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## **SEATTLE COLLEGE DISTRICT BOARD OF TRUSTEES**

**July 10, 2014**

### **STUDY SESSION**

**2:00 p.m.**

**Boardroom**

Seattle Colleges District Office  
1500 Harvard Avenue  
Seattle, WA 98122

### **REGULAR SESSION**

**4:00 p.m.**

**Boardroom**

Seattle Colleges District Office  
1500 Harvard Avenue  
Seattle, WA 98122

## **STUDY SESSION AGENDA**

**2:00 p.m.**

### **CALL EXECUTIVE SESSION**

A. To Discuss the Performance of Public Employee

#### **Board Priorities for 2013 – 2014**

- 1. Build Relationship with the Seattle Public Schools**
- 2. Support the Next Wave of Education Leading the District into a Bold Future in Workforce Education and Technology**
- 3. Explore Alternative Funding**

**REGULAR SESSION AGENDA**

- 4:00 p.m. CALL TO ORDER**
- 4:00 p.m. ROLL CALL**
- 4:00 p.m. INTRODUCTION OF VISITORS – REMIND VISITORS TO SIGN IN**
- 4:05 p.m. APPROVAL OF AGENDA | ACTION** **Tab 1**
- 4:05 p.m. PUBLIC COMMENTS**  
Fifteen minutes are regularly set aside for others to express their views on any matter except those restricted to Executive Session.
- 4:20 p.m. PRESENTATION**  
Educational Master Plan  
Presenter: *Carin Weiss, Vice Chancellor*
- 4:50 p.m. RECOMMENDED BOARD ACTIONS | ACTION**
- A. Approval of June 12, 2014 Meeting Minutes **Tab 2**
  - B. Tender of Gifts **Tab 3**
  - C. Chancellor’s Employment Contract **Tab 4**
  - D. Trustees Lifelong Learning Awards **Tab 5**
  - E. Revisions to the Associate of Arts Degree **Tab 6**
  - F. Bachelor of Applied Science Degrees Approval **Tab 7**
  - G. Local Government Investment Pool – 2014 Resolution **Tab 8**
- 5:05 p.m. INFORMATIONAL ITEMS**
- A. Chancellor’s Report
    - 1. Pacific Tower Project Update
    - 2. Naming of Buildings
  - B. Preliminary Report of the Educational Master Plan **Tab 9**
- 5:10 p.m. ORAL REPORTS**
- A. AFT Seattle Community Colleges  
Ms. Kimberly McRae, Co-President  
Ms. Tracy Lai, Co-President

- B. Washington Federation of State Employees  
Mr. Ty Pethe, President
- C. College Presidents and Vice Chancellors
  - 1. Cabinet
- D. Board of Trustees
  - 1. Mr. Albert Shen, Chair
  - 2. Ms. Courtney Gregoire, Vice Chair
  - 3. Mr. Jorge Carrasco
  - 4. Ms. Carmen Gayton
  - 5. Mr. Steve Hill

**5:30 p.m. ADJOURNMENT**

*The next meeting of the Board of Trustees will be held on Thursday, September 11, 2014 at Seattle Central College, 1701 Broadway, Seattle, WA 98122. There will be a Study Session at 2:00 p.m., and the Regular Meeting will follow at 3:00 p.m.*

#### **EXECUTIVE SESSION(S)**

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

## **MINUTES OF THE SEATTLE COLLEGE DISTRICT**

**BOARD OF TRUSTEES MEETING** held Thursday, June 12, 2014 at  
South Seattle College, 6000 16<sup>th</sup> Avenue SW, Seattle, WA 98106

### **PRESENT FOR REGULAR MEETING HELD AT 3:30 P.M.**

Trustees	Mr. Albert Shen Ms. Carmen Gayton Ms. Courtney Gregoire (joined via phone) Mr. Steve Hill
Chancellor	Dr. Jill Wakefield
Presidents/Vice Chancellors	Mr. Peter Lortz for Mary Ellen O’Keeffe, NSC Dr. Paul Killpatrick, SCC Mr. Gary Oertli, SSC
Vice Chancellors	Dr. Carin Weiss Dr. Kurt Buttleman Mr. Charles Sims
Advisory Representatives	Mr. Derek Edwards, AAG Ms. Tracy Lai, AFT Seattle Ms. Kimberly McRae, AFT Seattle Mr. Ty Pethe, WFSE  Ms. Ksenia Ivantsova, NSC Student Mr. Ariel Garcia, SSC Student
Secretary	Ms. Harrietta Hanson

### **ABSENT**

Mr. Jorge Carrasco, Trustee  
Dr. Mary Ellen O’Keeffe, NSC  
Mr. Al Griswold, SVI  
Ms. Leah Remsen, SCC Student

## Board of Trustees Meeting Minutes

June 12, 2014

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### CALL TO ORDER

Board Chair, Mr. Albert Shen, called the meeting to order at 3:30 p.m.

### ROLL CALL

The secretary, Harrietta Hanson, called the roll.

### INTRODUCTION OF VISITORS

Mr. Shen welcomed the visitors. Visitors introduced themselves. They included: Darcie Callahan, Kathy Vedvick, Terry Cox, Anthony Valterra, Tracy Furutani, Davene Eyres, Greg Lonergan, Elizabeth Pluhta, Quentin Smart, Katherine Medrano, Hermon Riehm, Hy Ly, Glori Anne Escalante, Joanna Anne Escalante, Magda B. Hernandez, David Sandler, Erika Moore, Lucelle Escalante, Duy Phung, Asala Harris, Susan Kostick, Bruce Genung, Javier Rodriguez, Cheryl Stuart, Pedro Marquez.

### APPROVAL OF JUNE 12, 2014 AGENDA

Mr. Shen asked for a motion to approve the June 12, 2014 Agenda. **Mr. Hill moved, and Ms. Gayton seconded the motion. Motion passed unanimously (3-0).**

### ACCOLADES

Mr. Shen, on behalf of the Board, thanked the student leadership for their work and dedication in addressing issues that affect students and the colleges, and being an effective advocate in Olympia.

### PUBLIC COMMENTS

Pedro Marquez addressed the Board regarding name change of the colleges.

### APPROVAL OF MEETING MINUTES

Mr. Shen asked for a motion to approve the May 15 meeting minutes. **Mr. Hill moved, and Ms. Gayton seconded the motion. Motion was passed unanimously (3-0).**

### RECOMMENDED APPROVAL OF TENURE

Having given reasonable consideration to the recommendations of each individual tenure review committee, as well as the recommendations of the College Vice Presidents for Instruction, Presidents and Chancellor, it was recommended that the Board of Trustees grant tenure to the following faculty:

#### *SEATTLE CENTRAL:*

Krystle Balhan, Psychology  
Michael Jordan, Culinary Arts  
Tanya Knannlein, Apparel Design & Development  
Martha Ryland, Nursing

#### *SOUTH SEATTLE:*

Stephanie Nagai, Nursing  
Kimberly Smith, Pastry & Baking Arts  
Darrell Tsukiji, Culinary Arts

Mr. Shen asked for a motion to grant tenure to these seven faculty members. **Mr. Hill moved, and Ms. Gayton seconded the motion. Motion was passed unanimously (4-0).**

*Secretary note: Ms. Gregoire joined the meeting via phone from 2:00 – 2:30 pm, both for Executive Session and the approval of tenure.*

#### NOMINATIONS OF 2014-2015 BOARD OF TRUSTEES OFFICERS

Mr. Hill moved to nominate Albert Shen to continue as Chair, and Carmen Gayton as Vice Chair, to serve for the ensuing year from September 1, 2014 to August 31, 2015. **Ms. Gayton seconded the motion. Motion was passed unanimously (3-0).**

#### POLICY REVIEW – SECOND READING AND FINAL ACTION

Mr. Shen asked for a motion to approve Policy 131 – Code of Ethics for the Board of Trustees; Policy 200 – District Operations; Policy 251 – Visitation by External Agencies. **Mr. Hill moved, and Ms. Gayton seconded the motion. Motion was passed unanimously (3-0).**

#### METRO SERVICES PURCHASE REQUEST

It is recommended that the Board authorizes the Chancellor and her designee to enter into the purchase contract of mass-transit services with Metro, for FY2014-15. **Mr. Hill moved, and Ms. Gayton seconded the motion. Motion was passed unanimously (3-0).**

#### OPERATING BUDGET APPROVAL FOR CONTINUING OPERATIONS

Mr. Shen asked for a motion to approve the continuing-operation resolution and authorize the Seattle College District to continue operations, at the current FY 2013-14 funding level, until approval of the next fiscal year budget. **Ms. Gayton moved, and Mr. Hill seconded the motion. Motion was passed unanimously (3-0).**

#### INFORMATIONAL ITEMS (Trustee Gregoire joined the meeting via phone)

##### A. Chancellor's Report

##### 1. Seattle Colleges Foundation Retreat

Dr. Wakefield reported that a retreat of the four foundation board members was held on May 28<sup>th</sup>. It was the first time in a decade, the entire group has met. Two keynote speakers: Dean Allen of McKinstry, and Michael Garvey of Saltchuk Resources, Inc., shared their perspectives on philanthropy and the role of Seattle Colleges. The focus of the Retreat was the review of the Internal Assessment and fine-tuning the Case for Support. The Retreat marked the end of the first phase of campaign planning and preparation.

##### 2. Pacific Tower Project Update

A written update on the Pacific Tower Project was shared with the Board and attendees. Dr. Wakefield reported that Neighborcare Health is working with Seattle Central to develop a dental instructional clinic. It will be operated jointly with

Seattle Central's dental hygiene and dental assistant programs. In addition, FareStart has signed a lease to move in. Dr. Wakefield indicated that the project is on target and the first pass cost estimate will be available very soon.

3. Update on Parent/Child Center

Dr. Killpatrick provided background information on the proposed move of Seattle Central's Parent/Child Center. He indicated that the Parent/Child Center offers classes to parents on parenting skills, child development and behavior; the Center is not a childcare facility. Due to shortage of space, the College is looking at the possibility of moving the Center to Seattle Vocational Institute. Dr. Killpatrick said that he will be meeting with stakeholders over the summer to gather input, and will update the Board on the status.

4. Title IX and Violence Against Women Act (VAWA)

Mr. Sims reported since the renewal of VAWA, the District has implemented a number of procedures to raise awareness and to protect students. Furthermore, personnel from student services, human resources, and security will be reviewing the new requirements with the existing guidelines in the coming months, and will present the draft policy and procedure to the Board for review and approval.

B. Enrollment Report

Dr. Weiss presented the data on the projected state-funded FTEs for the 2013-2014 academic year.

C. 100-Days to Innovation Report

Dr. Buttlesman shared the progress list of the 100-Days to Innovation projects since the initiative was launched in late 2012.

D. Request to Name a Building at North Seattle College

Terry Cox, Anthony Valterra and Maureen Nutting addressed the Board. They shared the late faculty member Lynda Wilkinson's contributions and impact on the college and students, and the support received to name the Allied Health and Student Services Building in Ms. Wilkinson's name.

Mr. Shen thanked the speakers for the presentation and indicated that their request will be taken into serious consideration.

**ORAL REPORTS**

A. Associated Student Body Presidents

Ms. Ksenia Ivantsova, of NSC's Student Administrative Council (SAC), thanked the Board for the recognition of the student leadership. She also thanked Mary Ellen O'Keeffe and Marci Myer for their mentoring. She said North is a wonderful college that emphasizes

diversity, and students worked very hard to support the culture, although much more could be done.

Mr. Ariel Garcia, of SSC's United Student Association (USA), welcomed the Board to South campus. He reported: 1) over 300 students attending the Spring Talent Show; 2) the 2014-15 election of student leadership has completed, among the 30 applications received, 11 students have been elected to serve on next year's leadership team; 3) a better ORCA card is needed for students. Their request to the S&A Fee Board for an additional Service and Activity Fee subsidy was made on May 19. He thanked Frank Ashby, James Lewis and Dawn Vinberg for their help in submitting the request. Lastly the student leadership supported to have a student trustee in place.

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

Ms. Lai indicated that she supported today's presentation on naming a building in Lynda Wilkinson's name. She is eager to hear the Board's decision. Ms. Lai continued to say that the Parent/Child program is an important part of Seattle Central's multi-cultural identity. She encouraged Seattle Central to continue its mission.

Ms. McRae talked about the impacts of the growth of the International Program on the quality of instruction and student services; especially the effects on home-grown students.

C. Washington Federation of State Employees (WFSE)

Mr. Ty Pethe thanked AFT-Seattle for their support over the past year. He reported that: 1) Seattle Central IT staff finished the Window 7 upgrade project ahead of schedule; 2) three articles from the District classified staff were featured in the spring edition of the state-wide Staff Training for Technical and Community Colleges (STTACC) newsletter; 3) the article he co-authored with Tracy Lai and Kimberly McRae was featured in Crosscut, and was also mentioned in USA Today.

D. Chancellor, College Presidents and Vice Chancellors

No report.

E. Board of Trustees

No report.

EXECUTIVE SESSION

An Executive Session was called at 2:00 pm to discuss the performance of public employees. The Board reconvened to open session at 2:20 pm.

ADJOURNMENT

The meeting was adjourned at 4:50 p.m.



Board of Trustees Meeting Minutes

June 12, 2014

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*The next meeting of the Board of Trustees will be held on Thursday, July 10, 2014 at Seattle Colleges District Office, 1500 Harvard, Seattle, WA 98122. There will be an Executive Session at 2 p.m. and the Regular Meeting will follow at 4:00 p.m.*

APPROVED BY:

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Albert Shen, Chair

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Date



**SEATTLE  
COLLEGES**

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## **MEMORANDUM**

**TO:** Board of Trustees  
**FROM:** Kurt R. Buttleman  
**DATE:** July 10, 2014  
**SUBJECT:** TENDER OF GIFTS TO SEATTLE COLLEGE DISTRICT

### **Background**

Periodically gifts are contributed to Seattle Community College District to assist the District in achieving its educational goals and objectives. There are two major categories: (1) Cash Gifts and (2) In-Kind Gifts, such as equipment, supplies and materials.

On the attached pages are summaries of the gifts received during the period of May 1 – June 30, 2014.

### **Recommendation**

In accordance with established Board Policy No. 152, it is recommended that the Board of Trustees accept the gifts tendered to SCD as shown on the attached schedules.

Submitted by:

Dr. Kurt Buttleman

Vice Chancellor of Finance & Technology

Transmitted to the Board with a favorable recommendation.

Dr. Jill Wakefield  
Chancellor

TENDER OF GIFTS TO SEATTLE COLLEGE DISTRICT

AS OF JUNE 30, 2014

CASH

DONOR	GIFT AND PURPOSE	CENTRAL	NORTH	SOUTH	SIEGAL CENTER	DISTRICT-WIDE	SVI
SCCC Foundation	Apparel Design - Program Support	\$1,460.00					
	Creative Academy - Program Support	\$163.12					
	Cont' Ed Discretionary - Program Support	\$35.00					
	Culinary Arts - Program Support	\$611.00					
	Library - Program Support	\$234.72					
	Mainstay - Program Support	\$591.00					
	Stand Down - Program Support	\$95.00					
	Tsutakawa Fountain - Program Support	\$2,423.00					
	Math Science - Support from WA NASA	\$5,000.00					
	Math Science - program Support	\$110.00					
	Parent Child Scholarships	\$621.00					
	Women's Programs - Scholarships	\$45.00					
	Endowed scholarships - Spring 14	\$39,381.00					
	Non Endowed Scholarships - Spring 14	\$43,890.00					
	Charles Mitchell Scholarships - Spring 14	\$9,834.00					
	Seattle Promise Scholarships - Spring 14	\$18,453.38					
	Seattle Culinary Academy - Program Support	\$16,038.60					
	Seattle Culinary Academy - Program Support	\$1,676.40					
	Seattle Culinary Academy - Food Proc. Reimburs.	\$300.00					
	Mainstay - Program Support	\$1,539.20					
	Fine Arts- Program Support	\$264.15					
	Photography - Program Support	\$1,910.45					
	Wood Tech - Program Support	\$806.85					
	Apparel Design - Program Support	\$128.25					
	Graphic Design - Program Support	\$1,695.75					
CAMPUS TOTALS		\$147,306.87	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL CASH GIFTS TO						\$147,306.87	
SEATTLE COMMUNITY COLLEGES							

TENDER OF GIFTS TO SEATTLE COLLEGE DISTRICT  
AS OF JUNE 30, 2014  
IN-KIND

DONOR	GIFT AND PURPOSE	CENTRAL	NORTH	SOUTH	SIEGAL CENTER	DISTRICT-WIDE	SVI
CAMPUS TOTALS							
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL IN-KIND GIFTS TO SEATTLE COMMUNITY COLLEGE DISTRICT							
							\$0.00

Seattle  
**CENTRAL**  
College

**NORTH**  
Seattle  
College

**SOUTH**  
Seattle  
College

**SVI** Seattle  
Vocational  
Institute

■ ■ ■

Georgetown  
Campus

NewHolly  
Learning  
Center

Seattle  
Maritime  
Academy

Wood  
Technology  
Center

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## **M E M O R A N D U M**

**TO:** Board of Trustees

**FROM:** Albert Shen  
Chair, Board of Trustees

**DATE:** July 10, 2014

**SUBJECT:** Chancellor's Employment Contract

### **Background**

It is the practice of the Board to commit to a three-year contract for the Chancellor. The general practice of the Board is to roll over the Chancellor's employment contract upon a satisfactory evaluation of the Chancellor to continue to reflect this three-year commitment.

As Chair of the Board, I have worked with Board Secretary, Harrietta Hanson, to formulate contract revisions to implement the Board's intent of extending it through June 30, 2017. In addition, we also consulted with Derek Edwards, our Assistant Attorney General. Copies of the proposed addendum to the Chancellor's contract have been circulated to each of you for your advance review.

### **Recommended Action**

With this background in mind, it is my recommendation that the Board of Trustees approve this new contract which incorporates this three-year contract extension for the Chancellor, to be effective July 1, 2014 through June 30, 2017.

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



Albert Shen  
Chair, Board of Trustees

## MEMORANDUM

TO: Board of Trustees

FROM: Jill Wakefield, Ed.D.  
Chancellor

DATE: July 10, 2014

SUBJECT: 2014-2015 Trustees Lifelong Learning Awards

### Background

The annual request for nominations for 2014-2015 Trustees Lifelong Learning Awards was forwarded to the college community in April and award nominees were forwarded to the Trustees Lifelong Learning Committee for review.

Committee members include: **North** – Alice Melling, Maureen Nutting, Ariel Zastrow; **South** – Bob Dela-Cruz, Sandy Long, Danisha Rawlings; **Central** – Crystal Baker, Lynn Kanne, Alison McCormick; and **District Office** – Leslie Haynes. These awards will be presented in the fall as part of the Seattle Colleges Convocation, on September 17, 2014, at North Seattle College.

Based on the agreed upon criteria and review of nominations, the following individuals are being forwarded for Board consideration and approval.

Betsy Campbell – Full Time Faculty  
North Seattle College

Eileen Murphy – Part Time Faculty  
North Seattle College

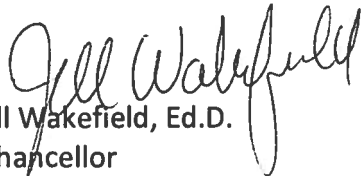
Wendy Price – Administrator  
South Seattle College

Susan Tokheim – Classified  
Seattle Central College

**Recommended Action**

I recommend that the Board approve these nominees to receive the Trustees Lifelong Learning Awards for the 2014-2015 academic year.

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



Jill Wakefield, Ed.D.  
Chancellor

**MEMORANDUM**

**TO:** Board of Trustees  
**FROM:** Jill Wakefield, Chancellor  
**DATE:** July 10, 2014  
**SUBJECT:** Approval of Revisions to the Seattle College District's Associate of Arts Degree

**Background**

The A.A. Degree review process was launched in spring quarter 2013 to identify revisions for an improved degree and enhanced experience for students. A joint A.A. Degree Review Committee was formed, led by Vice Chancellor Carin Weiss. The committee included faculty, academic advisors, union representatives, credentials evaluators and administrators from each college. Many additional faculty members also participated in subcommittees to address particular degree components.

The recommended changes to the A.A. degree, including revisions to the Integrated Studies requirement, electives limitations, and Student Learning Outcomes are shown in the attached document. Faculty endorsed these recommendations in a confidential online advisory vote held June 6 - 13, 2014. Background information is also attached, including a summary of the current degree requirements, the committee's goals for the review, and a timeline of the review process.

The recommended changes to the A.A. Degree were reviewed by the Vice Presidents for Instruction, Chancellor, and Presidents in June 2014, and approved for transmittal to the Board by the Chancellor. Pending final approval by the Board of Trustees on July 10, the new degree is planned to go into effect fall quarter 2014.

Approval at the July meeting will allow information about the revised degree to be included in the fall quarter 2014 class schedules and provide additional time to produce advising materials for students.

**Recommendation**

It is recommended that the Board of Trustees review the proposed recommendations to the Seattle College District's Associate of Arts degree for approval.

Submitted by:



Dr. Carin Weiss  
Vice Chancellor

Transmitted to the Board with a favorable recommendation.



Dr. Jill Wakefield  
Chancellor



## Seattle Colleges A.A. Degree Joint Committee Recommendations

*For review and approval by the Board of Trustees*

### BACKGROUND – A.A. DEGREE REVIEW PROCESS

#### Goals for the A.A. Degree Review

*The A.A. Degree Review Committee developed the following goals to guide the review process.*

***The Seattle Community Colleges A.A. Degree will be . . .***

- Aligned with state policy goals to increase degree completion rates
- Easy for students to understand and follow
- Compatible with transfer requirements
- Compatible with college-wide outcomes
- Structured so it can be implemented consistently at all colleges
- Consistent with requirements at other community colleges in the region

#### A.A. Degree Review Timeline

**Spring/Summer 2013** – Data gathered on changes to ICRC and transfer requirements; comparison of Seattle Colleges A.A. Degree with local area colleges; Meetings with advisors to discuss student A.A. degree experience.

**Fall/Winter 2013** – Joint committee convened to review A.A. degree and develop recommendations; Subcommittees formed to address individual degree components and gain additional faculty input.

**Spring 2014**—Recommendations of committee sent to all faculty via survey to gather feedback and gage support; recommendations revised and sent to all faculty for an advisory vote; Approved by Chancellor, Presidents, and Vice Presidents for Instruction.

### CURRENT A.A. DEGREE REQUIREMENTS AND LEARNING OUTCOMES

#### Current A.A. Degree Requirements

**Total Credits = 90**

##### **Basic Requirements—15 credits**

- English 101 & 102
- Math/Quantitative/Symbolic Reasoning

##### **Distribution Requirements—45 credits**

- 15 credits each in three areas of knowledge

##### **Electives—30 credits**

- Maximum of 15 credits from a combination of human development, library research, and cooperative work experience courses

##### **Special Requirements—Included in the 90 credits**

- Eight credits of Integrated Studies
- One course each of Communication, Global studies, & US Cultures

## **Current Student Learning Outcomes**

### ***Students completing the Associate of Arts degree should:***

1. Have college-level knowledge and skills in critical thinking, quantitative analysis, and written composition.
2. Have college-level mastery of information literacy and technology literacy.
3. Have effective skills for in-person and media-based interactions with individuals and within groups.
4. Understand methods and modes of inquiry specific to traditional and contemporary areas of knowledge in the humanities and arts, natural and physical sciences, mathematics, and the social sciences.
5. Understand the interdisciplinary nature of knowledge.
6. Understand the United States as a multicultural society.
7. Understand the global society and processes of globalization from mostly, but not exclusively, non-Western and indigenous perspectives.

## **COMMITTEE RECOMMENDATIONS**

*Four recommendations, developed by the A.A. Degree Review Committee, are ready for your review and consideration. Attached you will find a copy of the all-faculty advisory vote results. A summary of the recommendations and faculty support is as follows:*

**Recommendation 1: One integrated learning experience will be required; there will no longer be an eight credit minimum requirement.** This recommendation is based on feedback that the current eight credit minimum requirement is a barrier to students, inhibiting completion of the degree (77% of faculty voted "yes.").

**Recommendation 2: The Integrated Studies Requirement will be waived for students transferring in with 65 credits or more.** This recommendation is based on feedback from advisors that students transferring in with 65 credits or more have less than two quarters left to finish the degree, and waiving the IS requirement will help them graduate on time (85% of faculty voted "yes.").

**Recommendation 3: Remove credit limitations for Human Development, Library Research and Cooperative Work Experience within the 15-credit category for restricted electives.** The committee found that credit limitations in this category were not necessary for transfer, required by the ICRC, or aligned with A.A. degree requirements throughout the state system (83% of faculty voted "yes.").

**Recommendation 4: Revise learning outcomes to reflect learning outcomes at all colleges.** A subcommittee developed 12 Learning Outcomes, culled to represent the college-wide learning outcomes of each college, and adapted from the Association of American Colleges & Universities VALUES Rubrics (66% of faculty voted "yes.").

## **Revised Student Learning Outcomes**

- 1. Communication (Reading, Oral or Signed, Written, Other Forms of Expression):** Explain meaning of written work, presentations, arts, and media in different contexts and present oral, signed, written, or other forms of expression to increase knowledge, foster understanding, or promote change in an audience.
- 2. Critical Thinking, Inquiry and Analysis, and Problem Solving:** Explore issues, ideas, phenomena, and artifacts to define and articulate problems or to formulate hypotheses. Analyze evidence to formulate an opinion, identify strategies, develop and implement solutions, evaluate outcomes, and/or draw conclusions.
- 3. Global Learning and Intercultural Knowledge and Competence:** Critically analyze complex, interdependent, national and global systems, and their legacies and implications, regarding the distribution of power. Reflect on how one's position in these systems affects both local and global communities. Apply a set of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.
- 4. Quantitative Literacy:** Reason and solve quantitative problems in a wide array of contexts and use quantitative evidence to develop and communicate sound arguments.
- 5. Creative Thinking:** Synthesize existing ideas, images, or expertise in original ways.
- 6. Information Literacy:** Identify, locate, and evaluate needed information in a complex and changing environment. Effectively and responsibly use that information to develop ideas, address issues, and solve problems.
- 7. Technology Literacy:** Effectively and critically evaluate, navigate, and use a range of digital technologies.
- 8. Integrative Learning:** Connect disciplinary and divergent ideas across contexts by synthesizing and transferring integrative learning principles to complex situations within and/or beyond the classroom.
- 9. Collaboration:** Work effectively with others to learn, complete tasks, and pursue common goals that shape, influence, and benefit the individual and/or society.
- 10. Ethical Reasoning:** Examine, assess, and articulate core beliefs and values, and apply that knowledge to analyze and evaluate complex ethical situations from various perspectives.
- 11. Civic Engagement:** Promote the quality of life in the civic community through actions that enrich individual life and benefit the community.
- 12. Foundations and Skills for Life-long Learning:** Transfer previous learning to new situations, reflect on learning experiences, and initiate steps to apply effective learning strategies to improve and expand knowledge, skills, and competence.

TO: Chair of the Seattle College District Board of Trustees and Members of the Board of Trustees

FROM: Jill Wakefield, Ed.D.

Date: July 10, 2014

SUBJECT: New Bachelor of Applied Science Degrees

**Background**

The Seattle Colleges continue to offer and develop applied baccalaureate degrees to extend educational pathways and expand career opportunities in technical fields. The Seattle College Board of Trustees has previously approved the following eight BAS degrees:

- Hospitality Management (South)
- Applied Behavioral Science (Central)
- International Business (North)
- Allied Health Sciences (Central)
- Registered Nurse –Bachelors (Central)
- Application Development (North)
- Professional-Technical Teacher Education (South)
- Sustainable Building Science Technology (South)

This is a request for Board approval of two additional BAS degrees under development.

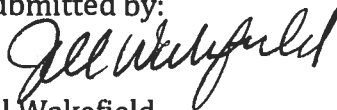
- Property Management (North)
- IT Network (Central)

The attached documents provide an overview of each of these degrees.

**Recommended Action**

It is the recommendation of the administration that the Seattle College District Board of Trustees approve these two applied baccalaureate degrees in Property Management at North Seattle College and IT Network at Seattle Central College.

Submitted by:

  
Jill Wakefield  
Chancellor

## **APPLIED BACCALAUREATE DEGREE PLAN**

**Title:** Property Management

**College:** North Seattle College

**Description:** North Seattle College is developing an applied baccalaureate degree for Seattle District students to help meet the significant state and local demand for property managers. **This new degree would provide the only baccalaureate educational pathway in the Northwest** for students and incumbent workers seeking a career or interested in advancing their career in corporate, residential, commercial, mixed-use, not-for profit, or public sector property management.

Land use policy, changes in consumer tastes, transportation investments, and corporate siting decisions (e.g., Amazon, Adobe, Google, Microsoft, and biotech/global health) are all converging toward greater urban density in the Seattle metropolitan area. This has led to the construction on residential and mixed commercial/residential properties in close proximity to downtown locations. Each of these properties requires property management services. The prospect is for continued development of high density properties and ongoing need for property managers. Nearly three-fourths of all property managers in Washington State have some post-secondary education and 35% have a Bachelor's degree or higher. Nearly thirty percent have an Associate degree or long-term certificate.<sup>1</sup>

**Target Students:** The primary prerequisite for the program will be the combination of a two-year Real Estate professional-technical transfer degree and preferred work experience in the degree-related occupation. We expect that many students will come directly out of industry, many with some college experience or a degree. We plan to enroll approximately 25 students a year.

**Feeder Programs:** This program is designed to build upon the Real Estate transfer Associate degree offered by North Seattle College and its Property Management certificate program. Additional students will come from other AAS and AAS-T related programs across the state such Construction Management at Bellingham, Clover Park, Pierce, Clark, and Edmonds.

**Job Demand:** According to EMSI, Inc. demand for Property, Real Estate, and Community Association Managers (SOC 11-9141) in King County is forecast to grow by over 17% in the next ten years (2013-2023). Annual job openings for the period are forecast at 598 jobs. Current estimates are that 42% of existing property managers are 55 and older, so turnover will drive much of the job openings in addition to new property development. Median hourly earnings are \$24.60 (\$51,000/year). Property management positions are resistant to layoffs during business cycle retractions.

**Status/Timeline:** North Seattle College attained baccalaureate level candidacy status from Northwest Commission on Colleges and Universities in 2013, and will submit all required information and obtain necessary State and accreditation approvals to begin offering upper division classes in Property Management beginning fall 2015.

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<sup>1</sup> Analysis of 2009-11 ACS Census data by the Washington Student Achievement Council, provided to North Seattle College.

## APPLIED BACCALAUREATE DEGREE PLAN

**Title:** IT Network

**College:** Seattle Central College

**Description:** Seattle Central College prides itself on offering top-of-the-line Certificate and AAS-T programs for Network Design & Administration, preparing graduates for entry-to-mid-level jobs with a CCNA certification as well as supplemental skills to make them valued by any employer. Our goal, using these programs as a foundation, is to provide incumbent workers, low-level workers or those just starting out in IT with the ability to enter the IT Network BAS at the most appropriate point (based on educational status and work experience) to fill the growing industry demand for licensed CCNP professionals with skills in PERL, advanced programming languages, and mobile application security.

**Target Students:** This program will target students and incumbent workers with AAS and AAS-T degrees in the networking design and administration field. The degree is designed to build on the experience and skillsets of individuals who have industry certifications such as Microsoft SQL and SharePoint.

**Feeder Programs:** This program is designed to build upon the Network Design & Administration Associate degree offered at Seattle Central as well as other AAS and AAS-T computer networking programs being offered at colleges across the state.

**Job Demand:** The job demand is outlined in the following labor market data from O\*Net:

Job Title	Median Wage (2011)	Projected Growth			Job Openings
NETWORK AND COMPUTER SYSTEMS ADMINISTRATORS	\$34.70	2010 9,935	2020 11,943	Percentage Change +20%	390
COMPUTER SYSTEMS ANALYSTS	\$41.57	2010 13,287	2020 16,804	Percentage Change +27%	630
COMPUTER NETWORK ARCHITECTS	\$40.16	2010 11,586	2020 14,394	Percentage Change +24%	470
COMPUTER SYSTEMS ENGINEERS/ARCHITECTS	\$39.89	2010 6,426	2020 8,196	Percentage Change +28%	310

**Status/Timeline:** Seattle Central College is one of three colleges that received approval in 2008 from the Washington State Board of Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB) to offer community college BAS degrees in Washington State and has attained baccalaureate level accreditation by the Northwest Commission on Colleges and Universities.

The IT Networking BAS has received Cabinet approval and has plans to submit the Statement of Need by September 2014, the final proposal by July 2015, with a target of Fall 2016 to begin offering classes.



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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:** Kurt R. Buttleman  
**DATE:** July 10, 2014  
**SUBJECT:** Local Government Investment Pool (LGIP) - 2014 Resolution

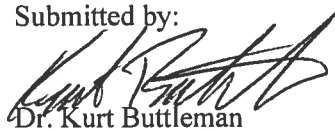
In an effort to provide more clarity with respect to how the Local Government Investment Pool operates, and as a result of the recently amended WACs, the Washington State Treasurer has created a prospectus and is distributing to all investors in the LGIP.

As a result of the release of this prospectus it is important that each local government investing in the LGIP completes an updated Resolution, which I have attached, that acknowledges that the governmental body responsible for overseeing or making investment decisions has read and understands the prospectus.

### Recommendation

It is the recommendation of the administration for the Board of Trustees to approve the proposed, revised, Local Government Investment Pool (LGIP) Resolution for 2014 as attached.

Submitted by:



Dr. Kurt Buttleman  
Vice Chancellor of Finance & Technology

Transmitted to the Board with a favorable recommendation.



Dr. Jill Wakefield  
Chancellor



RESOLUTION AUTHORIZING INVESTMENT  
OF SEATTLE COLLEGES MONIES IN THE  
LOCAL GOVERNMENT INVESTMENT POOL

WHEREAS, pursuant to Chapter 294, Laws of 1986, the Legislature created a trust fund to be known as the public funds investment account (commonly referred to as the Local Government Investment Pool (LGIP)) for the contribution and withdrawal of money by an authorized governmental entity for purposes of investment by the Office of the State Treasurer; and

WHEREAS, from time to time it may be advantageous to the authorized governmental entity, Seattle Colleges, the "governmental entity", to contribute funds available for investment in the LGIP; and

WHEREAS, the investment strategy for the LGIP is set forth in its policies and procedures; and

WHEREAS, any contributions or withdrawals to or from the LGIP made on behalf of the governmental entity shall be first duly authorized by the Seattle Colleges Board of Trustees, the "governing body" or any designee of the governing body pursuant to this resolution. or a subsequent resolution; and

WHEREAS the governmental entity will cause to be filed a certified copy of said resolution with the Office of the State Treasurer; and

WHEREAS the governing body and any designee appointed by the governing body with authority to contribute or withdraw funds of the governmental entity has received and read a copy of the prospectus and understands the risks and limitations of investing in the LGIP; and

WHEREAS, the governing body attests by the signature of its members that it is duly authorized and empowered to enter into this agreement, to direct the contribution or withdrawal of governmental entity monies, and to delegate certain authority to make adjustments to the incorporated transactional forms, to the individuals designated herein.

NOW THEREFORE, BE IT RESOLVED that the governing body does hereby authorize the contribution and withdrawal of governmental entity monies in the LGIP in the manner prescribed by law, rule, and prospectus.

BE IT FURTHER RESOLVED that the governing body has approved the Local Government Investment Pool Transaction Authorization Form (Form) as completed by Dr. Kurt R. Buttleman and incorporates said form into this resolution by reference and does hereby attest to its accuracy.





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BE IT FURTHER RESOLVED that the governmental entity designates Dr. Kurt R. Buttleman, Vice Chancellor for Finance & Technology, the “authorized individual” to authorize all amendments, changes, or alterations to the Form or any other documentation including the designation of other individuals to make contributions and withdrawals on behalf of the governmental entity.

BE IT FURTHER RESOLVED that this delegation ends upon the written notice, by any method set forth in the prospectus, of the governing body that the authorized individual has been terminated or that his or her delegation has been revoked. The Office of the State Treasurer will rely solely on the governing body to provide notice of such revocation and is entitled to rely on the authorized individual’s instructions until such time as said notice has been provided.

BE IT FURTHER RESOLVED that the Form as incorporated into this resolution or hereafter amended by delegated authority, or any other documentation signed or otherwise approved by the authorized individual shall remain in effect after revocation of the authorized individual’s delegated authority, except to the extent that the authorized individual whose delegation has been terminated shall not be permitted to make further withdrawals or contributions to the LGIP on behalf of the governmental entity. No amendments, changes, or alterations shall be made to the Form or any other documentation until the entity passes a new resolution naming a new authorized individual; and

BE IT FURTHER RESOLVED that the governing body acknowledges that it has received, read, and understood the prospectus as provided by the Office of the State Treasurer. In addition, the governing body agrees that a copy of the prospectus will be provided to any person delegated or otherwise authorized to make contributions or withdrawals into or out of the LGIP and that said individuals will be required to read the prospectus prior to making any withdrawals or contributions or any further withdrawals or contributions if authorizations are already in place.

PASSED AND ADOPTED by the Board of Trustees of the Seattle Colleges, State of Washington, on this 10th day of July 2014.

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Dr. Jill A. Wakefield  
Chancellor  
Seattle Colleges District VI

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Albert Shen  
Chair, Board of Trustees  
Seattle Colleges District VI

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**LOCAL GOVERNMENT  
INVESTMENT POOL**

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**Prospectus**

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**January 2014**



***James L. McIntire***  
***Washington State Treasurer***

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## I. The LGIP

The Local Government Investment Pool (the "LGIP") is an investment pool of public funds placed in the custody of the Office of the Washington State Treasurer (the "State Treasurer") for investment and reinvestment as defined by RCW 43.250.020. The purpose of the LGIP is to allow eligible governmental entities to participate with the state in the investment of surplus public funds, in a manner that optimizes liquidity and return on such funds. In establishing the LGIP, the legislature recognized that not all eligible governmental entities are able to maximize the return on their temporary surplus funds, and therefore it provided a mechanism whereby they may, at their option, utilize the resources of the State Treasurer to maximize the potential of their surplus funds while ensuring the liquidity of those funds.

The State Treasurer has established a sub-pool within the LGIP whose shares are offered by means of this Prospectus: The LGIP-Money Market Fund (the "LGIP-MMF" or the "Fund"). The State Treasurer has the authority to establish additional sub-pools in the future.

The Fund offered in this Prospectus seeks to provide current income by investing in high-quality, short term money market instruments. These standards are specific to the Fund, as illustrated in the following table. The LGIP-MMF offers daily contributions and withdrawals.

### FUND SNAPSHOT

The table below provides a summary comparison of the Fund's investment types and sensitivity to interest rate risk. This current snapshot can be expected to vary over time.

Fund	Investment Types	Maximum Dollar-Weighted Average Maturity for LGIP-MMF
<b>LGIP-Money Market Fund</b>	Cash	60 days
<b>Current Investments (as of November 1, 2013)</b>	Bank Deposits US Treasury bills Repurchase agreements US Government agency obligations	

### Fees and Expenses

**Administrative Fee.** The State Treasurer charges pool participants a fee representing administration and recovery costs associated with the operation of the Fund. The administrative fee accrues daily from pool participants' earnings prior to the earnings being posted to their account. The administrative fee will be paid monthly. In the event that there are no earnings, the administrative fee will be deducted from principal.

The chart below illustrates the operating expenses of the LGIP-MMF for past years, expressed in basis points as a percentage of fund assets.

**Local Government Investment Pool-MMF**  
**Operating Expenses by Fiscal Year (in Basis Points)**

	2006	2007	2008	2009	2010	2011	2012	2013
<i>Total Operating Expenses</i>	<i>1.12</i>	<i>0.96</i>	<i>0.84</i>	<i>0.88</i>	<i>0.64</i>	<i>0.81</i>	<i>0.68</i>	<i>0.87</i>

(1 basis point = 0.01%)

Because most of the expenses of the LGIP-MMF are fixed costs, the fee (expressed as a percentage of fund assets) will be affected by: (i) the amount of operating expenses; and (ii) the assets of the LGIP-MMF. The table below shows how the fee (expressed as a percentage of fund assets) would change as the fund assets change, assuming an annual fund operating expenses amount of \$800,000.

Fund Assets	\$6.0 bn	\$8.0 bn	\$10.0 bn
Total Operating Expenses (in Basis Points)	1.33	1.0	.80

**Portfolio Turnover:** The Fund does not pay a commission or fee when it buys or sells securities (or “turns over” its portfolio). However, debt securities often trade with a bid/ask spread. Consequently, a higher portfolio turnover rate may generate higher transaction costs that could affect the Fund’s performance.

## II. Local Government Investment Pool – Money Market Fund

### Investment Objective

The LGIP-MMF will seek to effectively maximize the yield while maintaining liquidity and a stable share price of \$1.

### Principal Investment Strategies

The LGIP-MMF will seek to invest primarily in high-quality, short term money market instruments. Typically, at least 55% of the Fund’s assets will be invested in US government securities and repurchase agreements collateralized by those securities. The LGIP-MMF means a sub-pool of the LGIP whose investments will primarily be money market instruments. The LGIP-MMF will only invest in eligible investments permitted by state law. The LGIP-MMF will not be an SEC-registered money market fund and will not be required to follow SEC Rule 2a-7. Investments of the LGIP-MMF will conform to the LGIP Investment Policy, the most recent version of which will be posted on the LGIP website and will be available upon request.

### Principal Risks of Investing in the LGIP-Money Market Fund

**Counterparty Credit Risk.** A party to a transaction involving the Fund may fail to meet its obligations. This could cause the Fund to lose the benefit of the transaction or prevent the Fund from selling or buying other securities to implement its investment strategies.

**Interest Rate Risk.** The LGIP-MMF’s income may decline when interest rates fall. Because the Fund’s income is based on short-term interest rates, which can fluctuate significantly over short periods, income risk is expected to be high. In addition, interest rate increases can cause the price of a debt security to decrease and even lead to a loss of principal.

**Liquidity Risk.** Liquidity risk is the risk that the Fund will experience significant net withdrawals of Fund shares at a time when it cannot find willing buyers for its portfolio securities or can only sell its portfolio securities at a material loss.

**Management Risk.** Poor security selection or an ineffective investment strategy could cause the LGIP-MMF to underperform relevant benchmarks or other funds with a similar investment objective.

**Issuer Risk.** The LGIP-MMF is subject to the risk that debt issuers and other counterparties may not honor their obligations. Changes in an issuer's credit rating (e.g., a rating downgrade) or the market's perception of an issuer's creditworthiness could also affect the value of the Fund's investment in that issuer. The degree of credit risk depends on both the financial condition of the issuer and the terms of the obligation. Also, a decline in the credit quality of an issuer can cause the price of a money market security to decrease.

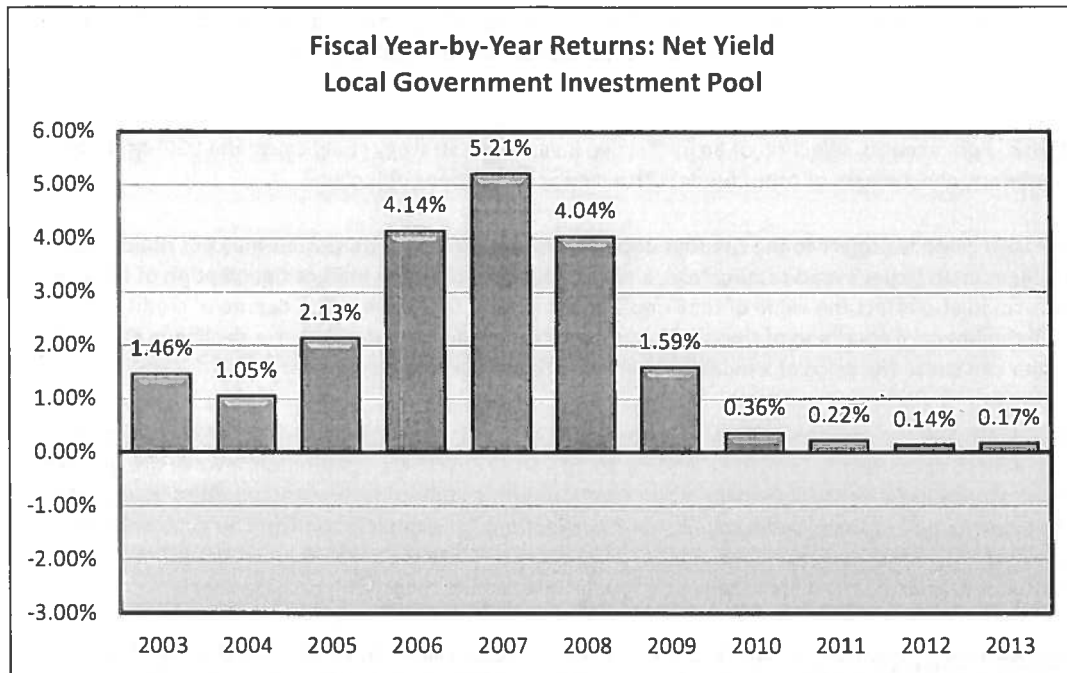
**Securities Lending Risk and Reverse Repurchase Agreement Risk.** The LGIP-MMF may engage in securities lending or in reverse repurchase agreements. Securities lending and reverse repurchase agreements involve the risk that the Fund may lose money because the borrower of the Fund's securities fails to return the securities in a timely manner or at all or the Fund's lending agent defaults on its obligations to indemnify the Fund, or such obligations prove unenforceable. The Fund could also lose money in the event of a decline in the value of the collateral provided for loaned securities or a decline in the value of any investments made with cash collateral.

**Risks Associated with use of Amortized Cost.** The use of amortized cost valuation means that the LGIP-MMF's share price may vary from its market value NAV per share. In the unlikely event that the State Treasurer were to determine that the extent of the deviation between the Fund's amortized cost per share and its market-based NAV per share may result in material dilution or other unfair results to shareholders, the State Treasurer may cause the Fund to take such action as it deems appropriate to eliminate or reduce to the extent practicable such dilution or unfair results.

**An investment in the LGIP-MMF is not a bank deposit and is not insured or guaranteed by the Federal Deposit Insurance Corporation or any other government agency. Although the Fund seeks to preserve the value of investments at \$1 per share, pool participants could lose money by investing in the LGIP-MMF. There is no assurance that the LGIP-MMF will achieve its investment objective.**

## Performance

The following information is intended to address the risks of investing in the LGIP-MMF. The information illustrates changes in the performance of the LGIP-MMF's shares from year to year. Returns are based on past results and are not an indication of future performance. Updated performance information may be obtained on our website at [www.tre.wa.gov](http://www.tre.wa.gov) or by calling the LGIP toll-free at 800-331-3284.



<u>Local Government Investment Pool-Money Market Fund</u>			
<u>Average Accrued Net Yield</u>			
<u>1 Year</u>	<u>3 years</u>	<u>5 years</u>	<u>10 years</u>
0.17%	0.19%	.52%	1.94%

#### Transactions: LGIP-MMF

##### General Information

The minimum transaction size (contributions or withdrawals) for the LGIP-MMF will be five thousand dollars. The State Treasurer may, in its sole discretion, allow for transactions of less than five thousand dollars.

##### Valuing Shares

The LGIP-MMF will be operated using a net asset value (NAV) calculation based on the amortized cost of all securities held such that the securities will be valued at their acquisition cost, plus accrued income, amortized daily.

The Fund's NAV will be the value of a single share. NAV will normally be calculated as of the close of business of the NYSE, usually 4:00 p.m. Eastern time. If the NYSE is closed on a particular day, the Fund will be priced on the next day the NYSE is open.

NAV will not be calculated and the Fund will not process contributions and withdrawals submitted on days when the Fund is not open for business. The time at which shares are priced and until which contributions and withdrawals are accepted is specified below and may be changed as permitted by the State Treasurer.

To the extent that the LGIP-MMF's assets are traded in other markets on days when the Fund is not open for business, the value of the Fund's assets may be affected on those days. In addition, trading in some of the Fund's assets may not occur on days when the Fund is open for business.

#### **Transaction Limitation**

The State Treasurer reserves the right at its sole discretion to set a minimum and/or maximum transaction amount from the LGIP-MMF and to limit the number of transactions, whether contribution, withdrawal, or transfer permitted in a day or any other given period of time.

The State Treasurer also reserves the right at its sole discretion to reject any proposed contribution, and in particular to reject any proposed contribution made by a pool participant engaged in behavior deemed by the State Treasurer to be abusive of the LGIP-MMF.

A pool participant may transfer funds from one LGIP-MMF account to another subject to the same time and contribution limits as set forth in WAC 210.10.060.

#### **Contributions**

Pool participants may make contributions to the LGIP-MMF on any business day. All contributions will be effected by electronic funds transfer to the account of the LGIP-MMF designated by the State Treasurer. It is the responsibility of each pool participant to pay any bank charges associated with such electronic transfers to the State Treasurer. Failure to wire funds by a pool participant after notification to the State Treasurer of an intended transfer will result in penalties. Penalties for failure to timely wire will be assessed to the account of the pool participant responsible.

**Notice.** To ensure same day credit, a pool participant must inform the State Treasurer of any contribution over one million dollars no later than 9 a.m. on the same day the contribution is made. Contributions for one million dollars or less can be requested at any time prior to 10 a.m. on the day of contribution. For all other contributions over one million dollars that are requested prior to 10 a.m., a pool participant may receive same day credit at the sole discretion of the State Treasurer. Contributions that receive same day credit will count, for earnings rate purposes, as of the day in which the contribution was made. Contributions for which no notice is received prior to 10:00 a.m. will be credited as of the following business day.

Notice of contributions may be given by calling the Local Government Investment Pool (800-331-3284) OR by logging on to State Treasurer's Treasury Management System ("TMS"). Please refer to the [LGIP-MMF Operations Manual](#) for specific instructions regarding contributions to the LGIP-MMF.

Direct deposits from the State of Washington will be credited on the same business day.

**Pricing.** Contribution requests received in good order will receive the NAV per unit of the LGIP-MMF next determined after the order is accepted by the State Treasurer on that contribution date.

#### **Withdrawals**

Pool participants may withdraw funds from the LGIP-MMF on any business day. Each pool participant shall file with the State Treasurer a letter designating the financial institution at which funds withdrawn from the LGIP-MMF shall be deposited (the "Letter"). This Letter shall contain the name of the financial institution, the location of the financial institution, the account name, and the account number to which funds will be deposited. This Letter shall be signed by local officials authorized to receive and disburse funds, as described in WAC 210-10-020.



Disbursements from the LGIP-MMF will be effected by electronic funds transfer. Failure by the State Treasurer to wire funds to a pool participant after proper notification to the State Treasurer to disburse funds to a pool participant may result in a bank overdraft in the pool participant's bank account. The State Treasurer will reimburse a pool participant for such bank overdraft penalties charged to the pool participant's bank account.

**Notice.** In order to withdraw funds from the LGIP-MMF, a pool participant must notify the State Treasurer of any withdrawal over one million dollars no later than 9 a.m. on the same day the withdrawal is made. Withdrawals for one million dollars or less can be requested at any time prior to 10 a.m. on the day of withdrawal. For all other withdrawals from the LGIP-MMF over one million dollars that are requested prior to 10 a.m., a pool participant may receive such withdrawal on the same day it is requested at the sole discretion of the State Treasurer. No earnings will be credited on the date of withdrawal for the amounts withdrawn. Notice of withdrawals may be given by calling the Local Government Investment Pool (800-331-3284) OR by logging on to TMS. Please refer to the LGIP-MMF Operations Manual for specific instructions regarding withdrawals from the Fund.

**Pricing.** Withdrawal requests with respect to the LGIP-MMF received in good order will receive the NAV per unit of the LGIP-MMF next determined after the order is accepted by the State Treasurer on that withdrawal date.

**Suspension of Withdrawals.** If the State Treasurer has determined that the deviation between the Fund's amortized cost price per share and the current net asset value per share calculated using available market quotations (or an appropriate substitute that reflects current market conditions) may result in material dilution or other unfair results, the State Treasurer may, if it has determined irrevocably to liquidate the Fund, suspend withdrawals and payments of withdrawal proceeds in order to facilitate the permanent termination of the Fund in an orderly manner. The State Treasurer will distribute proceeds in liquidation as soon as practicable, subject to the possibility that certain assets may be illiquid, and subject to subsequent distribution, and the possibility that the State Treasurer may need to hold back a reserve to pay expenses.

The State Treasurer also may suspend redemptions if the New York Stock Exchange suspends trading or closes, if US bond markets are closed, or if the Securities and Exchange Commission declares an emergency. If any of these events were to occur, it would likely result in a delay in the pool participants' redemption proceeds.

The State Treasurer will notify pool participants within five business days of making a determination to suspend withdrawals and/or irrevocably liquidate the fund and the reason for such action.

## Earnings and Distribution

### LGIP-MMF Daily Factor

The LGIP-MMF daily factor is a net earnings figure that is calculated daily using the investment income earned (excluding realized gains or losses) each day, assuming daily amortization and/or accretion of income of all fixed income securities held by the Fund, less the administrative fee. The daily factor is reported on an annualized 7-day basis, using the daily factors from the previous 7 calendar days. The reporting of a 7-day annualized yield based solely on investment income which excludes realized gains or losses is an industry standard practice that allows for the fair comparison of funds that seek to maintain a constant NAV of \$1.00.

### LGIP-MMF Actual Yield Factor

The LGIP-MMF actual yield factor is a net daily earnings figure that is calculated using the total net earnings including realized gains and losses occurring each day, less the administrative fee.

### **Dividends**

The LGIP-MMF's dividends include any net realized capital gains or losses, as well as any other capital changes other than investment income, and are declared daily and distributed monthly.

### **Distribution**

The total net earnings of the LGIP-MMF will be declared daily and paid monthly to each pool participant's account in which the income was earned on a per-share basis. These funds will remain in the pool and earn additional interest unless withdrawn and sent to the pool participant's designated bank account as specified on the Authorization Form. Interest earned will be distributed monthly on the first business day of the following month.

### **Monthly Statements and Reporting**

On the first business day of every calendar month, each pool participant will be sent a monthly statement which includes the pool participant's beginning balance, contributions, withdrawals, transfers, administrative charges, earnings rate, earnings, and ending balance for the preceding calendar month. Also included with the statement will be the monthly enclosure. This report will contain information regarding the maturity structure of the portfolio and balances broken down by security type.

## **III. Management**

The State Treasurer is the manager of the LGIP-MMF and has overall responsibility for the general management and administration of the Fund. The State Treasurer has the authority to offer additional sub-pools within the LGIP at such times as the State Treasurer deems appropriate in its sole discretion.

**Administrator and Transfer Agent.** The State Treasurer will serve as the administrator and transfer agent for the Fund.

**Custodian.** A custodian for the Fund will be appointed in accordance with the terms of the LGIP Investment Policy.

## **IV. Miscellaneous**

### **Limitation of Liability**

All persons extending credit to, contracting with or having any claim against the Fund offered in this Prospectus shall look only to the assets of the Fund that such person extended credit to, contracted with or has a claim against, and none of (i) the State Treasurer, (ii) any subsequent sub-pool, (iii) any pool participant, (iv) the LGIP, or (v) the State Treasurer's officers, employees or agents (whether past, present or future), shall be liable therefor. The determination of the State Treasurer that assets, debts, liabilities, obligations, or expenses are allocable to the Fund shall be binding on all pool participants and on any person extending credit to or contracting with or having any claim against the LGIP or the Fund offered in this Prospectus. There is a remote risk that a court may not enforce these limitation of liability provisions.

### **Amendments**

This Prospectus and the attached Investment Policy may be amended from time to time. Pool participants shall receive notice of changes to the Prospectus and the Investment Policy. The amended and restated documents will be posted on the State Treasurer website: [www.tre.wa.gov](http://www.tre.wa.gov).

Should the State Treasurer deem appropriate to offer additional sub-pools within the LGIP, said sub-pools will be offered by means of an amendment to this prospectus.

### **LGIP-MMF Contact Information**

Internet: [www.tre.wa.gov](http://www.tre.wa.gov) Treasury Management System/TMS

Phone: 1-800-331-3284 (within Washington State)

Mail:

Office of the State Treasurer  
Local Government Investment Pool  
PO Box 40200  
Olympia, Washington 98504  
FAX: 360-902-9044

## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Dr. Jill Wakefield, Chancellor

**DATE:** July 10, 2014

**SUBJECT:** Educational Master Plan 2015 – 2020: *A Bold New Future*

### Background

This is a preliminary report of the Educational Master Plan for review and discussion by the Board of Trustees. The plan has been under development since the fall of 2013 and proposes 10 strategic directions to meet economic, demographic, and educational trends in the coming years. The plan has been reviewed in consultation with a broad range of Seattle Colleges staff as well as select external partners.

### Recommendation

It is recommended that this item be received as information only.

Submitted by:



Dr. Carin Weiss  
Vice Chancellor

Transmitted to the Board for their information.



Dr. Jill Wakefield  
Chancellor

DRAFT

# Educational Master Plan: A Bold New Future



**MISSION**

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

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Context: Strengths, Opportunities, and Challenges

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- Increase A.A./A.S. Degree Completion
- Enroll More Seattle Public Schools Recent High School Graduates
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- Promote Global Education Experience
- Expand Customized and Contract Training
- Serve as Premier Health Care Training Provider
- Expand Career Pathways

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Implementation Highlights

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## EXECUTIVE SUMMARY

The Seattle Colleges raise the hopes and aspirations of our city's students, employers, and community members. It is our mission *“to provide everyone an excellent education in preparation for a challenging future.”* As the largest community college district in the state, we impact the lives of nearly 50,000 students each year who come from diverse backgrounds seeking a better, fuller life.

We are building on our strengths to meet the challenges ahead. In the coming years, demographic and enrollment shifts will require us to be strategic in recruiting and retaining students and in designing our programs and services. Industry and employer demands highlight growth opportunities in healthcare, business and information technology, and manufacturing. Peers and competitors offering quality programs challenge us to remain innovative while keeping costs low and ensuring an affordable excellent education for all.

This Educational Master Plan asserts 10 strategic directions to address key opportunities and challenges in the next five years. Each direction deliberately attracts and retains students seeking a range of educational or career goals. Implementation and resource development needs are also highlighted with preliminary identification of timelines, lead implementers, and priority levels.

The plan includes the ideas and strategic advice from district-wide working groups, administration leaders, attendees of forums held at each college, faculty labor leaders, and external business and community stakeholders. Data and research have also informed not only educational programs but also past trends and future projections.

This plan provides guidance and direction for the new future ahead of us. The Seattle Colleges: North Seattle College, Seattle Central College, South Seattle College and Seattle Vocational Institute are eager to work together, with business and community partners, to realize a diverse and vibrant city. Today, as over the past 40 years, the Seattle Colleges stand as pioneers in developing bold approaches to meet the educational and career needs of all those seeking to enrich their lives and contribute to a prosperous community.

### EDUCATIONAL MASTER PLAN 10 STRATEGIC DIRECTIONS

1. Develop New Programs to Meet Student and Industry Needs
2. Expand Flexible Instructional Options Including Online
3. Increase A.A./A.S. Degree Completion
4. Enroll More Seattle Public Schools Recent High School Graduates
5. Transition Adult Basic Education Students to Workforce
6. Scale Student Success Initiatives
7. Promote Global Education Experience
8. Expand Customized and Contract Training
9. Serve as Premier Health Care Training Provider
10. Expand Career Pathways

## PURPOSE OF EDUCATIONAL MASTER PLAN

The purpose of the Educational Master Plan is to provide broad, forward looking guidance for Seattle Colleges' educational programs and services to meet the emerging educational needs of the community. Specifically, the plan addresses the forecasted enrollment challenges confronting the colleges, the changing economic and demographic profile of the community, and the emergence of new delivery models in the education sector. The plan presents a framework for future action and ideally supports the ongoing innovative work of each of the three colleges, while providing attention to new areas of opportunity and growth.

The Educational Master Plan is aligned with the current 2010 to 2015 Seattle Colleges District-wide Strategic Plan.<sup>1</sup> Central to both plans are the themes of student success, partnerships, and innovation. Select goals and objectives outlined in the Strategic Plan are highlighted throughout the Master Plan and targeted for increases or attainment. A priority objective of both plans is to boost state-funded enrollments measured as annualized FTES for the district. Other common goals include programs to meet industry workforce needs and innovative instructional options for students. While the Strategic Plan addresses these and other aspects of the district, such as college operations and efficiency, the Master Plan emphasizes educational enrollment, instruction, programs, and completion. Both the Educational Master Plan and the District-wide Strategic Plan are intended to work in tandem and to support, ultimately, the success of all students served by Seattle Colleges.

Finally, the Educational Master Plan helps inform and prioritize Seattle Colleges' fundraising efforts. As of spring of 2014, Seattle College District is nearing completion of a planning phase for future advancement efforts. Part of the planning phase includes conducting and reviewing research on funding priorities that support the district's educational goals. The Educational Master Plan will inform the direction of institutional advancement efforts and help prioritize programs, services, or other efforts requiring additional resources.

### PURPOSE OF EDUCATIONAL MASTER PLAN

To build on our culture of  
innovation by expanding  
instructional programs and  
student success initiatives  
to meet enrollment targets  
and serve the larger  
community



## CONTEXT: OUR STRENGTHS

**Student composition and diversity.** The mission of the Seattle Colleges is *“to provide excellent, accessible educational opportunities to prepare students for a challenging future.”* Fulfilling this mission requires comprehensive and diverse approaches to meet the needs and aspirations of Seattle Colleges’ students. The Seattle Colleges comprise the largest, most diverse community college district in Washington State. Notably, the Seattle Colleges enroll a significant number of adults in workforce education as well as students seeking flexible education arrangements through eLearning and distance learning platforms.

**New models for student success.** Each year, the Seattle Colleges touch the lives of nearly 50,000 students. The colleges send more students, including students of color, to the University of Washington than any other community college district in Washington State. In 2012-13, 4,396 degrees were awarded across more than 135 academic and workforce education programs. The Seattle Colleges offer a range of degrees including: Associate of Arts, Associates of Science, Associate of Applied Science, Certificates, and the Bachelor of Applied Science (B.A.S.). The B.A.S. enables students to pursue expanded career opportunities. The range of degrees reflects the colleges’ emphasis on academics, workforce preparation and training, and skill building.

**Industry and community partnerships.** In 2010, the annual economic impact of the Seattle Colleges was \$1.1 billion dollars.<sup>2</sup> The estimated economic impact includes wages and benefits paid to employees, goods and services purchased in the community, and increased earnings of its graduates. Every year students leave the Seattle Colleges and join the regional workforce. Their added skills translate to higher incomes and a more robust King County economy.

**Global experience.** The Seattle Colleges serve metropolitan Seattle and surrounding communities. Since their founding 40 years ago, the Seattle Colleges have educated more than a million and a half students. The Seattle Colleges reflect the city’s vibrant culture of entrepreneurship and start-ups, ranging from software to aviation, food and beverage, retail giants and more. The colleges are hubs of their communities and centers for change in the region. More than 4,000 international students attend the Seattle Colleges each year and join domestic students, faculty, and staff to create a global educational experience.

### SEATTLE COLLEGES AT-A-GLANCE

Attendance 2012-13	45,857
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#### Fall 2013 Profile

Median age	29
Ethnic diversity	51%
With BA or higher	18%
Employed	53%
With dependents	27%
Full-time/part-time	41%/59%

#### Programs

College Transfer	37%
Workforce Education	37%
Basic Skills	18%
Pre-College	8%

#### Special Enrollments 2012-13

eLearning	12,802
International	4,218
Worker Retraining	1,989
Running Start	913

## CONTEXT: OPPORTUNITIES

**Economic.** Based on a recent environmental scan and analysis of external economic and labor market trends by Washington State University,<sup>3</sup> industries projected for growth in King County in the next ten years include: health care; business, information technology, and management; and construction.<sup>4</sup> Additional data from the State Board of Community and Technical Colleges confirm these trends and identify King County's top five occupations in 2014 as: software developers, computer-related occupations, registered nurses, marketing managers, and web developers.<sup>5</sup> High-demand occupations in King County commonly requiring an A.A. *degree* are: registered nurse, computer user support, preschool teacher, paralegal, and computer network support.<sup>6</sup> The top occupations requiring a *certificate* were: certified registered nurse, commercial driver, basic life support (for Emergency Medical Technicians, EMT), certification in cardiopulmonary resuscitation, and certified public accountant.<sup>7, 8</sup>

**Demographic.** Changes in local demographics present new and vital opportunities for Seattle Colleges. Projections show steady, slight growth among 35 to 39 year olds in King County.<sup>9</sup> Increases are also expected among 15 to 19 year olds, many of whom are enrolled in Seattle area high schools.<sup>10</sup> With the strong rise of these age group cohorts, targeting recruitment to match growth and structuring programs to fulfill interests will help improve enrollment as well as certificate and degree completion.<sup>11</sup> While specific strategies will serve these groups well, new and enhanced programs and services will also improve the experiences of students from all backgrounds.<sup>12, 13, 14</sup>

- *Working Adults.* In 2012-13, the district enrolled 45,857 students. More than half were working adults. Of those students, 59 percent were employed part-time, and 41 percent were employed full-time. About 10 percent (4,372) were in the 35 to 39 year age range. With the projected population growth in 35 to 39 year old age range, the Seattle Colleges have an opportunity to enroll and serve a greater proportion of the working adult population.
- *Seattle Public Schools.* In 2012-13, 16 percent (7,164) of Seattle Colleges' students were under 20 years old. Among the 2,409 graduates from Seattle Public Schools in 2009, about 522 enrolled in one of the Seattle Colleges.<sup>15, 16</sup> Another 379 came from other Seattle area school districts. Nearly half of mid-range GPA students from Seattle Public Schools enroll in a Washington state 2-year college. While high school graduates choose to enroll at a wide-range of post-secondary institutions, including 4-year, private, and out-of-state schools, the Seattle Colleges have an opportunity to attract a greater number of Seattle area high school students.

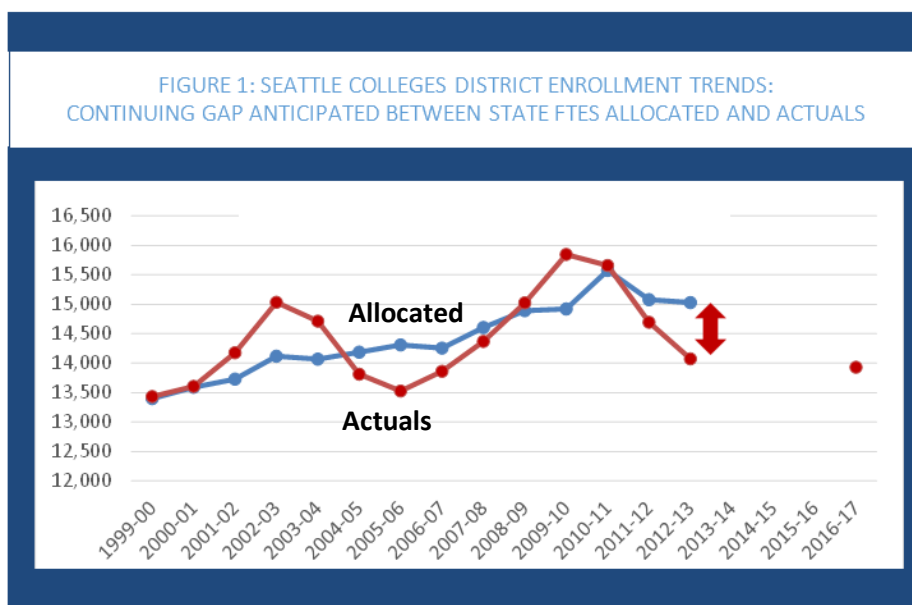
**Educational trends.** Perhaps the dominant trend in education is the demand-supply gap for postsecondary education. In Washington State, by 2018, 677,000 of the expected 1 million job vacancies will require postsecondary credentials, according to the Center on Education and the Workforce at Georgetown University.<sup>17</sup> The supply of credentialed workers is insufficient. In 2011, of nearly 926,000 adult Washingtonians, 25 percent had gone to college but lacked either a two- or four-year degree.<sup>18</sup> These "some college-no degree" adults, many of whom are working adults, should be encouraged to complete. A second important educational trend is the development of online education tools and the

demand for distance and “eLearning” opportunities. Leading funders and developers of postsecondary innovation, such as the Bill & Melinda Gates Foundation and the League for Innovation in the Community College, have emphasized the importance of customizing learning to meet students’ needs and ensuring access to online learning opportunities.<sup>19, 20</sup>

## CONTEXT: CHALLENGES

**Enrollment.** The Seattle Colleges as well as community colleges throughout Washington are facing decreasing enrollment. The Seattle Colleges face a significant shortage of FTES (full time equivalent students) in the next five years and potentially beyond (Figure 1). The Office of Financial Management predicts that in 2017, expected enrollments will not increase relative to 2013 numbers. In 2012-13, the district fell short by 959 FTES of state allocations. The Seattle Colleges, through this Educational Master Plan, intend to add 1,000 new FTES by 2017-18.

**Financial.** State funding has declined by more than 20 percent over the recent past and is projected to continue to decrease. Simultaneously, tuition has increased steadily in the last decade and has reached double-digit increases in the last two years<sup>21</sup> (Figure 2). On a positive note, tuition at the Seattle Colleges is expected to hold steady in 2014-15. Increasing financial pressures require greater organizational alignment, targeted uses of resources, and demonstration of return-on-investment to enrolled students.



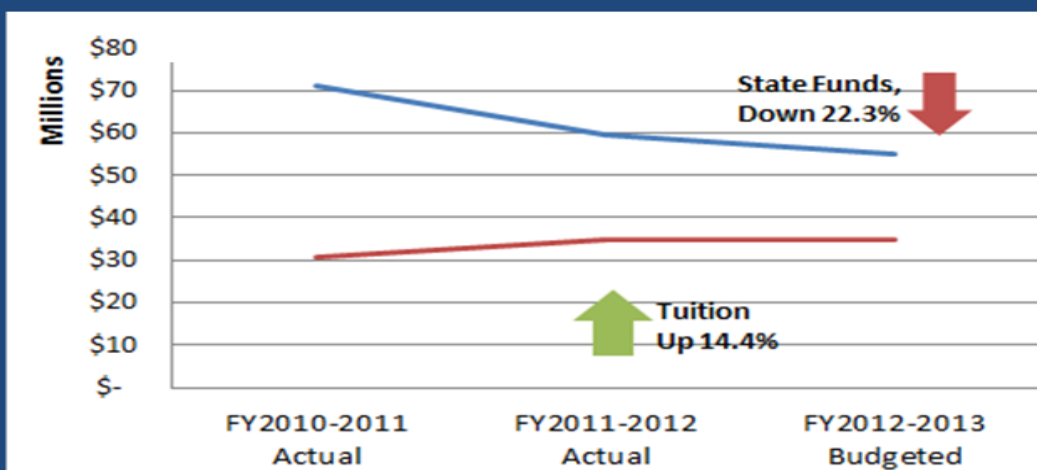
**Degree completion.** Completion rates for Seattle Colleges’ students are lower than the state system; however, completion rates across the state as a whole are low.<sup>22</sup> Based on a fall 2008 cohort analysis, completion among Seattle Colleges students is slightly lower than the state, 20 percent compared to 24 percent. Looking at a fall 2009 cohort, completion rates increased but still remained lower than the state, 27 percent compared to 30 percent.<sup>23</sup> Educational strategies need to address key factors inhibiting degree completion.

**Peer Institutions.** Other postsecondary education institutions in geographic proximity have comparable numbers of students and educational programs. Examples of similar programs are healthcare and business/IT; for example, peer institutions offer B.A.S. degrees in healthcare (nursing), IT, and data analytics. Overlap also exists between the Seattle Colleges and peer institutions in terms of online learning options, with online offerings in healthcare, business/IT, and accounting. Given the growing population of incumbent workers seeking career upgrades, peers are targeting working adults with evening or weekend options. Other peers have state-funded centers of excellence in IT and public safety and a training center with more than a thousand customized training modules to meet business partners' needs.

## SUMMARY

Considering the strengths of Seattle Colleges, opportunities that are emerging in the changing environment, and the challenges presented by the economy and peers within the sector, an educational master plan that best positions the colleges is needed now more than ever. The Seattle Colleges need to leverage their collective size, diversity of program offerings, online instructional capacities, partnerships with businesses, and access to global resources and perspectives to remain competitive.

FIGURE 2: STATE FINANCING TRENDS:  
FUNDING DECREASING AND TUITION INCREASING



## STRATEGIC DIRECTIONS

The Educational Master Plan presents 10 recommended strategic directions for Seattle Colleges. Based on a review of strengths, opportunities, and challenges, the proposed strategic directions will ensure the colleges are best positioned in the future to provide excellent, accessible educational opportunities for all students.

The following sections highlight each of the 10 strategic directions and their contexts, programs and services, and recommended actions. Exemplary and illustrative efforts at each of the colleges – Seattle Central College, South Seattle College, North Seattle College, and Seattle Vocational Institute – are presented within the relevant strategic directions. Particular attention is given to student markets, their needs, and the program attributes that are likely to not only attract them but also help them achieve success at the colleges.

Finally, given the urgency to meet state allocated FTES, estimates are provided of new additional annualized FTES generated by select strategic directions. Because strategic directions are sometimes overlapping, FTES estimates are not mutually exclusive and should not be summed. They are included to provide an approximation of the potential for a strategic direction to contribute to meeting state allocations.

Recommendations were developed in consultation with key administration and faculty leaders already working in these areas. Action steps were also informed by College Outreach Forums held at each of the three colleges during the spring of 2014. More than 150 college stakeholders attended these forums and provided input in-person and online. External advisors to the Chancellor as well as internal management and executive staff at the district office also contributed to the development of the plan.

Implementation and budgeting highlights are provided at the conclusion. A separate document entitled *“Educational Master Plan: Implementation Roadmap”* is under development to provide additional details with respect to timeline, responsibilities, and resource requirements.

## 10 STRATEGIC DIRECTIONS

1. Develop New Programs to Meet Student and Industry Needs
2. Expand Flexible Instructional Options Including Online
3. Increase A.A./A.S. Degree Completion
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8. Expand Customized and Contract Training
9. Serve as Premier Health Care Training Provider
10. Expand Career Pathways

## 1. Develop New Programs to Meet Student and Industry Needs

*Context.* Growth in key industries, changing demographics, and decreasing enrollment trends in the Seattle metropolitan area require the Seattle Colleges to enhance existing programs and develop new ones to meet industry needs and student interests. Industries predicted for growth include health, business and information technology, and manufacturing. Growth in the working adult student population also requires programs designed for career advancement. Furthermore, the Seattle College District estimates the need for 1,100 *new* FTES to meet state allocations. New degree and certificate programs to be enhanced or developed by the 2018-19 academic year are estimated to add over 1,000 new annualized FTES (Appendix, Table 1).

*Current efforts.* The Bachelor of Applied Science (B.A.S.) is an innovative 4-year degree that prepares students for career advancements. Furthermore, the B.A.S. degree meets the needs of working adults who are place-bound with responsibilities such as families, homes, and jobs. Early research shows strong employment and earning gains among first graduates across the state.<sup>24</sup> The degree is designed to help workers advance in their careers and position them to earn promotions.

Seattle Colleges' first B.A.S. pilot program in Hospitality Management was launched at South Seattle College in 2006; another early program was Seattle Central College's Applied Behavioral Science B.A.S. These and other B.A.S. programs were recognized by the League for Innovation in the Community College for including scheduling, curricular, and social support adaptations to enable student completion.

Emerging and possible future projects to consider for future planning are: 1) a Center for Professional Advancement for Working Adults that would help adults navigate offerings to meet their certification, degree or professional needs, and 2) University Centers at the Seattle Colleges that would partner with other B.A. granting institutions and provide instruction on campus so that students do not need to relocate and can earn degrees in disciplines while increasing FTES and transfers.

### *Recommendations for action*

1. Develop B.A.S. degrees in 13 program areas in health, business/IT/management, manufacturing, maritime, and education industries.
2. Develop A.A.S. degrees in 7 program areas of medical billing and coding, paralegal, and maritime technology.
3. Develop new Long- and Short-term Certificates in allied health, manufacturing, and maritime industries.
4. Secure funding and faculty resources to implement new or enhanced programs
5. Explore establishing a Center for Professional Advancement for Working Adults that would help adults navigate offerings to meet their certification, degree or professional needs.

### STUDENT MARKETS

- Working adults
- Adults with some college, no degree
- High school graduates

## 2. Expand Flexible Instructional Options, Including Online

*Context.* Throughout the nation and among regional peer institutions, fully online or hybrid courses are increasingly being offered. eLearning courses across the Washington State Community and Technical College system have grown substantially over the past five years, with FTES increasing by 72 percent.<sup>25</sup> Enrollments at the Seattle Colleges in eLearning averaged about 1,725 state-funded FTES in the recent past and have increased by 14 percent over the last five years.<sup>26</sup> Based on plan estimates, new FTES for eight planned fully online degree programs will be about 130 by 2018-19 (Appendix, Table 2).

*Current efforts.* The Seattle Colleges currently offer six online and 12 mostly online certificates and Associate Degrees, primarily in business, accounting, and information technology. Opportunities exist to streamline and coordinate across the district to offer a greater diversity of options, including B.A.S. degrees. Several existing programs are candidates for conversion to a fully online format. These programs have qualified faculty, high growth, and high job placements. Examples are: Certificate of Accountancy A.A.S. (North), Health Care Management B.A.S. (Central), and Hospitality Management B.A.S. (South).<sup>27</sup> Launched this past year at North Seattle College, the “Hybrid Evening AA/AB Degree Program” blends evening class meetings with online activities and assignments.

At North Seattle College, the “**North Blend**” gives students with work and personal obligations the opportunity to complete an A.A. degree in two years by attending evening sessions three nights a week with the rest of the time spent in online activities and traditional homework sessions. Seattle Central College has created the Center for Extended Learning to offer more hybrid classes to give students and instructors more flexibility. A competency-based A.A. degree in business, entirely online and transferrable to Washington public four-year colleges, is now being piloted. The program is designed for adults who already have been working for a few years.<sup>28</sup> eLearning courses are well-suited for working adults and professionals seeking to upgrade their skills or complete a certificate or degree and desiring cost- and time-effective ways to completion.

### *Recommendations for action*

1. Strategically market and brand online and hybrid programs to working adults and professionals seeking to upgrade skills or complete certificates and degrees; “flexibility for all.”
2. Standardize college websites to include identifiable graphics, badges, and other visual markers for online programs; retain and honor unique college identities; develop common messages.
3. Develop pooled-enrollment to make it easy for students to take online courses at all colleges.
4. Provide students with a comprehensive eLearning class schedule that features all eLearning classes offered within the Seattle Colleges.
5. Provide professional development to faculty teaching online.

### STUDENT MARKETS

- Working adults seeking career advancement
- Some college, no degree
- Academic transfer students

### 3. Increase Associate of Arts (A.A.) and Associates of Science (A.S.) Degree Completion

*Context.* Students come to the Seattle Colleges with a range of intentions, including transferring to a 4-year institution, pursuing a degree, gaining skills to advance in work or a career, or pursuing lifelong learning. For those seeking a degree, the Seattle Colleges aspire to ensure students are well prepared and are advised of the steps needed to progress in their education. Of those enrolling at the Seattle Colleges in the fall of 2013, more than one-third (37 percent) intended to transfer.<sup>29</sup> However, state-wide transfer rates within two years among students intending to transfer are less than 20 percent.<sup>30</sup> Furthermore, less than a quarter (20 percent) of Seattle Colleges' students complete a certificate or degree within four years.<sup>31</sup> State trends are similarly low.

*Current efforts.* Current efforts to boost degree completion include a combination of advising, enhanced scheduling options, financial assistance, and student support programs. Continuing our enhanced advising efforts will help students understand the benefits of degree completion. A recent study found that students with A.A. or A.S. transfer degrees are more likely to obtain a bachelor's degree within four to six years than students without an A.A. or A.S. degrees.<sup>32</sup> Similar findings have been reported for students in Washington State.<sup>33</sup> Furthermore, obtaining an A.A. or A.S. degree provides economic benefits, especially if students do not eventually obtain a B.A. degree.<sup>34</sup> Advising efforts will continue to emphasize the benefits of degree completion. Furthermore, scheduling arrangements are currently being reviewed to ensure the possibility of timely completion as well as flexible options for completing on-time.

An emerging direction is "specializations" where students are encouraged to make early decisions toward specialty areas of emphasis to speed certificate or degree attainment (e.g., global health, global studies, and sustainable agriculture). The Ready-Set-Transfer (RST) program is an example of this model, designed to support success in STEM fields. RST students exhibit higher retention rates because of access to learning communities, peer mentoring, academic support, faculty mentors, seminars, and guest speakers. All three colleges have RST Academies.

#### *Recommendations for action*

1. Advise students about the benefits of the A.A. and A.S. degrees for transfer.
2. Develop annual course schedules so that students can plan for on-time completion.
3. Expand scheduling to include weekend and evening course options.
4. Expand Ready-Set-Transfer (RST) components: faculty mentors, field trips, research experiences, and specialized classes.
5. Market the availability of the online A.A. degree to serve students requiring a more flexible course format.
6. Explore reverse degrees and 45 credit degree.

#### STUDENT MARKETS

- Current students
- Working adults
- Some college, no degree
- High school graduates



#### 4. Enroll More Seattle Public Schools Recent High School Graduates

*Context.* Demographic projections from the environmental scan indicate steady, slight growth among 15 to 19 year olds in King County.<sup>35</sup> The increase of young adults in the immediate area provides an opportunity for outreach to and inclusion in Seattle Colleges' programs. In particular, Seattle Public Schools (SPS) students who are middle-achieving tend to enroll in Washington 2-year colleges, in contrast to those who are higher achieving who go to state and other 4-year institutions (Appendix, Table 3). An opportunity exists to recruit more SPS students who do not go to or enroll at any college.

The opportunity is substantial, since Seattle Colleges' enrollment of SPS students is less than five percent of all Seattle College state-funded FTES in 2012-13. The enrollment of SPS students has annually averaged 628 state-funded FTES. The Seattle Colleges are exploring expanding financial support for high school students to increase the number of students coming directly from SPS. Assuming a 25 percent increase, new FTES would be about 157 by 2018-19.

*Current efforts.* The Seattle Colleges are partnering with the Seattle Public Schools to prepare for the statewide adoption of the Common Core high school standards and new high school assessments of college readiness. Joint workgroups of high school math teachers and college math faculty have completed initiatives to support students in the transition from high school to college. South Seattle offers the 13th Year Promise Scholarship to graduating seniors from Cleveland, Chief Sealth and Rainier Beach high schools, providing the opportunity to attend one year of college tuition-free. As a result of the scholarship, enrollment of high school students at South has increased.

##### *Recommendations for action*

1. Reach out to students, parents, and school counselors to the promote A.A. and A.S. degree and raise awareness of the more than 50 direct transfer agreements.
2. For Seattle Public School students, raise awareness of Professional-Technical programs with career progression opportunities through certificates, A.A.S., and B.A.S. degrees.
3. Explore expanding financial support for one year of college for high school graduates.
4. Identify readiness interventions for 10<sup>th</sup> and 11<sup>th</sup> grade students to encourage them to prepare for college.

##### STUDENT MARKETS

- Recent high school graduates
- Students in 10<sup>th</sup> and 11<sup>th</sup> grade preparing for higher education

## 5. Transition Adult Basic Education (ABE) Students to Workforce

*Context.* The City of Seattle is one of the fastest growing in the country with an increasingly large share of population growth being foreign-born.<sup>36, 37</sup> Between 1980 and 2010, the share of population growth in the Seattle metropolitan area attributed to immigrants increased from 11 percent to 41 percent.<sup>38</sup> Among these immigrants, most with Latino and Asian/Pacific Islander heritage, about half have an A.A. degree or higher.<sup>39</sup> While many of these immigrants are educated, there are those still requiring basic education, language skills, and work entry assistance. Adult Basic Education (ABE) students are typically workers seeking entry-level occupations.

Adult Basic Education students generally want to move quickly into work and need skills to gain entry into low-skill jobs. ABE students account for about 18 percent of state-funded FTES enrolled at the Seattle Colleges in 2012-13. ABE enrollment has declined over the past five years and is expected to continue to decline at the Seattle Colleges and across the state. New enrollments and retention could be grown if viable pathways and ladders are clear and students are properly advised. Targeted addition of *new* FTES is 20 percent, or about 500 by 2018-19.

*Current efforts.* At South Seattle College, Pivot Point is an open-entry program where students decide upon and prepare for a program of study. Students typically spend one quarter on industry specific language (health, business/IT). Students are motivated to get “skilled-to-job” as quickly as possible. I-BEST (Integrated Basic Education and Skills Training) is offered for ABE and English as a Second Language (ESL) students who are interested in job training classes. In I-BEST programs, one instructor focuses on providing job training, while the other instructor helps students improve basic skills. Research indicates I-BEST students perform better than comparisons.<sup>40</sup> Finally, Start Next Quarter (SNQ) is a web-based financial eligibility tool and includes a workshop for workforce students to learn about programs of study, college navigators, and other resources to help them enter college-level training.

### *Recommendations for action*

1. Transition more ABE students to Workforce Education programs; contextualize ABE classes,<sup>41</sup> offer grammar in industry contexts; integrate assignments to include industry content.
2. Scale Pivot Point and I-BEST district-wide; enable transfer among colleges; develop themes in accounting, nursing, and phlebotomy; scale Start Next Quarter for ESL.
3. Prepare students to transition into workforce programs.
4. Expand on-site community partnerships and delivery.
5. Boost completion rates by developing viable pathways or ladders from ABE to short-term certificates.

### STUDENT MARKETS

- Recent immigrants and refugees
- New to the education system
- English Language Learners

## 6. Scale Student Success Initiatives

*Context.* A key focus area for the Seattle Colleges is to increase completion rates. Based on a 2008 cohort analysis, only 20 percent of students entering the Seattle Colleges in 2008 ultimately completed a certificate or degree within four years. For the state as a whole, the rate was similarly low, at 24 percent.<sup>42</sup> Students entering community college often require supports upon entry and during the first term. National studies find that students benefit from more structure, clear academic plans and increased engagement in learning and with their college.<sup>43</sup> State and college data show that students who begin their studies in pre-college education are least likely to complete a degree or certificate. More than two-thirds of new Seattle Colleges students are referred to one or more pre-college courses, and of those who start at the pre-college level, over half never make it to college level coursework in math. As a result, the Seattle Colleges have focused particular attention on students needing pre-college math, and have created structured pathways that are clear and that accelerate progress to completion.

*Current efforts.* The Seattle Colleges have created a comprehensive design for reform that incorporates best practice from within the colleges and national research. These collective efforts are designed to: 1) provide a strong first year experience for at-risk students, 2) accelerate their progress through pre-college math and into college level math, and 3) provide support to increase success and completion through advising and academic planning.

Seattle Colleges' mandatory new student orientation, START, ensures students learn about resources and services available to improve their transition to college. Students work with an advisor to gain clarity about their program of study, register for their first quarter classes and begin to develop their educational plan to meet the requirements of their certificate or degree. Advising is proactively infused into pre-college math classrooms. Advisors focus on making a connection with students and teach them how to create an educational plan to complete their program of study.

New accelerated pre-college math models are increasing the percent of students who complete their pre-college math sequence within one year. These models allow students to finish their math requirements faster, saving them time and money. They are designed to match a student's academic goals, math background and study habits. After one year of implementing these new models, the proportion of students completing their pre-college math sequence in one year has increased by 21 percent.

Productive Persistence is being embedded in pre-college math courses as an alternative to traditional student success courses. Research based interventions and activities are embedded in classes that promote students having the tenacity and effective strategies they need to be academically successful. Social and attitudinal changes include feeling socially tied to peers and faculty and having a growth mindset. These psychological constructs correlate with improved academic performance and higher retention.

### *Recommendations for action*

1. Continue to strengthen the first-year student experience; increase student enrollment in math in the first year; ensure all students have an educational plan and advising contact.
2. Continue to scale up accelerated pre-college math options to serve all students referred to pre-college math.
3. Expand Productive Persistence to all pre-college math students and targeted gateway courses for first year students.
4. Continue to design and implement an advisor dashboard and educational planning tool for student and advisor use.

#### STUDENT MARKETS

- Students referred to pre-college math
- Students new to college
- Growing ethnic communities

## 7. Promote Global Education Experience

*Context.* Seattle is a world-city with global businesses and non-governmental organizations, and international communities. The Seattle Colleges continue as leaders in the state and nationally in attracting diverse students and staff and providing a global educational experience through curriculum and opportunities to develop the cross-cultural competencies necessary to succeed in our interconnected world.

*Current efforts.* The Seattle Colleges offer interdisciplinary Global Studies courses, world languages and regional area studies. In addition, the colleges offer international extra-curricular programming to help students increase their cross-cultural competency.

### *Recommendations for action*

1. Continue messaging the Seattle Colleges as the destination for a “global” experience.
2. Market colleges’ “Go Abroad” opportunities for students, faculty, and staff, including exchanges and study abroad, Teach in China and Global Impact.
3. Highlight global studies, world languages, regional studies and the Global Studies and Global Health emphases.

#### STUDENT MARKETS

- Domestic students
- High school parents, students, and counselors
- International students

## 8. Expand Customized and Contract Training

*Context:* With expected economic growth in the near future, adults will go back to work. The Seattle Colleges are positioned to reach out to working adults, especially where they are – at their workplaces. Businesses and industry seek a quality workforce that is skilled and productive at a high level. To meet these needs, customized and contract trainings are an area of opportunity that can also serve as a pipeline for FTES growth. As customized training programs evolve and solidify, they can be institutionalized into Seattle College offerings. The Seattle Colleges’ peer institutions have also identified this trend and have developed, for example, the Business Training Institute, with 2000 customizable training “modules”, offered onsite, on campus, or online. Another peer institution has established an “Economic and Workforce Development Department” with onsite, on campus and online options. Contract and Customized Training initiatives at the Seattle Colleges are estimated to add about 200 *new* FTES by 2018-19.

*Current efforts.* Customized and contract trainings through the Seattle Colleges have served more than 1,600 students in recent years, and contracts have been valued at about three million dollars.<sup>44</sup> Customized and contract training initiatives include partnerships with employers such as Northwest Hospital, Workforce Development Council of Seattle, Hexcel composites, Vaupell aircraft interiors, Boeing, and Vigor welding.

### *Recommendations for action*

1. Establish a district coordinator (single point-of-contact) to develop key relationships with employers, recruit business and industry clients, build partnerships and coordinate training initiatives.
2. Develop a database and Customer Relationship Management (CRM) system to coordinate projects.
3. Develop an accounting, overhead fee, and allocation system to promote collaboration while ensuring sustainability.

#### STUDENT MARKETS

- Working adults seeking career advancement
- Businesses and public agencies seeking customized, on-site or off-site training

## 9. Serve as a Premier Health Care Training Provider

*Context.* Seattle is both a regional hub for high quality medical care and a world-renowned bio-medical research hub. Within the city boundaries there are over 74,600 medical workers. Yet even with one of the nation's highest concentrations of physicians and nurses per capita, a significant percentage of the population has no primary care physician; their needs will likely be met by professionals in allied health and nursing.<sup>45</sup> Analysis of industry and occupational growth areas in King County show that health care is a growth industry requiring highly skilled workers but also providing high wages. The health care industry is expected to grow by 26 percent in the next decade, and health practitioner and technician jobs rank high among those slated for growth with good wages.<sup>46</sup> Peer institutions have also observed these trends and offer nursing and healthcare administration and information technology.<sup>47</sup> Allied Health and Nursing Programs at the Seattle Colleges accounted for 243 FTES in 2013. Additional *new* FTES of about 200 to 400 are estimated by 2015-16.<sup>48</sup>

*Current efforts.* Currently, all three colleges offer the associate degree in nursing, and the B.S.N. (RN-B) degree was recently approved by the State Board with first enrollments scheduled for the fall of 2015. In addition, certificate, license, and/or associate degree programs in allied health exist in surgical technology, opticianry, nursing assistant certified, medical assistant, dental assistant, nursing—LPN, phlebotomy, emergency medical technician, pharmacy technician, and medical office.

The State Board also approved four tracks in the new B.A.S. in Allied Health degree: dental hygiene, respiratory care, healthcare services management and community health and education. First cohorts for the dental hygiene and respiratory care tracks have started and will complete their A.A.S.-T in Allied Health degrees at the end of fall quarter 2015. These students will matriculate into the B.A.S. programs in the winter of 2015.<sup>49</sup> The healthcare services management and the community health and education tracks are in development with students expected to matriculate in the fall of 2015.

The Seattle Central Health Education Center is scheduled to open in the fall of 2015. Seattle Colleges' health care programs will be the premier health career training provider for the Puget Sound Region, with the Health Education Center adding 85,000 square feet of instructional space and enabling co-location with healthcare clinics and healthcare industry associations. The new A.A.S.-T. and B.A.S. degrees in nursing and allied health as well as possible future programs in medical billing/coding and health informatics among others, will offer both full-time students and working professionals an opportunity to earn new certifications and degrees. An emerging area of work is to develop and embed "patient navigator skills" such as communication skills and proficiency in using online electronic medical records portals, into existing programs and curricula.

*Recommendations for action*

1. Expand partnerships to create training, instructional resources and job placement opportunities.
2. Develop new health care degree options for the B.A.S. in Allied Health.
3. Provide convenient and flexible training for working professionals.
4. Create and launch Seattle Central Health Education Center.
5. Market the Seattle Colleges as institutions of choice for regional healthcare training.

STUDENT MARKETS

- Health care workers seeking career advancement
- High school graduates seeking health care jobs

## 10. Expand Career Pathways

*Context.* Best practice underscores the value of establishing pathways to degree completion, especially for non-traditional college students and students in the workforce.<sup>50</sup> Proposed efforts will move potential non-traditional college students to self-sufficiency, through onramps, entry-level jobs, and training programs, with ongoing assessments (Figure 3). A recent survey by Seattle-based *Business Government Community Connections* estimated that 7,400 participants in one public agency program alone are work-likely and college-interested but unemployed and unenrolled. These participants and others seeking careers are potential Seattle College enrollees in need of education and job opportunities.

*Current efforts.* The Pathways to Career Initiative provides clear on-ramps and short-term certificates for unemployed, low-income adults. Student cohorts are focused on manufacturing, logistics, business information technology, maritime, and health. Thus far, high percentages of students have completed the program and have continued on to other programs or have found work. An emerging area of work is to consider how to establish feeder programs into bachelor degree programs and to package them as a “next step” from possible A.A.S. programs.

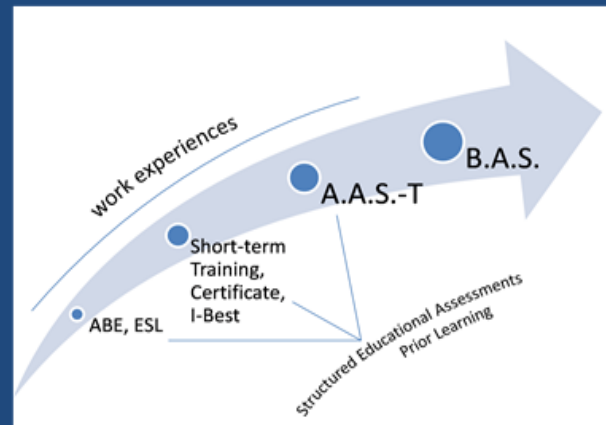
### *Recommendations for action*

1. Develop online dynamic displays of career pathways that allow prospective students to see overviews and details of programs, courses, and certificate and degree options.
2. Target incumbent workers for recruitment and enrollment in select pathways.
3. Develop a tiered approach to move from ABE to degrees.
4. Work with industries and associations to customize pathways for existing workers; meet employers’ needs.
5. Coordinate and integrate career pathways with other strategies such as Adult Basic Education, customized and contract training, high school student recruitment and enrollment, Running Start, and new and enhanced B.A.S. degree programs.

### STUDENT MARKETS

- Working adults
- English Language Learners
- High School Graduates
- Some college, no degree

### CAREER PATHWAYS: CAREERS THROUGH WORK EXPERIENCES AND CERTIFICATE AND DEGREE ATTAINMENT





## SUMMARY

The Seattle Colleges represent the promise and opportunity for everyone to better their lives and to contribute to a vibrant community. The Seattle Colleges and our alumni have a positive impact on the social, cultural, and economic well-being of the region. In dollars alone, we contribute about \$1.1 billion to the King County economy each year. Now more than ever, we seek to achieve greater accomplishments in the face of new challenges.

The Seattle Colleges face a future with new industry and labor needs, shifts in population trends, fewer resources, and growing competition locally and abroad.

In response, the Educational Master Plan presents 10 strategic directions that build on our current strengths and adapt our programs to ensure we meet our enrollment targets and serve the needs of students, businesses and the larger community. The plan components highlight the priorities of increasing student success, partnering with business and community, and innovation. Each strategic direction was developed based on a review of external factors as well as on consultation with and feedback from Seattle Colleges' staff, faculty, and administration. External business and community partners also contributed refinements to the plan.

Implementation and resource development for the Educational Master Plan are targeted for further specification in the second half of 2014. Recommended actions are currently being developed with accompanying timelines and entities responsible for implementation. Furthermore, fundraising and advancement goals are also being developed and refined to align with plan priorities.

### EDUCATIONAL MASTER PLAN 10 STRATEGIC DIRECTIONS

1. Develop New Programs to Meet Student and Industry Needs
2. Expand Flexible Instructional Options Including Online
3. Increase A.A./A.S. Degree Completion
4. Enroll More Seattle Public Schools Recent High School Graduates
5. Transition Adult Basic Education Students to Workforce
6. Scale Student Success Initiatives
7. Promote Global Education Experience
8. Expand Customized and Contract Training
9. Serve as Premier Health Care Training Provider
10. Expand Career Pathways

## **APPENDICES**

Table 1: Estimated NEW Annualized FTES for New Programs

Industry	Degree	New or Enhanced Programs	Campus	Level (1-High, 5-Low)	2014-15	2015-16	2016-17	2017-18	2018-19
Business/IT/Management	AAS	Paralegal	Central	3 (conceptual)	0	10	25	30	30
Business/IT/Management	AAS	Paralegal	Central/North	3 (conceptual)	0	10	20	30	40
Business/IT/Management	BAS	Business Accounting	Central	4 (conceptual)	0	0	10	10	10
Business/IT/Management	BAS	Networking Admin	Central	2 (conceptual)	0	0	20	30	40
Business/IT/Management	BAS	Property Management	North	3 (conceptual)	0	10	20	30	40
Business/IT/Management	BAS	Multimedia Communications	North	2 (in work)	0	10	20	30	30
Business/IT/Management	BAS	Application Development	North	1 (approved)	10	20	30	40	40
Business/IT/Management	Certificate	Network Technology	SVI	1 (Under Revision)	20	30	30	35	40
Education	BAS	Teach Tech	South	1 (In place)	20	25	30	30	30
Education	BAS	Early Childhood Education	Central/North	4 (conceptual)	0	0	20	40	40
General	*	All Programs/Workplace Literacy Core	SVI	1(In development)	20	30	30	40	40
Health	AAS	Dental Therapist	Central	4 (conceptual)	0	0	10	20	25
Health	AAS	AAS Allied Health	Central	1 (approved)	10	15	30	40	50
Health	AAS	Medical Billing and Coding	South	2 (conceptual)	5	10	15	20	20
Health	BAS	RNB	Central	1 (nearly approved)	0	25	50	60	80
Health	BAS	Allied Health	Central	1 (approved)	10	40	60	80	100
Health	Certificate	Allied Health Technician/Healthcare Tech	SVI	1 (In development)	25	40	40	50	55
Health	Certificate	Geriatrics	SVI	2 (Conceptual)	0	18	20	25	25
Health	Certificate	PT Assistant	SVI	2 (Conceptual)	0	0	18	20	20
Human Services	Certificate	Soc & Human Services	SVI	2 (Conceptual)	0	18	20	25	25
Manufacturing	AAS	Machining & Manufacturing	South	2 (conceptual)	5	10	20	20	20
Manufacturing	BAS	Machining & Manufacturing	South	4 (conceptual)	0	0	10	20	30
Manufacturing	BAS	Building Sustainability Mgmt.	South	1 (approved)	10	10	20	30	40
Manufacturing	BAS	Trades Leadership	South	3 (conceptual)	0	10	10	20	30
Manufacturing	Certificate	Production/Processing Specialities	SVI	1 (In development)	20	20	25	30	30
Maritime	AAS	Maritime Technology	Central	2 (In Development)	0	10	15	15	15
Maritime	BAS	Maritime Management	Central	3 (conceptual)	0	10	15	25	30
Maritime	Certificate	Maritime Logistics Technology	SVI	1 (In development)	20	20	25	30	30
Other	Cert	Industrial Vehicle Operation	South	2 (conceptual)	5	10	10	10	10
Other	Cert	Building Operators Apprentice	South	2 (conceptual)	5	5	10	10	10
ANNUAL TOTALS:					185	416	678	895	1025

Table 2: Estimated NEW Annualized FTES for Fully Online eLearning Programs

Industry	Degree	Fully Online eLearning Programs (Existing or Planned)	Campus	Level (1-High, 5-Low)	2014-15	2015-16	2016-17	2017-18	2018-19
Business/IT/Management	BAS	Hospitality Management	South	1 (approved)	*	15	15	15	15
Business/IT/Management	AAS	Certificate of Accountancy	North	1 (approved)	0	15	15	20	20
Business/IT/Management	AAS	Real Estate	North	1 (approved)	*	15	15	20	25
Business/IT/Management	BAS	International Business	North	1 (approved)	0	5	10	10	15
Business/IT/Management	AAS	Accounting	Central	1 (approved)	*	15	15	20	25
Education	BAS	Teach Tech	Central/North	1 (approved)	*	5	5	10	10
Health	BAS	Health Care Management	Central	1 (approved)	*	5	5	10	10
Other	BAS	Applied Behavioral Science	Central	1 (approved)	*	5	5	10	10
ANNUAL TOTALS:					0	80	85	115	130

\* estimated headcounts range 20 - 60

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## Endnotes:

<sup>1</sup> Seattle Community Colleges 2010-2015 District-wide Strategic Plan.

<sup>2</sup> EMSI (2011). The Economic Contribution of Seattle Community Colleges, State of Washington: Economic Growth Analysis and Investment Analysis. Moscow, ID: EMSI.

<sup>3</sup> Kester, K. (2013). Scanning the Environment: Economic, Labor Market and Demographic Planning Information for the Seattle College District. Olympia, WA: Social & Economic Sciences Research Center (SESRC) Washington State University.

<sup>4</sup> Kester, 2013.

<sup>5</sup> Brown, M. (2014). WA State Board for Community and Technical Colleges, e-mail correspondence. May 1, 2014.

<sup>6</sup> Kester, 2013.

<sup>7</sup> Brown, 2014.

<sup>8</sup> Kester, 2013 notes that occupational clusters typically requiring a B.A. degree include: computer and mathematics, business and finance, management, education, and healthcare.

<sup>9</sup> Kester, 2013.

<sup>10</sup> Kester, 2013.

<sup>11</sup> Kester, 2013.

<sup>12</sup> Turnbull, L. and Mayor, J. (2011, February 23). Shifting population changes face of South King County. Seattle Times. Hispanics are identified in census data as the fastest growing ethnic group in the King County, having nearly doubled in the past 10 years.

<sup>13</sup> Turnbull, L. and Mayor, J. (2011, February 23).

<sup>14</sup> Lumina Foundation for Education (2013). Lumina Foundation Policy Brief, A Stronger Washington through Higher Education US Census Bureau, 2009-11, American Community Survey PUMS File, June 2013.

<sup>15</sup> Seattle Public Schools (2009). Roosevelt High School 2009 Annual Report, Cumulative Graduation and Dropout Rates, p.4. Includes totals and rates for all high schools, district-wide.  
[http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/seo/anrep/anrep\\_2009/017.pdf](http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/seo/anrep/anrep_2009/017.pdf)

<sup>16</sup> Seattle Community Colleges, Office of the Vice Chancellor (2013, August). 2009 High School Graduates Enrolled at the Seattle Community Colleges in 2009-10.

<sup>17</sup> Lumina Foundation for Education, 2013.

<sup>18</sup> Lumina Foundation for Education, 2013.

<sup>19</sup> Bill & Melinda Gates Foundation Postsecondary Success, Areas of Focus, Personalized Learning. Retrieved May 28, 2014 from: <http://www.gatesfoundation.org/What-We-Do/US-Program/Postsecondary-Success>

<sup>20</sup> League for Innovation in the Community College, Projects Archive. Retrieved May 28, 2014 from: [http://www.league.org/league/projects/projects\\_archive.cfm](http://www.league.org/league/projects/projects_archive.cfm)

<sup>21</sup> Washington State Community and Technical Colleges Board (2014). Tuition rates increase history 1997-98 to 2013-14.

<sup>22</sup> Seattle Community Colleges 2010-15 District-wide Strategic Plan. Fall 2008 cohort completing degrees and certificates in 2012, academic transfer with degree and professional-technical programs.

<sup>23</sup> Seattle Community Colleges Update on the District-wide 2010-2015 Strategic Plan, May 8, 2014.

<sup>24</sup> Washington State Board for Community and Technical Colleges (2013). Bachelor of Applied Sciences: Outcomes Evaluation, Research Report No. 13-6.

<sup>25</sup> SBCTC data on e-Learning. [http://www.sbctc.edu/college/d\\_elearningdata.aspx](http://www.sbctc.edu/college/d_elearningdata.aspx)

<sup>26</sup> SBCTC data on e-Learning. [http://www.sbctc.ctc.edu/college/d\\_elearningdata.aspx](http://www.sbctc.ctc.edu/college/d_elearningdata.aspx)

<sup>27</sup> eLearning Working Group Meeting Notes, March 31, 2014.


<sup>28</sup> Xu, D. and Jaggars, S. (2013). Adaptability to Online Learning: Differences Across Types of Students and Academic Subject Areas. New York, NY: Community College Research Center, Teachers College, Columbia University.

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- <sup>29</sup> Seattle Colleges' rates of "intend to transfer" equal the state proportion, also 37%. SBCTC (2013). 2013 Transfer Report: A Review of Improvements in Transfer. Olympia, WA: SBCTC, p2.
- <sup>30</sup> SBCTC (2013). 2013 Transfer Report: A Review of Improvements in Transfer. Olympia, WA: SBCTC. Page 4 notes about 34 percent (in 09-10) to 113,697 (37 percent in 11-12) of students intend to transfer in recent years. Page 6 notes that in 2011-12, about 18,946 (09-10) to 19,031 (11-12) successfully transferred, vertically, to a public or private 4-year BA granting institution or were applied into a CTC BAS program.
- <sup>31</sup> Seattle Community Colleges Update on the District-wide 2010-2015 Strategic Plan, May 8, 2014.
- <sup>32</sup> Crosta, P. M and E. Kopko (2014). Should Community College Students Earn an Associate Degree Before Transferring to a Four-year Institution? New York, NY: Teachers College, Columbia University Community College Research Center.
- <sup>33</sup> Washington State Board for Community and Technical Colleges (2013). The Role of Transfer in the Attainment of Baccalaureate Degrees at Washington Public Bachelor's Degree Institutions Class of 2011. Olympia, WA: SBCTC.
- <sup>34</sup> Belfield, Clive. (2013). The Economic Benefits of Attaining an Associate Degree before Transfer: Evidence from North Carolina. New York, NY: Community College Research Center, Teachers College, Columbia University.
- <sup>35</sup> Kester, 2013.
- <sup>36</sup> Balk, G. (2014, May 22). Census: Seattle is the fastest-growing big city in the U.S. Seattle Times. <http://blogs.seattletimes.com/fyi-guy/2014/05/22/census-seattle-is-the-fastest-growing-big-city-in-the-u-s/>
- <sup>37</sup> Pastor, 2013.
- <sup>38</sup> Pastor, 2013.
- <sup>39</sup> Pastor, 2013.
- <sup>40</sup> Washington State Board for Community and Technical Colleges (2012, June). 2012 I-BEST Review: Lessons Being Learned from Traditional Programs and New Innovations Next Steps and Issues for Scaling Up. Research Report 12-1.
- <sup>41</sup> Perin, D. (2011). Facilitating Student learning Through Contextualization: Community College Research Center Brief Number 53. New York, NY: Community College Research Center, Teachers College, Columbia University.
- <sup>42</sup> Seattle Community Colleges 2010-2015 District-wide Strategic Plan.
- <sup>43</sup> Center for Community College Student Engagement (2013). A Matter of Degrees: Engaging Practices, Engaging Students (High-Impact Practices for Community College Student Engagement). Austin, TX: the University of Texas at Austin, Community College Leadership Program.
- <sup>44</sup> Seattle Community Colleges, Chancellor's Executive Cabinet Meeting notes, April 7, 2014.
- <sup>45</sup> Seattle Central Community College. 2014. The Vision-A Community Health Care, Education and Innovation Center, memo.
- <sup>46</sup> Kester, 2013. Slides 9 and 11.
- <sup>47</sup> Ferris, L. (2014, May 5). Allied Health – New Program Offerings memo.
- <sup>48</sup> Seattle Central Community College. 2014. The Vision-A Community Health Care, Education and Innovation Center, memo.
- <sup>49</sup> Ferris, L. (2014, May 5). Allied Health – New Program Offerings memo.
- <sup>50</sup> Advisory Committee on Student Financial Assistance (2012). Pathways to Success, Integrating Learning with Life and Work to Increase National College Completion. Washington DC: author. Pages 74-79. Retrieved from: <http://knowledgecenter.completionbydesign.org/sites/default/files/320%20ACSFA%202012.pdf>



## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Jill A. Wakefield  
Chancellor 

**DATE:** July 10, 2014

**SUBJECT:** Chancellor's Report - Information Only

### Commencement

The most compelling and inspiring part of my June activities every year is attending commencement ceremonies. This year was no exception. I attended and spoke at the commencements for SVI, North and South, but had to miss Central's so I could attend my son's college graduation!

### The New American City: Staying on the cutting edge

I participated in CityAge's June 10 Seattle Summit, serving on a panel with Phyllis Campbell, Pacific Northwest chair of JP Morgan Chase; Rick Cole, deputy mayor of Los Angeles; and Scott Wyatt, managing partner of NBBJ. We focused on the policies, investments and partnerships that a modern city needs to promote economic innovation, social equity and sustainability. I was pleased to have the opportunity to make sure higher education was part of the mix.

CityAge is a platform for ideas and business development, designed to enable new partnerships among the business, government and societal leaders who are shaping the 21<sup>st</sup> century. Attendees included mayors, investors, business leaders, architects and civic leaders from across the country.

### Closing the Skills Gap

I attended *Closing the Skills Gap: Collaboration and Innovation Leading to Change*, presented by the World Trade Center Seattle. The program reinforced the work we've been doing for years and it's great to see the momentum and interest on this issue growing.

### Economic Development Commission

At the June EDC meeting I spoke about why the Pacific Tower and healthcare sector are important economically to the city and our region. I expressed our gratitude for the city's

support—through the Office of Economic Development and Pathways to Careers grant—for helping to create a center of innovation in how we prepare healthcare professionals for this critical, growing industry.

#### **Council for Adult and Experiential Learning (CAEL) Board Meeting - June 26-27**

I traveled to Chicago to meet with CAEL board, continuing our leadership and involvement in this important organization and a focal point for our District.

#### **Budget Activities and Exercises**

With a thorough and transparent process and open meetings on all three campuses, we finalized a budget for the 2014-15 academic year that funds our current activities with emphasis on meeting our goals of increasing student learning and achievement; building community, business and educational partnerships; increasing innovation and improving organizational effectiveness. Our District priorities for this year are:

- Enrollment
- Students Success initiatives
- Preparation for a major fund raising campaign
- Continued B.A.S. development
- Moving forward with the Educational Master Plan
- Funding for multi-year projects; expecting on-going activities

Having completed our process, now the Governor's office has asked to go through an exercise of reducing our budgets by 15%. We are currently doing that work which is growing out of the state's need to meet the McCleary requirements. This is now being presented as an exercise, but the impact of such a cut if it became more than an exercise would be serious and is a concern for community and technical colleges across the state.

#### **Keeping in touch with law makers**

We continue to meet with legislators in our District, focusing the conversation on support for next year's biennial budget request of \$1.3million to support the Allied Health Programs' move to Pacific Tower. And we also continue our close relationships with City Council members. A meeting with the City Leadership team for the Northgate Bridge overpass is scheduled for 7-11-14 at North to give new President Warren Brown a status update and briefing.



### **The Chancellor's Advisory Council**

Invitations are being extended this summer to expand membership on the Chancellor's Advisory Council. Several key members have accepted the invitation to participate. The Council offers community and business leaders the opportunity to help shape the future and direction of our district. These members represent key businesses, public and private education partners, non-profit organizations and foundations, public officials and dedicated civic leaders. Over the past year, they have provided candid advice, observations and recommendations on important subjects including the Educational Master Plan, our branding study and name change, and our strategic plan and priorities. The next meeting will be at the end of October.

### **Laying the groundwork for a campaign**

Following the May 28 retreat for all Seattle College Foundation Boards, June has been a period of wrap-up, assessment, and planning. In conversations with the Presidents and working with Bruce Genung, we are finalizing the internal case for support. I have authorized budget for key advancement positions at the District level, and we have been reviewing the Collins Group's proposal for work through September, as well as their long term forecast for the next four years. On July 9, the District Foundation Board meets to review plans and activities this summer; they are expected to focus on finalizing the case, hiring, continuing meetings with external leadership, and building our foundation board.

### **District-wide outreach and TV news**

Billboards are up and SCCtv has produced 15-second spots encouraging viewers to register for summer and fall classes. These promos are airing now on the station and you can look for them on SCCtv.net

SCCtv did live streaming of commencement at North and had nearly 100 viewers located all over the U.S. and in 11 other countries, including Indonesia, Australia, Russia, Saudi Arabia, Colombia, Taiwan, Ireland, China, Japan, Canada, and the Philippines.

A streaming video-on-demand version is now available at <http://www.scctv.info/northgraduation2014>

Staff is working with Councilmember Bruce Harrell, chair of the Technology Committee, to reinstate or increase funding for the SCCtv.



## MEMORANDUM

**TO:** Board of Trustees

**FROM:** Carin Weiss, Vice Chancellor *Carin Weiss*

**DATE:** July 10, 2014

**SUBJECT:** Vice Chancellor's Report - Information Only

### Educational Master Plan

A draft of the 2015 - 2020 Educational Master Plan is being presented to the Board of Trustees at the July 2014 for review and discussion. The plan was developed with input from college administrative leadership, faculty and classified staff union leadership, district-wide working groups, college discussion forums, and external business and community stakeholders. Included in the plan's ten strategic initiatives are: new program development, distance learning enhancements, strategies for partnership development with Seattle Public Schools, and pathways to move students from basic skills to workforce and B.A.S. programs. Next steps in the process are to revise the plan based on Board input and develop an implementation plan and schedule.

### A.A. Degree Review

Following a year-long review process, the district-wide A.A. Degree Review Committee finalized four recommendations for a revised degree. The recommendations, regarding the Integrated Studies requirement, electives requirements, and student learning outcomes, were approved by a majority of faculty in an advisory vote. The Vice Presidents for Instruction, Presidents and Chancellor then approved the changes. Pending approval by the Board of Trustees, the degree changes will be ready for implementation Fall Quarter 2014.

### Faculty Development Coordinator

Current Faculty Development Coordinator Carey Schroyer was selected to continue in the position for the 2014-15 academic year. Carey brings substantial pedagogical and technological expertise to the role as well as many years of experience as a tenured faculty member at Seattle Colleges. Carey has effectively used technology to broaden the reach of the program, offered innovative training and development opportunities for faculty, and overseen a nearly 50% increase in Faculty Development grant applications during her tenure.

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## MEMORANDUM

TO: Board of Trustees

FROM: Paul T. Killpatrick  
President

DATE: July 10, 2014

SUBJECT: President's Report

### Central

#### **Graduates take center stage at Commencement Ceremony**

Hundreds of spouses, parents, grandparents, siblings, children and even grandchildren packed Benaroya Hall in June to cheer our graduates as they walked across the stage to accept their hard-earned degrees, certificates or diplomas. In all, the college awarded more than 1,100 credentials to the Class of 2014. In addition to remarks by Board Chair Albert Shen and President Paul Killpatrick, Sierra Sonza, a student in our college transfer program, addressed the graduates and audience and Trustee Carmen Gayton conferred degrees upon the graduates. The recipient of this year's Distinguished Alumni Award, Dr. Katie Hinde, gave a moving speech filled with wisdom, advice and humor that produced a standing ovation. To see more photos and to read Katie's speech, visit: <http://www.seattlecentral.edu/commencement-2014/>.

#### **Seattle Central Day recognizes research, honors service of employees**

For campus engagement day in early June, College Council produced an event called "Seattle Central Day." Featuring a variety of lectures and presentations exhibiting various research projects by faculty, staff and students, it was a time to recognize the successes of the past year. Among the topics covered included:

- Transformative Conversations: Pedagogy of Global Collaboration
- Productive Persistence
- Where Students Learn: Crafting Effective Study Spaces on Campus
- Proactive Advising in Pre-College Math Classrooms

Additionally, a ceremony was held to present Service Awards to 104 employees who have reached significant career milestones with the college. They represent all facets of the college, including Instruction, Student Services, Facilities, IT, Auxiliary Services and more. Three employees earned 40-year services awards: Wai-Fong Lee, executive dean of Instructional Resources, Accreditation and Assessment; Andre Loh, ESL instructor; and Larry Silverman, English Instructor.

#### **Parent/Child Center**

In mid-June, President Killpatrick met with three parents who have enrolled in classes using the Parent/Child Center on campus. The purpose of the meeting was to discuss options for the Center, including a possible relocation to Seattle Vocational Institute. The meeting was productive, with the parents recognizing that the college has a vital need for space. President Killpatrick pledged to work with the parents to develop a solution that works for all parties.

### **Mayor attends faculty event on race**

In late May, Mayor Ed Murray attended a news conference, organized by faculty, focused on drawing attention to the African American community. Instructors Carl Livingston Charles Jeffreys and Valerie Hunt (along with UW professor Thad Spratlen) presented a document titled "A Crisis: the Need for Immediate Response to the Economic, Educational and Housing Crisis in Black Seattle," which is a call to action to help the black community still hurting from the Great Recession. The mayor spoke about the need to invest in this community and challenged the large audience to hold him and his administration accountable if progress is not made.

### **Pacific Tower project update**

The Pacific Tower project will continue on an accelerated development path over the next few months. With the schematic design (for power and utilities, fixtures and fittings, etc.) slated to be completed this June, the next step in the design process will identify precise locations for classrooms, offices and building amenities in the four and a half floors that Seattle Central will occupy. Once the design is finalized, the architect and the newly-appointed general contractor, Mortenson Construction, will go out for bids from subcontractors over July and August. By mid-September, the contractor will provide a cost estimate for the project and begin the first phase of construction.

Along with the architects' design activities, our Allied Health Division is preparing for the launch of two new tracks of the Allied Health bachelor's degree, along with the newly-approved Bachelor of Science in Nursing. Dean David Gourd is working to assemble a curriculum development team and instructional leadership for these programs.

### **Student earns literary award**

Caitlin Sussman, a College Transfer student, won second place in the essay category in the 2013-14 League for Innovation in the Community College's annual Student Literary Competition. Her winning entry, titled "Rape Culture: A Timeline," explores sexual assault as a young person. Caitlin is also an editor with the Central Circuit, the college's official student publication.

### **Hoodie project**

Fourth-graders from Westgate Elementary School in Edmonds visited Seattle Central this spring to tour the campus and learn more about college. Additionally, they had the opportunity to design their own original hoodies with students in our Apparel Design & Development program. It was a real treat for the younger students, one of whom wrote, "Thank you for letting us come to your school and teach us about designing jackets. Someday when I'm in college, I want to go to Seattle Central."

### **Foundation Gala most successful ever**

The Seattle Central Foundation hosted its annual gala in May. With more than 300 people in attendance, the event raised nearly \$263,000, the most ever in the history of the Foundation and a substantial increase over last year. These funds will be used for scholarships, including the Seattle Promise scholarship, which will enable more deserving students who lack financial resources to get a college education at Seattle Central.

### **New chapter of honor society forms on campus**

Seattle Central's Applied Behavioral Science bachelor's degree program recently became a charter member of the Alpha Beta Kappa Honor Society – the Kappa Delta of Washington chapter. Students with a grade point average of 3.8 or higher (in their degree classes only) received blue and red honor cords to wear for the commencement ceremony this year.

### **International Education Programs hosts Latin American/Caribbean students**

International Education Programs (IEP) is hosting six students this fall for one year of English immersion in its Intensive ESL program. They are from Haiti, Mexico, Guatemala, Nicaragua and Honduras (two students) and will attend as part of a program called the NPH International Leadership Institute, organized by Nuestros Pequeños Hermanos (Spanish for "Our Little Brothers and Sisters"). Its mission is to transform the lives of orphaned, abandoned and disadvantaged children in Latin America and the Caribbean so that they may escape the cycle of poverty and grow into productive members of their communities. The Institute is in its third year in Seattle.

### **President names membership for College Council, Publications Board**

With the academic year about to wrap up, President Killpatrick has announced new members for two important college committees:

College Council: This representative body advises the President and President's Cabinet on issues of importance to the college and plays a crucial role in the budget planning process each year. The Council includes 18 members from classified staff, administrators, faculty and students. New members listed below will serve a two-year term covering academic years 2014-16. Chris Sullivan, dean of BITCA, will serve as chair next year.

Publications Board: This board is responsible for overseeing student publications. Starting Fall Quarter, this board will meet once per quarter, and will be responsible for developing appropriate guidelines to govern journalistic, editorial and advertising practices in order to promote free and responsible discussion of campus and community issues.

### **SVI**

#### **Medical Assistant program featured on NBC TODAY Show**

Recently SVI was featured on the NBC TODAY Show in a segment about vocational-technical education. Seattle Vocational Institute was selected because it is representative of successful skills training and outcome for Medical Assistants. Two SVI Medical Assistant alums were featured. Dianneka Harris (Harborview) and Lauren Zeke True (University of Washington Medical Center) were both interviewed at their worksites. Each took a different pathway to the M.A. program, with one coming straight from high school and the other enrolling after completing a four year degree.

Pamela Cox, MPH, faculty was shown lecturing 1st quarter students. The 2nd quarter students were filmed doing rotation activities, including blood pressure and pulse, height and weight charting, simple bandaging, etc. Third quarter students demonstrated invasive procedures such as administering TB tests and completing blood draws. NBC also showed the Medical Assistant students attending the Health Fair sponsored by the SVI Medical Administrative Specialist Program. Richard St. Clare, Director of the Allied Health Medical programs at SVI was interviewed on camera.

Two producers from NBC attended the Seattle Vocational Institute Commencement ceremony where over 300 students graduated from skills-based professional-technical programs. Nate Miles, Vice President of Strategic Planning Initiatives at Eli Lilly, was the keynote speaker. He delivered a rousing, inspirational speech that truly resonated with the audience. Clips of the SVI graduation were also shown.

The segment aired nationally and was a wonderful opportunity for the Seattle Colleges to showcase our commitment and dedication to educating a skilled workforce.

If you did not have an opportunity to see it, here is the link:

<http://www.today.com/id/49063771/#55423967>

# North Seattle College

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

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Office of the President

**TO:** Board of Trustees  
**FROM:** Dr. Warren Brown, President  
**DATE:** July 10, 2014  
**SUBJECT:** President's Report – Information Only

## ADVANCING STUDENT SUCCESS

### ***2014 Commencement a Huge Success***

On a glorious summer evening, June 20, more than 280 graduates marched at the 44<sup>th</sup> Commencement ceremony at North Seattle College. The event, presided over by Interim President Mary Ellen O'Keeffe, welcomed a full audience, some of whom watched the proceedings live on the TV screens in the new Health Sciences and Student Resources building, where the reception was also held. Graduates received the acclaim of friends, family, faculty and staff as their names were read aloud, and they were awarded their degrees and certificates by college administrators. Graduates Leila Benhazir Abdoul, AS, and newly engaged couple Samuel Barnes, AA, and Laura Miller, AA, shared their stories and their gratitude for the support and opportunity provided them at North.

### ***Phi Theta Kappa Inducts Scholars***

North's Alpha Epsilon Omega Chapter of Phi Theta Kappa welcomed a record number of new members into the national honor society at a ceremony in North's Baxter Center on June 6. One hundred two students were inducted.

## EXCELLING IN TEACHING AND LEARNING

### ***SBCTC Awards HEET Grant for 7<sup>th</sup> Year***

North recently received funding in the amount of \$482,893 for the Hospital Employees Education and Training (HEET) Program. The HEET program, funded by the State Board of Community and Technical Colleges (SBCTC) for a seventh year, is designed to offer programs that specifically meet the needs of incumbent healthcare workers. This year North will be providing sequenced prerequisite pathways in the math/science area for incumbent workers who need to complete foundational courses in order to move up in their careers. The project will run from July 2014 through June 2015. The grant is a partnership with South Seattle College, as well as with the SEIU Healthcare 1199NW, their Multi-Employer Education and Training Fund, and Swedish Medical Center, the primary employer partner that provides recruitment, enrollment and financial support through contributions to the Training Fund.

### ***Making Learning Visible Showcases Students' Creative Work***

June 4, North held the Making Learning Visible Symposium, an event scheduled every spring quarter to give students the opportunity to showcase their learning through posters and information design in a public forum. The focus is on original, scholarly work. This year, there were 500-600 attendees at the symposium, with 70-90 poster projects (an average of four students/project). Faculty organizers created the *People's Choice* awards to enhance motivation and competition, and to honor exemplary work in the categories of 1) technology, 2) creativity and 3) innovation (related to either the project or the poster itself). Attendees voted, and Library Director Sharon Simes presented a certificate to each winner. Awards went to Fred Wax from Laura McCracken's English 104 class (Most Creative Award - *Fun with*

*Grammar and Cats*); to Liam Somers from Maureen Nutting's History 214 class (Most Technological Award - *Japanese Internment Camp*); and two Most Innovative Awards, to Donald Schertz and Quency Caroline Hadisubroto from Maureen Nutting's History 214 class (*The 1980 Eruption of Mount St. Helen*) and to Michael Wiese, Matthew Nordberg, Grace Muli, and Ryan Miller, also from Maureen Nutting's History 214 class (*Mount St. Helen*).

### ***Psychological Research Presented at On-campus Symposium***

Spring quarter students in the coordinated studies course, *Bodies of Research: Bringing a Study to Life* (which includes *Psychology 209: Fundamentals of Psychological Research*) conducted original, team-based research studies. They designed the method, created most of the materials, applied for Human Subjects Review approval, and collected and analyzed the data. The students presented their final work, at the Spring 2014 Research Symposium.

### ***Students Tour Northlink Tunnel***

On June 14, fifteen North Seattle College students took a tour of the Northlink Tunnel Project. The project construction site is directly across I-5 from North's campus. Two tunnel boring machines are now in place to drill tunnels that will extend south as far as Husky stadium in the University District. The tunnels are part of Sound Transit's Northlink Light Rail Expansion Project. Thanks to a friend who works on the project, North can also arrange more tours in the future. Former North student Teme Hailemeleket, who just graduated from the UW with a degree in civil engineering, is working on the project. Faculty members Dennis Schaffer, Vince Offenback and Ralph Jenne accompanied the students.

### ***Val Donato Award Announced and Cesily Crowser Honored***

The North Seattle College Parent Education Program welcomed the Parent Education and College Community to the Val Donato Award Celebration on June 9. The award is named for Val Donato, who worked as a parent education instructor and program coordinator at North for more than 30 years. Beth Goss, a parent education instructor, received the award in recognition of her excellence in parenting education. A second award was given to the family of Cesily Crowser as an in-memoriam gift — \$500 to a fund that was established for her children.

## **BUILDING COMMUNITY**

### ***Women's Center Director Presents at Diversity Conference***

On June 26, Chilan Ta, Women's Center director, presented at Olympic College's diversity conference on the interconnections between race, gender, and sexuality and provided alternative models of interracial relationships and narratives. At North, Chilan has designed and lead trainings on LGBTQIA and gender awareness for North staff. She has also been actively doing outreach at other community colleges like the RISE student conference at Everett Community College. That workshop was featured on public radio, KEXP's "Color Commentary." The North Seattle College student fee board recognizes the importance and value the Women's Center brings to students and has fully funded the manager position.

### ***Art Mural Project Concludes with Campus Celebration***

The Campus Mural Project had its opening celebration to great acclaim on June 18, with the design artist Heather Brammeier in residence. Faculty lead for the mural project, Kelda Martensen introduced Heather and the student artists, and gave recognition to the various campus departments that helped make the mural possible. The art department plans to have a mural class again next spring to complete a second mural on campus.

### ***Short Plays Mounted on Campus***

North Shorts, a set of a dozen short plays written and performed by North Seattle College students and directed by Jim Jewell, English instructor, took place on campus at the end of May in conjunction with 14/48, a local theater production group.

### ***Art Gallery Exhibition Features Student Works***

The North Seattle Art Gallery presented its final show of the year this spring, an installation of student art. This always exhibit culminates in the purchase of several pieces of student art for North's permanent collection. This year's student artists whose work was chosen are Daniela Dimitrova, "Self Portrait" and "Book Worm"; Enkhgerel Byambadorj, "Inside of Me"; Hajer Salih, "Arabic Hand"; and Melissa Mabee, "Big Daddy." The exhibition, which concluded earlier in June, reopened for special viewing on commencement day.

### ***Parking Lot Light Upgrade Begins***

In June, the college's Facilities department began a long-anticipated upgrade to parking lot lighting on the North Seattle College campus. This project will significantly improve both the quantity and quality of light, ensuring that all lots are brought up to modern code. The result will place the college well above the lighting industry's minimum standards for security and general safety. A secondary goal of energy savings will also be achieved. North will save 100 watts per fixture through these improvements. All of the parking lots, except the West Lot, will be upgraded from 400-watt metal halide bulbs to 320-watt ceramic metal halide. The West Lot will have LED poles added and the existing fixtures will be changed from metal halide to LED. The stairs between the Wellness Center and the Education Building will be upgraded from the old yellow high-pressure sodium bollard lights to 1-foot LED poles. The general contractor for the project is Seahurst Electric.

### ***Produce Available on Campus This Summer***

Thanks to an online sign up process, North has fresh fruit and veggie boxes that will be delivered to campus on a weekly basis this summer. Community Supported Agriculture (CSA) deliveries started in late June. The project provides healthy, fresh food and supports a local business. The project again is using Oxbow Farm, which has a non-profit organic farm and education center. Deliveries will continue through the summer.



MEMORANDUM

TO: Board of Trustees

FROM: Gary Oertli, President

DATE: July 10, 2014

SUBJECT: PRESIDENT'S REPORT – INFORMATION ONLY

CONGRATULATIONS CLASS OF 2014!

On Tuesday, June 17, we celebrated our Career Link graduates for the class of 2014. In front of a packed house at the Brockey Center we celebrated the crowning achievement of a large group of students. In partnership with the Highline School District, our Career Link program offers students who no longer attend traditional high school between the ages of 16-21 an opportunity to continue their education earning a diploma and ease the transition into higher education.

The following day, we recognized the accomplishments of our traditional students at Benaroya Hall. As many of you who joined us know, this was a wonderful send off to the 230 students who participated in this year's ceremony in front of a near capacity crowd. Super Bowl Champion and Seattle Seahawk Derrick Coleman delivered the keynote address and shared words of inspiration from his personal journey as he became the first deaf player in the NFL to win a Super Bowl.

2014 PRESIDENT'S MEDAL WINNERS

During our commencement ceremony on June 18, we also recognized our 2014 President's Medal Winners. Recipients are nominated from each of the following programs: Professional/Technical, Academic Transfer, and Bachelor of Applied Science. This year's winners included: Stephen Friend (Culinary Arts), Elva Sungkarto (Academic Transfer), and Shantae Duckworth (Hospitality Management, Bachelor of Applied Science). Each of these exemplary graduates were models in and outside of the class room and truly embody South's motto "Start Here, Go Anywhere!"

@SOUTH IS HOT OFF THE PRESS

The second edition of our new publication called "@South" will be hitting mailboxes throughout our service area early next week. @South is a marketing driven publication that provides both returning and prospective students with useful information and has taken the place of the tradition class schedule. South's class schedule is now available exclusively online at [www.southseattle.edu/classes](http://www.southseattle.edu/classes)

## NORTHWEST WINE ACADEMY CELEBRATES SPRING RELEASE/10<sup>th</sup> ANNIVERSARY

South's Northwest Wine Academy (NWWA) had a lot to celebrate in June. In addition to marking the 10<sup>th</sup> Anniversary of the program, they also celebrated their new spring release with a three-day festival that started on June 11. This season's release added four wines to the collection: Rosé Muscat, Convocation white blend and Convocation red blend. These wines were previewed on June 11 and the celebration continued on Friday, June 12, with the alumni showcase tasting. The three-day celebration closed with the grand finale on Saturday, June 13. NWWA partnered with Culinary and Pastry Arts students to pair some delectable food with the new wines. As if that weren't enough, live music was performed by a local band – that includes a South student - "Runaway Satellites" on Friday and Saturday.

## SOUTH REPRESENTED AT UW EDUCATION SUMMIT

On Friday June 20, I was joined by South's Vice President of Student Services Rosie Rimando-Chareunsap to serve on a higher education summit, titled "Reflections from Higher Education Administrators: A Washington Retrospective of Changes and Challenges."

We were joined by administrators from Washington State University and the University of Washington. We explored the challenges that undocumented students, also known as HB 1079, face in higher education and how we can better serve them.

## SERVICE AWARDS

On Thursday June 5, we recognized 74 employees who have celebrated a significant anniversary of their service to our campus in the past year. Our group of 30 years of service included: Judith Bentley, Dorrienne Chinn, Marc Franco, Dolores Mirabella and Rita Rambo. Our employees who celebrated 35 years of service included Gayle Flakus and Susan Nelson. But, South instructor Ted Coskey topped the list with 40 years of service to this campus. Congratulations, all!