

Achieving System Integration





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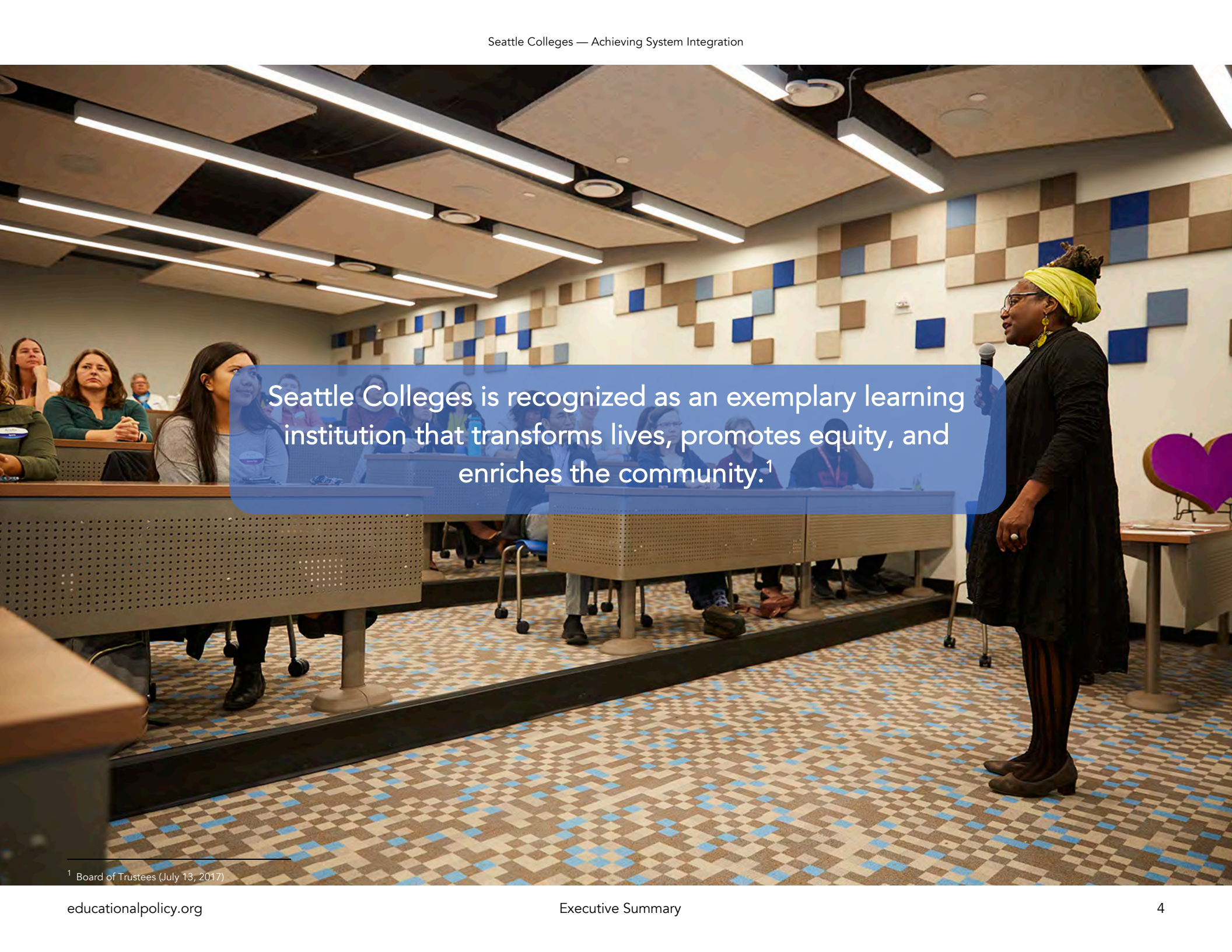
Our extensive work in the area of student success has resulted in the creation of [SwailLandis](#), an EPI subsidiary dedicated to improving practice at postsecondary institutions. We have worked with hundreds of colleges on issues related to student retention and success and strategic enrollment management.

This study was conducted by Dr. Watson Scott Swail and Ms. Kimberly Ann Landis.

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A woman with a yellow headwrap and black dress stands on the right, speaking into a microphone. She is addressing an audience seated at long, perforated metal tables in a modern lecture hall. The room features a patterned carpet and a wall with geometric blue and brown panels. A large purple heart is visible on the right wall.

Seattle Colleges is recognized as an exemplary learning institution that transforms lives, promotes equity, and enriches the community.¹

¹ Board of Trustees (July 13, 2017)

Executive Summary

For the past 50 years, Seattle Colleges has served Seattle's youth and adult populations, preparing them not only for the workforce, but for productive and meaningful lives. A half century after its founding, Seattle Colleges finds itself in a much different higher education environment. Decreasing public financial support for higher education, increased competition for students, globalization of financial markets, and the proliferation of public, private, and for-profit postsecondary options have altered the landscape considerably.

In 2017, based in large part on a [white paper](#) written by Seattle Colleges chancellor Shouan Pan and a [report](#) by consultant Jean Floten, Achieving System Integration (ASI) was launched as a major initiative of the colleges. ASI is a multiphase process designed to transition Seattle Colleges to a more efficient and integrated system that allows the colleges to improve services to students and the community. The underlying considerations for an ASI initiative are based on the following guiding principles of Seattle Colleges:

1. Will it positively impact student success?
2. Will it improve organizational excellence?
3. Will it balance integration and differentiation?
4. Will it allow Seattle Colleges to become more financially sustainable?

In September 2019, the Educational Policy Institute was engaged to conduct a review of the ASI initiative with the purpose of documenting and assessing what had been achieved from Phase I while considering what could be considered in a possible ASI Phase II. This work involved a survey of over 700 Seattle Colleges staff; a site visit to the colleges; a series of focus groups and interviews; and the review of materials related to ASI.

Defining ASI — Phase I

EPI worked to define what Phase I of ASI incorporated, given that there has been some lack of clarity on this issue. Here is a listing and brief description of Phase I.

Original ASI Initiatives

1. **Foundation Integration.** Seattle Colleges began to integrate the four existing non-profit foundations of North, Central, South, and Siegal Center into one non-profit entity. Integrating the foundations potentially creates an opportunity to raise significantly more funds for the entire Seattle Colleges than doing so in separate, competitive silos. South's foundation chose not to integrate. The conversion process took two years to complete and was fully staffed by summer 2019.
2. **HR Integration.** In early 2017, the chancellor announced to staff that Seattle Colleges would centralize Human Resources (HR) by October of that year. College presidents remain in charge of hiring processes, but all hires, including those for the Siegal Center, are decided on collectively by the college presidents and the chancellor. Centralizing HR has streamlined processes, even though there have been initial growing pains.
3. **Information Technology.** IT was centralized to alleviate duplication, streamline processes, and bring all colleges under a common understanding and operational umbrella. A CIO was hired for Seattle Colleges and they have been able to standardize the following processes: Wi-Fi network; login processes; new print software for all student labs; software renewal processes; and a new and consolidated IT Services website.
4. **Web Development.** Seattle Colleges integrated web services across the District to improve student experiences, streamline the enrollment process, centralize academic program information, and increase the return on investment on resources dedicated to web development and maintenance. The benefit of centralizing hardware and software includes sharing best practices, universal code development, streamlined management, and overall efficiencies.

Secondary ASI Initiatives

5. **International Programs.** International Programs (IP) was originally listed as a possible Phase II ASI item², but in reality, has been working on integration and centralization for the past two years. Since 2014, IP saw enrollment plunge from 3,621 student to 2,020 students—a precipitous decline of 44 percent. The decline necessitated a change in operations to right-size the organization and also prepare it to market aggressively for all three colleges collectively rather than individually.
6. **Equity, Diversity, and Inclusion.** Seattle Colleges built into its 2018-20 Operational Plan the development of an Equity, Diversity, and Inclusion (EDI) plan to create: (a) common language for racial equity, diversity, and inclusion; (b) promote practices that infuse the concepts of EDI; (c) recruit, hire, support, and mentor employees to develop and retain a stable and diverse workforce; (d) continue working toward the goal of eliminating the racial equity gap in order to achieve success for all students; and (e) improve intercultural competency among employees and students through professional development and curriculum.
7. **Corporate Training.** Seattle Colleges provides specialized training programs for corporate customers throughout the Seattle metropolitan area. For the past two years, Corporate Training has worked to centralize processes and expand its services to the Seattle industrial and business community.
8. **Continuing Education.** As with Corporate Training, Continuing Education began to develop an integration plan to be in accordance with ASI. Initial actions involved establishing regular communications between the directors and staff across Seattle Colleges. They now share information on best practices and share resources. The Continuing Education staff were able to eliminate the redundancy of three similar-but-different processes for each college and create streamlined processes that worked for all of them.

Parallel Initiatives

9. **Seattle Promise.** Over a seven-year period starting in 2018, Seattle Promise will allocate \$40.7 million to Seattle Colleges to support the further education of students from Seattle Public Schools. The project will expand the 13th Year Seattle Promise Scholarship program to further open the doors of opportunity for Seattle students.³ Administered jointly by the City of Seattle and Seattle Colleges, the program will include outreach to all 17 Seattle Public Schools high schools in 2019-20 for enrollment at the Seattle Colleges in fall 2020.
10. **Starfish Student Success Solutions.** Starfish is a third-party retention solution purchased by Seattle Colleges to provide advising services, communication tools, early alerts, predictive analytics, and other supports for institutional practitioners that will help students succeed. Starfish aligns student data systems and provides advisors and faculty members with information to support the student advising process. Seattle Colleges has scheduled over 20,000 student appointments between May and November of 2019 using Starfish.
11. **Seattle Pathways.** Seattle Pathways is a Seattle Colleges branded version of Guided Pathways, a national research-based framework that clarifies the college experience for students. Seattle Pathways incorporates a clarification of the educational pathway to and through college/workforce and a simplified understanding for students of what they need to do to navigate college.
12. **Common Areas of Study.** Seattle Colleges has worked towards “Common Areas of Study” to ensure that educational pathways are aligned across the three colleges. This has resulted in a cross-college agreement on eight common meta-majors with the premise being that there should not be variation across the colleges in certain core disciplines. Common Areas of Study, in partnership with Seattle Pathways, has the potential to streamline opportunities for students.

² As identified in May 28, 2019 Board of Trustees Retreat PowerPoint.

³ <https://www.seattle.gov/Documents/Departments/DEEL/FEPP%20Levy%20Implementation%20and%20Evaluation%20Plan.pdf>.

Looking to the Future — Phase II

Areas for Phase II consideration include:

Communications. External and internal communications is important for a large, distributed organization such as Seattle Colleges. Some of the associated activities for communications include student communications, recruitment, employee communications, chancellor communications, community relations, alumni relations, development/advancement communications, image and reputation, and graphic design.

Institutional Research and Planning. In 2017, Seattle Colleges began to integrate the institutional research/effectiveness efforts. However, a 2018 set of recommendations for IR was not approved. The IR team recommended that certain global issues should be consolidated at Siegal Center leaving the colleges to focus on issues germane at that local level. Thus, common reporting at the local, state, and federal level as well as consolidation of data processing in support of Seattle Promise and other major initiatives would be conducted at the district level, whereas college-level analysis, including accreditation, IRBs, and localized operational planning, would remain at the college.

Distance Learning. Distance Learning/eLearning is currently offered at each of the three colleges. At a time when more students are looking for flexible methods to fulfil their educational and training needs, eLearning needs to be a consideration for integrating marketing, recruitment, enrollment, and retention of future students. eLearning opportunities allow students to fill gaps in schedules/requirements when on-college courses are full or unavailable.

Grants. Historically, the three colleges have been in charge of their grant operations, which mostly involve federal and philanthropic funding. While this is listed as a Phase II item, some level of centralization has occurred recently, mostly at a fiduciary level. There is an opportunity for centralizing these functions that could lessen burdens on the colleges while still allowing local control.

Recruitment and Marketing. There is currently no formal organizational structure facilitating integration in this area. An informal group meets bi-weekly and has developed a recruitment strategic plan and implemented a customer relationship management (CRM) system. A formal organizational structure and transitioning recruiters to generalists would enable Seattle Colleges to quickly capitalize on the ASI and Seattle Pathway efforts.

Accreditation. The issue of joint accreditation is a consistent part of the ASI dialogue. While accreditation was on an initial list of items for consideration (2017), Seattle Colleges leadership decided it was best to leave “primary accreditation responsibilities... at the colleges.” However, we think there should be new consideration for accreditation alignment or joint accreditation based on the four guiding principles. With the purpose of ASI to align and consolidate processes while allowing the colleges to be run under a site-based management premise, aligning or consolidating accreditation would improve system integration.

Conclusions and Recommendations

Overall, our take on ASI is that many in the Seattle Colleges community, including those who are more overtly against or concerned about some of the initiatives, understand that changes must be made to meet the needs of a different era of higher education. As described and understood, some of the items in ASI Phase I were already on the development track. If there existed no white paper or Floten report, Seattle Promise, Seattle Pathways, Starfish, and Common Areas of Study would have gone forward. However, the nature of these initiatives drives system integration. It is perhaps by great happenstance that the concept for ASI came together at a precipitous time for Seattle Colleges. The trustees and key staff knew enough from recent history and trends that change was vital to sustainability. The hiring of the chancellor set up an opportunity, as communicated through his white paper, to begin a greater dialogue and process about systemic change.

It is important to note that ASI has made progress in the following areas:

- Human Resources (HR) is more aligned and integrated across all sites;
- Information Technology (IT) has been enhanced and systems upgraded;
- Web Development has aligned software and services;
- Core courses are more standardized and available at each college;
- Curriculum and pre-requisites have been aligned and simplified across Seattle Colleges;
- Continuing Education and Corporate Training have standardized processes and encouraged collaboration across Seattle Colleges;
- eLearning is at a place where it can grow and expand access to Seattle Colleges for potential students;
- The Foundation is in a position to increase development through new and existing philanthropic partners;

- International Programs can now market collectively and work towards rebuilding enrollment and revenues;
- Equity, Diversity, and Inclusion (EDI) is focusing on issues important to faculty, staff, and students;
- Seattle Pathways has formalized processes and clarified pathways for students;
- Starfish has resulted in a common approach to student advising and support.

The above list is not exhaustive. Many other items could be added by stakeholders, but it provides an example of how Seattle Colleges is building a better organization for the purposes of sustainability and service to the community. With this, we have specific thoughts and recommendations for Seattle Colleges as it works towards further excellence and service for the City of Seattle and its citizens.

Clarify the scope and metrics of ASI. It is critical that leadership—at the trustee, Siegal Center, and college levels—clarify the intent and direction of Seattle Colleges and the ASI initiative. Messages should continue to clarify and underscore the reasons why ASI is so important. Seattle Colleges should champion the progress and success of ASI to date and continue to work towards further success on all ASI initiatives.

Provide consistent, clear, and comprehensive communication about ASI across all levels of the Seattle Colleges. Establishing clear and transparent communications about all things ASI is critical to the success of the individual initiatives and Seattle Colleges as a whole. It is our consensus that more information will increase ASI's potential for success.

Recommit to a process that is engaging, inclusive, transparent, and consistent. Seattle Colleges can borrow from the Equity, Diversity, and Inclusion playbook and be more inclusive of the faculty and staff of Seattle Colleges by investing in their thoughts and perspectives. Seattle Colleges leadership can make information transparent and provide a consistency in messaging that would increase awareness and knowledge. Seattle Colleges has a present-day opportunity to engage the entire community in up-to-date discussions surrounding the success, lessons learned, and the work to be done.

Conduct an internal assessment of the impact of ASI to date. We strongly encourage ASI to conduct a review of ASI within each program area to identify and address the status of efficiencies, effectiveness, and areas of concern to date. It would be worthwhile to have consistent and standardized reports on where each area resides with respect to system integration including fact-

based acknowledgement of what has happened, where things are related to stated goals (quantitative and qualitative data), what is left to achieve, and what some of the barriers and successes have been.

Identify potential areas of integration (Phase II) to align with Seattle Colleges strategic plan. Seattle Colleges has an opportunity to engage Seattle Colleges staff and faculty to vet potential areas for integration to increase student success, organizational excellence, fiscal sustainability, and balance integration and differentiation. This process can identify potential downsides, increase transparency, clarify intention, and bolster support towards a common goal.

Final Thoughts

Through 50 years, Seattle Colleges has been an important force in promoting educational equity and workforce development of the city and region; not just for those who attended, but for others whose lives are impacted by the connections of the North, Central, and South colleges with business, industry, and community.

The decision to create ASI was bold and forward thinking. Chancellor Pan's white paper is an exceptional strategic position paper on how to move Seattle Colleges forward to ensure the future prosperity of the organization while continuing to provide excellent educational opportunities for Seattle youth and adults. Channeling energies in a proactive, considered, and measured manner will improve Seattle College's situation. The alternative of doing nothing today could mean that nothing may exist tomorrow. There is a tangible cost to status quo.

The success of any endeavor on behalf of Seattle Colleges requires the input and commitment of all stakeholders of the organization. The faculty, staff, and administrators from North, Central, and South colleges; the administrators and staff at the Siegal Center; the Board of Trustees; the business and industrial community of Greater Seattle; the policymakers at the local and state levels; and ultimately the community and people of Seattle all need to be considered.

Introduction

For 50 years, Seattle Colleges has served Seattle's youth and adult populations, preparing them not only for the workforce, but for productive and meaningful lives. Each year, the three Seattle Colleges — North, Central, and South — educate approximately 45,000 students and 19,000 FTEs.⁴ Seattle Colleges is an important fixture in the city and provides a critical resource for business, industry, community, and culture.

A half century after its founding, Seattle Colleges finds itself in a much different higher education environment. Decreasing public financial support for higher education, increased competition for students, globalization of financial markets, and the proliferation of public, private, and for-profit postsecondary options have altered the landscape considerably.

In 2016, the Board of Trustees hired Chancellor Shouan Pan with purpose. The Board identified "Four Guiding Principles" that include Student Success, Organizational Excellence, Balance of Integration and Differentiation, and Fiscal Stability in recognition that Seattle Colleges had to change with the times.⁵ Shortly after Dr. Pan joined Seattle Colleges, he released a white paper titled "[Achieving System Integration: An Imperative for Seattle Colleges](#)" (February 2017). Building on the Four Guiding Principles, Dr. Pan outlined the strengths and challenges of Seattle Colleges and identified areas for integration to strengthen the condition and purpose of the system.

"Given our immediate and longer-term financial challenges, we must recognize the need and the urgency to review and re-conceptualize our existing organizational structures, staffing patterns, operational processes, and organizational habits — in short, a top-to-bottom collective effort to become more efficient and more effective with our limited resources."

"We need to improve public confidence and support for Seattle Colleges by tearing down organizational silos and integrating administrative functions. Toward this end, the District will convene internal and external stakeholders to advise on the development of one



mission, one vision, and a common set of values and strategic priorities for Seattle Colleges."

Upon Dr. Pan's presentation of the white page at the February 2017 Board meeting, the Board of Trustees fully endorsed the direction of integration and voted unanimously to support the initiation of Achieving System Integration (ASI). In spring 2017, consultant Jean Floten was hired to conduct a comprehensive review of the structures and processes at Seattle Colleges. As described in her [report](#), Seattle Colleges "cannot depend upon the traditional strategies, successful practices, and skills it has relied upon in the past."

"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

⁴ Data from College Navigator (<https://nces.ed.gov/collegenavigator/>)

⁵ The four guiding principles were referenced in the ASI Q&A Paper, 2017 as being formally adopted by the Board of Trustees in October 2016 (https://www.seattlecolleges.edu/district/district/documents/ASI_QA_final.pdf)

this change, it should take formal action to create an unambiguous and clear path forward.”

In August 2017, an External Panel of Community Leaders⁶ were brought on to further advise Seattle Colleges:

“We are severely concerned with the current pressures and trends the Seattle Colleges are facing, and the lack of a clear path toward sustainability. The critical work and important mission of the Seattle Colleges is at serious risk if a new direction is not established and a new course is not chartered. We are optimistic that the Achieving System Integration process will be placed at the forefront and the crisis facing Seattle Colleges can create tremendous opportunities for the Colleges and its students.”

They continued,

“We strongly endorse efforts to set a new strategic direction for Seattle Colleges. It is also critical that the entire District be working toward one mission, vision, values, and set of common goals.”

The panel recommended that a number of areas be addressed, requiring realignment of strategies and processes and centralizing those that make sense. These included:

- Creation of a districtwide Strategic Enrollment Management System, so that functions such as marketing, recruitment, admission, registration, financial aid, and course scheduling can be streamlined and become much more efficient.
- An integrated and consolidated approach to Seattle Colleges’ financial management.
- Hiring of a Chief Information Officer, who will report to the chancellor, and an integrated and consolidated approach to improve and streamline technology systems and contain costs.
- An integrated and consolidated approach to Marketing and Communications, including web development and SCCtv.

- An integrated and consolidated approach to Human Resources and Professional Development.
- An integrated and consolidated approach to Corporate & Customized Training.
- An integrated and consolidated approach to other areas under exploration such as environmental health and safety, security, emergency planning, capital project planning and implementation, purchasing/procurement and fundraising, including consistently supporting one Seattle Colleges Foundation.
- Exploration of an integrated and consolidated approach to grant writing, and at least a more coordinated districtwide process.
- Continued implementation of a unified approach to external and government relations and strategic planning led by the Siegal Center.
- Continued exploration of organizational improvements and efficiencies in instruction and student services.

And so began the ASI era. Based in large part on the chancellor’s [white paper](#) and the [Floten report](#), the chancellor started working collaboratively with the college presidents, faculty, and staff, including the three employee unions and external stakeholders, to create a new path forward for the Seattle Colleges. In 2017 alone, we documented eight (8) emails from the chancellor to Seattle Colleges staff regarding ASI. In addition, they began the process of listening sessions and other activities to actively engage Seattle Colleges faculty and staff.

As described, ASI is a multiphase process designed to transition Seattle Colleges from its current organizational structure to a more efficient and integrated system that allows the colleges to improve services to students and the community. Ultimately, what makes something a candidate for ASI should be carefully considered using Seattle Colleges guiding principles:

1. Will it positively impact student success?
2. Will it improve organizational excellence?
3. Will it balance integration and differentiation?
4. Will it allow Seattle Colleges to become more financially sustainable?

⁶ The ASI External Panel of Community Leaders included: Steven Mullin—President, Washington Roundtable; Steven Johnson—Former City Economic Development Head, CEO of Impact Hub Seattle; Dan Dixon—Chief Community Engagement Officer, Providence Health and Services; Veronica Alicea-Galván—Judge, King County Superior Court; Frank Blethen—Owner, Seattle Times; Suzanne Estey—President/CEO of Economic Development Council of Seattle and King County; Daryl Campbell—President/CEO of Seattle/King County Goodwill Industry; Al Davis—Principal,

Revitalization Partners, LLC; Pearl Leung—External Affairs Director, Vulcan Inc.; Brian Surratt—Director, Economic Development, Seattle; Sandra Madrid—Special Assistant to the Vice President for Minority Affairs, University of Washington.

This Project

In August 2019, Seattle Colleges hired — through a competitive process — the Educational Policy Institute (EPI) to conduct a review of the ASI initiative. The purpose of the project was to document and assess what had been achieved from Phase I and consider what could be conducted in a possible ASI Phase II. A core piece of this process was to listen and document the sentiments of faculty and staff across the entire organization.

Our work was informed by initial conversations with Seattle Colleges leadership and expanded to include faculty and staff throughout the system. An initial survey was developed and distributed to all Seattle Colleges' faculty and staff. Almost 700 staff members — approximately one-third of total staff — took the time to complete the web-based survey over a three-week period. The 17-question survey (see page 45) also collected 2,242 open-ended comments by respondents. These comments were critical to our understanding of not only ASI but Seattle Colleges itself. Many are used in this report and a sampling of comments is provided in the Appendix.

ASI is a multiphase process designed to transition Seattle Colleges from its current organizational structure to a more efficient and integrated system that allows the colleges to improve services to students and the community.

During our site visit to Seattle Colleges in September, EPI conducted four listening sessions: one at each of the colleges as well as the Siegal Center. Over 600 comments were categorized by themes (tagged and sortable) from more than 180 faculty and staff who participated in these sessions. Three focus groups were held at the Siegal Center with 18 participants that included college presidents, vice presidents, and assistant/vice chancellors. Sixteen phone/video individual interviews were held between September 4 and November 12 with the chancellor, assistant & vice chancellors, directors, union representatives, and four of the five Seattle Colleges trustees.

Finally, we reviewed materials that included over 60 documents shared with us from Seattle Colleges that include Board of Trustees reports and presentations, operational plans, committee memos, external stakeholder letters, emails, and financial data. Additional information was provided to us from a variety of stakeholders, including union representatives. We reviewed and gathered information from the Seattle Colleges associated websites.

Much time and effort went into data analysis. While quantitative analysis of survey data was kept to a descriptive level, the qualitative analysis of open-ended comments was extensive. We developed sophisticated spreadsheets and coded items by theme. Once sorted, we began to aggregate comments to inform this report. The same was done for interviews, focus groups, and listening sessions. We have taken special precautions to guard data in order to protect the integrity of the process as well as the privacy of those who participated in this process. No identifiable information will be provided to Seattle Colleges as a result of this study.

The report is divided into several sections. **Defining ASI** attempts to clarify and perhaps re-define what ASI is while also providing a summary of each Phase I initiative. **Looking to the Future** is a discussion about possible ASI Phase II initiatives. **Strengths of Seattle Colleges** takes comments collected from our various data collection efforts to illustrate how faculty and staff view their colleges. Finally, **Conclusions and Recommendations** provide a capstone piece that provides some reflection and advise on moving forward. An appendix provides additional information for review.

One additional note. We use many quotes that were obtained from the survey's open-ended questions, interviews, focus groups, and listening sessions. We chose not to identify the name, type, or level of the commenter for privacy reasons. However, it is safe to say that the quotes herein balanced with regard to reflecting the entirety of faculty, staff, and administration across Seattle Colleges.

Limitations

As with all studies and assessments, there are several limitations to consider. First, EPI conducted this work within a relatively tight time parameter. Work began at the start of September with an expectation of a report by mid-October. However, an extension was requested and granted to provide additional time to review information collected. The amount of data provided a challenge for review and analysis. With over 2,200 comments from the survey alone, plus another 700 comments from interviews and focus groups, it was difficult to capture the nuance of every thought or statement. We worked diligently to align themes and comments to inform our work. Discussion was limited to recurring comments and themes as opposed to “one offs,” which are typically anecdotal and not always representative of the situation. In some cases, we made judgements on the generalizability of comments from faculty, staff, and trustees by triangulating the findings with other materials and information. This helped ensure a level of validity and generalizability. While some readers and stakeholders may not feel that the report illustrates their strong views, we did our best to bring critical issues to the top and provide an equality of perspective across the organization. By its nature, qualitative analysis is an imprecise science but helps identify areas to validate, address, and/or resolve.

We were unable to ascertain paper trails on all ASI initiatives to document planning and implementation. In some cases we had to rely on what we heard. This report will perhaps provide details that help illuminate the process and status of ASI. Important to note is that the descriptions of ASI initiatives and ancillary pieces were based on information we were able to collect; we encouraged active review from Seattle Colleges to ensure our descriptions are accurate.

Finally, we worked diligently to protect the anonymity of everyone we spoke with, surveyed, and those who sent us additional information. Some staff were worried about retribution in being overtly honest; others were simply happy to have had the opportunity to contribute. We kept the chancellor and presidents out of public conversations for this reason. However, in review, we feel that the listening sessions, in particular, may have benefitted from the participation of Seattle Colleges leadership, including the chancellor, college presidents, vice chancellors, and trustees. It also would have been an opportunity for a respectful exchange between faculty, staff, and districtwide leadership. While this may be an opportunity lost, the future holds additional opportunities for discussions and the sharing of perspectives to resolve real-time integration issues and processes that impact any of the Four Guiding Principles. It was clear from our process that everyone wants an opportunity to be heard.

“I have always felt one strength is that each campus was able to reflect back to the community in which it resides some of the values and interests of that community, some of the cultural dynamic of its unique student populations, and that each campus was able to be a smaller, more meaningful experience for students.”

Defining ASI — Phase I

As recommended in the chancellor's white paper, a successful organizational realignment would require a phased approach. ASI is a collection of initiatives, policies, and practices that are designed to integrate and differentiate Seattle Colleges across the three colleges and the Siegal Center. Initially, Seattle Colleges leadership discussed 13 potential areas for integration.⁷ In the 2019 May Board of Trustees presentation, 11 initiatives were included under the banner of ASI.⁸

The enigma that is ASI is partially defined by its lack of clarity or coherence. It is easy to blame those for not knowing exactly what is ASI or what it is not. However, in all fairness, EPI spent two months trying to answer that exact question. Even on the eve of submitting our final report there was disagreement of what initiatives should be considered as ASI. If nothing else, this process has forced a rethinking of Achieving System Integration.

For this report, we created a categorization of how we see ASI with regard to its relative Phases. Part of our decision is based on the timing of implementation, others by dedicated ASI planning, while others just happened to coexist and were arguably not really ASI at all. In our attempt to standardize the

language and make sense of ASI, we created the following groupings to define ASI Phase I.

Original ASI Initiatives. These initiatives were considered by the Seattle Colleges board and leadership and were carefully planned and implemented:

1. Foundation Integration
2. HR Integration
3. Information Technology
4. Web Development

Secondary ASI Initiatives. These areas were not part of the initial design but have been implemented (or in process) to align with the expectations of system integration:

5. International Programs
6. Equity, Diversity, and Inclusion
7. Corporate Training
8. Continuing Education

Parallel ASI Initiatives. These areas were occurring with other types of support, mostly from external grants and organizations.

9. Seattle Promise
10. Starfish Student Success
11. Seattle Pathways
12. Common Areas of Study

Corporate Training and International Programs were loosely considered as potential candidates for ASI Phase II. However, in consideration that both areas have been in an integration process, we added them to ASI Phase I.

As mentioned, there is some discussion about what constitutes ASI and what does not. Of the list above, Seattle Promise, Starfish, and Seattle Pathways — including Common Areas of Study — were occurring before and regardless of ASI. Therefore, some members of the Seattle Colleges community are confused about why some of these are included as ASI efforts. For us, we believe that if they are contributing to system integration, then they should reside under the ASI umbrella of activities.



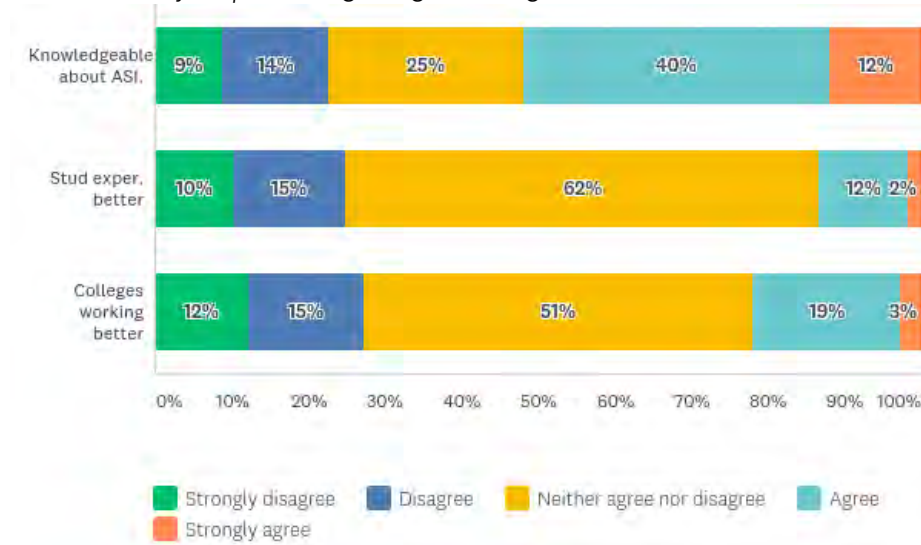
⁷ An August 14, 2017 internal memo described 13 potential ASI initiatives, including Foundations, Strategic Enrollment Management, CIO, Web Development, HR, Faculty job Postings, PD, Accreditation, Communications,

Sustainability, Grant Writing, Government Relations, and the Chancellor's Office. (<https://www.seattlecolleges.edu/district/district/chancellor.aspx>)

⁸ Seattle Colleges Board of Trustees Retreat, May 28, 2019.

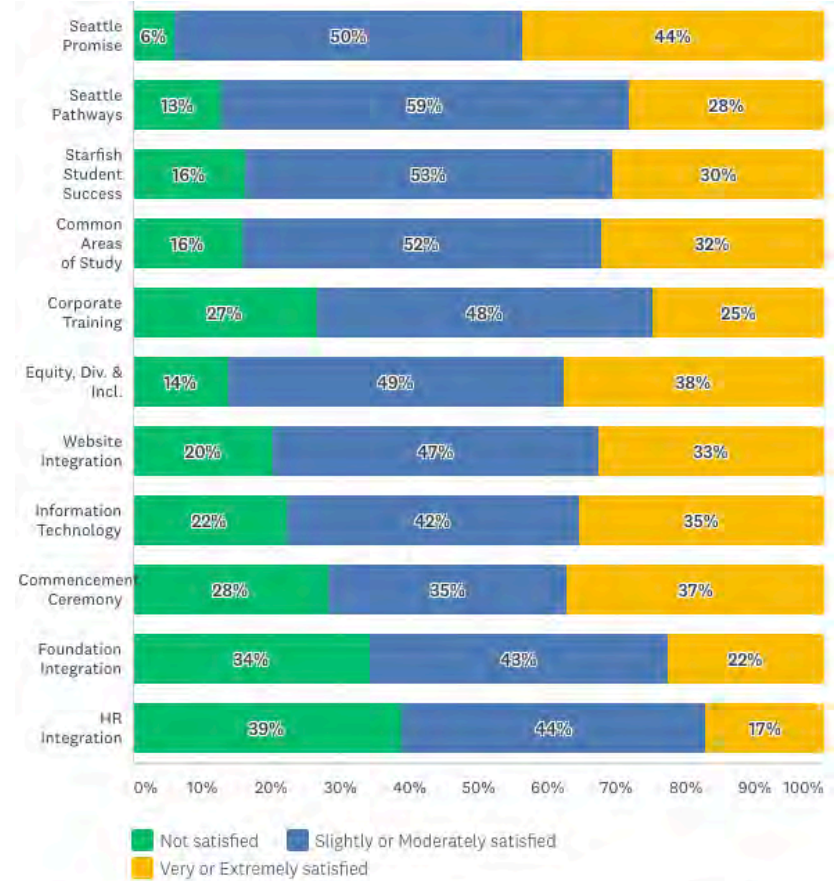
Given what we had heard about ASI during our initial weeks on the project, we wondered how knowledgeable the stakeholders of Seattle College were about ASI. In our employee survey, we found that half (52 percent) of employees felt they were knowledgeable about ASI while 23 percent did not. When asked if ASI has had a positive impact on the student experience, more people disagreed that it had a positive impact on the student experience compared to those that did (25 vs. 14 percent). Regarding whether the colleges were working better together than before ASI, 22 percent agreed or strongly agreed compared to 27 percent who did not. These findings give us a guide into the perceptions of employees but should not be overvalued. This information tells us that the process would benefit from additional clarity and about ASI.

Exhibit 1. Survey Responses Regarding Knowledge and Outcomes of ASI.



We asked people to rate the Phase I initiatives regarding their satisfaction on progress to date. Commencement was eliminated from discussion because, in review, we do not see it as an ASI initiative. Satisfaction was highest for Seattle Promise (94 percent slightly, moderately, very, or extremely satisfied vs. 6 percent not satisfied), followed by Seattle Pathways (87), Starfish (83), Common Areas of Study (84), Equity, Diversity, and Inclusion (86), and Website Integration (80). Items that had lower levels of support include HR Integration (39 percent not satisfied), Foundation Integration (34 percent), and Commencement Ceremony (28 percent).

Exhibit 2. Survey Responses Regarding ASI Phase I Initiatives



Original ASI Initiatives

Foundation Integration

In March 2017, it was announced via an email from the chancellor that an agreement was in place to integrate the separate college foundations into one, centralized entity.⁹ This was not the first-time discussion had centered around centralizing the various Seattle Colleges foundations. Adoption of the prevailing national model for multiple-college districts that calls for one integrated foundation has been explored a few times since their inception. This has been a challenging initiative due in part to the fact that each college and foundation board was able to direct their own fundraising strategy, staffing structure, and unrestricted fund use.¹⁰ South Seattle College, for instance, raised significantly more money than any other college foundation alone, which was a noted concern during task force discussions. Although all foundations actively engaged in taskforce work over the course of a year and created merger/asset transfer plans to benefit the newly created Seattle Colleges Foundation, ultimately, South Seattle College Foundation decided not to centralize. Instead, they will disburse existing funds in support of South Seattle College students and programs.

The Seattle Colleges Foundation mission is to catalyze community support to advance the mission, work, and impact of Seattle Colleges. They raise funds for a range of purposes, including scholarships, capital improvements, and academic programs that benefit students and programs throughout Seattle Colleges, and donors direct their contributions accordingly.

There are several reasons for the centralization, but perhaps the principal reason was to consolidate resources and implement a strategy that is more coherent, collaborative, effective, and externally competitive. For example, each foundation worked independently and at times created separate alliances and linkages with the same philanthropists and philanthropic organizations, including those housed in local business and industry. Some stakeholders communicated a preference for an aligned stewardship, gift solicitation, and reporting plan.

Integrating the foundations potentially creates an opportunity to significantly increase the amount raised and to strengthen foundation governance,

fundraising strategy, and administration. While each foundation had differentiated success attracting funds, it is hoped that the new foundation will be able to garner much larger gifts for mutual and distinct priority purposes across Seattle Colleges.

The process has not been without difficulties and challenges. The initial discussions and rollout of the new foundation was apparently difficult. Our Comments from our staff survey suggests that there was inadequate consultation during the process. However, our review found extensive consultations across Seattle Colleges community, including the participation of all three college presidents. Initial start-up issues with non-profit setup and tax IDs made gift processing difficult for a time. As well, the hiring of the new vice chancellor for advancement (April 2019) took more time than expected.

The Seattle Colleges Foundation mission is to catalyze community support to advance the mission, work, and impact of Seattle Colleges.

There was considerable anxiety about employment and HR with the movement from multiple to singular foundations. Seattle Colleges hired a consultant who informed the initial staffing functions and roles for the organization. Some existing staff were hired into the new foundation, several people resigned, and others hired. This conversion process took approximately two years to complete. The new foundation was fully staffed by summer 2019. Based on data collected during this study, the current foundation has 14.5 FTE employees at Siegal Center compared to a combined 22 at the three colleges and Siegal Center before the integration.

A primary concern of staff and stakeholders is that colleges will lose out on funds that they were able to previously raise. Our understanding is that funds that are gifted to the foundation and earmarked for a particular college will be provided to that college. Thus, there is no systematic loss in revenue beyond the HR and marketing costs associated with running the foundation.

⁹ Email to Seattle Colleges staff on March 30, 2017 from Chancellor Pan regarding the foundations.

¹⁰ In 2016, South's Foundation had assets of 18.1 million, North \$9.3 million, and Central \$10.3 million. (SOURCE: [Guidestar](#)).

The foundation issue was one of the lightning rods for ASI initially, as it had tangible financial implications for the colleges. In partnership with a generous amount of misinformation in the field about the foundations, the rollout was challenging. This negative impact of the foundation's integration will likely be shortly felt in the colleges. The potential for the unified foundation to attract larger gifts is great. With the new vice chancellor in place, the foundation should be moving into a very active state and soon see returns on this investment. An important caveat is that the centralized foundation will need to ensure that each of the three colleges are involved in the strategic planning for future projects and plans. Each college has specific needs and should be represented accordingly.

HR Integration

In early 2017, the chancellor announced to staff that Seattle Colleges would centralize Human Resources (HR) by October of that year. College presidents are still in charge of their hiring process. However, college-based HR directors do report to the vice chancellor and chief human resources office. Because of budget compromises, the college presidents and chancellor decide on hiring decisions in a collective manner.



The idea to consolidate HR across the District made a lot of sense on an organizational level and will serve Seattle Colleges well. As is typically the case, the centralization of HR ran into issues related to reporting structures and protocol that needed to be sorted out. Changes at this level can have growing pains until they are firmly entrenched in the systemic systems of an organization.

Perspectives. The community told us about payroll issues, technology changes, and responsiveness that impacted HR. In truth, some of these issues, such as payroll, are not HR issues, per se. But with an adjustment like HR, there is bound to be some level of upheaval. In theory, HR should be the same across the District. There is no valid argument for differentiation by location. Having a streamlined, consistent set of processes for HR, payroll budget, accounts receivable and payable, and other similar functions should be the goal of Seattle Colleges, not the outlier.

Information Technology

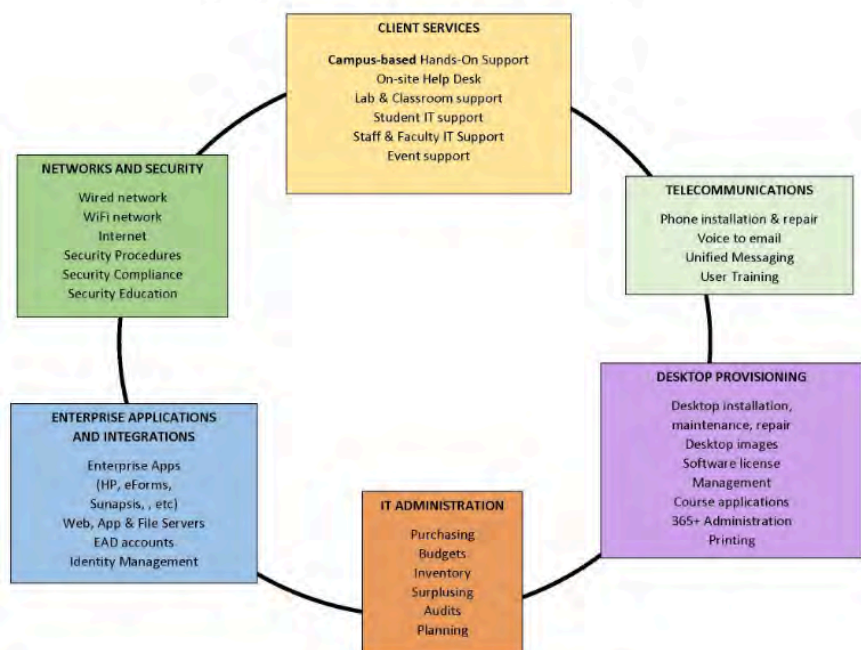
Prior to ASI, Information Technology (IT) was coordinated at the college level and was conducted differently by college. Integrating and centralizing IT will alleviate duplication, streamline processes, and bring all colleges under a common understanding and operational umbrella. To this end, Seattle Colleges hired a CIO to oversee IT for the three colleges and the Siegal Center. IT has standardized the following processes across the District:

- A common Wi-Fi network;
- A common login process for all users;
- A common print software for all student labs;
- A common software renewal process; and
- A new and consolidated IT Services website.

There are currently 55 staff members in Seattle Colleges IT services: all but four are located at the colleges. There was a re-classification by the state of all IT personnel at community colleges and state agencies. Like many IT staff across the state, numerous Seattle Colleges IT staff were classified too low or outside the IT class altogether. Seattle Colleges CIO and IT managers have worked conscientiously to support individual appeals to have positions appropriately upgraded by the state's Office of Financial Management (OFM). OFM received hundreds of appeals and has not provided feedback at the time of this report. Two of the three previous IT Director positions located at North, Central, and South Colleges were converted to an area of expertise

and the titles were changed to reflect these changes (i.e., enterprise apps and integration, and networks and security). One director position was not refilled when the incumbent left. Services have been consolidated and teams have been comprised by skills with supervisors that may or may not be located on their college's campus. Each college has a director of client services located on their campus because the interaction is location specific. The staffing changes in IT resulted in significant savings in excess of \$500,000 which was put back into IT systems development.¹¹

Exhibit 3. Seattle Colleges Information Technology Integrated Services (2018)



A major benefit of this process has been the standardization of IT across the colleges. Each location was doing things differently which was largely inefficient. Most staff members we heard from felt that IT is much better and has improved productivity, while others not. "It could only get better with technology because it was bad." Layoffs did occur prior to ASI, but there have been no layoffs since ASI began. Still, EPI connected with people in the listening groups who were upset about the handling of HR issues through IT integration.

Perspectives. IT is an area that, from a logical if not practical basis, made sense to integrate and standardize. Organizations use technology to work efficiently and effectively, so all colleges and offices should be on the same systems and operate in the same manner. While there has been disruption in job descriptions and titles, the long-term upside goes far beyond the short-term downside.

Web Development

In 2017, Seattle Colleges began the process of integrating web services across the District. The goal of this initiative was to improve student experiences across Seattle Colleges websites; streamline the enrollment process; centralize academic program information; and increase the return on investment on resources dedicated to web development and maintenance.

Each site, inclusive of the three colleges and Siegal Center, had a dedicated webmaster in charge of web development at their location. There are currently nine (9) FTEs in Web Development who report to the Director of Web Development. As of this report, the three colleges use the Drupal platform and the Siegal Center is in the process of migration.

The benefit of centralizing hardware and software includes sharing best practices, universal code development, streamlined management, and overall efficiencies. To do this involved a commitment to making it work across Seattle Colleges.

Perspectives. The reviews of the integrated web services have been varied. That stated, there is some confusion on what Web Development is. For ASI purposes, Web Development was about the backend systems: bringing the colleges and Siegal Center into technical alignment. This has largely happened.

There is some concern over website information available and made available via the four websites, but this is a separate issue. Certainly, Seattle Colleges can continue to work towards more integrated language, course information, and other integrated details between the colleges that would ultimately help students in their navigation and location of information.

Web Development is an ASI initiative that makes sense for the sharing of information and ease of updating cross-district. On a student-centric basis, centralize the processing of information to ensure standardization and

¹¹ Information validated by Seattle Colleges' finance office.

simplification will ease navigation for students. From a budget and process perspective, it also follows that the consolidation of these services will ensure continuity across Seattle Colleges. Aligning technical systems and capacity allow staff to assist and integrate wherever they are working across the District, which can be helpful in HR issues over time.



Secondary ASI Initiatives

International Programs

International Programs (IP) was originally listed as a possible Phase II ASI item¹², but in reality, has been moving towards integration and centralization for the past two years. The ASI Integration Plan for IP was delivered to Seattle Colleges leadership in August 2019.

International Programs was once a major revenue producer for Seattle Colleges but has run into significant hardships over recent years. Between fall 2014 and spring 2019, enrollment plunged from 3,621 student to 2,020 students—a precipitous decline of 44 percent. Given that international students are considered “full pay” students¹³, they provide an important financial resource through tuition and fee charges. For comparison, Washington state residents pay \$110 a credit hour for lower division courses compared to \$288 for international students.¹⁴ The difference in upper division courses (e.g., BAS degrees) is \$215 versus \$614, respectively. Over the course of a year, this can amount to a difference in several thousand dollars for an international student.

A main piece of the integration plan was to move back-office functions to one campus (Seattle Central). This was done to streamline and gain efficiencies for marketing and operational purposes.

The decrease in enrollment is a result of a number of converging issues. Two complex issues that have impacted the enrollment of international students include both student demand and supply. The number of international student enrollment in the United States has been on a decline for the past six years. Data released in November 2019 from the Institute for International Education finds that the number of international students in undergraduate (or less) programs in the US declined 2.4 percent in 2018-19 from the previous

year,¹⁵ and new international enrollments are at their lowest levels since 2012-13.¹⁶

At the same time, competition for international students has increased. Competitors to Seattle Colleges have markedly increased their recruitment for international students. Some of these competitors use private “pathway” companies which have investors and tremendous marketing capacity. As well, Seattle Colleges lost some of their international recruitment partners during this period due to the partners preferring to work with universities and the above “pathway” companies since they get higher returns in commission payments.

The re-thinking of International Programs over the past few years has also hindered recruitment efforts and enrollment. With the new integration plan, it is hopeful that the new, centralized and integrated effort will rebuild the international student population at Seattle Colleges.

To be truthful, Seattle Colleges has had its own internal competition for International Students. We were told about international representatives from the three colleges travelling to the same international recruitment fairs in Asia for recruitment purposes. The partial integration of IP started decades ago and many non-competitive functions have been integrated for years; however, the colleges still marketed and recruited largely independently.

A main piece of the integration plan was to move back-office functions to one campus (Seattle Central). This was done to streamline and gain efficiencies for marketing and operational purposes. Most international students at Seattle Colleges have historically enrolled at Seattle Central College, as illustrated in the chart below. However, each college enrolled international students which aided their enrollments and revenues. The major reason to centralize IP at Seattle Central College was due in large part to customized space that was currently available.

Exhibit 4. Distribution of Annual Enrollment of International Students at Seattle Colleges, by College

	North	Central	South	District
Fall 17	27%	52%	20%	100%
Fall 18	22%	56%	23%	100%

SOURCE: International Programs Integration Plan, August 2019

¹² As identified in May 28, 2019 Board of Trustees Retreat PowerPoint.

¹³ International students do not qualify for in-state tuition and pay 2-3 times in-state tuition and fee charges.

¹⁴ <https://www.seattlecolleges.edu/district/paying/tuitionfees.aspx>.

¹⁵ <https://www.forbes.com/sites/michaelnietzel/2019/11/18/international-student-enrollment-down-again-at-us-universities/#5809bfd14680>.

¹⁶ <https://www.iie.org/Research-and-Insights/Open-Doors/Data/International-Students/Enrollment>.

Across Seattle Colleges, there is uncertainty about International Programs and worries about job losses as IP has centralized back-office functions to Seattle Central College. We spoke and heard from many employees from Seattle Colleges who were genuinely concerned about what was happening in IP. People from Seattle Colleges leadership agree that the IP integration process has been “messy.” Many people were involved in the changes and a shift of enrollment has resulted in revenue changes at the colleges. Through integrating, four positions were eliminated, five were added, and two were being re-categorized. HR was involved in all phases of this process.

Perspectives. IP was hit hard by external and internal factors that resulted in a large-scale decrease in enrollment. This resulted in less need for instructional staff. People can argue on the best path forward, but IP was a significant problem for Seattle Colleges to rectify. The IP departments from across the Seattle Colleges came together, a consultant was hired, and implementation plans were created, as documented in the August 2019 Integration Plan.

If Seattle Colleges can increase its marketing and recruitment efforts resulting in international student recruitment gains, then hopefully this effort will become a boon for Seattle Colleges.

Equity, Diversity, and Inclusion

Diversity at Seattle Colleges is regarded as a strength of the system and was highly visible in comments from employees in our survey. Respondents talked about the importance of providing services for traditionally underserved and potentially vulnerable populations, such as first generation and low-income students, as well as supporting diversity within the Seattle Colleges system for faculty and staff.

Seattle Colleges built into its 2018-20 Operational Plan the development of an Equity, Diversity, and Inclusion (EDI) plan over several phases. Phase I includes an assessment of the districtwide EDI capacities while Phase II focuses on development a strategic action plan.

In May 2019, EDI leadership, inclusive of three administrators from the three colleges and Rosie Rimando-Chareunsap, the executive sponsor, presented their plan to the Seattle Colleges Board of Trustees. This included five preliminary objectives to be further developed over a three-year planning period:

- Establish, communicate, and maintain/sustain a draft of common language for racial equity, diversity, inclusion, and community districtwide and across and within respective colleges;
- Promote practices that infuse the concepts and goals of racial equity, diversity, inclusion, and community system-wide;
- Recruit, hire, support, and mentor employees in order to develop and retain a stable and diverse workforce;
- Continue progress toward the goal of eliminating the racial equity gap in order to achieve success for all students; and
- Improve intercultural competency among employees and students through professional development and curriculum.

In the May 2019 presentation, EDI leadership noted the following schedule:

- **2018-2019 — Learning and Partnerships Year**
- **2019-2020 — Assessment Year.** Utilize the same method across the three colleges and Siegal Center to perform an assessment of the EDI landscape across Seattle Colleges.
- **2020-2021 — Plan Development Year.** Utilizing the assessment data, analysis, and iterative discussion and engagement: propose, refine and then develop an actionable plan to which the strategic operational plan and budget development align.
- **2021 and beyond — Plan Execution Year**

Perspectives. Equity, Diversity, and Inclusion (EDI) are not simply issues related to demography. Rather, the distinctiveness of the Seattle Colleges system comes as a result of other important issues, such as the diversity of teaching and learning and the strength of what each of the three colleges contribute. Even in our cursory visits of the three colleges, it was clear to us that each college has a distinct feel due to the physical location, the local community, and the faculty and staff. Each college has a different “vibe,” per se, which is part of the specialness of the Seattle Colleges. Thus, diversity is a broad term that incorporates much about the strengths of Seattle Colleges. As one respondent suggested,

“Diversity of all kinds is represented in the student population — race, ethnicity, age, sexual preference, prior education, religious (or not) affiliations, etc. Different offerings at each of the three colleges and specialty centers.”

Arguably, creating a positive, diverse environment does not come about by chance. It requires awareness and creative forces to ensure that the needs of a diverse student population and community can be met by an equally diverse faculty and staff who are committed to creating an environment of high-level learning and personal development.

“We all seem to have shared values around equity, diversity, and inclusion that translate well across the colleges into action that leads to measurable positive outcomes when it comes to diversity and inclusion. In other words, we walk the talk of EDI (many institutions pay lip service to this). Our employees are our strength, particularly the dedicated faculty. Also, many know us and support us. It’s fascinating (and also a point of pride) to walk in the Pride parade with the Seattle Colleges and realize just how many citizens of Seattle have actually attended one of our colleges. We hold goodwill with Seattle’s citizens.”

The viewpoints on EDI were varied. Most respondents fully supported the effort. “The efforts to bolster our Equity, Diversity, and Inclusion efforts at all colleges are one of our greatest strengths and in-tune with the needs of the college-going culture.” “The message about equity, diversity and inclusion is stronger than ever. I’ll be more satisfied when I have fewer students complaining about those issues to me.” Others were less affirming:

“We’re diverse, however, not very inclusive.”

“The goal of equity and inclusion is very important, but it needs to be so that everyone feels included.”

“The fact that the intention of equity, diversity, and inclusion with open and equal access and opportunities for higher education, at times using a social service approach, appears to be only practiced by a very small percentage of staff and faculty.”

“My dissatisfaction with Equity, Diversity, and Inclusion is because lots of new, elevated job titles were created and people hired and things expanded, but nothing is actually different.”

Urban colleges in the United States are diverse by nature, and data from Seattle Colleges supports that reality. Serving diverse populations and supporting a diverse workforce are challenging, parallel tasks. Seattle Colleges has elevated the EDI issue prominently across the District and is moving its

strategic plans forward accordingly. It appears that EDI activities are flowing and on target.

Corporate Training

Seattle Colleges provides specialized training programs for corporate customers throughout the Seattle metropolitan area. The training provides large-scale training to business as well as short-term training to upscale incumbent workers.

Approximately five years ago, Corporate Training was centralized. However, due to a number of issues, including its inability to increase revenues, it was significantly scaled back in 2017. Over the course of the past few years, the program has been redesigned to ensure fiscal stability and meet the needs of the Colleges and community.

In Fall of 2018 the chancellor and college presidents approved the new model and a new executive director was hired in July 2019. Today, Corporate Training averages over 20 training projects per year with revenue above \$600,000/year and climbing, providing a sustained profitability that is trending positive.



Corporate Training not only trains people from local business, it also provides a conduit between Seattle Colleges and the workforce. It provides an opportunity for workers to reestablish their education through Continuing Education, which it partners closely with, as well as specialized training programs. The office works closely with other areas of the colleges to create new linkages and markets. Still, much of their work comes by way of word of mouth and referrals.

According to Corporate Training, the office provides pathways to Seattle Colleges in the form of internships, sponsorships, work-based experts, advisory committees, apprenticeships, company tours, and other events and opportunities.

Perspectives. Corporate Training is fully integrated at this point. It was proactive in its review of ASI and took steps to ensure that it re-emerged and is sustainable.

Corporate Training not only trains people from local business, it also provides a conduit between Seattle Colleges and the workforce.

Continuing Education

Continuing Education offers courses to adults who are interested in supporting their careers, developing new skills, or simply for personal interest. Seattle Colleges currently provides Continuing Education programs at each of the colleges, each of which has its own Continuing Education staff and curriculum.

In 2017, Continuing Education began to develop an integration plan to be in accordance with ASI. Historically, Continuing Education personnel at the three colleges have worked closely together. The unique nature of Continuing Education depends largely on the community around each institution. Each campus has a history of providing Continuing Education courses and each has its own manner of doing so. There were thoughts that integrating or consolidating Continuing Education would mean that specific programs germane to each college would or could be lost. In looking at integration, the directors and their staff focused on ways to preserve differentiation while strengthening programs through standardization and collaboration.

All Continuing Education programs at Seattle Colleges are self-funded and do not rely on other college funds to operate. As well, they need to keep personnel at each of the colleges because that is where the programs emanate.

Continuing Education leadership originally invited Jean Floten to talk with them about the integration process. This became a catapult to start thinking about standardizing policies and procedures. Initial steps involved the establishment of regular communications between the directors and staff across Seattle Colleges. They shared information on best practices and shared resources. They branded their concepts uniquely but collaboratively and created singular processes for vetting external vendors while also cross promoting classes, sharing catalogue and marketing images, and standardized registration procedures, as well as cancellation, refund, and hiring processes. Where they thought they could become a better working unit by collaborating, they did. The Continuing Education staff was able to eliminate the redundancy of three similar-but-different processes for each college and create streamlined processes that worked for all of them.

Perspectives. Continuing education has plans to work towards further collaborative, integrated decision-making in areas such as course evaluations, shared financial models, program development, and centralized marketing. In our opinion, Continuing Education is a model for integration and differentiation across Seattle Colleges.

The Continuing Education staff was able to eliminate the redundancy of three similar-but-different processes for each college and create streamlined processes that worked for all of them.



Parallel Initiatives

Seattle Promise

Over a seven-year period starting in 2018, Seattle Promise will allocate \$40.7 million to Seattle Colleges to support the further education of students from Seattle Public Schools. Part of a larger, \$619 million property tax levy from Seattle voters in November 2018, the levy funds were designed to expand the 13th Year Seattle Promise Scholarship program to further open the doors of opportunity for Seattle students.¹⁷ The program will be administered jointly by the City of Seattle and Seattle Colleges. It is hoped that the program will become self-sufficient at the end of the seven-year levy through grant and philanthropic funding.

The first Seattle Promise cohort of 224 students enrolled in Fall 2018 from six (6) Seattle Public Schools (SPS) high schools.¹⁸ The program was expanded to include outreach to all 17 Seattle Public Schools high schools in 2019-20 for enrollment at the Seattle Colleges in fall 2020.

Given that the Seattle Promise program is a partnership of the Mayor's office, Seattle Public Schools, and Seattle Colleges, it is not truly an ASI initiative. However, given that a major expectation from the Mayor's office and the community at large is to streamline the student experience regardless of college, Seattle Promise has become an integration lever for Seattle Colleges.

Perspectives. Most Seattle Colleges personnel are overwhelmingly satisfied with the progress of Seattle Promise to date, with only four percent of our survey participants unsatisfied with the initiative. They believe that the program will have a positive impact on Seattle Colleges, albeit with some concerns. For instance, there is worry that new students attracted to Seattle Colleges via Seattle Promise may be less prepared than current students. Thus, a focus on improving professional development for instructional staff is warranted to meet this need. As one person noted, most staff will need a "worldview shift to really do the work needed to promote equity, partnership, student success, and organizational excellence" required to make Seattle Promise a success. Although funding provides for Seattle Promise students to receive additional and improved wrap-around services, such as advising and academic supports, other areas such as tutoring and mentoring will need to

increase capacity to help students successfully transition and succeed at Seattle Colleges. Thus, other ASI initiatives, including Starfish and Seattle Pathways, will become important leverage points for student success within Seattle Promise.

Seattle Promise is a boon, providing additional resources for students to attend any of the Seattle Colleges.

In addition, there are some who are concerned that the influx of students will also require Seattle Colleges to ensure that the infrastructure at the three colleges can adequately accommodate the new cohorts of students, although the actual numbers of students should be sustainable under current systems. Some personnel hope that, while Seattle Promise will provide a vehicle for integration, it may also allow for the differentiation necessary for each college to work with its specific constituency of students. Specific mention was made to summer bridge programs at the three colleges. If Seattle Colleges is able to meet the infrastructure and associated teaching and learning needs of Seattle Promise students, the effort should enhance Seattle Colleges and integration efforts.

Seattle Promise is a boon, providing additional resources for students to attend any of the Seattle Colleges. One of the conditions of the Promise was to streamline and integrate processes across the three colleges. With the ultimate goal of serving students better, Seattle Promise serves as the catalyst to improve communications, planning, teaching, learning, and other districtwide processes. The success of Seattle Promise will depend in large part on the ability of Seattle Colleges leadership to continue to streamline processes and make the college experience more transparent for students and seamless across the three colleges.

¹⁷ <https://www.seattle.gov/Documents/Departments/DEEL/FEPP%20Levy%20Implementation%20and%20Evaluation%20Plan.pdf>.

¹⁸ Enrollment was as follows: North (42), Central (34), South (114), plus 34 14th-year students at South.

Starfish Student Success Solutions

Starfish is a third-party retention solution purchased by Seattle Colleges to provide advising services, communication tools, early alerts, predictive analytics, and other supports for institutional practitioners that, in turn, will help students succeed. Seattle Colleges released an RFP for the provision of these services and Starfish was contracted to begin implementation in fall 2018.

Starfish has the ability to help streamline advising and student tracking, so that students' experiences are the same regardless of the college they attend.

Starfish helps align student data systems and provides advisors and faculty members with information to support the student advising process. Through Starfish, students are able to make appointments with their advisors, view information about their financial aid and other important information, and access information on support services. Advisors, student support service employees, and a pilot group of faculty currently have access to Starfish. Seattle Colleges began using Starfish to book student appointments on May 1, 2019 (Phase I). Seventh months later, over 20,000 student appointments had been made in the Student Success Technology platform (Starfish). Phase II of Starfish has begun and will expand to financial aid, tutoring, workforce education, early alert, and degree planning, to be completed within the 2019-20 academic year.

Perspectives. Many of the comments from Seattle College personnel were positive about Starfish, although the program is still nascent in implementation. One respondent said that, “many of us are hopeful about Starfish,” while another simply stated, “I love Starfish!” Some respondents thought that Starfish would help the colleges work better with students through better communication and use of data. However, there were concerns about whether faculty and staff are properly trained to make use of Starfish. Some complained that there wasn’t enough participation during the planning and implementation processes.

“Again, a great tool with a lack of staff to utilize it. It still requires an Advisor to have the time to check all those flags and answer communication with faculty and students about a student's progress. Advisors do not have time to be doing this, there needs to be further support given if this is to be actualized.”

Starfish has the ability to help streamline advising and student tracking, so that students' experiences are the same regardless of the college they attend. Over time, advising and data processes should continue to improve as people become more acquainted with the systems. It is important that Seattle Colleges provide the necessary number of advisors to support Starfish and student success.

Implementation of systems like Starfish have a ramp-up time with regard to technological infrastructure and programming/coding. It is expected that there will be a period of associated with technological challenges. However, once fully implemented, Starfish should be a helpful tool that standardizes processes across colleges.



Seattle Pathways

Seattle Pathways is a Seattle Colleges branded version of Guided Pathways, a national research-based framework that clarifies the college experience for students. Seattle Pathways started as a result of South Seattle College's work with Guided Pathways via grants from College Spark. The other two colleges had not worked with Guided Pathways until North Seattle College received a federal Title III grant which focused on the initiative.

Seattle Pathways clarifies the educational pathway to and through college and work and simplifies what students need to do to navigate college. Seattle Pathways streamlines advising, registration, and other activities for students, with a goal of removing or lessening the uncertainties that students have when they enroll in college.

Seattle Pathways clarifies the educational pathway to and through college and work and simplifies what students need to do to navigate college.

Perspectives. Seattle Pathways was highly regarded in most of our discussions and through the survey. Eighty-seven percent of Seattle Colleges' personnel were slightly to extremely satisfied with the progress of Seattle Pathways. We heard that it was the "right path" for Seattle Colleges by collectively providing clear outlines and processes for students which is "super helpful for our staff as well as our students." It was felt that it was one initiative that had a very positive focus on the student experience. As well, it has allowed colleges to implement to their specific needs while also working collaboratively across colleges.

"I think most faculty would agree that students need direction and support for moving toward chosen professions or professional areas. I also think the concept [Seattle Pathways] aligns well with the state's emphases on optimizing efficiency, completion, and retention... I need to be convinced that we all have the same or at least very similar interpretation of what a pathways model means, and that we all have to agree it's the right thing to do. I feel like there is a lot of movement

in that direction because administrators tell us we have to, rather than showing us why it's important."

Others concurred that they think it is a worthy initiative, but that data and information are needed to document its worth. Concerns included whether this was "just more work" and whether it will disappear when grant funding runs out. One participant was worried that Pathways would work coherently across the three colleges that serve very different types of students, while others worried about the impact on advisors:

"Seattle Pathways is a great idea! Who are the people that are ensuring students stay on those pathways? Advisors? Advisors do not have capacity to be Completion Coaches as well. These are two different roles and District needs to realize this. Advisors put students into classes, their appointments are typically a half hour. Most advisors see over eight students a day. There is no time left to be checking on individual student caseloads when their caseloads are one advisor to over 500 students."

Another respondent worried about the colleges ability to be consistent with Pathways:

"I thought the idea was to create common pathways and be consistent, but, as someone who's involved directly in the work, I see daily where we colleges still can't agree on common nomenclature for talking about programs to students. If we're going to create real change, I wish we'd have the courage to do it fully and not just tip toe into it."

As with several other ASI initiatives, Seattle Pathways was occurring as the "Guided Pathways" program well before ASI was announced, first at South and then at North. Given the alignment required to meet Pathways expectations, Pathways helps Seattle Colleges become more integrative and streamlined. The alignment of key courses and programs across the three colleges, at least for certain core efforts, is essential in the long run. It is entirely possible and important to allow the colleges to keep their distinctiveness through special programs, but it is difficult to argue that other, non-distinct programs, should not be perfectly aligned. As Seattle Colleges works to increase enrollment and market share, coordinated alignment to support future students is critical.

Considerations for Seattle Colleges to help support the success of Seattle Pathways includes sustaining the effort through future grants and funding, providing transparency (information) to staff and stakeholders over time, ensuring that faculty and staff all understand the Pathways model, and ensuring that there is appropriate advisor support to meet the needs of students.

Common Areas of Study

Seattle Colleges has worked towards “Common Areas of Study” to ensure that educational pathways are aligned across the three colleges. This has resulted in a cross-college agreement on eight common meta-majors with the premise being that there should not be variation across the colleges in certain core disciplines. These include:

- Social Sciences, Humanities & Languages
- Business & Accounting
- Culinary, Hospitality & Wine
- Health & Medical
- Skilled Trades & Technician Training
- Education & Human Services
- STEM (Science, Technology, Engineering, & Math)
- Arts, Design & Graphics

The three colleges have reached agreement on eight (8) common meta-majors (districtwide Common Areas of Study) which will assist with the implementation of Seattle Pathways in the coming years. In addition, Seattle Colleges move to Peoplesoft enterprise management system requires that some of the courses are “cleaned up” in order to move to their platform. This process will help streamline the course catalogue and align programs and course structures.

Perspectives. There is some concern about altering curricula across the colleges. Some respondents feel that these common areas limit what students can study and what they may experience. Others felt that the Common Areas of Study was simply a process to cut budgets.

The challenge of Common Areas of Study is to ensure that the process is actively led by all college leadership and focuses on those programs where students may need the opportunity to share in college resources, perhaps by

way of taking certain courses in a credential at separate colleges. Although only a small percentage of Seattle Colleges’ students take courses at more than one college¹⁹, it makes sense to align courses and program work as much as possible. When implemented properly, there is still plenty of opportunity for the colleges to be distinct through other specialized programs, as they currently do.

In reality, Common Areas of Study, in partnership with Seattle Pathways, has the potential to streamline opportunities for students and, as described by one person, “really make Seattle Colleges more transparent to incoming students.” This issue has been complicated by the specialization of certain colleges and centralizing programs on particular colleges. Currently, only South has automotive and aviation, for instance, and nursing was one of the larger programs moved to one college rather than being fully available at all three. This has caused some anxiety, if not anger, by staff at the colleges. The idea of establishing certain specialty programs on a single college as opposed to all three is efficient and cost effective but not without its problems, especially in light of a tuition-based funding model where colleges may lose enrollment which impacts overall budget and operations.

As with Seattle Pathways, Common Areas of Study will be an ongoing process for Seattle Colleges. Careful thought must be given to which programs should be standardized across all three colleges. How Seattle Colleges sees themselves — whether as under one umbrella acting as a singular entity or as three distinct colleges — matters greatly to these larger decisions. Ultimately, the core pathways and common areas makes sense regardless.



¹⁹ According to data from Seattle Colleges, only one (1) percent of Seattle Colleges students take courses at more than one of the colleges.

Looking to the Future (Phase II)

There has been discussion about what “Phase II” of ASI would look like. As described in the introduction to this report, what makes something an ASI Phase candidate should be vetted against the following guiding principles:

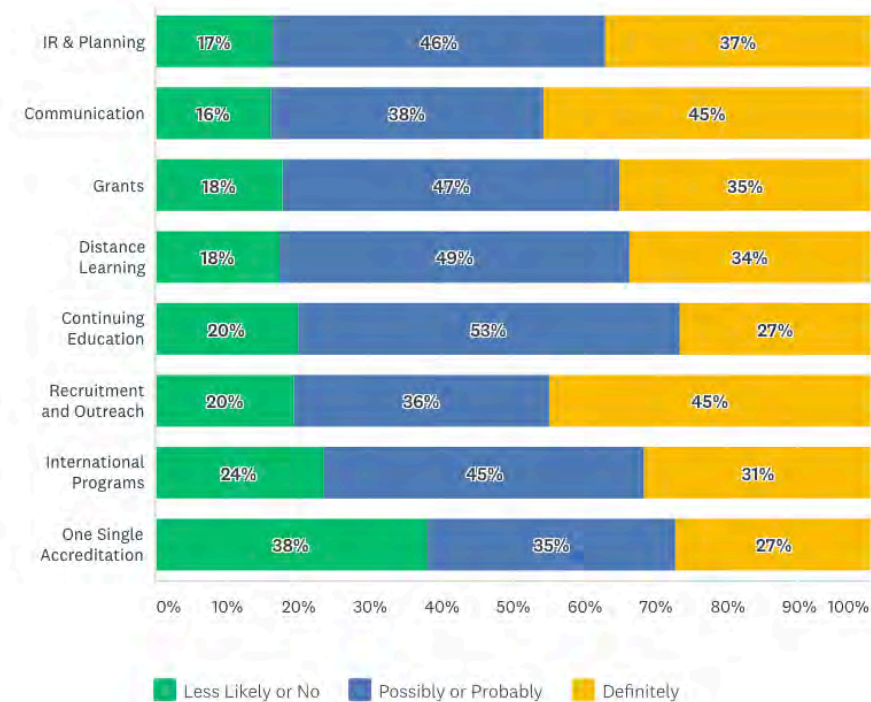
1. Will it positively impact student success?
2. Will it improve organizational excellence?
3. Will it balance integration and differentiation?
4. Will it allow Seattle Colleges to become more financially sustainable?

Below is a list of potential areas for consideration. The list is not considered absolute or all-encompassing. Areas may be eliminated and others could be considered if they fit in with the overview of “integration.” Current possible candidates include the following:

- Communications
- Institutional Research and Planning
- Distance Learning
- Grants
- Recruitment and Outreach
- Accreditation

The ASI Survey distributed in September to Seattle Colleges faculty and staff solicited perspectives on what the Seattle Colleges community felt on these issues. With the exception of Accreditation (62 percent), all potential ASI Phase II items rated highly with approximately 80 percent responding possibly, probably, or definitely with regard to integration. These include Institutional Research and Planning (83), Communications (84), Grants (82), Distance Learning/eLearning (82), Continuing Education (80), and Recruitment and Outreach (80). Seventy-six percent of respondents similarly rates positively the integration of International Programs. EPI moved Continuing Education and International Programs to Phase I since those two areas did tackle system integration.

Exhibit 5. Survey Responses Regarding Potential ASI Phase II Initiatives.



Communications

External and internal communications is important for a large, distributed organization such as Seattle Colleges. To date, each college employs communications personnel for messaging, public relations, and college-based web services. Some of the associated activities for communications includes all student communications, including recruitment, employee communications, chancellor communications, community relations, alumni relations, development/advancement communications, image and reputation, and graphic design. Most of this has been housed at the colleges.

The Executive Director of Communications and Recruitment helps coordinate prospective student communications and recruitment. However, most of the activity resides at the college level with some assistance from the Siegal Center. College communications directors currently report to the college presidents with a dotted-line report to the AVP of communications and strategic initiatives. Given the importance of branding with regard to marketing and

recruitment, it would make sense to have an integrated approach to how the three colleges conduct their communications.

Institutional Research and Planning

In 2017, Seattle Colleges began to integrate the institutional research/effectiveness efforts. Current staffing is distributed evenly with approximately two (2) FTE positions at each college and at the Siegal Center. A May 1, 2018 memo on recommendations for IR requested an additional position at the Siegal Center but was not approved.

The IR team recommended that certain global issues should be consolidated at the district level leaving the colleges to focus on issues germane at that local level. Thus, common reporting at the local, state, and federal level as well as consolidation of data processing in support of Seattle Promise and other major initiatives would be conducted at the district level, whereas college-level analysis, including accreditation, IRBs, and localized operational planning would remain at the college level.

Colleges must comply with data reporting requirements, such as those identified above, that require significant resources to complete. Federally, all Title IV institutions (e.g., those that are eligible to participate in federal student aid programs) are required to produce a variety of annual reports, such as IPEDs, all of which take considerable effort.

Centralizing processes that are similar or redundant across the colleges would be a benefit by reducing their relative burden. Key personnel, working in partnership with those at the colleges, could provide a more efficient process for federal and other reporting. Other items can effectively remain at the college level.

Distance Learning/eLearning

Distance Learning/eLearning is currently offered at each of the three colleges, although it appears that Seattle Central College is more developed in its capacity. Materials on the Seattle Central College's website showed 62 current courses offered online/asynchronously through Canvas, a cloud-based Learning Management System (LMS).

At a time when more students are looking for flexible methods to fulfil their educational and training needs, eLearning needs to be a consideration for

integrating marketing, recruitment, enrollment, and the retention of future students. eLearning opportunities allow students to fill gaps in schedules/requirements when on-college courses are full or unavailable. For others, online courses help ameliorate challenges related to distance and transportation issues.

How Seattle Colleges deals with this issue needs to be considered. It may be possible to centralize eLearning, but there are other considerations, including how the colleges conduct hybrid courses that utilize face-to-face and online, asynchronous efforts. Thus, a foot in both worlds.



Many Seattle Colleges staff worry that eLearning is not an effective method of educating and retaining students. Like classroom instruction, there is both good and bad. Appropriate professional development in tandem with technical support can make for excellent pedagogy and courses. Today's generation of college students expect web-based strategies as part of their educational experience. Where an eLearning department is physically housed depends largely on how the Siegal Center and colleges engage on the issue. Currently, it is clear that the three colleges are all in different places with regard to eLearning. Some colleges could learn from the work of others, such as what Central has done over the years. Thus, integration can help level the playing field across the colleges in terms of what they offer as well as when

and how. As with Continuing Education, it is possible that each college differentiates their offerings with a core set of courses that are similar across institutions, much like in Pathways and Common Areas of Study.

One can imagine how a singular eLearning hub for all Seattle Colleges online catalogue would seem to make sense, as long as it met each college's programmatic needs in a seamless manner. As with all things ASI, the participation and communication of the various partners is essential to making eLearning work for all students at all colleges.

Grants

Historically, the three colleges have been in charge of grant operations, which mostly involve federal and philanthropic funding. While this is listed as a Phase II item, some level of centralization has occurred recently, mostly at a fiduciary level.

There is an opportunity for centralizing these functions that could lesson burdens on the colleges. It is possible that Siegal Center could lead in identifying grant funds for the colleges and help write and coordinate grants and contracts. As with all things, how this is conducted to benefit all would need to be considered and implemented in a manner that does not constrict opportunities for each college.

How Seattle Colleges deals with grant management across the District will require a better understanding of the processes and scheduling of financial and programmatic issues. Federal grants from the US Department of Education and other departments have very strict guidelines and Annual Performance Reports (APRs) that must be followed rigidly. Improved communications between the Siegal Center and the colleges will be needed to make grant processing and support work well.

Recruitment and Marketing

Although there is an executive director of recruitment at the Siegal Center, there is no formal organizational structure facilitating integration in this area. That said, there is an informal group that meets bi-weekly and has developed a recruitment strategic plan and implemented a customer relationship

management (CRM) system. They have also merged the colleges recruitment funnels in order to measure outcomes, align strategies, and be more responsive to demographics shifts and other external factors.

A formal organizational structure would enable Seattle Colleges to quickly capitalize on the ASI and Seattle Pathway efforts. It would also increase efficiency and effectiveness and offer a bigger return on investment. In this model, recruiters could be assigned audiences instead of colleges, for example, where one recruiter could be assigned to work with corporate HR departments to publicize Seattle Colleges offerings while others could be assigned to working adults. This would also facilitate the high-touch model that has been shown to be highly effective in recruiting students. Ultimately, recruiters would be charged with finding the right program for the student, regardless of the location.

Accreditation

As acknowledged, Seattle Colleges has been hit with decreasing enrollments and financial support over the past several years. To survive and prosper it must change how things are done across the District. It must work towards greater efficiencies while streamlining and improving how it serves students and the community at large. Integration affords the potential for efficiencies, opening opportunities for alignment of educational pathways and basic organizational operations.

During ASI discussions, the issue of joint accreditation is a consistent part of the dialogue. During the initial development of ASI in 2017, accreditation was on the list of items for consideration. However, Seattle Colleges' leadership decided it was best to leave "primary accreditation responsibilities... at the colleges."²⁰ As Seattle Colleges considers how it best aligns itself for future competition and efficiencies of operations, it is our opinion that Seattle Colleges leadership again has a new conversation about potentially bringing the three colleges together through single accreditation or alignment based on the four guiding principles.

All colleges under Title IV of the Higher Education Act are required to be accredited by one of the seven (7) regional accreditation agencies in the United States. South, North, and Central Seattle Colleges are all separately accredited through the Northwest Commission on Colleges and Universities

²⁰ August 24, 2017 memo which was then sent to all Seattle Colleges staff on August 22, 2017 in an email from Chancellor Pan.

(NWCCU). The accreditation process requires significant staff resources that involves a comprehensive self-evaluation conducted on a seven-year cycle, as well as a mid-cycle review.

There are three possibilities with regard to accreditation for Seattle Colleges to consider. The first is to keep with status quo, with each college continuing to be self-accredited and on their own accreditation schedule. The second is to align the accreditation cycles so that they are on the same seven-year schedule. This could be done by consulting with NWCCU to make this alignment happen. The third option is to bring the three colleges under one single accreditation, essentially establishing Seattle Colleges as one larger college with three campuses (four with Georgetown). This latter option would alter how Seattle Colleges works to some degree as it would force significant centralization. It does not necessarily, however, disregard the distinct and special nature of each college. In fact, it is possible to champion those distinctions through single accreditation as well as through its current form.

For several years, there has been and continues to be a philosophical struggle of what Seattle Colleges “is.” Is Seattle Colleges a conglomeration of three, distinct colleges operating in parallel, or is it three campuses working in an integrated manner as a singular entity? Currently, it is the former. Although there has been major movement to align the colleges to work seamlessly in many ways, the colleges are separate, as per their accreditation.

A question for Seattle Colleges remains: should the colleges be separate and distinct or singular and focused? There is great worry that too much integration will threaten the identities of the three colleges. This would only happen if it was designed to happen. There are systems across the United States that are one, singular entity with multiple, large campuses. Penn State, for instance, is a large system under one accreditation with 24 campuses, the largest and most well-known being University Park. But each of the other campuses are unique and distinct; all operating under the same rubrics and systems. The University of Alaska system is currently going through similar discussions about bringing their separate colleges together as a single system under a single accreditation.²¹ The Connecticut State Colleges and Universities recently consolidated their 12 community colleges into one accredited institution,²² and eight campuses in the Louisiana Community and Technical

Colleges realigned to a savings of \$10 million per year.²³ Thus, there is antecedent in the higher education arena for consideration. Ultimately, such a decision is a local issue and must not be considered lightly.

The purpose of ASI is to align and consolidate processes that make sense while allowing the colleges to be run under a site-based management premise. There is no indication that this would change under joint accreditation. It would, however, require additional alignment and consolidation.

For several years, there has been and continues to be a philosophical struggle of what Seattle Colleges “is.” Is Seattle Colleges a conglomeration of three, distinct colleges operating in parallel, or is it three campuses working in an integrated manner as a singular entity?

In addition to concerns regarding institutional culture and identity, there is concern that joint accreditation would result in job losses and an increase in bureaucracy. Job loss and HR are less related to accreditation and more aligned with enrollment trends, revenue development, and efficiencies. Each college can work together as one without having to abandon its culture and differentiation.

The philosophical question must ultimately be answered by the stakeholders of Seattle Colleges. It can be argued that joint accreditation would eliminate ambiguity and set a final destination that would necessitate the colleges to be integrated, systematically and financially.

²¹ <https://www.adn.com/alaska-news/education/2019/09/13/regents-vote-to-consider-options-beyond-a-controversial-university-consolidation/>.

²² <https://www.insidehighered.com/news/2017/11/07/state-mergers-community-colleges-are-spreading-can-present-challenges>.

²³ https://www.theadvocate.com/baton_rouge/news/education/article_56b842d0-0441-11e7-8600-9b894aaa8bac.html.

“One of the things that is challenging is, “Are we three separate schools trying to work in an integrated way or are we one institution with multiple campuses? That clarity would be really helpful. People can agree or disagree, but it really helps understand what it is that we’re trying to do.”

“A lot of talk around we can’t do X because we are separately accredited. So, let’s get joint accreditation and tell people to stop it and focus on the students. But hours together for accreditation x3 is crazy. We should set a plan for a substantive change and a phased in deal over a few years. One set of goals, etc.”

“The real tension comes from are we one college or three? If [the Chancellor] would say, ‘by year xxxx we will be one campus,’ everyone would be less confused. A level of trust.”

“\$64,000 question-is this the goal to make it one accredited institution or not. I don’t have one conversation where that question doesn’t come up. Currently not formally doing at this time.”





Strengths of Seattle Colleges

Seattle Colleges has served hundreds of thousands of students since the late 1960s. As faculty and staff understand, there are many strengths to what Seattle Colleges offers the community. The ASI Survey asked participants to comment specifically on what they thought made Seattle Colleges special. We feel it is worth stepping back to note not just the challenges Seattle Colleges, but what makes it special in the community. The word cloud on the previous page illustrates the major themes and comments made by 694 respondents to the ASI survey. Based on our analysis, there were four major themes in their responses. Here are some comments from Seattle Colleges faculty and staff.

Faculty and Staff. One out-of-five respondents to our survey mentioned the importance of Seattle Colleges faculty and staff as a strength of the system. The ability of everyone to work together for the common good and to help students meet their goals.

"Employees who work here care deeply about students and college/district mission. We have talented faculty, supportive staff and administrators whose hearts are in the right place."

"When we work together for students, it really works."

"The dedication of the faculty and staff strive to provide a variety of offerings for students to choose a path for continuing their education, or for learning a valuable trade skill."

"I believe Seattle Colleges has some of the best talent in the nation, because Seattle is a highly desirable place to live and there are few universities."

"The Faculty is amazing and goes beyond the scope of their roles to make things work. I used to be a student and had no idea how much work the Faculty does to make the school seem more organized, efficient and passionate about education than it is as a whole."

"Excellent faculty delivering first-rate educational experiences to students."

"Our independence and our strong instruction. Our faculty care about our students and devote themselves to improving their lives."

"We often provide access for students who otherwise would not be able to improve their lot in life. We serve a large percentage of first-generation college students and increase their community's pipeline to college."

Equity, Diversity, and Inclusion. These core issues are at the heart of everything that matters to the Seattle Colleges community and came out broadly and proudly in our discussions. Institutions like Seattle Colleges celebrate their open access policies and serving students who are often first generation, low-income, and those who are historically underserved in higher education.

"Our greatest strength on campus is the diversity in our staff, faculty and students. I get to experience all types of cultures on campus and love what I learn daily."

"Students being able to access all three campuses, with a moderate level of ease in comparison to transferring to other colleges."

"We all seem to have shared values around equity, diversity and inclusion, that translate well across the campuses into action that leads to measurable positive outcomes when it comes to diversity and inclusion. In other words, we walk the talk of EDI."

"I believe that our colleges have a geographical reach to serve a high number of Seattle residents. Additionally, we are affordable and bring together community in a unique way. We have a large amount of supportive services for individuals who would not be as well-served in traditional 4-year environments, which often leave first generation/low-income/minority populations under-served."

"Providing access to higher education and workforce opportunities for populations who historically have not been well served by educational institutions."

"Our mission of diversity and inclusion is getting better than five years ago; it is a strength and asset. I am full of hope to spend a great deal of my waking life in service and practice of the mission. It is personal."

"Diversity of all kinds represented in student population--race, ethnicity, age, sexual preference, prior education, religious (or not) affiliations, etc."

"Embracing the diversity of our enrolled student population & the number of strategies and programs offered to help students persist and succeed."

"One of the Seattle Colleges' greatest strengths is that they are diverse, geographically and programmatically, yet they offer similar core classes."

Community. One thing that stands out is that Seattle Colleges is about community. One of the arguments against integration and convergence is that people worry about losing campus identity that is defined, in large part, by the community that engulfs each college. Here are some of the comments from respondents regarding the Seattle Colleges community.

"I have always felt one strength is that each campus was able to reflect back to the community in which it resides some of the values and interests of that community, some of the cultural dynamic of its unique student populations, and that each campus was able to be a smaller, more meaningful experience for students. When I was an adjunct, I had the opportunity to teach at North, South, and Central. Each campus presented different approaches to serving students. There were commonalities, but the individuality of each campus was a great strength."

"I think the greatest strengths of Seattle Colleges is every college having their own identity and specializations. Each college serves a different community and having a singular identity is important."

"The work environment that is really united; feels like I am working in my community."

"The diversity, affordability, the sense of community. I was a student at Seattle Colleges, and I learned so much especially in a safe, inclusive, welcoming environment. Faculty, staff, and students were all kind."

"As individual and affiliated entities, the three Seattle Colleges are responsive to the communities that we serve. Seattle is a city of microclimates and diverse and differentiated communities. We have good relationships with our neighborhood high schools, local community organizations, and city government and law enforcement. Employees of our three colleges are attuned to the needs of our communities, the students we serve, and the social conditions facing our communities. Indeed many of our employees live in the communities we serve, giving us further insight into the needs of our communities."

"The potential for community involvement and the platform the District has to impact Seattle and Washington at large."

Quality & Commitment. The overall worth of a higher education institution comes back to quality of instruction and service and the commitment of those who are collaboratively working towards those shared goals. The thoughts expressed in the faculty and staff section are buttressed herein.

"We live in a vibrant city, with great staff and faculty. We meet a very important need for people seeking to improve their education and overall quality of life."

"We are the Seattle educational option for students who do not wish to or cannot attend a university in their current academic pursuits. We are known for producing quality graduates, for the way we give life options to our students, and for partnering well in our community to support the success of all."

"We provide access to quality education with fewer overall barriers than traditional universities."

"The diversity and the commitment from all classification of employees that work at SCC. Staff, faculty and administrators are always exploring opportunities to improve the services offered to students."

"Commitment to serving the community and working to strengthen knowledge and resources on diversity and equity."

"I think the greatest strength of the Colleges is our passion and commitment to student success. Everyone is committed to working towards the same goals--even if we have very different ways of reaching those goals."

"The insane commitment of thousands of faculty and staff to helping students achieve a life that they have reason to value."

Conclusions and Recommendations

Overall, our take on ASI is that many of the people within Seattle Colleges community, including those who are more overtly against or concerned about some of the initiatives, understand that changes must be made to meet the needs of a different era of higher education. As described and understood, some of the items in Phase I of ASI were already on the development track. If there existed no white paper or Floten report, if there existed no white paper or Floten report, Seattle Promise, Seattle Pathways, Starfish, and Common Areas of Study would have gone forward. The nature of these initiatives drives system integration. It is perhaps by great happenstance, rather than by accident, that the concept for ASI came together at a precipitous time for Seattle Colleges. The trustees and key staff knew enough from recent history and trends that change was vital to sustainability. The hiring of the chancellor set up an opportunity, as communicated through his white paper, to begin a greater dialogue and process about systemic change.

The white paper actually is a statement in support of new thinking about Seattle Colleges and an acknowledgement of areas that could benefit from system alignment and integration while acknowledging which are better left untouched. The chancellor's paper outlined the critical need for change in Seattle Colleges due to funding, demographic, and enrollment issues, as well as something he called "disjointed stories," referring to the lack of "coherent identity and a compelling story" for Seattle Colleges. While Seattle Colleges should continue to celebrate the diversity that each college brings, a movement towards integration in terms of messaging, processes, and teaching and learning is in the best interest of the organization.

We feel that there exists much less dissention across Seattle Colleges than people might be led to believe. We inserted the previous section on strengths to highlight the perspectives of staff about what Seattle Colleges does well. In our conversations with faculty and staff, union representatives, and college leadership, we found more alignment than discord. Our overall sense of the organization is that employees and stakeholders want to see Seattle Colleges prepare for a richer, better future. Seattle Promise, to an extent, puts a major stamp on the organization, a reminder that Seattle Colleges matters and is part of the lifeblood of the city.

To be sure, not all people agree about all things. We believe that a lack of communication and occasional cases of misinformation from all areas of

Seattle Colleges have not served the ASI effort well. One of our primary recommendations is to improve the communication of ASI goals and direction, together with additional consultations about the best strategies to meet those goals. Documents show the multiple times that the chancellor consulted with the college presidents, conducted listening sessions, and sent emails about the ASI process. To us, it seemed considerable and transparent. However, how people perceive communication and transparency is what matters most. Therefore, more work needs to be done to provide additional transparency and knowledge about ASI, let alone other, critical strategic initiatives. While we were reminded that communication alone doesn't solve all institutional woes, it would have alleviated many issues that Seattle Colleges is currently dealing with. All of which distracts from the main focus: improving student success.

"If we focus on what is best for students, we wouldn't be arguing over this stuff."

The question remains: What does Seattle Colleges want to be? Given the continuum between those who want things to stay the same and those who want large-scale change, we are left with wondering how integrated Seattle Colleges should be and how distinct? In reflection, perhaps ASI is actually a middle ground between the two rather than believing that the perspectives are mutually exclusive. Thus, the philosophical struggle. Together but distinct.

Given that accreditation isn't currently on the table, ASI provides a vehicle to better align major areas and processes between the colleges while also reducing duplication and redundancy. If done effectively, integration brings the colleges further towards a more efficient operational and organizational system.

To reiterate, integration does not have to mean that colleges lose their identity. Many of the people we heard from were afraid of losing the culture of their particular college. We argue that further integration could enhance the institutional culture by allowing their president and others to focus on local, campus-based issues rather than centralized, redundant processes. If integration, standardization, and consolidation processes are well planned and implemented, Seattle Colleges can benefit. Areas of quality, productivity, and

capacity need to be considered and continuous improvement processes adhered to.

Even with implementation hiccups, we should be reminded that ASI has made significant progress and achieved success in the following areas:

- Human Resources (HR) is more aligned and integrated across all sites;
- Information Technology (IT) has been enhanced and systems upgraded;
- Web Development has aligned software and services;
- Core courses are more standardized and available at each college;
- Curriculum and pre-requisites have been aligned and simplified across the District;
- Continuing Education and Corporate Training have standardized processes and encouraged collaboration across the District;
- eLearning is at a place where it can grow and expand access to Seattle Colleges for potential students;
- The Foundation is in a position to increase development through new and existing philanthropic partners;
- International Programs can now market collectively and work towards rebuilding enrollment and revenues;
- Equity, Diversity, and Inclusion (EDI) is focusing on issues important to faculty, staff, and students;
- Seattle Pathways has formalized processes and clarified pathways for students;
- Starfish has resulted in a common approach to student advising and support.

The above list is not exhaustive. Many other items could be added by stakeholders, but it provides an example of how Seattle Colleges is building a better organization for the purposes of sustainability and service to the community.

“We have made more progress in the last two years than I think this organization has in the last 50.”

With this, we have specific suggestions for improving processes and moving forward. We understand that change is rarely easy and requires considerable energy, attention to detail, and most certainly clear and transparent communications. But change is happening and success is occurring.

With this, we have specific thoughts and recommendations for Seattle Colleges as it works towards further excellence and service for the City of Seattle and its citizens.

Clarify the scope and metrics of ASI

As described in the introduction, the Floten report encouraged the Board of Trustees to “take formal action to create an unambiguous and clear path forward.” While the Board and chancellor did move forward, there was most certainly ambiguity about the process leading to frustration and misinformation across the District. It is critical that leadership — at the trustee, Siegal Center, and college levels — clarify the intent and direction of Seattle Colleges and the ASI initiative.

Messages should continue to clarify and underscore the reasons that ASI is so important. While some feel that ASI is about job cutting, it needs to be messaged that it is about “right sizing” and reconfiguring processes and departments to embolden the institution and make it efficient and sustainable. Seattle Colleges should champion the progress and success of ASI to date and continue to work towards further success on all ASI initiatives.

In addition, we feel that the measures of success should be identified and highlighted. People want to know what defines attainment or success. Seattle Colleges leadership can provide these measures and communicate accordingly.

Provide consistent, clear, and comprehensive communication about ASI across all levels of the Seattle Colleges.

At the outset of this project, we requested a description of ASI to learn about the various elements of the initiative. We read the chancellor’s white paper and Floten’s report, both from early 2017, but it took a 2019 PowerPoint file prepared for the Board of Trustees to better understand the scope of ASI. Since then, we’ve found other historical pieces that both clarify and confuse its meaning. Through this report, we’ve tried to clarify what ASI ‘is’ and are hopeful that at least that much has been established.

We believe that establishing clear and transparent communications about all things ASI is critical to the success of the individual initiatives and Seattle Colleges as a whole. To the chancellor's credit, and as previously stated, we have documented several emails he sent to staff communicating about ASI over the past two years. This conflicted with some people from the colleges that said there was little information shared on ASI. Still, the consensus is that more information could have been made available on a more consistent basis.

The chancellor has provided links to reports on his [webpage](#). Even as we have conducted this review, more ASI items have been added to that page including information from our recent site visit. Putting information on a webpage doesn't guarantee heightened understanding and knowledge, but it helps. It is important for Seattle Colleges leadership across the District to refer to this information and direct people to the website and other materials as necessary. This will provide a higher level of transparency and information for the Seattle Colleges community.

Recommit to a process that is engaging, inclusive, transparent, and consistent.

It was clear in our discussions with people across Seattle Colleges that they want to be heard and have their input considered. Documentation (e.g., emails, minutes, memos) in 2017 shows there were opportunities for input via listening sessions and consultations regarding ASI. We strongly encourage Seattle Colleges leaders to re-engage the Seattle Colleges' community in a way that is inclusive, transparent, and consistent.

We believe that Seattle Colleges can borrow from the Equity, Diversity, and Inclusion playbook and be more inclusive of the faculty and staff of Seattle Colleges by investing in their thoughts and perspectives. Both the white paper and Floten report emphasized the importance of involving all parts of Seattle Colleges in the fact-finding and decision-making processes. Efforts should be made to include the colleges, key personnel, and union representatives. This is what was promised; this is what needs to happen.

Seattle Colleges leadership can make information transparent and provide a consistency in messaging that would increase awareness and knowledge. For us, we found a plethora of information in 2017 that seemed to go silent in 2018 and early 2019. Our arrival on the scene in September 2019 seemed to

re-ignite discussions. Seattle Colleges has a present-day opportunity to engage the entire community in up-to-date discussions surrounding the success, lessons learned, and the work to be done.

Conduct an internal assessment of the impact of ASI to date.

We strongly encourage ASI to conduct a review of ASI within each program area to identify and address the status of efficiencies, effectiveness, and areas of concern to date. A continuous improvement process should be developed to review, identify, and address the status of efficiencies, effectiveness, and areas of concern. Once the current status has been clarified and defined, each area should create and/or update operational plans that include implementation, communication, and evaluation (including intended outcomes with clear metrics and a timeline). For each area of integration, there should be an identified point of contact with defined roles regarding ASI and a clear two-way path to address real-time concerns with prompt follow-up and resolutions.

For transparency, it would be worthwhile to have consistent and standardized reports on where each area resides with respect to system integration including fact-based acknowledgement of what has happened, where things are related to stated goals (quantitative and qualitative data), what is left to achieve, and what some of the barriers and successes have been.

Identify potential areas of integration (Phase II) to align with Seattle Colleges' strategic plan.

This report describes some of the potential pieces to be considered for a next phase of system integration. Our list, compiled from previous understandings of what has been suggested to explore for potential integration, is certainly not exhaustive. We think, through further engagement of the Seattle Colleges community, other possibilities may arise. Establishing a process to engage Seattle Colleges staff and faculty to vet potential areas for integration should be thorough and open in order to increase transparency, clarify intentions, and bolster support towards a common goal.

Final Thoughts

The new era of higher education is pushing boundaries of what we thought was possible only a short while ago. The ground continues to shift while we walk. The option for status quo in this volatile environment serves only as a red flag against an organization unready and unwilling to rise up to the challenge. Conversely, making prudent, strategic choices to improve the efficiency and efficacy of Seattle Colleges improves the future outlook of the organization. Change requires difficult choices. Not all people will agree on all things, but like-minded people, like those who work at Seattle Colleges, can come up with compromises and strategies to make things better.

For what it is worth, the mere process of an external entity like the Educational Policy Institute reviewing ASI has stirred the waters and caused renewed discussions of ASI. We spoke with people who were engaged, interested, dedicated, and thoughtful. Even in the most difficult discussions, we were taken by the caring of the people of Seattle Colleges. And nor were we surprised.

The decision to create ASI was bold and forward thinking. Chancellor Pan's white paper, which has been frequently referenced in this report, is an exceptional strategic position paper on how to move Seattle Colleges forward to ensure the future prosperity of the organization while continuing to enrich the educational opportunities for Seattle youth and adults. Channeling energies in a proactive, considered, and measured manner raises all boats, so to speak. The alternative of doing nothing today could mean that nothing may exist tomorrow. There is a tangible cost to status quo.

Some people suggested that Seattle Colleges should simply "rip off the Band-Aid" and make the difficult and hard changes that some suggest. "Rational" change, a public policy term referring to quick, dramatic changes, is akin to ripping off the Band-Aid. Some public policy issues require rational changes in policy and practice. However, rational change typically does not bode well for an organization or a society-at-large as it leaves too much collateral damage in the wake. We think a better path for Seattle Colleges is to continue moving forward through thoughtful, "incremental" policies and strategies that lead us to the same place.

Through 50 years, Seattle Colleges has been an important force in promoting educational equity and workforce development of the city and region; not just for those who attended, but for others whose lives are impacted by the connections of the North, Central, and South colleges with business, industry, and community.

The waters of change are not always clear; the messages are sometimes conflicting; and the timelines for action often shift. The internal assessment of each ASI area, as we have recommended, can help reconcile what people think versus what they know. The four guiding principles that play into ASI, provide direction and focus:

1. Student success
2. Organizational excellence
3. Balance of integration and differentiation
4. Financial stability

The success of any endeavor on behalf of Seattle Colleges requires the input and commitment of all stakeholders of the organization. The faculty and staff from North, Central, and South colleges; the administrators and staff at the Siegal Center; the Board of Trustees; the business and industrial community of Greater Seattle; the policymakers at the local and state levels; and ultimately the community and people of Seattle all need to be considered.



Appendix

Appendix A. Interview Schedule

1. **Shouan Pan**, Chancellor (September 4, 2019)
2. **Cindy Riche**, AVC Information Technology (September 16, 2019)
3. **Malcolm Grothe**, AVC Workforce Education (September 16, 2019)
4. **Kurt Buttleman**, VC Academics and Student Success (September 16, 2019)
5. **Traci Russell**, ED Advancement (September 17, 2019)
6. **Earnest Phillips**, AVC Communications Strategic Initiatives (September 17, 2019)
7. **Jennifer Howard**, Interim VC Finance Human Resources (Former) (September 18, 2019)
8. **Steve Hill**, Board of Trustee (September 20, 2019)
9. **Rosa Peralta**, Board of Trustees (September 26, 2019)
10. **Louise Chernin**, Board of Trustee (October 4, 2019)
11. **Annette Stofer**, AFT Seattle (October 7, 2019)
12. **Teresita Batayola**, Board of Trustee (October 8, 2019)
13. **Matthew Davenhall**, Washington Federation of State Employees (October 9, 2019)
14. **Cody Hiatt**, AFT Seattle Public Schools (October 9, 2019)
15. **Andrea Insley**, AVC, International Programs (October 9, 2019)
16. **Bob Embry**, Corporate and Continuing Education (November 12, 2019)

Appendix B. Site Visit Schedule

Monday, September 30 (Boardroom reserved as home base, 1st floor)

- 9:00-10:30 **Meeting with College Presidents**
(Siegal Boardroom)
Sheila Edwards Lange, Central
Warren Brown, North
Rosie Rimando-Chareunsap, South
- 10:30-10:45 **Institutional Research Group**
Jim Christiansen Room, 2nd Floor
- 11:00-12:30 **Meeting with College Vice Presidents**
(Siegal Boardroom)
Bradley Lane, Central VP of Instruction
Yoshiko Harden, Central VP of Student Services
Bruce Riveland, Central VP of Administrative Services
Valerie Hunt, Central AVP of Equity, Diversity and Inclusion
Pete Lortz, North VP of Instruction
Toni Castro, North Interim VP of Student Services
Andrea Johnson, North VP of Administrative Services
D'andre Fisher, North AVP of Equity, Diversity and Inclusion
Sayumi Irey, South, VP of Instruction
Joe Barrientos, South VP of Student Services
Holly Woodmansee, South, Interim VP of Administrative Services
Betsy Hasegawa, South AVP of Equity, Diversity and Inclusion
- 3:00-4:00 **Listening Session at Seattle Central College**
BE1110, President Edwards Lange to welcome
All Central faculty and staff have been invited

Tuesday, October 1 (JC Room reserved as home base, 2nd Floor)

- 10:00-11:00 **Listening Session with Siegal Center Staff**
Erickson Theater
All District Office staff have been invited. Chancellor Pan will introduce you.
- 11:00-12:30 **Meeting with Siegal Executive Team**
Jim Christiansen Room, 2nd Floor
Kurt Buttleman, VC of Academic and Student Success
Kerry Howell, VC of Advancement
Jennifer Dixon, Interim VC of Human Resources
Jennifer Strother, Interim VC of Finance and Administration
Cindy Riche, Chief Information Officer
Earnest Phillips, AVC of Communications and Strategic Initiatives
Malcolm Grothe, AVC of Workforce and Economic Development
- 1:00-2:00 **Listening Session at North Seattle College**
North Star Dining Room, President Brown to welcome
All North faculty and staff have been invited
- 3:00-4:00 **Listening Session at South Seattle College**
Cascade Hall 107, President Rimando-Chareunsap to welcome
All South faculty and staff have been invited
- 5:00-6:00 **Meeting with Chancellor Pan**
(Siegal Center)
Chancellor's Office

Appendix C. ASI Faculty and Staff Survey

Introduction

In 2017, Seattle Colleges established the Achieving System Integration (ASI) process to focus on improving Seattle Colleges' efficiency, effectiveness, and competitiveness as a system. Part of the ASI process is reviewing our progress in order to inform our next steps. The Educational Policy Institute (EPI) was hired through a competitive process to conduct the ASI review.

This survey is designed to give you an opportunity to provide feedback and suggestions on current progress and accomplishments as well as identify possible areas for consideration during ASI Phase II. We are asking that you please take the time to complete this brief questionnaire in order to inform future decision-making by the District. The survey should take no longer than 10 minutes. The survey is open for one week and will close on September 27.

The content of this survey is strictly confidential. No names or other identifiable information will be provided to Seattle Colleges. If you are interested in sharing additional confidential information with the EPI research team, you may do so by contacting me directly at wswail@educationalpolicy.org.

We will also be conducting a listening tour at each of the colleges September 30 and October 1. Thank you again for taking the time to complete this important survey.

Dr. Watson Scott Swail

President and Senior Research Scientist Educational Policy Institute

Background Information

1. I work at:

- a. North Seattle College
- b. Seattle Central College
- c. South Seattle College
- d. Seattle Colleges District Office

2. My status is:

- a. Classified
- b. Exempt – Administrative, Executive (e.g., chancellor, presidents, vice chancellors, vice presidents)
- c. Exempt – Administrative, Management (e.g., directors, deans,

division/department chairs, administrative assistants)

- d. Exempt - Professional Staff AFT-SPS (e.g., managers, specialists, coordinators)
- e. Full-Time Faculty (teaching and non-teaching)
- f. Part-Time Faculty (teaching and non-teaching)
- g. Student Worker
- h. Other (please specify)

3. My division is:

- a. Administrative
- b. Instruction
- c. Student Services
- d. Other (please specify)

4. My primary role is in:

- a. Academic, instruction
- b. Admissions
- c. Advancement, development
- d. Advising, counseling
- e. Communications, marketing
- f. Continuing education
- g. Diversity, equity, inclusion
- h. e-Learning
- i. Facilities
- j. Finance, accounting
- k. Financial aid
- l. HR
- m. Information technology
- n. Institutional research
- o. Library
- p. Professional/technical programs
- q. Registrar
- r. Web services
- s. Other (please specify)

5. I have worked at Seattle Colleges for:

- a. 1-2 years
- b. 3-5 years
- c. 6-10 years
- d. 11-20 years
- e. Over 20 years

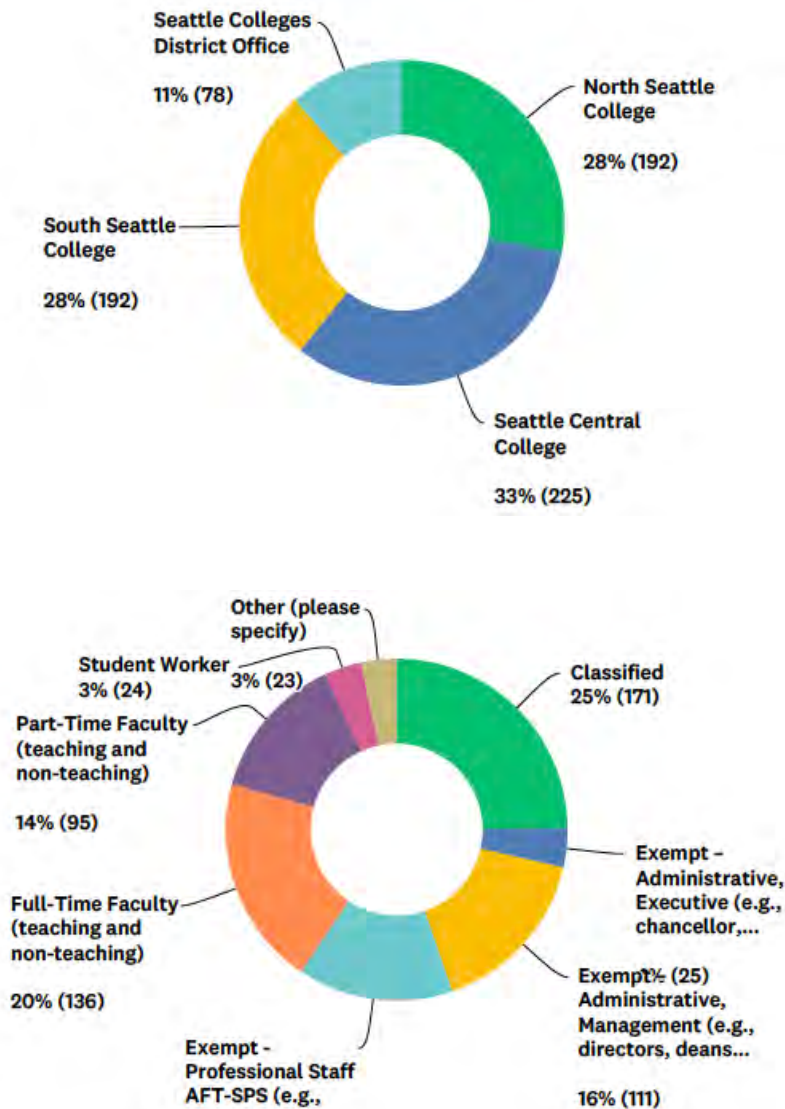
6. What is your gender?
 - a. Male
 - b. Female
 - c. Transgender, male-to-female
 - d. Transgender, female-to-male
 - e. Genderqueer or gender nonconforming
 - f. Other
7. What sex were you assigned at birth?
 - a. Male
 - b. Female
8. My race (Check all that apply)
 - a. White
 - b. Black or African American
 - c. American Indian or Alaska Native
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. Other
9. My ethnicity:
 - a. Hispanic or Latino
 - b. NOT Hispanic or Latino
10. What do you see as the greatest strengths of Seattle Colleges?
11. What are the most concerning challenges facing Seattle Colleges?
12. To what extent do you agree with the following statements: (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)
 - a. I am knowledgeable about ASI.
 - b. The student experiences of Seattle Colleges programs and services have improved since ASI started.
 - c. North Seattle, Seattle Central, South Seattle, and the District Office are working better together now than when ASI started.
13. For the following Phase I areas, please rate your satisfaction with progress to date. (Not Satisfied, Slightly Satisfied, Moderately Satisfied, Very Satisfied, Extremely Satisfied)
 - a. Commencement Ceremony (commencement planning, implementation, communications)
 - b. Common Areas of Study (limited set of academic and career topics students choose to plan their educational experience)
 - c. Corporate Training (customized instruction at company worksites or online)
 - d. Equity, Diversity, and Inclusion (planning, staffing, programming, instruction, research, community engagement)
 - e. Foundation Integration (consolidation and coordination of the District and colleges foundations)
 - f. HR Integration (hiring, onboarding, performance, professional development)
 - g. Information Technology (IT Help/Support, phone, applications, WiFi, security, desktop support)
 - h. Seattle Pathways (ensuring students select an academic/career path, stay on a path, and learn; vision, areas of study, advising structures, placement, technology)
 - i. Seattle Promise (a partnership with the City to provide tuition and student service supports for high school graduates)
 - j. Starfish Student Success Solutions (student success technology platform to facilitate student advising, retention, and communications)
 - k. Website Integration (website platform, structure, content)
14. What parts of the ASI do you think are helpful for the colleges as well as faculty, staff, and students?
15. What parts of the ASI, if any, concern you?
16. Please rate whether you think these possible areas should be considered for Phase II ASI activities. (Definitely Not, Probably Not, Possibly, Probably, Definitely, I Don't Know)
 - a. Communication (internal and external communications, strategy, messaging, stakeholder/audience analysis)
 - b. Continuing Education (skill development, personal interest, job training)
 - c. Distance Learning (online learning, e-learning)
 - d. Grants (grant proposal writing, grant management)
 - e. Institutional Research and Planning (strategic planning, research, accreditation, data governance and use)
 - f. International Programs (structures and programs to serve international students)
 - g. One Single Accreditation (Integrating the three colleges for one singular accreditation)
 - h. Recruitment and Outreach (recruitment and outreach to prospective students)

- i. Please provide any details or information about your responses above.
17. Please rate these issues in their degree of importance: (Not important, Slightly Important, Moderately Important, Important, Very Important, I Don't Know)
- a. Improving our financial sustainability
 - b. Differentiating the three colleges
 - c. Reducing program redundancy between the three colleges
 - d. Increasing efficiency from an organizational/operational point of view
 - e. Integrating the three colleges and academic programs
 - f. Reducing administrative redundancy and duplication across campuses
 - g. Improving student retention and success
 - h. Reducing the cost to students and families
 - i. Creating System-Wide Key Performance Indicators (KPIs)
 - j. Please provide any details or information about your responses above
OR other thoughts about possible future options.

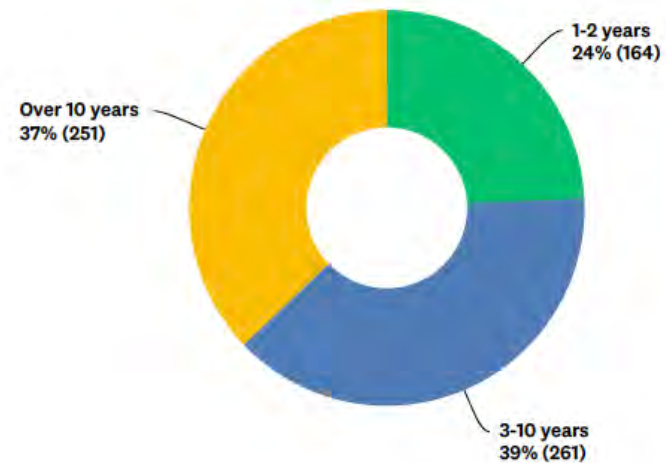
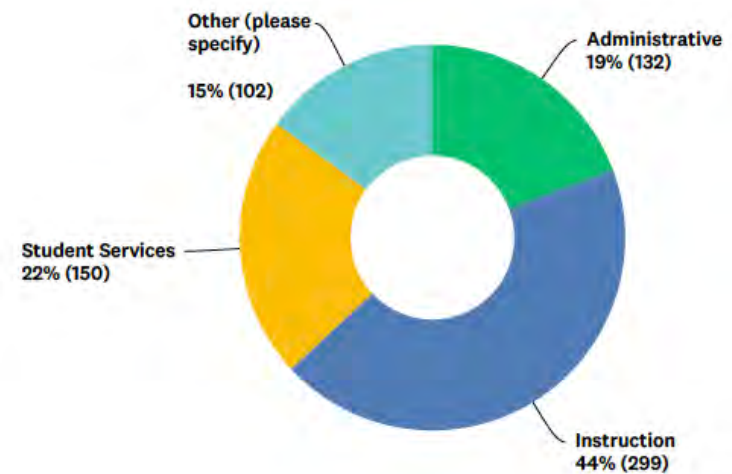
Thank you for taking the time to complete this important survey for Seattle Colleges.
If you have any questions, please contact us at info@educationalpolicy.org.

Appendix D. Selected ASI Faculty and Staff Survey Findings

694 people completed and ASI survey and 439 people offered various comments on Seattle Colleges and ASI. Respondents were representative of the entire Seattle Colleges District.

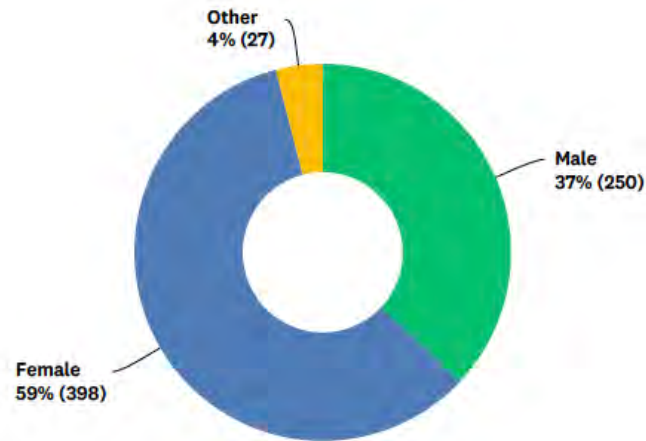


- Forty-four percent of respondents were instructional staff, 22 percent student services, 19 percent administrative, and 15 percent other.

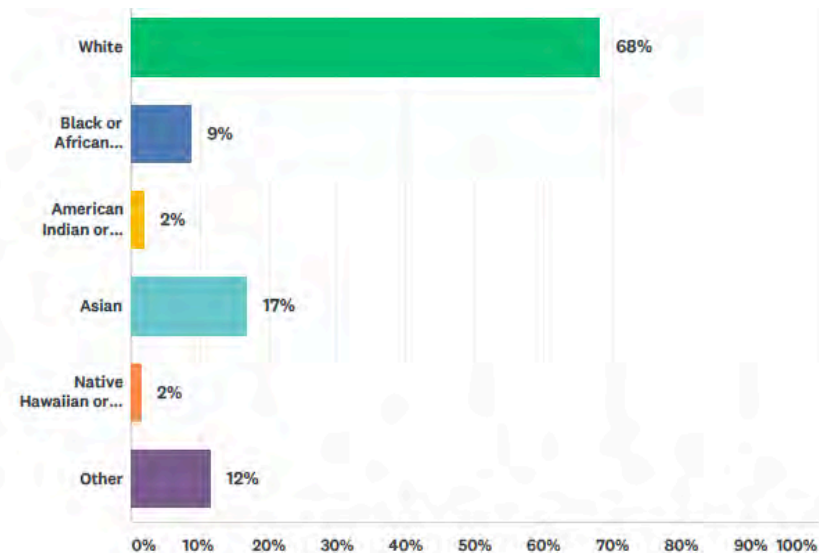


- Thirty-nine percent of those surveyed had worked in the Seattle Colleges system for between 3 and 10 years and another 37 percent worked over 10 years. One quarter of respondents (24 percent) had worked two years or less.
- The District Office was an outlier on this measure as the percentage of respondents who were relatively new or relatively old flipped. Thirty-nine percent of respondents had been with the District for only

1-2 years while those who had been with the district for over 10 years was 24 percent.



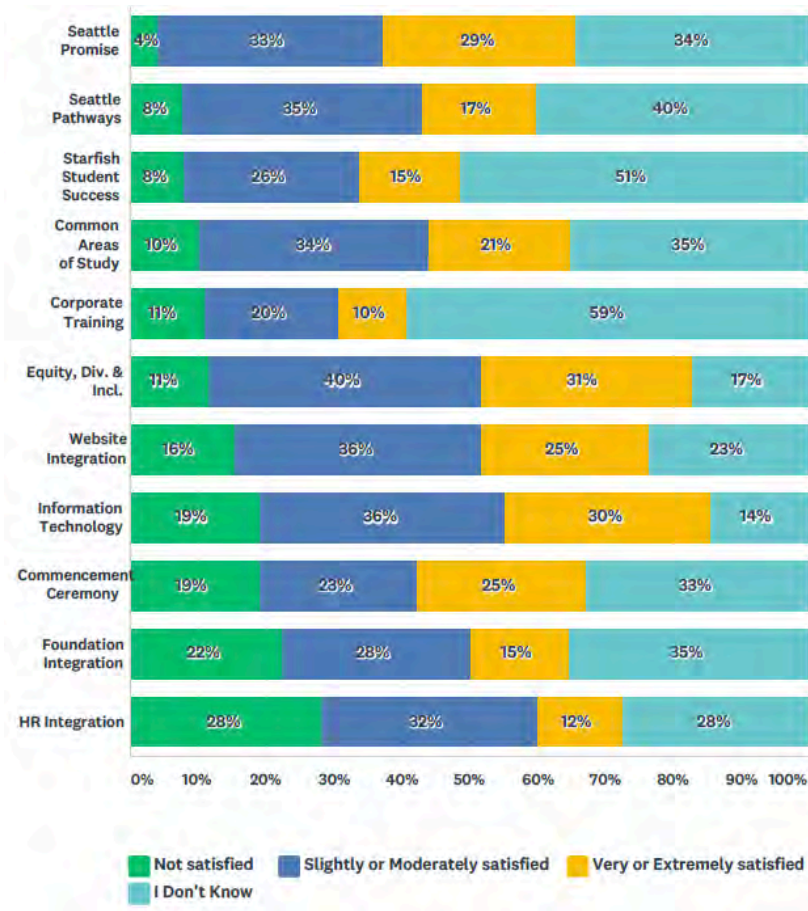
- The gender of respondents of the survey was representative of the Seattle Colleges with 59 percent female and 37 percent male. The District Office leaned more female (66 percent) than the colleges.



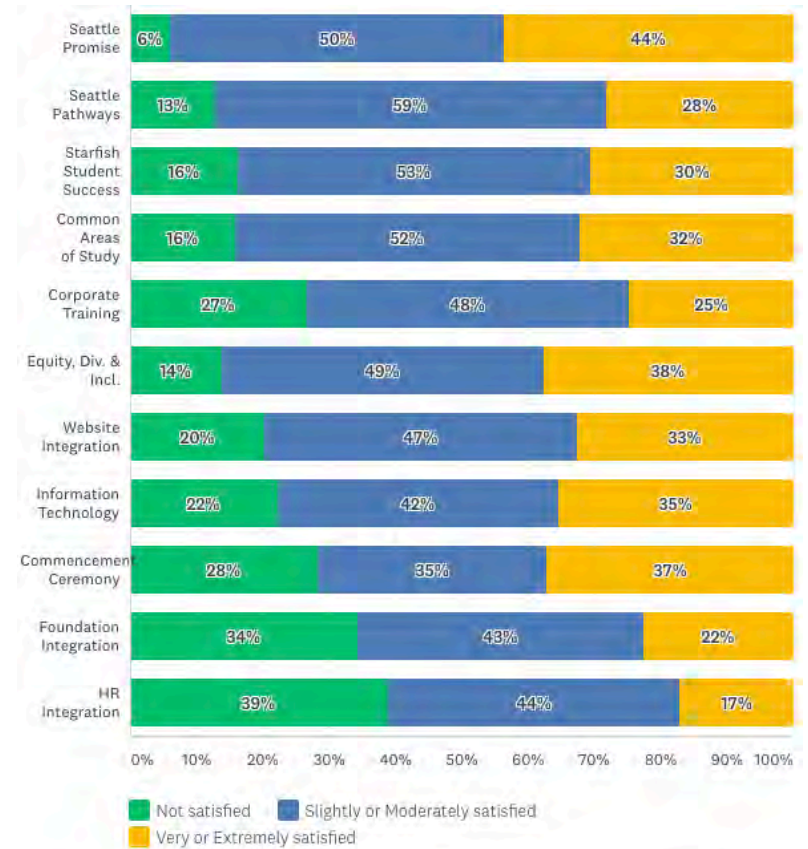
- Two thirds of respondents were White, 17 percent Asian, 9 percent Black, and 9 percent Hispanic/Latino.



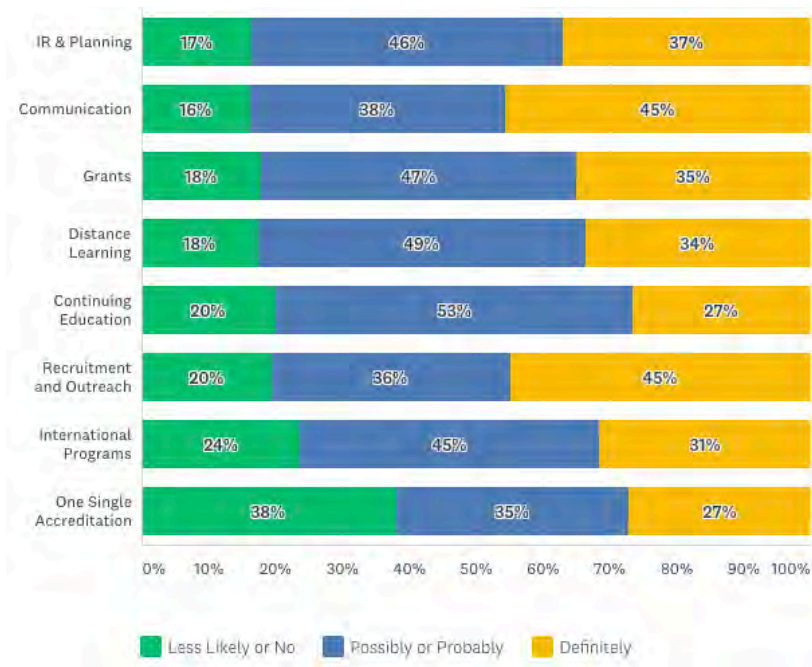
- We asked Seattle Colleges' staff about their knowledge regarding ASI. Fifty-two percent of all staff either agreed or strongly agreed that they were knowledgeable about ASI, 25 percent disagreed or strongly disagreed.
- Most respondents were indifferent about whether ASI has had a positive impact on the student experience (62 percent neither agree nor disagree), and only 14 percent answered agree or strongly agree, with 25 percent disagree or strongly disagree.
- Twenty-two percent of respondents agreed or strongly agreed that the colleges were working better together as a result of ASI; 27 percent disagreed or strongly disagreed. Those at the Siegal Center were far more likely to think that the colleges were working better together versus those at the colleges (41 percent vs. 16-22 percent).



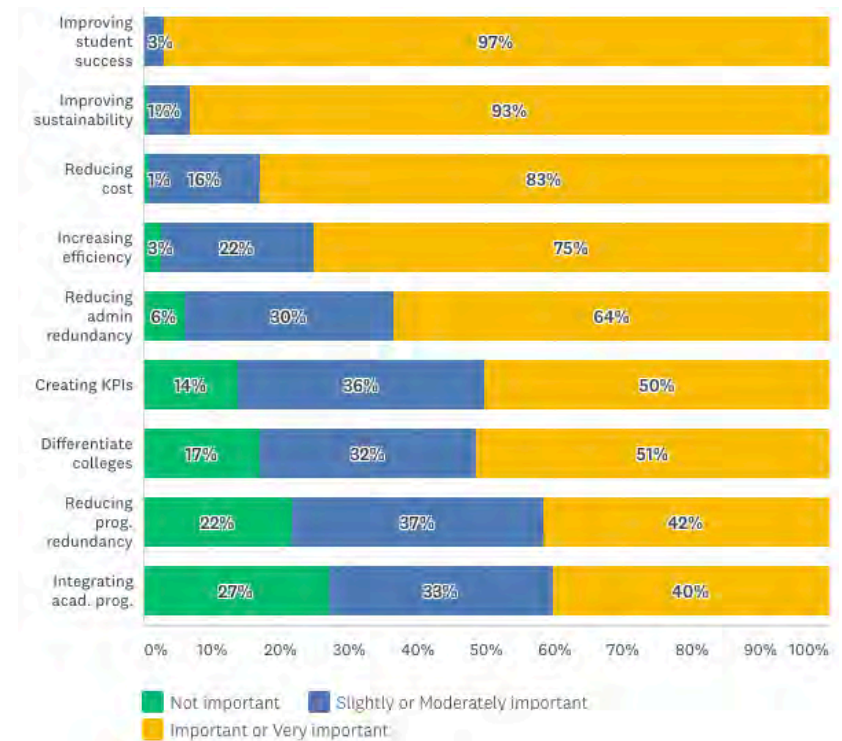
- We asked respondents about their level of satisfaction regarding individual ASI initiatives. A large proportion of respondents—in some cases over 15 percent—responded “I Don’t Know” to this question. The items with the lowest level of awareness included Corporate Training (59), Starfish (51), and Seattle Pathways (40). Even items as prominent of Seattle Promise (34) and Foundation Integration (35) had a third of people responding that they did not know enough to answer. This suggests that more communication could help people further understand these initiatives.



- The chart above illustrates the responses for those who did not respond “I Don’t Know.” Satisfaction was highest for Seattle Promise (94 percent slightly, moderately, very, or extremely satisfied vs. 6 percent not satisfied), followed by Seattle Pathways (87), Starfish (83), Common Areas of Study (84), Equity, Diversity, and Inclusivity (86), and Website Integration (80).
- HR Integration was the lowest rated item with 39 percent “not satisfied,” followed by Foundation Integration (34), Commencement Ceremony (28), and Corporate Training (27)



- When asked about potential ASI Phase II items, all initiatives with the exception of single accreditation were highly rated with approximately 80 percent responding possibly, probably, or definitely with regard to integration. This includes Institutional Research and Planning (83), Communications (84), Grants (82), Distance Learning/eLearning (82), Continuing Education (80), and Recruitment and Outreach (80). 76 percent of respondents similarly rates positively the integration of International Programs. Single accreditation had a 62 percent positive response and a 38 percent “less Likely or No” response.



Finally, we asked Seattle Colleges faculty and staff members about the degree of importance regarding several issues.

- All respondents thought Improving Student Success was important, with 97 percent rating it Important or Very Important.
- Ninety-nine percent of respondents also felt that Improving Sustainability, Reducing Cost, and Increasing Efficiency were somewhat to very important.
- Reducing Administrative Redundancy, Creating KPIs, and Differentiated Colleges also ranked highly.
- Reducing Program Redundancy and Integration Academic Programs, while still positively rated, had the highest response of “Not Important” (22 and 27 percent respectively).

Appendix E. Selected Comments from Surveys, Listening Sessions, and Interviews

The following are selected comments taken from the ASI Survey, listening sessions, and interviews. In total, there were over 2,700 comments (equivalent to 266 pages) from faculty and staff. This provides only a brief rendering of some of the thoughts from across Seattle Colleges. These responses can be fact checked and used as a starting point for new conversation.

Foundation Integration

- Our funding model - Spending money on districtwide initiatives, i.e., Starfish, the Foundation, takes from our campus because there is no more new money to pay for those initiatives - it's how we are redistributing them. Yes, I agree they are important things to do and we are going to have to pay for them so the campus takes a budget cut.
- Anecdotally, some donors (particularly college employees and alums) are also now more reluctant to contribute to the foundation since we don't feel a connection to "District" in the same way we felt connected to our own college.
- Losing our college's foundation—one which I would have left part of my estate to (as would some of my now retired colleagues who have taken the college out of their Wills) —is a huge strike against funding for the college. People are not interested in leaving money to the "District";
- I appreciate the steps that the foundation has taken to improve processes—new website, scholarship managers for each campus, etc., but there's still great confusion over who does what and when. For instance, to get the Foundation to help support an event, it has to be designated a Presidential priority. But, at least as far as I can tell, there is no discernible or good process/criteria for defining these priorities and how to submit them for consideration.
- Foundation's support for instruction and faculty PD has been a major concern as there is almost no opportunities for faculty to seek grants support from the foundation nowadays. In the past each campus was more supportive especially South Foundation.
- Wish the South Foundation will start offering grant support for faculty PD events and projects this year. Last year it was sooo disappointing that the foundation didn't do anything for faculty.
- South also essentially has lost our foundation, which has a 20-million-dollar endowment. ASI has pushed them out (for no real reason) and no one at South was in support of this action. It was an ego-based decision by the Chancellor, greatly hurting our campus and our students in both short and long term.
- I also think having one foundation will produce great benefits.

- I worked for the District foundation for several years and know how difficult it was to get the foundations to integrate, but disappointed that South chose to not participate. Interesting that the new Foundation is headed by the past president of South's foundation.
- Losing the individual foundations has cut off the funds available to help students achieve by helping them with books, tools, and uniforms for tech programs and cuts off if not ended timely help with emergency scholarships for the student that may have just one quarter left and be short of funds for completion of their education.
- The merger of each of the college's foundations into one probably makes sense on paper but leaves the sole entity less likely to be responsive to the needs of the individual colleges and their students.
- The first thing to be ASI-ed should never have been the foundations given that there is such strong tradition and sense of ownership associated with fund raising in foundations. The foundations were TOLD, not asked. The backlash was harsh. If the intention was to combine resources to make a single foundation more attractive to large donors, then that backfired. The process pissed off a lot of people with the deepest pockets. Ignoring tradition and turf, and in doing so breaking trust, leads to disaster. Not only was this a political fiasco, straining campus relationships with our foundations, it negatively impacted the students the foundations support.
- They forced our foundation out and off our campus. We had the strongest foundation in the District — in the state — with a \$20 million endowment and they pushed them off campus — so that we can have one that I'm sure doesn't have that much in it combined. We lost it and we didn't want to lose this foundation.

HR Integration

- HR has had trouble keeping staff. If exit interviews were performed, you likely will read that several people were dissatisfied with the support they received as processes were changed as a result of ASI, making the role untenable.
- All our staff is pulled into these initiatives (capacity) and we have serious issues with HR payroll
- I had a question for someone in HR. She said, "You'll have to ask someone in HR. I don't know." I responded, "but you are in HR." She said, "Ask someone else in HR." I asked, "Who in HR can help me answer that question?" The HR professional said, "I have no idea, but if you find out, please let me know."
- HR has too many job duties and no one can even get in touch with their on-campus HR rep. because they are too overworked. I am confused as District HR continues to hire and add people, yet they have not taken on a larger workload to assist individual campus HR offices with further support and assistance? Hiring

takes too long for paperwork to process, and great potential candidates are lost in the process.

- It now takes up to three months to process paperwork, when I have my own staff who has been doing this for the past five years and is highly capable. Now that the access has been taken away from her, the process has slowed down considerably and we are left in the dark about where we are in our hiring processes.
- Because of prior instances of giving blatant misinformation and openly incorrect statements regarding benefits, I do not trust the HR employees at the college to properly carry out their responsibilities.
- Judging from my observations of trying to onboard new faculty this quarter, HR seems to be a mess. The process is taking way too long and is coupled with a lot of non-responsiveness. Sometimes we have to add classes due to demand, so new faculty may be needed at the last minute. We need a way to do this efficiently. One admin was literally going to teach the faculty's class the first day because the admin didn't know if the person would be processed in time.
- HR - seems to have imploded despite the addition of some excellent new hires; has become increasingly difficult to move regular processes along (due to processes, tools, and procedures still being in major flux) and to get assistance in a timely manner (due to not enough staff).
- HR integration just means we don't have our HR team around as frequently to solve issues because they are pulled away to do work at the District.
- HR needs to be consistent in their representation of all employees which isn't happening well yet but hopefully will improve.
- HR has had some ups and downs. I will withhold comment on this one because our local HR people have been incredible, and our new interim HR chancellor is doing good work. But HR had a rocky start under the previous District admin and we are still getting over that and the morale it created.
- Communication between HR/Payroll and the campuses has declined. Employee contract and salary information that use to be shared with employees, departments and business offices no longer happens. It is not clear where responsibilities reside. Some employees have had difficulty receiving answers to their questions or receive different answers depending upon who they ask.
- I think centralizing HR is great too. In fact, I think we should centralize the whole business office work too. Much of the work people do in business offices at the colleges has to always pass through district anyways, so there is lots of duplication. The people at the campuses feel they don't actually control any of what happens in the business office, so why are they there? It is just an extra layer that costs a lot.
- The HR centralization is a fiasco which results in delayed hiring cycles, increased workloads and decreased student resources. The new policy instituted bottlenecks in the I-9 certification process so that staff do not get on boarded in a timely fashion. Faculty and others are not able to start due to the poorly designed process flow. This is basic program design. District gets an F on this grade.

- HR didn't run a pilot program for this change. We did not get enough training. It was all on New Hire Coordinators plate and the previous 30 new hire coordinators did not previously get enough training.
- HR integration has been (hands down) the most problematic of all the integration efforts. It was supposed to streamline the work, but since HR introduced significant technology changes at the same time as significant structural changes, and because it was poorly led by a previous leader, it has failed in many peoples' estimation. What was once a bureaucratic system has become directly damaging to departments and individuals. The insufficiency of HR have reached a crisis point and is the single-most common "pain point" identified by my colleagues in the college.
- HR is still happening - and we have the same number of HR staff on our campus that we had before - they just report to someone different.
- HR integration has been rocky -- to no fault of our newly hired HR administrators. The processes have not been communicated from the district level and this created major challenges when Student Leadership had to hire 50+ students this past Spring, for the upcoming academic year.
- HR systems are inefficient and undeveloped. Processes (like e-forms for new hires and posting new positions) are needlessly complicated and involve getting approval from various people spread across the District.
- The new HR processes have been the downfall of the colleges since implementation. A system that was working fine has now turned into a system where students, staff and faculty have a hard time getting compensated regularly.

IT (including Web Services)

- Another example where services have been "centralized/districtized" is IT. Anytime we try to get web changes the process takes so long, our website is never up to date. A website needs to be a dynamic living object that has the ability to make changes quickly. With only one web person at the District for all three schools, that seems like an impossible task.
- Although our IT people are fabulous, the system often breaks down, just when one is trying to get work done.
- As someone who works in an area that makes heavy use of IT, and whose job requires regular visits to all campuses, dealing with the different IT departments used to be its own special hell. Things have improved tremendously since the IT departments were reorganized into a districtwide unit.
- Having a larger IT team working together means more brain-power, perhaps greater purchasing power and overall greater economy.
- HR and IT customer services levels have plummeted since ASI consolidation, and in some cases, they have forced an inordinate amount of work traditionally covered by those areas of expertise upon other colleagues.

- ASI effort does reflect improvement in the areas that I'm concerned about. I've noticed improvement in IT in particular.
- I think IT is well executed and well run, other than we still have dead zone on North Campus due to the brick buildings.
- IT support has stabilized and having one single login across the District has been helpful.
- South used to have the smallest IT department. Now our people are typically at Central. I do think our IT department people now have more responsibility and knowledge and pride. It is good to do things in a common way. The vice chancellor of IT is a good move, sometimes we have to call her to get things done, but it does get done when we call her.
- Centralizing IT, HR and the Foundation should lead to cost savings, efficiencies, and more clarity.
- We already see improvements in IT related areas and it seems there are more to come.
- In terms of IT, it seems that there continues to be a lack of triaging when Helpdesk requests are submitted, resulting in requests that are not responded to in a timely fashion.
- I definitely feel that our IT department has been able to help people a lot more since it has unified. The fact that there is a single login to any of the 3 networks allow students to take classes at any of the campuses.
- I will say that IT Services is STARTING to move in the right direction. However, the biggest complaint is the total lack of communication on any front from IT Services to the Foundation. It seems incredible difficult to know who to talk to, or what the org charts look like. That continues to be a real issue.
- The changes in the IT structure seem to have established clear lines of communication. I would like to see the District be more focused on providing our students with current technical services. Our technical services offered to students are clunky and outdated.
- I have found the response time from IT has overall improved. The one part of IT integration that could be improved is communication and setting expectation. When there is an issue, email communication about the problem and when to expect resolution is really important. Likewise, when I submit a ticket to the IT helpdesk, it would be helpful to know how long it might take to get a response.
- I think some of the IT integration has been helpful. Sharing information. Getting on the same page on items that make sense. Cindy Rocks! She treats people like adults which is a lesson others need to take into advisement.
- I think the integration of IT has made for a rough time for many employees at North, but maybe that will improve soon.
- I will speak to IT Services integration. Many parts of it have been very productive and helpful, and I think we're working better, districtwide, than we ever have before. My only complaint is that staffing cuts have simply been too severe. We are down 9 full-time employees from where we were 3 years ago. Some of this is

mitigated by good organizational decision-making, help from other campuses, and some re-working of "who does what".

- They have been standardizing how they do IT across locations/desktops. At first, we had 15 different ways of putting an image on a person's desktop. All locations were doing it differently with different tools. Some made from scratch and a ton of inefficiency! This transition has saved a ton of time!
- With IT, a good example of why IT didn't work is when they built a budget for District IT, they said, "OK we see how much each college had in their IT budget, Let's just pull those funds and make a District IT budget."

International Programs

- Details on how integrating international programs is yet to be determined on how it went.
- I think it is fine to combine some of the international programs. For example, it makes sense to combine the three marketing departments. It doesn't make sense to be less responsive to students' needs. If students are unable to see advisors, or if their advisors don't know enough about the college the student is attending, the students would get frustrated. Please begin to treat people with respect throughout this process.
- Morale there is also very low among faculty and staff. Employees are being placed in uncertain situations and being given very little information about how these changes will affect their futures. These are people who have given years of service to this institution. Please begin to treat people with respect.
- I'm really concerned about the lack of attention given to International programs ASI. All three colleges rely on the money brought in by International students and yet the ASI of International has been hazardedly rolled out with employees learning that they are being let go from fellow employees and not their supervisors.
- There may be some efficiencies to be gained by integrating outreach or intake of students into continuing education and/or international programs, but again it seems risky when it comes to supporting students.
- International students are a big profit center for the university because they basically triple revenue/ or tuition and that declining students are impacting our classes -our enrollments lower and financial situation more precarious. Central enrollment of international students is about 2.5 x more than Norths international students and they (Central) aren't suffering a decline in international students like North has. I'm curious as to how this is happening.
- First of all, there was no discussion about International Programs, that has already happened and was a shock to many. From my perspective it was decided at District and just announced without input or study.
- I am concerned about how staffing decisions are made and communicated about. In International Programs new district positions are being assigned to current staff

without search processes, employee input, or even collecting resumes from staff. Within these decisions there are clear equity issues related to the protected classes of staff members (gender and race) and which campus is being favored (Central is gaining a highly favorable position in the restructured model, North and South are not).

- International Programs are already on the chopping block -- and this is going badly for everyone except for Central.
- International Programs bring in a lot of money when we have a lot of students. It would be interesting to see how this program could benefit from ASI.
- International programs has already started the process. It's my understanding that the plan they were asked to create was ignored and it happened very quickly. People from Central were promoted into district positions. There is a very real concern that South and North won't be equally represented.
- We have a very talented team in our International programs. It makes sense for them all to learn from each other, but physically dispersing this talent across the District put a strain on the staff in their ability wholly engage with students on their campus. I'm sure there are spaces for alignment that make sense, but be mindful of how this effects your most valuable resource, the staff.

Seattle Promise

- Seattle promise has the possibilities of being great for all three colleges if the District still has enough programs and individuality when it becomes effective. Some view the demand to integrate them as a sign the District as a whole is failing and we will not be here to provide the students what they need to achieve their educational and career goals. If things were going so well, so many employees would not be actively job hunting and fleeing the District.
- Seattle Promise: Staff is great but overworked and cannot possibly give the support that South needs because our team is short staffed and we serve three times the number of students that Central and North do (we have 180 this year). South needs an assistant director for Seattle Promise, our population is not only larger but has higher needs. ASI does not work for Seattle Promise because the three schools are not the same.
- Central has experienced increase enrollment because of Seattle Promise and our GEAR UP Partnership.
- Seattle Promise: The District is not ready to accommodate these students. It lacks the infrastructure to handle the expected influx of high school graduates next fall. We need more employees in Facilities, Security, and IT to keep the campuses clean and safe.
- Seattle Promise being city-wide is a great thing now (for Seattle graduates), but South serves many students from outside of the Seattle Public Schools, so addressing that is not connected to ASI efforts.

- I believe Seattle Promise needs to have more flexibility with their policies and allow for some instances to be decentralized. More specifically, the summer bridge program should follow decentralized practices.
- Seattle Promise is totally awesome.
- I was really surprised to see that Seattle Promise had such a great response (survey) because at South we have 180 Students with Seattle Promise and the other colleges have 60 or 70 and their trying to make this process the same at all three schools.
- I'm happy with the progress made towards Seattle Promise - but see that there is room for growth/improvement as staffing/resources increase for the full implementation.
- The Seattle Promise team has made tremendous strides since 13th year was expanded and I'm really excited for this year. They have a great team.
- Seattle Promise - all of the students are not academically prepared for college and most of them are also first-generation students. They also have family obligations that preclude them from doing well in school or they are starting at such a low level it will take them 3 or more years to complete a two-year degree.

Starfish

- Starfish has promise, but once it's set up, what is the District's role? Certainly all direct student advising must be local to each campus.
- The cost associated with Starfish would be too much for one campus, so the combined effort is good. It has been incredibly helpful (I cannot overstate this!) to have District leadership for this project. The process has led to a lot of healthy & in-depth conversations on how we can align our services and where it is important to differentiate to meet student needs. Phase 1 of Starfish went very well. Phase 2, which is mainly the roll-out of Early Alert, has gotten off to a very rocky start, but I am hopeful that will actually help us to do better in the long run.
- Starfish is an important tool for assisting students, but we want to watch that it doesn't infringe on the classroom and instructor rights or increase instructor workload.
- Starfish... Again, a great tool with a lack of staff to utilize it. It still requires an Advisor to have the time to check all those flags and answer communication with faculty and students about a student's progress. Advisors do not have time to be doing this, there needs to be further support given if this is to be actualized.
- Starfish - I like the idea of a common system, but it still lacks being a true CRM as I understand it. We need something that deals with prospects -> alumni.
- Starfish - the management of this role out from the District Office has been a huge help. It remains to be seen how much this technology is utilized by everyone at each campus, or how well it can be integrated with other systems.

- I love Starfish. Megan is super great. She has the patience of a saint and is a fast and effective worker. I can see how this will aid students.
- How exactly are notifications on Starfish going to work? Who is going to respond to these notifications? Are they trained in handling the various barriers that students encounter? Advisors already have such a heavy workload; expecting advisors to respond to Starfish notifications doesn't seem reasonable.
- Starfish is not needed and is a waste of time and energy.
- Starfish Student Success Solutions (student success technology platform to facilitate student advising, retention, and communications). Please do this right! Every student must be assigned to an advisor who orients and prepares the student for academic success. And... most importantly contacts the student at least 4 times a term! We cannot miss on this unique opportunity for student retention and success. It needs to be the same for every student at every campus in every program.
- We couldn't have implemented Starfish without District leadership/organization/funding.

Seattle Pathways (and Common Areas of Study)

- A lot of efforts just seem to be moving so slowly, and there isn't a whole lot of transparency about what is happening, what is in the works, how you can get involved or how things are going to impact you. I'm mostly thinking about the Seattle Pathways committees. I know there are groups out there working on things but it's hard to know exactly what.
- Even vague or general information about Seattle pathways and the Seattle promise are not communicated effectively to the District.
- Seattle Pathways is a great idea! Who are the people that are ensuring students stay on those pathways? Advisors? Advisors do not have capacity to be Completion Coaches as well. These are two different roles and district needs to realize this. Advisors put students into classes, their appointments are typically a half hour. Most advisors see over 8 students a day. There is no time left to be checking on individual student caseloads when their caseloads are 1 advisor to over 500 students.
- Seattle Pathways is seeing some early growing pains in trying to take hold as a District. I think it will be helped by legislated funding coming available next year.
- Regarding Seattle Pathways - I think most Faculty would agree that students need direction and support for moving toward chosen professions or professional areas. I also think the concept aligns well with the state's emphases on optimizing efficiency, completion, and retention. I believe I remember the Chancellor presenting retention or completion data at Convocation that showed goals were not met. My interpretation of his comments afterward is that we need to work harder. I need to be convinced that we all have the same or at least very similar interpretation of what a pathways model means, and that we all have to agree it's the right thing to do.

- I am especially encouraged about implementing pathways thinking into our web design since students largely come to us first online.
- I am most concerned about trying to uniformly implement Seattle Pathways across three institutions that serve very different types of students.
- Seattle Pathways is just another educational initiative, with grant funding, that ignites and then dwindles out once the money is gone, so I have no faith in it whatsoever.
- I like Seattle pathways because we have passionate people at North (North employees) leading the charge.
- I like the fact that it is making the pathways in each degree very transparent, and hopefully it will get students more involved in the process, too.
- Change initiatives like Guided Pathways are not something that you ram down folks' throats and then expect them to do it three years or less. It's not just an unrealistic expectation, it is a classic recipe for complete failure.
- Related to Seattle Pathways and Common Areas of Study: Need to see program planning guides that include more graphics and less text. Though challenging, there is at least room for improvement there. The website is where students should be able to really interact with program options.
- Seattle Pathways is the most helpful for all stakeholders. Providing a clear outline and process for students pursuing degree completion is super helpful for our staff as well as our students.

Accreditation

- If the process follows state requirements, minimum negative impact to students, individual campuses don't lose local support for students, faculty, staff, local communities (YES)...
- 1 or 3 accreditations. I don't care. It ebbs and flows with the trustees. I think the Chancellor knows it should be under 1 but he is fatigued. the trustees could just say...and that is the easiest way we could get to where we are going. One accreditation.
- Wonder with/if going to one accreditation...how trustees will bring the pulse of the campus/community. Trustees need to be more present.
- A single accreditation will not be feasible unless the NWCCU, our accrediting agency modifies its standards. They have been very clear in the past that accreditation is granted to individual colleges, and not systems.
- What is valued academically and culturally at South is not the same as what is valued at North and hence, one single accreditation makes no sense.
- All of these done well would streamline our operations. Separate accreditations is the biggest stumbling block.
- As stated above, I answered these questions assuming no move to single accreditation. If we move to single accreditation, almost all of these would follow in the move to integration.

- Single accreditation was not on the list but a trustee brought it up. In public it was never on the list... it was a misstep when it showed up on the survey to be rated against eLearning, marketing, outreach, etc... that was a "shots-fired" message especially after all the public acknowledgement that it is not on the list.
- I also do not think single accreditation is a good idea. We keep hearing that ASI will still honor the distinct and unique traits of each college. However, I feel having one accreditation would not allow each college to speak to their own strengths nor assess their own areas for improvement.
- Three separate accreditations prevents total alignment (perception or reality) like one financial aid office.
- Single Accreditation is really the elephant in the room. If District really wants a unified Seattle College then that should be the goal of ASI. If single accreditation is not the goal, then the District should change it's approach to ASI and focus on supporting each college instead of consolidating operations.
- One single accreditation is an excellent goal, but is a big stretch at this point, and I'm not sure we have the time and resources to pull that off. I think a good middle step is a District Registrar.
- Common accreditation and less competition between campuses for FTEs is needed.
- I don't feel the single accreditation is a good idea. I realize the colleges are a district but each college is an individual college too. There is the personality of the college, the student body is different, the atmosphere is different. I don't believe making everything the same at all the colleges is a good idea.
- Accreditation is another process that would make sense to integrate early for efficiency's sake and is probably beneficial for the District. However, it may take time to get all our ducks lined up to make this happen.
- One single accreditation is the most obvious way that we would be one system.
- Single Accreditation - would that mean that we are all one school? I would hope you would consider whether UW - Seattle and UW - Bothell are on the same accreditation. Is the overall goal of ASI to be one school in the end? These ideas need to be communicated with the employees.
- I do not see the efforts toward a single accreditation really doing anything useful for the students, and only creating more confusion for transfer institutions or ourselves.
- If it is true that we need to have singular accreditation to integrate financial aid and registration then I could be for it, so students can seamlessly take classes at multiple campuses.
- Single accreditation - no. That this is on here suggests that there is a lack of appreciation for the different campus cultures. How one campus approaches assessment is likely to differ from another. Also, when ASI was introduced, we were told this was not going to be on the table. It's shocking to see it here now. This continues to erode trust.
- If a single accreditation will allow students to move seamlessly from College to College, then I would also be in favor of that. Let's remove as many unnecessary administrative barriers as possible that are in place.
- No on the single accreditation if one fails it than all fail it. Unless it is the goal of ASI to close all the colleges.
- One accreditation is a great goal, but it would need a lot of planning.
- One single accreditation? How can three colleges have a single accreditation. This is not a single college with three campuses, like the Chancellor seems to think it is. We are and will continue to be three unique colleges. You cannot combine accreditation across multiple (independent) colleges.
- Single Accreditation: We know there is a board member that wants it on the list whether we want it on there or not. This Board member said if we went there, we would have to go there very carefully and much work needs to be done before we could get there.
- Single accreditation is a terrible idea. Culture is different between campuses. Faculty base is different. This is the worst possible idea to come out of ASI.

