SEATTLE COLLEGES
Central · North · South · SVI

ACHIEVING SYSTEM INTEGRATION

ORGANIZATIONAL RECOMMENDATIONS FOR THE SEATTLE COLLEGES

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ACHIEVING SYSTEM INTEGRATION
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INTRODUCTION

In a world that is increasingly fast-paced and always dynamic, innovation and harnessing change are integral to the ongoing success of any organization.

For fifty years, the Seattle Colleges has offered a beacon of hope to thousands of students seeking education as a pathway to a middle-class life. After several years of adverse factors, the Seattle District must determine what it can sustain with a lower set-point in enrollment and budgets, and strategize about how resources can be optimized to enable the next phase of growth and value-creation for students and the community.

The Seattle Colleges, like many other institutions, anticipated that enrollment and budget declines prompted by the 2008 recession were short-term. Accordingly, the district used temporary funds as a stop-gap measure to off-set budget reductions, primarily fund balances, international enrollments, and grant revenue.

After almost a decade of declining enrollment and state funding, reductions have become the "new normal." No rebound occurred. Temporary funds, anticipated to be a short-term intervention, are almost depleted.

With ongoing revenue shortfalls and rising expenses, the Seattle Colleges must wholly re-examine its way of operating. It must recalibrate expenditures and build enrollments. Left unaddressed, the institutions are not sustainable. In W. Edwards Deming's powerful words: "It is not necessary to change. Survival is not mandatory." Now is the time to act.

The Seattle District has ample institutional capacity to make necessary and timely adjustments through the talents, skills, and abilities of its employees if the need for change is embraced and solutions are developed. A purposeful and focused approach to strategic enrollment management and operational change has the potential to create a new phase of growth and value creation.

Achieving System Integration (ASI), initiated by Chancellor Pan, is a first step toward creating a sustainable path forward for the Seattle Colleges. Its purpose is to determine if resources allocated among the colleges and district administration are used optimally. Floten Consultancy was charged by Chancellor Pan to define challenges, opportunities and make recommendations for integration of operational services and systems.

After several months of research, study, and review, the consultant hereby presents Dr. Pan observations, analyses, and recommendations that may be used to begin the journey of change.

I thank Chancellor Pan for this opportunity to be of service and extend gratitude to the many individuals and groups who participated in this review. All were open, responsive, and helpful in responding to many requests for information.

ACHIEVING SYSTEM INTEGRATION
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BACKGROUND

As the only community-oriented, publicly-funded institution of higher education offering two- and four-year degree programs in Seattle, the Seattle Colleges (Seattle District) has an important mission and serves a unique role. A diverse student population, businesses, civic organizations, and communities have depended upon Seattle Colleges for education, training, support, engagement, and solutions for a half-century.

The colleges – North Seattle College, Seattle Central College, and South Seattle College --and their many branches are integrally intertwined with their respective communities, committed to strengthening Seattle by providing residents opportunities for lifelong learning. With an annual enrollment of almost 50,000 students, these colleges have enabled learners to pursue and improve careers through professional-technical education, the development of basic skills, and preparation to transfer into the final years of a bachelor degree.

The Seattle Colleges' affordable and accessible education provides the primary pathway to a middle-class livelihood for many of Seattle's residents. In the past 50 years, the Seattle District has served 1.5 million individuals, who have sought to improve their lives.

During this time, through the work of many dedicated and committed employees and the high-quality partnerships the Seattle District has developed with businesses, industries, government, foundations, and other educational institutions, the Seattle Colleges has earned the reputation of being an innovative college, with exemplary programs in international education, student pathways, STEM programs, and applied bachelor degrees, among many others.

THE CHALLENGE
In the wake of the great recession of 2008, a multitude of forces has had a dramatic impact on the Seattle Colleges, including decreasing enrollment, dwindling state financial support, intense competition, the high cost of living in Seattle, and aging facilities. At a critical and unprecedented crossroads, the Seattle Colleges must proactively address these challenges to continue to succeed as a major resource to Seattle.

THE OPPORTUNITY
Such organization review presents opportunities to:
   REDEFINE the Seattle Colleges, capturing the dynamic nature of its city, changing demography of students, and new fiscal environment to build new structures, programs, and organizations that foster and encourage student success.
   LEARN AND GROW by striving for organizational excellence as it applies to a large, thriving district of distinctive colleges, united to provide high-quality educational services to a vibrant region.
   ENGAGE in positive and purposeful change designed to accomplish the mission, goals, and objectives of the district, conducted in a respectful and affirming environment.

RENEW the organizational culture by engendering a climate of continuous improvement in support of students where employees are respected and recognized for their contributions and decision-making is open with opportunities for input and feedback.

THE CHARGE

To adapt to changing circumstances and secure the future of the district, the Board of Trustees (BOT) of the Seattle Colleges has called upon the new chancellor and executive team to build and implement a roadmap for the future, guided by the four goalposts of student success, organizational excellence, financial stability, and balance between integration and differentiation among the colleges and the district office.

Chancellor Pan in his memo to employees entitled *Achieving System Integration* indicated: "Our hope is that through diligent, thoughtful and well-organized work, Seattle Colleges will become more competitive externally and much more coordinated and coherent in our internal operations. We also want to maximize operational cost while increasing efficiency", he continued. "Any savings made would be used to make strategic investments that position us for the future."

In December 2016, the Seattle Colleges initiated Solicitation #700358 to "examine cultural and structural barriers and practices that place the district's future at risk and identify opportunities for improvement and strategic realignment that will position the district for long-term excellence, relevance, and viability." The solicitation called for an independent study of the Seattle Colleges' "management and organizational structures, service levels, staffing, and infrastructure and to identify opportunities for improvement."

Jean Floten, the principal of Floten Consultancy, was hired in February to conduct a 3-month review. The research plan included examining institutional documents, developing financial and organizational benchmarks, interviewing individuals and groups within the Seattle Colleges, and reviewing ASI planning with external constituents. She also joined the Committee to Review District Operations (CDOR), a representative group commissioned by Chancellor Pan in fall quarter 2017 to study the services provided by the district office.

THE CHANGE PROCESS: WHAT TO EXPECT

In *Alice in Wonderland*, the Cheshire cat told Alice, "If you don't know where you are going, any road will get you there." With any significant change, the individuals involved need to know where they are headed and what the result and benefits of their efforts will be. They also need to know what road they are on.

In his writings on ASI, Chancellor Pan has discussed the drivers for change and what it will accomplish for the Seattle Colleges. A summary is presented in Table 1. While the drivers for change and desired outcomes are known at this point, specific changes that will get the Seattle District closer to its desired future state are not yet known. This is the purpose of the ASI initiative – to compile a roadmap of the specific strategies that will be adopted and implemented to move closer to the desired outcomes.

DRIVERS	DESIRED FUTURE STATE (DISTRICT-WIDE)
1. Leverage the district's size and resources	1. A more efficient and financially stable district
2. Provide a unified and clear vision	2. A more interconnected district
3. Eliminate inefficiencies and duplications	3. A more responsive district
4. Align priorities across the district	4. A more aligned district
5. Support student success	5. Enrollment stability and higher completions rates
6. Create new opportunities	6. A more innovative district and a more successful student and graduate

Table 1. Change Drivers and Desired Future State of Seattle Colleges

Moreover, thoughtful and responsive change takes time as it moves through four phases. These are *discovery, design, implementation*, and *experience.*
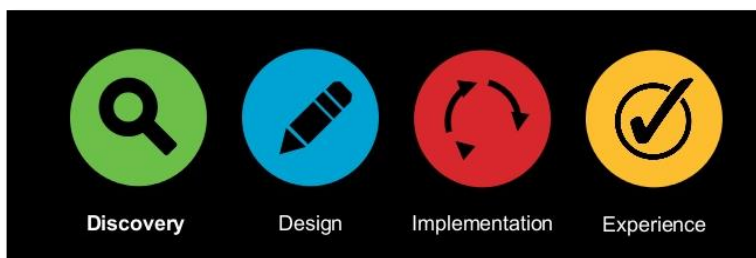
Table 2. Steps of Transformational Change[1]

In this context, *discovery* is identifying challenges and opportunities and developing recommendations for change. The Seattle Colleges has started the discovery phase of gathering and analyzing data through the work of the consultant, CDOR, and other efforts. The next phase, *design*, is the process of developing solutions to accomplish the tasks identified in the discovery process. That is, once the chancellor determines which recommendations to implement, the areas or functions identified will be redesigned to meet specific outcomes. *Implementation* is putting the plan into action. *Experience* is derived once changes are implemented and refined through a continuous cycle of evaluation and revision.

Although Seattle Colleges' path will be unique, it may be informed by others who have undergone a similar journey. At the 2017 American Association of Community Colleges Annual Conference, Chancellor Cesar Maldonado presented the change process of the Houston District as it grappled with factors much like those confronting the Seattle District. Their undertaking was a five-year process of change, striving to accomplish long-term growth and added-value to students, employees and the larger community. It is an excellent case study about the process of organizational change in a multi-college district.

The first phase in Houston's process took two years and addressed operational effectiveness in areas such as budget, accounting, human resources, and information technology. The second phase, taking an additional two years, reviewed student-facing processes like admission, registration, testing, advising, and instruction.

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[1] Maldonado, Cesar. "Leading During Difficult Times." University Leadership Summit, Palm Beach, FL. October 21, 2016. Lecture.

The Seattle Colleges has outlined a similar process of starting with operational management and then moving to student management systems. By year four, the Houston Community College District was experiencing innovation in services and student management systems, built on a strong foundation of operational effectiveness. (*Chart 1. Houston Community College District's Change Process*). While the outcomes of the Seattle Colleges will be different from Houston's, the process, stages, and timelines will be similar.
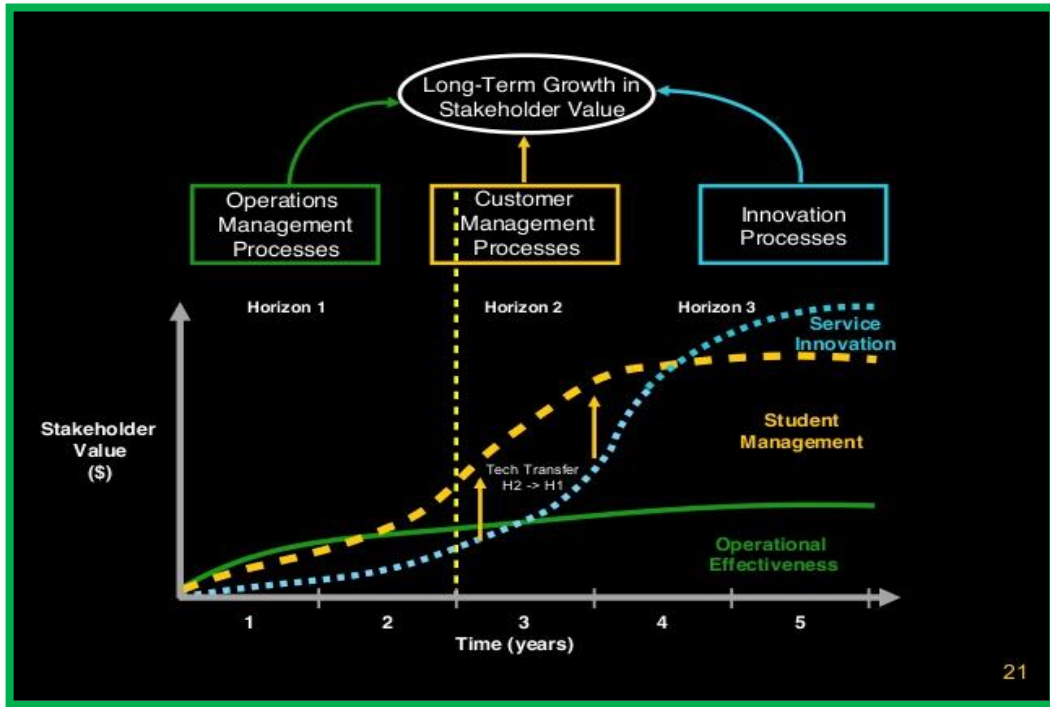
Chart 1. Houston Community College District's Change Process[2]

At the Seattle Colleges, the drivers for change and the destination are known. It is now necessary to select the best path forward, based on introspection, informed by discovery and adapted to meet the unique needs of the Seattle Colleges.

INITIAL STEPS

Chancellor Pan has initiated several processes this year (FY17) to prepare district employees for changes that lie ahead.

1. Last fall, Chancellor Pan launched a strategic planning process to prepare district-wide mission, goals, and strategies that is in its final stages of development.
2. He commissioned three *ad hoc* committees in fall quarter to examine several district-wide processes: admission and registration, web services, and e-Learning. Reports are due at the end of spring term.
3. He convened a representative group, the Committee for District Operation Review (CDOR), to make recommendations about the roles and responsibilities of the district administrative offices. Its recommendations are also due at the end of spring quarter.

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[2] Ibid.

4. In December, the Seattle Colleges initiated Solicitation #700358, "The Roadmap for the Future Project," to hire a consultant to examine cultural and structural barriers and practices that place the district's future at risk and identify opportunities for improvement and strategic realignment. Jean Floten, the principal of Floten Consultancy, was hired in February to conduct a 3-month review. Chancellor Pan recommissioned the CDOR to work with the consultant.
5. The chancellor prepared a paper, *Achieving System Integration*, stating the strategic case for change. It was approved by the BOT in February, circulated by email to district employees and then posted on the chancellor's website along with other information about ASI.
6. The chancellor held a videotaped "electronic office hour" in February to update district employees on the status and progress of the ASI initiative and to introduce the consultant.
7. In March, the chancellor sent a status update to district employees that included the ASI initiative. He announced upcoming "listening tours" to obtain input and answer questions about the ASI initiative and the consultant's work that were scheduled at each college, SVI and the district office. He requested employee response to a survey circulated in advance of the listening tour to capture questions, concerns, and feedback.
8. In May, an ASI listening session was held with student leaders, the chancellor, and consultant.
9. From February through May, the consultant met with numerous individuals and groups to listen to questions and concerns.
10. The CDOR has held numerous meetings to examine the organization of district departments and has reviewed and discussed the consultant's work.

NEXT STEPS

The consultant has completed the review of operations management and submitted recommendations to the chancellor through this report. The recommendations will be examined by the leadership team, shared with district employees, and reviewed by an external panel prior to the final determination by the chancellor. The departments or functions that are identified for integration will then begin an internal process of redesign and implementation.

ACHIEVING SYSTEM INTEGRATION

METHODOLOGY

PURPOSE

The work of the consultant was to conduct an independent study of the Seattle Colleges' management and organizational structures, service levels, staffing, and infrastructure and to identify opportunities for improvement. In addition, the consultant was to examine cultural and structural barriers and practices that place the district's future at risk and identify opportunities for improvement and strategic realignment that will position the district for long-term excellence, relevance, and viability.

RESEARCH GOAL

The consultant's research goal was to formulate evidence-based recommendations for organizational improvements that were informed by the perceptions of internal and external stakeholders.

The consultant identified three sources of data: peer institutions, stakeholders, and institutional documents. Financial and organizational data and best practices were obtained about peer districts for benchmarking the Seattle Colleges. Stakeholder input was instrumental in defining the current situation, identifying opportunities for improvement, and characterizing the internal climate. A review of institutional documents indicated the overall health of the district and presented some opportunities for change.

For the financial portion of the peer review, the consultant examined "state general funds and tuition" expenditures and "grant and contract" expenditures over the last fiscal year. The information was obtained for all Washington community and technical college districts from the State Board for Community and Technical Colleges (State Board). Seattle's numbers were verified by the district budget office.

Benchmarks were developed for the Seattle Colleges by comparing its expenditures to the average expenditures of all 34 college districts in Washington in major programs. Where there were differences, the percentage of difference and the associated dollar amount were noted. The same calculations were applied to each college and the Seattle Vocational Institute (SVI).

The expenditure benchmarks showed where the Seattle Colleges were either over or under the state averages and by how much. That information, in turn, could be used to determine areas of potential savings and whether expenditures matched priorities.

To obtain organizational benchmarks, the consultant identified 19 community college districts that had a similar number of colleges as the Seattle District and/or were known for excellence. The researcher chose to look primarily at western states (Washington, Oregon, California, and Texas) because the colleges have similar missions, values, and histories. Ivy Tech in Indiana and Cuyahoga in Ohio were added based on requests from employees interviewed. The researcher performed a content analysis of operational departments or functions to determine where the primary management responsibility resided – centrally at

the district, decentralized at colleges, or shared between colleges and district. The results then were examined for patterns.

The consultant surveyed employees at the representative districts to determine "best practices" (what worked well, what did not), along with any suggestions they might have for the Seattle Colleges.

Looking internally at the Seattle Colleges, the consultant reviewed reports and documents that underscored the challenges facing the Seattle District in terms of funding, enrollment, staffing and performance.

Similarly, the consultant solicited perceptions and recommendations from students, employees, past consultants, and external constituents better understand the climate and readiness for change. This was accomplished through listening sessions, email exchanges, organized meetings, interviews, and reviews of district documents.

The consultant worked closely with the CDOR to exchange information and discuss findings and recommendations.

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FINDINGS

INSTITUTIONAL DOCUMENTS REVIEW

Several documents were reviewed to determine factors that will affect financial sustainability and, potentially, the long-term viability of the Seattle Colleges*.*

Student Enrollment. Two types of student enrollment were examined: student headcount, which is every enrolled student, and FTE (full-time equivalent) enrollment which is based on credits and 45 credits equates to one FTE. Each was also examined by their funding source -- state-funded which includes the state allocation to the district from the State Board plus student tuition; all funding sources, which includes state-funded enrollments and grants and contracts enrollment; or self-funded which means the classes enrolled were supported by student tuition only.

  Student Enrollments (Headcount). Charts 2 and 3 (Appendix A) contain an analysis of student headcount enrollment for the last 8 years for the total district and for each college.

  1. Overall, student headcount from all funding sources has fallen from 52,589 in FY08 to 45,777 in FY16, a reduction of 6,800 students or 13 percent. Preliminary data from this academic year show further declines.
  2. During this time, headcount enrollment dropped 4.8 percent (803 students) at North Seattle, 15.8 percent (2,846 students) at Seattle Central, and 15.8 percent (2,818 students) at South Seattle. SVI lost 51 percent of its headcount.
  3. Contracted enrollment grew from 5,501 in 2008 to 6,766, a 23 percent increase, primarily in international students.
  4. State-funded student headcount enrollments have declined by 6,033 over the same period, a 16.3 percent reduction.
  5. Declines have persisted beyond the recession.

  Student Enrollments (Full-time Equivalent, or FTE). Legislative funding is based on FTE student targets. Table 3 shows changes in FTE enrollment for all funding sources and for state-funds only. Chart 4 (Appendix A) displays changes in FTES since FY08.

  1. Between FY10 to FY16 state-funded student enrollments (FTE) declined by 2,213, and total enrollment (all funds) dropped by 608.
  2. State-funded student enrollments (FTE) went from a high in 2009 of 106 percent of the state enrollment target to a low in 2016 of 89 percent – a 17 percent reduction in 6 years.
  3. Since FY08, the Seattle Colleges has met or exceeded its enrollment target only three times in FY09, FY10, and FY11.
  4. In other years, further declines were off-set by converting international contract enrollments to state-support:

      a. 2012-13, 146 FTES were converted

      b. 2013-14, 899 FTES were converted

      c. 2016-17 (current year), anticipate converting 2 percent

5. Since the colleges are funded based upon FTE, the decline in enrollment is a significant issue.

International Enrollment. The district has a large program of international enrollments as noted in Chart 5 (Appendix A).

1. The Seattle Colleges has a strong international program that has grown from slightly under 1,000 FTE students in FY05 to a high of 3,077 in FY14.
2. International enrollment declined in FY16 and has continued to decline.
3. This decline will affect college budgets, especially Seattle Central, which has the largest program.

Budget. The budget was examined for funding changes from FY12 to FY16 in state support. See Table 4 (Appendix A).

1. The budget has been essentially flat (7.6 percent increase over the last five years), insufficient to sustain the rising costs associated with existing operations.
2. FTES decreased from 14,692 in FY12 to 13,436 during the same period – an 8.5 percent reduction.
3. The cost of educating each student (FTES) went from $6,397 to $7,910 (in current dollars), a 24 percent increase.

Instructional Costs. Student-faculty ratios and the number of faculty members were examined. From FY09 to FY16, the average class size fell at all colleges, but faculty increased. Table 5 below shows these changes. For example, Seattle Central's student-to-faculty ratio decreased by about 9 percent, yet its faculty increased by 14 percent. (SVI's student-to-faculty ratio decreased by 41 percent and faculty decreased by 19 percent.)

	Student-Faulty Ratio Changes FY09-FY16		FTE Faculty Changes FY09-FY16	
College	Student-faculty % of Change	Changes in Numbers	% of Change	Change in Numbers
North Seattle	9.3%	23.47 to 21.29	2.5%	218.14 to 223.59
South Seattle	12.6%	22.32 to 19.50	14.4%	231.97 to 265.25
Seattle Central	14.9%	24.30 to 20.67	3.6%	288.23 to 298.51
SVI	41.1%	24.33 to 14.33	19.9%	33.31 to 26.67

Table 5. Changes in Student-Faculty Ratios and FTE Faculty by Institution from FY09-FY16
Source: Kurt Buttleman, "Chancellor/Presidents Forums", Seattle Colleges, November 2016. Lecture.

Budget "Hits". Several state and local factors were examined for their financial impact on the Seattle Colleges.[3]

1. The legislature mandated but did not fund student tuition decreases in recent years. Local impact estimated at < $1.4 M>.

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[3] Buttleman, Kurt. "Chancellor/Presidents Forums." Seattle Colleges, November 2016. Lecture.

2. Domestic student tuition collection was projected to decrease (based on lower enrollment) by more than <$1.5M> this year.
3. A statewide lawsuit settlement on healthcare benefits had a one-time local impact of about < $1.5M>.
4. The impact of the McCleary Act has not yet been determined but is anticipated to be significant.
5. International student FTES are projected to decline between 10 to 20 percent for FY17.
6. A change in the way the State Board has allocated funds to colleges will result in a <$4M> reduction over the next 4 years and a one-time <$400K> loss in worker retraining.
7. Fixed operating costs are increasing in such areas as unemployment compensation, sick leave buy-outs, and merchant fees.
8. CTC Link will cost $1.7M in initial investment, then $750 per year software costs.
9. Other unfunded mandates like the minimum wage requirement and contractor costs will have a financial impact.

Overall Staffing Trends. Staffing numbers were examined from FY10 to FY15. See Table 6 (Appendix A), which also includes definitions of employee types mentioned below.

From FY10-FY15, the following staffing changes occurred:

1. District-wide staff numbers grew by 128, including 37 from state operating funds and 91 from grants and contracts.
2. District office staffing remained the same. Colleges added additional staff: 56 at Central, 43 at North, and 41 at South. SVI reduced 12 positions.
3. The greatest growth in staffing was in faculty positions at 61, the second was professional/technical positions at 43 new positions, followed by administrators at 18, and classified at 6.
4. While staffing increased, FTES enrollment continued to decline. State supported FTES declined by 2,213 (grants and contracted students grew during this period to offset the overall decline to 608).

PEER INSTITUTION REVIEW
Financial Benchmarking. Table 7 (Appendix B) compares the state-funded expenditures of the Seattle Colleges in major programs with averages of Washington's 34 college districts. Each college's and SVI's expenditures were also compared with state averages and are included in Tables 8-11 (Appendix B). Expenditures in grants and contracts were compared to state averages in Table 12, (Appendix B).

1. Instruction and instructional support (programs 01 and 04), taken together, were approximately 3.3 percent higher than state averages, which equates to $3.4M.
2. Student services (06) was under the state average by 3.2 percent, or approximately <$3.4M>.
3. Library (05) expenditures were the same as the state average.
4. Institutional support (08) was 1.8 percent over the state average, which equates to $1.87M and plant operations and maintenance (09) was 1.7 percent below the average, or <$1.83 M>.
5. The Seattle Colleges accounts for 14.4 percent of all the state's grants and contracts, due primarily to its large International contract program.
6. Eighty-five percent of grant funds are expended on instruction and instructional support – over 31 percent more than other institutions. About 11 percent is expended for student services – 8.3 percent lower than other colleges – and administration expenditures are 2.2 percent lower.

Structural Benchmarking. Nineteen community college districts were reviewed for the division of responsibilities between colleges and district administrations in 65 distinct areas that pertained to business and administrative functions. See Table 13 (Appendix B). (*Note: Management functions that pertained to the delivery of instruction or student services were not part of this review).*

A table was developed to display where the primary responsibility for the department or function resided, with district administration (D), campus administration (C), or shared (S) between them. See Table 14 (Appendix B).

1. There was a continuum of centralization/decentralization.
2. Portland Community College, Ivy Tech, and Houston Community College were the most centralized entities.
    a. At Portland Community College and Ivy Tech, all operational management functions were centralized except instruction and student services. They refer to themselves as a single college, then list the campus location; i.e. Portland Community College Sylvania.
    b. At Houston Community College, all management functions except student services were centralized with district administration. Houston also referred to itself as a single college.
3. The Seattle Colleges and Dallas Community College District appeared to be the most decentralized of the 19 districts surveyed. District administration described their roles as "coordinating" or "facilitating", rather than directing or managing.
4. Most of the colleges surveyed were in California. These districts were remarkably similar in their organizational management.
    a. California has 113 colleges in 72 districts of which 23 are multi-college districts. Because of the number of districts and colleges in the California System, it could be argued that they have the most experience with district/college management.
    b. The Western Association of Schools and Colleges, the accrediting commission for California colleges, maintains standards for these leadership/governance relationships and requires districts to define the division of responsibilities between college and district administrations. See Appendix B.
    c. Each of the 19 districts surveyed had a unified mission, values, vision, and goals. District and college personnel collaborated to develop annual priorities and strategies.
    d. California districts had a similar pattern of departments and functions reporting to the district administration or to college administration, although the way the departments or functions were organized into management positions varied. For example, while all had a CIO function, in some districts the position reported to the chancellor and in others to a vice chancellor.
    e. Each district had a Chief Financial Officer (CFO) who had primary responsibility and authority for the district budget and fiscal oversight.
    f. Each had a CIO position and operated on standardized platforms with uniform software systems and databases district-wide. District IT managed centralized training, call centers, staff, and equipment set-up and maintenance.
    g. All HR functions were centralized.

h. All referred to themselves as a single district and each of its institutions was called "college", rather than "campus." College names reflected the communities they served as has been the practice of the Seattle Colleges.

i. Each had a district officer who facilitated cross-college planning efforts in educational services, in such areas as instructional program planning and student policies.

j. All but four (4) districts surveyed had a single foundation.

k. Most had an integrated, single admission and registration process.

l. Some had one accreditation process, managed centrally, and others had a separate process for each of their colleges. The decision to have a single or unified accreditation process did not appear to impact the organizational structure of the districts.

Best Practices. The districts surveyed had well-defined organizations and management in terms of where responsibilities, accountabilities, and authority resided, as well as evaluation metrics and standardized procedures. Although there wasn't a single table of organization, there were remarkable similarities among the districts studied, as has been mentioned.

Noteworthy, too, was the public-facing web-presence of these districts. Each organizational area, such as human resources, informational technology, and business and finance had a webpage that contained the area mission statement and accountabilities; a listing of the organizational departments and their responsibilities; an employee directory that provided contact information and the functions performed; handbooks, standardized forms and descriptions of business processes; and, in some cases, dashboards with performance results. Forms, processes, training guides, research reports, and dashboard information could be easily accessed from employee desktops.

College and district staffs were asked to comment on how well their organizational structure operated, what they would do differently, and whether they had any advice to share. A copy of the survey is in Appendix C.

Most reported their structure worked well. When this was not the case, what was most often mentioned was a lack of communication, unresponsiveness, poor employee performance, or management style. While the structure worked, the skill of the manager and responsiveness of the area mattered most.

A common piece of advice was to create consolidated services that were well-defined, standardized, easy to access, and responsive to college needs. Others talked about the need for high-performance service. Internal customer surveys were said to be important for continued improvement. Several presidents indicated that they appreciated having the perspectives of a broader district-wide staff and the opportunity to focus on student success pathways.

One chancellor who engaged three colleges to become a more unified district attributed their success to developing a common vision of what was desired and working determinedly to get there. The chancellor established a leadership team of presidents and vice chancellors who oversaw the change process (presidents especially were pivotal to enabling and supporting change at their colleges). This Chancellor also a) held weekly issue-oriented meetings to discuss candidly what was or wasn't working, b) reviewed requests for new staff or changes in positions or salaries to prevent reversion, c) developed an internal communication campaign to share progress and report accurate information, d) celebrated college victories district-wide through "showcase receptions" and a weekly newsletter posted on the intranet to create a sense of community throughout the district, e) selected and trained skilled leaders to steer the cross-district

teams that were redesigning unified processes and f) staffed cross-district design and implementation teams with employees in the units affected and members outside of the unit to obtain both perspectives.

INTERNAL LISTENING

Employee and student input was sought to guide and inform decision-making and influence the change roadmap. It was also essential for measuring satisfaction with current processes and receiving suggestions for improvements.

Several methods of obtaining information from the internal community (employees and students) were incorporated into the study. They included a district-wide survey, emails, individual and group meetings, interviews, and listening sessions. (A copy of the internal survey and demography and comments of respondents may be found in Appendix C.)

Throughout these outreach efforts, many employees, understandably, wanted to know more about how the ASI initiative and budget reductions would affect them, their jobs, and their area of work.

Several made suggestions for improvements. For example, several employees talked about the decentralized process of bringing on new employees and feeling there were gaps in the process. Others talked about practices they felt were inefficient.

Many expressed frustration about the low salaries and how some employees were forced to live on food stamps and couldn't live in Seattle due to housing prices. This was a common issue among classified staff, faculty, and some administrators. Despite what was being done to work with the legislature, most felt there was still much work to be done.

During two of the listening sessions with employees, the question arose whether the colleges would fare better if they were independent rather than in a multi-college district.

Some spoke of practices they thought were unfair, such as the way tuition and parking funds were divided by the colleges. Others believed their college was "carrying" others.

Many people questioned keeping the current SVI building, which they saw as a financial drain. SVI personnel were concerned about their futures and expressed frustration about management issues over the years.

Some talked about a "we/they attitude" among college personnel about the district administration and others commented on how divisive this attitude was. There was a lack of recognition that the district serves and supports the colleges. When asked what administrative functions were performed by the district administration, many campus-based employees indicated other than the chancellor, purchasing, budget, and HR, they really did not know.

Others questioned whether a change would really happen and should they just wait it out rather than get involved. They cited several other consultant reports that had not been implemented.

Many said that change was "absolutely necessary" and they wanted to get it going before even more ground was lost and more people would need to be let go.

Some who had worked at colleges outside the district spoke about a climate of complacency and slowness in responding to issues or challenges.

Concern was expressed about the foundation consolidation and how it would create a loss of identity and, potentially, resources at the colleges.

Students were generally favorable about their learning experience but spoke about difficulties in getting the classes or information they needed and the time some processes took, such as financial aid.

Several cross-district teams discussed their collaborative efforts that were currently underway. For example, continuing education and customized training managers suggested unified plans that would produce a larger portfolio of services by eliminating duplication and establishing areas expertise. Cross-college unification was happening informally in information technology. Institutional research, e-Learning, and web design also advanced ideas on how consolidation might work. Others submitted written suggestions.

Many people expressed gratitude for the listening sessions and felt they had a better sense of what was happening.

EXTERNAL PANELS

The Seattle Colleges was created to serve the residents and communities of Seattle. Obtaining the advice and counsel of external constituents was another important aspect of laying the foundation for change.

Chancellor Pan has an ongoing panel of advisors from the community, and he established a second review panel, specifically for ASI review. He and the consultant met with both to review the ASI initiative.

External constituents were keenly aware of the need for change. It was unquestioned and supported. Many had undergone similar processes in their organizations. They asked about the process, potential impediments, and spoke about the importance of an internal communication plan to provide accurate information and increased transparency. Some also suggested an external campaign to talk with community leaders. They inquired about what measures were being taken internally to prepare employees for the changes that lay ahead. Most agreed that the process of change and its management were as important as the changes themselves.

Some suggested that if the change anticipated would be transformational in adapting to change with unified systems, processes, and strategic enrollment management, outside funders might be interested because "district-wide" becomes a large enough project to capture their attention. Some expressed willingness to help obtain immediate funding for short-term efforts and had suggestions for sources.

All agreed that the Seattle Colleges was an important and valuable community resource and they understand and supported the need for change. They were willing to support efforts to change, but at the same time, urged an ongoing communication campaign internally and externally.

SAMPLE INTERNAL PERFORMANCE INFORMATION
As processes are redesigned, baseline data are required so that progress may be measured. The district and colleges have some very good information that may be used to identify problems and track performance.

For example, the consultant examined phone logs for admission and registration offices that showed answered and lost calls. See Table 15 (Appendix D). The colleges are to be commended for collecting performance metrics on student management practices. The district and the colleges regularly call out student success as a high priority value. However, at the same time enrollments are declining, investment in student services functions falls below the average of state spending levels and calls are being lost in all admissions and registration offices. These offices may not be equipped to provide the high-touch service and responsiveness desired. Phone logs enable colleges to respond with specific strategies and track results.

The business process mapping project currently underway as part of the anticipated conversion to CTC Link may be found helpful to the redesign of service areas. Two hundred business processes are being mapped and many are in areas that are being recommended for consolidation.

Existing performance data and process-mapping expertise will help the district in its future business-process redesign.

ACHIEVING SYSTEM INTEGRATION
ORGANIZATIONAL RECOMMENDATIONS FOR THE SEATTLE COLLEGES

DISCUSSION AND RECOMMENDATIONS

DISCUSSION

The pivotal questions addressed in this report were a) how should the Seattle Colleges transition from three autonomous colleges with decentralized management control to a more unified organization and b) what climate issues and barriers should be considered in designing the change process.

Current Situation. In its recent history, the three Seattle colleges have operated relatively autonomously with district administration serving primarily in a facilitative capacity. Each college has developed its own strategic plan until this year when a unified strategic plan was initiated. The budget process has been a formulaic distribution of funds to the colleges and the final budget has been a "roll-up" of the colleges and district budgets. Budgets have been based primarily on colleges' priorities with few opportunities to consider cross-district initiatives. Management control has generally resided with the college administration. Decision-making has been largely consensus-based that stalemated when there was not agreement among the presidents and chancellor. District administrators have described their roles as "coordinating" or "facilitating." Each college has developed its own management processes and procedures.

New Direction. A new chancellor was hired in July 2016. Shortly afterward, the Seattle Colleges BOT directed the new chancellor and college presidents to create a more unified district. On various occasions, the BOT has requested:
1. Integrated planning with a single vision, values, and goals
2. A budget process that involves the Board in determining district-wide priorities and planning assumptions to guide the development of a single district budget
3. A registration process that enables students to attend any of the district's colleges without barriers
4. Efficient and effective operations management that eliminates duplication of administrators and administrative functions throughout the district
5. Communication, branding, and promotion that focus on the collective impact of Seattle Colleges on Seattle and its residents
6. Alignment of colleges and district administration through an integrated management and operational structure and maintain a strong college presence in the community

The BOT approved a framework for change that was driven by four goals: student success, organizational excellence, financial stability, and the appropriate degree of differentiation and integration.   (Description may be found in Appendix E.)

SWOT Analysis. Based upon a review of institutional documents, the researcher developed a SWOT (strengths, weaknesses, opportunities, and weaknesses) analysis as shown in Table 16 (Appendix E). Several items were noteworthy:
- Enrollment has been in a state of decline for eight years and shows few signs of recovery.

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- State-funding has been relatively flat and fixed costs have risen.
- The financial buffer that colleges have had over the past few years, drawn primarily from international contract funds, have become depleted.
- Seattle Colleges faces large budget reductions for FY18 and, due to state changes in the funding formula, will continue to lose several million dollars as lower enrollments are factored into the allocation process over four years.
- Although enrollment has declined and state-funding has been stagnant, staffing has increased and so has the educational cost per student.
- In addition, the impact of the McCleary Act is unknown. Its staggering price tag and the inability of legislators to find a solution have challenged all other state-funded institutions.

Primary Challenges. Changing demographics, new technologies, fundamental shifts in public funding models, and declining financial support have created a tipping point for the Seattle Colleges. It is manifested in enrollment declines, unsustainable staffing levels, and budget reductions -- the big three challenges.

- From the high point of 2010 to present, Seattle Colleges has experienced a significant decline in state enrollment of over 2,300 FTE students.
- This academic year the Seattle Colleges experienced a permanent budget shortfall of about $5.2 M and anticipates a cumulative loss between $8 -$10M over the next four years, due to lost enrollment, changes in the state allocation formula, and increased operating costs.
- Despite budget shortfalls, 128 new staff positions (37 of which are state-funded) have been added.

The situation is untenable. The Seattle District must align revenues and expenditures. This is widely known as colleges are preparing significantly reduced budgets for FY18.

It is the opinion of the consultant that the Seattle District must, at the same time, find the resources needed to invest in strategic enrollment planning to stop the declines.

The challenges noted in enrollment, staffing, and budget highlight fundamental problems with decentralized decision-making and budgeting. The current budget process does not provide the opportunity to pool and leverage resources to deal with these overarching issues. Separate allocations are made to each of the colleges which, in turn, prepare an expenditure plan based upon local priorities. Each are then "rolled up" into a single budget. Additions and reductions are managed individually by the colleges. District-wide priorities, like strategic enrollment management, are not considered. By approaching enrollment planning individually, district-wide resources have not been leveraged -- and enrollment declines have continued. The consultant noted, for example, two colleges have commissioned studies on strategic enrollment planning but haven't had sufficient funding to implement the plans.

When enrollment declines, class sections are lost. It becomes even more important to provide students with choices and cost-effective solutions that keep them enrolled and able to complete programs in a timely manner. The consultant recommends the district consider a single admission and registration system to afford students with more class options as sections close. If the class the student needs is not available at one of the Seattle colleges, the student may be able to enroll at one of the other colleges if admission and

registration barriers were removed. More online offerings district-wide would also provide students more options and schedule flexibility. Pooling enrollments among the colleges might also keep some sections open and available to students. These cross-district strategies require centralized planning, funding and dedicated persistence to accomplish. They are not likely to occur with decentralized decision-making.

The growing list of very difficult challenges the Seattle District is confronting – such as finding resources to grow while cutting back programs and budgets, lowering costs while improving quality, expanding into new markets without losing focus or taking undue risks, increasing public trust and support during a time of declining funding, and shifting education models and support systems to serve a changing student demographic – require intense district-wide focus, a different form of cross-district collaboration and cooperation, and centralized leadership.

The Seattle Colleges has the expertise and resilience to launch new approaches to enrollment and optimize its resources. Employees across the district must reframe their perceptions, acknowledge that the situation has reached a tipping point, and agree to work together to find solutions. The most crucial role is making it happen together.

The ASI initiative provides the opportunity for the introspection needed to make decisions that will strengthen the Seattle District. A discovery process to determine the best ways to optimize resources is currently underway. Several initiatives begun by Dr. Pan this year will soon move to a design process. It is crucial that units or departments identified for review use this as an opportunity to incorporate their knowledge and skills to reframe and restructure systems and processes to be more efficient and effective.

The change process should be well-conceived, documented, and formally evaluated to see that it accomplishes its objectives. It will require a robust plan of communication and employee engagement. Skilled leadership throughout the district, knowledgeable about business process redesign and the process of change is required to manage the project. It will require, as well, the ongoing attention of the executive team to keep it moving forward.

Integration and differentiation. One of the challenges to optimizing the organizational structure of the district is identifying the appropriate balance between maintaining the individual identities of colleges and integrating services district-wide; that is, deciding which functions should become more centralized and which should remain decentralized.

To help address the question of integration and differentiation, the consultant reviewed the division of administrative responsibilities in 19 other multi-college districts with attributes similar to the Seattle Colleges and analyzed them for patterns. The analysis showed a continuum of practices from "centralized" at the district offices to "decentralized" with colleges. As was mentioned in the findings, Portland Community College, Ivy Tech and Houston Community College districts were among the most centralized. The Seattle Colleges and Dallas Community College District were the most decentralized. Most college districts were somewhere in the middle of the centralized/decentralized continuum.

The organization of duties and responsibilities between district and campus administrations was very consistent. Instruction and student services were the purview of the colleges, except Houston which centralized instruction. Every other district had a position with responsibility for assembling district-wide teams in instruction and student services. These teams had specific tasks such as integrated planning for instructional programs, including credit and non-credit programs and eLearning, and developing common admission and registration practices and other student-related policies and procedures.

Most "back office" or operational management departments, such as budget and accounting, human resources, purchasing, and information technology resided at the district. In many districts, auxiliary services, plant operations, capital projects and security also reported to district administration. The district administration was responsible for unified strategic planning, budget development, and fiscal oversight.

This structure was reported to work well by the districts that employed it and has become the norm in California districts. Some problems were noted but, generally, they pertained to people in positions, rather than structure.

When questioned about best practices, individuals interviewed from the sample districts were consistent in attributing success to factors such as openness and trust, a mind-set that supported cooperation rather than competition, employee engagement in processes that affected them, responsive and accountable services, a high functioning and cooperative leadership team, pursuit of immediate "wins", internal communication campaigns, and training.

To address the question of optimization of resources, the Seattle Colleges was compared to the 34 Washington colleges to obtain a sense of where there may be opportunities for consolidation and where funding shortage may be causing operational concerns. The consultant benchmarked the Seattle District's expenditures with the average expenditures of the other college districts in Washington in the major program areas of instruction, instructional support, library, student services, administration, and plant operation and maintenance.

Two things stood out: the district-wide expenditures in instruction and instructional support together were 3.3 percent higher than the state average expenditures in these areas, and student services expenditures were 3.2 percent lower than the average, which equated to $3.4 M. Administration was 1.8 percent higher than the state average and plant operations was down almost the same amount at -1.7 percent. These differences and their potential impacts should be considered when designing changes since both student services and the condition of facilities have a direct bearing on enrollment.

Key performance indicator. One of the metrics the consultant examined was phone-call tracking in admission and registration to ascertain how many calls have come in, how many have been answered, and how many have been lost. The colleges have been losing calls in admission and registration, areas where prospective students would be seeking information about enrolling. Seattle Central, in particular, is experiencing difficulties. This may be attributed to staffing shortages and/or the way staff is allocated during periods of high call volume. In either case, it may be a contributing factor to enrollment declines.

The consultant also noted that class sizes have been dropping and employee counts are up. Colleges are spending more and enrolling fewer students. This speaks to a need for closer monitoring of class size and the need to consolidate sections, perhaps pooling enrollments across colleges.

RECOMMENDATIONS
Recommendations are presented in four areas: 1) differentiation and integration, 2) creating a climate for change, 3) strategic enrollment management, and 4) budget management.

Recommendations for Differentiation and Integration. In response to the key question of whether the Seattle Colleges should be a centralized system of three semi-autonomous colleges or a federated system of three autonomous colleges, the consultant believes the Seattle Colleges should be the former. The Seattle Colleges should move to the middle of the centralized-decentralized continuum, with a governance and administrative structure similar to most of the districts surveyed.

Most importantly, however, the consultant believes that with the growing set of challenges confronting the district today, the Seattle Colleges cannot depend upon the traditional strategies, successful practices and skills it has relied upon in the past. As was mentioned previously, these issues involve significant dilemmas that don't have playbooks, such as finding resources to get enrollment on an even keel while cutting back programs and budgets, lowering operating costs while improving quality, expanding into new markets without taking undue risks, increasing public support during a time of decline, and adjusting education models and support systems to serve a changing student demographic. These challenges require closer collaboration and team work among the executive team members, turning their collective attentions to the broader, survival-based issues they must resolve. The focus of the executive team needs to be on building new bridges to the future to make Seattle Colleges more relevant and sustainable. And, at the same time, current operations must work effectively.

In order to make changes of this magnitude, the consultant recommends clearer delineations of authority, more differentiation among the colleges and district functions, and a dedicated focus on integrated planning, budgeting, organizational excellence, and sustainability. To that end, it is the opinion of the consultant that the Seattle Colleges should be a centralized system of three semi-autonomous colleges and, if the Board of Trustees of the Seattle Colleges supports this change, it should take formal action to create an unambiguous and clear path forward.

In the new scenario, the chancellor would direct integrated planning and budgeting and larger districtwide strategies that will support relevance, organizational excellence, and sustainability with the help and support of the presidents. Regarding delineation of authority and differentiation of functions, as a general statement, instructional delivery and student services should be the primary focus and responsibility of the colleges along with day-to-day operations. The focus of district administration should be operational management. The leadership/governance/administrative structures should support these differentiations.

Concerning management authority, the chancellor is the chief executive of the Seattle District and the presidents and vice chancellors report to him. In departments or functions recommended by the consultant for consolidation, it was noted where the district administrator has either *management* or *facilitative* responsibility. *Management* means that the designated administrator has responsibility, accountability and line authority for employees assigned to the area. *Facilitative* responsibility, such as cross-district planning, means the designated administrator has responsibility and authority for that specific function. Employees assigned to participate have a secondary reporting line to the administrator for the function, even though their primary reporting relationship is at the college. This necessitates close coordination with college personnel and perhaps combined input in performance reviews.

What follows are departments and functions that the consultant recommends be considered for consolidation. They are presented in clusters that should report to district administration. Some are changes from the current structure; others reinforce the current structure or suggest some modification. Tables 17-22 (Appendix E) display the current reporting structure by area that may be used to compare with recommended changes. It identifies where the primary responsibility for the function has been -- at the district, campus, or shared. Note: Management functions that pertained to the delivery of instruction or student services were not part of this review.

Business and Administrative Services Cluster. (Table 17 in Appendix E shows the primary accountability for the departments and functions listed in the current district structure.)

In the opinion of the consultant, the vice chancellor of finance should perform the duties of the Chief Financial Officer of the Seattle Colleges, responsible for the budget and fiscal oversight.

The following business and administrative departments should report to the district office: accounting, accounts payable, accounts receivable, budget, internal audits, purchasing, auxiliary services, finance, grant accounting and financial oversight, student financial aid fiscal oversight, payroll, environmental health and safety, security, risk management, facilities planning, capital projects, and facility contracts/leases/rentals.

College administration should have primary responsibility for cashiering and student financial transactions, campus budget planning, day-to-day internal management of budget and facilities, student financial aid awards and reporting, and grants and contracts review.

The district should coordinate contracts, leases, and facilities planning with college staff. District administration should facilitate the design, planning, and build-out of each project with appropriate college personnel. College administration should oversee facilities and grounds maintenance and the daily operation of the physical plant of the campus. Security should be managed by the district with posts on each campus.

Educational Services Cluster. Table 18 in Appendix E shows the primary accountability for the departments and functions listed in the current district structure.)

Curriculum development and the provision of academic programs and student support services have been and should continue to be the primary responsibility of the colleges. District administration should work with

the college vice presidents of instruction and student services to develop, align and coordinate programs district-wide. District administration working with college leadership should facilitate common planning and provide oversight for economic development and workforce programs, continuing education, e-Learning, international and grant programs. District administration should serve as the accreditation liaison with colleges in matters relating to educational services.

In consultation with college administration, district administration should be responsible for:
- Developing and overseeing a common admission and registration system for all district students, including pre-requisite management and course numbering in consultation with college staff
- Overseeing the production of a unified academic calendar and consistent student fees at the colleges
- Keeping articulation agreements current and ensuring courses and programs continue to be accepted for transfer without barriers
- Developing and updating unified policies and procedures for student records maintenance and disposition
- Supporting colleges with state and federal compliance and program audits, policy review, and development in coordination with the colleges' academic and student services
- Maintaining the official inventory of approved programs, courses, and articulation agreements

Human Resources Cluster. (Table 19 in Appendix E shows the primary accountability for the departments and functions listed in the current district structure.)

The following functional areas should continue to report to the district: contract negotiations and management; hiring procedures; orientation of new employees; wage and salary placement and progression; leave management; employee recognition and professional development programs; workers' compensation; employee benefits; employee records; payroll; human resources policy and procedure development; job classifications and descriptions; compliance with federal and state nondiscrimination and equal opportunity statutes and regulations; grievances; and discipline procedures and administrative hearings.

Each college as well as the various district departments should have defined responsibilities in hiring procedures, performance reviews, orientation, professional development and training, and contract administration as it relates to supervisory responsibilities. These functions should be overseen by district administration that should develop and post standardized e-forms and processes for all routine processes, implement tracking methods for items that move through several offices, and provide training and training guidebooks for compliance, contract management, and supervision. New employee processing and "onboarding" should be centralized and the responsibility of the district office, including part-time hires.

Information Technology Cluster. (Table 20 in Appendix E shows the primary accountability for the departments and functions listed in the current district structure.)

The district administration should adopt and implement the recommendations of the 2011 information technology consolidation report by Pacific Technologies, Inc. The following functional areas should be centralized and report to district administration: IT governance, administrative computing, network data and

voice services, data center operations, CTC link, web applications, desktop computing, help desk, training, common IT purchasing specifications, and equipment set-up and maintenance.

Colleges should oversee lab support and technicians who provide support for instructional computing and electronic classrooms and meeting rooms.

Operational responsibility for the administrative finance system, the human resources system, and the student information system should reside with the respective district office.

Institutional Research and Planning Cluster. (Table 21 in Appendix E displays where the primary accountability for the departments and functions listed in the current district structure.)

The following functional processes should be facilitated by the district: system strategic planning, district-wide studies, information and maintenance of standardized reports, annual accountability reporting, data analytics, enrollment projections, state reporting, research protocols, database management, establishment of an annual research agenda for the district and support for colleges in research for projects that are district-wide in scope.

College researchers support college-based program review; accreditation; basic skills, student success, and equity outcomes; strategic planning; enrollment management data, data analytics, metrics and dashboards, for college departments.

The district office maintains a district-wide website for institutional research and provides staff -support for research for the chancellor and BOT.

Institutional Advancement (cluster of public information, communication/marketing, legislative, outreach, and foundation) (Table 22 in Appendix E displays where the primary accountability for the departments and functions listed in the current district structure.)

The district should have the primary responsibility for governmental relations; the foundation; brand (image and reputation), alumni communication, marketing, issues management, chancellor communication, promotion, advertising, communications, publications, intranet, and district-wide web presence.

District administration should have responsibility for financial management, audits, contracts, MOUs, staff management, policies, compliance with applicable laws, major gift campaign coordination, and planned giving. District administration should ensure that donors' wishes are honored. The colleges and the district should maintain a collaborative structure of commissions on each campus that maintains local ties and raises funds to support college-based scholarships, faculty support, special programs, special events, the annual fund, and donor recognition.

College public information officers should develop college-based employee and student communication, current and prospective student communication, press releases and publications under the guidelines of the district administration and support the college in other functions.

Recommendations for Creating a Climate for Change. Conversations with employees have revealed skepticism, fear, and low morale. At the same time, many say change is needed, and others have shown initiative to start cross-district planning with reports of early success. Others have indicated "guarded optimism" about what change will bring. The challenge is to develop and implement a change process that is well-communicated, transparent, open, and involving.

Communication is at the heart of the process along with widespread understanding that the environment has changed and will not "get back to normal." Enrollment and financial realities require a focused and disciplined examination of what needs to be done event to maintain the current situation. The question is not whether change is needed, but what changes should be implemented that will enable the colleges to grow and add value to the student experience. The issue is not expertise and ability to perform the necessary work, but the will to do it. As the members of one of the external review panel indicated, based on their personal experiences with organizations who have confronted similar challenges, the process is as important if not more important than the change itself.

The process of change the Seattle Colleges will use needs to be mapped carefully and meticulously executed. It will take intensive work but, done right, should yield positive results internally and externally.

Change Management Process. The processes that are recommended to be centralized at the district will only work if accountability accompanies the transfer of responsibilities. High quality and responsive service and results matter. A suggested process is included in Appendix E.

To that end, the consultant recommends forming a leadership team to oversee the change management process, chaired by the chancellor and comprised of the vice chancellors and presidents. It is suggested that the group should meet weekly with a single agendum to address district-wide issues pertaining to change management. All members are encouraged to participate fully in arriving at decisions, action steps, and time tables. Where there is disagreement, it should be clear that the chancellor makes the final decision, and it is the duty of all members to carry out the plan.

In developing a framework for change, it is recommended the leadership team includes these questions: what is the process, what areas do we wish to redesign and on what timetable, who will be involved, what are their tasks and expectations, what training is needed, how will we manage change groups, how will this be integrated into budget planning, where will consolidated staff be located, what will happen to any budget savings, how do we ensure continuous improvement, and how do we preclude reversion?

It is recommended that, after establishing the framework for change, the leadership team identifies the initial areas to consolidate, appoints members to serve on design and implementation teams, and assigns a leader with a written charge with outcomes and desired timetable. The leadership team also designates a change manager who will monitor and oversee the projects.

It is also recommended that each of the teams involved in process review and redesign participate in mandatory training on the change process and business process redesign directed at service organizations.

There is expertise available in the district. The mapping project preparing for CTC Link is currently mapping 200 processes, which will be very helpful and continuing education offers instruction in Lean Six Sigma.

Communication. Employee participation, involvement and open, early, full communication are the important factors for successful change. A communication campaign should be considered that keeps employees and external constituents apprised of what is happening and what is being learned as the process unfolds. A sample plan is included in Appendix E.

Recommendations for Strategic Enrollment Management. Enrollment stability needs to be a priority. It is recommended that the district implement a district-wide strategic enrollment planning and management system to underpin its enrollment planning. The academic portfolio should be reviewed and aligned with Seattle's employment needs. New populations should be pursued that encourage adult re-engagement, a higher percentage of high school enrollments, and more opportunities for e-Learners, to name a few opportunities. Professional and technical programs that currently admit one cohort a year should consider multiple admission opportunities.

In the consultant's opinion, the district should consider a common admission and registration process that considers the current system limitations of the legacy SMS system. In addition, there should be a careful review of admission and registration processes, including financial aid, to remove barriers that prevent students from enrolling. For example, the consultant recommends developing practices and adopt technologies/systems that will prevent lost/abandoned calls to admissions, reduces the number of steps in the onboarding process (students needing to make multiple campus visits to enroll), and ensuring that staff offices are open at times that meet student schedules.

Recommendations for Budget Management. It is recommended that the district initiates a more integrated budget process in which the budget is developed, managed and overseen centrally by the CFO. A more integrated approach to budgeting would provide the opportunity for the BOT to engage in establishing priorities. It would also provide the opportunity to consider district-wide strategic initiatives along with college priorities. This becomes even more important as the district grapples with strategies to reach new populations and create new programs to increase enrollment and stabilize budgets.

The consultant suggests divestiture of unused real property be considered, which may relieve some financial burden and create revenue to pursue strategic enrollment planning and management.

CONCLUSION

The report has laid out a series of evidence-based recommendations for achieving system integration and defined the context integral to their successful implementation. Guiding principles, identified by the chancellor and BOT, provided the framework for review --student success, organizational excellence, financial stability -- in a district whose services are optimally integrated and differentiated to meet the mission of the Seattle Colleges.

The consultant hopes that through implementation of the proposed changes students will experience the opportunities that a seamless and integrated approach to their education brings and the Seattle Colleges will promote the collective accomplishments, benefits, and strengths that an institution of its magnitude and impact have on the Seattle economy and well-being. With recalibration, the Seattle Colleges will become more resilient in adapting to the dynamic, vibrant, and changing Seattle that the colleges serve.

APPENDICES

Appendix A: Institutional Document Review

Appendix B: Organizational Benchmarking

Appendix C: Constituent Input

Appendix D: Key Performance Indicator

Appendix E: Data to Support Recommendation Chapter

APPENDIX A
INSTITUTIONAL DOCUMENTS REVIEW

Enrollment Trends.

Headcount Enrollment. Three sources of enrollment were reported based on their funding source. The first, termed "state" enrollment, were funded completely or in part by legislative appropriations of state funds, plus student tuition. The second were "contract" enrollments, funded by grants or contracts with external organizations that have included international students and Running Start enrollments. The third was "student-funded" enrollments that were students in courses paid for by fees charged them
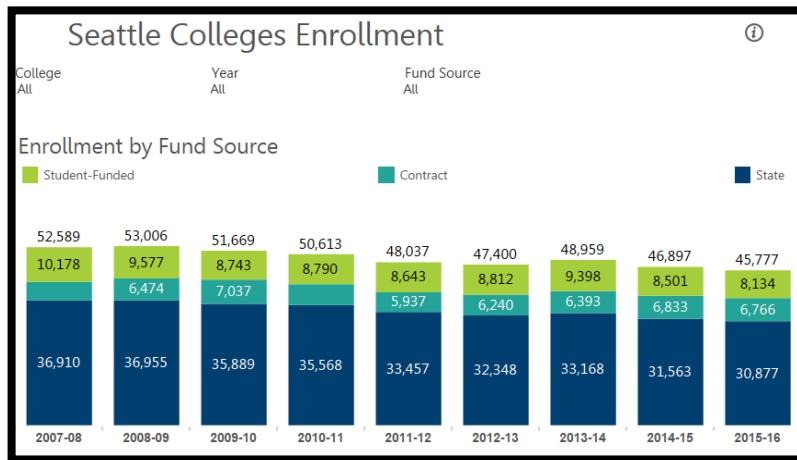
Chart 2. Seattle Colleges Headcount Enrollment FY08-FY16
Source: Seattle District Dashboard
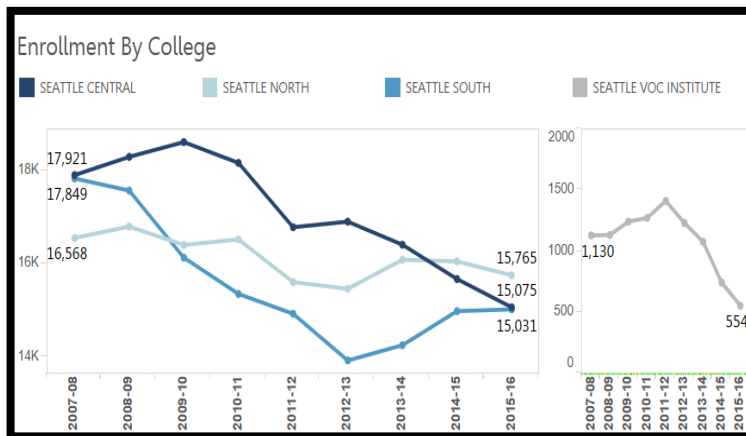
Chart 3. Seattle District Headcount Enrollment by College FY08-FY16
Source: Seattle District Dashboard

FTE Student Enrollment

Student Enrollment FTE—All Funds		Student Enrollment FTE –State Funds	
2009-10	2014-15	2009-10	2014-15
0	0	0	0
7,686	7,634	5,908	4,855
5,448	5,494	4,388	3,941
5,913	5,729	4,774	4,450
823	405	775	386
19,870	19,262	15,845	13,632
CHANGE	**(608)**	**CHANGE**	**(2,213)**

Table 3. FTES Enrollment Changes between FY10 –FY15 for All Funds and by State Funds
Source: State Board for Community and Technical Colleges
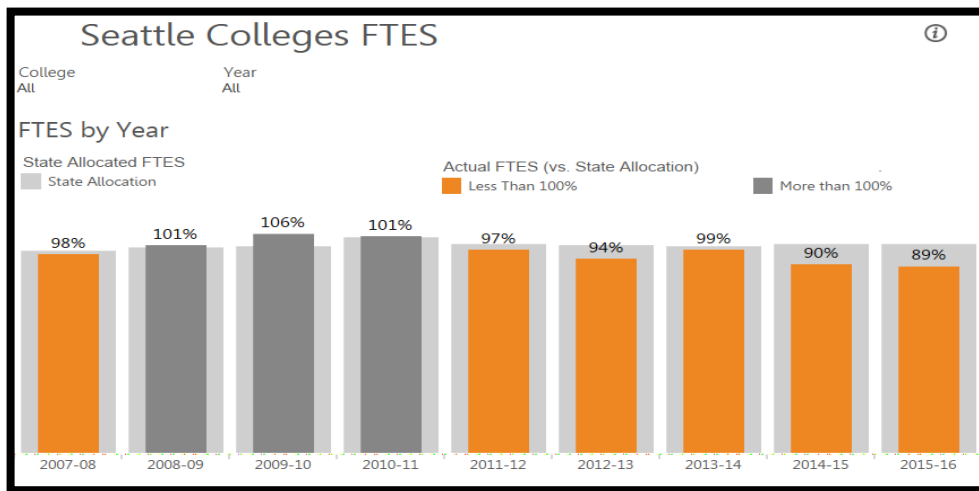
Chart 4. FTES Enrollment Compared to the State-Funded Target FY08 to FY16
Source: Seattle District Dashboard

International Student (Headcount) Enrollment
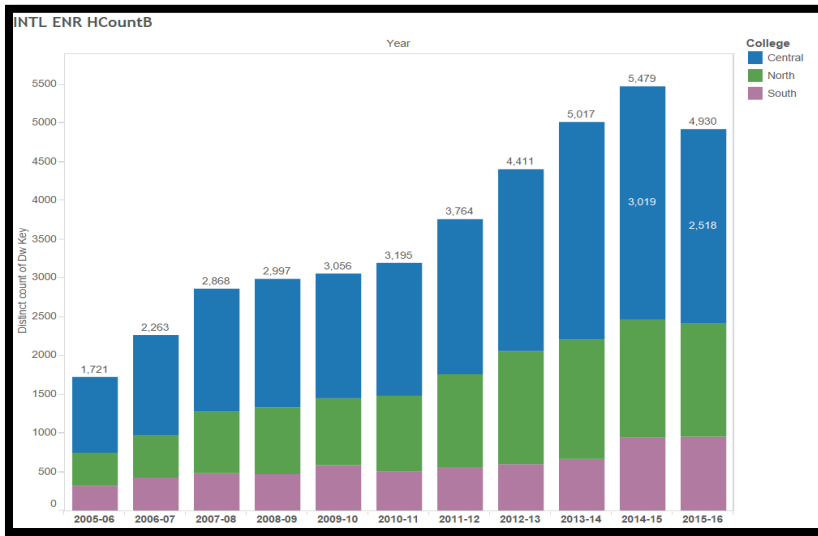
Chart 5. International Student Headcount by College FY08-FY17
Source: Seattle District Dashboard
(*Note -- Data reported for FY16 are for a partial year only.*)

Budget Trends.

State General Fund and Operating Fees and Expenditures per FTE Students

SEATTLE COLLEGES					
State General Funds & Operating Fees					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Current $	93,984,167	92,887,243	100,686,022	103,014,107	106,283,808
Constant	98,258,408	95,651,573	102,240,071	103,688,080	106,283,808
% Change		-2.7%	6.9%	1.4%	2.5%
State FTEs (Actual)	14,692	14,071	14,726	13,633	13,436
% Change		-4.2%	4.7%	-7.4%	-1.4%
State/Operating Fees Expenditures per FTE					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Current $	6,397	6,601	6,837	7,556	7,910
Constant	6,688	6,798	6,943	7,606	7,910
% Change		1.6%	2.1%	9.5%	4.0%

Table 4. State General Funds and Operating Fees and Expenditure per FTES FY12-FY16
Source: State Board for Community and Technical Colleges

Staffing Changes.

All Funds						
Employee FTE				**Student Enrollment FTE**		
	2009-10	2014-15			2009-10	2014-15
District	77	77			0	0
Central	621	677			7,686	7,634
North	428	471			5,448	5,494
South	429	470			5,913	5,729
SVI	62	50			823	405
Total	1617	1745			19,870	19,262
CHANGE	128			**CHANGE**	(608)	
State Supported						
Employee FTE				**Student Enrollment FTE**		
	2009-10	2014-15			2009-10	2014-15
District	68	66			0	0
Central	519	531			5,908	4,855
North	375	395			4,388	3,941
South	353	371			4,774	4,450
SVI	55	44			775	386
Total	1370	1407			15,845	13,632
CHANGE	37			**CHANGE**	(2,213)	

009-10 FTE EMPLOYEES - All Funds							
	Classified	Admin	Prof/Tech	Teaching	Non-teach	Total	
District	37	9	31	0	1	77	
Central	206	36	41	295	44	621	
North	124	29	39	218	18	428	
South	124	28	42	215	19	429	
SVI	13	5	11	32	1	62	
TOTAL	504	107	164	760	83	1617	
2014-15 FTE EMPLOYEES - All Funds							
	Classified	Admin	Prof/Tech	Teaching	Non-teach	Total	Change
District	30	11	37	0	0	77	0
Central	204	34	54	310	75	677	56
North	130	32	54	222	33	471	43
South	133	46	51	210	30	470	41
SVI	13	2	11	24	0	50	**-12**
TOTAL	510	125	207	766	138	1745	128
CHANGE	6	18	43	6	55	128	

Table 6. Staffing Changes from FY10 to FY15.
Source: Washington State Board for Community and Technical Colleges

Table 6 Definitions (Source: SBCTC Operations Manual)

Classified Support Staff: Support staff members who work under a set of conditions established by civil service rules or collective bargaining agreements.

Professional/Technical: Includes managers of college programs. Also included is non-managerial professional staff such as counseling/advising specialists, student placement coordinators, and principal assistants to chief administrators. Professional/technical staff members are exempt from civil service rule coverage.

Administrative: Includes the chief officers, vice presidents, deans and associate deans in instruction and student services, and directors of major programs. This group is exempt from the jurisdiction of the civil service system and exempt from college support staff collective bargaining.

Faculty: Includes teaching and non-teaching employees. Non-teaching employees include counselors and librarians and "release time."

ACHIEVING SYSTEM INTEGRATION

ORGANIZATIONAL RECOMMENDATIONS FOR THE SEATTLE COLLEGES

ORGANIZATIONAL BENCHMARKING

Financial Benchmarking.

General Fund Program Expenditure Benchmarks for the Seattle Colleges

Seattle Colleges Total Expenditures vs. System Total Expenditures General Fund FY16							
Program Name		**System - All Funds**	**% of Total Expenditures**	**District - All Funds**	**% of Total Expenditures**	**Difference in %**	**Difference in Dollars**
Instruction	01	487,431,473	47.7%	52,355,179	49.3%	1.6%	1,677,742
Primary Support	04	75,901,144	7.4%	9,657,072	9.1%	1.7%	1,765,757
Library	05	27,068,771	2.6%	2,773,368	2.6%	0.0%	(40,927)
Student Services	06	132,132,256	12.9%	10,290,715	9.7%	-3.2%	(3,446,855)
Institutional Support	08	181,286,940	17.7%	20,725,842	19.5%	1.8%	1,877,741
Plant Operations & Maintenance	09	118,450,137	11.6%	10,481,606	9.9%	-1.7%	(1,833,457)
Total		**$1,022,270,722**	**100.0%**	**$106,283,783**	**100.0%**	**0.0%**	**$0**

Table 7. Seattle Colleges Total Expenditures vs. System Total Expenditures, General Fund FY16

Program Expenditure Benchmarks for the Each College and SVI

Seattle Central Program Expenditures		% of Total Central Expenditures	% of State Average Expenditure	% Difference	$ Dollar Difference
Instruction	18,687,670	50.6%	47.7%	2.9%	1,062,052
Primary Support	3,024,860	8.2%	7.4%	0.8%	280,260
Library	1,104,234	3.0%	2.6%	0.3%	125,422
Student Services	3,331,672	9.0%	12.9%	-3.9%	(1,446,256)
Institutional Support	7,430,397	20.1%	17.7%	2.4%	875,025
Plant Operations & Maintenance	3,386,677	9.2%	11.6%	-2.4%	(896,503)
Total Central	$36,965,511	100.0%	100.0%	0.0%	0.0%

Table 8. Seattle Central College Total Expenditures vs. System Total Expenditures, General Fund FY16

North Seattle Program	Expenditures	% of Total North Expenditures	% of State Average Expenditure	% Difference	$ Dollar Difference
Instruction	14,529,848	48.2%	47.7%	0.5%	148,387
Primary Support	3,587,691	11.9%	7.4%	4.5%	1,348,259
Library	830,098	2.8%	2.6%	0.1%	31,445
Student Services	2,738,232	9.1%	12.9%	-3.8%	(1,160,275)
Institutional Support	5,489,377	18.2%	17.7%	0.5%	140,582
Plant Operations & Maintenance	2,986,423	9.9%	11.6%	-1.7%	(508,399)
Total North	$30,161,669	100.0%	100.0%	0.0%	0.0%

Table 9. North Seattle College Total Expenditures vs. System Total Expenditures, General Fund FY16

South Seattle Program	Expenditures	% of Total South Expenditure	% of State Average Expenditure	% Difference	$ Dollar Difference
Instruction	16,804,002	48.9%	47.7%	1.2%	407,090
Primary Support	2,470,842	7.2%	7.4%	-0.2%	(82,428)
Library	832,114	2.4%	2.6%	-0.2%	(78,464)
Student Services	3,770,446	11.0%	12.9%	-2.0%	(674,407)
Institutional Support	6,944,378	20.2%	17.7%	2.5%	845,990
Plant Operations & Maintenance	3,566,813	10.4%	11.6%	-1.2%	(417,781)
Total South	$34,388,596	100.0%	100.0%	0.0%	0.0%

Table 10. South Seattle College Total Expenditures vs. System Total Expenditures, General Fund FY16

SVI Program	Expenditures	% of Total Each College Allocation	% of State Average Expenditure	% Difference	$ Dollar Difference
Instruction	2,333,659	48.9%	47.7%	1.3%	60,213
Primary Support	573,678	12.0%	7.4%	4.6%	219,665
Library	6,923	0.1%	2.6%	-2.5%	(119,330)
Student Services	450,365	9.4%	12.9%	-3.5%	(165,918)
Institutional Support	861,690	18.1%	17.7%	0.3%	16,143
Plant Operations & Maintenance	541,693	11.4%	11.6%	-0.2%	(10,774)
Total SVI	$4,768,007	100.0%	100.0%	0.0%	(0)

Table 11. SVI Total Expenditures vs. System Total Expenditures, General Fund FY16
Note: In Tables 8-11 district office expenditures were prorated based on FTES

Seattle District Compared to State Expenditures Grants and Contracts (Fund 145) FY16					
Program	Seattle District 145	Seattle %	State Total 145	Statewide Average %	Seattle District % of State
Instruction	31,715,835	84.5%	139,467,276	53.7%	31.0%
Inst. Support	31,881,295	.5%	898,175	.3%	18.4%
Student Services	4,245,179	11.3%	50,811,099	19.6%	40.9%
Administration	924,033	2.5%	12,191,628	4.7%	16.0%
Plant Operations and Maintenance	476,126	1.3%	4,512,470	1.7%	-5.0%
Total Expenditures	$37,526,633	100.0%	$259,902,604	100.0%	14.4%

Table 12. Seattle District Expenditures Compared to State Expenditures, Grant and Contracts
Source for Tables 7-12: Seattle District

Structure Benchmarking.

Districts Surveyed*:* Nineteen college districts' administrative structures were reviewed.

Washington

1. Pierce College District
2. Seattle Colleges
3. Community Colleges of Spokane

Oregon

4. Portland Community College District

California

5. Coast Community College District
6. Contra Costa Community College District
7. Foothills-De Anza Community College District
8. Kern Community College District
9. Los Rios Community College District
10. North Orange Community College District
11. Los Angeles Community College District
12. Peralta Community College District
13. San Diego Community College District
14. San Francisco Community College District
15. San Mateo County Community College District
16. West Valley-Mission Community College District

Indiana

17. Ivy Tech Community Colleges

Texas

18. Dallas County Community College District

Ohio

19. Cuyahoga Community College District

Table 13. List of 19 Districts Surveyed for Organizational Management Responsibility

Management Responsibility Benchmarking

Table 14 shows where operational functions are assigned in surveyed districts, where D = District; C = College; S = Shared. (Surveyed districts, numbered in section above, correspond to numbers below.)

AREA	DELINEATION OF PRIMARY RESPONSIBILITY BETWEEN COLLEGES AND DISTRICT OFFICES IN MULTI-COLLEGE DISTRICTS																	
	DISTRICTS (Listed above by Number)																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	15	16	17	18	19
BUDGET/ACCOUNTING	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
ENTERPRISE OPERATIONS	D	S	D	D	D	U	D	C	U	D	D	D	C	C	C	D	-	D
CAPITAL PROJECTS	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
ENVIRON. HEALTH & SAFETY	D	C	D	D	D	D	D	S	D	D	D	D	D	D	D	D	S	D
FACILITIES OPERATIONS	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
FACILITY PLANNING	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	S	D
FACILITIES MANAGEMENT	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
FINANCE	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
FISCAL OVERSIGHT	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
GRANT ACCOUNTING	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
LEASES	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
MAINTENANCE	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
PAYROLL	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
PROCUREMENT	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
RISK MANAGEMENT	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
POLICE/SECURITY	D	C	D	D	D	D	D	C	D	D	D	D	D	D	D	D	D	D
COMPLIANCE EMPLOY. LAWS	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
COLLECTIVE BARGAINING	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
EMPLOYEE BENEFIT/LEAVES	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
PROFESSIONAL DEVELOPMENT	D	C	C	D	D	D	D	C	D	D	D	D	D	D	D	D	D	D
EMPLOYEE RECORDS	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
EMPLOYEE RELATIONS	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
HR POLICIES AND PROCEDURES	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
JOB POSTING	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
JOB CLASSIFICATIONS	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
ORIENTATION	S	S	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
RECRUITMENT	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
COMPENSATION ADMIN.	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
WORKER COMPENSATION	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
COMMUNICATIONS/MARKETING	D	S	D	D	D	D	D	u	D	D	D	D	D	D	S	D	D	D
DISTRICT BRAND/BRAND MGMT	D	D	D	D	D	D	D	u	D	D	D	D	D	D	S	D	D	D
PUBLIC INFORMATION	D	D	D	D	D	D	D	U	D	D	D	D	D	D	S	D	D	D
FOUNDATION	D	C	D	D	D	D	D	C	D	D	C	D	C	D	D	D	C	D
LEGISLATIVE OUTREACH	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
RESEARCH	D	S	D	D	D	D	D	S	D	D	D	D	D	D	D	D	D	D

DELINEATION OF PRIMARY RESPONSIBILITY BETWEEN COLLEGES AND																		
DISTRICT OFFICES IN MULTI-COLLEGE DISTRICTS																		
AREA	DISTRICTS (Listed above by Number)																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	15	16	17	18	19
ADMINISTRATIVE COMPUTING	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
COMPUTER SERVICES	D	C	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
INFORM. & REPORTING SYS.	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
HELPDESK	D	C	D	D	D	D	D	S	D	D	D	D	D	D	D	D	D	D
IT PLANNING AND GOVERNANCE	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
IT PURCHASING SPECS	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
NETWORK & VOICE SERVICES	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
WEB SERVICES	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
ANNUAL RESEARCH AGENDA	D	S	D	D	D	D	D	D	D	D	D	D	S	D	D	D	D	D
REPORT DATA MGMT	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
STRATEGIC PLAN	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
ENROLLMENT PROJECTIONS	D	C	D	D	D	D	D	S	D	D	D	D	D	D	S	S	D	D
REPORTING	D	S	D	D	D	D	D	D	D	D	D	D	S	D	D	D	D	D
RESEARCH PROTOCOLS	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
RESEARCH REPORTS	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
STANDARDIZED REPORTS	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
STATE REPORTING	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
ACADEMIC CALENDAR	D	C	D	D	D	D	C	D	D	D	D	D	D	D	D	D	D	D
ADMIS/REG PROCESSES	S	C	D	D	D	D	C	D	D	D	D	D	D	D	D	D	D	D
ACCREDITATION	D	C	D	D	S	S	S	S	S	D	S	D	D	D	C	D	C	D
LEARNING TECHNOLOGIES	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	C	D
GRANT DEVELOPMENT/MGMT	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	S	D
CURR. PLANNING/ALIGNMENT	D	C	D	D	D	D	S	D	D	D	D	D	D	D	U	D	S	S
ECONOMIC PARTNERSHIP DEV.	D	S	S	D	D	D	D	D	D	D	D	D	D	D	U	D	S	S
EDUCATIONAL COMPLIANCE	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
ENROLLMENT REPORTING	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
GRANTS & CONTRACTS	D	S	D	D	D	D	D	D	D	D	D	D	D	D	D	D	S	S
INTERNATIONAL EDUCATION	D	S	D	D	D	D	C	C	D	C	D	D	D	C	C	D	C	C
ONLINE EDUCATION	D	S	D	D	D	D	C	C	C	D	D	D	D	D	S	D	S	S
STUDENT SUCCESS INITIATIVES	D	C	D	D	D	D	C	S	C	D	D	D	D	D	C	D	S	S
WORKFORCE PROGRAMS	D	U	D	D	D	D	C	D	D	S	D	D	D	D	C	S	C	C

Table 14. Responsibility Assignment for Organizational Management Functions in Surveyed Districts

Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges

Standard: Standard IVB: Leadership and Governance (ACCJC Handbook, p. 27)

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.7

a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

b. The district/system provides effective services that support the colleges in their missions and functions.

c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

d. The district/system effectively controls its expenditures.

e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Survey Script for Phone Calls with Peer Districts

1) How do you describe your district organization? Is it a multi-college or a multi-campus district?
   Multi-campus _____ Multi-college_____ Other_____
2) How many separate colleges and/or campuses do you operate?
   List: _____
3) What is the title of the chief operating officer at the district and at the colleges/campuses?
   Title at District: Title at campus or college:
4) Are your entities under one accreditation or do they main separate accreditations? Single ___ Separate _____
5) Why have you chosen this alternative?
6) What are your district's total enrollment and the enrollment at each campus/college?
   District annual enrollment _____ Enrollment by college or campus:
7) What is your district's annual operating budget and the budget of each college/campus?
8) District annual operating budget: Campus/college annual operating budget(s):
9) Please indicate which of these services are centralized at your district (report to the district chancellor or CEO) and which reside with the college/campus and report to the campus executive officer. Are there any areas that you think would perform better with a different structure than you reported? Yes_____ No_____
   If so, which and how would you change them?
10) If you have gone through changes such as we are contemplating what lessons would you pass on to us?
11) Are you aware of other multi-entity districts that have consolidated or centralized management? If so, would you provide their name and location?

12) Thanks so much for your help. If you would like a copy of this study, please provide your name and mailing address.

Area			
Instructional Programs	Student Aid	Student Services	Grants/contracts
Instructional Administration	Auxiliary Ops	Public Relations	Capital Projects
Continuing Education	Public Relations	Institutional Management	Governmental Relations
International Programs	Institutional Management	Fiscal Operations	Institutional Research
Adult Basic Education	Fiscal Operations	Human Resources	Plant Operations
Library & Learning Resources	Human Resources	Budget/Finance	Maintenance
Risk Management	Accounts/Payable	Grounds	Environmental Health
Workforce Development	Payroll	Security and Safety	
E-Learning	IT	Endowments & Foundation	

ACHIEVING SYSTEM INTEGRATION
ORGANIZATIONAL RECOMMENDATIONS FOR THE SEATTLE COLLEGES

CONSTITUENT INPUT

Several methods of gaining input were employed. Several employees emailed questions and concerns directly to the consultant. Five listening sessions—one at each college, SVI and the district offices were held to provide information and answer questions. Several cross-college work groups met with the consultant, in areas such as continuing education, e-Learning, institutional research. The consultant met with student leaders and individual students. The consultant solicited questions and comments from employees through a district-wide survey. Their comments may be found below.

Seattle Colleges Employee Survey Form

"Organizational Excellence" and "Balance of Integration and Differentiation" are two of Seattle Colleges' guiding principles. Organizational Excellence is also a significant part of Seattle Colleges' strategic planning and efforts. One of the first steps to achieving these goals is an examination of the cost, efficiency, and effectiveness of our administrative processes. This is a necessary precursor to any actions directed at achieving organizational excellence.

Your knowledge, experience and assistance are very important to us as we engage in this work. We are planning listening posts at each college in April and would like to obtain some feedback from you before those meetings to guide our work. To that end, you are invited to participate in this survey about Seattle Colleges' organization and structure. The survey should take less than 10 minutes and responses are anonymous.
Please tell us about you:

Demographic Data (Check all that apply.)
1. I work at
    a. North Seattle Community College
    b. Seattle Central Community College
    c. South Seattle Community College
    d. Seattle Vocational Institute
    e. The Seattle Colleges District office
2. I work as a
    a. Faculty member ___full-time ____part time
    b. Administrator
    c. Represented administrator
    d. Classified staff member
3. My division is
    a. Administration

b. Instruction

c. Student services

d. Other _____

Please list questions, concerns, or issues that you would like to have covered at the upcoming Listening Post meetings: SVI: April 17, 12 p.m. to 1:30 p.m.; North: April 19, 12:30 p.m. to 2 p.m.; Central: April 19, 3 p.m. to 4:30 p.m.; South: April 26, 1:30 p.m. to 3 p.m.

Seattle Colleges Employee Survey Results

47

Total Responses

Date Created: Thursday, April 06, 2017

Complete Responses: 47

Powered by SurveyMonkey

Q1: I work at:

Answered: 45   Skipped: 2

Answer Choices	Responses	
North Seattle College	37.78%	17
Seattle Central College	44.44%	20
South Seattle College	8.89%	4
Seattle Vocational Institute	2.22%	1
Seattle Colleges District	8.89%	4
Total Respondents: 45		

Q2: I work as:

Answered: 44   Skipped: 3

Answer Choices	Responses	
Faculty full-time	15.91%	7
Faculty part-time	15.91%	7
Administrator	31.82%	14
Represented administrator	6.82%	3
Classified staff member	29.55%	13
Total Respondents: 44		

Q3: My division is:

Answered: 44   Skipped: 3

Answer Choices	Responses	
Administration	20.45%	9
Instruction	38.64%	17
Student Services	36.36%	16
Other (please specify)	4.55%	2
Total Respondents: 44		

80 responses

I would hope that we address the students we serve. Each campus serves a different demographic so to merge might lose the students that are each different campus's base.
4/17/2017 5:06 AM

Is there any information on what kind of changes is planned for the IT infrastructure? Although final decisions aren't made available at this point, there was reasons for wanting to fast-track the integration process with this department... what was the visibility on that decision? What were items discovered that caused the department to be "integrated" in your terms.
4/17/2017 4:24 AM

"ASI will affect our administrative structure, staffing patterns, and operations." ASI will affect students in that the District is not understanding the characteristics of our student population. As much as it is ideal to have "students move smoothly within and across our colleges" our distinct colleges attract different characteristic students. To think North students will take classes at South or Central leads me to believe the board of the district office have not polled the students to really understand what attracts them to specific campuses. It is foolish and ill advised to think students will agree to take classes at South or central - take 3 buses from North attend class at South Seattle? We will lose students and they will go to Shoreline. "ASI can also offer more tools to address the declines in enrollment and state funding." - what specific tools we are not using now to address enrollment declines. Again, I am concerned the district is thinking that machines and tools will help our enrollment? The fact that we have a healthy economy is causing enrollment decline. The fact that we are not addressing retention of our students filling our seats now is causing enrollment declines. The fact that students do not have money to pay for school is causing our enrollment declines. The fact that students experience barriers to school leads to enrollment decline. Machines and tools will not help us solve enrollment declines. We need people to engage with our students to help them through our system of registration, enrollment, and graduation and anything else that leads to student drop out. "Student Success" - it is of utmost importance the consultant upholds the guiding principle for student success and talk to our student as their voices need to be heard as well. As the paper indicated - we hope there is ample time to provide feedback on the recommendation from external consultant. Concerned external consultant is majority comprised of for profit organizations. Few worked in higher education and/or understand the mission of community colleges. Why is there not a hiring freeze to fill positions? Why is there an elevation of a Vice Chancellor Position when Mary Allen retires? What has the Chancellor reduced/cut/integrated at the District office when the rest of us have gone through our own cuts? Has there been any conversation about raising tuition? We have a lease on this medial building nobody is taking about - how much money are we losing on this lease?
4/17/2017 3:08 AM

I would like to hear clear communication about how you are going to do the integration of 4 campuses. In addition, I request you to follow the Union Bargaining Agreement if you are going to lay off any classified employees.
4/17/2017 3:00 AM

Workforce reduction and layoffs. How likely are they? And what percentage of the workforce?
4/17/2017 1:10 AM

Why are decisions being made without any buy-in or input from those who will be directly affected by proposed changes? Do the trustees and the Chancellor not care at all about the people actually doing the day-to-day work? Do they realize that alienating those of us on the campuses is not in the best interest of our students, and therefore not in the best interest of the colleges? Seems like they could all benefit from a basic management skills course. This is not effective leadership.
4/17/2017 12:48 AM

What will happen to the Medical Assistant Program?
4/17/2017 12:30 AM
Of course finances are important and how are the organizational changes going to support teaching and learning?
4/15/2017 12:49 AM
--How much is it going to cost to have graduation at Safeco? How is the district justifying that expense given that having graduation on our home campuses is less expensive? I know the idea is to promote district unity, but I know that few will attend if it's at Safeco. Who is going to go on a Friday night with traffic and pay for parking? Part of what makes graduation special at North is that students show their families around the campus. There's free parking and many faculty members attend. This isn't going to happen if it's at Safeco. I know the Chancellor feels otherwise, but it might be embarrassing how few people are going to go to Safeco.
--Is "program viability" happening? We've already lost our Theatre Department (and with it a full-time faculty member) at North, so what's the process going to be when academic departments and programs are looked at to determine if they are going to stay or go? There needs to be specific criteria outlined well in advance and intense faculty involvement if academic departments or programs continue to be cut. --Are all services such as Accounting, Budget, Research, Human Resources, Enrollment, and Financial Aid going to be centralized at the district office? Or is anything going to be left on our campuses? -- Is the horrid "One of the Seattle Colleges" logo and tagline going to be changed to "One Seattle College"? --Are we going to merge and be one college with three branch campuses? If so, that means we'd all be accredited together, rather than separately. It also means we'd all need to share degrees, faculty, etc. What's the plan and the timeline for the merger? --We all know that the finances/budget is the bottom line. Of course, "excellence" is required, but ultimately, the money is what's making the decisions. With this being the case, why won't 100% of the district's budget and spending be made public? The employees, at this point, don't believe that the district office is taking much of a hit. There are tons of high-paid executives that still have jobs, and we don't even know what most of them do. If we're all going to take deep cuts, we need to know that we're ALL taking deep cuts and that the district office isn't immune. --How does all of these RIFs and cut-backs align with the various union contracts? --What can be done to stop the financial bleeding?
4/14/2017 9:19 AM
In the process of Achieving System Integration, when can we look forward to dropping that insipid, uninspiring, embarrassing, lowest-common-denominator tag "One of the Seattle Colleges"? This is a serious question. I have yet to meet anyone who finds this a motivating phrase. And since it was devised by some consultant, my little mind now looks at all consultants (Sorry Dr. Floten) with suspicion and distrust.
4/14/2017 9:19 AM
Will all the Seattle Colleges be adopting the Guided Pathways model?
4/14/2017 9:16 AM
What is the timeline for notifying individuals who will be impacted by the reduction in workforce? What is the process for notifying the campus about who will be impacted by the reduction in workforce? What is the vision? A Pierce College model? Something else?
4/13/2017 11:56 PM
Facilities adjustment at Wood Technology Center for PACT coming over in the fall - there has been ZERO information dissemination.
4/13/2017 5:47 AM
I strongly believe that the students are not happy with this campus, and that is the reason that we are losing students. Are you considering doing a survey or meet with students to get their views and ideas of what changes we need to make to comply with our students, and bring more students to this college? I remember being a student here, the hallways used to be full of students, now it's like a ghost town. please consider the hiring process, we need strong individuals with lots of patience for this field of work.
4/13/2017 5:43 AM

How can the SCCD achieve "organizational excellence" while paying full time faculty salaries that are among the lower cc salaries in the State? How can faculty maintain educational excellence when they cannot survive on District salaries?

4/13/2017 5:03 AM

Are you working on a plan that would enable the campuses to share resources more efficiently? For instance, what comes to mind is grounds keeping--at Central our grounds are not as much in need of maintaining as they are of being cleaned up, couldn't North's or South's grounds people do the actual pruning of bushes, mowing of grass, etc. at Central, rather than having Central hire an entire ground keeping staff? Are ideas such as this being entertained? Another way would be to centralize food operations, perhaps agree on some centralized menu ideas so that each foodservice operation has similar operational standards, perhaps uses the same vendors, and has similar menus and products---sort of the standardization model for "chain" foodservice operations. Or---is there a way to contract these out? What about outsourcing payroll and benefits? That seems to be low hanging fruit and easily accomplished.

4/13/2017 4:36 AM

- How are you quantitatively and qualitatively collecting data to inform this process?

4/13/2017 4:24 AM

I may not be able to attend due to a prior commitment. Can this session please be videotaped or live streamed for remote access? Thank you.

4/13/2017 4:23 AM

If we are to have huge budget cuts at each campus, what sort of cut can we expect from the Siegal Center? Why did we drop individual campus graduations in favor of a single graduation? What percent of the total district budget is spent on administration? What percent of the total district budget is spent on the Siegal Center?

4/13/2017 4:08 AM

Concerns: 1) Integration, while saving costs, will erase individual identity, which is to meet the specific community needs. North, South, and Central still exist in very different communities. 2) Stifling innovation and creativity. There still needs to be a way for each college to "compete" with each other in an innovative way. Innovation needs to be beyond the classroom and instruction, but in the ways we provide outreach, administrative services, technology, etc. 3) Not enough conversation on increasing revenue. 4) Not getting community feedback on ways to integrate. There are tons of extremely intelligent and talented people working within the 3 colleges. Why aren't you asking them to help find the answer; I have a hard time thinking the thoughts of 1 person/consultant would be more advantageous than the thoughts of hundreds. 5) Is "Integration" really the right thing to do? What about simply increased coordination and collaboration (with a healthy dose of competition)? Why don't we look at this with a for-profit viewpoint? Why aren't we attempting to think differently? Why are we afraid to do so? All we are doing is taking known models of integration and trying to make it work. Why aren't we thinking of brand new, extremely innovative ways of doing business?

4/13/2017 3:38 AM

Will people be able to volunteer to be laid-off? For exempt non rep, what will the severance packages be?

4/13/2017 3:35 AM

Would canceling summer classes be a viable solution to offset budget issues leading to reduction in force? Why is there not more emphasis in increasing staff morale and securing devoted staff jobs? Why MUST there be reduction in force? Where is the love?

4/13/2017 3:26 AM

Is it a given that integration means we are only looking at the option of keeping the district? Are you looking at ending the district and creating 3 independent colleges? If you are not looking at making 3 independent colleges and closing the district office, why not? What would be the savings of doing this?

4/13/2017 3:26 AM

How will you respect and preserve each college's distinctive culture and community of teaching, learning, and supporting students and one another? How/why can forcing North to participate in a massive stadium commencement that will redirect North's own funds from supporting student gown rental to paying stadium rental fees be seen to serve our students' best interests?

4/11/2017 5:19 AM

I'm concerned that part time positions will be cut. I know the recent Emails have said essentially that cuts are inevitable, I'd like more details about how and when these might happen.

4/11/2017 4:55 AM

How are decisions going to made on reductions in force?

4/11/2017 4:49 AM

My concern is if we all look alike where is each colleges autonomy? Doesn't give the feeling of being personable.

4/11/2017 4:48 AM

What is the interplay between the likely reduction in force and the ASI committee/Floten recommendations? Will the reduction be "across the board" or targeted to recommended areas for restructuring?

4/11/2017 4:23 AM

Increase salaries, benefits and employee tuition discounts for all employees.

4/11/2017 4:23 AM

What is the primary goal and purpose of integration? Is it to improve effectiveness or save money or something else? What is the vision regarding integration? Are we moving away from a multi-college District toward a multi-campus District. If so, what are the key milestones for getting there? What does the timeline look like? Why was the cancellation of the foundation MOUs announced before integration recommendations were made and considered? Didn't this action circumvent the process originally established by the Chancellor?

4/11/2017 4:03 AM

At North Seattle College (NSC), we have been losing money at Glove cafeteria. It is possible to bring in vendor(s), so that NSC can charge them some rent, which is going to be some income. In my understanding, Seattle Vocational Institute (SVI)'s enrollment has been below the goal for a long time and has been the lowest in our district. Is it possible to close the SVI and consolidate the SVI's programs and some personnel into Seattle Central, South Seattle, and/or North Seattle colleges? What are the main benefits of having the College District office? Is it possible to consolidate their functions and some personnel into each college (SCC, SSC, and NSC) so that we close the District office?

4/11/2017 3:53 AM

what is the expected timeframe for full implementation of ASI?

4/11/2017 2:53 AM

Why are we still running classes with very low enrollment (8 students)? Why are we running programs that have been running in the red for years when we have the same programs at the other colleges within the district? The staff have been getting more and more added to their workload over the last few years. The overall district seems to be top heavy with administrators.

4/11/2017 2:38 AM

As we look at reduction in force and layoffs, please remember the importance of staff and faculty who have direct, daily student contact. We are what students and the public see. We are the districts best examples of why we exist as a college district. We are the ones who help students choose programs, persist and succeed. And ultimately, we cost the least to keep. Decreasing the number of administrator's, district-wide, would save a lot more money. What is the cost of running the district office? How will it grow as services are centralized there? Can reductions be taken there as well as across the district? Organizational charts from each college should be looked at for redundancies, many of our colleges are top heavy. How can we as a district look for these savings in an impartial way? Do we need outside consultants, folks not currently working in the district, to help with this? Having nursing and e-learning run out of the district is good but how

does it save money? Will each campus still have staff supporting both programs? Is it just an administrative change? If so, will administrators of these programs on each campus be RIF'ed? As more programs and areas of responsibility are moved to the district level, what happens to the administrators and staff at the college level? For instance, if there is one district dean of IT, will each college have associate deans or directors? More administrators does not seem like it saves money. How will this save money? I like the idea of a more uniform website look for our district but that does not mean that PIO staff are not needed at each campus. How will this be handled? IT staff at each campus is needed to maintain and set-up classrooms as well as staff computers. Each campus has a widely different number of IT staff working. Again, how can this be looked at in an impartial way and standardized across the district?
4/11/2017 2:03 AM
The number one complaint of students is red tape and getting the run-around. Students shouldn't have to enroll in each college separately. It should be possible for them to enroll and register for classes online without having to come to campus. Our customer service is hit-or-miss. Employees are too happy to send a student somewhere else instead of solving the problem right then and there. There are too many steps - go to Testing, Cashier, Fin Aid, Registration, Advising...and that's before they even get to class. Student Services should be one window or room where everything gets taken care of. We use too much lingo and not enough clear simple language, so students feel confused and out of place. And, we have tons of students looking for on-campus work and not enough jobs for them, especially for int'l students.
4/11/2017 2:00 AM
How is ctcLink being integrated into this? We will for sue need to change business processes for this. No one wants to go through such a major integration process twice.
4/11/2017 2:00 AM
What does "reduction in force" mean? Who might be affected? What areas are being considered for reduction? It is disrespectful to imply reduction in force without giving some indication about what areas might be affected so that those individuals might be allowed to have time to prepare in advance. The lack of details and overall generality of the Chancellor's language in his communications is frustrating due to its abstraction. At this point in the process, which started with the concept paper, there should be more specific information forthcoming. How much money is being spent on the consultancy? Could this money not be applied to operations and wages and class offerings? Why could the process not be more inclusive of the campus community? Why are there rumors of possible cuts going around? Here there has been talk of the copy center closing, for example. Where did this rumor originate? There are other rumors floating around, but no one seems to know their source or seriousness. More specifics about possible reductions in force and areas affected expressed in more direct, less abstract communications would be helpful. Are decreases in administrative salaries being considered? Elimination of redundant administrative positions? Is extra value given to instruction, emphasis on importance of this segment of the workforce to operations? What plans are there to increase faculty wages, increase full time positions, improve working conditions?
4/11/2017 1:51 AM
1. One of the items listed in the ASI Q&A was that "more than a third of community college students with Seattle zip codes go to colleges outside our district." The paper posits that one way to be competitive is to ensure a high-quality learning experience. Has anyone surveyed these students to find out why they aren't attending Seattle Colleges? We could guess all day at their reasoning, but until we have data, it's hard to make decisions based on what we think they will like. 2. We are constantly being told to make cuts and that we could see some layoffs at the colleges. However, can you talk about the streamlining and layoffs that will happen the district? I think part of the problem is that no one really knows what all the vice chancellors do to directly support students; whereas, if you cut some of the front-line positions at the colleges, students will directly suffer. 3. Can you please tell us how our reserves fit into our financial picture? How much are we required by accreditation to keep in reserves versus how much do we have? How do we expect to use the reserves in the future?
4/11/2017 1:40 AM

I would like to know more specifics of the plan for integration. it feels like we keep getting hit with these giant, alarming, nonspecific emails. one every few weeks. 1. What is the plan for the campus foundations? Exactly, what happens to the staff? For campus specific donations, are those funds going to be preserved for the individual campus use? 2. When we will know about budget cuts as it relates to staff layoffs? 3. Are we considering early retirement incentives? Why/why not? 4. When will the reports from the internal team and the outside consultant be available to all college staff? The uncertainty from the campus presidents and these vaguely worded emails is causing a lot of anxiety for staff. Please provide us with specifics as they are known and an outline of the plan. (for example, what does integration in enrollment look like. What is the ideal? and how are you soliciting feedback from the front-line staff?) How do you expect to get buy in and participation from staff when you just keep telling them they have been doing a bad job and you know a better way? (but, you can't tell staff the better way yet ...)

4/11/2017 1:24 AM

1) What personnel cuts will be happening at the District and administrative levels to ensure direct service/front line positions that service the students and college are spared? 2) How are retention efforts being prioritized to focus on not losing currently enrolled students? 3) When will personnel cuts be determined and notice given to employees? 4) How are students and the community at-large that we serve (not just business sectors) being engaged in the process?

4/11/2017 1:20 AM

Why weren't the appropriate measures taken years ago to deal with all these downward trends? Our operating costs keep increasing and have failed to adjust to the current economic environment. This is severe oversight, and now with the threat of layoffs, it makes working for the district very unappealing. The only benefit to working for the state was stability. You have now taken that away, and as a result have no leverage. If you reduce our workforce, there will be many others who will leave voluntarily.

4/11/2017 1:19 AM

Will these decisions being made about OUR Seattle Colleges come from committees that don't spend the time coming to ALL the campuses?

APPENDIX D
KEY PERFORMANCE INDICATOR

Answered or Abandoned Call Logs in Admission and Registration

SCC Admissions	Calls Offered	Calls Answered	Calls Abandoned	TSF%	Mean TSF%	ASF%	Mean ASF%	Call Decrease Since 2013	Mean Decrease
2013	23866	18106	5457	65.37	63.34	76.84	77.84		-26%
2014	20118	14963	4906	61.75		75.31		-16%	
2015	18404	14150	3972	62.4		78.08		-23%	
2016	14377	11408	2656	63.82		81.11		-40%	
SCC Registration	Calls Offered	Calls Answered	Calls Abandoned	TSF%	Mean TSF%	ASF%	Mean ASF%	Call Decrease Since 2013	Mean Decrease
2013	16502	9998	6043	38.76	46.22	62.33	68.89		-24%
2014	12981	8412	4277	44.5		66.29		-21%	
2015	12975	9018	3877	45.83		69.93		-21%	
2016	11726	9017	2690	55.79		77.02		-29%	
NSC Reg/Adm	Calls Offered	Calls Answered	Calls Abandoned	TSF%	Mean TSF%	ASF%	Mean ASF%	Call Decrease Since 2013	Mean Decrease
2013	11601	11027	484	85.21	84.42	95.8	95.87		-17%
2014	10409	9883	471	84.16		95.45		-10%	
2015	10101	9723	348	85.02		96.54		-13%	
2016	8419	8030	361	83.28		95.7		-27%	
SSC Reg/Adm	Calls Offered	Calls Answered	Calls Abandoned	TSF%	Mean TSF%	ASF%	Mean ASF%	Call Decrease Since 2013	Mean Decrease
2013	8430	7853	524	87.46	92.96	93.74	94.53		-24%
2014	6190	5968	190	91.84		96.91		-27%	
2015	6807	6395	390	87.23		94.25		-19%	
2016	6304	5857	425	86.36		93.23		-25%	

TSF = Time Service Factor (answered within 60 seconds) ASF = Answer Service Factor (Calls answered vs. Abandoned)

Table 15. Answered or Abandoned Call Logs in Admission and Registration
Source: Greg McBrady

APPENDIX E
INFORMATION TO SUPPORT RECOMMENDATIONS CHAPTER

BOT Goals for Strategic and Operational Decision-Making.

Guiding Principles for Strategic and Operational Decision Making

1. **Student Success**— Understanding the diverse needs of all students, helping them develop aspirational and realistic goals, and enabling them to achieve their goals will drive all decision making on both strategic and operational levels, including academic programs, organizational planning, resource allocation, and personnel management.

2. **Organizational Excellence**—Relentlessly pursing excellence in everything we do—high quality teaching, learning, support services, and workforce training will distinguish Seattle Colleges.

3. **Balance of Integration and Differentiation**— Seattle Colleges will have a shared identity and unified vision. The colleges will operate under a cohesive set of values, strategies, and policies and are individually enabled to serve the needs of their student populations and external communities with distinctive and innovative approaches. The long-term viability of Seattle Colleges depends on maximizing system-wide efficiency, synergy, transparency, and effectiveness.

4. **Financial Stability**—Achieving financial stability is the urgent institutional priority. Seattle Colleges will aggressively pursue all efforts to increase revenue, including a) implementing enrollment management, b) practicing course management, c) exercising fiscal discipline and improving operational efficiency, d) raising private donations, and e) pursuing governmental and private foundation grants.

Consultant's SWOT Analysis

Strengths	Weaknesses
The people—dedicated and committed to teaching and learning The location – Seattle is dynamic and vibrant Quality of academic programs Quality of the external relationships and partnerships Engaged and active employees and students Shared values League Board – known for innovation BAS programs Guided Pathways work Ability to develop outside revenue International programs	Complacency Ambiguous lines of authority and accountability Routine is not standardized Duplicative and overlapping responsibilities We/they attitude Lack of trust Unwillingness to acknowledge that change is needed Budget controls and management Salaries Morale Don't capitalize on strengths
Opportunities	**Threats**
Leverage size and contributions Unified and larger fund-raising amounts Vibrant employer community Value- alignment with city and county governments for middle class pathways Programs in new and emerging fields Under-tapped populations A new, supportive culture e-Learning Corporate training	Competition Formula changes Legislative funding Non-competitive salaries Failure to adapt and change
Table 16. Consultant's SWOT Analysis, Seattle District FY17	

Description of Current Business and Administrative Services Reporting Responsibilities (D=District; C=Colleges; S=Shared)

AREA	D/C/S	Comments to describe shared responsibilities
ACCOUNTS PAYABLE /REC	D	All the official records are kept at the district. College cashiers take in payments from students.
ACCOUNTING	D	
AUXILIARY SERVICES	C	
BUDGET	S	District allocates funds and manages overall distribution. Colleges develop and manage their own budgets locally.
CONSTRUCTION	C	
CAPITAL PROJECTS	S	District does financial tracking, retainage paperwork, etc. Most in the field work happens at the campus.
ENVIRONMENTAL HEALTH & SAFETY	C	
FACILITIES OPERATIONS	C	
FACILITY PLANNING	C	
FACILITIES MANAGEMENT	C	
FISCAL OVERSIGHT	C	
GRANT ACCOUNTING	S	District oversees district-wide grants.
LEASES	C	
MAINTENANCE	C	
PAYROLL	D	
PROCUREMENT	D	
RISK MANAGEMENT	S	
SECURITY	C	
RENTALS	C	
STUDENT AND FA ACCT	C	

Table 17. Current Department and Functional Reporting Responsibilities for Seattle Colleges Business and Administrative Departments
Source: Kurt Buttleman

Description of Current Educational Service Cluster Reporting Responsibilities. (D=District; C=Colleges; S=Shared)

AREA	D/C/S	COMMENTS
CURRICULA PLANNING & ALIGNMENT	S	The Vice Chancellor, Education Planning and Research convenes faculty for curriculum planning. Deans and faculty work together to plan and implement curriculum.
STUDENT-ORIENTED GRANTS & CONTRACTS	C	One example -Trio grants are administrated by the colleges.
ECONOMIC DEVELOPMENT PROGRAMS	S	Colleges seek out and develop new programs
WORKFORCE PROGRAMS	S	Colleges develop and implement new programs and oversee updating of curriculum.
ONLINE PROGRAMS	S	Colleges administer and implement e-Learning programs. District facilitates quarterly meetings with e-Learning directors.
INTERNATIONAL EDUCATION	S	Colleges administer programs. A district associate vice chancellor convenes colleges' directors.
UNIFIED ADMISSIONS & REGISTRATION	C	
STUDENT RECORDS POLICIES	C	
REPORTING	S	
COMPLIANCE	S	
PROGRAM AUDITS	C	
PROGRAM REVIEW	C	Each college has a review process.

Table 18. Current Department and Functional Reporting Responsibilities for Seattle Colleges for Educational Services
Source: Mary Ellen O'Keeffe

Description of Current Human Resources Cluster Reporting Responsibilities. (D=District; C=Colleges; S=Shared)

AREA	D/C/S	COMMENTS
CONTRACT NEGOTIATIONS	D	
CONTRACT MANAGEMENT	D	
HIRING PRODEDURES	D	
ORIENTATION	D	
SALARY PLACEMENT & PROGRESSION	D	
LEAVE MANAGEMENT	D	
EMPLOYEE RECOGNITION	D	
PROFESSIONAL DEVELOPMENT	D	
WORKERS' COMPENSATION	D	
EMPLOYEE BENEFITS	D	
EMPLOYEE RECORDS	D	
PAYROLL	D	
HR POLICIES & PROCEDURES	D	
RISK MANAGEMENT	C	
JOB CLASSIFICATIONS	D	
JOB DESCRIPTIONS	S	The campuses create these and the district approves for consistency.
COMPLIANCE	D	
GRIEVANCES	S	Level one is heard at the campuses. Appeals come to the District.
DISCIPLINE	S	Basic discipline is handled by the campus; however, terminations for cause must be reviewed by my office.
ADMINISTRATIVE HEARINGS	D	

Table 19. Current Department and Functional Reporting Responsibilities for Seattle Colleges for Human Resources
Source: David Blake

Description of Current Information Technology Cluster Reporting Responsibilities. (D=District; C=Colleges; S=Shared)

AREA	D/C/S	COMMENTS
ADMIN. COMPUTING	S	SBCTC, District and Campuses. Very complicated now**.**
COMPUTER SET-UP/MAINTENANCE.	C – mostly	
DATABASE MANAGEMENT	S	
DESKTOP COMPUTING	C	
HELPDESK	C	
IT GOVERNANCE	S	
IT PURCHASING SPECIFICATIONS	C	
NETWORK & VOICE SERVICES	S / D	Network is shared, voice is all D.
WEB SERVICES	S	4 separate websites. HOWEVER most of the actual application development happens at D.

Table 20. Current Department and Functional Reporting Responsibilities for Seattle Colleges for Information Technology
Source: Kurt Buttleman

Description of Institutional Research Reporting Responsibilities. (D=District; C=Colleges; S=Shared)

SYSTEM STRATEGIC PLANNING	
DISTRICT-WIDE STUDIES FOR THE BOARD OF TRUSTEES AND CHANCELLOR'S OFFICE	**D**: This description is essentially what we are doing now.
INFORMATION AND MAINTENANCE OF STANDARDIZED REPORTS	
ANNUAL FEDERAL ACCOUNTABILITY REPORTING (E.G., IPEDS)	
ENROLLMENT PROJECTIONS	
STATE REPORTING, SPECIAL DISTRICT-WIDE GRANT REPORTING	
DISTRICT-WIDE HUMAN SUBJECTS RESEARCH PROTOCOLS REVIEWS	
DATA PRIVACY POLICY REVIEW AND COMPLIANCE	
DATABASE MANAGEMENT	
DISTRICT-WIDE GRANTS AND RESEARCH PROJECTS	
ESTABLISHMENT OF AN ANNUAL RESEARCH AGENDA	
SUPPORT FOR COLLEGES IN DEVELOPMENT OF THEIR RESEARCH AGENDAS AND USE OF DATA	
WEDSITE WITH RESEARCH POSTED	
SUPPORTS THE BOARD AND CHANCELLOR	
DASHBOARDS, BUSINESS ANALYTICS, CONTINUOUS IMPROVEMENT, LEARNING, AND INNOVATION	

Table 21. Current Department and Functional Reporting Responsibilities for Seattle Colleges for Institutional Research
Source: Victor Kuo

Description of Advancement Reporting Responsibilities. (D=District; C=Colleges; S=Shared) (Includes public information, communication/marketing, legislative, outreach and foundation)

AREA	D/C/S	COMMENTS
BRAND DEVELOPMENT	S	
BRAND MANAGEMENT	S	In marketing, brand management is the analysis and planning on how that brand is perceived in the market. Using this definition, the role is implemented at a very low level at the district and colleges. So, it is shared but not coordinated.
LEGISLATIVE OUTREACH	D	
DISTRICT-WIDE PUBLICATIONS	D	Items such as the catalog and Spotlight are produced at the district. The colleges produce college specific publications.
ADVERTISING	D/C	
MEDIA RELATIONS	D/C	The colleges do their own media relations. We also have media relations at the district level.
SOCIAL MEDIA	D/C	
CRM	D	
WEB SERVICES: INTRANET AND INTERNET PRESENCE	D/C	

Table 22. Current Department and Functional Reporting Responsibilities for Seattle Colleges for Advancement (cluster of public information, communication/marketing, legislative, outreach and foundation)
Source: Earnest Phillips

Implementing Change at Seattle Colleges
Source: Earnest Phillips

Planning
- Develop criteria for prioritizing initiatives to focus organizational resources
- Select an initial 'early win' project to build momentum and learning

Training

Principle: Integrate change management training (how) with project planning (what). For example, if one of our initiatives is centralizing IT, the change management training should focus on centralizing IT.

	Requirements	Key questions
Executives	Day-long facilitated change workshop	What is our vision for this change?
		How will we lead this change?
		What are the rules, expectations, and codes of conduct?
Management	Three days of tactical change management training (tools, templates, etc.) A team to track change and report results	How will we implement our part of the change? What tools will we use to implement this change?
Staff	Clear, concise, and constant communication from executives and management team.	What does this change mean to me?
Students	Timely, relevant communication	What does this change mean to me?
External stakeholders	Overview of overall process	What does this change mean to me? Is this change thought out, well-planned, and well-led?

Internal Communication Plan
Establish a comprehensive communication program dedicated to change process
1. Newsletter
2. Website
3. Forums
4. Videos
5. Feedback mechanisms
6. Items to document
   a. Case for change
      i. Research
   b. Key messages
   c. Timeline
   d. Process for:
      i. Redeployment
7. Decision making