

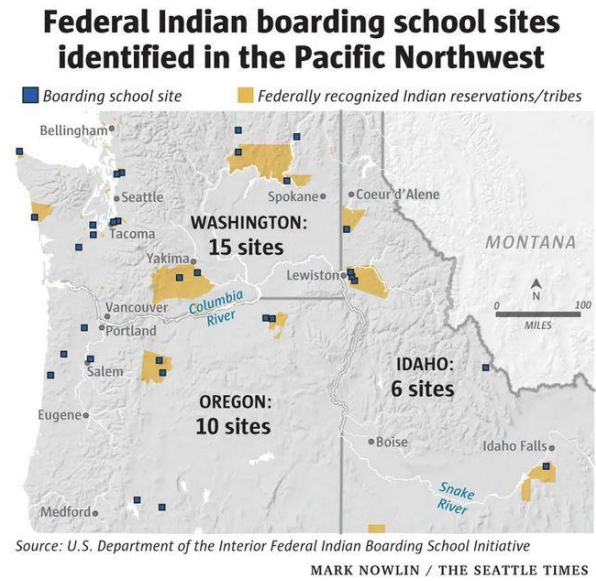
April 2023 Town Hall Meeting for Faculty & Staff

4/24/2023

Land and Labor Acknowledgment

- On behalf of the Seattle College, we acknowledge that we occupy the traditional ancestral lands of the Coast Salish peoples, specifically the Duwamish Tribe—a people that are still here, continuing to honor and bring to light their ancient heritage.
- Without them/us, we would not have access to this gathering, dialogue and learning space.
 - We ask that we take this opportunity to thank the original caretakers of this land who are still here.
- Today in this Present Moment, we honor the survival, the adaptations, the forced assimilation, and the resilience and creativity of Native peoples – past, present, and future.
- We encourage participants to consider their responsibilities to the people and land, both here and elsewhere, and to stand in solidarity with Native, Indigenous, and First Nations People, and their sovereignty, cultural heritage, and lives.
- We recognize that enslaved and indentured peoples were forced into unpaid and underpaid labor in the construction of this country, state and city.
- To the people who contributed this immeasurable work and their descendants, we acknowledge our/their indelible mark on the space in which we gather today.
- It is our collective responsibility to critically interrogate these histories, to repair harm, and to honor, protect, and sustain this land.

Seattle Times story over the weekend



Government officials ripped thousands of Indigenous children from their homes across the Pacific Northwest and brought them to the Tulalip Indian School every year until it closed in 1932. Meanwhile, some Tulalip children were taken to schools as far away as Oregon and Nevada.

Tribal nations did not gain the right to run their own schools until 1975, and parents could not deny their children's placement in off-reservation schools until the Indian Child Welfare Act passed in 1978.

[May 2022 Dept of Interior report: Federal Indian Boarding School Initiative Investigative Report](#)

Resources are available for boarding school survivors and descendants from the National Native American Boarding School Healing Coalition at: boardingschoolhealing.org.

Overview

- Guided Pathways Update : Math DSP and Corequisites- [Kate Krieg, Jerry Wright, Paul Verschueren](#)
- New Student Orientation and Faculty Participation – [Robin Mueller](#)
- Workforce Programs Update – [Wendy Rockhill and Bradley Lane](#)
- HERFF Funds Distribution-[Kao LéZheo](#)
- Safety Committee- [Johnny Woods](#)
- Budget Update- [Bradley Lane, Julie Larmore, and Johnny Woods](#)
- New Staff, New Roles– [Scott Rixon](#)
- Kudos – [All](#)

Guided Pathways

Math Corequisite Model – Jerry Wright, presenter

Math Directed Self Placement (DSP) – Paul Verschueren, presenter

KUDOS!

Math Corequisite Workgroup – Mimi Aregaye, Ricco Bonicalzi, Maryann Firpo, Anna Jacobs, Bryan Johns, Lawrence Morales, Jane Muhich, Tesfaye Terefe, Felice Tu, Jonny Ursin, Paul Verschueren, Jerry Wright (Lead)

Math DSP Workgroup – Mimi Aregaye, Anna Jacobs, Bryan Johns, Jonny Ursin, Paul Verschueren (Lead)

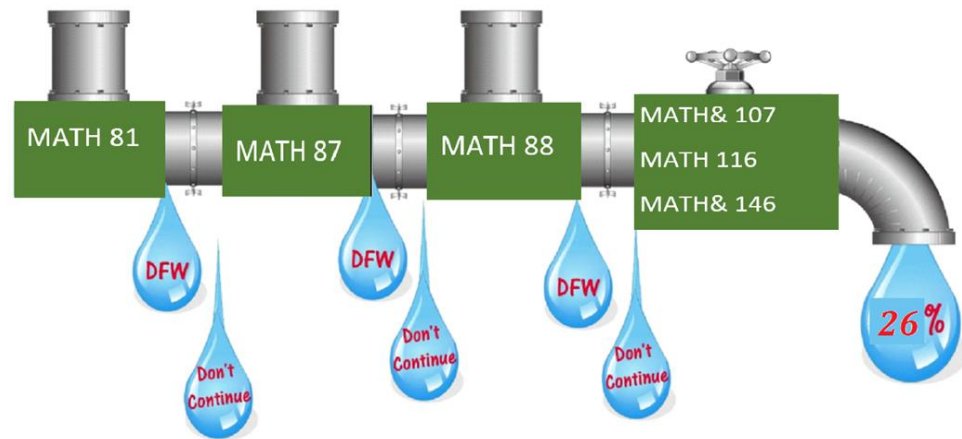
Math Corequisite Courses

- Goal from Guided Pathways: Degree Math and College Level English within One Year
- Most students (including basic skills/ transitional studies students) earn pathway/ program appropriate college-level English and degree math credit within one year of enrollment (for part time students, within 45 credits).

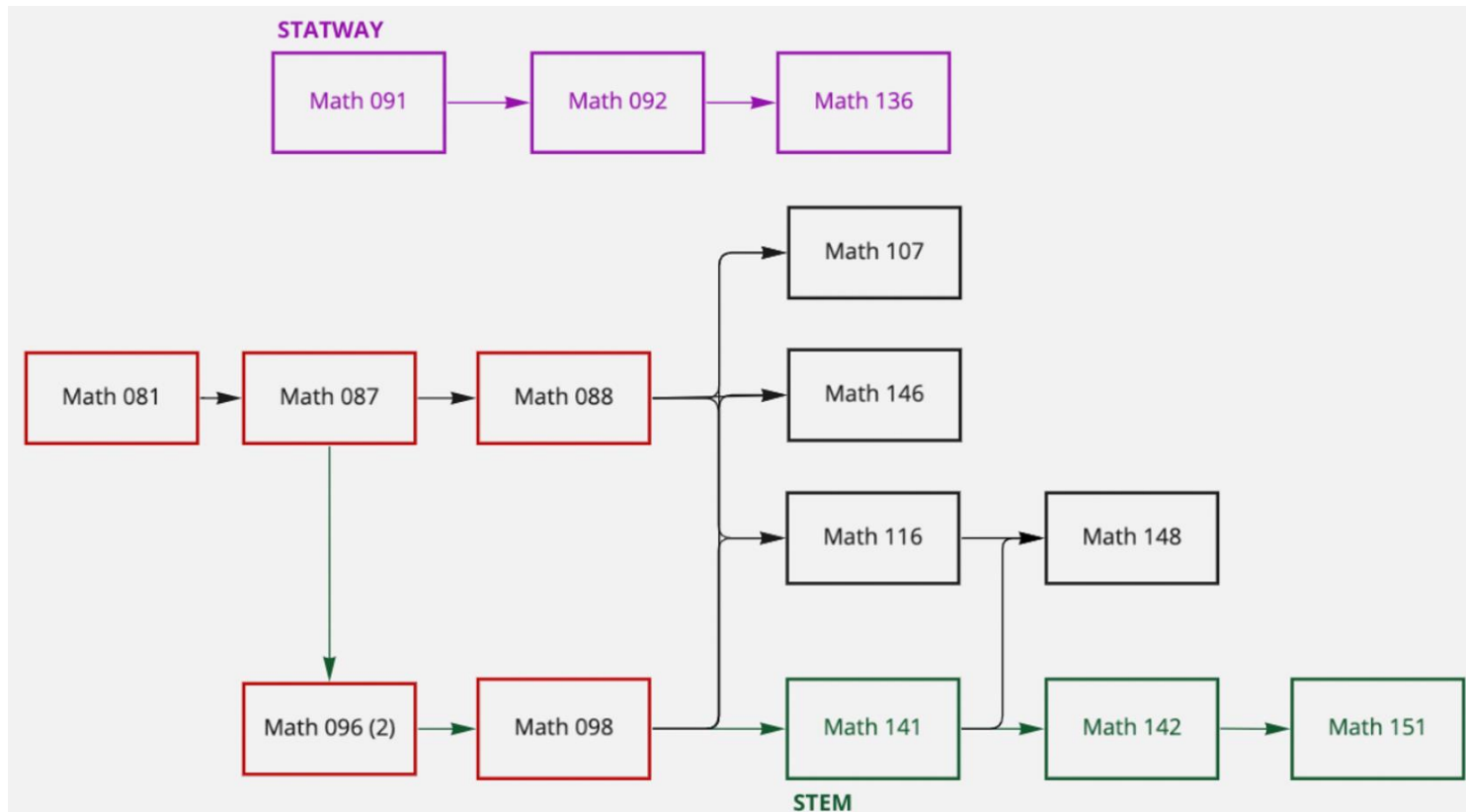
Leaky Pipeline

Leaky pipeline at Seattle Central

- Out of all students who start in a pre-college math course, 26% finish a college level math course within one year.
- Nationwide, the percentage is about 20%
- Opportunity Gap at Seattle Central:
 - American Indian or Alaska Native 16%
 - Black or African American 18%
 - Hispanic or Latino 21%
 - Native Hawaiian or Other Pacific Islander 19%
 - Other Race 13%
- Lastest data: 2021
- Source: First Time Entering Students Dashboard



Current Courses



Our Plan...

- Starting Fall 2023, the Math Department will replace our pre-college math courses with corequisite courses.
- A co-requisite course is a course taken in the same quarter as a college-level math course to help students succeed in the college-level course. This replaces the traditional method of having a prerequisite course the quarter before the college-level course.
- [new course flowchart](#) Note that anyone who places into pre-college math (level 2) can start college math right away
- [New courses](#)

Example

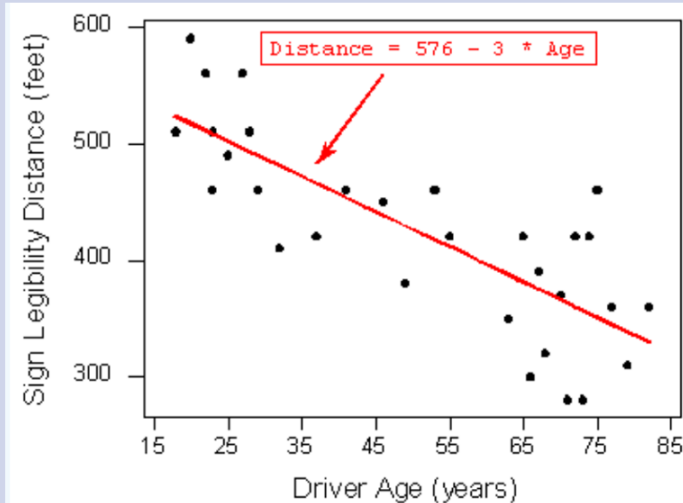
- Math 046 (3 credits) MW 9:15-10:20
- Math 146 (5 credits) MW 10:30-11:35

- Students would sign up for both in the same quarter.

Students will learn the basic skills in the corequisite course

Topic in Math 146: Scatterplots and Regression Lines

Topic in Math 046: Equations of Lines



$$Distance = 576 - 3 * Age$$

Additional Features

- Cohort model (same classmates, same teacher for all 8 credits)
- Class size limited to 24
- College success activities (such as study skills and mindset) are included in the support courses
- Open source textbooks
- Scalable (this model works for all our entry-level college courses)
- Flexible (easy to adapt to hybrid and online)

More Information

- 8 credits is ***a lot***. Math 098+038 will be especially challenging. We recommend full-time students pair with an easy 5-credit class for 13 credits.
- Chem 121 prerequisite will be Math 098 (prerequisite currently is Math 087)
- Affects nursing, dental hygiene, respiratory care
- Students who place at level 1 (basic arithmetic) may take courses with Adult Basic Education (ABE). ***All others should start college math right away***
- We will still offer stand-alone (5 credit) Math 098, 107, 116, 141, 146 for those who do not need the support

Math Directed Self-Placement (DSP)

- Welcome and acknowledgements:
 - Math Leads: NSC - Edgar Jasso, SSC - Frank Post, SCC - Paul Verschueren
 - Central Team: Mimi Aregaye, Anna Jacobs, Bryan Johns, Jonny Ursin
 - eLearning: Jesse Hernandez, Spencer Echon

Our Current Placement



UP NEXT

Placement Assessment

Time Limit: 2h 0m

Unproctored ⓘ

GET STARTED

Placement Assessment

Let's see what you know and which class you can place into.

2 hours, 30 questions

This area will graph your progress as you learn the topics in a Prep and Learning Module, but first let's complete a survey, the Tools Tutorial and your Placement Assessment.

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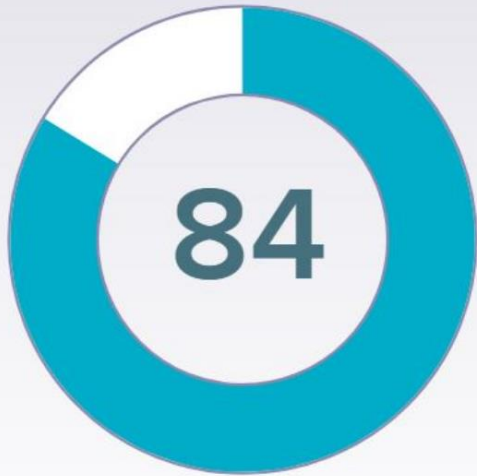
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Our Current Placement

Nice job, **PAUL**. Here are your results.



You can take your Placement Assessment
1 more time.

Class Name	Cut Score
Basic & Transitional Studies	0 - 7
MATH 081	8 - 13
MATH 087 / 091	14 - 29
MATH 088 / 096	30 - 38
MATH 098	39 - 45
MATH 102, 103, 107, 116, 141, 146	46 - 60
MATH 142	61 - 75
MATH 151	76 - 100

Our Current Placement

If you place by taking the ALEKS test, you need to show your score to an advisor or instructor to enroll in your first math class.

Directed Self-Placement (DSP)

Many colleges are moving towards “directed self-placement” or “guided self-placement”. This process, either automated or with the support of an advisor, gives students the information they need to choose the appropriate placement for themselves.

DSP Link

https://seattlecolleges.formstack.com/forms/math_dsp

Bookmark/save the links so you can return to it later.
This goes live May 15th (one week before new student registration).

Any feedback is *much appreciated*.

Questions/comments and Follow-up

First priority: You came here to ask or say....

Other questions or comments?

Any feedback is *much appreciated*.

Email paul.verschueren@seattlecolleges.edu



SEATTLE CENTRAL
COLLEGE

New Student Orientation and Faculty Participation



Central FYE Workgroup

Co-Leads: Robin Mueller + Chelsea Hoffman

AREA OF STUDY BREAKOUT SESSIONS

- **WHAT: Present to new students** as they refine and decide on their Area of Study
 - Similar to Discover Days model ([example slide deck](#))
 - Will have support from an Academic Advisor
- **WHO: YOU!** Faculty are our program experts!
- **WHY: Attract interest** to your subject areas and programs

YOUR OPPORTUNITY TO GET INVOLVED!

LOGISTICS



Stipends available



Estimate 4-5 hour commitment

- 1 hour prep meeting (Spring 23)
- 1-2 hours preparing presentation
- 2 hours day-of



Expected flow day-of

- Event 10AM - 2PM
- Area of Study sessions 11AM –12PM
- Lunch provided

In-person attendance || Monday, September 18 || 11AM - 12PM

HOW YOU CAN GET INVOLVED!

1

Still need faculty to represent:

- Business + Accounting
- Culinary, Hospitality, + Wine
- Education + Human Services
- Health + Medical
- Skilled Trades + Technical Training

2

Opportunities to co-present or create a panel:

- Arts, Design, and Graphics (Art faculty presenting)
- Science, Technology, Engineering, and Math (Biology faculty presenting)
- Social Sciences, Humanities, and Language (Psychology and English faculty presenting)



Contact Me: Robin.mueller@seattlecolleges.edu

Workforce Development Sustainability Task Force

Partnership Drives Sustainability:

Updates from the
Workforce Development
Program Sustainability Task Force

 SEATTLE COLLEGES
North · Central · South

Timeline



Apparel Design and Development



Wood Technology Center



Seattle Maritime Academy



Seattle Culinary Academy

Spring 2022: Four workforce programs considered for closure due to budget constraints.

- After further investigation, discussion and community feedback, closure decisions were paused while further solutions for sustainable funding were pursued.

Summer 2022: Rep Vandana Slatter (48th), Chair of the House College & Workforce Development Committee, initiated a Workforce Development Program Sustainability Task Force. Co-chaired by Rep Frank Chopp (43rd) and Louise Chernin, Chair of Seattle Colleges Board of Trustees.

- Taskforce brought together members of the state legislature, state board for community and technical colleges, business/industry, philanthropic support, students/program graduates, and college employees to find long-term solutions.
- The group was charged with looking at the issues of sustainable funding for workforce programs at Seattle Central College and community colleges statewide.
- Seen as a case study for workforce programs that have unique program costs, more than tuition and state allocation revenues can provide.

Programs like these produce deficits for a variety of reasons



Unique equipment needs



Facility and specialized staffing needs



Hands-on instruction in non-traditional classroom environments



These kinds of programs cannot solve their funding issues through increased enrollment or entrepreneurial activities alone.

Taskforce Major Findings

- Workforce programs are **highly successful training students for careers.**
- **Industry needs our students.**
- **Students often leave programs early to take industry-related positions** before credential completion.

The greatest **funding needs** are around:

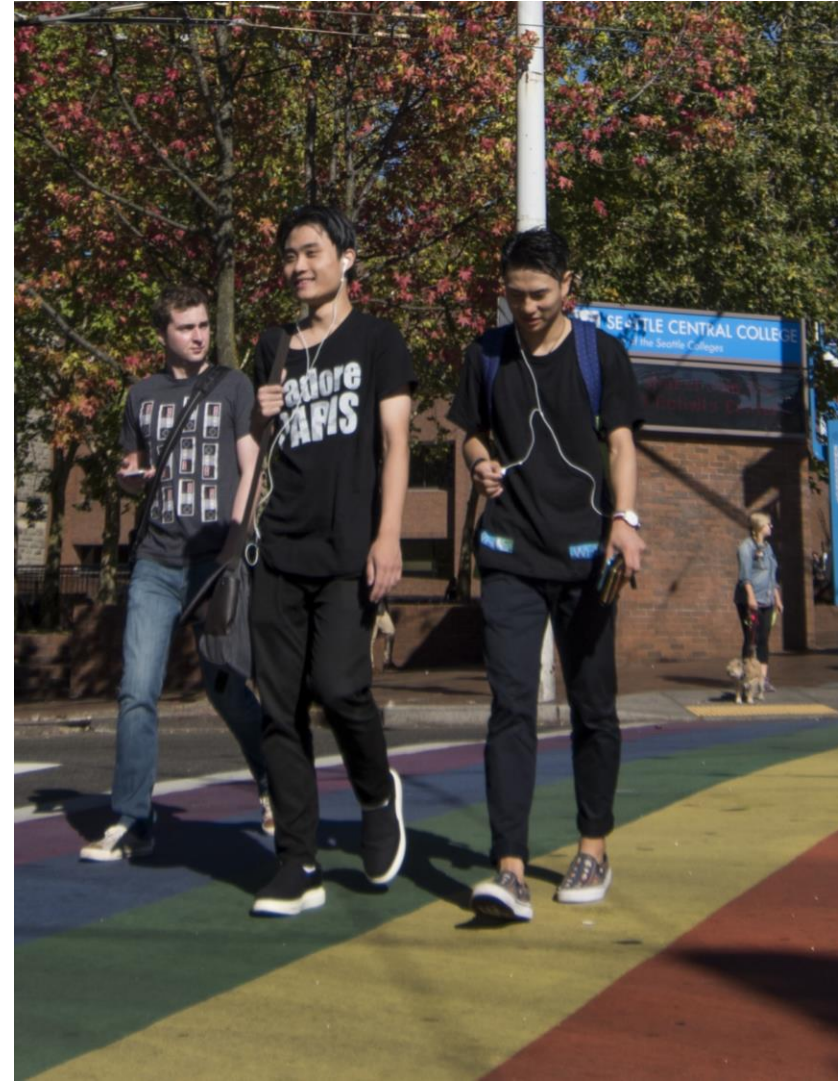
- Student navigation, especially in support of **retention and completion**
- **Partnership development** (community-based recruitment, work-based learning, job placement, donations)
- Program equipment and facilities **costs**, staffing, and **hands-on learning requirements.**



Fall 2022 – Site Visits

Hosted a series of site visits at each program in September 2022. Between 30-50 individuals attended each site visit. Questions for discussion at those visits included:

- What ideas do you have for how the College can engage with the community and recruit students with an emphasis to increase diversity, equity, and inclusion?
- What connections can or resources can you or your company/organization provide to this program?
- What legislative or policy changes do you think would be helpful to better sustain this program going forward?
- What could the College or the program be doing that they currently are not?



Site Visit Takeaways

Legislative and Policy takeaways:

- Need for additional funding for workforce education to reflect higher costs than other kinds of community and technical college education

Business and Industry takeaways:

- Develop internship, externship, and work-placed learning models to keep students in school while working
- Participate on program Technical Advisory Committees, including mentorship for students
- Funding around student scholarship and program specific needs
- Support for outreach, recruiting, internship, and employment opportunities, especially for BIPOC populations

Workforce Programs takeaways:

- Building Business Plans, exploring alternate times and days to offer programs, and learning about staffing needs

A photograph of three students sitting at a long table in a library or study area. They are silhouetted against a large window that looks out onto a city with trees and buildings. The scene is dimly lit, with the primary light source being the window. The students are focused on their work, with laptops and papers open in front of them. The overall mood is quiet and studious.

Winter 2023

Business Plans for each program

Apparel Design & Development Business Plan

- Foundation Funding: Investigating hiring a **recruiter/ navigator/ completion coach/ internship** or work placement staff.
- Checking into **expanded course offerings**: weekends and evenings.
- Exploring **short term certificates, with on and off ramps for students.**
- Can we offer **training for industry professionals?**



Seattle Culinary Academy Business Plan

- **Scope and Sequence** revision – completed.
- **Equity, Diversity, Inclusion, and Community (EDIC) infusion** into curriculum, pedagogy, and course policies and procedures – ongoing.
- **Collaboration with South:** program maps, recruiting for both programs, shared courses, etc.
- Collaboration with South on **funding request for enhanced instructional design** to align with student needs, enhancing pathways to program completion and job readiness.



Seattle Maritime Business Plan

- City of Seattle/OED funding to **recruit BIPOC students** (~\$1M)
- Partnerships with Seattle Jobs Initiative, Maritime High School, and Washington State Ferries (WSF) for **new/additional cohorts**
- **Legislative funding** under consideration: "Ferries First"



Wood Technology Center Business Plan

- Foundation funding: Investigating hiring a **Construction Site/WTC Manager or Recruiter/Navigator/Partnership Specialist.**
- **TAC role** in mentoring and hiring students while attending and when they complete.
- **Stackable completions/credentials.**
- Short-term **industry training.**
- **Other funding:** Lowes, SBCTC grants, etc.





Expressions of Support

Seattle Colleges Foundation:

- AD&D: over \$300K for three years (~\$110K/year)
- SCA: \$29K
- SMA: legislative support
- WTC: \$140K

TACs:

- Help with fundraising
- Curriculum guidance
- Supporting students through work experience and hiring upon completion

Legislative Advocacy

First and Foremost: Support the System

- Compensation funding for whole SBCTC system
- Stronger Workforce Program funding for whole SBCTC system

We identified almost \$3M in annual operating expenses related to these programs and proposed legislative support for these programs featured prominently in the House's budget supporting community college workforce programs.

Targeted support for 2023-2025 Biennium:

- \$855k/yr for Seattle Maritime Academy partnership with WSF



Round 1: HEERF Disbursement

Not Dropping Students for Non-Payment

Spring 2023 Disbursement Plan

- Communication to student via text and email beginning this week and every two weeks
- Students need to respond to the form stack to determine how funds will be disbursed
- There will be no additional tuition funding support after spring quarter

Where We Need Your Support

- Engage with students “early and often” to learn which students are struggling and refer them to the right services

Scenario: Hi, how are you doing? What are you studying? I know it's the first few weeks of the quarter and how are your studies going?...Oh, it sounds like you have a lot going on, and I want you to know, we have folks to support you, if you decide that's what you want. I need you to contact or I can walk you to...and here's my info or can I get your contact info, so I can contact you in a few weeks to see if you were able make those connections?

Safety Committee



Environmental Health & Safety / Safety Committee

Safety Committee

Seattle Central's Safety Committee helps employees and management work together to identify hazards and recommend solutions, review incident reports, and evaluate the effectiveness of the College's safety plans. The committee is governed by its adopted [by-laws](#) (pdf) and by Washington Administrative Code [296-800-130](#).

The term of service is one academic year and current membership is listed below. If you have a workplace safety concern, an agenda item you would like the Committee to discuss, or you have questions about current College safety policy or procedures, please contact the current Committee Chair.

FY24 Budget Update

Revenue	2023-2024	2022-2023
State Allocation	\$ 40,386,318	\$ 38,904,923
Tuition	\$ 15,946,207	\$ 11,389,268
Running Start	\$ 3,219,873	\$ 3,576,142
International Programs	\$ 2,883,649	\$ 3,947,466
Total Revenue	\$ 62,436,047	\$ 57,817,799
Expenses		
Instruction	\$ 29,836,929	\$ 28,512,543
Academic Support	\$ 6,167,734	\$ 6,177,545
Libraries	\$ 1,319,047	\$ 1,306,871
Student Services	\$ 7,760,410	\$ 7,187,954
Institutional Support	\$ 10,472,165	\$ 11,109,300
Plant Operations	\$ 6,775,389	\$ 6,903,682
Total Expenses	\$ 62,331,674	\$ 61,197,895
Net Balance	\$ 104,373	\$ (3,380,096)

New Staff, New Roles

- Jonathan Wittmaier, Program Administrator, Student Development
- Dana Parker, Director, TRIO
- NeeCee Davis, Outreach Coordinator, PACT
- Erika Medina, Program Assistant, TRIO
- Geela Greer, Program Assistant, Testing
- Alan Hamill, Program Coordinator, Transcripts
- Gator Goodlow, Program Assistant, I.D. Center
- Shermaine Singleton, Program Supervisor, Testing
- Meghan Trainor, Art Gallery Specialist, Student Development
- Fritz Buehler, Electrician Lead, Facilities and Plant Ops

Kudos

- **Faculty Tenure Candidates:**
 - Desiree Simons, English Faculty
 - Jimmy Troung, Nursing Faculty
- **Emeritus Faculty:**
 - Michael O'Neill, Accounting Faculty
- **Planning committee for the Yom HaShoah / Holocaust Remembrance event on April 20th:**
 - D'Andre Fisher
 - Mikaila Harris
 - Teddy Cai
 - Clinton Goodlow
 - Emily Castillo
 - Jared Stern Rogers
 - Rachel Scheiner
 - Laurie Kempen
 - Kano Cheng
 - Amara Schermerhorn
 - Leah Illingworth
 - Louise Spiegler
 - Patti Gorman
 - **Event Support provided by:**
 - Culinary students
 - Sean Chesterfield and the public safety staff
 - Dave Ellenwood—library
 - Brian J. Kirk—IT
 - Tom Butterworth and the SCCTV team
 - Holocaust Center for Humanity

Thank You

- Q & A
- This is being recorded and will be available on News Center as soon as it is processed.