

Master SEM Recommendation Doc

Subcommittees

- Recruitment and Outreach
 - Earnest Phillips, ACV of Communications and Strategic Initiatives at the District
 - Barbara Childs, Director of Communications and Recruitment
- Admissions
 - Joyce Allen, Dean of Enrollment Services at South
 - Joe Barrientos, VP of Student Services at North
- New Student Onboarding (Orientation and Entry—Advising)
 - Rosie Rimando-Chereunsap, VP of Student Services at South
 - Alice Melling, Dean of Student Success at North
- College Climate and Student Experience
 - Elizabeth Pluhta, VP of Administration at South
 - Yoshiko Harden, VP of Student Services
- Prerequisites
 - Warren Brown, President at North
 - Kurt Buttleman, Vice Chancellor of Academic and Student Success
- Placement Methods and Process
 - Bradley Lane, VPI at Central
 - Kathy Rhodes, Dean of Enrollment Services at North
- Evaluation and Data
 - Victor Kuo, Director of Planning and Research at the District
 - Barbara Childs, Director of Communications and Recruitment at the District
- Instructional Program Mix
 - President Warren Brown
 - Kurt Buttleman, Vice Chancellor for Academic and Student Success

Outreach and Recruitment

SEM Charter Reporting Document

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Establish a budget for districtwide recruitment and outreach efforts.
Summary of recommendations	<p>This recommendation calls for a consistent level of funding for recruitment and outreach efforts. The budget would be used for:</p> <ul style="list-style-type: none"> • Advertising • A recruitment fair toolkit • Promotional materials • Print materials (brochures, folders, etc.) • Professional development
What are the benefits/deliverables?	Seattle College recruiters would have a consist set of materials to use for recruitment. Seattle Colleges would have a consistent level of advertising. This consistency would increase recognition and build awareness.
What are the risks/challenges?	Low revenues. Budget
How does this recommendation advance equity/equitable outcomes across the district?	Seattle Colleges would increase its outreach to opportunity and first-generation youth. These groups tend to need more prompting.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	Recruitment staff would need to develop a master recruitment and outreach calendar.
Are there any organizational structure changes required? If yes, specify...	No
Are there any assumptions? If yes, specify...	Seattle Colleges would create a fair/outreach calendar.
Are there any organization governance or authorizations required? If yes, specify...	No

Will this require a culture change? If yes, specify	No
How will success be measured?	The quality of our display tables and survey results showing an increase in awareness of Seattle Colleges' programs.
Are there any efforts currently underway outside of this subcommittee?	No
Are there resources already dedicated to this effort?	District office is paying for folders and photography.
How much will it cost	\$200,000: Advertising (\$150K) and other collateral (\$50K)
FTE	
Funds	
Are there any additional resources required?	No

SEM Charter Reporting Document

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Recruitment videos
Summary of recommendations	This recommendation calls on Seattle Colleges to create recruitment videos the would be used for social media, YouTube in particular. Data suggest that YouTube is top social media hit for Seattle Colleges. Videos would be based on areas of study, industry, and each college environment and character.
What are the benefits/deliverables?	Creating videos on the areas of study will allow Seattle Colleges to use the best aspects of social media and web.
What are the risks/challenges?	No
How does this recommendation advance equity/equitable outcomes across the district?	Seattle Colleges would increase its outreach to opportunity and first-generation youth. These groups tend to need more prompting.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	No
Are there any organizational structure changes required? If yes, specify...	No
Are there any assumptions? If yes, specify...	No
Are there any organization governance or authorizations required? If yes, specify...	No
Will this require a culture change? If yes, specify	No
How will success be measured?	Completion of videos. Social media metrics and conversion from social media to inquiry and application.

Are there any efforts currently underway outside of this subcommittee?	Seattle Central conducted a social media campaign with an outside company. Results were favorable.
Are there resources already dedicated to this effort?	At the college level
How much will it cost	
FTE	
Funds	\$25,000
Are there any additional resources required?	

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Contract with social media and traditional media buyer
Summary of recommendations	Consider using a social media and traditional media buyer(s) to place advertising
What are the benefits/deliverables?	Media buyers tend to get a better price and provide data/metrics to inform future purchases. Buyers are paid from the advertising funds, not a retainer. In general, it's a better ROI for advertising dollars. Because of their relationships, you usually get added value. It would streamline the purchasing process.
What are the risks/challenges?	No
How does this recommendation advance equity/equitable outcomes across the district?	Seattle Colleges would increase its outreach to opportunity and first-generation youth. These groups tend to need more prompting.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	Seattle Colleges would need to create a master advertising calendar.
Are there any organizational structure changes required? If yes, specify...	No.
Are there any assumptions? If yes, specify...	No
Are there any organization governance or authorizations required? If yes, specify...	No
Will this require a culture change? If yes, specify	No
How will success be measured?	Survey results showing an increase in awareness of Seattle Colleges.

Are there any efforts currently underway outside of this subcommittee?	
Are there resources already dedicated to this effort?	
How much will it cost	
FTE	
Funds	0
Are there any additional resources required?	

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Create districtwide folders, brochures, area of study inserts, etc.
Summary of recommendations	An recommendation to create 20,000-foot level products that aid in recruitment: folders, recruitment brochures, inserts on the area of study, inserts/brochure for each academic program.
What are the benefits/deliverables?	Seattle Colleges will have a single and comprehensive set of attractive recruitment collateral that can used by everyone. It would alleviate some the colleges need for recruitment materials and complement social media and web strategies.
What are the risks/challenges?	Writing and editing materials about the academic programs. (Sources of accurate information about the academic programs varies from program to program. See Authoritative database recommendation)
How does this recommendation advance equity/equitable outcomes across the district?	Seattle Colleges would increase its outreach to opportunity and first-generation youth. These groups tend to need more prompting.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	No
Are there any organizational structure changes required? If yes, specify...	No
Are there any assumptions? If yes, specify...	No
Are there any organization governance or authorizations required? If yes, specify...	No

Will this require a culture change? If yes, specify	No
How will success be measured?	Creation of the documents
Are there any efforts currently underway outside of this subcommittee?	No
Are there resources already dedicated to this effort?	No
How much will it cost	
FTE	
Funds	\$30,000 (primarily for contract writing and printing). College budget allocations to this effort may be reduced as result.
Are there any additional resources required?	No

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Recruitment Fair/Presentation toolkit
Summary of recommendations	A recommendation to create a recruitment fair toolkit that can be used by any Seattle Colleges recruiter. Brochures, table drapes, banners, etc.
What are the benefits/deliverables?	Seattle Colleges will represent itself well which will aid in its image and reputation.
What are the risks/challenges?	No.
How does this recommendation advance equity/equitable outcomes across the district?	Seattle Colleges would increase its outreach to opportunity and first-generation youth. These groups tend to need more prompting.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	Agreement to use the display and possible communication what is expect when hosting a table.
Are there any organizational structure changes required? If yes, specify...	No
Are there any assumptions? If yes, specify...	No
Are there any organization governance or authorizations required? If yes, specify...	No
Will this require a culture change? If yes, specify	No
How will success be measured?	Consent and appropriate representation at fairs.
Are there any efforts currently underway outside of this subcommittee?	No

Are there resources already dedicated to this effort?	No
How much will it cost	
FTE	
Funds	\$5,000 for additional banners, storage kit, etc.
Are there any additional resources required?	

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Create a single authoritative database for academic information
Summary of recommendations	This is recommendation to build one database that serves all online academic information needs.
What are the benefits/deliverables?	Seattle Colleges would have a database that would populate webpages, the catalog, and other online tools.
What are the risks/challenges?	Biggest challenge is building the database.
How does this recommendation advance equity/equitable outcomes across the district?	N/A
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	Not certain.
Are there any organizational structure changes required? If yes, specify...	N
Are there any assumptions? If yes, specify...	No
Are there any organization governance or authorizations required? If yes, specify...	Not certain. If so, it would be part of overall IT database governance.
Will this require a culture change? If yes, specify	Not certain

How will success be measured?	Successful completion of the database
Are there any efforts currently underway outside of this subcommittee?	Web development has initiated this process.
Are there resources already dedicated to this effort?	Yes, web development.
How much will it cost	
FTE	No
Funds	No
Are there any additional resources required?	No

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Create an academic programs web template
Summary of recommendations	This is a recommendation to build a web template for academic program information the all programs.
What are the benefits/deliverables?	Print and online materials will be more accurate and consistent.
What are the risks/challenges?	None
How does this recommendation advance equity/equitable outcomes across the district?	Seattle Colleges would increase its outreach to opportunity and first-generation youth.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	No
Are there any organizational structure changes required? If yes, specify...	No
Are there any assumptions? If yes, specify...	No
Are there any organization governance or authorizations required? If yes, specify...	No
Will this require a culture change? If yes, specify	No
How will success be measured?	Successful implementation of the template.
Are there any efforts currently underway outside of this subcommittee?	Web development, recruitment, and communications have begun this process.
Are there resources already dedicated to this effort?	Web development.

How much will it cost	
FTE	
Funds	0
Are there any additional resources required?	No

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Create districtwide webpages for: <ul style="list-style-type: none"> • Placement options • Ways to pay for college • How to send your transcripts? • Prior learning credits
Summary of recommendations	Build one-stop shopping type webpages with complete information.
What are the benefits/deliverables?	Potential students would get comprehensive information. Distinctions at each college would be noted.
What are the risks/challenges?	Gathering information and reconciling differences.
How does this recommendation advance equity/equitable outcomes across the district?	Seattle Colleges would increase its outreach to opportunity and first-generation youth.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	Maybe, if process and policies are considerable different.
Are there any process changes required? If yes, specify...	Maybe, if process and policies are considerable different.
Are there any organizational structure changes required? If yes, specify...	Not certain
Are there any assumptions? If yes, specify...	Our process and procedures are aligned in some areas.
Are there any organization governance or authorizations required? If yes, specify...	Not certain
Will this require a culture change? If yes, specify	Not certain
How will success be measured?	Webpages are built.

Are there any efforts currently underway outside of this subcommittee?	No
Are there resources already dedicated to this effort?	No
How much will it cost	
FTE	
Funds	0
Are there any additional resources required?	0

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Send acceptance letter through the CRM
Summary of recommendations	<ul style="list-style-type: none"> • Move the acceptance letter from the state system to the CRM • Make email address a mandatory field on the application form.
What are the benefits/deliverables?	<p>Sending the letter through the CRM will allow us to:</p> <ul style="list-style-type: none"> • Design the look of the letter with current fonts and graphics. • Add hyperlinks to important webpages. • Track email open rates and analytics. • Streamline prospective student communications in one system.
What are the risks/challenges?	<ul style="list-style-type: none"> • Setting up the proper technical protocols so handoffs occur seamlessly. • Email address is currently not a mandatory field on the application. This is problematic because it is the unique identifier for a record in the CRM and it is also our main method of communication with students.
How does this recommendation advance equity/equitable outcomes across the district?	This will ensure all Seattle Colleges' applicants receive an acceptance email that leaves a reputable first impression and clear instruction about their next steps in the enrollment process.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	Yes. A change in process to direct the acceptance letter from the state system through the CRM.
Are there any organizational structure changes required? If yes, specify...	No
Are there any assumptions?	No

If yes, specify...	
Are there any organization governance or authorizations required? If yes, specify...	Authorization from college registrars
Will this require a culture change? If yes, specify	No
How will success be measured?	Successful implementation and CRM metrics.
Are there any efforts currently underway outside of this subcommittee?	
Are there resources already dedicated to this effort?	Yes, a pilot effort is in the works at South.
How much will it cost	
FTE	
Funds	
Are there any additional resources required?	None

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Subcommittee Name	Recruitment and Outreach
Title of Recommendation	Develop acceptance packages for milestones in the process and for special audiences, e.g. Seattle Promise.
Summary of recommendations	<p>Create a package that is sent to a student upon acceptance and/or enrollment. This could be implemented with a pilot group such as the Seattle Promise scholars and include:</p> <ul style="list-style-type: none"> • Letter (signed by mayor, chancellor, president and principal) in a designed envelope • Seattle Colleges Pennant • Milestone "flair" with instruction on next milestone step. • Social invitation to share
What are the benefits/deliverables?	Cultivates a sense of accomplishment, school pride and community with new students. Encourages students to continue to the next step in the process.
What are the risks/challenges?	Finding something that resonates with new students and that is contentious to our resources.
How does this recommendation advance equity/equitable outcomes across the district?	Gives all students, no matter their background, a sense of belonging and pride.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	Yes. A new packaging and mailing process would need to be developed.
Are there any organizational structure changes required? If yes, specify...	No
Are there any assumptions? If yes, specify...	No
Are there any organization governance or authorizations required? If yes, specify...	Collaboration and coordination with partners such as the City of Seattle and Seattle Public Schools

Will this require a culture change? If yes, specify	Yes
How will success be measured?	Success will be measured by progress to the next milestone, persistence, and social engagement and survey feedback.
Are there any efforts currently underway outside of this subcommittee?	Yes. North Seattle College mailed an acceptance package to their 13th year scholars in 2018.
Are there resources already dedicated to this effort?	No
How much will it cost	
FTE	
Funds	\$25,000 (mostly for postage and materials)
Are there any additional resources required?	

Admissions

SEM Charter Reporting Document

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Subcommittee Name	Admissions
Title of Recommendation	Funnel Metrics
Summary of recommendations	Measure and improve admission funnel outcomes. How many initial contacts, from what source lead to completing an application and what steps to enroll activities indicate barriers to progression.
What are the benefits/deliverables?	Deepen understanding of behaviors and timing that lead to success and drop out of process at every phase of the process allow us to target strategies to improve results.
What are the risks/challenges?	Challenges include: Some sources are not quantifiable and some take many staff hours to track.
How does this recommendation advance equity/equitable outcomes across the district?	With such information, each campus can allocate similar funding/staffing/resources towards sources that yield higher enrollments and focus outreach efforts to higher yield efforts.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No.
Are there any process changes required? If yes, specify...	Yes – in order to get some sources counted, staff will need to implement a tracking form of some type and dedicate processes built into their daily routine to track numbers. For example, tracking each phone call, email response, counter interaction, etc. Ads that generate traffic, inquiries from an event, mailings that generate more calls/emails, etc. all are numbers that can be generated and produced. The CRM will have to continue to evolve so each phase of the funnel can be tracked and measured.
Are there any organizational structure changes required? If yes, specify...	Potentially additional data entry and CRM development will require staffing increases.
Are there any assumptions? If yes, specify...	Understanding the funnel will allow funnel numbers improvement through problem solving for key drop off phases of the process.

Are there any organization governance or authorizations required? If yes, specify...	Data will need to be shared between colleges and be tracked the same way.
Will this require a culture change? If yes, specify	Yes, a culture of documenting and measuring all points in the process will need to be added.
How will success be measured?	Positive change in targeted transitions within the funnel as measured.
Are there any efforts currently underway outside of this subcommittee?	Jerry Woodard recently measured applications and enrollments of those applicants within 4 quarters.
Are there resources already dedicated to this effort?	CRM Azuras and Tableau
How much will it cost	?
FTE	?
Funds	?
Are there any additional resources required?	Perhaps software/tracking tools

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Subcommittee Name	Admissions
Title of Recommendation	High Tech, High Touch Service
Summary of recommendations	Implement best practices related to real-time and timely interactions with prospective students, focusing on fostering early relationships with applicants.
What are the benefits/deliverables?	<p><i>Deliverables</i></p> <ul style="list-style-type: none"> • Implement a high-touch approach with applicants, utilizing technology to engage and inform applicants. • Initiate a phone call to each applicant within 24 business hours of receipt of a completed admissions application. • Direct students to specific people to help them navigate the admissions process, including staff members and student ambassadors (success team model). • Utilize enhanced technology tools (like text messaging) to engage applicants and direct them to their next step. • Link students to faculty ambassadors for their stated program(s) of interest. • Utilize smart technology that reads individual student data to trigger next communication (ex: once a student uploads their transcripts for evaluation they are directed to Advising; once a student submits FAFSA they are directed to Placement Testing). • Design and implement an interactive admissions portal that will shows students their individual next steps to deal with complexity of unique practices for different student types (apprentice versus Running Start versus ABE for example).

	<ul style="list-style-type: none"> • Implement service level agreements, outlining the commitment to respond to requests within a certain timeframe and tracking compliance. • Provide students multiple ways to receive answers about the admissions process (Interactive website information, online chats with student ambassadors or staff members, direct phone lines that lead to a person and not a phone tree, texting options, social media options) • Connect students to the next appropriate person to guide them through their next step, providing the name and title of the individual and their direct contact information. <p><i>Benefits</i></p> <ul style="list-style-type: none"> • Engaging in a high tech/high touch admissions process will clarify next steps for students, keep them engaged in completing the entire admissions process, and will foster early relationships with students to keep them invested in their college choice.
<p>What are the risks/challenges?</p>	<p><i>Challenges</i></p> <ul style="list-style-type: none"> • Identifying, purchasing, and implementing a tool to support the technology enhancements • Adding personnel to support a high-touch approach (student ambassadors and/or admissions counselors) • Culture change for expectations related to timely responses to students, and challenge of managing peak and valley processing periods
<p>How does this recommendation advance equity/equitable outcomes across the district?</p>	<p>Supporting all students to stay engaged and invested in completing the admissions process stands to increase the number of first generation and other under-represented student populations who make it through the admissions funnel.</p>
<p>Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.</p>	<p><i>Policy Changes</i></p> <ul style="list-style-type: none"> • Departmental policy change related to timely response to student inquiries • Districtwide policy about texting students. • Districtwide policy about using social media to communicate individual admission information to students.
<p>Are there any process changes required? If yes, specify...</p>	<p><i>Process Changes</i></p> <ul style="list-style-type: none"> • The expectation to have increased, regular contact with applicants. <p>The expectation to utilize multiple mediums to engage and communicate with applicants.</p>

Are there any organizational structure changes required? If yes, specify...	Yes, the addition of student ambassadors to assist with helping students navigate the application process. Organizationally, these ambassadors will need to be hired and supervised. May require new ambassador coordinator/manager role. Higher touch with success team brings unknown capacity challenges.
Are there any assumptions? If yes, specify...	
Are there any organization governance or authorizations required? If yes, specify...	Faculty contract and classified contract implications need to be explored.
Will this require a culture change? If yes, specify	Yes, culture change around expectation for responsiveness to student inquiries, expectation for proactively engaging applicants, expectation for utilizing multiple mediums to communicate with students.
How will success be measured?	Increase in number of students who apply and ultimately register for classes. Increase in number of students who apply and complete FAFSA. Increase in number of students who apply and complete Placement Testing.
Are there any efforts currently underway outside of this subcommittee?	North Seattle College is currently calling applicants within one business day of receipt of application. A districtwide texting pilot is underway.
Are there resources already dedicated to this effort?	North Seattle College is dedicating part-time hourly staff time to making phone calls to new applicants.
How much will it cost	Variable, depending on price of technology tool(s) and cost of student ambassadors.
FTE	
Funds	
Are there any additional resources required?	

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Subcommittee Name	Admissions
Title of Recommendation	Change web-based application experience
Summary of recommendations	<ol style="list-style-type: none"> 1. Develop a seamless process if redirected to SBCTC application site 2. Investigate the viability of developing a district application portal where students can view and select multiple Seattle Colleges to apply to, identify home institution, etc.
What are the benefits/deliverables?	<ul style="list-style-type: none"> • Combining applications into one seamless process for students would allow those students who want to apply to more than one campus, to do so in a streamlined, hassle-free way. • This would also improve the perception that the Seattle Colleges have integrated processes and are working more closely together.
What are the risks/challenges?	The challenge primarily is in working through the process standardization that would need to be put in place, and then dedicating the web staff resources to do this work, and to maintain it over time.
How does this recommendation advance equity/equitable outcomes across the district?	This recommendation would allow students with little experience or knowledge of higher ed processes to avail themselves of a wider selection of course options over their student experience.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	All policies related to the application process would need to be reviewed and standardized across every campus and satellite location.
Are there any process changes required? If yes, specify...	Application processes and procedures would need to be standardized across the Colleges.
Are there any organizational structure changes required? If yes, specify...	Streamlining the organizational structure would create efficiencies (time & costs)—policies and procedure changes could be decided by a district-wide, ongoing group, rather than trying to gather and build consensus amongst many smaller groups of individuals across many locations.

Are there any assumptions? If yes, specify...	Assumes that there is the will or authority to change processes and procedures.
Are there any organization governance or authorizations required? If yes, specify...	VP's of Instruction will need to approve and direct staff in their areas to modify procedures and dates.
Will this require a culture change? If yes, specify	Yes. Dates and processes will need to be standardized.
How will success be measured?	If incoming students can visit our website and supply information once, and have it submitted to all 3 campus processes at once.
Are there any efforts currently underway outside of this subcommittee?	Not on this issue.
Are there resources already dedicated to this effort?	Not on this issue, but it would fall into the Web Team that reports to Marketing/Communication now.
How much will it cost	No additional hardware would be required. It would take additional web staff programming time, and possibly additional software purchased.
FTE	This will vary depending on whether this is begun before or after ctclink. There is not enough information available at this time to hazard a guess.
Funds	Perhaps just for additional software, plus staff time.
Are there any additional resources required?	Not likely.

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Subcommittee Name	Admissions
Title of Recommendation	Review and implement consistent and integrated Financial Aid process across the district
Summary of recommendations	Review and implement consistent and integrated Financial Aid process across the district, to include deadlines, applications steps, and awarding timelines
What are the benefits/deliverables?	<p>This would provide students the benefit of the same financial aid application process for those wanting to transfer within the district mid-year and/or making changes to their selected school prior to beginning enrollment.</p> <p>Increased clarity for 13th year/promise students in the form of common paperwork, marketing, and information from support staff.</p>
What are the risks/challenges?	<p>Many of the awarding procedures are dependent on individual institutional nuances outside of the financial aid application review process, ie, how & when students are matriculated into the system officially.</p> <p>Mandated identical process may not allow for the financial aid office staff to process applications at the same rate due to staffing resources and other work responsibilities. The financial aid offices on each campus perform other duties than just “traditional financial aid”. (ie, processing outside organization scholarship funds; processing employer tuition payments, etc.)</p>
How does this recommendation advance equity/equitable outcomes across the district?	This process will allow students to move within the district in a clear manner, regardless of where and when they begin their educational attainment.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	Yes. Department level and campus level for sure. More research needed to determine districtwide policy changes.

Are there any process changes required? If yes, specify...	Yes. Each individual financial aid office will need to compile the list of process changes when determinations are made on what practices to align and integrate. At minimum, process changes will be needed in timeline for reviewing applications, including turn around goals.
Are there any organizational structure changes required? If yes, specify...	Yes. We will need to examine reallocation of staffing resources within the financial aid offices to make this initiative a reality.
Are there any assumptions? If yes, specify...	TBD. Need development of workgroup to determine working assumptions from each campus financial aid office.
Are there any organization governance or authorizations required? If yes, specify...	TBD. Need development of workgroup to determine working assumptions from each campus financial aid office. This process will need support from district accounting and campus business offices to ensure that fund disbursement and reconciliation is done timely and within compliance guidelines.
Will this require a culture change? If yes, specify	Many of the existing deadlines and processes are a result of years of staffing and processing analysis, as it relates to specific campus nuances. In some cases, some offices may experience a greater amount of change than another campus FA office – this would likely be a culture change ranging from “small” to “large scale.”
How will success be measured?	Formation of the working group to determine where efficiently and alignment can be made.
Are there any efforts currently underway outside of this subcommittee?	Yes. The FA Directors have been using the same application material deadlines for 4 plus years. We have aligned the application process and have systemically worked to remove non-essential paperwork and barriers for students.
Are there resources already dedicated to this effort?	No.
How much will it cost	TBD
FTE	Estimated 1.0-2.0 F/T Staff person per FA office
Funds	TBD
Are there any additional resources required?	Additional support from IT and IR is essential to gather needed student information to undergo this work and exploration.

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Subcommittee Name	Admissions
Title of Recommendation	Create consistency/standardize across the district in the naming convention of email aliases.
Summary of recommendations	Create consistency/standardize across the district in the naming convention of email aliases.
What are the benefits/deliverables?	This would allow ease in making referrals to office within another campus. For example: NorthAdm@seattlecolleges.edu; SouthAdm@seattlecolleges.edu, CentralAdm@seattlecolleges.edu for general admission email address.
What are the risks/challenges?	IT/Webteam would need to program these changes once the naming convention has been determined. All website reference and marketing materials would need to be updated. Business cards and other materials would need to be updated and replaced with new materials. Old aliases would need to stay active and redirect to new for some period of time TBD.
How does this recommendation advance equity/equitable outcomes across the district?	This initiative may not directly impact equity in a measurable manner, however it will make staff and students transfer/referral between the campuses easier.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	Yes. A new district wide policy would need to be established regarding the name convention for all new and existing departmental/program email address requests.
Are there any process changes required? If yes, specify...	N/A post conversion.
Are there any organizational structure changes required? If yes, specify...	No
Are there any assumptions? If yes, specify...	Yes. Research and assessment would need to be done to determine the feasibility and timeline for this process.

Are there any organization governance or authorizations required? If yes, specify...	Yes. A new district wide policy would need to be established regarding the name convention for all new and existing departmental/program email address requests.
Will this require a culture change? If yes, specify	N/A
How will success be measured?	Success will be achieved when all existing emails have been converted to standardized format. In addition to the updating and replacement of the old email addresses on all printed materials, business cards, etc and website references.
Are there any efforts currently underway outside of this subcommittee?	Unknown
Are there resources already dedicated to this effort?	No.
How much will it cost	TBD
FTE	Reallocation of staffing resources and/or workload needed until project completed
Funds	TBD
Are there any additional resources required?	TBD

SEM Charter Reporting Document

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Subcommittee Name	SEM Admissions Committee
Title of Recommendation	Standardize 5 Steps to Enrollment Process
Summary of recommendations	Though the five steps are the same across the district, the process of each step varies from college to college. Standardize the steps and all processes within those steps across the district.
What are the benefits/deliverables?	It will be easier for a new student to understand the process of enrollment, especially if researching more than one college within the district. As we move toward one enrollment for all colleges, the process will already be standardized. This will be especially helpful once Seattle Promise is fully in place and students can choose to attend any college within the district. A student could do each step at a different college as they are deciding on a campus, rather than having to complete the process three times.
What are the risks/challenges?	The processes are executed differently because of how the colleges are set up. It will mean becoming more aligned and working together to determine which colleges have the best practice for each step, and then updating or changing procedures.
How does this recommendation advance equity/equitable outcomes across the district?	Having the same process at each college lessens the need to navigate three different systems and allows students to choose a school for the program rather than the easiest enrollment process. Steps can quickly become barriers to persistence and the less steps we have the more likely a vulnerable population applicant will continue with the process.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	Placement testing systems would have to come into alignment. Financial Aid, Workforce, and other funding sources would need to align on enrollment and deadline dates. START orientation needs to be standardized (which is in process by another committee). These would all be districtwide changes.

Are there any process changes required? If yes, specify...	The overall process is in the same order at each college, as a starting point that is great, but the underlying activities, and activities by population, vary and will need to change.
Are there any organizational structure changes required? If yes, specify...	South and North offer Admissions workshops to help with this process but Central offers Info Sessions through Outreach. They appear to be sharing the same information but are housed differently and advertised differently on the website (Central does not advertise the info session on the admissions enrollment steps like the others).
Are there any assumptions? If yes, specify...	We can, and should, create fewer unique audience paths into our system. There is a best practice that can be harvested and adopted districtwide for every sub-step.
Are there any organization governance or authorizations required? If yes, specify...	Some staff reporting structures may have to shift to create the alignment sought.
Will this require a culture change? If yes, specify	As with many of the recommendations this requires a view to a larger synergy and focus on desired outcomes for the greater whole.
How will success be measured?	Processes will be consistent and more streamlined.
Are there any efforts currently underway outside of this subcommittee?	There is a group working on aligning the orientations across the district. There may be a group working on aligning testing.
Are there resources already dedicated to this effort?	For testing and orientation alignment
How much will it cost	It may just be reorganizing resources and committee work. There may be a cost for testing systems and online START redesign/publication
FTE	Not anticipated.
Funds	
Are there any additional resources required?	

SEM Charter Reporting Document

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Subcommittee Name	SEM Admissions
Title of Recommendation	Investigate the viability of implementing a choice architecture to enter and navigate the “5 Steps to Application” for disparate admissions processes
Summary of recommendations	<ul style="list-style-type: none"> • Provide method for student to self-identify their student type and then be guided through specific, individualized steps based on their identified admissions group (<i>general admissions, running start, international programs, continuing education, etc.</i>) • Develop user platform that guides students through their individual remaining steps <ul style="list-style-type: none"> ○ Utilize workflow functionality to create interactive, dynamic and graphics-heavy user interface so that a student is able to clearly determine what they’ve completed and what tasks are still outstanding in the admission process
What are the benefits/deliverables?	<ul style="list-style-type: none"> • Empower students to research and complete the SCD admissions process independently • Reduce demand on staff for admissions application troubleshooting and status • Single point of reference with consistent instructions for completing the application process • Identify ongoing bottlenecks and student barriers in the application process
What are the risks/challenges?	<ul style="list-style-type: none"> • Funding for technical development and/or technology tool that would provide workflow functionality • Some paper admissions and program applications remain in use across SCD; electronic versions will need to be built to easily connect to online user platform to fully realize the benefits of the workflow functionality

How does this recommendation advance equity/equitable outcomes across the district?	By monitoring individual student progress and rates of completion after implementing user platform and workflow functionality for the application process, Seattle Colleges will be able to examine and identify critical factors that prevent certain student groups from successfully completing all required tasks.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	??
Are there any process changes required? If yes, specify...	??
Are there any organizational structure changes required? If yes, specify...	<ul style="list-style-type: none"> • A district-wide team of admissions subject-matter experts may need to be created to review all admissions requirements and assist in implementation of new platform
Are there any assumptions? If yes, specify...	??
Are there any organization governance or authorizations required? If yes, specify...	No
Will this require a culture change? If yes, specify	??
How will success be measured?	Once the user platform and workflow architecture has been implemented, success will be measured quantitatively by rates of application completion, and qualitatively through student feedback and noticeably fewer requests for application assistance from SCD staff.
Are there any efforts currently underway outside of this subcommittee?	Unknown
Are there resources already dedicated to this effort?	Unknown
How much will it cost	To be determined
FTE	TBD
Funds	TBD
Are there any additional resources required?	No

SEM Charter Reporting Document

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Subcommittee Name	SEM Admissions
Title of Recommendation	Develop a standardized launch web page that helps to funnel students to a consistent page for application and admissions information
Summary of recommendations	<ul style="list-style-type: none"> • Create single Seattle Colleges web page with instructions completing applications and steps to admissions for all SCD areas of study and program levels • Utilize inquiry methods to help guide students to potential area of study and applicable SCD campuses based on selected program
What are the benefits/deliverables?	<ul style="list-style-type: none"> • Empower students to research areas of study, differences between SCD campuses and steps to admissions independently • Reduce student confusion in relation to available programs, program planning and program locations • Single point of reference for SCD-offered areas of study with universally-adopted language • Support “guided pathways” initiative by adopting areas of study approach rather than degree type approach
What are the risks/challenges?	<ul style="list-style-type: none"> • Funding for website development • Seattle Colleges instructional and student services leadership only recently recommended 8 common Areas of Study. These recommendations will be need to be formally adopted and commonly used across the Seattle Colleges in order to create a single launch page and source of information.
How does this recommendation advance equity/equitable outcomes across the district?	By monitoring individual student progress and rates of completion after implementing user platform and workflow functionality for the application process, Seattle Colleges will be able to examine and identify critical factors that prevent certain student groups from successfully completing all required tasks.

Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	No
Are there any process changes required? If yes, specify...	??
Are there any organizational structure changes required? If yes, specify...	<ul style="list-style-type: none"> Adoption of common Areas of Study may have implications for departmental organization and naming conventions
Are there any assumptions? If yes, specify...	??
Are there any organization governance or authorizations required? If yes, specify...	<ul style="list-style-type: none"> Yes, formal adoption of Areas of Study recommendations
Will this require a culture change? If yes, specify	??
How will success be measured?	Once the user platform and workflow architecture has been implemented, success will be measured quantitatively by rates of application completion, and qualitatively through student feedback and noticeably fewer requests for application assistance from SCD staff.
Are there any efforts currently underway outside of this subcommittee?	Outreach & CRM Committee (lead by Barb Childs, Dir. of Communications & Recruitment) is leading effort to standardize SCD program websites and inquiry/marketing materials with common areas of study naming conventions and verbiage.
Are there resources already dedicated to this effort?	?? Campus PIO Offices?
How much will it cost	To be determined
FTE	TBD
Funds	TBD
Are there any additional resources required?	No

SEM Charter Reporting Document

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Subcommittee Name	SEM Admissions
Title of Recommendation	Concurrent enrollment/multiple databases
Summary of recommendations	<ul style="list-style-type: none"> • Develop a seamless process if redirected to SBCTC application site • Investigate the viability of developing a district application portal where students can view and select multiple Seattle colleges to apply to, identify home institution, etc.
What are the benefits/deliverables?	<ul style="list-style-type: none"> • Create a seamless concurrent enrollment process for students at all of the SCD campuses • Insure that students are able to enroll in the courses needed for their degree program. As classes reach capacity or are cancelled at one of the colleges, an efficient concurrent enrollment process would insure we are retaining student enrollment within the district and assist students to continue along their degree program without having to wait multiple terms for needed course enrollment
What are the risks/challenges?	<ul style="list-style-type: none"> • Current concurrent enrollment processes differ between the SCD • Coding in HP3000 (SMS) also differs between the 3 SCD campuses • The SCD currently uses 3 different databases within HP3000 (SMS) and the systems do not sync together • Registration processes differ between the 3 campuses and this can cause confusion between stakeholders • Prereqs and test thresholds also differ by campus, but another SEM committee is working to align these • Payment and tuition for concurrently enrolled students is not automatically updated to reflect the correct tuition amounts unless a student works directly with the cashier offices on their campus

<p>How does this recommendation advance equity/equitable outcomes across the district?</p>	<p>An efficient concurrent enrollment process for students may help to advance program completion rates for our students, as students may be able to enroll in the courses required for their program at one of the other SCD campuses, if the course is full or canceled at their main campus. However we also may need to consider transportation concerns if students are having to navigate between the SCD campuses and provide options for reduced rates or increased metro services. Lightrail station at north will reduce some barriers to that campus access</p>
<p>Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.</p>	<p>Admissions, Placement testing systems, Registration, Financial Aid, Cashiering would need to come in alignment for a seamless concurrent enrollment process.</p> <p>For admissions, when a student is admitted at one of the Seattle Colleges, their basic biographic and SID should be automatically updated into the other SCD campuses HP3000 (SMS) systems. This process could be started manually or through further research there may be a job query within HP3000 that could pull daily SID information into the other SCD campus systems. If we start from the point of admissions with inputting the SID and student information into all systems, this would allow for a student to quickly bypass this step when trying to concurrently enroll and focus more on enrollment.</p> <p>Placement Testing Systems – currently the SCD has differing systems, testing scores, etc. for enrollment. Ensuring that these are aligned within the SCD would provide a consistent student experience.</p> <p>Registration – allowing students to self-register online or providing a detailed process online for concurrent enrollment would help both student and campus stakeholders to provide better information and services.</p> <p>Also, program intent codes, biographical information and other areas within HP3000 (SMS) are updated differently between the 3 campuses. Creating a cross-walk to show the different codes (ex. Program intent codes) and coming to an agreement on critical data within the HP3000 systems with training for staff would be critical.</p> <p>Financial Aid/Cashiering/Payment - Having our systems automatically update tuition amounts to reflect the correct amount of tuition for the total credits enrolled within the</p>

	district would save time for campus workloads and confusion on costs for students
Are there any process changes required? If yes, specify...	See above
Are there any organizational structure changes required? If yes, specify...	This would require a taskforce from the stakeholders listed above to find process alignment and if significantly delayed would need to be envisioned as well or instead in the ctclink system.
Are there any assumptions? If yes, specify...	N/A
Are there any organization governance or authorizations required? If yes, specify...	This would require agreement between the SCD registration offices and process alignments between the other stakeholder groups, such as workforce, ABE/ESL, and how would we manage running start and other campus specific program students?
Will this require a culture change? If yes, specify	This would be more of a process change and creation of better online process resources for students and training resources for staff.
How will success be measured?	With process alignment in place the student experience of concurrent enrollment would result in a level of higher enrollment and retention. Higher numbers enrolled in 2 or more colleges in a given term as well as greater mobility overall. Students surveyed would report higher ease of access/enrollment responses when asked. Baseline data provided by Greg Dempsey shows three terms of concurrent enrollment data as baseline.
Are there any efforts currently underway outside of this subcommittee?	Unknown at a larger level, I do know the International Offices are currently working on how to better serve international students with concurrent enrollment across the SCD.
Are there resources already dedicated to this effort?	Components of the process alignments have been discussed within the SEM admissions subcommittee
How much will it cost	Portal redesign needs to be determined as well as how to integrate front end changes with writing to the sms database.
FTE	N/A
Funds	N/A
Are there any additional resources required?	

New Student Onboarding (Orientation and Entry–Advising)

SEM Charter Reporting Document

Please submit a separate document for each recommendation online at the SEM website. (This will allow us to quickly aggregate information.)

Subcommittee Name	Onboarding
Title of Recommendation	District-Wide Onboarding Shifts
Summary of recommendations	Create the organizational structure for developing and sustaining onboarding alignment.
What are the benefits/deliverables?	<ol style="list-style-type: none"> 1. TF: Coordinate all initiatives around onboarding under VCASS 2. Ph1: Identify student learning outcomes for Onboarding 3. Ph2: Further develop learning outcomes to activities specific within onboarding 4. Ph3: Create infrastructure to ensure sustained alignment 5. Ph3: Design mandatory first-year experience for all students (no exceptions)
What are the risks/challenges?	<p><i>Challenges</i></p> <ul style="list-style-type: none"> • Creating a sustainable infrastructure for ensuring onboarding alignment over time. • Designing and implementing a mandatory first-year experience for all students.
Are there any policy changes required? If yes, specify...	<p>1 – 4 No</p> <p>5 – Yes, policy will need to be developed around mandatory first-year experience for all new students.</p>
Are there any process changes required? If yes, specify...	<p>A process will need to be developed to create a sustainable infrastructure for ensuring onboarding alignment over time.</p> <p>A process will need to be lead for the development, measurement and refinement of Onboarding-related Student Learning Outcomes.</p>

Are there any organizational structure changes required? If yes, specify...	Yes. All campuses will need to work collaboratively to refine onboarding process and procedure.
Are there any assumptions? If yes, specify...	
Are there any organization governance or authorizations required? If yes, specify...	No.
Will this require a culture change? If yes, specify	Yes, culture change around developing and sustaining alignment between onboarding practices and culture change around mandatory experiences for first-year students.
How will success be measured?	Achievement of the deliverables as stated above.
Are there resources already dedicated to this effort?	No.
How much will it cost	
FTE	
Funds	
Are there any additional resources required?	

SEM Charter Reporting Document

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Subcommittee Name	Onboarding
Title of Recommendation	New Student Orientation Alignment
Summary of recommendations	Enhance the student experience by ensuring that new student orientation information, processes and policies are consistent at each campus.
What are the benefits/deliverables?	<ol style="list-style-type: none"> 1. Ph1: Create common definition of Orientation. 2. Ph1: Review/assess then align mandatory mechanisms for orientation 3. Ph2: Review SNQ for overlap and consistency 4. TF: Align Orientation Sign-Up method 5. TF: Update Online Orientation Platform 6. TF: Align Orientation with current Placement Methods 7. TF: Better serve transfer-in students at Orientation 8. TF: Capability to run common reports for Orientation
What are the risks/challenges?	1-8. Challenges: Time and staffing to complete the work; potential technological challenges.
Are there any policy changes required? If yes, specify...	3. Mandatory orientation before registration.
Are there any process changes required? If yes, specify...	Yes; 2,4,6.
Are there any organizational structure changes required? If yes, specify...	No.
Are there any assumptions? If yes, specify...	No.
Are there any organization governance or authorizations required? If yes, specify...	No.
Will this require a culture change? If yes, specify	Yes, shift from campuses working independently to together on ensure alignment. District Orientation

	leads work together on NSO now so this should not be a huge culture shift.
How will success be measured?	Achievement of the deliverables; increased attendance at NSO.
Are there resources already dedicated to this effort?	Yes; student services orientation leads meet regularly to discuss alignment. CRM currently allocated to NSO messaging on two campuses.
How much will it cost	Staff time; student services, IT and communications if CRM is identified as the tech tool for orientation sign up method.
FTE	
Funds	
Are there any additional resources required?	

SEM Charter Reporting Document

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Subcommittee Name	Onboarding
Title of Recommendation	Technology Enhancements
Summary of recommendations	Enhance the student experience by ensuring information is readily accessible and accurate for students.
What are the benefits/deliverables?	<ol style="list-style-type: none"> 9. Ensure that MyCentral/MySouth/MyNorth registration portals accurately reflect waitlist data so students, faculty, and staff can plan accordingly. 10. Ph2: Utilize the Seattle Colleges email accounts for all official means of email communication to students so students know where to access important information from the college(s).
What are the risks/challenges?	<ol style="list-style-type: none"> 1. Completed as of 3/26/2018. 2. Challenge to communicate change to stakeholders, risk that not all stakeholders will be early/quick adopters.
Are there any policy changes required? If yes, specify...	<ol style="list-style-type: none"> 1. No. 2. Yes, policy will need to reflect that Seattle Colleges will use seattlecolleges.edu email for communications.
Are there any process changes required? If yes, specify...	<ol style="list-style-type: none"> 1. No. 2. Process for communicating to students will need to shift to using seattlecolleges.edu address.
Are there any organizational structure changes required? If yes, specify...	<ol style="list-style-type: none"> 1. No. 2. No.
Are there any assumptions? If yes, specify...	<ol style="list-style-type: none"> 1. No. 2. Assumption that all students will have access to a seattlecolleges.edu email after applying to college.

Are there any organization governance or authorizations required? If yes, specify...	<ol style="list-style-type: none"> 1. No. 2. Possibly governance over who can have access to email <i>all</i> students, governance over what is appropriate to email students on seattlecolleges.edu address.
Will this require a culture change? If yes, specify	<ol style="list-style-type: none"> 1. No. 2. Yes, a change in how the colleges communicate with students.
How will success be measured?	<ol style="list-style-type: none"> 1. Students, faculty, and staff will be able to accurately assess the length of waitlists for classes. 2. Colleges will shift to using seattlecolleges.edu email for communication to students; new students will activate/access their seattlecolleges.edu email by their first day of classes.
Are there resources already dedicated to this effort?	<ol style="list-style-type: none"> 1. Yes. Recommendation is complete. 2. Yes, it is this committee's understanding that students already have a seattlecolleges.edu email address, however it is not widely used or activated by students. It is also not the email of record on HP.
How much will it cost	<ol style="list-style-type: none"> 1. Complete. 2. \$0, however may require additional server space (?)
FTE	
Funds	
Are there any additional resources required?	<ol style="list-style-type: none"> 1. Complete. 2. Possibly additional server space if more stakeholders are using their seattlecolleges.edu inboxes.

SEM Charter Reporting Document

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Subcommittee Name	Onboarding
Title of Recommendation	Onboarding Communication Strategy
Summary of recommendations	Enhance the student experience by ensuring that all onboarding communications received by students from each campus are consistent.
What are the benefits/deliverables?	<ul style="list-style-type: none"> 6. Ph1: Develop inventory of onboarding communications 7. Ph2: Identify common language (as in onboarding profiles) 8. Ph2: Develop engagement strategy with student from registration to first day of the quarter 9. Ph3: Develop comprehensive communication plan throughout the onboarding process 10. TF: Develop a comprehensive communication plan outlining each department's role(s) through onboarding process
What are the risks/challenges?	1-5. Challenges: staff time to complete the deliverables; the lack of a current structure to complete this work.
Are there any policy changes required? If yes, specify...	1-5. No.
Are there any process changes required? If yes, specify...	1-5. Yes. The campuses will need to align with communication messaging, processes and strategies.
Are there any organizational structure changes required? If yes, specify...	1-5. Potentially to facilitate the workflow clear lines of authority may need to be articulated.
Are there any assumptions? If yes, specify...	1-5 Yes, that everyone agrees this is a good idea.

Are there any organization governance or authorizations required? If yes, specify...	1-5.No.
Will this require a culture change? If yes, specify	1-5. Yes, campuses currently have unique messaging developed at each campus so there will require compromise and collaboration between all colleges to align and development communication plan; there is currently work being done to align messaging so the culture shift is in progress.
How will success be measured?	3. By the completion of 1-5 above.
Are there resources already dedicated to this effort?	Yes to district and campuses but each campus has the practice to work independently on 1-5 above.
How much will it cost	1-5. Difficult to know as with combining the resources that are currently allocated to separate campuses it may not cost additional dollars. Major cost staff time.
FTE	1-5 have the potential to increase FTEs.
Funds	
Are there any additional resources required?	1-5. Potential additional costs or reallocation of resources depending on the engagement strategies identified.

College Climate and Student Experience

Seattle Colleges SEM Subcommittee:
College Climate and Student Experience
Final Report

The committee reviewed relevant data and research and subsequently discussed a number of areas that impact the college climate and student experience. Detailed recommendations were provide on Student Communication and Customer Service. A summary of each is provided below.

1. *Safety and Security.* The group felt that students generally felt safer on campus than faculty and staff. This varied significantly by campus (likely due to location and environment). It also acknowledged that any local or national incident of violence significantly heightens safety concerns.
2. *Customer Service.* Making students feel welcome and providing them with needed information was a common theme across most research, including the Noel Levitz Student Satisfaction Inventory, EAB Customer Service Audit, and Interact Report. It was emphasized that this applies to all employees – from front-line staff to faculty to administrators. The group recommended implementing comprehensive training for employees on this topic. More detail is provided in the attached recommendation.
3. *Institutional Practices and Processes.* The group noted that process design may result in poor experience for students, especially related to transactions such as registration, paying for tuition and parking, and more. The group felt that further exploration of this topic would be more fitting for another sub-group or future efforts.
4. *Employee Morale.* Employee morale dominated early discussions where group members noted that this had a direct impact on the overall college climate – and how student experience every aspect of the college. The group felt this topic was more germane for college and district leadership to explore.
5. *Student Spaces.* Participants noted that the colleges lack dedicated spaces for students to congregate – and that student-centered program spaces, such as TRiO, Club Centers, etc. are perceived very positively by students. Research also notes that clear, accessible, and easy to find services impact students' experience with the college. The committee felt that this topic would be best addressed by college staff (facilities, student services, PIO).
6. *Communications.* Communication with students with a predominant theme and the group discussed numerous challenges that exist in trying to communicate effectively with our students. The attached recommendation has more information.

The group discussed several other themes related to the assessment of the Campus Climate and Student Experience. A consistent theme was the lack of systemic approach to gathering input from the students themselves prior to making decisions as well as appropriate assessment of program and services from the student perspective. It was suggested that this may be an area for Institutional Research to future investigate.

A related theme was the struggle to find data and assessment tools that the colleges had previously used. The group recommended that these items are made available to district employees via the intranet.

Committee members:

- Yoshiko Harden, Seattle Central College VP of Student Services – Co-Chair
- Elizabeth Pluhta, South Seattle VP of Administrative Services – Co-Chair
- Erin Barzen, South Seattle College Director of Retention & Completion
- Pam Lippert, North Seattle College Faculty
- Marla Lockhart, North Seattle College Faculty
- Kimberly Mcrae, Seattle Central College Counselor
- Melissa Mixon, North Seattle College Director of Communications
- Mary Ramirez, Seattle Central College TRiO Advisor & Program Manager
- Bob Sullivan, South Seattle College Director of Auxiliary Services

SEM Charter Reporting Document

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Subcommittee Name	Campus Climate/Student Experience
Title of Recommendation	Improve campus communications to students
Summary of recommendations	Review and overhaul of phone trees
What are the benefits/deliverables?	<ul style="list-style-type: none"> • Address inaccurate information • Address dropped calls • Address incorrectly routed calls • Streamline the flow • More efficient use of staff time • Deliverables: scripts, data on dropped calls, time spent on-hold, information flow chart (e.g. phone tree map) • Consider switchboard/call center model across the colleges
What are the risks/challenges?	Pushback from various stakeholders
How does this recommendation advance equity/equitable outcomes across the district?	Improving ease of system navigation is more equitable
Are there any policy changes required? If yes, specify...	unsure
Are there any process changes required? If yes, specify...	yes
Are there any organizational structure changes required? If yes, specify...	possibly
Are there any assumptions? If yes, specify...	Yes, our assumption is the current system is confusing, cumbersome and inefficient. We do have secret shopper data and other campus specific reports to support these assumptions.

Are there any organization governance or authorizations required? If yes, specify...	Relevant areas/departments would need to buy-in on the recommendation.
Will this require a culture change? If yes, specify	Yes, many people are in denial that this is such a significant issue.
How will success be measured?	Call logs show shorter waiting times, fewer dropped calls.
Are there any efforts currently underway outside of the this subcommittee?	unsure
Are there resources already dedicated to this effort?	unsure
How much will it cost	TBD
FTE	
Funds	
Are there any additional resources required?	

SEM Charter Reporting Document

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Subcommittee Name	Campus Climate and Student Experience
Title of Recommendation	Excellence in Customer Service!
Summary of recommendations	<p>Implement Customer Service Training for ALL Employees through New Employee Orientation (and other mechanisms).</p> <p>Students have better experience ideally leading to increase in enrollment, retention, and completion</p>
What are the benefits/deliverables?	<ul style="list-style-type: none"> • Development of customer service standards across district • Deliver customer service training/prof dev across district • Assess student satisfaction with customer service across district
What are the risks/challenges?	Resources – financial and time
How does this recommendation advance equity/equitable outcomes across the district?	<p>A sense of belonging is especially important for under-served students (low-income students, students of color, first generation students). SCD serves a large number of these students. Research demonstrates that students who feel welcome say it positively impacts their success. Customer service is a way to increase this sense of belonging, and subsequently student success.</p> <p>This is also equitable because it applies to every employee as everyone interacts with students.</p>

Are there any policy changes required? If yes, specify...	N/A
Are there any process changes required? If yes, specify...	<ul style="list-style-type: none"> • Incorporated into new employee orientation (or other onboarding) • Incorporated into data collection processes (i.e. CCSSE) • Share results with managers • Possible increased training and metrics depending on role (i.e. front-line student facing staff)
Are there any organizational structure changes required? If yes, specify...	N/A
Are there any assumptions? If yes, specify...	N/A
Are there any organization governance or authorizations required? If yes, specify...	District HR to approve inclusion in new employee orientation.
Will this require a culture change? If yes, specify	Service to students is already a shared value. This puts an emphasis on it AND expands the expectation and training and assessment to all employees (some of whom may not have previously had this training).
How will success be measured?	<ul style="list-style-type: none"> • Was the customer service training program implemented? • Has the students' satisfaction increased from pre-post intervention? And/or did we meet established benchmarks? • All employees can articulate their role in student success and best practices for providing customer service to students.
Are there any efforts currently underway outside of this subcommittee?	<p>Yes. South Student Services has done some initial work, and is attending a webinar to gather more information.</p> <p>Some assessment efforts are already underway with various tools like "secret shopper", CCSSE, small program surveys/evaluations.</p>
Are there resources already dedicated to this effort?	Purchase of a webinar (\$425), past commissioning of assessments as noted above.

How much will it cost	<p>If we utilized a “train the trainer” model where SCD staff developed and providing training, the cost would be minimal.</p> <p>Opportunities for more in-depth training would require more resources as noted below.</p>
FTE	No additional FTE. Requires time and coordination.
Funds	\$500 for a small group training on web; \$2,000 - \$5,000 if hiring outside trainer (or conference) is desired. \$100 for food, if internally created.
Are there any additional resources required?	Additional/updated research on best practices. Creation of a one-pager or manual (printing and supplies).

Prerequisites

MEMORANDUM

To: Kristen Jones, Bradley Lane, Laura Hopkins & Malcolm Grothe
From: Kurt Buttleman & Warren Brown
Subject: Proposed common pre-requisites project timeline
Date: December 5, 2017

The below draft timeline is offered for discussion and input.

Common pre-requisites project timeline

September 14, 2017

- Chancellor Pan asked Drs. Brown and Buttleman to co-chair the Strategic Enrollment Management Task Force's Common Pre-requisites initiative.

September, 2017 – June, 2018

- District staff continue to gather data on the classes across the Seattle Colleges that have different pre-requisites.
- District staff respond to additional data needs as the process progresses.

November, 2017 – January, 2018

- Data will be shared with the VPIs for review
 - VPIs to share data with Instructional Deans
- Data will be shared with the Deans of Enrollment Services for review
- Meeting with the Shared Governance Committee to discuss the initiative with faculty leaders
- Workshop of VPIs to be held to scope and prioritize the work of the initiative (week of 12/18/17)
- VPIs to inform curriculum committees of the initiative
- Co-chairs draft a memo outlining the need and expected outcomes of the initiative

Decision

- VPIs decide to use campus curriculum documents as authoritative source

December, 2017 – January, 2018

- Communication with the faculty in the 22 disciplines explaining the task and inviting their participation.
 - This communication could potentially include suggested alternatives for how each class might come to a common set of pre-requisites. Some of these will be more straightforward than others.
 - Schedule of meetings distributed for Winter Quarter to facilitate the discussions. Meetings would involve the interested faculty members and be facilitated by Dr. Brown, Dr. Buttleman, VPIs or other staff as appropriate.

January – March, 2018

- Meetings of content / discipline faculty occur

- Additional data requests fulfilled
- For courses where common pre-requisites have been agreed to, curriculum update processes begin
 - This process could be facilitated by staff if needed.

March – June

- Completion of work with faculty leaders

SEM Charter Reporting Document

Please submit a separate document for each recommendation online at the SEM website. (This will allow us to quickly aggregate information.)

Subcommittee Name	Prerequisites
Title of Recommendation	The Prerequisites Subcommittee will align the prerequisites for Seattle Colleges' academic programs.
Summary of recommendations	
What are the benefits/deliverables?	Having common prerequisites across the District will enable students to more easily register and complete the courses they need.
What are the risks/challenges?	
How does this recommendation advance equity/equitable outcomes across the district?	Having common prerequisites will help remove a barrier for students new to higher education who need to take courses across the Seattle Colleges to make progress in or complete their studies.
Are there any policy changes required? If yes, specify...	No Policy changes are required.
Are there any process changes required? If yes, specify...	
Are there any organizational structure changes required? If yes, specify...	
Are there any assumptions? If yes, specify...	
Are there any organization governance or authorizations required? If yes, specify...	Yes. The College curriculum committees will need to approve the recommendations.
Will this require a culture change? If yes, specify	Yes. Curriculum has always been the purview of the college curriculum committees and there hasn't been a "real" viewing across the District at curriculum and prerequisites in the past.
How will success be measured?	Courses that are common across the colleges will have common prerequisites.
Are there any efforts currently underway outside of this subcommittee?	

Are there resources already dedicated to this effort?	Senior Instructional Leadership (VIPs & VCASS), President Warren Brown and District Institutional Research staff are collecting data at this time.
How much will it cost	
FTE	
Funds	We haven't gotten to that point yet, but it may necessitate paying some faculty the non-instructional rate for a few hours of meeting on the topic.
Are there any additional resources required?	

Placement Methods and Processes

SEM Charter Reporting Document

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Subcommittee Name	Placement
Title of Recommendation	Placement 360 workgroups
Summary of recommendations	Kurt is providing new text
What are the benefits/deliverables?	Placement 360 is a state-wide initiative aimed at creating equitable placement options and practices. It is facilitated by Jen Whetham at the SBCTC. There has been 1 district-wide placement 360 team this year, and the time is right to scale this initiative around the district.
What are the risks/challenges?	The existing Placement 360 team has worked well this past year and has made the recommendation to split into three teams. There was some discussion held about whether each college should have one team, or whether the three teams should each be district-wide, based around a particular discipline or area. We believe the latter approach supports ASI and would lead to more standardized placement methods and processes, which was our charter.
How does this recommendation advance equity/equitable outcomes across the district?	An equity lens is threaded throughout the yearlong mentorship process. Teams will receive yearlong mentorship as they implement new placement options and processes on a broad scale to effectively, efficiently and equitably place students. Project mentorship will support colleges in work needed for this transformation: ongoing collaboration with multiple stakeholders on campus; complex institutional navigation; and a major paradigm shift towards placement as an educational process. The

	project includes creation of tools for implementation, training, and assessment of placement practices.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	The work of the placement 360 teams will result in changes to campus-level and district-level policies and practices related to placement, such as the addition of directed self-placement options and the standardization of placement instruments across colleges.
Are there any process changes required? If yes, specify...	
Are there any organizational structure changes required? If yes, specify...	
Are there any assumptions? If yes, specify...	
Are there any organization governance or authorizations required? If yes, specify...	
Will this require a culture change? If yes, specify	
How will success be measured?	Each team has a slightly different set of priorities. 1) English will be working mostly on directed self-placement measures. 2) Math will begin by looking at the data for each separate placement test being used and select a common placement instrument. This is a starting point toward approaching opportunities for more common math sequences across the district. 3) ESL/IEP will collaborate as much as possible around placement options for non-native speakers. IEP is developing their own placement instrument. The ESL programs in BTS currently use different instruments.
Are there any efforts currently underway outside of this subcommittee?	The existing placement 360 team has laid the groundwork to advance this work through a team that has faculty, staff, and administrators from each of the three areas across the district.
Are there resources already dedicated to this effort?	No. We do need a district-wide IR approach to support data needs. Data is likely to be a driver for the math faculty to come together across the district.

	Specifically we need to look at the effectiveness of each of the difference math instruments. Now is the time to review that and to look at what is working and what others can learn from good practices. Is this something the data subcommittee can help with?
How much will it cost	
FTE	
Funds	\$7500 / \$2500 per team
Are there any additional resources required?	Additional Costs for Summer Institute New colleges must participate in a Summer Institute August 21 to August 23 at the Heathman Lodge in Vancouver. Your basic additional cost for the Summer Institute, covering lodging (2 nights, plus tax) and meals (2 dinners), would be \$462 a person, or \$2,772 per team of 6 (the recommended team size), plus travels cost to and from the Institute. Lodging the night before the Institute begins would be available at an additional per diem cost. Meals during the Institute (3 lunches, 2 breakfasts) are covered by the P360 Project.

Evaluation and Data

SEM Charter Reporting Document

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Subcommittee Name	Data and Evaluation
Title of Recommendation	Develop a model for communicating institutional data.
Summary of recommendations	<ul style="list-style-type: none"> • Create a centralized website to serve as a repository for all institutional data. <ul style="list-style-type: none"> ○ College websites will reference this centralized source of information. ○ Include college specific information and resources as well. • Develop a set of standardized data dashboards/tables that support strategic planning metrics and other information managers and administrators need to do their jobs. <ul style="list-style-type: none"> ○ Student engagement ○ Conversion ○ Progression ○ Retention ○ Completion ○ Job Placement • Develop quarterly and yearly reports that provide statistical highlights and trends. <ul style="list-style-type: none"> ○ Include visuals and infographics with value added narratives that provide descriptive, correlational, and predictive insights. • Form a working group to develop these products that includes expertise in: <ul style="list-style-type: none"> ○ Research and Data Analytics ○ User Interface Design and Graphic Design ○ Communications
What are the benefits/deliverables?	<ul style="list-style-type: none"> • A one-stop spot for stakeholders to reference institutional data. • Consistent reporting and accuracy. • A sense of transparency and increased access to data.

	<ul style="list-style-type: none"> Ability to use data to make informed decisions.
What are the risks/challenges?	<ul style="list-style-type: none"> Assembling the team, allocating the resources. Determining the set of criteria to use to report accurately and consistently. Inconsistency among data reporting tools/resources
How does this recommendation advance equity/equitable outcomes across the district?	Increase transparency and access to data for all stakeholders.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	<p>Yes.</p> <ul style="list-style-type: none"> New policy outlining responsibilities of district and college teams. New policy determining criteria for developing metrics and related data governance (see example of disaggregating student group data).
Are there any process changes required? If yes, specify...	<p>Yes.</p> <ul style="list-style-type: none"> New processes will need to be established to support the production of these products.
Are there any organizational structure changes required? If yes, specify...	Determine the internal infrastructure needed to support these efforts on an ongoing basis.
Are there any assumptions? If yes, specify...	
Are there any organization governance or authorizations required? If yes, specify...	
Will this require a culture change? If yes, specify	Yes.
How will success be measured?	Launch of the website and use of the tools and information. Evidence of data being used to inform goal setting and decision making at all levels of the organization.
Are there any efforts currently underway outside of this subcommittee?	Yes.
Are there resources already dedicated to this effort?	Yes.
How much will it cost	
FTE	1.0
Funds	
Are there any additional resources required?	Additional IR person at district office.

SEM Charter Reporting Document

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Subcommittee Name	Data and Evaluation
Title of Recommendation	Standardize Conversion Reporting
Summary of recommendations	<p>Develop a consistent method for measuring and reporting conversion at key points in the enrollment process.</p> <ul style="list-style-type: none"> • Develop a consistent method of recording key milestones or points in the enrollment process district-wide. • Develop a data dictionary and key to help decipher codes and terms.
What are the benefits/deliverables?	Accurate reporting of conversion and ability to specifically message to students based on their status in the enrollment process.
What are the risks/challenges?	<ul style="list-style-type: none"> • Conversion points are not recorded in a consistent method across the district. <ul style="list-style-type: none"> ○ E.g. Placement testing completed • In order to measure the inquiry to applied conversion rate we need capture as many of our student inquiries as possible in the CRM. This dataset must be increased and stabilize before a benchmark can be established.
How does this recommendation advance equity/equitable outcomes across the district?	This ensures we are measuring and making accurate conversion comparisons.
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	Yes. Policy to adopt a set of agreed upon measures, terminology and process for recording districtwide.
Are there any process changes required? If yes, specify...	Yes. Process changes to record conversion points consistently districtwide. New process to upload data from CRM to Tableau.
Are there any organizational structure changes required? If yes, specify...	No.
Are there any assumptions? If yes, specify...	No.
Are there any organization governance or authorizations required? If yes, specify...	Registrars are key to help recommend the best process and terminology to use.
Will this require a culture change? If yes, specify	Yes. Historically each college has determined how to structure these inputs and measures independently.

How will success be measured?	Established benchmarks and meeting goals for increased conversion.
Are there any efforts currently underway outside of this subcommittee?	Yes. CRM initiatives are driving some of this discussion. However, SEM support will assist with convening the right stakeholder groups and speeding progress.
Are there resources already dedicated to this effort?	No.
How much will it cost	Data dash board cost?
FTE	
Funds	
Are there any additional resources required?	No.

SEM Charter Reporting Document

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Subcommittee Name	Data and Evaluation
Title of Recommendation	Disaggregating data of student groups
Summary of recommendations	<ol style="list-style-type: none"> 1. Constitute a taskforce to disaggregate student subgroups' data for strategic plan measures 2. Engage cross-section of student services, instruction, institutional effectiveness, and information technology 3. Identify priority subgroups to disaggregate (e.g. Asian, LGBTQ) 4. Develop shared understanding/guidelines for how data will be accessed, used, reported, and for what purposes 5. Integrate subgroups into strategic plan dashboard groups and future reporting
What are the benefits/deliverables?	<ul style="list-style-type: none"> • More accurate understanding of the needs and performance of students Better insight into ways to advance equity, close the equity/opportunity gap • More engagement and buy-in from diverse communities • Reports with disaggregated data by key subgroups
What are the risks/challenges?	<ul style="list-style-type: none"> • Lack of understanding/criticism regarding why student subgroups are currently not identified • Seattle Colleges is not proactively identifying underserved student groups to meet their needs • Seattle Colleges is not aware of the performance of underserved student groups • Missing data
How does this recommendation advance equity/equitable outcomes across the district?	The ability to assess the needs and performance of underserved students is at the center of advancing equitable outcomes.
Are there any policy changes required? If yes, specify...	Possibly state legislated data coding, maintenance, and reporting policies. TBD
Are there any process changes required? If yes, specify...	Throughout the student life-cycle, process steps where student biographical information are recorded may need to be reviewed. Data definitions, governance, and reporting steps may need to be mapped and revised.
Are there any organizational structure changes required? If yes, specify...	<ol style="list-style-type: none"> 1. A cross-functional Data Governance Committee may need to be created. 2. A team of data, institutional effectiveness, and informational tech staff should be constituted to lead and carry out this work.

	<p>3. A districtwide team of Assoc VP's for Equity should be regularly involved at key decision steps.</p>
<p>Are there any assumptions? If yes, specify...</p>	tbd
<p>Are there any organization governance or authorizations required? If yes, specify...</p>	<ul style="list-style-type: none"> IT and Registrars grant access to relevant data tables. IE and FERPA compliance leads review and approve cell size counts Funds and/or staff to build reports
<p>Will this require a culture change? If yes, specify</p>	
<p>How will success be measured?</p>	<ul style="list-style-type: none"> Availability of reports with student subgroup enrollment and success disaggregated Diverse and cross-functional groups at Seattle Colleges are aware of reports Leadership groups use the data for ongoing program improvement Board is aware of and uses reports for decision-making Student groups are engaged; student success measures for subgroups improve
<p>Are there any efforts currently underway outside of this subcommittee?</p>	<ul style="list-style-type: none"> Guided pathways team are reviewing some data, for grants and accreditation (South) Diversity Inclusion Committee for Equity reviewing some data for action plan (North) President's cabinet reviewing data for accreditation (Central)
<p>Are there resources already dedicated to this effort?</p>	<ul style="list-style-type: none"> South: WA state SPARK grant, Guided pathways
<p>How much will it cost</p>	
<p>FTE</p>	<ul style="list-style-type: none"> Up to 0.25 FTE annually
<p>Funds</p>	
<p>Are there any additional resources required?</p>	<ul style="list-style-type: none"> IT/IE staff OR external vendor to build additional data dashboards with disaggregated groups for other measures. (HS enrollments, non-traditional enrollments, course success, other engagement/CCSSE, services accessed, post-completion/alumni) \$20,000

Academic Program Mix

SEM Charter Reporting Document

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Subcommittee Name	Academic Program Mix
Title of Recommendation	
Summary of recommendations	<p>Thus far, this committee has been relatively fledgling, responsive to emerging issues and somewhat ad hoc. The “committee” has been working on issues related to moving the Nursing program to Seattle Central, determining an on-going approach to off-campus Apprenticeship FTES and following through on outcomes related to the Program Viability process.</p> <p>More formally, the Associate VC – Workforce has continued to convene the campus workforce Executive Deans to determine new program needs and opportunities for increased collaboration. That group should be considered a part of this effort.</p>
What are the benefits/deliverables?	Coherent, responsive program offerings for the City of Seattle.
What are the risks/challenges?	
How does this recommendation advance equity/equitable outcomes across the district?	
Are there any policy changes required? If yes, specify the changes and whether they are department-level, campus-level, or districtwide.	Potentially, yes. Much of this involves resources and distribution of resources (including staff and faculty). It is premature to suggest there is a formal plan for approaching this topic at this time, but the Program Viability process,

	Nursing shift and Apprenticeship discussion are causing shifts in how the Seattle Colleges are working on district-wide Academic Program Mix issues.
Are there any process changes required? If yes, specify...	Yes.
Are there any organizational structure changes required? If yes, specify...	Yes. Nursing is a good example of this.
Are there any assumptions? If yes, specify...	
Are there any organization governance or authorizations required? If yes, specify...	Potentially. Nursing accreditation is driving some of the changes.
Will this require a culture change? If yes, specify	Definitely. Programs are being looked at more as Seattle Colleges instead of isolated at one college.
How will success be measured?	Enrollment / Student Success
Are there any efforts currently underway outside of this subcommittee?	There's an opportunity to more formally approach these conversations by engaging the right stakeholders in an intentional manner.
Are there resources already dedicated to this effort?	Yes. The VPIs, VPAs, VCASS, Associate VC – Workforce and others are currently actively engaged in these discussions.
How much will it cost	TBD
FTE	
Funds	
Are there any additional resources required?	