3:</p> <p>Y4:</p> <p>Y5:</p> <p>Y6:</p>	<p><b>B: 8%</b></p> <p>Y1:</p> <p>Y2:</p> <p>Y3:</p> <p>Y4:</p> <p>Y5:</p> <p>Y6:</p>

\*Asian American students are currently excluded from these analyses. During 2017-18, Asian American subgroups will be analyzed to determine inclusion in the underserved category. The Board of Trustees has requested that review be transparent and inclusive of community input.

# Goal 2 Measures: Baselines and Targets (3)

## Goal 2 Equity, Diversity, Inclusion and Community

### 7. Ethnic and racial diversity of faculty and staff, overall (all staffing categories)

- 2016-17: 32%
- Y1 2017-18: 34% actual
- By Year 6, 2022-23, overall increase of employees of color by 3% or **35%**.
- Seattle Colleges annual Workforce Diversity Report to the Board of Trustees; SCD database ODS2, PIMS

### 11b. Staff growth and engagement

- By Year 6, reduce or eliminate gaps in staff subgroups' perceptions of engagement or growth.
- What is your overall satisfaction with being an employee of *North/Central/South* Seattle College? (Spring 2018, new item in climate surveys)
- What is your overall satisfaction with being an employee of *Seattle Colleges*? (Spring 2018, new item in climate surveys)
- To what extent do you agree with the following: "I would recommend *North/Central/South Seattle College* as a place to work."
- To what extent do you agree with the following: "I would recommend *Seattle Colleges* as a place to work."

#### White

- 2017-18, **### Satisfied, Very Satisfied**
  - Y1 increase 1%: **###**
  - Y2 increase 1%: **###**
  - Y3 increase 1%: **###**
  - Y4 increase 1%: **###**
  - Y5 increase 2%: **###**
  - Y6 increase 2%: **###**

#### Staff of Color

#### African-American, American Indian, Asian American, Hispanic, and Pacific Islander

- 2017-18, **### Satisfied, Very Satisfied**
  - Y1 increase 1%: **###**
  - Y2 increase 2%: **###**
  - Y3 increase 2%: **###**
  - Y4 increase 2%: **###**
  - Y5 increase 3%: **###**
  - Y6 increase 3%: **###**

#### Gap

B: **##%**  
 Y1:  
 Y2:  
 Y3:  
 Y4:  
 Y5:  
 Y6: |

# GOAL 3 Measures: Baselines and Targets

## Goal 3 Organizational Excellence

<p><b>8. Cost per completions; cost per SA points</b></p> <ul style="list-style-type: none"><li>By Y6, be at system average</li><li>2017 SCD: \$56,545/completion, \$3,334/total SA pts</li><li>2017 System: \$41,073/completion, \$2,768/total SA pts</li></ul>	<p><b>9. STARS ratings</b></p> <ul style="list-style-type: none"><li>Association for the Advancement of Sustainability in Higher Education (AASHE): <a href="https://stars.aashe.org/institutions/participants-and-reports/">https://stars.aashe.org/institutions/participants-and-reports/</a></li><li>District Sustainability Coordinator's Office</li><li><u>2013/2014 Grand total 105</u>. (Central: 31 points in 2014; North: 47 points in 2013; South: 27 points in 2014)</li><li>a. By Y1, increase STARS points: 123</li><li>b. By Y3, increase STARS points: 148</li><li>c. By Y6, increase STARS points: 178</li></ul>	<p><b>10. Conversion rate:</b> a) inquirers in CRM, b) conversion rate of inquirers to applicants, c) conversion rate of applicants to enrollments</p> <ul style="list-style-type: none"><li>a) <b>number of inquirers</b> posted to the CRM through all avenues. As of Aug 2017: 5,589. Source: CRM; query parameters: Sep 1, 2016 – Aug 31, 2017; form submissions through website request information, event RSVP for tours and information sessions; excludes new student orientation.</li><li>b) <b>conversion rate from inquirers to applicants</b>, sorted by dates and demographics. We are in the beginning stages of building our inquiry database gathering information from all avenues of contact with prospective students including walk ups to information desks, phone calls, open houses, links on academic pages, requests for information from our websites, school visits, fairs and events, etc. This conversion rate will be published as a strategic measure when the number of inquirers captured in the CRM from internal and external contact with prospective students begins to reach a plateau and stabilizes, likely at the 5-year mark of implementation in 2021.</li><li>c) <b>conversion rate from applicants to enrollments:</b> Seattle Colleges HP/SIS database; operational data store (ODS2); source tables: Admissions and STU_YRQ_M; query parameters: application date is Jan 1, 2017 to Oct 5, 2017; Plan Start Attend is B782; YRQ_ENR is B782; only unique SIDs or distinct students are counted for each quarter. No multiple records per SID, per YRQ.</li><li><u>2016 Fall: 40% (app to enrollments)</u><ul style="list-style-type: none"><li>By Y1 Fall, increase #: ### (17 Fall, actual 47%)</li><li>By Y2 Fall, increase #: ###</li><li>By Y3 Fall, increase #: ###</li><li>By Y4 Fall, increase #: ###</li><li>By Y5 Fall, increase #: ###</li><li>By Y6 Fall, increase #: ###</li></ul></li></ul>	<p><b>11a. Staff growth and engagement</b> (By Year 6, ##% Satisfied, Very Satisfied)</p> <ul style="list-style-type: none"><li>North Seattle, Seattle Central, and South Seattle Staff Engagement Surveys</li><li>Overall satisfaction as well as staff perceptions of quality of relationships, impact, and growth.</li><li>What is your overall satisfaction with being an employee of <b>North/Central/South Seattle College</b>? (Spring 2018, new item in climate surveys)</li><li>What is your overall satisfaction with being an employee of <b>Seattle Colleges</b>? (Spring 2018, new item in climate surveys)</li><li>To what extent do you agree with the following: "I would recommend <b>North/Central/South Seattle College</b> as a place to work."</li><li>To what extent do you agree with the following: "I would recommend <b>Seattle Colleges</b> as a place to work."</li><li><u>2018 Spring, ##% Satisfied, Very Satisfied</u><ul style="list-style-type: none"><li>Y1 increase 1%: ###</li><li>Y2 increase 2%: ###</li><li>Y3 increase 2%: ###</li><li>Y4 increase 2%: ###</li><li>Y5 increase 3%: ###</li><li>Y6 increase 3%: ###</li></ul></li></ul>
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# GOAL 4 Measures: – Baselines and Targets

## Goal 4 Partnerships

### 12. Partnerships

(in development: IR & Advancement, Sustainability, others)

2017-23 Seattle Colleges Strategic Plan PROPOSED

1) Educational	2) Advisory Boards	3) Advancement Campaigns	Methods
<ul style="list-style-type: none"> <li>Articulation agreements and partnerships</li> </ul> <ol style="list-style-type: none"> <li>Seattle Public Schools</li> <li>University of WA</li> <li>(Transfer?)</li> </ol>	<ul style="list-style-type: none"> <li>Individuals and organizations serving on advisory groups of the Seattle Colleges</li> <li>Inclusive of business, government, labor, and community</li> </ul> <ol style="list-style-type: none"> <li>Technical Advisory Boards</li> <li>BAS Advisory Boards</li> <li>Seattle Colleges Foundation Boards</li> <li>Chancellor’s Advisory Council</li> </ol>	<ul style="list-style-type: none"> <li><b>Gifts/Grants and Contracts:</b> from private individuals, governments, corporations or foundations</li> <li><b>Dollars/In-Kind Value Received:</b> cash, pay-cash, and in-kind contributions with reported value that has been certified externally</li> </ul>	<ul style="list-style-type: none"> <li><b>Quantitative:</b> counts of individuals and organizations represented or participating in educational, advisory, or advancement partnerships</li> <li><b>Qualitative:</b> (proposed) Seattle Colleges administered perception survey of partnering individuals and organizational representative</li> <li>Seattle Colleges External Community Survey 2016 survey items</li> <li>Seattle Colleges administered survey (SurveyMonkey?)</li> <li>Limited, brief set of questions; not time intensive</li> <li>Every other year or periodically</li> </ul>

2010-17 Seattle Colleges Strategic Plan included a goal area of Partnerships. Measures:

- Economic impact of Seattle Colleges
- Active involvement in community partnerships, social equity initiatives
- BAS Degrees
- New Associates Degrees and Certificates
- Diversity of funding sources
- Financial reserves
- Fundraising

# Measures – For Consideration

## Goal 1: Student Success

### 3. Completion rates

- a. IPEDS, 3-year rate
  - Standard national comparison, widely recognized
  - Questionable representativeness: IPEDS selection criteria do not reflect most community college students
  - For Seattle Colleges, IPEDS cohorts represent about 2-7% of our overall student population (WA SAI cohorts are about 15%)
  - Not included as “completers” are successful transfers to 4-year
  - Not included are part-time students
- b. IPEDS, 6- and 8-year rates
  - Nationally comparable
  - Includes part-time students
  - For Seattle Colleges, 8-year rates have tended to “plateau” after 6 years, at about 60%. Questionable value of reporting 8-year rate.

### 5. Progression English: from developmental to college level within one year

- Currently, there is no simple way to capture progression from developmental to college level English, using the SA Cohort datasets.
- Using the SA cohort data is desirable to enable comparisons to system averages and to consider SA funding implications
- SBCTC is reviewing their data reporting to of SA Cohorts
- Reporting English progression may be possible in the next year or two.

## Goal 2: Equity, Diversity, Inclusion, and Community

### 11b. Staff growth and engagement

- By Year 6, reduce or eliminate gaps in staff subgroups’ perceptions of engagement or growth.
- What is your overall satisfaction with being an employee of *North/Central/South* Seattle College? (Spring 2018, new item in climate surveys)
- What is your overall satisfaction with being an employee of *Seattle Colleges*? (Spring 2018, new item in climate surveys)
- To what extent do you agree with the following: “I would recommend *North/Central/South* Seattle College as a place to work.”
- To what extent do you agree with the following: “I would recommend *Seattle Colleges* as a place to work.”

#### Straight/Heterosexual

- 2017-18, ###% Satisfied, Very Satisfied

- a. Y1 increase 1%: ###%
- b. Y2 increase 1%: ###%
- c. Y3 increase 1%: ###%
- d. Y4 increase 1%: ###%
- e. Y5 increase 2%: ###%
- f. Y6 increase 2%: ###%

#### Lesbian, Gay, Bisexual, Queer, Other

- 2017-18, ###% Satisfied, Very Satisfied

- a. Y1 increase 1%: ###%
- b. Y2 increase 2%: ###%
- c. Y3 increase 2%: ###%
- d. Y4 increase 2%: ###%
- e. Y5 increase 3%: ###%
- f. Y6 increase 3%: ###%

#### Gap

B: ##%

Y1:

Y2:

Y3:

Y4:

Y5:

Y6:

# Measures: Historical Trends

Goal 1  
Student Success

Goal 2  
Equity, Diversity, Inclusion, and Community

Goal 3  
Organizational Excellence

Goal 4  
Partnerships

<p>1a. Student engagement</p> <p>2a. Retention rate, Fall to Winter</p> <ul style="list-style-type: none"> <li>a. 2015-16: 61%</li> <li>b. 2014-15: 63%</li> <li>c. 2013-14: 63%</li> <li>d. 2012-13: 60%</li> <li>e. 2011-12: 58%</li> </ul> <p>3a. Completion rate, 4yr SA cohort</p> <ul style="list-style-type: none"> <li>a. 2012 start cohort: 41%</li> <li>b. 2011 start cohort: 38%</li> <li>c. 2010 start cohort: 39%</li> <li>d. 2009 start cohort: 39%</li> </ul>	<p>1b. Student engagement, by subgroups</p> <p>2b. Retention rate, Fall to Winter, by subgroups</p> <p>3b. Completion rate, 4-year cohort, by subgroups</p>	<p>8. Cost per completions, cost per SA points</p> <p>9. STARS points, ratings</p> <ul style="list-style-type: none"> <li>• Central: (2014) 31 points (Bronze)</li> <li>• North: (2013) 46 points (Silver)</li> <li>• South: (2014) 26 points (Bonze)</li> </ul> <p>10. Conversion rates,</p> <ul style="list-style-type: none"> <li>a) Inquiries in CRM: new in 2017</li> <li>b) Inquiries to applications</li> <li>c) Applications to enrollments             <ul style="list-style-type: none"> <li>a. 2016 Fall: 40%</li> <li>b. 2015 Fall: 49%</li> <li>c. 2014 Fall: 42%</li> <li>d. 2013 Fall: 38%</li> </ul> </li> </ul>	<p>12. Partnerships, quantity and quality</p> <ul style="list-style-type: none"> <li>• New 17-18</li> </ul>
<p>4. Job-placement rate, nine months from program completion (prof-tech students only)</p> <ul style="list-style-type: none"> <li>a. 2015-16: 82%</li> <li>b. 2014-15: 80%</li> <li>c. 2013-14: 80%</li> <li>d. 2012-13: 76%</li> </ul> <p>5a. Wage Progression</p> <p>6a. Math Progression, from developmental math to college level within one year</p>	<p>6b. Math Progression, from developmental math to college level within one year, by subgroups</p> <p>7. Ethnic and racial diversity of overall employees (FT faculty, PT Faculty, Exempt, Classified)</p> <ul style="list-style-type: none"> <li>• 16-17: 32%</li> <li>• 15-16: 31%</li> <li>• 14-15: 31%</li> <li>• 13-14: 29%</li> <li>• 12-13: 29%</li> </ul> <p>11b. Staff growth and engagement, by subgroups * New measure in 2017-18</p>	<p>11a. Staff growth and engagement * New measure in 2017-18</p>	



# Strategies

**GOAL 1**  
**STUDENT SUCCESS**

**GOAL 2**  
**EQUITY, DIVERSITY, AND INCLUSION, AND COMMUNITY**

**GOAL 3**  
**ORGANIZATIONAL EXCELLENCE**

**GOAL 4**  
**PARTNERSHIPS**

**STRATEGIES**

**SS1 Implementing structured academic and career pathways:** strengthening and expanding structures, systems, educational technologies, and policies to guide students through their educational process

**SS2 Strategic Enrollment Management:** establishing enrollment goals; integrating communications, recruitment, admissions, orientation, and registration to optimize enrollment; delivering effective academic programs; generating tuition and enabling financial planning; and improving organizational efficiency and service levels

**STRATEGIES**

**EQ1 Diversity Action Plans:** Seattle Colleges will develop and implement a comprehensive Diversity Action Plan targeted at improving the success rates of underserved students and recruiting and retaining staff and faculty who reflect the rich diversity of Seattle.

**STRATEGIES**

**OE1 Teaching and learning:** providing responsive, excellent, evidence-based, and innovative programs, curricula, and instruction

**OE2 Achieving System Integration:** integrating information technology, marketing and communications, student services, and instructional functions

**OE3 Sustainability:** enhancing a) finances, and b) environmental and social considerations in operations, academics, engagement, and planning and administrative activities

**STRATEGIES**

**PD1 Partnership Development:** building high quality partnerships with educational, business, government, labor, and community groups and individual and private donors to respond to needs and sustain our work



# SEATTLE COLLEGES

*Central · North · South · SVI*



# Operational Plans 2017-18

## Goal 1: Student Success

### Goal 2

### Goal 3

### Goal 4

**Strategy SS1:** Implementing structured academic and career pathways

**Responsible Entities, Units, Parties:** Vice Chancellor Academic and Student Success' Office, Assoc Vice Chancellor of Workforce's Office, Assoc Vice Chancellor of Communication's Office, Director of Web Service's Office

#### Major Activities or Tasks:

1. Development of career pathways Program Finder; review meta-majors; refinement of online displays detailing program, course, certificate, and degree options; coordinate with colleges to finalize meta-major categories; continue developing BAS programs in Allied Health tracks
2. Implement plans to enhance online recruitment forms; finalize areas of study districtwide
3. Co-lead Seattle Public Schools Articulation Council to implement prioritize of dual-enrollment, data-sharing, and scholarships and financial aid
4. Sustain IPASS grant initiative activities; identify next steps for use of district wide technologies to integrate planning and student services (Civitas Learning and/or other tools)

**Year 1:** 1% increase in Fall to Winter retention rates, from 61% to 62%.  
**Related Measure(s):** Retention, student engagement, completion.

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Educational Master Plan 2015-20, Strategic Directions 1, 2, and 4. EduCause/IPASS Grant Proposal Invitation and Seattle Colleges proposal, BMGF Grant proposal.

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1: Student Success

Goal 2

Goal 3

Goal 4

**Strategy SS2:** Strategic Enrollment Management

**Responsible Entities, Units, Parties:** Chancellor's Office, Chancellor's Executive Cabinet, Strategic Enrollment Management (SEM) Steering Committee, Assoc Vice Chancellor of Communications and Strategic Initiative's Office

**Major Activities or Tasks:**

1. Form Strategic Enrollment Management Steering Committee to define group's charge, establish subcommittees, and oversee implementation
  - a. Recruitment and Outreach
  - b. Admissions
  - c. Prerequisites
  - d. Placement Methods
  - e. New Student Onboarding
  - f. Evaluation and Data
  - g. Climate for Student Success/Student Experience
  - h. Academic Program Mix

**Year 1:** 2% increase in conversion rate, applicants to enrollments, from 40% to 42%  
**Related Measure(s):** Retention, student engagement, completion.

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** SEM Team Committees and Charges (See 11.10.17 email from Chancellor Pan)

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1

Goal 2: Equity, Diversity, Inclusion, and Community

Goal 3

Goal 4

## Strategy EQ1: Diversity Action Plans

**Responsible Entities, Units, Parties:** Vice Chancellor HR Service's Office

### Major Activities or Tasks:

- Mandate the use of Search Partners for all FT Faculty and Dean level and above
- Roll out Search Partners program and increase trained facilitators by 25% above our current certified team

**Year 1:** 1% increase in overall employees of color, from 32% to 33%  
**Related Measure(s):** Employees of color

**Districtwide Metric?** Yes / No

### NOTES (Research References / Promising Data):

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications :



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

## Strategy OE1 Teaching and Learning

**Responsible Entities, Units, Parties:** Vice Chancellor for Academic and Student Success' Office, Vice Chancellor for HR Services, Assoc Vice Chancellor for Workforce, Assoc Vice President of International Program's Office

### Major Activities or Tasks:

1. Develop bachelor of Applied Sciences degrees in Application Development, Sustainability Building Science Technology, Allied Health, Nursing, IT Networking, and Property Management
2. Develop E-Learning course offerings, comprehensive eLearning class schedule, and hybrid courses that meet the needs of current and prospective students; explore competency-based online degrees
3. Transition Adult and Basic Education students into Workforce programs through scalable programs such as Pivot point, I-BEST, and Start Next Quarter
4. Promote Global Education experiences, market "Go Abroad" opportunities, and highlight global studies courses/programs
5. Disburse Faculty Development Grants to support faculty development of innovative curricula and instruction
6. Implement Leadership Development Program

**Year 1:** 1% increase in Fall to Winter retention rates, from 61% to 62%.  
**Related Measure(s):** Retention, student engagement, completion.

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Seattle College Educational Master Plan 2015-20, Strategic Directions 1, 2, 5, 6, 7, 10

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE2: Achieving System Integration

Responsible Entities, Units, Parties: Chancellor’s Cabinet and Seattle Colleges’ Leadership Team

## Major Activities or Tasks:

Implement Fall 2017 decisions of the Achieving Systems Integration Initiative

- Foundations** - Seattle Colleges will continue its efforts to form a new integrated foundation that serves the colleges and seizes districtwide opportunities.
- Strategic Enrollment Management (SEM)** - Seattle Colleges needs to expand and improve its strategic enrollment management efforts. When hired, the new vice chancellor for Academic and Student Success (VCASS) will provide direct leadership and work closely with the vice presidents of Instruction (VPis) and vice presidents for Student Services (VPSSs) on implementing a coordinated SEM plan. The important work of the various committees (such as the District Outreach/Recruitment Committee and the Enrollment Task Force) will continue, with the goal of improving the recruitment, admission, and registration processes/systems.
- Chief Information Officer (CIO) and Associate Vice Chancellor-Seattle Colleges will hire a CIO**, who will report to the chancellor. The new CIO will directly supervise college IT directors, who will have dotted-line reporting to their respective vice presidents of Administrative Services (VPAs).
- Web Development**-The Executive Leadership Team agreed to an integrated approach to improving our websites and agreed to move to a common platform. All Seattle Colleges web development staff, including district web services, will be consolidated into one unit. A new Web Services director will report to the executive director of Marketing and Communications, and the remaining web staff will report to the Web Services director. Web Services personnel at the colleges will have a dotted-line reporting relationship to the college PIO.
- HR Services**-The college HR directors will report to the vice chancellor and CHRO and have a dotted-line reporting relationship to the college presidents.
- Professional Development**-Seattle Colleges will develop a unified and districtwide professional development program for all employee groups.
- Communications**-College communication directors will continue reporting to the presidents, with dotted-line reporting to the district executive director of Marketing and Communications.
- Grant Writing**-Colleges will maintain their grant writers. The VCASS’s office will convene and coordinate grant writers in order to facilitate districtwide efforts..

**Year 1:** decrease in cost per completions/SA points; increase in partnerships

**Related Measure(s):** cost per completions/SA points

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Achieving Systems Integration Decisions, August 14, 2017

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications :** See Strategic Enrollment Management (SEM) strategy and operations



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE2: Achieving System Integration

Responsible Entities, Units, Parties: ctLink Executive Sponsor, Project Director, and Seattle Colleges

## Major Activities or Tasks (District-led continued):

9. ASI Recommendations Needing More Information and Exploration
  - a. Institutional Research
  - b. E-learning
  - c. Corporate and Customized Training
  - d. Financial aid processing as part of SEM
  - e. Business and administrative services
    - i. Environmental health and safety, security, and emergency planning
    - ii. Capital projects
    - iii. Purchasing practices for custodial, facility, and grounds maintenance
  - f. SCCTv
  
10. Continue readiness activities for implementation of ctLink
  - a. Complete mapping of Seattle College's processes in: Student Services / Campus Solutions, Employee Services / Human Capital Management, and Business & Finance / Finance (FIN).
  - b. Continue participation in and leading of Statewide Common Process Development workshops.

Year 1: decrease in cost per completions/SA points; increase in partnerships  
Related Measure(s): cost per completions/SA points

Districtwide Metric? Yes / No

NOTES (Research References / Promising Data):

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

## Strategy OE3: Sustainability

**Responsible Entities, Units, Parties:** a) Fiscal Sustainability: Board of Trustees' Finance Committee, Chancellor's Cabinet, Associate Vice Chancellor for Advancement b) Environmental and Social Sustainability: Vice Chancellor for Finance and Technology's Office, Sustainability Committee

### Major Activities or Tasks: a) Fiscal Sustainability

1. Establish and accomplish Work Plan of Board Finance Committee
2. Continue regular financial reporting at the colleges and Board of Trustees
3. Complete fiscal year end financial statement audits within 9 months of fiscal year end close

### Major Activities or Tasks: a) Fiscal Sustainability - Advancement

4. Work with the Foundation to identify and help prioritize funding needed to support students efforts for completion
5. Financial aid, and student services along with Foundation scholarship managers, work on a strategic process for awarding student scholarships resulting in support of completion

**Year 1:** decrease in costs per completion/SA points; increase in partnerships  
**Related Measure(s):**

**Districtwide Metric?** Yes / No

### NOTES (Research References / Promising Data):

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications :



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

## Strategy OE3: Sustainability

**Responsible Entities, Units, Parties:** a) Fiscal Sustainability: Board of Trustees’ Finance Committee, Chancellor’s Cabinet, b) Environmental and Social Sustainability: Vice Chancellor for Finance and Technology’s Office, Sustainability Committee

### Major Activities or Tasks: b) Environmental and Social Sustainability

#### Student Success

1. Increase opportunities for students to learn and apply sustainability within courses
2. Continuously track sustainability courses and identify these courses in the course catalog and other listings
3. Develop mechanisms to create more “campus as a living lab” opportunities across the breadth of STARS categories

#### Organizational Excellence

1. Create a sustainability fund (a.k.a. Green Revolving Fund) to support long-term resource conservation and campus engagement with sustainability projects
2. Complete annual Greenhouse Gas inventory to track historical emissions and progress toward GHG reduction goals
3. Track energy and water usage and expenses of all Seattle Colleges LEED buildings
4. Annual reporting to Seattle 2030 District and strategies to reach resource conservation targets
5. Develop waste baseline and reduction targets
6. Coordinate District Sustainability Committee and support college sustainability councils/committees
7. Include sustainability component(s) in new employee and student orientations
8. Follow the 2015-2017 District Sustainability Plan and update as necessary

#### Partnerships

1. Develop a district purchasing policy that requires the purchase of GreenSeal or EcoLogo brand products and EPEAT Silver or higher certified electronics

**Year 1:** increase STARS points to 126

**Related Measure(s):** costs per completion/SA points, AAHSE STARS points

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** 2015-2017 Seattle Colleges Sustainability Plan, Seattle Colleges Strategy for Reducing Greenhouse Gas Emissions

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications :**



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3

Goal 4: Partnerships

## Strategy PD1: Partnership Development

**Responsible Entities, Units, Parties:** Chancellor's Office, Vice Chancellor for Academic and Student Success' Office, Assoc Vice Chancellor for Advancement's Office; Assoc Vice Chancellor for Workforce's Office; Assoc Vice President for International Education's Office

### Major Activities or Tasks:

1. Build relationships with the C-suite and decision makers who manage corporate resources that can support the Colleges efforts
2. Build relationships, partnerships resulting in input on curriculum design and programming related to career connect, including building an internship pipeline
3. Coordinate meaningful interactions to build relationships, and partnerships across campuses that result in financial support of the colleges

Year 1: increase partnerships

Related Measure(s): Partnership quantity, quality

Districtwide Metric? Yes / No

NOTES (Research References / Promising Data):

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications :



# NORTH SEATTLE COLLEGE



# Operational Plans 2017-18

## Goal 1: Student Success

### Goal 2

### Goal 3

### Goal 4

**Strategy SS1:** Implementing structured academic and career pathways

**Responsible Entities, Units, Parties:** President’s Office, Instruction, Student Services

#### Major Activities or Tasks:

1. Supporting a caring, inclusive, student-centered culture
2. Fostering active, collaborative, and self-directed learning
3. Promoting student engagement through embracing diversity of cultures, ideas, perspectives, and people
4. Supporting innovation that leads to greater student success
5. Supporting student perseverance through institutional and student integrity and accountability
6. Striving for quality across student services, instruction, and administrative service areas so that our students have the ability to excel

**Year 1:** 1.5% increase in Fall to Winter retention rates, from 54.1 % to 55.0 % for part - time students and from 73.9 % to 75.0 % for full – time students. **Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** North Seattle College Draft Preliminary Strategic Plan 2016-23

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

## Goal 1: Student Success

### Goal 2

### Goal 3

### Goal 4

Strategy SS2: Strategic Enrollment Management

**Responsible Entities, Units, Parties:** President’s Office, Instruction, Student Services, Strategic Enrollment Management (SEM) Steering Committee, Administrative Services

#### Major Activities or Tasks:

- Creation of an institutional strategic enrollment management (SEM) council
- Development and monitoring of strategic enrollment management institutional goals, including retention, completions, and SAI points
- Administration of annual student engagement survey to monitor student satisfaction and likelihood to recommend North Seattle College
- Development and implementation of action strategies to address recommendations made in student engagement survey report
- Participation in statewide SEM initiative through membership in RPC work team

**Year 1:** 1.5% increase in Fall to Winter retention rates, from 54.1 % to 55.0 % for part - time students and from 73.9 % to 75.0 % for full – time students. **Related Measure(s):** Retention, student engagement, completion. **Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** North Seattle College Draft Preliminary Strategic Plan 2016-23

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:



# Operational Plans 2017-18

Goal 1

Goal 2: Equity, Diversity, Inclusion, and Community

Goal 3

Goal 4

## Strategy EQ1: Diversity Action Plans

**Responsible Entities, Units, Parties:** Presidents Office, Instruction, Student Services, Administration; HR Services

### Major Activities or Tasks:

- Analyzing by – group differences in student success measures
- Development and implementation of strategies based on analysis of by – group differences in student success measures
- Creation of Diversity Inclusion Council for Equity (DICE)
- Establishment of diversity action plan targets
- Providing opportunities to students and employees to increase their cultural competence

**Year 1:** Increase of up to 1% in overall employees of color  
**Related Measure(s):** Employees of color

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** North Seattle College Draft Preliminary Strategic Plan 2016-23

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE1: Teaching and Learning

Responsible Entities, Units, Parties: Instruction, Student Services

### Major Activities or Tasks:

1. Embodying a learning college culture where teaching and learning is a reflexive and shared process
2. Engaging in the work of teaching and learning while caring for the learner as a whole person
3. Supporting collaboration through the interchange of teaching and learning across the institution
4. Creating inclusive environments that bring learners together to construct knowledge in their own diverse ways
5. Supporting innovation, knowing that learning occurs in many ways, anywhere, and at any time
6. Helping learners engage in the knowledge development process, as they demonstrate personal integrity and accountability for their own learning
7. Striving for quality and effectiveness through the creation of standards, formative assessment, and measureable outcomes

**Year 1:** 1.5% increase in Fall to Winter retention rates, from 54.1 % to 55.0 % for part - time students and from 73.9 % to 75.0 % for full – time students. **Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** North Seattle College Draft Preliminary Strategic Plan 2016-23

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE2: Achieving System Integration

Responsible Entities, Units, Parties: President's Office, Instruction, Student Services, Administrative Services

- Major Activities or Tasks:
- (see District Operational Plan)

Year 1: decrease in cost per completions/SA points  
Related Measure(s): cost per completions/SA points

Districtwide Metric? Yes / No

NOTES (Research References / Promising Data):

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

## Strategy OE3: Sustainability

**Responsible Entities, Units, Parties:** a) Fiscal Sustainability: Board of Trustees' Finance Committee, Chancellor's Cabinet, b) Environmental and Social Sustainability: Vice Chancellor for Finance and Technology's Office, Sustainability Committee

### Major Activities or Tasks:

#### Resource Utilization

1. Create systems for establishing baseline metrics and monitoring to support short and long term resource goals within the following categories: Air Quality, Buildings, Energy, Food & Dining, Grounds, Purchasing, Transportation, Waste, Water
2. Establish &/or update sustainability policies (e.g., Outdoor Air Quality, Food & Dining, Green Chemicals, Green Laboratory, Landscape Management, Purchasing, Transportation, Waste)

#### Curriculum

1. Increase opportunities for students to learn and apply sustainability within courses
2. Integrate and assess learning outcomes across programs and courses
3. Provide campus as a living lab opportunities across the breadth of STARS categories

#### Campus Culture

1. Expand sustainability across student life and outreach opportunities through Student Leadership Multicultural Programs and student orientations
2. Integrate across president's councils and increase staff/employee professional development
3. Expand community service program for students

**Year 1:** increase STARS points to 62

**Related Measure(s):** costs per completion/SA points, AAHSE STARS points

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** North Seattle College Draft Preliminary Strategic Plan 2016-23, 2017 North Seattle College AASHE STARS submission

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:** North Core Theme 2: Excelling in Teaching and Learning, Objective 2.02 and 2.05. Diversity & Inclusion Council on Equity Action Plan, Campus Culture Survey



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3

Goal 4: Partnerships

Strategy PD1: Partnership Development

Responsible Entities, Units, Parties: President's Office, Workforce, Advancement

**Major Activities or Tasks:**

- Increasing engagement of strategic partnerships that support "the triple bottom line."
- Development of strategic partner data base
- Increase level of engagement of strategic partners
- Increase number of strategic partners

Year 1: increase partnerships

Related Measure(s): Partnership quantity, quality

Districtwide Metric? Yes / No

NOTES (Research References / Promising Data): North Seattle College Draft Preliminary Strategic Plan 2016-23

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:



# SEATTLE CENTRAL COLLEGE



# Operational Plans 2017-18

## Goal 1: Student Success

## Goal 2

## Goal 3

## Goal 4

**Strategy SS1:** Implementing structured academic and career pathways

**Responsible Entities, Units, Parties:** President's Office, Instruction, Student Services

### Major Activities or Tasks:

1. Create a set of clear pathways to support and guide students through the educational process
  - a. Build opportunities for collaboration between instruction and student services to improve overall student experience
  - b. Provide holistic student-focused services from inquiry to completion
  - c. Provide multiple entry points for degrees programs, and certificates
2. Engage students in a comprehensive learning experience that extends beyond the classroom
  - a. Bridge instruction with opportunities for career exploration and preparation
  - b. Increase awareness and participation in co-curricular activities that support and compliment learning

**Year 1:** SAL points; Transfer; Employment; 2% increase in Basic Skills to college-level transitions      **Districtwide Metric?** Yes / No  
**Related Measure(s):** Retention, student engagement, completion

**NOTES (Research References / Promising Data):** Seattle Central Strategic Plan 2016-2020, Strategic Direction 2, Goal A, B

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

## Goal 1: Student Success

### Goal 2

### Goal 3

### Goal 4

Strategy SS2: Strategic Enrollment Management

**Responsible Entities, Units, Parties:** President's Office, Instruction, Student Services, Strategic Enrollment Management (SEM) Steering Committee, Administrative Services

**Major Activities or Tasks:**

- Strengthen and create structures, systems, and policies that support robust enrollment
  - a. Implement strategic enrollment management plan that applies research based strategies to achieve enrollment goals
  - b. Market Seattle Central College as a destination for unique learning and cultural opportunities
  - c. Design alternate scheduling and offer instructional modes to maximize enrollment

**Year 1:** 3% increase in enrollment of state-funded programs; stable enrollment in contracted programs  
**Related Measure(s):** Retention, student engagement, completion.

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Seattle Central Strategic Plan 2016-2020, Strategic Direction 1, Goal A; Seattle Central Strategic Plan 2016-2020, Strategic Direction 3, Goal A

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications :**



# Operational Plans 2017-18

Goal 1

Goal 2: Equity, Diversity, Inclusion, and Community

Goal 3

Goal 4

**Strategy EQ1:** Diversity Action Plan: Create an educational environment that is framed by diversity, equity, and inclusion

**Responsible Entities, Units, Parties:** President’s Office, Instruction, Student Services, Administration

**Major Activities or Tasks:**

1. Create and implement a diversity, equity, and inclusion plan that provides direction for priorities and strategies
2. Deliver diverse educational resources and services focused on equity and inclusion
3. Promote culturally responsive pedagogy and services by increasing opportunities for professional development in these areas
4. Reinforce a culture that supports anti-bias, anti-racist curriculum and pedagogy

**Year 1:** student satisfaction with diverse multicultural learning environment; employee satisfaction with diverse multicultural working environment

**Related Measure(s):** Faculty/Staff of color

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Seattle Central Strategic Plan 2016-2020, Strategic Direction 3, Goal A; see also Goal 1, Student Success strategy Teaching & Learning (SS2) for Central; see also Goal 2 Organizational Excellence strategy Diversity, Equity, and Inclusion (OE1) for Central

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1

Goal 2: Equity, Diversity, Inclusion, and Community

Goal 3

Goal 4

**Strategy EQ2:** Recruit and retain students and employees who reflect the rich diversity in the community that Seattle Central serves

**Responsible Entities, Units, Parties:** President’s Office, Instruction, Student Services, Administration

**Major Activities or Tasks:**

1. Reach out to underrepresented student populations in order to recruit, retain, and support these students through the educational process
2. Standardize an anti-racist, anti-bias search and hiring process to build a diverse workforce
3. Encourage the development of an inclusive working environment in order to support and retain employees

**Year 1:** 2% increase in students of color; 2% increase in degrees and certificates awarded to students of color; 1/2% increase in gender diversity in STEM and workforce programs; 3/2/2% increase in faculty, classified staff, and exempt staff of color

**Measure(s):** student satisfaction with diverse multicultural learning environment; employee satisfaction with diverse multicultural working environment

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Seattle Central Strategic Plan 2016-2020, Strategic Direction 3, Goal B; see also Goal 1 Student Success strategy 3, Strategic Enrollment Management for Central.

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1

Goal 2: Equity, Diversity, Inclusion, and Community

Goal 3

Goal 4

**Strategy EQ3:** Equity, diversity, and inclusion of staffing

**Responsible Entities, Units, Parties:** Presidents Office, Instruction, Student Services, Administration; HR Services

**Major Activities or Tasks:**

1. Standardize an anti-racist, anti-bias search and hiring process to build a diverse workforce
2. Encourage the development of an inclusive working environment in order to support and retain employees

**Year 1:** Increase of up to 1% in overall employees of color  
**Related Measure(s):** Employees of color  
**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Seattle Central Strategic Plan 2016-2020, Strategic Direction 3, Goal A; Seattle Central Strategic Plan 2016-2020, Strategic Direction 3, Goal B; Seattle Central Strategic Plan 2016-2020, Strategic Direction 4, Goal C

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE1: Teaching and Learning

Responsible Entities, Units, Parties: Instruction, Student Services

**Major Activities or Tasks:**

1. Respond to the needs of students and the community with high quality innovative instruction
  - a. Increase opportunities for accelerated, integrated, and contextualized learning
  - b. Align technology and facilities to support instruction goals and student learning needs
  - c. Revitalize curriculum and course offerings to provide vibrant and responsive programs
2. Deliver diverse educational resources and services focused on equity and inclusion
3. Promote culturally responsive pedagogy and services by increasing opportunities for professional development in these areas
4. Reinforce a culture that supports anti-bias, anti-racist curriculum and pedagogy

**Year 1:** Increase in 0.2 (out of 5) Technical Advisory Committee (TAC) members' satisfaction to program quality and student success

**Related Measure(s):** Retention, student engagement, completion. **Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Seattle Central Strategic Plan 2016-2020, Strategic Direction 1, Goal B; Seattle Central Strategic Plan 2016-2020, Strategic Direction 3, Goal A

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE2: Achieving System Integration

Responsible Entities, Units, Parties: President's Office, Instruction, Student Services, Administrative Services

**Major Activities or Tasks:**

- Collaborate and coordinate strategically across the Seattle Colleges District to enhance educational opportunities for students.

Year 1: decrease in cost per completions/SA points  
Related Measure(s): Districtwide Metric? Yes / No

NOTES (Research References / Promising Data):

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE3: Sustainability

Responsible Entities, Units, Parties: Administrative Services, Sustainability Committee

### Major Activities or Tasks:

1. Broaden and diversify revenue sources to sustain the financial health of the college
  - a. Generate revenue from available resources and capacity
  - b. Expand SCC Foundation’s support to the college’s long-term financial health
2. Adopt a stable multi-year financial planning and budget allocation model
  - a. Build understanding of the budget among all college stakeholders
  - b. Ensure that those with budget responsibilities are prepared to manage the college’s resources effectively
  - c. Establish consistency, clarity, and transparency in the budget allocation process
3. Provide learning environments that are safe, welcoming, functional, and sustainable
  - a. Development and implement plan for mission-driven and visually welcoming facilities
  - b. Adopt and promote sustainability practices as a responsible steward of resources and a member of the larger community
  - c. Establish and document systems, procedures, and training for safety and security

Year 1: increase STARS points to 32

Related Measure(s): costs per completion/SA points, AAHSE STARS points

Districtwide Metric? Yes / No

NOTES (Research References / Promising Data): Seattle Central Strategic Plan 2016-2020, Strategic Direction 5, Goals A, B; Seattle Central Strategic Plan 2016-2020, Strategic Direction 4, Goal A

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3

Goal 4: Partnerships

Strategy PD1: Partnership Development

Responsible Entities, Units, Parties: President's Office, Workforce, Advancement

**Major Activities or Tasks:**

1. Deepen partnerships to expand access to educational opportunities
  - a. Strengthen strategic partnerships with educational providers, community organizations, industry, and employers
  - b. Seek support from partnerships to enhance outreach, marketing, recruitment, and scholarship efforts for special populations

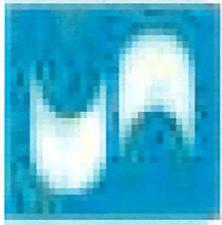
**Year 1:** increase partnerships; meeting expectations of employers and agencies partnering to offer cooperative education for students

**Measure(s):** Partnership quantity, quality

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** Seattle Central Strategic Plan 2016-2020, Strategic Direction 4, Goal B

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# SOUTH SEATTLE COLLEGE





# Operational Plans 2017-18

## Goal 1: Student Success

### Goal 2

### Goal 3

### Goal 4

**Strategy SS1:** Implementing structured academic and career pathways

**Responsible Entities, Units, Parties:** President's Office, Instruction, Student Services; AACC Guided Pathways team, College Spark Guided Pathways team

#### Major Activities or Tasks:

1. Create a structured student experience, so that students are more likely to attain their educational goals
  - a. Create a consistent and clear step-by-step pathway making it easy for students to enroll, progress and complete their educational goals
  - b. Design reliable, current, and consistent digital and traditional resources that will guide students through their enrollment progression and completion experiences

**Year 1:** 1% increase in Fall to Winter retention rates

**Related Measure(s):** Retention, student engagement, completion

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** South Seattle College Strategic Plan 2016-21, Strategic Direction B

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:**



# Operational Plans 2017-18

## Goal 1: Student Success

### Goal 2

### Goal 3

### Goal 4

Strategy SS2: Strategic Enrollment Management

**Responsible Entities, Units, Parties:** President's Office, Instruction, Student Services; Strategic Enrollment Management (SEM) Steering Committee , Administrative Services

**Major Activities or Tasks:**

- (see District Operational Plan)

**Year 1:** 1% increase in Fall to Winter retention rates  
**Related Measure(s):** Retention, student engagement, completion.

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):**

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications :



# Operational Plans 2017-18

Goal 1

Goal 2: Equity, Diversity, Inclusion, and Community

Goal 3

Goal 4

## Strategy OE4: Diversity Action Plans

**Responsible Entities, Units, Parties:** President’s Office, Instruction, Student Services, Administration; HR Services

### Major Activities or Tasks:

1. Foster and strengthen equity, inclusion, and cultural competency, so that everyone benefits from participation in our diverse community
  - a. Develop an iterative college-wide equity, diversity, and inclusion action plan with measureable outcomes and ongoing assessment
  - b. Continue to ensure that recruitment and hiring processes consider equity and inclusion
2. Build a continuous improvement plan into all college activities, so that we remain nimble, responsive, and relevant to our community
  1. Create institutional infrastructure to support systematic professional development for South employees
  2. Develop specific and college-wide processes to support the collection, analysis, dissemination, and use of data for decision-making and assessment

**Year 1:** Increase of up to 1% in overall employees of color  
**Related Measure(s):** Employees of color

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** South Seattle Strategic Plan 2016-2021, Strategic Direction C and F

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications :**



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE1: Teaching and Learning

Responsible Entities, Units, Parties: Instruction, Student Services

**Major Activities or Tasks:**

1. Provide current, high quality instructional programs, so that students and the community respect our commitment to innovation and excellence
  - a. Improve the program review process, so that it ensures currency and identifies new programs
  - b. Develop and assess pathways to transfer, degrees, and certificates that lead to student success

Year 1: 1% increase in Fall to Winter retention rates  
Related Measure(s): Retention, student engagement, completion.

Districtwide Metric? Yes / No

NOTES (Research References / Promising Data): South Seattle Strategic Plan 2016-2021, Strategic Direction A

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE2: Achieving System Integration

Responsible Entities, Units, Parties: President's Office, Instruction, Student Services, Administrative Services

**Major Activities or Tasks:**

- (see District Operational Plan)

Year 1: decrease in cost per completions/SA points  
Related Measure(s): cost per completions/SA points

Districtwide Metric? Yes / No

NOTES (Research References / Promising Data):

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3 Organizational Excellence

Goal 4

Strategy OE3: Sustainability

**Responsible Entities, Units, Parties:** Administrative Services, South Sustainability Committee, District Sustainability Committee

**Major Activities or Tasks:**  
Student Achievement  
Teaching and Learning

- a. Develop mechanisms to create more “campus as a living lab” opportunities across the breadth of STARS categories

**College Culture and Climate**

- a. Include sustainability component(s) in new student orientation
- b. Develop campus climate action plan/sustainability plan
- c. Create systems for establishing baseline metrics and monitoring to support short and long term resource goals within the following categories: waste and green laboratory

**Community Engagement and Partnerships**

- a. Continue to support public policies that enhance local, state, and national sustainability
- b. Track community service hours and impact

**Year 1:** increase STARS points to 32

**Related Measure(s):** costs per completion/SA points, AAHSE STARS points

**Districtwide Metric?** Yes / No

**NOTES (Research References / Promising Data):** 2015-2017 Seattle Colleges Sustainability Plan, 2017 South Seattle College AASHE STARS submission

**Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:** Campus Culture Survey, Employee Satisfaction Survey



# Operational Plans 2017-18

Goal 1

Goal 2

Goal 3

Goal 4: Partnerships

Strategy PD1: Partnership Development

Responsible Entities, Units, Parties: President's Office, Workforce, Advancement

**Major Activities or Tasks:**

1. Deepen and expand our connections to our community, so that we know those we serve and so that we draw strength from our mutual support
  - a. Build systems to assess and prioritize the changing needs and interests of our community
  - b. Foster and nurture partnerships that promote and establish smooth transitions between South Seattle College, the workforce, and other educational opportunities

Year 1: increase partnerships

Measure(s): Partnership quantity, quality

Districtwide Metric? Yes / No

NOTES (Research References / Promising Data): South Seattle Strategic Plan 2016-2021, Strategic Direction D

Integration/differentiation opportunity AND Diversity, equity, and inclusion implications:

# BACKUP SLIDES

# Phase I: Glossary 1

- 1. Outcome:** the condition or status of a target entity (“what”). Desired conditions can be attitudes, skills, or behaviors. The target is typically students. Other targets are faculty and staff, an organization, or a community.

  - Examples: student completion, faculty and staff satisfaction, Seattle Colleges’ structure, a community’s diversity.
  - Related terms: goal, end-state, short-term outcome, long-term outcome, result, objective.
- 2. Strategy:** long term actions, programs, practices, and procedures implemented to achieve desired outcomes (“how”). Strategies are implemented with the expectation that they will lead to outcomes. Strategies emerge from the mission, are multi-year, and consider the external context.

  - Examples: recruiting growing populations, implementing enhanced advising process, revising policy, securing new funding.
  - Related terms: multi-year, means, tactic, approach, process.
- 3. Operation:** annual, business operations refer to the day to day activities that keep the institution functioning. Operations are derived from strategies. Main elements are human, financial, and physical (staffing and organizational structure, finance and accounting, information technology, physical buildings and equipment).

  - Examples: hiring and salaries, payroll, procurement, computer networking, facilities, and property management.
  - Related terms: day-to-day, activities, processes, efficiencies

## MEMORANDUM

**TO:** Board of Trustees  
**FROM:** Shouan Pan  
**DATE:** March 5, 2018  
**SUBJECT:** Report to the Board of Trustees

### I. Student Success

#### **Explore Analytics/Student Success Instructional Technology Systems**

Supported by grant and operational funds, Seattle Colleges has been exploring the use of Civitas Learning to help improve student learning and student success. The initial contract is set to expire at the end of March 2018. A district-wide committee, made up of advisors, student success deans, vice presidents, and IT staff, has been formed and charged to review similar analytic tools on the market and assess current and future needs of Seattle Colleges. The Committee is co-chaired by VC Buttleman and VP Rimando-Charensap. The committee's findings and recommendations will help inform the selection of the next analytic system for Seattle Colleges.

#### **SCCTv social media videos**

SCCTv created a 30 second social media video promoting North's Business Program, featuring several students' positive comments about the program. SCCTv is currently finishing work on another social media video that announces the new IBest component being added to two of North's programs, I.T. and Electronics.

### II. Institutional Excellence

#### **Interviewing Faculty Eligible for Tenure**

During the month of February, Chancellor Pan interviewed 20 faculty members who have been recommended for tenure status from the three colleges. This new cohort of tenure-eligible faculty includes an outstanding group of instructional and library faculty members, with broad diversity in discipline, gender, race and ethnicity, and lengths of service at one of the Seattle Colleges. The commonality among this diverse group is that they all understand the connection of good teaching to student success and completion. It is truly exciting to welcome this group of dedicated and talented faculty to the ranks of tenured faculty at Seattle Colleges.

### **ASI-Change Management Workshops**

To help faculty and staff across the colleges to transition from coping with changes to leading changes, District HR sponsored a series of seven workshops focusing on Change Management during the months of February and March. Over 250 staff and administrators have attended a workshop since early February. Trustees Chernin, Hill, and Peralta also attended sessions.

The primary purpose of the workshops is to provide staff with a change management framework for understanding what they are experiencing in relation to the ASI changes in our organization, and offer skills and tools they can use to lead themselves and others through change. In addition, these workshops provided space for people to have candid conversations about how they feel about the changes, and provide small and large group dialogue opportunities to help them identify resources and build a support network.

Staff feedback from the workshops centers on the uncertainty of change and the desire to receive more concrete information at the right time. This information is helpful for the executive leadership team, with regard to making changes in driving clear and timely communication throughout the colleges.

### **ASI--Web Development Update**

As the first order of business for the newly integrated Web Development Office, the Department worked with IT Department to give students close to real-time waitlist information for Seattle College courses. Once testing is complete, students will be able to see whether a class is open or has a waitlist. If there is a waitlist, students will be able to see how many others are waiting. The information will be updated every 15 minutes. (The 15- minute wait is due to the state's computing system.) This is a significant improvement over the previous program which showed open classes when there was actually a waitlist.

The Web Development office is also focused on:

- Redesigning the South Seattle and District websites.
- Developing a single, authoritative academic program database where all information will be stored. The database will allow one update to travel through our entire system and serve as the source of academic program information for websites, catalogs, and other products.
- Single sign in portal: employees, students, and faculty will sign in to one portal and view information tailored to their needs and responsibilities.

**ASI—IT Integration** in support of Institutional Excellence via operational improvements.

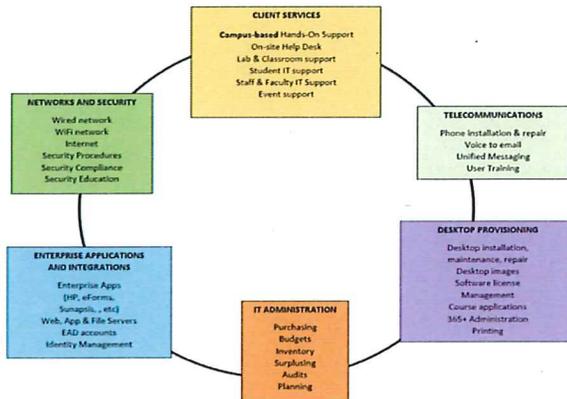
Completed Projects to date include:

- Combined four separate IT units from across the district into one reporting unit of 60 staff.
- Established district-wide IT Service Groups and assigned staff to each to create new org chart.
- Negotiated and received go-ahead from the union on these proposed org changes. Reporting changes will take effect on April 1, 2018.
- Identified a single ticket help desk software for all campuses to share, in order to support improved communications, needs tracking and problem resolutions within newly integrated unit. Previously, each campus used a completely different and separate system.
- Gained agreement to consolidate IT budgets from all campuses and district starting in 2018/19 budget year.
- Gained approval to standardize the software system used by International Programs across the district into one shared system, providing efficiencies in IT resource provision and support staff, while improving the capabilities of the IP Staff to track and provide required reporting for international students.

Projects in process:

- Implementation of unified ticketing help desk system is underway. Next steps: train IT staff in use and begin regular use of the tool by all IT staff.
- Working with finance staff on details to finalize consolidation of IT budgets for 2018/19 budget year onward.
- Implementation of shared International Programs software is underway and will be complete for fall quarter, 2018. This will allow IT to retire the previous system that two of the 3 schools used in favor of only one shared system.
- Finalizing plans to restructure the physical computing network to remove long standing computing access roadblocks between campuses.
- Bringing IT staff together within each of their new service groups to begin inventorying disparate tech systems (software and hardware) in use across the district (a multi-month process), and then creating a multi-phase (and likely multi-year) plan to improve quality of service through standardizing systems, software and processes wherever it creates efficiencies and/or service improvements.

Seattle Colleges Information Technology Integrated Services 2018



### III. External Affairs

#### Amazon Seattle Roundtable

Presidents Sheila Edwards Lange, Interim President Pete Lortz, VP Kristen Jones, and Chancellor Pan joined a group of Amazon and Seattle area community leaders in a roundtable discussion on the challenges and opportunities for Seattle on February 9. The discussions covered four topical areas, including **Affordability and Opportunity, Transportation and Mobility, Business Environment, and Education and the Future of Work**. Our participation helped to present Seattle Colleges' visibility and gain a better understanding of opportunities for Seattle Colleges to be a force for education and workforce development in the City.

#### Legislative Report 2018 (Day 57 of 60-day supplemental session)

1. **Regional Pay Differential.** House Speaker Frank Chopp endorsed a Budget Proviso sponsored by Rep. Gerry Pollet (46th). Seattle Colleges successfully advocated for inclusion of faculty and classified staff with the State Board and with legislators in this compensation study. Seattle Colleges will help in designing the study and in recruiting the compensation-consulting firm to do the work. The OFM staff handling the WFSE-Community College coalition effort that began in September, 2017, will also be involved in this effort.

2. **Local Funds Bargaining Bill (EHB 1237 and companion SB 5993).** Democrats in both Houses stood solidly with their labor constituents in passing this legislation which will almost certainly be signed into law by Governor Inslee. Legislators

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admitted that they fully-understood the financial and labor challenges this bill is likely to pose for CTCs. Supporters included WEA, AFT and the 4-year college faculty. A Spokane Colleges faculty member testified that they successfully bargained with their Administration over \$50,000 as an illustration of the faculty's fiscal restraint.

**3. Capital Budget for purchase of South Annex on Broadway; Study of North Seattle Library; and South Seattle Auto Shop Facility.** Lincoln Ferris has been assured by Alec Osenbach of the House Democratic Caucus staff that \$9 million is now solidly in the final capital budget. Higher-than-forecasted revenue has enabled the North Seattle College Library study to be funded at \$3.4 Million and the South Seattle College automotive repair facility to be modernized.

**4. Running Start.** We have worked with the State Board and other Community Colleges to express concern over the Senate budget which would freeze funding for Running Start. Seattle Colleges serve over 1,500 Running Start students who receive the same level of counseling, advising, learning support and basic education as our regular students. Jan Yoshiwara of the State Board was quoted in a March 3rd Seattle Times article which noted that 26,000 students are attending community colleges statewide to take at least some of the classes they need to get a high-school diploma. Our efforts are currently focused on Speaker Frank Chopp and other House leaders to resolve this issue in budget negotiations with their Senate counterparts.

**5. Puget Sound Taxpayer Accountability Act** (aka Sound Transit money for education investments). Intense efforts this week to maintain education investment monies that 2015 RCW. 43.79.520 authorized for "educational services to improve educational outcomes in early learning, K-12, and higher education, including, but

not limited to, for youths that are low-income, homeless, or in foster care, or other vulnerable populations. House and Senate budget negotiators need to "thread the needle" to enable Sound Transit to achieve its construction goals and deadlines while also providing some taxpayer relief on the MVET for license tab renewals. Both House and Senate leaders agree that Kelly Blue Book values make more sense than MSRP (Manufacturers Suggested Retail Price).

### **Seattle Promise Program**

The pace of developing and designing the Seattle Promise Program picked up speed during the month of February. Staff efforts included:

- Seattle College presidents and Chancellor met with Mayor Durkan and her staff on February 7 to solidify our commitment to working together in the next few years to bring Seattle Promise Program to reality. The Mayor and

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Seattle Colleges leaders agreed that heavy lifting will need to be done, but all believe that the time has come for the City, the SCD, and the Seattle Public Schools to build alliance with major businesses, corporation, and individual funders. We need to do this right, for the sake of improving equity and economic development in our city.

- The Seattle Colleges Staff team led by President Sheila Edwards Lange completed and submitted the Concept Paper to the Mayor's Office. The team met with Mayor's staff several times during February to develop the budget for the transitional year 2018-2019.
- Chancellor Pan, Deputy Mayor Michael Fong, and Director of Dept. of Education and Early Learning, Dwane Chappelle, visited with four Seattle City Council members to ask for their support for dedicating specific dollars from the next tax levy in support of the Seattle Promise Program.
- President Edwards Lange and Chancellor Pan met with Maud Daudon, departing president of Seattle Metropolitan Chamber of Commerce and Mary Jean Ryan, Executive Director of the Road Map Project, and Brock Grubb, Consultant to the Pudge Sound Coalition for College and Career Readiness, a number of times to discuss opportunities to connect Seattle's Promise initiative to the same effort underway in King County. There is broad agreement that the Seattle Promise Program should be supported throughout the County as the first successful pilot that lays the foundation for expanding the program throughout King County.

**MEMORANDUM**

**TO:** Board of Trustees  
**FROM:** North Seattle College President Dr. Warren Brown  
**DATE:** Feb. 22, 2018  
**SUBJECT:** Report to the Board of Trustees

**I. Student Success**

- **NSC Holds Grand Opening of Multicultural & Equity Center**  
On Feb. 5, NSC celebrated the opening of the first student Multicultural and Equity Center on campus. The center, funded in collaboration with the President's office, combines the services of Multicultural Programs, the Gender Equity Center and the Office of Diversity and Inclusion to help retain, support and graduate students.
- **Improving Accessibility in Online Learning**  
NSC's eLearning program launched several initiatives to improve accessibility in online learning. The program is piloting new accessibility software in Canvas, facilitating a campus-wide accessibility work group, collaborating across the Seattle Colleges on a faculty retreat, and planning a statewide accessibility retreat.

**II. Institutional Excellence**

- **NSC Testing Center selected by Pearson Vue**  
The NSC Testing Center has been selected by Pearson Vue to deliver the Medical College Admission Test on four different dates in 2018. NSC was chosen due to its' excellent customer service and location.

**III. Pride Points**

- **North President Selected for Fulbright**  
NSC President Dr. Warren Brown has been selected as a Fulbright Fellow and will serve as a visiting Scholar in Russia later this spring. The Fulbright program is an American scholarship program of competitive, merit-based grants awarded for international education to scholars and students. The program is part of the U.S. Department of State Bureau of Educational and Cultural Affairs. Dr. Brown will use the opportunity to connect and share learning experiences with the Seattle Colleges and the Russian educational institution he is assigned.
- **NSC Library to host exhibits**  
The NSC Library will host three exhibits this spring: the Fred T. Korematsu, part one of a two-part exhibit on Japanese Internment; Graphic Medicine: Ill-Conceived and Well-Drawn; and an exhibit dedicated to North's history between 1970-1985, when Cecil Baxter Jr. was college president.

**IV. External Affairs**

- **Enrollment Campaigns for Spring Quarter**  
NSC has launched a coordinated enrollment campaign for Spring Quarter that includes marketing, regular emails to prospective students, admissions workshops and info nights, and phone call campaigns, including to newly admitted students.



## MEMORANDUM

**TO:** Board of Trustees  
**FROM:** Sheila Edwards Lange, Ph.D., President  
**DATE:** February 22, 2018  
**SUBJECT:** Seattle Central College monthly report

### STUDENT SUCCESS

#### **College holds open house for new emphasis**

Earlier last month, more than 50 people attended the inauguration for the new Equity and Social Justice Emphasis. The new specialization, offered through the College Transfer program, allows students to take the 25-credit emphasis while pursuing their associate degrees. [The Capitol Hill Times](#) covered the event and highlighted Seattle Central student Larisha Nicholson and how the emphasis helped shape her views.

#### **College offers dual degree options for students**

Seattle Central students can earn an academic transfer degree and a workforce degree at the same time. Two pathways from the Associate of Arts (AA) degree emphases are now available and more dual degree options are in the works.

- AA in Global Health and AAS-T in Allied Health
- AA in Equity and Social Justice and AAS-T in Allied Health

### INSTITUTIONAL EXCELLENCE

#### **Instructor heads to Germany; Instructor translates Japanese book**

[Greg Hinckley](#) was selected to teach abroad in Berlin, Germany. During the Spring Quarter, he will teach two main sociology courses and will provide study abroad students with an opportunity to explore Berlin and learn about different social constructs and issues. [Takami Nieda](#) recently translated "Go," written by Kazuki Kaneshiro, a popular Japanese book into English to share with English readers.

#### **Charging stations installed in parking garage**

Seattle Colleges collaborated with Eluminocity and ReachNow to bring electrical vehicle (EV) charging stations to Seattle Central's parking garage. The new stations are part of a low carbon network of EV charging stations in the Seattle area.

### EXTERNAL AFFAIRS

#### **SVI Pre-apprenticeship Construction Training (PACT) Program Receives Grant**

Seattle Vocational Institute's PACT program will receive a 2-year, \$600K grant as part of a city, King County, and Port of Seattle partnership to invest \$2.15 million for priority hire pre-apprenticeship and worker retention services within the region's disadvantaged communities.

### PRIDE POINTS

#### **Music instructor awarded at state conference; Instructor honored for dedication to club**

[Anthony Spain](#) will receive a "Friend of Music" award at the annual Washington Music Educators Association state conference in Yakima. The award is given each year to a member of the community for their outstanding contributions to music education. Seattle Central Phi Theta Kappa's chapter advisor [Nada Oakley](#) was recently awarded with a PTK pin for her 15 years of service as an advisor. Her dedication and commitment to this role has helped the college's chapter become one of PTK's top performing chapters.

## MEMORANDUM

**TO:** Board of Trustees  
**FROM:** Peter Lortz, Interim President  
**DATE:** March 8, 2018  
**SUBJECT:** Report to the Board of Trustees

### I. Institutional Excellence

- February brought strong professional development opportunities to faculty and staff at South. On February 7, South's Management Team went through a "Bias Incidents and Hate Crimes on College Campus" session taught by South's Dean of Student Life Daniel Johnson. The following day, all faculty attended an intensive workshop on proactive skills in de-escalating situations led by Ellis Amdur.

### II. External Affairs

- Dr. Holly Moore, Executive Dean of the Georgetown Campus, was invited by Sen. Maralyn Chase (D-32nd) to present at a work session of her Senate Economic Development & International Trade Committee on January 30. Moore focused on apprenticeship training at South's Georgetown Campus, but also highlighted the apprenticeship work at Seattle Central and SVI. She also presented on the national picture, growing connections to K-12 and the impact on the economy.
- South's current 13<sup>th</sup> Year Promise Scholarship students were invited to be part of Seattle Mayor Jenny Durkan's State of the City address at Rainier Beach High School on February 20, where she provided an update on the city's Seattle Promise initiative to provide two years of tuition to graduating seniors from all Seattle High Schools. 13<sup>th</sup> year students in attendance shared the positive impact the scholarship has had on their lives as inspiration for the Seattle Promise expansion.

### III. Pride Points

- South's Black Student Union organized their first annual Pan African Festival from February 12-15 in celebration of Black History Month. Events ran from 1-3 p.m. each day, and included art and dance workshops, the African Diasporic History Fair and a finale celebration. The college also held a Day of Remembrance event on February 14 to honor those impacted by the forcible removal and incarceration of Japanese Americans in World War II.
- Marady Duong, a South alum currently attending University of Washington's Foster School of Business, is featured on the cover of the WACTC Field Guide for 2017-2018. A profile of her success at South and beyond is found in the introduction. The publication is intended to give an overview of the 34 colleges in the system to various audiences, including lawmakers and high school counselors.



# NORTH SEATTLE COLLEGE

*One of the Seattle Colleges*

## MEMORANDUM

TO: Board of Trustees Seattle Colleges District

FROM: Dakota Chronis, Student Body President, North Seattle College

DATE: March 8<sup>th</sup>, 2017

SUBJECT: STUDENT ADMINISTRATIVE TEAM REPORT - Information Only

NSC Student Leadership and Multicultural Programs has the following to report.

- **Multicultural Center Opening and Structured Space for Diversity and Inclusion:** The idea for having a Multicultural Center has long been the dream of students for many years. Last year, students from the Latino's Unido's club and Black Student Union collaborated to advocate for the creation Multicultural Center at North. Together, they worked with our administration to make this happen. On February 5, their dream and the dream of past students was realized and we are excited and proud to now have a Multicultural Center for the purpose of serving as a resource, gathering point and safe space for all historically underrepresented and marginalized students. The students leading this effort envision this to be a place where ALL students may feel welcomed and accepted fully as themselves. Having opened the doors, the students are now developing plans for future programming, outreach and other activities designed to attract students to North and to help foster and build community.
- **Events and Campus Engagement During Black History Month:** Throughout the month of February, our Events Board has hosted a variety of activities to increase awareness and to stimulate meaningful conversation around the experiences of black Americans. Events have included: a weekly film series, an artists of color panel discussion, an interactive theater experience discussing race in America, and a lecture titled "Why Are All the Black Kids Sitting Together In the Principal's Office?" In addition to these events, our Black Student Union club is also hosting a luncheon featuring black American cuisine, a student, staff and faculty art show, and a Fireside chat with President Warren Brown.
- **Success of Lunar New Year and Productive Collaboration with International Programs Reaches Hundreds of Students:** February 15, Student Leadership partnered up with International Programs to host a successful Lunar New Year event. More than two hundred students were present at the event which featured a live Taiko Drumming performance, food samplings from various countries and workshop teaching how to make dumplings.



# NORTH SEATTLE COLLEGE

*One of the Seattle Colleges*

- **Annual Universal Technology Fee (UTF) Awards:** In mid-February, our Student Fee Board completed its annual process of reviewing and awarding UTF funds which are to be used to provide students with greater access to technologies that enhance their education. This year the board received many quality proposals from faculty and staff hoping to purchase cutting edge technology for their students. Eight out of ten requests were awarded UTF funds that included items such as: 24 catalyst switches to support our Cisco Program, 2 fiber optic meters that support our electronics program, a specialized laser and hand engraver to support our art program along with many other technologies that will give students hands-on experience with tools and instruments that used in professional fields and industry. In addition, to these individual department requests, the board approved funding for the Annual Computer Lifecycle Replacement which is part of an ongoing agreement between the Student Fee Board and IT Services.

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Executive Officers of the Seattle Central Associated Student Council

**DATE:** February 22, 2018

**SUBJECT:** Report to the Board of Trustees

**Student Success**

- I. Black History Month Film Series Feb. 22nd, 2018.

Happy Black History Month! Every Thursday in February College Activities Board will be screening black films from 3pm-5pm in MAC 210. There will be pizza and refreshments.

- II. Black Panther Premier Feb. 15th, 2018.

Black Panther? College Activities Board and other students for the very first screening at The Cinerama! Tickets are \$15 per person.

- III. SCC Day of Remembrance Feb. 15th, 2018.

At BE4151 we took the day to reflect and educate of the experience of Japanese Americans who were interned during World War II.

- IV. Valentines Day Card Making Feb. 14th, 2018.

Happy Valentines Day! Come over to the College Activities Board table to make a card for someone you love. We'll also have a drop box for women to write something they love either about them selves for another woman in their life. We will use these messages for our Women's History month events in March.

- V. Muslims in Pre-Columbian America Feb. 13th, 2018.

Dr. Umar Faruq Abd-Allah is a historian, linguist, theologian, legal scholar. He gave a presentation on the historical and contemporary implications of African Muslims in Pre-Columbian America. This event took place on Monday, February 13th in the Broadway Performance Hall from 11:00-11:50am followed by a Q&A and book signing in the following hour.

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Political and social rhetoric these days portrays Islam and Muslims as alien to the United States. Dr. Umar Faruq Abd-Allah challenged this notion in his talk, which will feature historical, cultural, and religious commentary. What will emerge is an appreciation for the indigenous nature of Islam in America. This event was hosted by Muslim Student Associations.

- VI. National Black HIV/AIDS Awareness Day  
On February 7th we did an event at Central for free rapid testing, health education, giveaways, snacks. It went very successful compared to previous HIV/AIDS Awareness Days.

### Week of Action by BSU of Seattle Central College

I. Who Has a Right To The City?  
February 20th–11am @ BE1110  
This workshop, led by community organizers from S.A.F.E., will draw connections between the current practice of gentrification sweeping U.S. cities, and the historical practice of colonization by Western powers. Working from Frantz Fanon's, *The Wretched of the Earth*, this workshop will create awareness and offer strategies for combating gentrification in the Seattle area.

II. Know Your Rights–Police  
February 21st–2pm @ BE1110  
This workshop, led by attorney Isham Reavis of AOKI Law PLLC, will raise awareness around the 4th, 5th, and 6th amendments to the Constitution. Those in attendance will receive information which will heighten their civic knowledge in encounters with law enforcement, as well as strategies on how to remain safe.

III. Don't Wait to Create Change  
February 22nd–11am @ Broadway Performance Hall; 7pm @ Erickson Theatre  
When is too early to start creating change? [Kimberly Foster](#), named a 2016 Forbes' "30 Under 30", began *For Harriet* while still an undergraduate studying African American Studies at Harvard. Today, this groundbreaking digital community for Black women reaches over 2 million visitors a month and is a leading voice for Black women's storytelling and journalism. Please join us for an inspiring presentation by Ms. Foster about what it means to take a truly proactive approach to creating social change. Audience members will have an opportunity to ask questions and meet Ms. Foster following the program.

IV. Legacy Festival  
February 23rd–6pm @ Beacon Arts Space (2507 Beacon Ave. S, Seattle)  
Celebrate Your History! Take Control of Your Future! Legacy Festival pairs like minded individuals and organizations in a night of celebration of our historical achievements in the struggle for freedom. This is an opportunity to pair organizations and individuals with shared goals in an effort to forge coalitions and build upon the successes of our ancestors—all to the rhythm of some of Seattle's finest talent! Join us for a night of Community, Art, Music, Poetry, and Action!



### **Institutional Excellence**

- I. The college is working to become more sustainable  
Seattle Central has implemented energy- and money-saving practices.

### **External Affairs**

- I. LimeBike, a bicycle transportation company approached us and offered to give students discount of \$29 a quarter/student. We are considering to work with them although the weather in Seattle is really hard.

### **Pride Points**

- I. Our College Microsite won National Award  
The 50<sup>th</sup> Anniversary website will be honored with an award during NCMPR's Paragon Award ceremony. Click [here](#) to see more.
- II. Former student Sean Majors is the co-owner of By The Pound Delicatessen, a bar that recently opened in Capitol Hill. [Here](#) is more information.

“Self”/Group Segregation in Colleges: Student’s Perspectives.

Omar Osman

Seattle Central College

December 7, 2017

## Abstract

Ever Since the Supreme Court ruling in Brown v. Board of Education ended *de jure* segregation in the United States in 1954, desegregation of schools was in place for the following decade and finally reached its peak in the late 1960s and 1970s. However, despite the increasing diversity of the schools in the U.S today, "self"/group segregation is still taking place in schools. This paper analyzes how college students interact with each other and form social groups on campus. Research shows that "self"/group segregation leads to social prejudices and cultural misunderstanding. Students interacting with those outside of their groups display reduced social prejudices and more willingness to learn from fellow students. In a digital age where asking questions about race or culture is discouraged, it is important for students to learn and interact with those from different backgrounds. This paper suggests methods to reduce "self"/group segregation and encourage an interracial interactive environment.

## "Self"/Group Segregation in Colleges: Student's Perspectives.

Imagine walking down to the cafeteria of one of the colleges in Seattle, and noticing the social integration pattern of the students encourages "self"/group segregation. This seemed like a very interesting topic to one of the students at Seattle Central College who wanted to find about the causes and the effects of "self"/group segregation. "Self"/group segregation, a term which refers to a willingly separation from the 'unfamiliar' and 'non-similar' groups around ones' environment, has more effect on college students more than any other groups (Tatum). This is because colleges, unlike other institutions, welcome students of all walks of life who have different cultures, languages and values of life. Nevertheless, these students interact only with other students from their own ethnicities. This is the result of fear and the lack of stepping out of

one's comfort zone. A cultural-shift, curiosity and engaging different ethnicities is required to overcome this barrier. It is not easy, and it requires being willing to push past one's fear in order to achieve a diverse and interracially interacted environment.

This paper will discuss the causes and the effects of "self"/group segregation and why encouraging engagement among students is the solution to this problem. In the first section, the background will explain about all basic information of this topic and how much improvement has been made over the years. Questions like "What causes students to "self"/group segregate and sit the way they gather in social spaces, such as the cafeteria?" and "How does "self"/group segregation affect students?" will be asked. Next, the literature review will analyze experts' perspective of the topic and what they think are the causes. Finally, suggestions of how to overcome this problem will be mentioned in the original argument in terms of all the data collected and the information gathered from sources.

### **Background**

This paper will propose a solution to ending "self"/group segregation and creating of interracially interactive environment. Subgroups and self-segregation are common in and take particular forms in colleges. The main factor of "self"/group segregation in college is cultural difference. "Birds of a feather flock together," but students of varied backgrounds have different cultures, beliefs, values and ideas which are not the same. Students create peer cliques, which consist of according to William Darity, "a small group of close friends, about three to ten, whose members typically resemble one another in family background, attitudes, and values." Cliques, by their likes and dislikes and social status, for example, often constitute 'the popular' and 'unpopular' groups" (Darity). Since their common culture is not always easy to find, students tend to look for similar people and only interact with them. "Similarity" for students varies from

people of the same race to fellow cigarette smokers, or sometimes when students have the same interests in sports and activities. Cultural differences are not only between students, but also sometimes between teachers and students as well. Cameron McCarthy states that, "The teachers perceived staff development on multicultural education as useful if it gave them new information about groups they did not already 'know all about,'" (McCarthy). Therefore, teachers could play a big role in bringing students together if they have knowledge about their students. Attending college in U.S for a certain period of time and not being able to assimilate or learn new things in an unfamiliar culture is a challenge.

Language barriers are another reason why students don't interact. Although the school system here is taught in English, students don't have a common language; students are from different parts of the world and speak various languages. Since English is not the first language of many students, they sometimes feel ashamed of speaking in an accent or a broken language with strangers, especially with local people. However, language segregation is more common in college, rather than other levels of education, such as high school or middle school. Unlike in universities, students in high school have many spaces to mingle such as PE and sport activities.

Age is another factor that causes students to segregate. Unlike other institutions, community colleges welcome people of all ages. This creates generation gap and age-segregation between students. Students don't come to the community college to just to learn new skills, but also sometimes they take ESL classes to learn a common language like English. Students can also be older professionals with degrees from their countries of origin, but they require knowledge of English language to get a good job or certificate in the United States. According to Bures, "Segregation from other age groups is quite high for younger persons due to the time they spend pursuing education. On entering the workforce, age segregation decreases". Age affects

younger people too. Many are so busy learning, especially in their first year of college, that sometimes social media detracts them from having real human relationships. It's very rare or rather hard for old and young people to build friendship, since they have a lot of differences in ideas and views of the world. In all other institutions, age is not a big deal. For instance, high school has a limit on what the age of the students should be, which excludes old or very young people – unlike community colleges.

Gender difference also causes “self”/group segregation between students. Since different genders have different concerns, students tend to be friends with the same gender for that reason. This helps them talk about their interests together, while everyone participates. Also, it creates conversation; for instance, girls from Vietnam talk about fashion and models in Vietnam while boys from Korea might talk about their country’s sports or vice versa. Some cultures don’t encourage interactions between males and females. This causes students not to interact with students of different genders or sometimes only interact with same gender students. According to Alison Taysum, “Groups may be marginalized because of their age, class, culture, gender, whether they are Lesbian, Gay, Bi-sexual, Transgender (LGBT), their race, or whether they are recognized as having Special Educational Needs (SEN)” (Taysum). Sometimes students who are part of the LGBTQ community interact with only people from their same community and “self”/group segregate themselves from other students.

Students often are not comfortable talking to strangers, especially when they don’t have similarities with them. Comfort is another factor that encourages students, most likely young adults, to not interact. This might be because of their shyness or fear of strange people due to trauma or other kinds of stress. Beverly Daniel Tatum explains that, “Students are not

comfortable about the social awkwardness that can result if the ‘wrong’ words are used, and the discomfort that comes from breaking a social taboo” (Tatum). Students don’t talk to strangers because they are afraid to be perceived as rude and this is because of a difference in culture and communication styles. In individualistic cultures like those that can be found in Europe and American, when two people meet each other, they almost all the time require a mediator or someone else to introduce them. In other cultures, like African culture, it’s common to go up to someone to introduce directly when meeting for the first time. That being said, students may not have enough information about each other and they will always think they might offend others in their actions because of their differences.

International students (IS) face many challenges because of “self”/group segregation. For instance, by interacting only with people from their same ethnic background, they don’t speak and practice their English, the language courses are taught in. Thus, these students can have a hard time understanding the instructor or sometimes feel like learning English is difficult. Also, all students have cultural presumptions or otherwise lack of knowledge of each other’s culture, so often accept media stereotypes. For instance, students might benefit to interact with Muslim students rather than just believing stereotypes about Muslims found on the news or social media.

There are many advantages to college students interacting outside of their ethnicity/culture. According to Chang et al and Jayakumar, “engagement in a racially diverse campus has a positive impact on students’ critical thinking skills, reducing racial bias and increasing the likelihood of living, working, and socializing in diverse settings” (Chang et al. 2003; Jayakumar 2008). We now know that interracial interactions not only help to socialize, but also make students more informed about other cultures. Engaging in cross-racial interaction is associated with students’ openness towards diversity, cognitive development, and intellectual

self-confidence. According to Gurinet Al and Milem Et Al, "Positive interracial interactions are also associated with increased learning and satisfaction in college (Gurinet al. 2002; Milem et al. 2005). Students have fun and become more engaged in activities such as leadership when they participate in cross-racial interactions.

### **Literature Review**

This section will review experts' perspective and their recommendations on how to create a more interracially interactive environment for college students. Also, there will be new ideas that will shift the conversation from what can students do about "self"/group segregation to how can the faculty be champions in making diversity thrive in colleges?

### **Summary**

How one person decides to act when they encounter other types of people or cultures is very important. As National Emmy Award winner (2013) Gayle Cotton noted in her book, *Say Anything to Anyone, Anywhere*: "Avoid reactive communication." In many occasions of life, people will find themselves in environments that they aren't familiar with or with people who are different than them. Gayle Cotton further argues that "if people are not proactive, they will be reactive" (Cotton). This agrees with Fay Patel's idea she calls the "Continuum Principles," which she describes as "thinking by considering multiple perspectives" (Patel). For instance, when two people from Asia and US shake hands, one of them might feel uncomfortable and be reactive. People in Asia give a very soft handshake, while people in US squeeze and shake the other person's hand firmly. So, in this situation it's better for one to be proactive rather than reactive. People can either agree, disagree or choose to be lenient, but the point, being proactive, makes sense. However, negotiating with people from different cultures might be difficult and first impressions are made quickly. It is very difficult to overcome a cultural offense, no matter how

unintentional it may be (Gayle Cotton). Being reactive involves interacting other people's actions in one's own cultural context, while being proactive involves working to explain them in the view of the others' culture.

In the previous paragraph, experts encouraged individuals/students to be proactive, but in this paragraph other experts are encouraging institutions to be proactive. This introduces a new way of encouraging inclusivity and interaction among students in college. For instance, the representations of students of color and native communities in student leadership and higher education institutions has been very low, so institutions can be proactive by boosting the number of black and native communities' representations in student leadership and higher education institutions. Here is what Jeffrey and Mitchel said in their article *Making Diversity Work on Campus*: "addressing compositional diversity requires proactive institutional policies that seek to develop and maintain diverse student bodies" (Jeffrey and Mitchell). This addresses the student bodies in college and not students individually. The agreed upon term is proactive, even though it's used in different ways.

Individual attitudes have a big impact on having an inclusive environment. Pellegrino Riccardi, a speaker from TED Talk, believes that we are basically doing things which are accepted in our social group and which are familiar. On the other hand, Fay Patel, Mingsheng Li, and Prahalad Sooknanan in their book, *Intercultural Communication* explain that, only through critical self-reflection and knowing who you are and how you—your actions, expectations and assumptions—affect and influence intercultural interaction may you discover ways in which to build an inclusive community. Also, having awareness of yourself and others is also mentioned by Cotton, who explains that people need to understand what makes cultures so different from

one another and become aware of what may work against them due to their preexisting cultural perceptions.

#### Discussion and Evaluation

People know less about themselves. As Fay Patel, Mingsheng Li, and Prahalad Sooknanan mentioned people need to learn their culture and how it shapes their lives and the decisions that they make. Discovering your own culture seems so easy most of the time because, people assume they know everything about their culture, but that is not true. They don't necessarily consciously think about why they do a lot of the things that they do. Most of the times people do things because they have seen their parents doing it or its common in the community that they live with. However, it requires a strong decision to not watch series and movies, but learn about your culture if people want to build a community in their colleges.

Secondly, students need to understand that the people they live, learn or work with everyday are not what they think they are. This means, we have a lot of perception of other people and when we define them in our own context we ruin things. So, we need to learn people and their basic cultures in order to have a successful communication. It's not recommended to perceive others without any knowledge of who they really are. Perception can be reduced by either taking classes like Intercultural Communication which is the topic that deals with how people of different races interact. A cultural awareness is required to have a successful communication as agreed by Fay Patel and Gayle Cotton.

Additionally, Pellegrino Riccardi explains that, "people only do things that are familiar" (Riccardi). This is true because, as an example, U.S. society agrees that it's improper to approach a stranger and talk to them, but this is not the best advice. People need to understand that this is a pattern that is designed at one point in life and not a universal or a common behavior in

everywhere. Cultures differ from place to place and the differences in culture are caused by factors like the climate or the language and so on. So, all the people don't believe talking to a stranger as rude thus, we need to talk to others in order to learn new things from them. Riccardi further argues that, people need to talk to others whom they are in the same institutions.

Finally, As Yang Liu shows in her pictogram, people have different opinions over different things. So, people need to keep in mind that when having a dialogue with other people from different cultures they'll always have different opinions over things. Pellegrino Riccardi argues, "People see what they want to see and they don't always see what you see" (Riccardi). So, no one has the same definition with other people. Thus, figuring out how to have a positive conversation while having different opinions is so productive.

### **Original Argument**

In this section, students' perspectives on how to challenge "self"/group segregation are discussed. Since students are from various backgrounds, they use two patterns to make friends and interact with each other. In words, these patterns are called "similar and familiar" groups. This categorization happens automatically since the human brain is always tuned to look for similar and familiar patterns. This helps students to express themselves freely, but encourages "self"/group segregation. It's important to talk about race and ethnicity when "self"/group segregation is mentioned, and they are indeed part of the causes of self-segregation, but most of the time the causes are more than one or two. Other factors include, language barrier, class, religion, gender and individual interest (Darity). Sometime students might come together because of cigarette or sports which doesn't fall under any reason we mentioned above.

In order to have a more interracial interactive environment, Students have to engage with different ethnicities. This reduces cultural prejudices and provides students with different

perspectives. For instance, in the case of the Muslim and non-Muslim students interacting with each other mentioned above. Furthermore, frequent interracial interaction among students may be more important in developing cultural knowledge than involvement in formal activities such as cultural awareness workshops. Pete Smith and Chris Rust indicate that, “social interaction between students, and between students and staff, is the most significant predictor of student’s success.” By doing this, students will learn many things from other students of different backgrounds.

Another solution is overcoming the fear of talking to strangers. Students fear to interact with other students of different background because they are afraid to offend them since they have different cultures and languages and sometimes they don’t feel comfortable at all. The solution to this problem is stepping out of our comfort zone and allowing ourselves in a challenging situation in order to grow. Another solution is “breaking the silence” by familiarizing ourselves with the unfamiliar and non-similar people. This is not something that can be taught like public speaking, but it’s not hard either. Rocio Lorenzo indicated in a TED Talk that diversity is innovative and in order to achieve that, we need to engage and do better by interacting with people.

Additionally, the classroom environment is important in order to have a successful interracial interaction, and also affects many dimensions of campus climate. Classrooms that engage many students have positive impact, particularly when faculty, course content, and pedagogy are considered in conjunction with the compositional diversity of the student (Milem, F. Jeffrey, Mitchel J. Chang, and Anthony Lising Antonio). Colleges can promote engagement by factors like, bringing more faculty members of color who then become role models and

mentors to students. Also, changing the lecture system to a more integrated activity that is friendlier with students would be a great transformation.

Furthermore, culture shift is necessary in order to have an interracial interactive environment. We all have to acknowledge that the values we believe and ways that we live aren't the only existing ones and that shifting our views doesn't necessarily mean a bad thing. Cultures shape people's lives and dictate or teach how people should interact with others. In her TED Talk, Kimberlé Crenshaw mentions that "if people don't know a problem, they can't solve it." This is an issue that we have today. We need to raise awareness about "self"/group segregation and let every student know about it and how it impacts them. Administrations needs to work with student club leaders to produce ideas on how to boost interracial interactions.

## **Conclusion**

Most cultures are self-interested and only care about encouraging their values and norms; anything that is odd is not accepted by the community and people wo believe in that specific culture. Asking students to shift their view and to cause them to speak with one another is equal to asking them to shift part of their culture. This might be very difficult to do. However, further research about how cultural shifts happens needs to be done in order to answer this question. I hope students will integrate with each other more and learn or welcome different perspectives. It's specifically beneficial to integrate with other students from different background in order to take the advantage of the diversity in Washington State Colleges. This will help students to have different perspectives and increase their knowledge of people outside their ethnic background. Imagine being a Muslim student from a country in Asia, who came to study in the U.S for college in one of the cities with majority white community. It might be very difficult to integrate

with other student who clearly don't speak like you and don't look like you and you may want to find people who are more like you and speak like you. Also, other students might have the same challenge and they might want to hang out with only people whom they are familiar and similar with. This is the issue addressed above and is called "self/group segregation. It takes people away from each other and causes people who live in the same institution to have very little or no information from each other. "Self"/group segregation among students can't be prevented, but our challenge is to encourage student engagement. By doing that, students will familiarize the unfamiliar and will be able to talk to the non-similar students.

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**SOUTH SEATTLE COLLEGE**

*One of the Seattle Colleges*

United Student Association

**MEMORANDUM**

**TO:** Board of Trustees  
Seattle Colleges

**FROM:** Angel Delker  
President, United Student Association  
South Seattle College

**DATE:** March 8, 2018

**SUBJECT:** United Student Association (USA) Report – INFORMATION ONLY

**FOOD PANTRY DONATION – JANUARY 17**

A South Seattle College AmeriCorps employee, Layel Tupe, contacted the United Way of King County and received a \$3,000 donation of food and toiletry items for the South Seattle College food pantry. This is the largest donation for our pantry to date and will support a great number of students in need.

**SPEAK UP IN OLYMPIA – JANUARY 25**

USA's Vice president and Legislative Liaison, Tam Mai, organized the annual Washington Community & Technical College Student Association (WACTCSA) advocacy day. Sixteen students met with three 34th District Legislators to advocate for undocumented students and lowering textbook costs / encourage faculty to incorporate more Open Educational Resources (OER). The group also toured both Legislative chambers, Governor's Office, and the State Supreme Court. Thank you to interim Peter Lortz for attending and supporting us.

**QUARTERLY CAMPUS BLOOD DRIVE – JANUARY 31**

USA's Sustainability Officer, Lucy To, promoted the event three weeks prior to the blood drive. We had 25 people register to donate, and of those, we were able to collect 17 units. Both registration and collection goals were met because each whole blood donation is divided into 3 components (red cells, platelets and plasma). Donations from this blood drive will help up to 51 patients.

### **“DREAMERS STILL UNAFRAID” (DACA) – FEBRUARY 1**

USA coordinated a forum with the Washington Dreamer Coalition, an Immigration Attorney, and a Dreamer, to provide insights and resources to students and staff. Many students are experiencing anxiety, and fear due to the upcoming DACA deadline.

### **OUTSTANDING STUDENT LEADERS AWARD – FALL QUARTER 2017**

The following students were nominated to receive acknowledgement by the office of Student Leadership. Angel Delker, United Student Association’s president. Asmaa Dubad, TRIO peer mentor, and Mohamed Mwenye, class assistant.

### **ARTIST AND LECTURE SERIES**

The United Students Association sponsored the first in a series of speakers in the revised Artist and Lecture Series. In honor of the Martin Luther King Jr. Memorial Day festivities, Dr. Michael Eric Dyson, a renown, scholar, author, political pundit, TV host, and sociology professor at Georgetown University presented a forum on “King: Then and Now.” The overflow crowd in the Brockey Center was captivated by Dyson’s two-hour engagement with South’s students, faculty, staff, and community members.

### **WASHINGTON & OREGON HIGHER EDUCATION SUSTAINABILITY CONFERENCE – PORTLAND STATE UNIVERSITY FEBRUARY 6-8**

Three South students and three staff attended this annual sustainability conference in Portland in which over 14 colleges and universities were represented. A reflection report will be presented to student government in a few weeks. Attending were:

USA’s Sustainability officer, Lucy To  
Students: Johnae Beckem and Kaylin Clarke  
Staff: Monica Lundberg, Sol Mendez and Christa Colouzis

Seattle Central and North Seattle Colleges sent student teams as well.