

**Seattle Colleges District Report**  
**March 31, 2022**

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## Executive Summary

As NCHEMS examined student performance and institutional practices at the Seattle Colleges, there is little doubt that there is room for improvement. The assignment given to NCHEMS was to identify the pros and cons of shifting from independent accreditation at each of the colleges to a single accreditation for the Seattle Colleges. This request from the Board of Trustees was part of their assessment of what the direction for the colleges should be. In carrying out that assignment, NCHEMS gathered information from members of the Seattle Colleges community and explored how four other colleges/districts in the northwest are organized and work with their students across multiple campuses. We also interviewed the leaders at Dallas College and the Connecticut State Community College, both of which have recently gone through consolidations.

Regardless of the decision the Board of Trustees make concerning any shifting of accreditation, we did identify some specific actions the colleges need to take to help students with the process of moving through the academic and administrative labyrinth that has evolved over time. These actions focus on much more coordination among the colleges on curriculum, financial aid services, admission policies, scheduling, transcription services, and transfers. In addition, the Trustees and Chancellor's Office would be well served to help faculty and staff at the colleges better understand the roles and responsibilities of the Board of Trustees and Chancellor's Office.

## The Assignment and Process

In May of 2021, Chancellor Shouan Pan contracted with the National Center for Higher Education Management Systems (NCHEMS) to assist the Board of Trustees as members consider the pros and cons of consolidating the three independently accredited Seattle Colleges under a single accreditation. To develop the list of pros and cons, NCHEMS worked with the co-chairs of the Task Force on Accreditation, Chancellor Pan and President Crawford, as well as its members. The members of the Task Force are listed in Appendix A. In consultation with the co-chairs, NCHEMS developed a data set regarding the Seattle Colleges and King County that was presented to and discussed with the Task Force members. In the October 2021 Task Force meeting, the members helped develop the list of Focus Groups that would be convened by NCHEMS and the topics that should be covered. They included groups of eight to 15 individuals in the following groups:

- Students enrolled in more than one campus
- Students not progressing at a rate determined to be adequate
- Students excelling or progressing on track
- Racially/ethnically diverse students
- Community partners

These Zoom-enabled focus groups were held in January and February 2022. The students who participated had been selected by the Presidents of the campus in which they were enrolled. The discussions were lively and informative. Their feedback is summarized in the next section of this report. NCHEMS also spoke individually or in a group of two with all the members of the Board of Trustees to further identify the issues with which they were concerned.

Also at the October Task Force meeting, the group discussed a survey that would be developed, administered, and analyzed by NCHEMS to all faculty and staff at the three colleges and the district office. The Task Force members made many helpful suggestions that were incorporated into the survey instrument. They also reviewed it before it went out. It took about 10 – 15 minutes to respond and used the Survey Monkey platform. It was released on November 1, 2021 and closed on November 15, 2021. The response rate was 28.4% (597 of 2,100 employees invited). The results were shared with the Task Force and those results are in Appendix B of this report.

In addition, NCHEMS gathered student performance data for an agreed upon set of comparison colleges. Those included the Pierce College District, Community Colleges of Spokane, Bellevue College, and Portland Community College. Interviews with leaders at each of these were conducted to seek information regarding their administrative and academic structures. They are reported in the section on Comparison Colleges/Districts starting on page 15.

It was NCHEMS' goal to present the information in this report in a manner that allowed it to be easily read, to provide the context for conclusions, and to include items potentially of use to the Board of Trustees.

## Top Ten Issues Uncovered in the Survey and Focus Groups

1. Faculty and staff generally do not understand the role of the Board of Trustees or the District Office. A concerted effort is needed to help them understand contributions the District can make to the colleges as they face financial and enrollment challenges.
2. There are barriers for students taking courses from multiple campuses within the District. The barriers include multiple application fees, uncoordinated financial aid awards, uncoordinated class scheduling, and the need to go through the entire application process to enroll in even a single course at another one of the three campuses. There are many examples of how independently accredited colleges can create agreements to enable students to seamlessly study at different institutions. They exist across the country and within the state of Washington.
3. Students are concerned about inconsistent and unresponsive financial aid services. Centralizing financial aid services among the colleges and extending the hours and means by which students can get assistance is a typical solution. It requires training and accountability on the part of financial aid professionals.
4. The curricula for the (ostensibly same) programs differ among the campuses, confusing both students and employers. There is no rationale for colleges in the same district to not have programmatic alignment regardless of accreditation status.
5. There are different admissions policies and procedures among the campuses. This is confusing, frustrating, and expensive for students. The problem can be resolved by administrative action.
6. It is difficult and expensive for students who have taken courses from multiple campuses of Seattle Colleges to get transcripts from each campus they took courses from; this is also a barrier for transfer applications. Centralizing transcription services would resolve this issue.
7. Community members do not understand why the colleges treat students the same way they did a decade or more ago. The students have changed and the ways in which the colleges serve them must also change. For example, students today are preparing for a different labor market, and they expect services from a college to be as convenient as those from their bank or grocery store. An internal audit of policies and practices that create barriers to changing the ways in which both academic and administrative services are delivered to students would be a useful first step toward needed reforms.
8. Community members report that variations among the colleges' curriculum, course numbering, etc. "drive people crazy." Aligning course numbering and learning outcomes for courses and programs would be the task of the faculty, but District leadership is needed.
9. The Chancellor and Board must acknowledge faculty fears regarding changes to their jobs and roles. This goes beyond traditional shared governance activities to offer faculty and staff training opportunities that will assist them in acquiring the new skills needed to serve new groups of students.
10. Seattle Colleges District must be responsive to the current reversal of the usual relationship between the economy and enrollments. With the decline in enrollments, new practices and support services that can retain and graduate more students will be needed. Some of the enrollment decline is explainable

through population declines, which is predicted to continue. Keeping students is less expensive than trying to recruit new groups of students. However, to attract the emerging students the links to employment must be explicit and the path to navigate the college processes must be both simplified and made more transparent.

## Pros and Cons of Single Accreditation

In developing the list of pros and cons of moving from three independently accredited colleges to one college, NCHEMS listened to students, community partners, and faculty and staff at the three colleges and district office. Regardless of the decision by the Board of Trustees, to increase retention and graduation rates there are some changes that could be made, especially in light of declining enrollments and a future with fewer students coming out of high schools. To better coordinate services to students within the district it is important to recognize that some faculty and staff have a perception of administrative bloat. Consequently, it will be important to be transparent and consider using lead campuses to house the various services.

### Pros

- Consolidating the colleges into a single accredited college will make cooperation among the campuses mandatory to be recognized by both institutional (Northwest Commission on Colleges and Universities - NWCCU) and any programmatic accreditors.
- A single accreditation can allow a focus on students' needs:
  - Centralized financial aid services
  - Single application process for all locations
  - Centralized transcription services
  - Coordinated scheduling across all locations
  - Common course requirements and pre-requisites regardless of location
  - Common course placement tools
  - Common program outcomes
  - Financial support allocated by program enables shuffling of resources based on demand not location.
- Compelling inter-campus collaboration is very difficult without a mandate.
- Can enable cost savings by not duplicating executive leadership on separate colleges.
- Will result in the elimination of unnecessary positions to enable more intentional staffing.
- Enables re-allocation of redundant positions to central students support positions (e.g., advisors, academic coaches) to help with student retention.
- There would be no effect on state appropriations according to the Washington State Board of Community and Technical Colleges.
- Institutional accreditor, NWCC, does not require campus name changes with consolidation of campuses.
- There can be consistent management positions across all locations.
- Consolidation can help with shared academic and support services as enrollment declines.

### Cons

- It takes an extraordinary amount of people's time to get buy-in from college staff and faculty for such a big shift.
- It would result in the elimination of some positions.

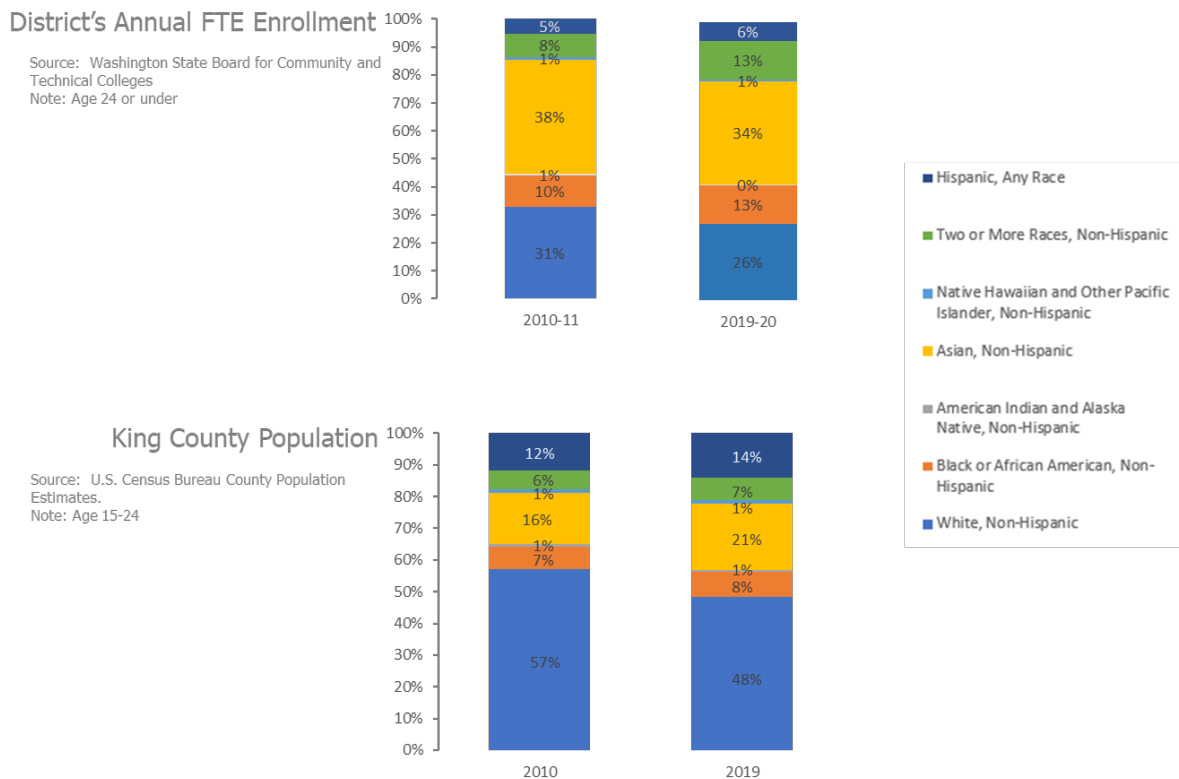
- Retrofitting a consolidated accreditation on a chaotic structure would be difficult. The structure would need to be fixed for an accreditor to accept students would not be harmed.
- There is a perception that each college would lose its identity and uniqueness.
- There are already negative perceptions about consolidation of services and tools.
- Some staff and faculty are primed to resist.
- It may require a renegotiation of labor agreement.
- Regardless of the accreditation cycle of each college, they would have to be harmonized and a Substantive Change would have to be approved by NWCCU.

The number of pros and cons are not an issue here, but the reality to consider for each item needs to be assessed by the Trustees. A couple of items are both pros and cons depending on the perspective from which each is observed.

## Performance Data for Seattle Colleges

In this section we will review some performance information for the three Seattle Colleges and look at some differences between them as well as some demographic information about King County’s population. The charts below show the racial/ethnic composition of the Seattle Colleges FTE enrollments compared to the racial/ethnic composition of King County’s age 15 to 24 population in two points of time.

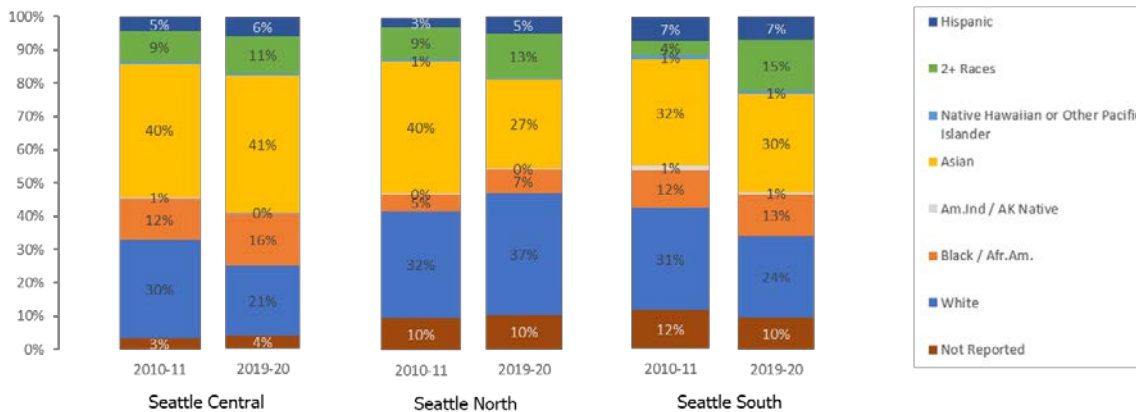
### 2010-11 vs 2019-20 Age 24 or Under by Race/Ethnicity



As seen in the charts above, the Seattle Colleges annual FTE enrollments generally mirror the demographic trends for the area from which they draw students.

As the chart below indicates, the race/ethnicity enrollment trends vary by individual colleges. For students under the age of 25, Seattle North has the largest proportional increase in Hispanic students, but also the largest increase of White students, which is counter to the overall shifts in King County. It is those under the age of 24 that reflect the people who are most typically recruited to be students. The trend inversion at North Seattle is likely to be explained by the make-up of the neighborhoods near the college. Enrollments at the other two colleges more closely match the population trends.

## Annual FTE Enrollment Age 24 or Under by Race/Ethnicity

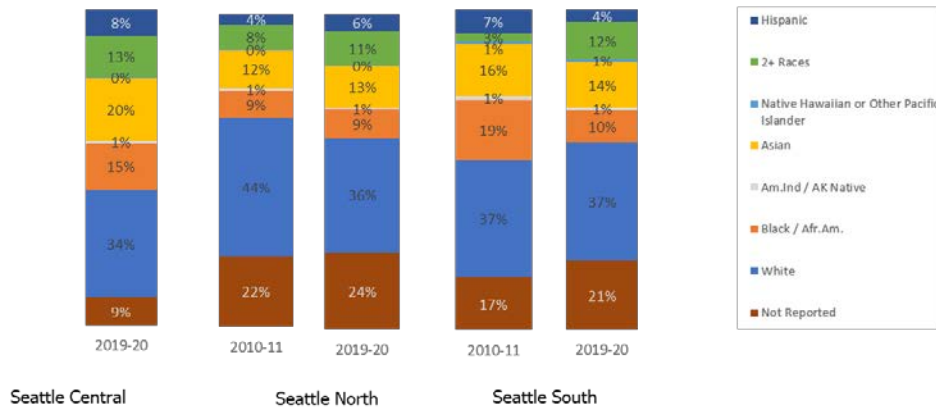


*Source: Washington State Board for Community and Technical Colleges*

For students over the age of 25, there is a notable decrease in proportion of Black or African American students in both Seattle Central and South Seattle.



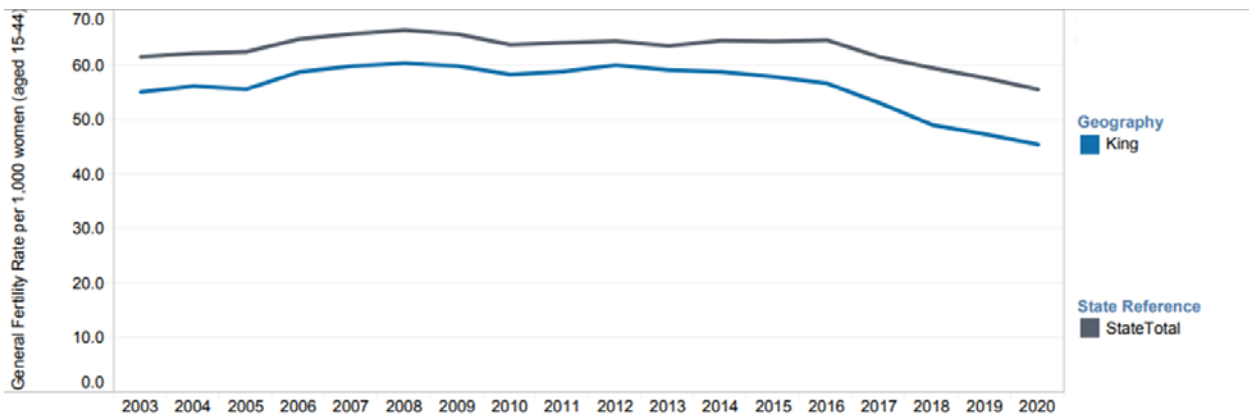
## Annual FTE Enrollment Age 25 or Over by Race/Ethnicity



*Source: Washington State Board for Community and Technical Colleges*

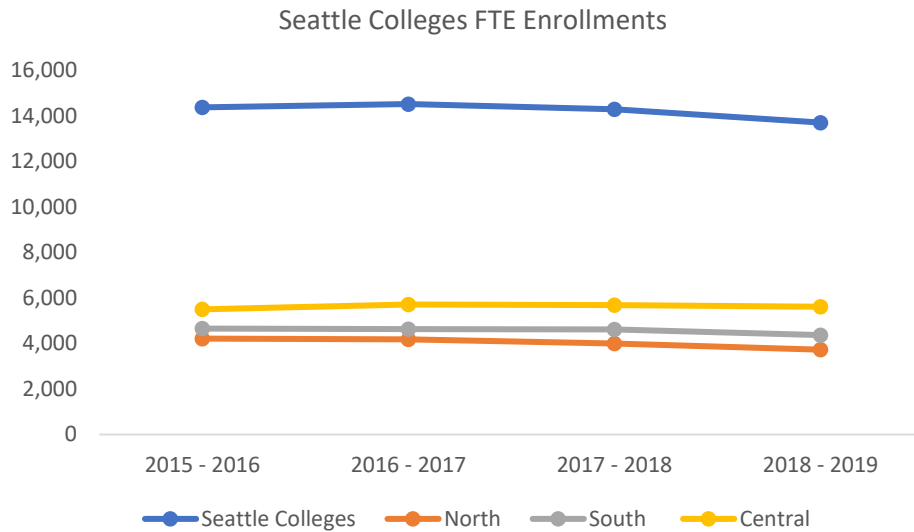
Recruiting more students aged 25 and over is likely to be important for future stabilization of enrollment trends, since birth rates are falling, as shown in the chart below.

## Fertility Rate Per 1,000 Women Aged 15 - 44



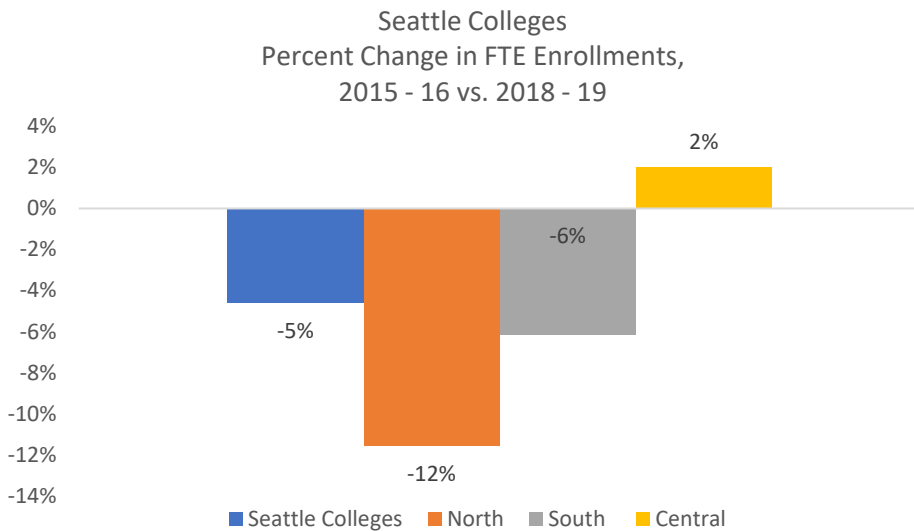
Source: Washington State Department of Health, Center for Health Statistics, Birth Certificate Data, 2000 – 2020, Community Health Assessment Tool (CHAT), November 2021.

As seen in the following chart, Seattle Colleges as a whole is experiencing a decreasing trend in FTE enrollments.



Source: IPEDS

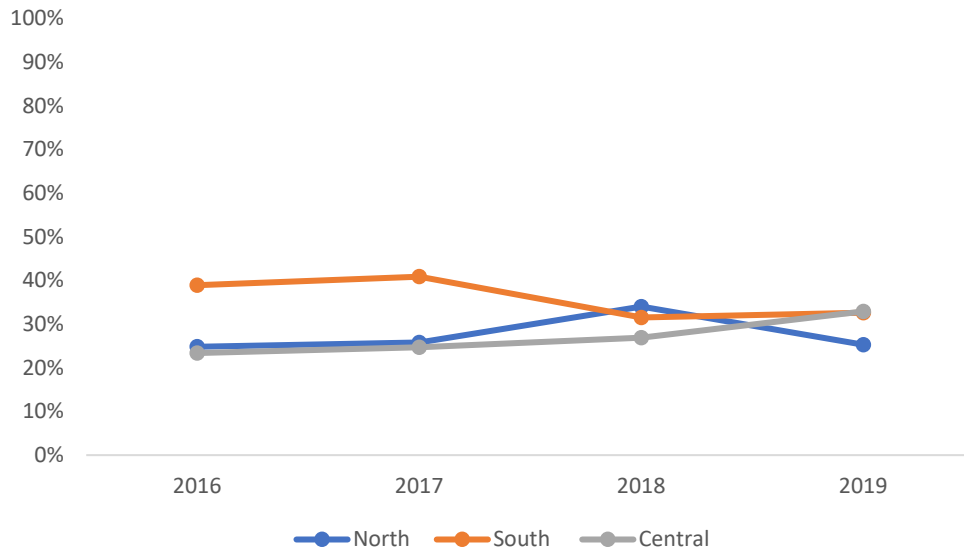
Comparing FTE enrollment in 2018-19 to 2015-16, it is apparent that the Seattle Colleges are not all experiencing the same trend in enrollment. North Seattle experienced the largest percent change decrease at -12%, while Seattle Central experienced a percent change increase of 2%.



Source: IPEDS

Three-year graduation rates also vary by college as indicated in the chart below. While Seattle Central had the lowest graduation rate in 2016, closely followed by North Seattle, Seattle Central has had steady increases from 2016 to 2019.

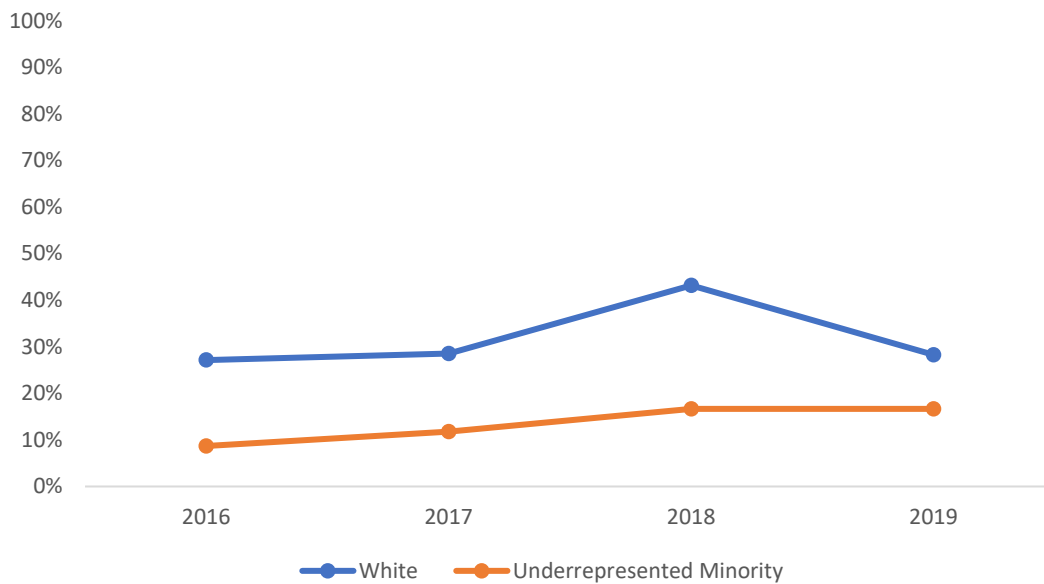
### Graduation Rates (150% normal time) by Seattle College



Source: IPEDS

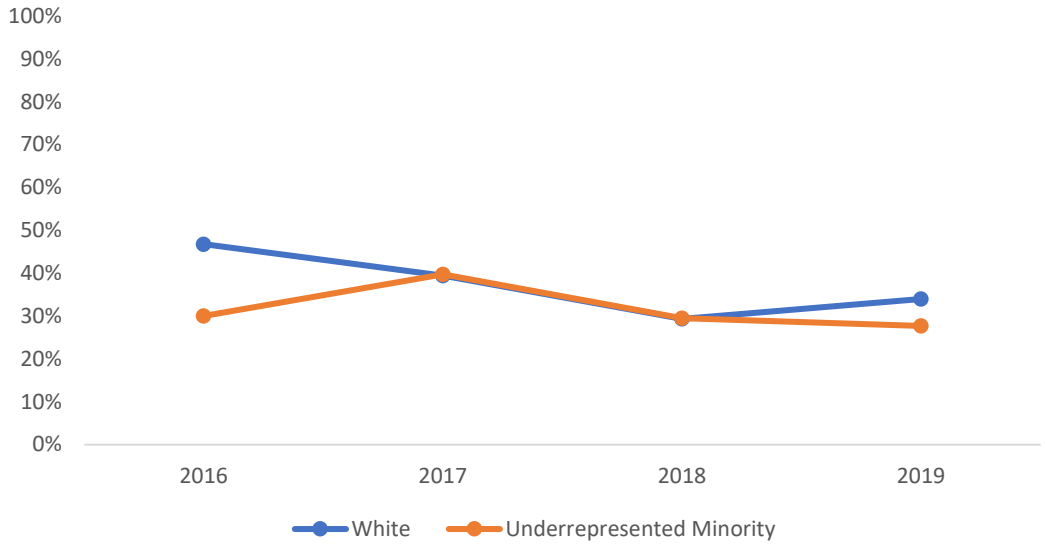
The gap in three-year graduation rates between students that identify as White and students that identify in one of the underrepresented minority (URM) race/ethnicity categories (Black or African American, Hispanic, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander) differs among the colleges. As indicated in the three charts below, North Seattle has had the greatest gap.

### North Seattle College Graduation Rates (150% normal time) 2016 - 2019



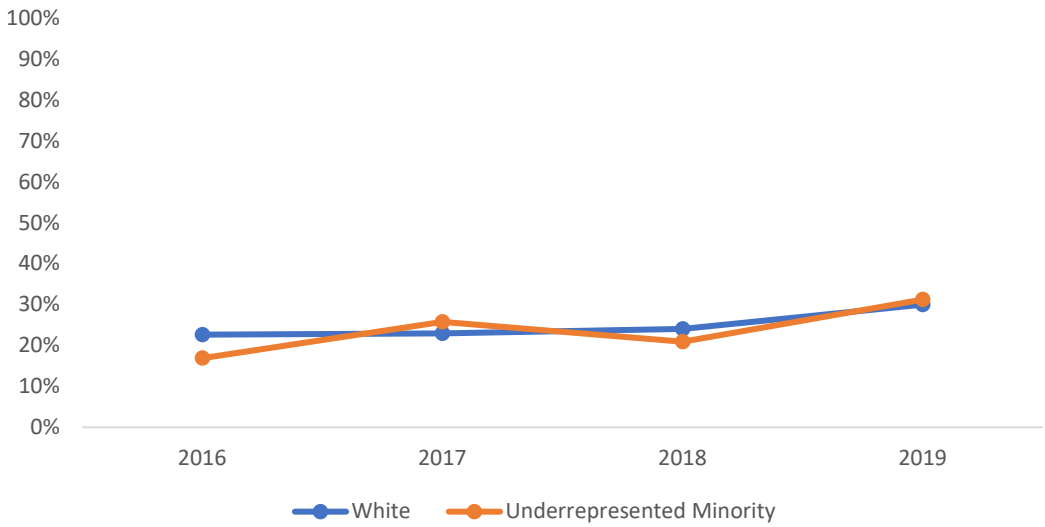
Source: IPEDS

South Seattle College Graduation Rates (150% normal time)  
2016 - 2019



Source: IPEDS

Seattle Central College Graduation Rates (150% normal time)  
2016 - 2019



Source: IPEDS

**Summary Charts of Colleges' Enrollments and Graduation Rates**

In the next section of this report, we start the snapshots of the comparison colleges and districts with a summary chart. Below is the data in the same chart format for each of the colleges in the Seattle District for easier comparisons.

**South Seattle College**

Percent Change in FTE Enrollment, 2018-2019 vs 2015-2016	-6.2%
2018 - 2019 FTE Enrollment	4,370
Percent Underrepresented Minority, 2018 - 2019	16.1%
Overall Graduation Rate in 150% Normal Time, 2019	32.6%
White Students' Graduation Rate in 150% Normal Time, 2019	34.0%
Underrepresented Minority Students' Graduation Rate in 150% Normal Time, 2019	27.7%

Source: IPEDS

**Seattle Central College**

Percent Change in FTE Enrollment, 2018-2019 vs 2015-2016	2.0%
2018 - 2019 FTE Enrollment	5,613
Percent Underrepresented Minority, 2018 - 2019	19.9%
Overall Graduation Rate in 150% Normal Time, 2019	32.9%
White Students' Graduation Rate in 150% Normal Time, 2019	30.0%
Underrepresented Minority Students' Graduation Rate in 150% Normal Time, 2019	31.3%

Source: IPEDS

### North Seattle College

Percent Change in FTE Enrollment, 2018-2019 vs 2015-2016	-11.6%
2018 - 2019 FTE Enrollment	3,729
Percent Underrepresented Minority, 2018 - 2019	15.4%
Overall Graduation Rate in 150% Normal Time, 2019	25.3%
White Students' Graduation Rate in 150% Normal Time, 2019	28.3%
Underrepresented Minority Students' Graduation Rate in 150% Normal Time, 2019	16.7%

Source: IPEDS

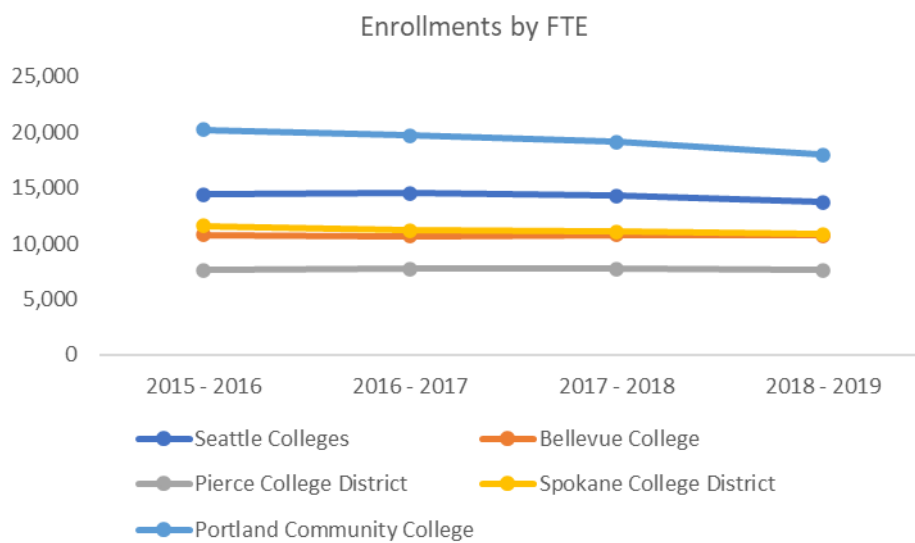
It is interesting to note the colleges do differ in size from about 3,700 to 5,600 FTE enrollment. Even more interesting is that Seattle Central (the largest) did not have enrollment declines from 2015 – 2018. South Seattle (the middle level of enrollments) saw about a 6% decline and the smallest, North Seattle, saw a decline of about 12%. The level of underrepresented minority (URM) students ranges from 15% to almost 20%. The graduation rate for URM students ranges from 17% to 31% with Seattle Central having the highest URM graduation rate and having the largest percentage of URM students. This deserves a careful look at the different practices and support for these students across the three campuses. Another set of data that points to potential differences in the practices among the colleges is the overall three-year graduation rates. South Seattle and Seattle Central have about the same rates at around 33%, while North Seattle's rate is about 8% lower. There can be many explanations for this, but it is worth exploring.

## Comparison Colleges/Districts

Information was collected from four colleges/districts to compare with the Seattle Colleges. Two of those colleges were in or near King County, Washington (Bellevue College and Pierce College District). The other two districts were in urban areas (Community Colleges of Spokane and Portland Community College). NCHEMS compared the enrollment size and trends of the colleges in comparison with the Seattle Colleges. The enrollment demographics and success rates were also gathered. NCHEMS also collated information on critical features of the colleges related to how students work with each of the campuses in a district.

### **Size, demographics, and student success comparisons**

To be consistent across all the colleges, the information included in this section is from the federal database – the Integrated Postsecondary Education Data System (IPEDS). At the time of this writing, the latest data that is available for all survey components is for the 2019 – 2020 academic year. We excluded 2020 data in the information below due to the disparate challenges presented by the onset of the COVID-19 pandemic. The graph below offers some insight regarding the size (measured in FTE enrollments) and the relative change in enrollments from 2015 to 2019. When comparing the districts, only Portland is larger than the Seattle Colleges District.



Source: IPEDS

At the start of each of the snapshots of the colleges below is a chart that allows the reader to see at a glance the FTE enrollment of the district/college, the percentage of underrepresented minorities (URM), the three-year graduation rates, the three-year graduation rate for White students, and the rate for URM students.

To allow an easier comparison on these variables with the Seattle Colleges District, the chart for the District is below:

**Seattle Colleges District**

Percent Change in FTE Enrollment, 2018-2019 vs 2015-2016	-4.6%
2018 - 2019 FTE Enrollment	13,712
Percent Underrepresented Minority, 2018 - 2019	17.3%
Overall Graduation Rate in 150% Normal Time, 2019	31.1%
White Students' Graduation Rate in 150% Normal Time, 2019	30.8%
Underrepresented Minority Students' Graduation Rate in 150% Normal Time, 2019	27.5%

*Source: IPEDS*

It should be noted that each of these examples have the same accreditor, NWCCU. They operate quite differently regardless of accreditation arrangements. The percentage of non-white students increased at all the colleges over the last five years, while in all but two cases the enrollments declined. It is also useful to note that the change in enrollment from 2015 to 2019 for the Seattle District was about a 5% decline. The others were varied:

- Pierce had no change
- Bellevue had no change
- Spokane declined by 6%
- Portland declines by 11%



Below are the snapshots of the comparison colleges that include some demographic information as well as an overview of their academic and administrative practices.

**Bellevue College**

*One main campus (Main) and one small satellite campus (North)*

Percent Change in FTE Enrollment, 2018-2019 vs 2015-2016	-0.5%
2018 - 2019 FTE Enrollment	10,736
Percent Underrepresented Minority, 2018 - 2019	15.3%
Overall Graduation Rate in 150% Normal Time, 2019	26.7%
White Students' Graduation Rate in 150% Normal Time, 2019	26.6%
Underrepresented Minority Students' Graduation Rate in 150% Normal Time, 2019	17.1%

*Source: IPEDS*

Bellevue College (BC) is a public college in Bellevue, Washington. It is the largest of the 34 institutions that make up the Washington Community and Technical Colleges system and the third-largest institution of higher education overall in the state (behind the University of Washington and Washington State University). Bellevue College is located within the city limits of Bellevue, Washington, along the Interstate 90 corridor. The main campus is situated on 100 wooded acres within sight of the Cascade Range and the Puget Sound, approximately five miles from downtown Bellevue and 10 miles from downtown Seattle. As the third largest institution of higher learning in Washington, BC's service district includes the public school districts of Bellevue, Mercer Island, Issaquah, Skykomish and Snoqualmie Valley.

Enrollment services are centralized except for Continuing Education. Continuing Education, located at North, has its own systems. There are no credit courses offered at North and all student resources are at the Main campus. There is no overlap in courses offered between the two locations. There is a testing assessment center at North as well as a mini bookstore.

The Occupational Life Skills (OLS) is a four-year program for those students with learning challenges that allows students to earn a two-year degree over four years. The OLS program wants to integrate more to the Main campus. To facilitate this move, the OLS program has been coordinating schedules so that students don't need to go to both campuses. The program is transitioning to serve the 1<sup>st</sup> and 2<sup>nd</sup> year students at North and then 3<sup>rd</sup> and 4<sup>th</sup> years at Main.

**Learning Outcomes**

There is a single set of learning outcomes based on content and course.

**Completion Rates**

Completion rates are tracked. An office (effectiveness and strategic planning) coordinates the data collection. They are currently trying to improve interpreting the data and encouraging staff to use the data.

**Administration**

All administration is centralized

## Community Colleges of Spokane

*“Separately Accredited with Joint Services.”  
“Reduce what is reasonable.”*

*Spokane Community College (SCC) and Spokane Falls Community College (SFCC).  
Each college has autonomy with common policies and Key Performance Indicators (KPI).*

Percent Change in FTE Enrollment, 2018-2019 vs 2015-2016	-6.4%
2018 - 2019 FTE Enrollment	10,821
Percent Underrepresented Minority, 2018 - 2019	8.2%
Overall Graduation Rate in 150% Normal Time, 2019	24.6%
White Students' Graduation Rate in 150% Normal Time, 2019	25.6%
Underrepresented Minority Students' Graduation Rate in 150% Normal Time, 2019	18.7%

*Source: IPEDS*

Community Colleges of Spokane (CCS) is a community college district based in Spokane, Washington. Founded in 1963, CCS is spread across a 12,300-square-mile service district in Eastern Washington. CCS is a community college district comprised of two accredited separately colleges, Spokane Community College (SCC) and Spokane Falls Community College (SFCC). In addition to serving a large urban and suburban population in greater Spokane, the district provides educational services to rural communities throughout a 12,302 square-mile region in Eastern Washington. This region includes all of Spokane, Stevens, Whitman, Ferry, and Pend Oreille Counties, as well as portions of Lincoln County.

Students applying to the Community Colleges of Spokane can use a common application form but must designate which college they wish to apply to. There is a common application but different processes. Similarly, course registration uses a common form but different processes. The district has worked hard to streamline the registration process to make it easier for students. Some students are simultaneously enrolled at both colleges. Distance education offerings have made it easier for students to have access to the courses they need.

Financial aid is centralized and there is a district office. Each college has a Director of Financial and their function is identical for each college. Each college has separate financial aid staff.

While there is a single placement tool to assess students' readiness for some specific classes (e.g., math, English) other placement tools are a little different at each college. SCC has a basic skills program and developmental courses and SFCC has more prerequisites and transfer programs. Prior Learning Assessment (PLA) and test out are common between the two colleges.

Although there are common terms and breaks at both campuses, schedules are not centrally managed, and the district would like to do better in this regard. Course offerings are faculty driven and are decided by the

department. There is room for improvement with offering classes at times that fit student schedules better. Virtual classes have made some of this easier.

Student services such as advising and counseling follow a weekday, 7:30 a.m. – 4:00 p.m. approach. COVID-related shelter in place orders resulted in some changes, with nighttime and weekend options being added. The limitation to further expanding nighttime and weekend hours is strong labor representation that impose barriers to changing work hours.

### **Learning outcomes**

Key Performance Indicators (KPI) are set by the Board and are common at both campuses. However, learning outcomes are not necessarily common across the district but data is shared widely and where appropriate. Guided Pathways – a systemic institutional approach for providing a structured educational experience to help students navigate to completion – has encouraged sharing related to learning outcomes.

### **Completion rates**

Completion rates are tracked internally. Each program has an advisory committee, and these committees use the data for evaluation, curriculum content development, and program improvement.

### **Faculty**

The two colleges have separate curricular processes to comply with the master contract between the Trustees and the CCS faculty association. Faculty from the same discipline, from the two colleges, sometimes work together on curriculum changes. Years ago, STEM worked together across the two colleges despite each having their own curriculum committees.

### **Administration**

Each college has a President and two Vice Presidents: one for academics and one for student services.

Facilities, IT, budget, and human resources are district services and district employees in these areas are assigned out to colleges. This is where the district enjoys some savings. Marketing; outreach; communications; and Diversity, Equity, and Inclusion (DEI) functions are centralized.

The Colleges struggle with district vs. college dynamics from time to time. This is mostly regarding hiring: central vs campus.

The district has only one Foundation, working towards a unified interest.

Shared district administration allows for lower management costs and the union is in favor of this because money isn't always going to the district. The current system saves on overhead.

The district used to have a third president, overseeing e-learning, rural initiatives, and extended learning. This position was eliminated.

Colleges have autonomy but also have management efficiency.

The district is fiscally sound even with declining enrollment. Information and decisions are shared widely.

**Pierce College District**

*“Complex but collaborative.”*

*Two campuses (Fort Steilacoom and Puyallup) 16 miles apart, one accreditation, distributed district offices.*

Percent Change in FTE Enrollment, 2018-2019 vs 2015-2016	0.5%
2018 - 2019 FTE Enrollment	7,619
Percent Underrepresented Minority, 2018 - 2019	23.9%
Overall Graduation Rate in 150% Normal Time, 2019	29.1%
White Students' Graduation Rate in 150% Normal Time, 2019	32.8%
Underrepresented Minority Students' Graduation Rate in 150% Normal Time, 2019	19.1%

*Source: IPEDS*

Pierce College is a public community college in Pierce County, Washington approximately 30 miles south of Seattle. The college consists of two main campuses, Pierce College Fort Steilacoom in Lakewood and Pierce College Puyallup in Puyallup about 10 miles south and east of Tacoma, respectively. There is also an auxiliary campus at Fort Lewis, McChord Air Force Base, and courses at Graham-Kapowsin and Spanaway Lake High Schools.

Fort Steilacoom and Puyallup are independent colleges with separate allocations from the State but one accreditation. Fort Steilacoom’s student population is older and more racially and ethnically diverse while Puyallup’s is younger and much less diverse.

Pierce College offers classes at the Joint Base Lewis McChord (JBLM), a military base close by. JBLM’s program has its own systems for the military personnel. JBLM has many identical courses to those at the two campuses.

There is one admission system for the district. However, students are asked to identify with one college so they can connect with any on-campus resources they may need. There has been a culture shift recently to treat both colleges as one. The district is trying to build capacity from one to the other.

There is a single registration system; the system is in place to allow for registration at both colleges.

The district uses a guided self-placement tool that is common.

Financial aid is operationally centralized, but staff align with a campus. The Director of Financial Aid is a district position, and each campus has a financial aid office. Students can go to any location for support.

Similarly, advisors are college-specific (except online) but are shifting to district-wide caseloads. The Dean of Advising will be a district-wide position. Advisors work in one location for now but serve all students when necessary.

### **Learning Outcomes**

Pierce College District has common learning outcomes as curriculum is developed at the district level.

### **Completion Rates**

Pierce College District tracks completion rates and disaggregates the data extensively. The primary purpose is to look at where there are areas of inequity in completion and then get resources to those areas to close equity gaps. Completion rates for students of color and White students alike have improved but inequities remain. The data is also used for program development. The district looks at lagging enrollment and industry needs, among other factors.

### **Faculty**

Smaller departments are district wide. All departments create the course schedule and then share with the district deans. The goal is to provide multiple time/day and modality options at both colleges. One of the barriers to this is faculty contract language. Seniority plays a role in scheduling. Faculty with seniority have historically had priority in choosing class days and times. The expansion of online courses has upset this practice.

### **Administration**

The presidents, vice-presidents, and deans are district employees. There is no district office building. Advantages include the connections that are made at each campus and resource savings. The vice-presidents and deans float to both campuses. District employees have offices at both campuses however most are at Fort Steilacoom because of space availability. The district sees no need to change this unless they run out of space.

## Portland Community Colleges

*"We built the structure first, then accreditation followed."*

*Even though there are four campuses and 10 centers, each campus maintains its own identity.*

Percent Change in FTE Enrollment, 2018-2019 vs 2015-2016	-11.3%
2018 - 2019 FTE Enrollment	17,946
Percent Underrepresented Minority, 2018 - 2019	18.7%
Overall Graduation Rate in 150% Normal Time, 2019	21.8%
White Students' Graduation Rate in 150% Normal Time, 2019	21.6%
Underrepresented Minority Students' Graduation Rate in 150% Normal Time, 2019	20.3%

*Source: IPEDS*

Portland Community College (PCC) is a public community college in Portland, Oregon. It is the largest community college in the state and the largest post-secondary institution in Oregon. It serves 1.9 million residents in the five-county area of Multnomah, Washington, Yamhill, Clackamas, and Columbia counties. PCC serves an area of 1,500 square miles in northwest Oregon.

Students enjoy a single system at all campuses for:

- Admissions
- Course Registration
- Financial Aid
- Placement Tools
- Schedules

With a single system, students can take courses at any location without many barriers. A student does not designate a home campus. Student services such as advising and counseling are coordinated college-wide and availability at one particular location shifts based on need and student traffic at each location. Advising is now organized by academic/career pathway instead of by location.

Each campus has enrollment services offices, but the functionality is all centralized.

### **Learning Outcomes**

There is a single set of learning outcomes for each program of study at all campuses.

### **Completion Rates**

Completion rates are tracked for all programs. Course completion is also tracked. This information is used in the Annual Program Update. Data are disaggregated. Analyses are completed on who isn't showing up, learning assessments, programs, and/or courses. This all feeds back to budget and curriculum changes. Leadership decides where to invest more, or not.

The Annual Program Update has historically been completed every five years. Katy Ho, Vice President of Academic Affairs changed the Annual Program Update to annually. Equity gaps needed to be reflected on more than every five years as well as many other data points.

### **Faculty**

FTE are assigned by discipline, not location. Prior to the reorganization, there was a lot of competition among campuses for FTE. The schedule and FTE allocations and assignments are now with one college in mind. Faculty (FT/PT) per campus is different when you look across the entire district. Allocations are different if looking at each individual campus instead of by discipline and as one college.

### **Administration**

There is one Vice President for Students Affairs with six deans reporting to that position. The deans are by function and serve the entire college.

Two Associate Vice Presidents (AVP) report to the Vice President for Academic Affairs. Ninety plus programs are split into two groups and each AVP is responsible for one of the two groups: career-heavy and transfer-heavy.

Administrators are assigned offices at a location as a homebase, but they rotate.

There are department chairs at each campus, but they have different functions and work collaboratively.

Other managers also move around from campus to campus

### **Summary**

These colleges and districts have some things in common and also some differences from the Seattle Colleges. The Community Colleges of Spokane have independently accredited colleges but have centralized some services to make it easier for students to take classes from both colleges. The Pierce College District and Portland Community College have multiple campus locations but a single accreditation, which removes the barriers for students to take classes at any of the colleges without admission, financial aid, course numbering, scheduling, course learning outcomes, or transcript issues.



## Dallas College's Consolidation Story and Lessons

*The Dallas County Community College District story is based on an interview with Chancellor Joe May on 01.06.22 and supporting documents. A copy of Chancellor May's slides with more details can be found in Appendix C.*

In August 2019 the Board of Trustees decided to consolidate the seven independently accredited colleges into one college known as the Dallas College. In September 2019, the leadership team began discussions with their accreditor (SACS-COC - The Southern Association of Colleges and Schools Commission on Colleges). They submitted their substantive change request in March 2020. The final approval came from SACS-COC in December 2021.

The major reasons for this decision included:

- Based completely on improving services to students, removing barriers to student success, creating a consistent student experience, and fostering a diverse and inclusive environment.
  - Data revealed the existing structure got in the way of students obtaining their credential.
  - A major obstacle towards degree attainment, affecting about 2,000 students, was meeting accreditor's requirement that 25% of credits counted towards a credential must come from a single college.
  - Conducted Student Experience Survey and found that of the 76% individual students who had negative experiences, they identified:
    - 23% related to admissions
    - 45% related to advising
    - 27% related to communication from the colleges/DCCCD
    - 36% related to financial aid
    - 41% related to websites
- To align all programs (regardless of the campus that originated the program) to meet the needs of all Dallas County students, employers, and communities in a nimble, efficient, and effective network.
- Financial saving was not a public goal (although it was initially expected to be about \$26M but ended up being more).
  - All savings were put into restructuring services to students.
  - They discovered too many layers and duplication of roles in the organization structure, so they simplified it, resulting in a savings of 700 positions.
    - All seven campuses had presidents, vice presidents, separate admission and scheduling processes, and the like.
    - The Dallas College added 100's of positions in faculty development, student success coaches, advising, and the like.
- As Chancellor May said, "Autonomous institutions are the enemy." They result in inconsistent policies and practices that negatively affect students.

### Implementation process:

- Formed Transition Team (Chancellor, VC academic affairs, VC student success, chief of business continuity), who met daily for two years. Now team meets twice weekly.
- Ongoing analysis of data on student success
- Held ‘cafés’ with staff and with students to gather input
- Created academic incubator for new programs to meet workforce needs
- Created Faculty Leadership Center to help faculty transition to different ways of working together
- Expanded faculty recruitment (new expertise and learning to work together across all the campuses instead of single departments on each campus)
- Added 150 academic success coaches in first year and another 100 in 2022
- Analyzed levels of employees (from Chancellor to lowest level) – reorganized from nine levels to seven to change people’s span of control (e.g., shifted all supervisors to cover at least six supervisees – inconsistency before)

### What worked well?

- Lots of engagement with employers
- Worked with corporate groups in Dallas that had gone through consolidations (national hospital chain, interstate bank, regional car dealership) to learn from them. All these were successful
  - Learned about how to handle those who did not like the changes planned (in all cases local CEO’s were opposed as they would lose their jobs)
  - Chancellor focused on helping campus presidents to lead or leave
- Faculty were heavily involved in the process
  - Led analysis of academic programs for success, duplicates, relevance
  - Contributed to complete restructuring of class scheduling
    - Added new scheduling staff to focus on what employers and students need (did not start with faculty preferences)
    - Chancellor met monthly with formal faculty leadership
      - Most were supportive
      - Some were angry with their peers for assisting
      - Some faculty voted ‘no confidence’ in Chancellor (not the formal faculty leadership), which resulted in backlash from Board developing new procedures (not all in best interest of faculty)

### What would you have done differently?

- Not much
- Chancellor originally saw the transition going at a slower rate, but onset of COVID accelerated it.
  - At start of COVID each college president announced different strategies regarding students and classes.
  - The chaotic campus plans resulted in the creation of a new district-level provost, a lead for student success, and a lead for business continuity. These individuals became the Transition Team mentioned above.
  - In retrospect the accelerated timeline was good.
- Created 1,800 new positions giving preference to hiring internally (current employees) –10,000 applications came from current employees; 730 were let go; however, those hired were not always the right fit
  - Now in Transition 2.0 – letting go of those who did not work out
  - This was really a critical step even if inefficient in the long run.

- Message was to keep as many people as possible.
- They created a generous severance package (6 months of salary and health insurance transition), \$2K in job application assistance, reimbursement of training or skills development.
- Transition 2.0 is focused more on standardizing and improving personnel processes.

*Any data on results for students?*

- Students met with SACS-COC team – SACS-COC reported students say they saw improvement within months. Students have been vocal supporters.
- Went remote on March 16, 2020 – Dallas College itself has existed solely in a COVID world.
- Big challenge is keeping the hardest to serve populations – previously incarcerated, etc.
- Student success points have gone up.

In short, students are supportive of changes, costs have been reduced, and new programs are more closely aligned with Dallas employers' needs. The transition has been very time consuming for all leaders in the district, but Dallas College and those it serves seem to be reaping the benefits.

## Connecticut State Community College's Story and Lessons

*Based on an interview with Dr. Alice Pritchard<sup>1</sup>, Chief of Staff of CT State Colleges and Universities system (CSCU), and Secretary to the Board of Regents on January 20, 2022.*

In 2017, CSCU knew in January they needed to do something to improve the twelve colleges sustainability and their student success. The administrative staff brought three choices to the Board of Regents (BoR):

1. Closures of some colleges
  - There were concerns that the most at-risk colleges were rural or urban.
  - This would leave vulnerable students without any local access to community college across the state.
2. Merge into single college to cover the whole state
  - This is a strategy used in Indiana decades ago
  - This could preserve access across the state.
3. Consolidation into the four universities that are part of the CSCU system.
  - This raised concerns regarding the typical identities of community college.
  - The concerns revolved around changing the character of the colleges, which offer job training in addition to transfer curricula.

By April 2017 the BoR approved the merger option and creation of a single statewide college.

In April 2018, the CSCU submitted substantive change application to their regional accreditor, the New England Commission of Higher Education (NECHE). They recommended that CSCU maintain the individual accreditation of all 12 colleges until the transition was complete. This delayed the accumulation of projected savings during the transition process.

In January 2022, they are at a point of no return. Despite opposition to the merger (led mostly by faculty members), they must move to single college in order to sustain the institutions. This requires moving the entire workforce from old roles into new ways of operating. They were expending too many resources to run in the old way. The group of faculty members trying to stop the transition seems to be led by university faculty who have a different bargaining unit. They seem to be mostly focused on issues of changes that are occurring across higher education generally.

During this long process, the CSCU staff acknowledges they made a lot of mistakes. Some of those related to the passive resistance among the leadership ranks at the campuses. They are now correcting that.

### *What worked well?*

- For the last two years, faculty members have worked on curriculum alignment despite some push back from those who are not working on the process.
  - Agreeing to learning outcomes;
  - Developing a template for continued alignment;
  - Faculty participation was off the contract, as there was no bargained agreement for this type of work;

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<sup>1</sup> Alice Pritchard is the highest-level leader who has been at CSCU through the entire consolidation process of shifting from 12 independently accredited community colleges to a single accredited statewide college.

- Complaints arise from other faculty members that the new aligned curricula were not voted on by individual colleges' faculty senates. The administration reminded them the new process;
  - Outcome was the formation of the new college-wide curriculum.
- They already had Guided Pathways underway and now they can implement them.
- The Board of Regents approved new policies to help with the whole implementation process. Those included:
  - A more wholistic case management approach to advising and supporting students which laid for ground for complete implementation of Guided Pathways. (see attachments for language of the resolution).
  - Set up ACME (Alignment and Completion of Math and English) --- focused on completion of these 'gateway' courses. This enabled the reworking of all developmental and general education activities. (see attachments for language of the resolution)
- A new design for direct support of students was set up that included the wholistic case-management approach.
  - Moving from 900 to 1 to 250 to 1 relationship with advisors and students:
  - Each student gets a personal plan, which is monitored by advisors to keep them on track:
  - Advisors use a variety of tools to monitor students' activities and progress;
  - All improvements are costly as they have been trying to run both systems (12 independently accredited colleges and the development of the new statewide college) at the same time.
- The whole planning has progressed well. They will not strip individual colleges' identities.
  - Keep all 12 campuses;
  - Names stay;
  - Keep relationships with local communities, but moving workforce relations to a more regional approach;
  - Outcome is to make them all more equitable – resources are shared so all students have access to what they need (e.g., some suburban colleges had research librarians, but the urban and rural colleges had no such person).

*What would you have done differently?*

- Might have been opportunities for buy-in that was glossed over --- needed to put more effort into winning hearts and minds.
  - Did have town halls on each campus but might not have been enough;
  - Would have been better to have more people engaged in the whole process through the use of more committees involving each campus, but Board decision was already made;
  - After 4 years of this the players keep changing, which requires re-convincing and training people on the new systems being put in place.
  - Appointed an interim leader versus a permanent person in that role. That may not have helped the process.
- Needed more communication to develop more champions.
- Financial analysis of the whole plan is very difficult – started very big picture, but the deeper you go into the systems, the tougher it is.
  - Need to accommodate the bargained agreements with existing workforce;
  - Ongoing challenges to project enrollment – given pandemic – this results in unknown revenue issues;
  - All financial projections were criticized due to open records laws – unable to have serious closed-door sessions with the Board, which would have included scary information regarding workforce reductions;

- These all resulted in more insular planning.
- Might have been better to not be the first to do this within NECHE, their accreditor. Maine learned from Connecticut's activities with NECHE and did things differently.
- All of leadership and the members of the Board agree this is a better course of action than closing campuses.

*Any data on results for students?*

- Not yet

*Final advice?*

- Encourage administration to make harder choices faster
- Board needs to understand what they need to do – what will give staff the runway they needed to do the work. The initial resolution did it all – no one wants to put the Board in the middle of the tough stuff – having to hold hearings on how many people to lay off, etc. (see Appendix D for resolution language)

## Models from Kentucky Community and Technical College System (KCTCS)

The following are examples of how KCTCS has created brief documents that help faculty, staff, and community members understand how the System Offices help the campuses, shared governance, and the role of the Board of Regents. They may be useful models from which to develop similar materials at the Seattle Colleges. KCTCS consists of 16 independently accredited colleges across the state. They are nationally recognized for their student-focused practices.

# KCTCS System Office

## Leveraging Resources Across the System

### What Makes KCTCS Greater as a Whole?

The 16 Colleges and the System Office serve communities across the Commonwealth. On July 1, 2021, as per the [US Census](#), Kentucky had a population of 4,509,394—and growth of fewer than 200,000 people from April 2010—placing Kentucky as the 26th most populous state. Kentucky is in only the [second quartile](#) of state higher education funding per full time student. As a system of Colleges serving a smaller state with lower funding resources, it makes economic sense to leverage resources to serve the students and communities of our state.

Without a system, KCTCS colleges would need an additional \$50 million to provide the same level of services. This would cost taxpayers more and raise tuition rates.

Through one governing board, the Board of Regents, and the KCTCS System President whom they have authorized to make decisions on their behalf, **the 16 Colleges of KCTCS share the following:**

- The KCTCS Strategic Plan and its associated two-year Action Plans
- Board of Regents Policy and associated KCTCS Administrative Policy and Procedures
- Shared governance with faculty, staff, students, and College and System Office leadership
- Rules of the KCTCS Faculty to provide structure for processes at all Colleges
- Shared systemwide curriculum/skills and learning outcomes for each course and program of study
- Statewide transfer agreements between universities and the System Office to support ease of transfer and no loss of credits as KCTCS students transfer to universities
- Systemwide dual credit technical and general education course pathways help ensure students make every credit count as they graduate from high school to attend a KCTCS College or university
- Online courses offered by any KCTCS College are available for any KCTCS student, providing access to additional needed coursework and leveraging instructor expertise across the System
- Shared technology infrastructure and operations, including student and course management systems, customer contact system, student engagement system, an alumni engagement system and more, leveraging technology expenses systemwide
- Shared services, including Legal Counsel, Financial Aid, Payroll, Marketing, and Grants Management
- Volume and scale in purchasing, including a statewide bookstore to cut student costs

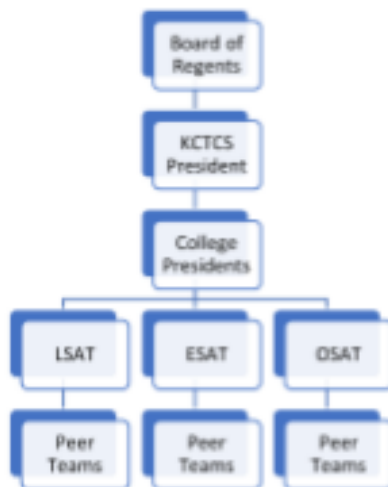
# KCTCS Governance

## Shared Governance

### What is Shared Governance in KCTCS?

Shared governance is the balance of including valuable input in planning and decisions from faculty, staff, students, and administrators of higher education through various channels to the governing authority of the Board of Regents and the KCTCS President. Shared governance in KCTCS also recognizes the “primary responsibility for determining academic policy and curricula development” of the KCTCS Faculty in [Board of Regents Policy 1.4](#).

To ensure shared governance, KCTCS uses two organizational structures, one involving peer team representation from each College, the other including faculty participation through the KCTCS Faculty Senate and its executive body, the Senate Council.



### Peer Teams

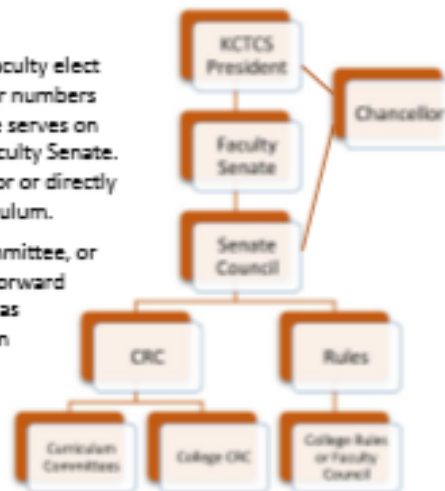
Peer Teams include the person of the same role at each College. The KCTCS President’s Leadership Team (PLT) includes each College President. The 16 Presidents act on the KCTCS Strategic Plan in smaller groups called Action Teams attached to each Strategic Plan goal (Learner Success, Employment Success, and Organization Success).

Peer teams of leaders in specific areas within the College then report recommendations up through the PLT Action Teams to the full PLT with the KCTCS President making the final decisions. Peer teams include Academic Council (Chief Academic Officers), Student Affairs Council (Chief Student Affairs Officers) and like College Cabinet and other level positions for Administrative Services, Marketing, Workforce Solutions, Institutional Research, Technology Solutions, etc. There are Peer Team subgroups, Workgroups, focused on specific projects and working through the appropriate peer teams to ensure KCTCS achieves its strategic plan goals.

### Faculty Governance

Faculty governance is assured through the Faculty Senate. College faculty elect Senators to serve in various roles in the governance process (Senator numbers depend on College faculty numbers). One Senator from each College serves on the Senate Council, which acts as the executive committee of the Faculty Senate. Senate Council reports to the KCTCS President through the Chancellor or directly to the President and has final vote on Rules of the Faculty and curriculum.

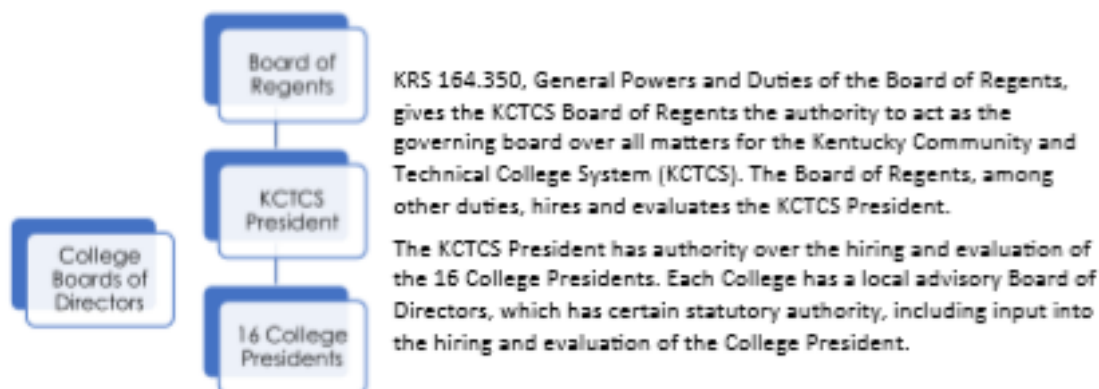
Senate Council has two subcommittees. The Curriculum Review Committee, or CRC, reviews curriculum changes, additions, and deletions brought forward through discipline/program curriculum committees (each of which has one representative per College offering the program) or directly from College faculty. The Rules subcommittee reviews rules around admissions, academic calendar, student conduct and other academic processes. Each College has similar committees to review curriculum and Rules before they go forward to the System level committee.





# KCTCS Board of Regents

## Statutory Authority and Relationships



### Other Board of Regents Statutory Duties include:

- ◆ Approve the KCTCS Strategic Plan and evaluate the institution's progress in implementing the mission, goals, and objectives.
- ◆ Develop a framework for and approve the biennial budget request for the System. This includes setting the cost of tuition within Council on Postsecondary Education guidelines and oversight of employee salaries and benefits (compensation).
- ◆ Grant diplomas and confer degrees upon approval of the College faculty.
- ◆ Develop, review, and sunset policy and regulations for the System.
- ◆ Accept donations (money, land, equipment, etc.) and grants on behalf of KCTCS.

### Board of Regents Membership:

8

**Members Appointed by the Governor.** The Governor appoints 8 members upon recommendation by a Nominating Committee. Each member serves for a six-year term and may be reappointed. Each member has one vote.

**Members Elected by Faculty and Staff.** Members are elected by vote of the faculty and staff of the 16 Colleges. One faculty and one staff represent general education and one faculty and one staff represent technical education. Each member serves for three years and may be re-elected. Each of these members has one-half of a vote.

4

2

**Members Elected by Student Leaders.** These members are elected by student leaders out of the 16 College Student Government Association presidents and other leaders. Two students are elected. Each serves for the year of their election and has one-half of a vote.

## Conclusion

There is quite a bit of information summarized in this report. Hopefully it will be useful as the Seattle Colleges' Board of Trustees guides the colleges into the future. The work ahead is not simple but other colleges across the country and even within the state of Washington have accomplished creating more friendly structures for students who more and more frequently are charting their own paths through higher education as they seek opportunities that fit into their lives. In Appendix G, there is a list of campus culture change levers from the work of the Foundation for Student Success in case they would be useful to leaders of the Seattle Colleges.

## Appendix A.

### *Participants in the Task Force on Accreditation*

Shouan Pan (Co-Chair, Chancellor, Seattle Colleges)

Chemene Crawford (Co-Chair, President, NSC)

Larry Cushnie (Faculty, Political Science, SSC)

William Brown (Associate Dean, Workforce Instruction, NSC)

Jessica Pikul (Faculty, Chemistry, SSC)

Terence Hsiao (Interim Vice Chancellor of Finance and Operations)

Pete Lortz (Vice President for Instruction, NSC)

Greg Dempsey (Executive Director, Institutional Effectiveness, SSC)

Christie Santos (Associate Director, Equity, Diversity & Inclusion, NSC)

Marie Villarba (Faculty, Chemistry, SCC)

Tracy Lai (Faculty, History, SCC)

Leticia Lope (Faculty, English, SSC)

Jay Mclean Riggs (Faculty, Biology, SCC)

Jill Lane (Faculty, Political Science, NSC)

Laura Kingston (Faculty, English, SSC)

Kurt Buttlerman (Vice Chancellor, Academic & Student Success, Seattle Colleges)

Earnest Phillips (Associate Vice Chancellor, Communications, Seattle Colleges)

Annette Stofer (Faculty, Basic & Transitional Studies, SSC)

Johnny Dwyer (Staff, IT Services, WFSE Local 304 Vice President, Seattle Colleges)

Kao L Zheo (replacing Yoshiko Harden, Interim Vice President Student Services, SCC)

Melissa Grinley (replacing Patricia Root, Faculty, Psychology, NSC)

Jenni Bradstand (replacing Wendy Rockhill, Director Instruction & Planning, SCC)

## Appendix B.

Results of the survey administered by NCHEMS to Seattle Colleges faculty and staff members in Fall 2021.

Please note that the comments offered by respondents were redacted to remove any identifying information.

### Summary of Responses to Seattle Colleges Survey Questions 4 – 6<sup>2</sup>

Question 4 – Please rank the top three areas that you think would have the greatest positive impact on *student enrollment*. Next to the description, select “1” for highest impact, “2” for second highest impact, and “3” for third highest impact.

#### Responses by College/Office of Work

The most popular response received for greatest positive impact on student enrollment from survey respondents that work at North Seattle College, Seattle Central College, and the Siegal Center and District Office was “A single admissions process across all Seattle Colleges.” This was the second most popular response from South Seattle College respondents. The most popular response with South Seattle College respondents was “More options for scheduling classes.”

#### *Most popular response for greatest impact on student enrollment by college/office of work.*

<b>College/Office of Work</b>	<b>Most Popular Response for Greatest Impact on Student Enrollment</b>	<b>Second Most Popular Response for Greatest Impact on Student Enrollment</b>	<b>Third Most Popular Response for Greatest Impact on Student Enrollment</b>
<b>North Seattle College</b>	A single admissions process across all Seattle Colleges.	More options for scheduling classes.	A single financial aid process across all Seattle Colleges.
<b>Seattle Central College</b>	A single admissions process across all Seattle Colleges.	A single financial aid process across all Seattle Colleges.	More options for scheduling classes.
<b>South Seattle College</b>	More options for scheduling classes.	A single admissions process across all Seattle Colleges.	A single financial aid process across all Seattle Colleges.
<b>Siegal Center and District Office</b>	A single admissions process across all Seattle Colleges.	A single financial aid process across all Seattle Colleges.	Support services outside of daytime business hours.

#### Responses by Role in the Seattle Colleges

The most popular response received for greatest positive impact on student enrollment from respondents in executive/administrative, student support, and institutional support roles was “A single admissions process across all Seattle Colleges.” This was faculty respondents’ second most frequently selected response for greatest positive impact on student enrollment.

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<sup>2</sup> Questions 1 through 3 were about the respondent (campus/office work at, role, number of years worked at Seattle Colleges). Question 7 was open ended and will be analyzed and reported on in the coming weeks.

Respondents in faculty roles selected “More options for scheduling classes” most frequently as the area that would have the greatest positive impact on student enrollment.

Most popular response for greatest impact on student enrollment by respondent role in the Seattle Colleges.

<b>Role</b>	<b>Most Popular Response for Greatest Impact on Student Enrollment</b>	<b>Second Most Popular Response for Greatest Impact on Student Enrollment</b>	<b>Third Most Popular Response for Greatest Impact on Student Enrollment</b>
<b>Faculty</b>	More options for scheduling classes.	A single admissions process across all Seattle Colleges.	Support services outside of daytime business hours.
<b>Executive/Administration</b>	A single admissions process across all Seattle Colleges.	A single financial aid process across all Seattle Colleges.	A unified student recruitment and marketing strategy across all Seattle Colleges.
<b>Student Support Staff</b>	A single admissions process across all Seattle Colleges.	A single financial aid process across all Seattle Colleges.	More options for scheduling classes.
<b>Institutional Support</b>	A single admissions process across all Seattle Colleges.	A unified student recruitment and marketing strategy across all Seattle Colleges.	More options for scheduling classes.

Responses by Number of Years Working at Seattle Colleges

Most popular response for greatest impact on student enrollment by number of years working at Seattle Colleges.

<b>Years</b>	<b>Most Popular Response for Greatest Impact on Student Enrollment</b>	<b>Second Most Popular Response for Greatest Impact on Student Enrollment</b>	<b>Third Most Popular Response for Greatest Impact on Student Enrollment</b>
<b>0 - 3</b>	A single admissions process across all Seattle Colleges.	A single financial aid process across all Seattle Colleges.	More options for scheduling classes.
<b>4 - 8</b>	A single admissions process across all Seattle Colleges.	More options for scheduling classes.	A single financial aid process across all Seattle Colleges.
<b>9 - 14</b>			
<b>More than 14</b>			

Question 5 – Please rank the top three areas that you think would have the greatest positive impact on *student retention*. Next to the description, select “1” for highest impact, “2” for second highest impact, and “3” for third highest impact.

Responses by College/Office of Work

The most popular response received for greatest positive impact on student retention from survey respondents that work at North Seattle College, Seattle Central College, and the Siegal Center and District Office was “More proactive academic advising.” This was the second most popular response from South Seattle College respondents. The most popular response with South Seattle College respondents was “More options for scheduling classes.”

Most popular response for greatest impact on student retention by college/office of work.

College/Office of Work	Most Popular Response for Greatest Impact on Student Retention	Second Most Popular Response for Greatest Impact on Student Retention	Third Most Popular Response for Greatest Impact on Student Retention
North Seattle College	More proactive academic advising.	More options for scheduling classes.	Support services outside of daytime business hours.
Seattle Central College	More proactive academic advising.	More options for scheduling classes.	A single financial aid structure across all Seattle Colleges.
South Seattle College	More options for scheduling classes.	More proactive academic advising.	A single financial aid structure across all Seattle Colleges.
Siegal Center and District Office	More proactive academic advising.	A single financial aid structure across all Seattle Colleges.	Giving students the same placement assessments across all Seattle Colleges.

The most popular response received for greatest positive impact on student retention from respondents in faculty, executive/administrative, and student support roles was “More proactive academic advising.” That was the second most selected response by respondents in institutional support roles. Respondents in institutional support roles selected “A single financial aid structure across all Seattle Colleges” most frequently as the area that would have the greatest positive impact on student retention.

Most popular response for greatest impact on student retention by respondent role in the Seattle Colleges.

<b>Role</b>	<b>Most Popular Response for Greatest Impact on Student Retention</b>	<b>Second Most Popular Response for Greatest Impact on Student Retention</b>	<b>Third Most Popular Response for Greatest Impact on Student Retention</b>
<b>Faculty</b>	More proactive academic advising.	More options for scheduling classes.	Easy access to sources of information about community services (e.g., daycare, food pantries, mental health services, etc.).
<b>Executive/Administration</b>	More proactive academic advising.	More options for scheduling classes.	A single financial aid structure across all Seattle Colleges.
<b>Student Support Staff</b>	More proactive academic advising.	More options for scheduling classes.	A single financial aid structure across all Seattle Colleges.
<b>Institutional Support</b>	A single financial aid structure across all Seattle Colleges.	More proactive academic advising.	More options for scheduling classes.

Responses by Number of Years Working at Seattle Colleges

Most popular response for greatest impact on student retention by number of years working at Seattle Colleges.

<b>College/Office of Work</b>	<b>Most Popular Response for Greatest Impact on Student Enrollment</b>	<b>Second Most Popular Response for Greatest Impact on Student Enrollment</b>	<b>Third Most Popular Response for Greatest Impact on Student Enrollment</b>
<b>0 - 3</b>	More proactive academic advising.	More options for scheduling classes.	A single financial aid structure across all Seattle Colleges.
<b>4 - 8</b>	More proactive academic advising.	More options for scheduling classes.	A single financial aid structure across all Seattle Colleges.
<b>9 - 14</b>			
<b>More than 14</b>			

Question 6 – How do you think the following outcomes would be impacted if Seattle Colleges were to move towards a single accreditation?

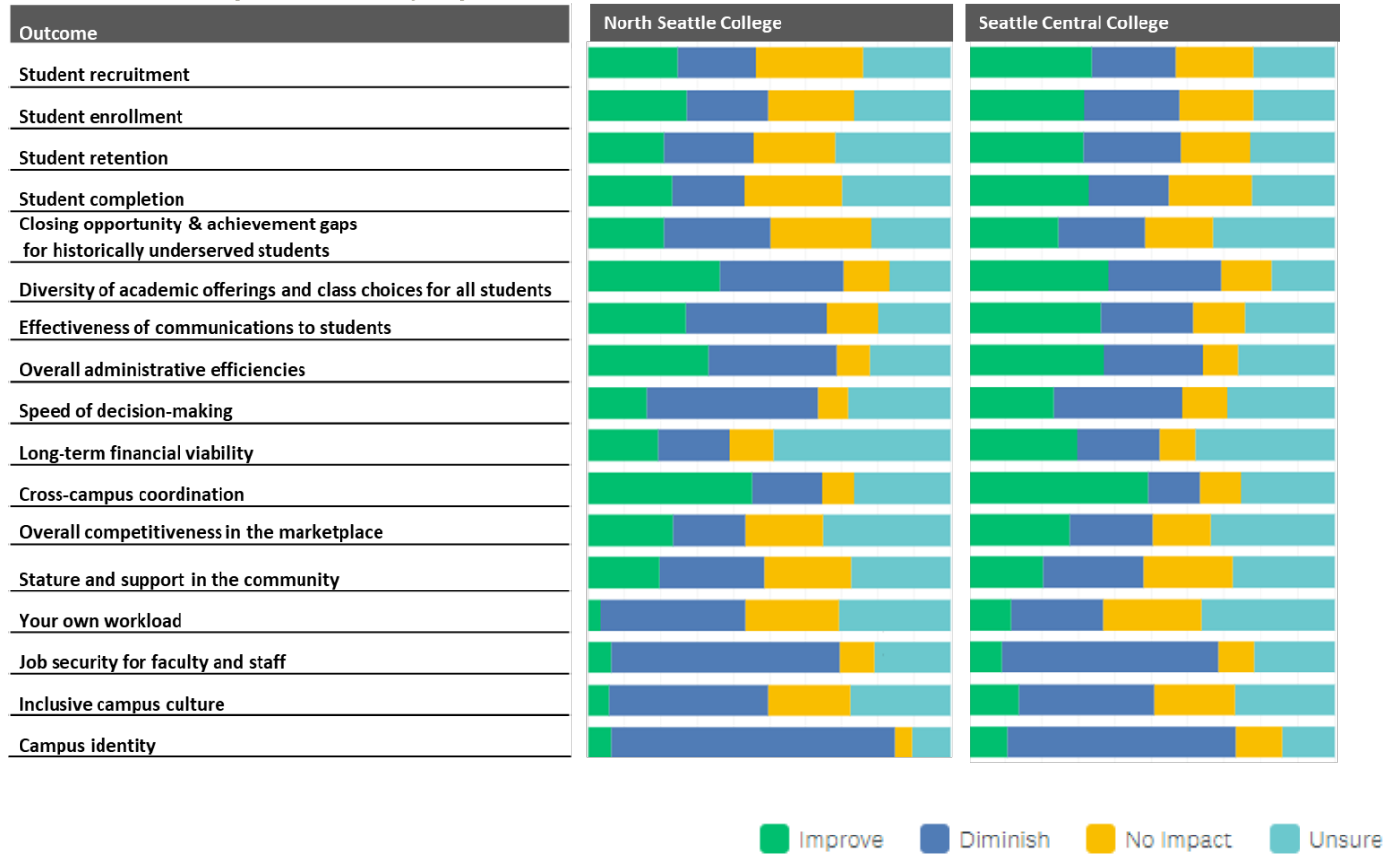
Responses by College/Office of Work

The outcome that respondents from the three Colleges and the Siegel Center and District Office selected “diminish” most frequently for was “campus identity,” while the outcome that they selected “improve” most frequently for was “cross-campus coordination.” The outcome that respondents from the three colleges

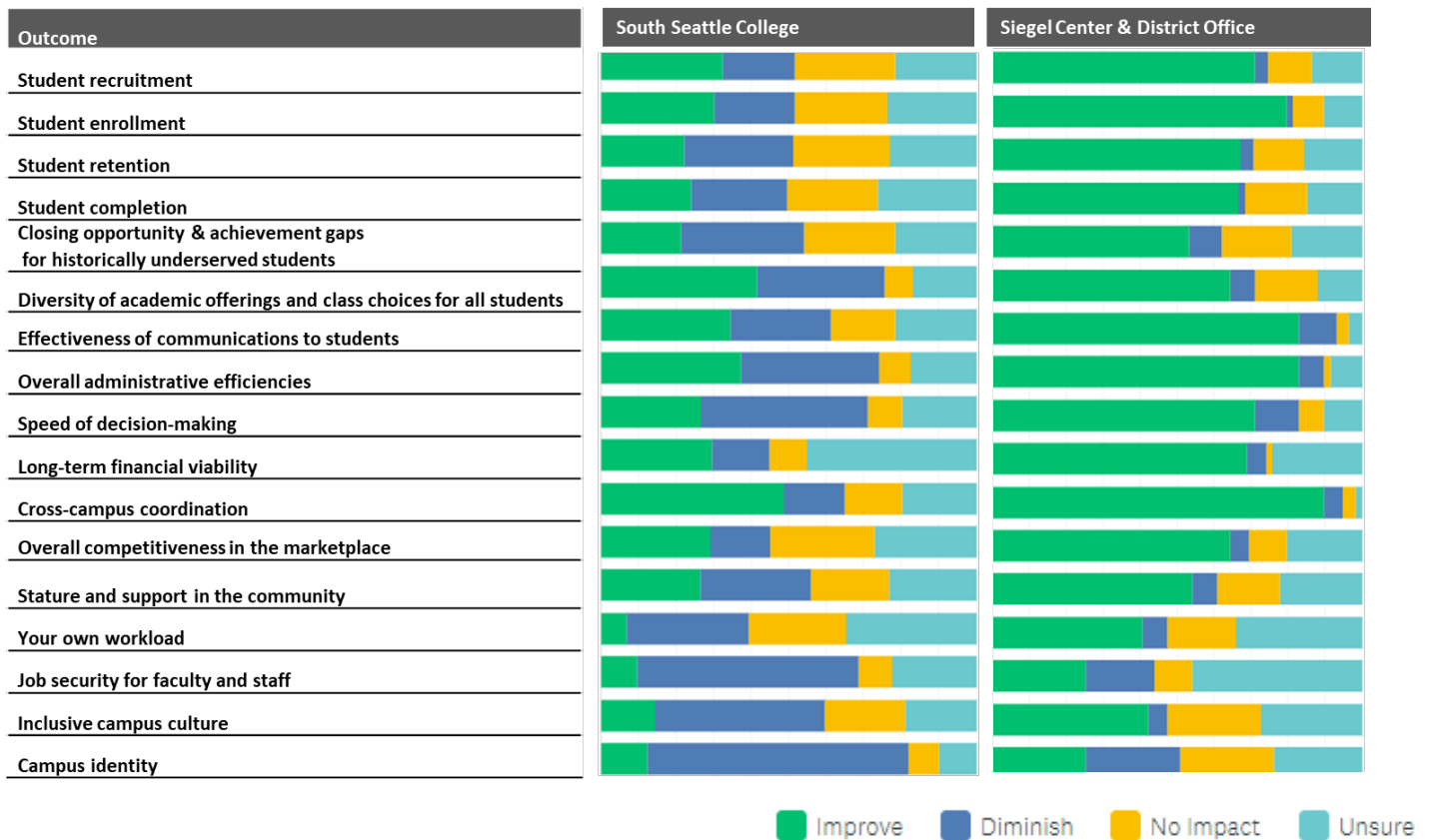
selected “unsure” most frequently for was “long-term financial viability,” while respondents from the Siegel Center and District Office selected “unsure” most frequently for “job security for faculty and staff.”

Impact of single accreditation on outcomes by college/office of work.

*Note: each column represents 100% of responses received.*





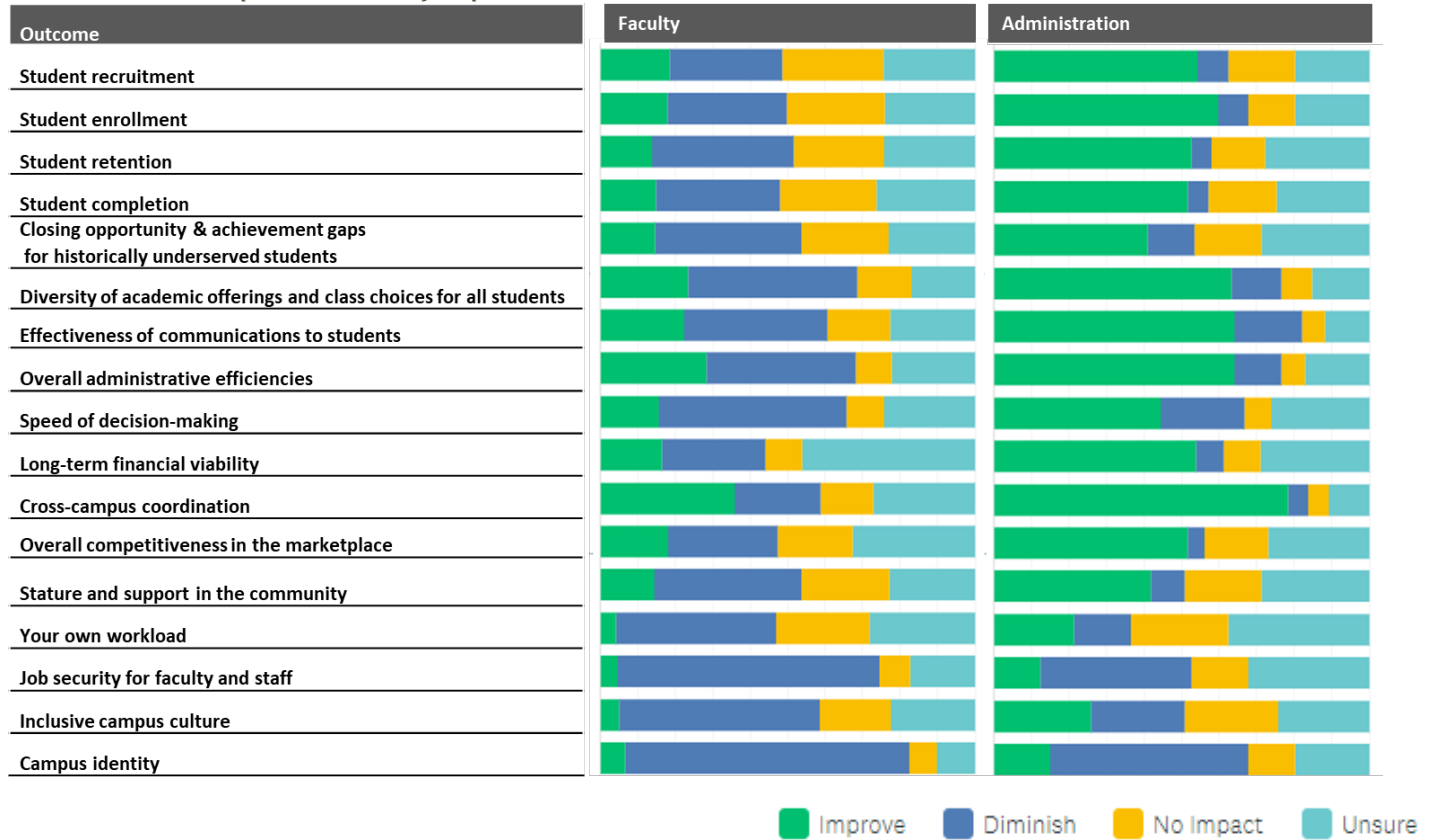


### Responses by Role in the Seattle Colleges

Respondents in all four categories of roles at the Seattle Colleges selected “improve” most frequently for “cross-campus coordination” and “diminish” most frequently for “campus identity.” The outcome for which respondents in executive/administrative, student support, and institutional support roles selected “unsure” most frequently for was “your own workload.” Respondents in faculty roles selected “unsure” most frequently for “long-term financial viability.” On every outcome except “cross-campus coordination,” respondents in faculty roles selected “Diminish” more frequently than “Improve.”

Impact of single accreditation on outcomes by respondent role in the Seattle Colleges.

Note: each column represents 100% of responses received.



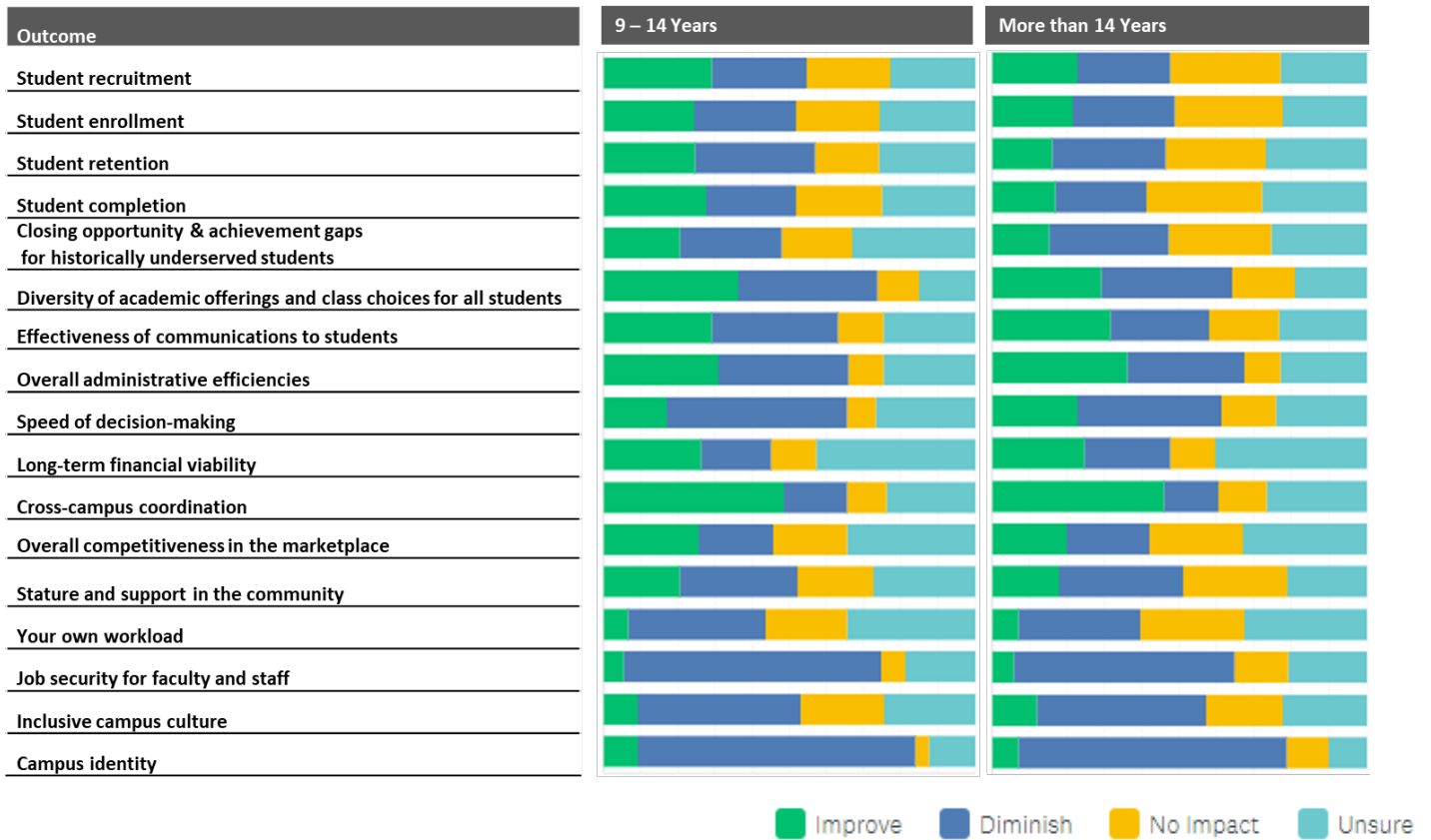


## Responses by Number of Years Working at Seattle Colleges

Impact of single accreditation on outcomes by number of years working at Seattle Colleges.

*Note: each column represents 100% of responses received.*





Question 6 – Please share any other thoughts you would like to share related to improving the outcomes of Seattle Colleges: student enrollment, retention, and completion; educational equity; organizational excellence; system sustainability; or partnerships.

Role in the Seattle Colleges	How many years have you worked at Seattle Colleges?	Please share any other thoughts you would like to share related to improving the outcomes of Seattle Colleges
Executive/Administration	0 - 3	Single accreditation is fine as long as there are enough employees to provide the services. I am losing many students due to financial aid and registration problems. The number of financial aid problems from existing students have increased exponentially. ALL the student support offices (i.e. financial aid, registration, etc) need more people.
Executive/Administration	0 - 3	it is time to move towards single accreditation for all colleges in our district; students are hindered from moving between campuses to take courses because of processes at each school; students are confused and opportunities for financial aid lost because of the lack of coordination between campuses for financial aid; campuses approach situations differently and it very challenging for faculty who consistently teach at all 3 campuses to know all the rules and expectations at that campus; finally, redundancy of services and positions is not sustainable in this fiscal climate and will not likely change going forward; it is critical for our district to engage in in this work so that our district can continue to exist and serve the students in this region.
Executive/Administration	0 - 3	I don't know what to write here. However, I also don't know what the tangible difference is between single accreditation and the current accreditation process. I've heard from some staff that it will likely result in additional staff reductions, which seems like a logical conclusion. If a single accreditation helps students more easily access more classes and services related to their educational goals, then it can be a good thing. It does seem like the district is moving towards a single accreditation regardless of what staff and faculty write in this survey.
Executive/Administration	0 - 3	I believe that it is imperative for the Seattle Colleges to move swiftly to a single accreditation structure, this would allow for far more effectively operations across the district which in turn would radically improve our ability to serve students. I do not believe that there is anything in our current operations that does more harm to our ability to serve than the disjointed nature of operations across the district. Please make the decision to undertake single accreditation as the number one operational priority of our district.
Executive/Administration	0 - 3	A unified accreditation allows for streamlined operations across admission, financial aid and advising. Sometimes this work is done in duplicate or triplicate. Students would apply once, be awarded one single FA package and have more uniformity across campuses. Enrollment might increase. There are three dangers: loss of morale from deep budget cuts, loss of separate campus cultures, and heightened risk from three campuses accredited under one umbrella. There would need to be consistent focus on strong learning and governance outcomes at each campus, to prevent one campus from becoming a liability to the others during reaffirmation of accreditation. The college system would benefit from employing a robust enrollment CRM to improve the new and continuing student experience; this could be implemented across the colleges well before any decision from NWCCU.
Executive/Administration	0 - 3	Single Accreditation should NOT be the goal.
Executive/Administration	0 - 3	Transparent strategic plans below the college or district level, for example within instruction, that are thoughtfully prepared instead of the historical knee jerk reaction to every issue would improve outcomes greatly. Stability in our goals is important. However, we cannot continue to do things as we always have in deference to stability to our processes, as they are archaic. We also cannot remain frozen and in fear of making choices while the world speeds past us. Stable goals are good. Stable processes are bad.

Executive/Administration	0 - 3	It is very nice for students to be able to take other class offerings at [REDACTED] if they are a [REDACTED] student. Not all students are aware of the consortium agreement for FA and this can cause students to not enroll. Other things, like not automatically pulling student records from [REDACTED] can delay the advising process and confuse students about how many credits they still require. It would be nice if classes all funneled into their profiles automatically for both students and advisors.
Executive/Administration	0 - 3	The problem with single accreditation is that you are only as strong as your weakest link. The three colleges do not perform equally well in most categories and it would be unfortunate if one campus having the accreditation questioned by the accreditors brought down the whole district.
Executive/Administration	0 - 3	I believe that a single admissions, financial aid and placement process across the three colleges would help improve enrollment. In addition, it's necessary to have more easily accessible and clear ste-by-step instructions for students on how to complete each of the admissions, financial aid and placement processes. And, a processing and email response time that means that students get the information they need quickly. A single process will definitely help, but is just one part of the picture for improving the student experience with the system. Thanks!
Executive/Administration	0 - 3	I think that leadership is important if we are going to move toward single accreditation. While I understand that it is a logical move in the long run, I think the colleges will hurt if there is not a trusted leader to carry the colleges through this change. Currently, I do not feel confidence in the leadership team to take us through the single accreditation process. It feels a bit nerve-wracking to head into this without a leader I feel I can trust. Moreover, it feels weird to be in a position [REDACTED] where everyone is interim in leadership, and people are wearing many hats. In sum, I feel that we need honest and clear messaging about this process. I have had a short stint [REDACTED] to-date, but this process doesn't feel great right now.
Executive/Administration	0 - 3	I think it is important the Colleges start an intentional recruitment strategy if they really want to increase enrollment.
Faculty	0 - 3	These survey questions are really awful. My own workload: Improve vs diminish. What does that even mean?
Faculty	0 - 3	Increase the number of computer terminals that can handle softwares with high CPU and GPU usage, such as Photoshop, and other motion graphic and video editing applications — simply put, acquire more Mac computers for the labs. The computers would be used by students enrolled in both F2F and Hybrid/Online modalities. Such improved equipment and software access, in the labs, is more sustainable than providing students with high performance lender lap-tops.
Faculty	0 - 3	No answer
Faculty	0 - 3	I have only been here just over 2 years and it is evident that the 3 campuses exist as silos for the most part. Any attempt to merge them would have to address the political battle for control that would ensue. For example mandatory gathering of faculty from all 3 campuses by general subject matter. This may have to be done in waves since the disciplines are already fragmented within campuses (what do I mean? If I am a student at North and want to study Computers do I look to AD, IT, EET or the Math department?)
Faculty	0 - 3	I am skeptical of our ability as 3 separate colleges to successfully become one college. First, the current areas that have been integrated as a district seem to serve the 3 colleges inequitably, both because of a lack of understanding at district level of the needs of our individual communities, and because of the complexity of implementing different services at different locations. Second, I don't think it is that attractive to students to have to travel from one campus to the other to take classes, since the colleges as so spread out over Seattle, which has terribly congested traffic. Sure, having more class offering "seems" attractive to a prospective students; it might be discouraging once they realize that it means taking one class at North in the morning, and another class at South in the afternoon.
Faculty	0 - 3	I would hope that combining all campuses would improve student experience and quality of education for all, not just be more financially impactful with reduced quality of education.
Faculty	0 - 3	More computer labs with Mac terminals and longer open hours on all campuses. Lab technicians should be available too.
Faculty	0 - 3	This survey seems skewed to favor a pro-consolidation argument. How disappointing
Faculty	0 - 3	The bias for single accreditation in this survey is distressingly obvious. It also asks us to predict the future. Single Accreditation, on its own, has no clear benefits. It all comes down to whether we are adequately staffed and have good people in place working relationally.
Faculty	0 - 3	Having taught at [REDACTED], the campus culture is so different. Each campus has its own pulse and its own concerns. My fear is that for [REDACTED], our job opportunities will decrease. I teach in the [REDACTED] and each campus has its own strengths. But if each campus is under the single accreditation, I fear that the offerings for each course will be centralized, eliminating opportunities to teach at multiple campuses and thus limiting my income. Also, South's campus is pretty far removed from Central and North. It would be a burden for students living in the South End and West Seattle to not have a fully functioning, separate campus. Centralizing administration would be ignoring the unique student body at each campus. Streamlining does not always resulting in the better way.
Faculty	0 - 3	Students need to know there are jobs at the end (or the opportunity fir further higher Ed or vocational training) and that salaries will be commensurate with not only the effort but also with financial and family hardship.
Faculty	0 - 3	It does not seem that single accreditation is necessary for the options giving for what may most positively increase student enrollment and retention. These options also do not seem like automatic outcomes from single accreditation. I like many of my colleagues find this survey to be disingenuous. You don't ask about possible downsides, you just give empty positive options for some random possibilities. It might be a good thing for the schools to have single accreditation, but it hasn't been made clear why that is so. There are also some likely potential negatives that have to do with the lack of differentiation of separate colleges that are not acknowledged. I look forward to a more comprehensive and honest survey to complete. Thank you
Faculty	0 - 3	I see statement such as "across all Seattle Colleges" which assumes and implies I believe a unified Seattle Colleges is a solution for retention and enrolment. I feel uncomfortable and uneasy for this does not meet my need for choice; organizational excellence; system sustainability; nor partnerships.
Faculty	0 - 3	None

Faculty	0 - 3	The pandemic has changed the market/values/opinions of a higher education as many students no longer see higher education as worth the inflated price. If we want to increase enrollment and retention we need to offer more financial aid including scholarships, more unique partnerships/internships, faculty training to new pedagogical approaches including new grading structure/formats, faculty supports and student services which includes making more services available outside of standard business hours. A proctoring center to help students who can't take exams with their class in the evening or weekends at times when they are not working. More financial aid for part-time students.
Faculty	0 - 3	Physical outreach programs
Faculty	0 - 3	It's a terrible idea to move to a single college. [REDACTED] we have our own identity, and that is healthy for students and educators.
Faculty	0 - 3	This survey is a travesty. You could have written the story you plan to tell without wasting our time asking these heavily biased questions
Faculty	0 - 3	[REDACTED]. I enjoy the different "flavors" that the three campuses offer in terms of student populations, staff and faculty relationships, and services, such as IT, libraries, disabilities services, etc. I do feel it is cumbersome to have to purchase different parking passes to park at the different campuses. I heard from students the frustrations of having to request and send transcripts from one of the campuses to another, or their sign on ID used at one campus does not work on another, etc. I think we can work together to preserve the uniqueness of each campus while having consistencies in the administrative processes to improve students' experience while at the Seattle Colleges. I do see an advantage in number and economy of scale. I also see potential issues with staff and faculty retention and job security with centralized operations. I do not have all the information to know the big picture to say whether a single accreditation is a net gain or loss for Seattle Colleges.
Faculty	0 - 3	Seattle colleges workers are fighting for minimum wages. No standard can be assured with empty stomach.
Faculty	0 - 3	Better access to information in multiple languages. Authentically translated materials not just Google translate. Proactive advising. Fewer email lists. Organize information into weekly newsletters instead of twenty emails a day.
Faculty	0 - 3	While I think that single accreditation would likely have a positive impact on the student experience, I do really worry about administrative bloat and how that will impact faculty and staff.
Faculty	0 - 3	As part time faculty who teaches online, I do not have eyes on any of the issues being surveyed.
Faculty	0 - 3	[REDACTED] has a distinctive identity - stronger equity, diversity and inclusion culture - would diminish that.
Institutional Support	0 - 3	I do not have any idea about how single accreditation would impact these outcomes. I hope some research will be done about other colleges/districts that have gone from separately accredited to singly accredited and how that played a role in outcomes, if it did at all. I also hope this research will be done well and shared widely, since we are paying another outside consultant to do it. Are we using single accreditation to mean ASI? We already have so many practices and goals (particularly, all the strategic plan metrics listed above) that span all the colleges, so I'm not sure single accreditation would make much of a difference. But some of the options in question 6 seem to be getting at centralizing administrative (at least) operations. Please address this.
Institutional Support	0 - 3	The current model is nearly impossible for students and staff to navigate. The amount of time, energy, and resources wasted on creating three of everything or trying to align business processes so we can easily and efficiently communicate with students and staff is wasteful. I work with all three colleges and instead of moving forward at a steady pace, I spend much of my time having the same meeting with three different teams that result in three different plans and triple the work.
Institutional Support	0 - 3	Separate processes for admissions and financial aid, among others, for each college doesn't make a great deal of sense, especially when an increasing number of students take classes at multiple colleges. We'd all benefit from consistency across the district.
Institutional Support	0 - 3	I don't understand how moving to a single accreditation would help improve student lives at all. This seems like a money saving effort by the District and what will likely end up happening is that we will move to "single" accreditation and the folk who have been doing it on the campuses will continue to have to do it with the same pay...not very equitable if you ask me. Additionally, when a body doesn't even understand what accreditation is but is wanting to change it so drastically that really doesn't inspire confidence among your employees.
Institutional Support	0 - 3	Single accreditation would limit teaching diversity and student school spirit
Institutional Support	0 - 3	Moving to single accreditation feels like a way to reduce immediate costs, but doesn't inherently involve critically looking at our structures, policies, and systems which disenfranchise and repulse our students. Very few of these outcomes can be improved only by moving to a single accreditation. I want to know how the colleges and district hope to address these, and single accreditation isn't the answer on its own the way this survey is presenting it.
Institutional Support	0 - 3	[REDACTED] it is challenging and confusing to work with three distinct colleges, each of which have their own hierarchy, protocol, standards, norms, etc. It is difficult to find people who perform similar tasks, or have similar responsibilities, because they are frequently in different departments and hold different titles. If full-time employees can't navigate the intricacies of different structures at all three colleges, how on earth can we possible expect students to do so?
Institutional Support	0 - 3	Single accreditation would improve the efficiency and ongoing maintenance and updates to ctLink. Currently, we have to update the system 3 times and it is impossible to ensure that there is consistency between the 3 colleges.
Student Support Staff	0 - 3	Maintain uniqueness of individual colleges that serve their local communities.
Student Support Staff	0 - 3	I deeply feel like the burden of increasing the enrollment, retention, and completion of our students has a lot to do with outside influence (state/federal funding, covid-19 emotional/financial traumas, etc.) We can always look to be more efficient and streamlined, however, it seems like we often have to figure out how to support students with the cards we're dealt with. Educational outcomes are often tied with a long history of socioeconomic circumstances so unless we somehow manage to make school more affordable, I'm not sure students will see their investments into higher education worthwhile. I think we need to fight to keep our cost low to stay competitive with universities that charge a premium on education. Our professional and technical degrees distinguish us from the University education. We can showcase the various Bachelor degree programs that exist within our 3 campuses so that students know they can find a low-cost path toward a Bachelor degree.
Student Support Staff	0 - 3	As a fairly new employee at [REDACTED], it does seem that our campus would be strengthened with a stronger cohesiveness with all of the Seattle colleges and would be an easier process for students in general.
Student Support Staff	0 - 3	With the pandemic and transition to ctLink, Seattle Colleges have been negatively impacted by this sudden change. This, in turn, has caused a huge turnover (and even forced retirement) issue and administrative decisions with consequences affecting student support staff as well as faculty curriculum. The poor management of communicating and validating student data between local colleges, district, and State Board was a disaster. Additionally, the State Board's implementation of ctLink was advertised as a simple transition (which was not), yet it devastated the relationship between students and support staff. The ongoing tickets for fixing student accounts and how long it takes them to fix them will have long-term repercussions for enrollment and student success. However, the change to ctLink also exposes how un-tech savvy our support staff are. Either Seattle Colleges or the State Board should have evaluated staff tech abilities prior to the change. To determine separate accreditation to Seattle Colleges, it is imperative for our Board of Trustees to reflect their costly decisions that have affected many lives and the quality of education. The increase of online learning and dependence on outside funding has revealed how fragile community colleges are but also exposed the lack of leadership. These "highly educated" individuals and their corporate decisions still remain in their entitled political positions. It is costly to keep them in our educational institute, as 2-3 support staff in servicing our diverse community amount to one "unnecessary-newly-created" district position. Not to mention online learning, which is an oxymoron. The learning experience takes place in-person, even proven in many psychological studies and education journals. It is convenient for any college to have this available for students in order to support enrollment numbers. From a philosophical and sociological point of view, the college experience is to nurture, educate, and empower communities for the betterment of society. Yet, the reflection of our tech industrial revolution has deterred our job market and hurt the quality of education. More students are more likely to pursue a high paying business/tech job than being a teacher. Even then, acquiring an education job is difficult and most require a Master's Degree, which are unnecessary or expensive to get. Access to Higher Education is a socio-economical issue. Cost of living in King County continues to grow, therefore, Seattle Colleges has no other choice to submit for separate accreditation for its colleges to survive. Many of our students in Seattle Colleges continue to struggle to pay for higher education, many of whom work for themselves or even to support their own families. It is truly impossible for a college student in Seattle (and mostly everywhere else) to live on their own and pay for college out-of-pocket. Seattle College has done an excellent job on providing opportunities for students to enroll for local funding yet this only satisfies the optics. No matter how many scholarships there are for students, enrollment continues to decrease, so at this point, college will end up downsizing regardless. Corporatocracy has ruined education. The increase on relying on technology for education is a costly expense, even educational. Tech companies influence on education is a double-edged sword which brings conflict of interest. It is inevitable to continue to depend on our digital resources despite its impact. Will politics make college free? It's possible. Will it help enrollment numbers? Not sure. At this point, colleges will need to change education curriculum to reflect the aging job market and low population.
Student Support Staff	0 - 3	I'm not sure I have all the information needed to make a proper decision.
Student Support Staff	0 - 3	North, Seattle, and South Seattle colleges should each be their own colleges separate from a district
Student Support Staff	0 - 3	A review of the roles and abilities of all staff, especially those who have been here 15+ years might help improve efficiency or move away from outdated practices that hinder growth.

Student Support Staff	0 - 3	Enrollment needs to be simpler. Instructions for enrollment are verbose and overly complicated. Additionally, there is not a portal for students to track their process to enrollment and where they are in the process - a student-facing tracker with the steps to enrollment would be valuable. Furthermore, the enrollment process relies too heavily on lengthy email communications and should have designated staff to assist all students with the enrollment process on a proactive basis. Students should be able to do everything to enroll in one step. The delays in processing admission applications, financial aid paperwork, and other documents cause students to not make it through the funnel to enrollment. The admissions and financial aid offices need to be staffed as well to permit timely, efficient responsiveness to student needs. I have personally seen responses times reach well over a month due to lack of adequate staffing. It is not surprising that the understaffed student services departments are not able to deliver the retention and completion rates we hope for. Placement, particularly math placement, needs to be rethought. "Success" on placement tests directly correlates with family income. Many colleges have stopped using the assessment model in favor of directed self-placement. The math placement test disproportionately leads to large numbers of BIPOC students being placed into remedial math and pushing their graduation deadline beyond two years. We as an anti-racist institution should trust our students to place themselves into the appropriate math and English courses, rather than act as a gatekeeper to those courses. Lastly, our staffing, including faculty and student services, should look like our student body. Attracting and maintaining diverse staff who do the front-end, student-facing work requires that they are valued beyond platitudinal thank yous. They need to be provided with room for growth in the institution and the opportunity to advance to higher leadership roles. Equity work is hard work that can be exhausting to the mind and should, therefore part of valuing diverse staff on the front lines of doing this work means better pay in order to retain them as well. In my time here, I have noticed the very high turnover rate of black and Latinx staff. Supporting our students means supporting the staff that work with students both financially and professionally.
Student Support Staff	0 - 3	[REDACTED], but the most consistent issue I've been hearing is that student issues, including retention and completion, hinge on challenges in dealing with Financial Aid. This appears to be the place that needs the most attention to obtain these goals.
Student Support Staff	0 - 3	No comments to share at this time.
Student Support Staff	0 - 3	[REDACTED], I think it is crucial that students across all the campuses are aware of the plans surrounding single accreditation, and understand what may happen.
Student Support Staff	0 - 3	Continue to communicate with staff and get student opinions about this too. Give concrete examples of what this would look like.
Student Support Staff	0 - 3	Seattle Colleges need to provide more representation in registration, advising, classrooms, and administration for the African American and BIPOC student groups. [REDACTED] has less than 20 African American workers representing the college, none in tutoring at all, and three are custodians. That says a lot to that student group.
Student Support Staff	0 - 3	This questionnaire seemed to be student service/outcome centered. I know that there are other factors when we look at system integration, but I think students would absolutely benefit from this. We may act like a district on the employment side of the house, but to students we are 3 separate colleges and I don't think students are any better served between South and Central as opposed to South and Highline. I think for the student experience, it would be a net benefit for them to be a "Seattle Colleges" student rather than a South or North or Central student.
Student Support Staff	0 - 3	single accreditation will dismiss the engagement with community, slow down the decision making process, lessen grassroot activities and decrease supports for students in marginalized group.
Executive/Administration	4 - 8	It would be easier for students to enroll and select classes that worked for them, it would end the nonsense of having to have credits evaluated at each college and applying for FA at each college.
Executive/Administration	4 - 8	It is time to tear down the artificial, restrictive silos. within Seattle Colleges. We owe it to the students and the community to drop our "differences" and work as a unified organizations. Too many times, single accreditation is used as the excuse/reason for defending outdated practices. Under one accreditation, faculty's academic freedom will not be harmed; faculty's curricular oversight will not be eroded. Just look at all those colleges with one accreditation. When faculty from the colleges work together by disciplines, it will build stronger learning community among the faculty; help share best practices. We cannot afford to protect the silos and do thing three different ways any longer.
Executive/Administration	4 - 8	Seattle Colleges campuses are too widespread and uneven in terms of quality of education to successfully support the notion of a singular entity. It could possibly work if South Seattle (which is remote, perceived region-wide as decidedly inferior in all instructional departments and financially in the most dire situation) was discontinued/dismantled and the North and Central were the only campuses that remained, along with a few smaller satellite campuses.
Executive/Administration	4 - 8	Opposition will come from college transfer faculty. That should be filtered and expected, but not be an overriding factor.
Executive/Administration	4 - 8	I think it makes sense to move to a single accreditation. Preparing for an accreditation visit can be a real ordeal. I think a single accreditation would also make things simpler for students.
Executive/Administration	4 - 8	I think that a single accreditation could improve all of these outcomes in the long run, but that we are so understaffed and poorly organized right now, that attempting a major change like this could be the end of the Seattle Colleges (unless you are willing to provide the funding and staffing necessary to do it well). We have seen the failures of the ctLink launch and the ASI mergers and I am only apprehensive about our ability to implement future large-scale change.
Executive/Administration	4 - 8	I believe ultimately that single accreditation would be of value to the colleges, but it's hard to see how we get there given the dynamics of the way the district works. The answer to problems currently seems to be hiring more executive level staff when what we really need are people to do the work -- such as admins and more students services staff. Right now we have extreme inefficiency and very little accountability despite positions being elevated. We have no ability to be responsive to students due to "too many cooks in the kitchen" for almost any decision that needs to get made. I don't think single accreditation will help without these inefficiencies first being addressed and also ensuring that there is accountability.
Executive/Administration	4 - 8	Recruiting and retention can be best improved by having dedicated advisors for individual programs, like [REDACTED], for example. As part of an [REDACTED] research grant to prove this, I was hired as [REDACTED] and my sole job was to engage students. The attractiveness of the position coupled with the high number of personal touches per quarter and motivated outreach done by me resulted in a 40% boost in enrollment and 92% retention year over year. In [REDACTED]. The same can be done with other programs, and this is how you do it. Generic advising is a dinosaur.
Executive/Administration	4 - 8	I think single accreditation would remove many bureaucratic obstacles for both students and staff.
Executive/Administration	4 - 8	If we move to single accreditation then there has to be a emphasis placed on retaining the unique aspects and identity to each campus. Additionally, there has to be a focus on reducing the bureaucratic burden of coordinating across 3 campuses and a district for anything that needs approval (finances, hiring, etc.). I believe if we move to single accreditation it would be in the best interest of the district to emphasize how this may (and support with data via other single accredited districts) reduce administrative cost, streamline student experience, and benefit the students. We have yet to see any data (qualitative or quantitative) regarding how other districts changed post-single accreditation changes.
Executive/Administration	4 - 8	Over the last year it has been very difficult for students to get the support they need in a timely manner which has led to some of them leaving programs or not doing well in their classes so having a better process and systems in place that actually support underserved students would be very beneficial. communication in financial aid, student services departments has been bad and very slow so improving that would help staff do their jobs to better support students.
Executive/Administration	4 - 8	From an intake and onboarding perspective, I really see the value in single accreditation if students are able to more easily able to enroll at any of the 3 campuses for multiple reasons. One, students will not be limited to class availability and modality based on one campus, they will be able to take classes at various campuses with ease. Two, they will not be bound to financial aid being to one specific school. My assumption is that if Seattle Colleges goes to one accreditation that students will apply for aid at the Seattle Colleges and be awarded rather than at a specific institution. If this is possible, then students wouldn't face the barrier of only being awarded aid at South for example but not Central or North. Any ease in financial aid access at multiple institutions will be EXTREMELY helpful in retaining students especially ones who move across the city for jobs or family etc. This is a huge burden to re-apply and go through the awarding process at each individual school for financial aid.



Executive/Administration	4 - 8	Questions 4 or 5 are so problematic. For example, the placement option will only impact enrollments, not retention, but you put it as an option on the retention question...showing a poor understanding of how students actually experience our colleges. This whole survey is asking the wrong questions and setting up for answers that point to the foregone conclusion to move to single accreditation rather than seeking genuine feedback. It's clear these answers to loaded questions will be used to support a predetermined conclusion. Instead, we should be looking at all the data since ASI started. My experience has been that most things have gotten harder for faculty and staff, enrollments have gotten worse, and instead of looking to revenue streams to solve budget deficits, we keep cutting and cutting and cutting. How are we supposed to serve more students with less? We have so little support and infrastructure to begin with, why would we continue on this downward spiral? This will not end well. District is generally ineffective at supporting the colleges (with the glowing exception of Megan Court and her work with Starfish). I do think there's value in aligning more aspects of our policies, procedures and technology across the district where it makes sense, but this is not the way to do it. We all see through this. For years we were told (lied to) that we weren't considering single accreditation when we all knew that's where ASI was headed. Every opportunity to give feedback is performative and so transparently NOT a true effort to understand. Consider my response to this survey a VOTE OF NO CONFIDENCE in Chancellor Pan's leadership.
Executive/Administration	4 - 8	[REDACTED]. While sometimes students like to stick to one campus for their entire program, I personally worked with a lot of students who took classes at multiple colleges in a given quarter because they needed more options for their schedule, and it wasn't easy for them to jump through all the hoops to be able to do that. [REDACTED] across the district, and a single accreditation would improve and simplify my work significantly. I'm all for it!
Executive/Administration	4 - 8	The colleges are already highly underresourced in terms of faculty and ESPECIALLY in terms of administrators and staff. Going to a single accreditation will result in massive reorganization and perhaps even consolidation of positions, which will just place further burden on an overburdened Also, the majority of faculty are teaching and serving our students well, but there are "kryptonite" faculty that have been harmful to students and are harmful to our reputation as a college; there are also faculty who are delivering sub-par instruction; and there are faculty who refuse to change and develop methods or pedagogy that are consistent with our Colleges' EDI values. Administrators' hands have mostly been tied when trying to ensure quality of instruction, but with this proposal, I fear that instructional oversight will suffer even more.
Executive/Administration	4 - 8	I know where a single accreditation is supposed to improve areas, but in reality...all of the ASI initiatives thus far have only increased distance from what's going on "on the ground" on each campus and instead of breaking down silos, it builds more of them. Services seem removed, decisions are made with local campus input, and folks are generally unresponsive to questions/issues at the district.
Executive/Administration	4 - 8	I think there are definitely places where student enrollment, retention and completion could be improved with single accreditation. Having the same admissions application, being able to take online classes at all three campuses easily, having an actual recruitment and outreach team that would call, text, and other methods more consistently (instead of only seeing 2 people at [REDACTED] trying to do all of these things). I think additional collaboration between the colleges is wonderful and definitely needed. However, a lot would suffer. I'm continuously annoyed by the number of high level district positions that are created while on the ground student serving positions are eliminated. [REDACTED] lost something like 8 FTEs that work directly with students. We also have a ton of student serving positions that have been waiting to be posted but for whatever reason, we can't post them. We keep burning people out and expecting that we never have to refill positions. We have VPs without administrative assistants trying to do admin tasks instead of being able to do their jobs. Meanwhile, I have never seen district scrimp and save. Who has ever been laid off from the district office? It's flat out ridiculous. The second someone quits, they magically get a new person hired within a couple of weeks. On the campus level, we have to wait a minimum of 4 months to fill a position. I definitely do not see this as a cost saving measure. We need people on the ground and creating vice chancellor positions is not the way to do that. Furthermore, I trust the people on the campuses to do good work. There are some folk like Megan Court and Melody McMillian in the district office that are good at their jobs and make it easier across the district. Then, there are other folk that are in higher level district positions who have no idea what they are doing, are completely disconnected from the campuses, and cause so much bureaucracy because of lack of understanding and not willing to put in the work. The people in charge at the district level are so incompetent that they have been unable to lead even the smallest changes. I think they are not going to be able to lead us through something as big as single accreditation. If we do single accreditation, we will lose 40% of our financial aid for students. I doubt even higher admin at district knows about this. That, in itself, will mean we are going to lose a significant portion of students in our first couple of years being singly accredited. If we truly want a successful single accreditation, we need people in positions that actually know what they're doing. Even our chancellor has shown over and over again that he doesn't care about EDI work so how would we even retain black and brown students with him at the helm? He and others also think that they're always right and don't listen to those on the ground. I think there needs to be an analysis of people in high level positions at the district office and people who aren't pulling their weight need to be let go. That would be a huge cost saving matter (wait four months to refill their positions like we have at the campus level, forcing them to learn what it's like to pick up slack when others leave) and use their salaries to hire more district navigators to work with students and actually make a difference.
Executive/Administration	4 - 8	Develop partnerships with area tech industries
Executive/Administration	4 - 8	Joint accreditation MIGHT improve the student experience and create efficiencies IF it is done with genuine leadership and input from the ground/campus level. It benefits us all to include student-facing practitioners, students and alumni in organizational change - and not just one or two token representatives... we need forums and thought sessions to invite diverse perspectives of the barriers that students face. Top-down, hierarchical consolidation/centralization only hurts us in the long run, and will deepen mistrust and churn that harm our students. Campus level folks should lead the charge in all areas here, and be incentivized to participate at times that work for them - via stipends, non-instructional days, etc. For example, a centralized financial aid office or coordinated student support services (listed as "community support services" in this survey) could be a major detriment if implemented without nuanced institutional knowledge of existing staff in these areas. Also as an aside, this survey seems biased toward inviting responses that paint a rosy picture of joint accreditation in order to justify it. I hope that folks behind this effort will be just as focused on the "how" of joint accreditation/ centralizing as they y'all are greenlighting it.
Executive/Administration	4 - 8	single accreditation will improve staff retention over time, which would favorably impact student success - all around
Executive/Administration	4 - 8	Single accreditation accrues a lot of benefits in my view, not the least of which is greater simplicity for students seeking the fastest path to graduation by being able to take classes offered at the other campuses. And one unitary financial aid program. For administrators and faculty it would save a ton of time vs. the current separate accreditation process at each college.
Executive/Administration	4 - 8	It seems that aligning processes and job duties would benefit the Administrative side of the three colleges, but does not necessarily benefit the students. The student population and needs of these students are so different at each of the colleges because of location and access to resources. In my opinion, I would like to see the needs of our students put at the forefront of these decisions.
Executive/Administration	4 - 8	Provide faculty professional development on how to teach/reach students where they are at and more effectively teach underprepared students. Provide effective curriculum options and support services for underprepared students.
Executive/Administration	4 - 8	I believe students already see the Seattle Colleges as one institution and its confusing to them that we don't function like one unit. Moving toward one accreditation would be beneficial and in reality we are already moving that direction. This wavering of maybe we will or maybe we won't needs to stop and we need to move forward as we keep trying to live in the past. This slow transition has caused and continues to cause staff anxiety, which impacts their ability to do their job or leave. It has also caused us to lose students, contributed to the colleges not keeping up with times as higher education becomes more sophisticated, and lose out on opportunities to provide our community the access to education they deserve.
Faculty	4 - 8	First of all, there is some problematic wording in the survey. "Improve" and "diminish" are not antonyms, so the workload question, for example, does not allow for accurate or precise responses. Likewise, for "speed of decision making," an advocate of careful and far-sighted decision making might not consider an increase in speed to be an improvement. I hope you will take this imprecise wording into consideration when reviewing the survey results. I do not oppose efficiency or cross-district collaboration, but I am skeptical that a move to single accreditation will result in improved support of students or faculty; I suspect it will result in an increase in top-down management rather than locally-led initiatives and individualized solutions for our student populations. Single accreditation will likely reduce administrative sensitivity or concern for employees, faculty, and students at the local campuses as integration has already begun to do. The less comprehensive, culturally literate, and customized the support for students is, the lower enrollment, retention, and completion will be. The current trend toward cuts in funding for staff, faculty, specialized programs, and student support, stemming from a policy of top-heavy administrative staffing and decision making, is shortsighted and has already undercut the district's effectiveness and nationwide standing.
Faculty	4 - 8	I think that single accreditation will undermine all services at South and therefore services for our most underserved students. I think it will increase administrative tape, and faculty at South will lose their jobs.

Faculty	4 - 8	Our students choose their campus based upon proximity, campus character, and program selection. To consolidate under a single accreditation threatens the whole point of having multiple campuses across the metro area. Students will be unwilling to commute across the city because their chosen classes are at the campus furthest from them, rather than available at their 'home' campus. Efficiencies can absolutely be made in support services, but not in the overall accreditation and program offerings due to the necessity of meeting student needs. Undertaking such a massive shift in the aftermath of pandemic, cTCLink, etc. seems problematic timing. There is little faith in District-wide initiatives on the back of the cTCLink rollout. The board needs more understanding of how each college serves the unique communities they share space with.
Faculty	4 - 8	Each college is unique and serves distinct populations of students. Having a giant, monolithic system will reduce each college's ability to be responsive to needs of specific student populations. It is already hard to agree on aspects related to accreditation and other matters at a campus-wide level. Trying to work towards consensus in groups spanning the district will be nearly impossible, crippling forward progress on initiatives, programs, and assessment, with our students being the ultimate victims.
Faculty	4 - 8	N/A
Faculty	4 - 8	Moving towards one accreditation is the single biggest fear I have as a faculty member, community member, and district employee. Working as a faculty member within the district is very challenging already (due to the significant constraints placed on [REDACTED] as a result of privileging initiatives and perspectives from Central). I would strongly consider leaving the district and encouraging others do to the same if the board chooses to move towards one Accreditation and limiting the autonomy of each campus for student-facing workers (faculty, student services staff, etc.)
Faculty	4 - 8	Students go where the classes and services they need are. More consistency across campuses would certainly make that easier. The administrative framework for that should be invisible to students.
Faculty	4 - 8	I think this survey was constructed in a way that is very leading. You asked about the positive impacts single accreditation would have, but not what we think the negative impacts would be. In the question 6 we don't have near enough information to give informed opinions as its not just a matter of having a single accreditation its about how we get there and how we manage it once its in place. The change management I have seen so far for ASI has been negligent at best and actively harmful at worst. If we do this poorly it will have poor outcomes for our community and students.
Faculty	4 - 8	we need more information. we cannot answer the above questions as we know very little about the process.
Faculty	4 - 8	Without change to the way ASI has been executed the Colleges will continue on a death spiral. Strategy without execution is hallucination. Central accreditation makes sense strategically, but the reality on the ground from other ASI has been plagued by a focus on organizational management rather than customer satisfaction.
Faculty	4 - 8	I honestly am unsure about so much of this. I feel unable to answer because I can only guess what the fallout of single accreditation would be. I think there needs to be a lot of conversation (open to all, not webinar style without attendee participation) to discuss what this could mean. There should be department/division meetings with the counterparts at all three campuses to discuss impacts. Right now, this survey asks us to project our own (often limited) understanding and guess what administrators will do. This is implausible. I could see how single accreditation could be overall beneficial, but I can also see how it might be extremely detrimental.
Faculty	4 - 8	Single accreditation would make sense if the three campuses were identical but they are not. If you have three kids you do not buy them one pair of shoes and the same goes for these colleges. Students do not go to all three colleges - they go to the closest one. This is a push by administration to make administration easier. Potentially better for a lean admin core but likely devastating to the uniqueness of these colleges.
Faculty	4 - 8	Single accreditation would absolutely lead to massive cuts in faculty as program got consolidated, which is exactly what will happen if the programs all become cookie-cutter versions. Students will have fewer choices, and won't have any reason to stay
Faculty	4 - 8	The process of pursuing single accreditation is one that I believe needs to better define what the problem is that would be addressed by single accreditation. If we look at this question #7, seven different areas are listed. The question presumes that single accreditation will affect all 7 and, presumably, provide a magic bullet solution to all of them. Do we really think this is a workable framework from which to begin this discussion? I would postulate that each of these seven areas bring with them very different sets of obstacles and peculiarities. For instance, do we really believe that a process designed to assess and evaluate the accreditation of a college would affect student enrollment, educational equity, and system sustainability in similar ways? Accreditation is a process by which a college assesses and evaluates its outcomes, values, and mission against the judgements and expertise of an outside entity. The real difference we are talking about here is whether doing this with one set of outcomes, vision, and mission is better than doing this with three sets of outcomes, visions, and missions. With this stated, how does this list of 7 outcomes help us determine whether single accreditation would improve, diminish, or have no impact on problems within these outcomes? From this list of outcomes, it appears to me that any outcome that would benefit from having more streamlined messaging and one clear process for our students could benefit from moving to single accreditation. Outcomes like retention, completion, educational equity, organizational excellence, and system sustainability would only be affected by single accreditation if that accreditation comes with a very different culture of accountability, focus on instruction, and student support services that clear the path to support instead of crafting new obstacles to overcome. Single accreditation does not change that for a student in any of our campuses, nor for faculty or staff. It may make it easier for the district office to ensure what is decided there is pushed directly to the campuses, but after that, what accountability is created? Moreover, who holds the district office accountable? None of that changes with single accreditation. I am not sure where that leaves me in this survey, but I am really not sure what this question is trying to ascertain about single accreditation, nor how it would affect our students, our staff, or our faculty.
Faculty	4 - 8	Marketing of programs, the colleges need to contract with a marketing company.
Faculty	4 - 8	The current structure is not efficient for program delivery. If it were streamlined, the Seattle Colleges would be more viable.
Faculty	4 - 8	This survey was offensive. It was designed to illicit a pro-single-accreditation response. We have seen time and time again how these deceptive surveys are used as a cudgel to push through unpopular programs. I can't participate, but want to be clear about my opposition to this type of survey. We don't need single accreditation. Each school has a unique place in the community and consolidating power in the hands of the district is the opposite of what we need. The amount of money spent on this could have gone to the real things that make our schools function. The basics. Grounds and physical plant, faculty, and direct student services. The fact that these functions have not been fully staffed and funded during this pandemic has led to a massive loss of jobs and and lowered enrollment. Please stick to the fundamentals. Pay your workers a living wage. Don't consolidate power. This survey looks to me like it was the product of a paid consultant. A paid consultant who was told to design a survey to yield a specific result. I could not even fill out the vast majority of this survey because it did not represent my views.
Faculty	4 - 8	The ctc Link has negatively affected student enrollment. I base this on data and facts, gathered from six years of student enrollment in my courses. I'd also like to point to the global pandemic as a reason for low enrollment. Making a significant/fundamental change to the way our college is run, during a tumultuous time, is an unwise decision that will likely negatively impact the faculty, students, and staff in enormous ways.
Faculty	4 - 8	Students find home on their campus, join clubs, have friends, find mentors, which would be disrupted by single accreditation. Many work full time and need one campus to work well for them. Research on under-represented students retention shows that relationships is what helps student complete their education. Campus culture and finding what they need on one campus is what retains them and help move them forward.
Faculty	4 - 8	As someone who teaches [REDACTED] at one of our colleges, the composition of these questions is truly shocking! It seems like the Board of Trustees and higher administration already has an outcome in mind, and has written these survey questions in a way most designed to elicit responses to guarantee the outcome they have clearly already decided upon. As my [REDACTED] students know, any data you gain from clearly biased survey questions will be biased and unrepresentative of the feelings of our community about this big decision. Moving towards a single accreditation seems to me to be the epitome of "top-down" vs an organic "bottoms-up" decision.

Faculty	4 - 8	The cost of moving to one accreditation boggles my mind. I am eager to see alignment in areas of our district, but that takes work, work that must be completed by an overstretched faculty. Our attempts to consolidate programs to the district level have had mixed results at best, and terrible results on average. Being "ASI'ed" is a deeply feared concept at all three colleges. Programs that are ASI'ed are crippled, we have not seen a successful example of an academic program going through a consolidation process. Our [REDACTED] is a disaster from the student and my perspective. When my students have to take classes at a different campus it is out of desperation. They are miserable in these circumstances, they cannot afford the time and money the commute demands of them. We lose many of these students to Highline. While I'm all for bold decisions that look at the big picture, we need to inform those decisions with the cost in the classroom. Moving to 1 accreditation is a huge amount of work, that will need to be compensated, and it might not work. We aren't even on the same accreditation cycles! Do we lapse? Do we go early? Where will we get the money to pay for this?? ... Here is an alternative I recommend bringing to the board: Our administrative bloat is at the district level. Why not cut the district level positions, and have 3 affiliated colleges? That saves us the work (and cost) of alignment and getting the 3 colleges on the same accreditation process AND it will save us a ton of money in salaries.
Faculty	4 - 8	How to improve outcomes? Better job security for faculty, more full time faculty positions, and improved funding for instruction. The only solution is the FIGHT for more state funding of higher education. There are no shortcuts. I would like to state as clearly as I possibly can that I OPPOSE single accreditation for the Seattle Colleges. [REDACTED] know what is best for our students. And our particular campus knows its community best. To keep our colleges accountable, we have to remain independent and responsive to our community.
Faculty	4 - 8	Each college serves such a different purpose and has its own distinct identity. I do not see a need to move to a single accreditation.
Faculty	4 - 8	Each college serves a unique student population, and the faculty and staff work tirelessly to address the specific needs of their students. A single accreditation model would create uniformity across the district that would restrict the nimbleness and flexibility of each college to implement initiatives and programs that serve the needs of their specific student populations. The students, in the end, will suffer tremendously from the loss of programs and institutions that can quickly adapt to their changing needs.
Faculty	4 - 8	The phrasing of these questions and options are clearly biased toward a 1-campus option.
Faculty	4 - 8	Campuses have very different student populations - this move would make it difficult to serve the needs of our students - to be flexible and adaptable to OUR students. It would make us weaker, less supportive, and more distant from the needs of our students.
Faculty	4 - 8	Tuition is incredibly high and we've slashed teachers and student support. Furthermore, we are slashing many programs that lead directly to lucrative jobs while instead trying to become "UW Lite". Consolidating programs at particular institutions makes it geographically unfeasible for a number of students to attend. The idea of most of our students being able to afford a place close to any of them is a joke. If you want student retention bring back the trade programs, support the students who are enrolled, break down the transportation barriers, and support their faculty. Honestly, I'll be shocked if Seattle Colleges is even around in 10 years at this rate. I have never seen students and teachers so disappointed in their administration.
Faculty	4 - 8	the answers of this survey are skewed in favor of single accreditation.
Faculty	4 - 8	I do not believe that single accreditation would have a positive impact on student enrollment, retention, and completion. It will actually make it more difficult for students to complete their degrees if they have to move between campuses to access all the courses they need. Our student population does not have the time or luxury to move between campuses to complete all the needed coursework due to work schedules, child care, and other needs. Students will also not have as many allies, networks, or support systems to work with. They will lose a sense of community. Right now students in our department really get to know all the faculty in the department and we are able to mentor them and provide more direct support. If that same student were now taking classes between 2 or 3 of the campus we would not have as much contact with them and they'd loose that one on one connection with faculty at a particular campus. It will make my work as an instructor more difficult if I have to coordinate with faculty at other campuses to align our coursework. It would make the job of the department or program coordinator more difficult and demanding. It would make campus, faculty, and staff compete with one another for resources instead of supporting one another. [REDACTED]. This is not the type of work environment I wish to participate in and more harm than good will come of it in terms of enrollment and retention of students, but also with faculty and staff moral and retention. We do not need this now (or ever), but the timing of it could not be worse as we are all overwhelmed and exhausted from 2 years of working under extremely challenging conditions. Please do not approve single accreditation.
Faculty	4 - 8	I did not respond to the survey questions above because they are very skewed to gather desired results - this feels like an attempt to gather data to support moving to one accreditation instead of a real desire to hear faculty and staff thoughts. This is just another example of the Chancellor already making a decision and convening advisory boards or soliciting feedback after the fact to seem "transparent". I do not support the move to one-accreditation because I do not believe it will make a positive impact. We have yet to see how ASI efforts have benefited students and how it has benefited the colleges/district financially - even though faculty have repeatedly asked for this information. It also does not appear that those making the decision understand that the heavy lift of the work to move to one-accreditation would fall on faculty shoulders. For example, assessment alignment across the three colleges would be a massive undertaking that faculty would be responsible fo. The timing of being asked to do more, without appropriate compensation, after all that faculty and staff had worked to support our students this past year and a half shows how unaware administrators are of how overworked we are and how undervalued we feel.
Faculty	4 - 8	More faculty positions and less high-paid administrative positions
Faculty	4 - 8	Thank you!
Faculty	4 - 8	Students need Advisors, counseling and free tuition. Anything short of this is a band-aid. Historically underserved students are served with free tuition. Faculty members are served when we make a living wage that matches that of comparable community colleges.
Faculty	4 - 8	Chancellor Pan, please focus your time and energy on making decisions that actually impact students and not on these needless projects.
Faculty	4 - 8	Right now the danger is administrative bloat at the executive level, which decreases available funds to instruction. Three presidents? Positions at district that are merely duplicates of what we have at each campus? This survey is the first time I have heard anything resembling concern for students from district. And the questions are skewed towards unifying the three colleges. I am not necessary opposed to unifying them, but I don't see changes at the executive level having any impact on students...only faculty and staff, some of whom will be eliminated, some of whom will receive greater workloads. You are asking all the wrong questions.
Faculty	4 - 8	The enrollment process has been seriously flawed recently and that has impacted retention and completion. I have had students, faculty and friends share their frustrations with enrolling in classes. It's too clumsy, faulty and there has been poor support all around. It seems like our enrollment here at south is the worst and I've heard tell the staffing is just plain bad.
Faculty	4 - 8	Seattle Colleges made a mistake with moving to CTC link. It is a nightmare for new students or students who are unsure of how to use it correctly. Combined with a lack of staffing at the college to answer questions or support those students, it is no surprise to those of us teaching that enrollment is down. It is no surprise to administration either, I believe that those making this decision has already made the decision and the pretense of including staff and faculty is embarrassing and completely transparent. If anyone from administration would ever spend anytime at all on campus instead of hiding behind zoom doors and meetings, they might see what all staff and faculty are concerned with. But since you do not, you choose to not know. You have already made the choice, why not just say it?
Faculty	4 - 8	Firstly, this survey is very poorly designed and doesn't collect the thoughts of the folks invested in this decision. The faculty have made it clear that one accreditation would be problematic. Administrators we have relationships with, and have an understanding of our work places/students/work responsibilities /challenges/successes and obstacles are what we want-NOT consolidation. NOT to be supervised by deans that don't work in the same place with us or have any idea what our campuses and students are like. Financial aid and enrollment would benefit from being clear cut and the same across the campuses. But one accreditation will force students and faculty run all over the city to teach and take classes and this will NOT support retention or enrollment of students. It will cause people to go elsewhere, faculty and students alike. The student facing workers are what net retention, not streamlined websites. We don't need less employees, we need more. We don't need sameness, we need to embrace each campus and it's offering and community. PLUS so much of this work will fall on faculty if one accreditation does get pushed through. Who will write the standards? Who will collaborate to communicate those standards? Who will include those standards into the master course outlines and thus ALL aspects of both accreditation and grading? It will be the faculty. District administration does not do any of this work, nor do they have a relationship with the students. I've been at the BOT meetings, and I KNOW that the message is clear we don't want this. Hear that message.
Faculty	4 - 8	This survey seems created based on the assumption that single accreditation is both the best choice and a foregone conclusion. I vehemently disagree. We have already seen what has happened to IEP as a result of this kind of consolidation. It would be a disaster for faculty in all other programs, too. I reject the premise of this survey, though I have little hope that any outcry from faculty will actually be respected when the district makes its decision.
Faculty	4 - 8	I don't think this is being done for the good of the students, the staff or the faculty.
Faculty	4 - 8	We need to keep the colleges as separate colleges in their respective communities!

Institutional Support	4 - 8	Administrative Services, in particular facilities and maintenance, face similar challenges now and into the foreseeable future. A more coordinated effort in this area will reduce risks, reduce costs, encourage consistency, improve quality, and offer more stability in this area at each campus. The turnover at the VP of Admin. and Facility Director level over the past 5-7 years has been detrimental to organizational effectiveness in this area, bordering on inadequate teams, processes, and results at certain campuses.
Institutional Support	4 - 8	None of my friends and acquaintances outside the Seattle Colleges system have any knowledge or awareness that there are 3 community colleges in Seattle. Until the point when they try to register for programs or classes, they think that there's 1 community college with multiple sites. I've known people who dropped plans to take classes at Seattle Colleges because it was easier to enroll for the classes they needed at a single-college institution in the region.
Institutional Support	4 - 8	This is yet another district survey in search of cover for a predetermined direction. Making it sound like things that are already underway could only be accomplished through single accreditation is sneaky. Please consider providing your employees with a lot more detail on what your intentions are with single accreditation so we can answer these questions accurately. While there is logic to doing things the same way across the district for the sake of student experience, that work is already happening today in many areas, and it really depends on how well those functions are staffed. At this point most employees see this as a way to cut jobs at the colleges and bolster the district office pay and power. Explaining how its more than that before asking for feedback like this would be the right way to go. Also, I hope the board of trustees actually see these responses unfiltered.
Institutional Support	4 - 8	Administration has to be consolidated first. Too much bloat to be successful. Strong outside recruitment is required to avoid the same pitfalls of the last Presidents.
Institutional Support	4 - 8	Trim the ludicrously bloated administration across the colleges. A chancellor, vice chancellors, associate vice chancellors, three presidents, nine vice presidents, a slew of mid-level directors...these roles have no direct interaction with students, yet sustaining these positions costs the district millions of dollars per year.
Institutional Support	4 - 8	I doubt that moving to single accreditation will have much impact on retention, enrollment or completion because there are factors in the world, like the ongoing pandemic, that the college has no control over. Probably, the best thing is to focus on responding to these new challenges for the benefit of students. As far as organization excellence and system sustainability, while it could make good financial sense, it seems like whenever a campus department is moved under the District, we lose staff and morale, turnover increases, we lose services for students, and the workload continues to increase for those at the "bottom." There is a "divide and conquer" theme that leaves staff fighting over crumbs.
Institutional Support	4 - 8	I'm not sure how questions 4 and 5 relate to accreditation, so I did not answer them. I would have needed prior information / education (a seminar or class provided virtually) about accreditation to thoughtfully answer question 6, so I did not answer it.
Institutional Support	4 - 8	local students been placed as 3rd priority . and yet district still have as a 1sr and 2nd priority international students while we still dealing with COVID-19
Student Support Staff	4 - 8	Moving to single accreditation is essential for the health of Seattle Colleges. We lose a significant percentage of students who want to attend our institutions to inefficiencies and ineffectiveness related to siloes. Staff need more cross-training and shared responsibilities to reduce the pressure points in our pipeline for enrollment. We present ourselves as a district in the community with very little unity of purpose, vision and mission. Campuses jokingly refer to 'cooperation', which ultimately detracts focus from areas of improvement and invests it instead in arbitrary jockeying for position. Efforts to become more 'student-centered' rarely, if ever, involve direct voice from students. Staff and faculty are resistant to equity initiatives and frame certain students as 'special populations', which increases their sense of feeling unwelcome. Our colleges still feel very tailored to older adult learners who know exactly what program they need, rather than folks who are seeking to experience college and develop career interests. We rarely reach out to the community where it is, instead offering mostly on campus or our own Zooms. There is no coordinated entry point into our college system with separate accreditation and such a wide variety of programs; when individual programs set requirements and timelines with no over-arching 'priority' timeline for the institution it becomes impossible to perform effective outreach about those programs. Financial aid policies and SAP are where we likely lose the most students and where students lost are likeliest to be already marginalized by the education system. Reviewing, revisiting and restructuring to be consistent in our cross-campus financial aid policy is a must, particularly with a trauma-informed lens. Unity and clarity in placement, enrollment, records, and registration is necessary for students to have a positive experience at the colleges.
Student Support Staff	4 - 8	Students don't take accreditation into account when selecting a college; many I work with already assume the Seattle Colleges are all under one accreditation. The biggest impact would be to business processes and policies, and those changes can impact students. If we move to single accreditation, we need to decide on what's changing/aligning and prepare for it well in advance to avoid a drop in retention and enrollment.
Student Support Staff	4 - 8	We need to keep people way from Capitol Hill. That place is nuts.
Student Support Staff	4 - 8	Far more navigation support is needed. ctclink does not replace the massive need for more guidance into Seattle Colleges pathways as there is much that is not transparent for student (or staff) and the default continues to be to encourage students (those in their early 20's and younger) to "just get a transfer degree" as that is the best way to set themselves up for options because a bachelor's tends to be viewed at the gold standard. I see many students not persist in programs because that they received that messaging loud and clear but it is simply not their best fit. They don't persist when enrolling in an ill-fitting program that does not align with their interests. Prof-tech programs continue to be viewed as "less than" and only for those who are viewed as less likely to persist on a 4-year path. There is a stigma perpetuated within our own district by Seattle Colleges employees. Equally important - Seattle Public Schools need to quit perpetuating this stigma and disservice and listen to students, rather than such a focus on the most affluent parent group. Whether a student pursues a transfer degree with a bachelor's in mind or a prof tech certificate or degree has nothing to do with a student's inherent value or ability yet that continues to be the messaging. Finding the right fit is vastly undervalued. Taking classes that are not recognized as relevant leads to attrition. Lastly, but oh so critical: Instructional methods matter. I came from teaching in the K12 system where sound pedagogy was critical. It was incredibly jarring and mind-boggling to move into the Seattle Colleges District to work with so many subject matter experts who don't place high value on "how" to effectively teach and learn. It's evident that some faculty hold a view that they are the experts with the knowledge but they put the onus on the student to figure out "how to learn" from the instructor. I view this a problematic is higher ed in general, not only in our district.
Student Support Staff	4 - 8	Continue emphasis on Seattle Promise, trade certifications, ESL pathways, prerequisite completion for college bound students and continuing education. Improve recruitment of international students.
Student Support Staff	4 - 8	I think there are some things that would improve, but I think students are focused on their campus and a broader approach would be confusing and potentially overwhelming to students unfamiliar with our system or the college world in general.
Student Support Staff	4 - 8	Students face many logistical barriers when attempting to take classes at multiple of the Seattle Colleges. Removing the logistical barriers would increase access, opportunity, and classes for students. In addition, they would less likely to face negative transfer effects based on series of classes being taken at "different colleges".
Student Support Staff	4 - 8	I think the identity of individual college campuses is important; I also think the smaller size of individual college campuses decreases bureaucracy and increases connection between students and administration
Student Support Staff	4 - 8	If single accreditation makes the student experience with registration, advising/programmatic changes and meeting graduation requirements, then maybe its a good thing. If it does not do these things, then why would we do this? What are the benefits?
Student Support Staff	4 - 8	Most people do not understand how to make it through the F.A. process. [REDACTED] letter written by [REDACTED] says students have 3 days to complete their file or they can't be students. I have seen her laugh in students faces and not grant approval for file completion of homeless students who cannot get their parents info. Potential students who ask to meet with advisors are turned away at the front desk of south and central. Would you want to go to a school where you cannot ask questions of advisors prior to enrolling?
Student Support Staff	4 - 8	Invest in your staff, most especially your staff of color that supports and reflects the student body population we serve.
Student Support Staff	4 - 8	Enrollment- I think aligning/having one enrollment system will improve enrollment/retention/completion. Retention- I think we need to think broader about retention (i.e. include student life and Faculty and EDI - Social connectedness, Faculty and Staff approachability and student involvement are also important elements influencing student retention) Completion - We need to align on this - and we need one district grad app/grad processor Ed Equity - closing the gap is so important but if we aren't addressing issues around retention (student life, mentoring, edi, connecting with faculty) then we won't succeed greatly in this area Organizational excellence - I would love an assessment of how the departments that have been ASI'd are doing (HR, IT, IP, CTC link/E-learning) - it seems like processing times in all those areas has increased and workload for those departments has increased while staff has decreased (IT for example) System sustainability - I think ASI can be sustainable but I think we need to revamp and change our initial strategy. Partnerships - We are in a budget crisis - we should be putting more resources and time into our foundation and grants to pull in more money for the college and focusing on marketing to try and get more students in the door. There should be seattle colleges ads in the light rail now that our schools are connected.

Student Support Staff	4 - 8	You need to have some quality control folks test the new systems before rolling them out. A lot of ctclink sections are confusing or inaccurate for both students and staff, which could have been remedied before rollout by just having some people test it beforehand. Ease of use for the end user should be a priority along with having the system function.
Student Support Staff	4 - 8	Whether we move to single accreditation or not, we MUST make it easier for students to take classes across the district. I find it ridiculous and unacceptable that the three campuses have different placement testing and cut-off scores, different class pre-requisites, and that students have to apply to one of the other campuses to take classes across the district. These are all things that should be aligned and changed that do not depend on accreditation.
Student Support Staff	4 - 8	I think that faculty/staff retention might become a challenge since past events involving other departments integrating resulted in negative experiences for staff. Folks were laid off or quit due to the uncertainty integrating brought to their departments. Location is also a huge part of this, if we centralize departments, where's the department located? People also work at particular campuses because of the relationships they've built and perhaps the location. However, for students, integrating financial aid, registration, etc. would be a positive impact because it will allow students to take any course at any of the campuses. Certain campuses have classes that the others don't and allowing inter-campus registration would be great to see. No longer would students need to register at the particular college and have to go through the hoops of financial aid. In terms of transfer, having one transcript would diminish the cost for students because they can just have one transcript for all campuses. Additionally, having courses be similar across all campuses would be beneficial because when students apply to colleges, the class they've taken at a particular campus will count, regardless of their "home" campus.
Student Support Staff	4 - 8	No offense meant by this, but this survey does not seem to capture good feedback without an option to comment on each question. I don't have enough information about a most of these topics and answers to assess, and it feels a bit too leading and overly narrow to get useful feedback the way it's set up. Retention - it's a big and complex issue. However, it seems that financial disinvestment in the facilities and in front line staffing is a big factor. I've heard from multiple community members, parents of students, who complained they were frustrated by the poor administrative support such as taking a month to get transcripts, or financial aid or admissions being very slow in response, etc. I assume those departments need additional support. In terms of increasing enrollment, that's also so complex and I don't have tons of info. However, I am concerned our reputation in the community is poor from issues stated above, and that does not help. I think a lot of people who work at Seattle Colleges care and want to create an excellent experience for students and other staff/faculty. The finances are not easy to make work. Are the right people at the table? Thank you for your work on this! Thanks also for reading my thoughts and for asking. :)
Student Support Staff	4 - 8	While moving to a single accreditation feels like a positive way to unify our education system and potentially meet financial goals, I also have a lot of concerns. I worry about students losing their options and choices. The colleges often have different program offerings with overlapping courses of study. Would these programs become washed out, cookie-cutter versions of the vibrant and unique offerings [REDACTED] offers? I also worry about the careers of my fellow colleagues and myself. Some may lose their jobs in becoming more streamlined, while those who stay will carry a heavier load of work and responsibility. I do feel hopeful for the Seattle Colleges to thrive and survive as demand changes, and will support whatever is needed to make that happen.
Student Support Staff	4 - 8	Unfortunately, Seattle [REDACTED] enrollment and retention need a lot of improvement. Students constantly complain about Financial Aid and Advising. More well trained staff are desperately needed!
Student Support Staff	4 - 8	The options given for how to improve enrollment and retention seem biased toward single accreditation. Making the 3 campuses one accredited body would remove financial aid and admission barriers for students to enroll at other campuses, but would not necessarily make it easier for students to access services or funding for basic needs. If information for students such as admission, placement and resources is a challenge with small campuses, I feel it will become a greater challenge in a larger organization as more layers of decision makers will need to be involved. Making the three campuses one college for accreditation purposes may centralize some efforts, but unless two campuses are physically closed, it will not likely improve processes, but instead alienate staff who are not at the main campus. It may instead open the door to closing services at the now satellite campuses and decreasing opportunities for students located there.
Student Support Staff	4 - 8	Consolidating under a single accreditation is one of the most useful and needed steps in being able to serve Seattle Colleges students. A single accreditation structure would allow students a full understanding of the admissions process, financial aid process, and placement structure. As it stands the variations in all of these practices have led to exponential work-arounds at each college. The district aims to provide open access education, but these countless exceptions to processes and procedures have left us doing more work to understand why a student is not able to enroll then actually supporting them through their education. For a prospective student, the experience is laborious, nonsensical, and disheartening. It would not be surprising to me if we lost more students trying to get them through admissions and registration, and we did after they were enrolled. Students deserve transparency and clarity on whatever stands between them and their ability to take classes. When they get to the campus they deserve to understand how to clearly move through their programs of study and be able to easily register within the district if they have a needed class. The process as it stands is so unclear there's practically no benefit in attempting it.
Student Support Staff	4 - 8	This survey is completely biased to deriving answers and data that support an agenda already "decided on." Staff and faculty do not feel like true stakeholders in district decisions when data collection methods have this level of bias and, therefore, limitation. Surveys like this feel like optics, at best.
No Response	4 - 8	Moving to single accreditation would strip the colleges of their individual identities. It would negatively impact academic freedom and make the glaring inefficiencies in our systems even worse. I don't think that concentrating all of the accreditation power to a single group or standard is ever a good idea, in particular, when seeking accreditation of very different institutions, even if those institutions are constituents of the same entity.
Executive/Administration	9 - 14	There are some things that would be helped by integrating, particularly Financial Aid, Recruitment, Registration and Records. One additional recommendation is to go into a short semester system/calendar. This would also reduce the cost to our colleges/district.
Executive/Administration	9 - 14	If Seattle Colleges becomes a single accredited institution, we would rank higher in enrollment in state and national lists as our figure would be for all three main campuses. In addition, if we do get a single accreditation, we also need to focus on improving many issues we currently face as three separate institutions. The biggest one I encounter is concurrent enrollment and being overcharged for tuition. If a student does not proactively seek assistance from a Cashiering Office, they could easily overpay their tuition by \$1k a quarter. This is not an exaggeration. With an international student enrolled at one campus for 10 credits and another campus for 5 credits, they will overpay tuition in excess of \$1k. So before we get a single accreditation, we need to focus and FIX our current flaws to help with retention and administrative efficiency.
Executive/Administration	9 - 14	There are many things we could better align for a smoother student experience, such as admissions, financial aid, and schedule. I'm not sure single accreditation is the best way to get to that point and would need more information. I worry that with one recruiting office, that Central will be favored over North and South. There is already a perception that this has happened with health care and international programs. Whether this is true or not, it will be a tough perception to change.
Executive/Administration	9 - 14	We are under resourced to begin with. Continued budget cuts will only hurt these priorities above. We can't keep cutting positions and expect enrollment, retention, and completion to increase when there are fewer people to do the work.
Executive/Administration	9 - 14	The things that will have the greatest impact-single financial aid and enrollment and shared calendars-do not require single accreditation. We should do those things FIRST and THEN do single accreditation.
Executive/Administration	9 - 14	We are vastly under-resourced for our mission, and I anticipate that single accreditation will institutionalize this state by seeking efficiencies that are actually reductions in service. It's already happening.
Executive/Administration	9 - 14	My concern is the District and campuses don't have the capacity, talent, or resources to align our functions, communication and student services. For example, when we talk about a single enrollment process, we're talking about everything from CRM communications to admittance letters to financial aid to placement to navigators/advisors who help students through the enrollment process. We can't do single accreditation and then piece-meal together the processes or that will be a real mess. What is the Chancellor's vision to plan, carry out, and implement a whole-scale alignment? Where will the talent, capacity, and resources come from?

Executive/Administration	9 - 14	Single accreditation makes sense for student success. For entirely too long students have struggled to enroll and be successful at one or more campuses and it does a disservice to students to continue operating differently at each campus. Currently, there are entrenched ways of enrollment on each campus that just don't make sense (in fact they actively discourage students from attending and push students away. We know our enrollment has suffered for the last 6+ years and yet we still don't have the administrative will to change things that just don't work for students) - no matter how many committees, working groups, grant funded projects and focus groups, etc, that have been held during my decade + years at one of the campuses. The admissions and enrollment process is confusing and challenging enough at one campus and does not make any sense to have 3 separate processes that students are required to go through, just to take classes at our sister institutions. We also standardize and operate more effectively when we partner together across the district - I have also seen this through my decade + years at one of the campuses. It forces us to operate in the students' best interest - to ask ourselves why we are doing our processes and procedures, to question how we can do things better and more effectively. If there's something that Central is doing that works for students, why not have it adopted/tested at North? If there's something that works for students at South, why not have it adopted/tested at Central? This is true not just for the enrollment process, but for student services and retention efforts during the course of a student's academic journey with us. Single accreditation would also force us to focus on what academic programs the three campuses are offering, and avoid duplication and competition among the three schools.
Executive/Administration	9 - 14	The Seattle Colleges are in critical need of a decision maker at this point--this decision whether to go forward with system wide accreditation or not has been on hold for much too long. There are currently critical open positions in facilities and upper admin, for instance, that need to be filled ASAP in order for the facilities to operate well in the post-pandemic world. In fact, I would say a decision needs to be made today about getting those open positions filled--failing facilities will certainly not help enrollment, persistence or completion rates! This is basically an SOS to the Board to do something about this!
Executive/Administration	9 - 14	I have yet to see any strong arguments or evidence that single accreditation will have on enrollment, retention, completion or equity. All I hear is that the Board of Trustees wants it because they think/expect it to save money and improve "efficiency". Where is the strong case statement for sustainability and efficiency? Why are those most important and how do they directly relate to enrollment, retention, completion and equity?
Executive/Administration	9 - 14	I think it is important to assess what has been successful and what has been problematic and/or not achieved the desired outcomes of the areas of service that have already been ASI'd, as part of the decision around single accreditation.
Executive/Administration	9 - 14	Student Services departments are severely lacking staff, this applies to all of the colleges. Students reach out to other departments frequently because they cannot reach a live person to assist. I have had students tell me over the phone that the lack of help, along with the convoluted process of applying to the colleges, will make them apply to other colleges instead. We cannot afford this trend in the long term.
Executive/Administration	9 - 14	College culture could be impacted but ease of access for students would greatly improve if there was one enrollment process for all the colleges.
Executive/Administration	9 - 14	District has proven to manage responsibilities poorly and are far removed from student success mindset. There is diminished trust that the management will operate in the best interest of students and staff retention. Large concerns about lack of concern for very low staff retention rates. District leadership is concerned about District perceptions and convenience rather than efficiency, and success/retention of staff and students.
Executive/Administration	9 - 14	the biggest impact could be on the instruction side (better coordinated class offered, modalities, aligned degrees and certificates, aligned placement, increased ability to strategize on program mix) which will ultimately improve enrollment, retention and completion. Focus on instruction.
Faculty	9 - 14	These are three very different colleges in different neighborhoods, with different collegiate feel, different programs, and different communities of students/teachers/staff. You will do a huge disservice to each college if you try to smash them together. Centralization is not always efficiency. Please put the students' needs first. They need to see a friendly face at the registrar, dean's office, and classroom. They do NOT need to be told to travel all the way across town to accomplish something at a different college location. They work, they have kids, they have homework to do. Teachers and staff also benefit from a community feeling of seeing each other at the "water cooler" or "copy machine." You will lose community, friendship, teachers, staff, and students if you attempt to mold us into one cookie cutter shape. Above all, let faculty and students decide. Do not take the advice of folks who are working in business without experience in the classroom. Education is not a business. Education is not for profit or efficiency. Education is for the common good and for our democracy. This is your family. Don't smash your family.
Faculty	9 - 14	Each college (North, Central, and South) are their own entities. This one-accreditation model would only work if that reality--each college's autonomy--was honored and protected. Years ago, I worked at a large community college in another state that had various campuses in an urban center (and one accreditation). It mostly worked well but only when the colleges (each campus) worked in their own self-interest as related to student enrollment, retention, and completion. There was a ton of competition. I truly think this will only work if it's done slowly and with loads of staff and faculty input. Not top-down. There's already mistrust with leadership. This would only amplify those feelings if this decision is made without faculty/staff input and engagement. A survey is definitely not enough, so I hope there are plans to do more in gathering feedback. Keep in mind that staff and faculty at North, Central, and South have worked for many colleges and have experienced life inside a one-accredited large community-college system. Ask us about it.
Faculty	9 - 14	The students always struggle when dealing with enrolling / doing paperwork to get into the college and financial aid. Those are two big hurdles I hear about every quarter.
Faculty	9 - 14	This survey is bullshit. You're trying to game the system. Why don't you ask about negative impacts? Why don't you give real data on how many of our students actually want to attend classes at all three colleges? Why don't you ask any questions about impact to staff, faculty, and workers? Whoever designed this survey is either really good at manipulation or really bad at writing surveys. Or both.
Faculty	9 - 14	Accreditation takes faculty work, and coordination also takes a lot of work. Adding the task of coordinating across campuses sounds like it will 1. increase costs due to district-wide positions replacing or adding to employees with institutional knowledge 2. Increase faculty need to coordinate among more people to do the same work, probably with no decrease in other work areas. 3. Make it easy for students to fall through the cracks as they get handed off to someone who is out of touch with the student's local campus. Nothing about existing ASI efforts has gone well for students. It's the wrong direction to go.
Faculty	9 - 14	Student interest in our college will always come down to local and effective communication on each individual campus. ASI has only diminished morale, outlook and campus culture. A streamlined admission process can and should be done. Same with a streamlined financial aid process. Neither of these things needs single accreditation to happen. If those improvements can be made, all campuses will benefit while still retaining their ability to serve their students as programs, staff and faculty will have maximum access to their local administrators and decision making abilities. Programs will be able to support their specific students, therefore increasing retention. Students don't want to be marketed for a college conglomerate on campuses that take 1 1/2 hours to travel between. They want to know what their day to day will be like, where they will go, what the campus will offer, what faculty they will take classes from and how they will study what will improve their lives. This is what it comes down to. Everything else should be made easier for them. 100% percent of the Board and the Chancellor's efforts should be toward the repair and strengthening of the colleges through building trust, finding and allocating resources, and allowing people to do their jobs with excellence. Everything else is a distraction and is causing harm. You are in an amazing place of power and decision making as the BoT. Please use it. You can bring a passion for teaching and improving lives and an unfailing belief in the power of education back to the Chancellor's radar. Systems can and should be improved without the disruptive, harmful and ultimately unproductive tasks of forcing single accreditation at this time. Start with streamlining financial aid and admissions. We do not need to reinvent, we need only to be given more support.
Faculty	9 - 14	For retention: Better advising, more full time faculty, less administration.
Faculty	9 - 14	Are we trying to compete with Bellevue College for the highest enrollment of a Washington State Community College? Why all this effort? Students attend all three now.
Faculty	9 - 14	We currently waste so many resources with the 3 college structure - all of those duplicative resources (and lost time negotiating with ourselves) could be put to better use servicing our students and retaining competent staff! Thank you
Faculty	9 - 14	If one accreditation means only one president and one VPI, I think we will have some problems. And one accreditation cannot mean that all programs are offered at all 3 campuses.

Faculty	9 - 14	I like that you are asking people for their opinions about this important matter, although I am not confident about the relationship between opinion and truth in this matter. My understanding is that there is more unknown about the consequences of moving to single accreditation for the Seattle Colleges. If there is more that we know, will you please disseminate in a way that is accessible for all members of our District? For example, do we know what proportion of students take classes at more than one campus or desire the ability to do so? What other factors besides accreditation format are being included in the analysis of enrollment patterns? If I recall correctly, unemployment is the single biggest predictor of student enrollment--what weight are current unemployment trends given in the analysis? What happens to enrollment patterns if they are disaggregated by campus? Are the trends identical for South, Central and North? If not, why not? What reason is there to believe that moving to single-accreditation will help anything besides administrative efficiency? One fear that I have as a member of the [REDACTED] community is that Seattle Central as the larger institution seems poised to exert more influence, perhaps as it should. That said, smaller campuses could get drowned out along the way, and I do not believe that will be entirely positive. As one example, I have been consulted in the past about changes to district-level master course outlines within my department, and I provided feedback to the team led by a group of Central faculty. Not a single bit of feedback that I offered was incorporated into the final product, no explanation was advanced about rationale, nor was I alerted to the outcome when it eventually came to pass. Is this experience a sign of things to come?
Faculty	9 - 14	It feels as though the board is equating alignment of processes with single accreditation. We can certainly have better aligned processes district-wide, but equating that to becoming a single college is misleading. Each college currently serves our immediate community for general education, basic skills, and local student support resources (as we should!), while we as a district coordinate to offer specialized programs at each college. As such, we avoid competing with each other, while still meeting the hyperlocal needs of our catchment area. I certainly agree that having better aligned processes (such as allowing students to more easily take classes any of our colleges within the district) would help student completion. But why put us all through the time, effort, and morale-murder of dissolving of ourselves and reforming as a single college, just to have more efficient processes? Isn't there a better (albeit less "shiny object") way to improve the ways in which we serve our students?
Faculty	9 - 14	Some of the categories in #6 are difficult to speak to. In order to move to a single accreditation system, it seems the speed of responsiveness to student needs would grow drastically slower. I don't see any reasons why this system would help with student recruitment (outside of perhaps niche situations such as recruitment of international students) or retention. I know it would increase faculty workload exponentially in actually building a district-wise accreditation system.
Faculty	9 - 14	I'm afraid that if Seattle Colleges went to a one-college model with specialties on each campus, that the student experience would be greatly diminished. Not only would students potentially have a longer commute for their required classes, but currently, each campus has an identity with its characteristic student cohort. Many students identify with the student body on one campus more so than another, so this is one of the factors that informs the student's choice of campus. When students are already facing enough turmoil and stress, I believe that it's best for students to still be able to choose the campus that feels like they're among "their people".
Faculty	9 - 14	Administration's job is to keep faculty and students with a roof over their heads, supported with all the necessary academic materials, and otherwise to get out of the way so that teaching & learning can happen. Unfortunately it doesn't seem to be able to accomplish that.
Faculty	9 - 14	This survey seems skewed to favor responses that paint consolidation in a positive light, with no source of background information that can help in determining the outcome. This is basically a "how do you feel" survey with zero information provided to allow an informed decision for most of the questions. One question that was especially poorly worded what what impact single accreditation would have on workload - I think my workload would go through the roof, but I don't know if selecting "Diminish" would be interpreted as I think my workload would diminish. Qualitatively, it will diminish, quantitatively it will increase by leaps and bounds as the bulk of the work to coordinate across campuses will fall on staff and faculty at the colleges.
Faculty	9 - 14	Single accreditation, and its concomitant singular centralized integration, will have negative impacts on student enrollment, retention, and completion. These activities can succeed with robust resources at each campus. Centralizing these efforts and saving budget commitments will only lead to a death spiral of lower enrollments and less successful retention. Saving money here is tantamount to planning for failure. In a centrally consolidated system, where do we locate, and who will provide, the passion for these student-focused needs with a strong "parental concern" for each student? Answer: Nowhere and No One. These efforts must be personalized at the campus level with a passionate concern for each student. Consolidation will destroy whatever nascent efforts exist now. Educational equity is troubled now and will only get worse. Recruiting BIPOC students to a generalized concept can't compete against campus-focused recruitment & retention efforts. The problem is that Seattle Colleges is not effective at each campus now! What's the advantage of consolidating that limited and ineffective effort? It needs money and attention at each campus from the top! Organizational excellence is spotty at best now and will enter a nuclear meltdown into a secret inner-circle when it's consolidated into a singular system. System sustainability can be enhanced by consolidating functions where duplication exists (i.e., application processes, registration, financial aid, human resources). Functions that can easily be combined across the campuses have already been established. More opportunities for functional consolidation should be pursued. Academic control, and student support services, must be campus-focused and enhanced. Partnerships are very weak now because of limited resources to recruit and sustain them at each campus. Yet, partnerships thrive when they are affiliated with a specific campus site! Again, the effectiveness of centralizing this outreach function will suffer from a lack of "parental concern" for any one site.
Faculty	9 - 14	It would need to be done well or it will be a huge mess and as bad as CTCLink has been and make things worse, not better for a wide array of students, staff and faculty. It could be way more confusing and problematic for the communities we serve.
Faculty	9 - 14	Question 1 and 2 are studies in false equivalencies. We could have all of these net positives without a single accreditation.
Faculty	9 - 14	I do not believe this is a good strategy at all. Each campus is unique in the student population and the degree offerings. I can imagine if we merge, we will end up with certain course offerings at 1 or 2 campuses, but not all. This will result in an increased financial and time burden on our students. Some programs will likely go away entirely. I also believe that the campus culture is very different at each college. This is exactly what you would want to maintain/increase the inclusiveness of each campus. As a question of equity, this is critical. Also, equity plays a significant role in how students can get to each campus, time it takes, time away from work and family, etc. I think a merge of our campus will increase inequities. I think the proposed merge was likely proposed to help with administrative functions. I want to remind you that colleges are for students, not for administrators.
Faculty	9 - 14	This survey is incredibly vague and unclear-- especially this last question. How am I [REDACTED] supposed to know how S.A. will affect those areas? Instead of having a survey, perhaps a more transparent explanation of the pros and cons of single accreditation would be more beneficial. A discussion would be best.
Faculty	9 - 14	Administrative salary expenses ratio to number of students; growth and trends of such ratio; administrative salary expense and headcount to student service and faculty salary expense and headcount ratio and trends should be transparent and analyzed. College system has become top management and middle management heavy.
Faculty	9 - 14	To anyone approaching this survey undecided about single accreditation, it should be obvious that the survey is geared toward collecting responses that support single accreditation. There is little effort to really consider downsides as the only question that includes them as a possibility will be muted in aggregate, while all responses to the other questions are positive. This is one more example of performative input-seeking, and it is frankly insulting.
Faculty	9 - 14	I believe that single accreditation will have a detrimental effect on each college's ability to serve its unique student body. Consolidation has been happening under the current chancellor for a number of years and enrollment and retention have only declined.
Faculty	9 - 14	The Board of Trustees should focus in marketing to increase enrollment, student retention, and improving graduation rates. By focusing on single accreditation/merging the colleges the BoT is forgoing opportunities to improve the colleges in regard to enrollment, retention rates, graduation rates, student success and student satisfaction. To the BoT, what are the top five reasons we have low student retention? What are the top five reasons we have low graduation rates? I do not think you know. Single accreditation/merged colleges will not improve either of these important metrics.
Faculty	9 - 14	I think that one of the things that makes Seattle Colleges unique, is the way each college is unique. That uniqueness is both a strength and a strategy for long term flexibility. Students want education that is more tailored to who they are; separate colleges make that more possible. Our diversity is our strength. I also feel like this survey is skewed, some of the questions are ambiguous e.g. whose decision making are you referring to? Decision making at the local level is easier with separate accreditation. Single accreditation might make decision making easier for the chancellor or upper administration. The students don't go to school for those folks. Enrollment, retention, and completion are about students and their connection and engagement with the place and the people. Locally. Not the big ideas, not the marketing, not the fancy slogans.
Faculty	9 - 14	This is a horrible idea.
Faculty	9 - 14	No I do not support a single accreditation. This survey is terribly biased. Please try again - without the above push polling methods.

Faculty	9 - 14	This survey clearly biases the single accreditation model. Who is that serving? It is NOT serving students, staff or faculty. It is serving the growing upper administration with rising salaries, top-down directives, and ineffective "district" services. Who is really doing the work? It is still falling on those who are working directly with students. The chancellor and his ever-growing group of vice chancellors should be fired. Reallocate the money from the growing admin and invest in education!
Faculty	9 - 14	While we have dropped the title of community, we are still community colleges meant to serve the community. If a student who lives in Bitter Lake needs to take a class at South Seattle College to complete their program, that is not serving the community or the student well. If a student has to take classes at different campuses to complete their program, that will result in less of a campus culture. Students seem to want to feel a sense of belonging and having each campus with its own identity and culture and even some program offerings would be more attractive to incoming students, especially those coming out of high school. [REDACTED], I know that is important. I think single accreditation would undermine that sense of going to a particular college. In terms of educational equity, there are many things that can be done to improve this and creating a more centralized structure is not necessarily one of them. Students need staff at their campuses that they can form relationships, staff that care about individual students and their success. Having all students navigate a more centralized structure with less personal attention is not equitable. It rewards students who are more comfortable with the system and those are students who often already come with advantages. More proactive and informed advising would be very helpful in advancing educational equity. Making the system (i.e. ctLink) easier to navigate would improve equity. Providing more financial support and guidance through financial aid would improve equity. Students lacking a sense of belonging will not improve equity.
Faculty	9 - 14	I do not think that combining all campuses into a single accreditation will serve our students nor our employees best. I think it is best to keep them separate.
Faculty	9 - 14	One accreditation for the three Seattle Colleges is a bad, awful, terrible model. Cease and desist!
Faculty	9 - 14	One accreditation is not feasible because you'll be asking us to coordinate across three campuses to change everything in all areas all at once. Every change is going to have a cascading impact that's going to impact other units (see the ctLink implementation as a recent example). And while ctLink WAS/IS bad--this will be worse, because we're changing EVERYTHING. And it's going to be costly--every college that has moved to one accreditation in other states has spent MORE money, not less. Plus, we're going to lose out on legislative funds because we're no longer three separate colleges. My advice? You don't need to be singly accredited to have alignment. Start by aligning and centralizing the areas that aren't student facing. See how that goes. If it goes well, consider aligning aspects of student services where it makes sense such as enrollment and financial aid. And from there, we'll see. Keep in mind that this work is a full-time job on top of people's already full workload--so figure out in advance how you are going to resource this. Are you going to hire someone to oversee the transitions where that's all they do? Are you going to increase staffing in the impacted areas so they have capacity to do the alignment work? Are you going to change people's work week so that one day a week is focused on alignment work? It's not enough to declare this change -- you need to make sure the burden doesn't fall on the frontline staff who are stretched to the brim already, with pitchforks in hand, and ready to quit if you add one more thing to their workload. We are burned out. ctLink, moving to remote operations, moving back to on-campus operations, and the pandemic has done us in. Proceed with care.
Faculty	9 - 14	Each campus has a culture and community. I do not see a single accreditation as anything useful or helpful. It will diminish our ability to best serve our students and add to the layers of information students already need to know to successfully navigate a single school with increasingly scarce resources, such as advisors and counselors. This seems like an exercise for admin to feel useful, not something that will help students.
Faculty	9 - 14	Student enrollment, retention, and completion and education equity would be improved by making the registration, financial aid, and other services much easier to navigate by simplifying them, improving response times, reducing lines for people who need help, making sure every person at the school treats students with respect by treating the people who work at the schools with respect and providing them with the support they need to feel calm and energetic while they are at work. Working with the government to reduce student tuition without reducing support services would really improve these as well. These and organizational excellence, and sustainability would be improved by offering more faculty full time work so they will be able to focus on their work at one school and will be more connected to their students and the school. Then administration would be able to require more faculty to be at meetings and trainings and that would really improve system sustainability and organizational excellence. Another thing that would improve these in the long run would be more proactive support in making sure students get a good career after their education.
Faculty	9 - 14	Moving to a single accreditation is a horrible idea. Right now we have 3 distinct campuses that attract different types of students. The model put forth by the district administration is that we will be essentially one college with different locations. That will result in the district deciding what types of classes should be taught at each campus to avoid what they would consider to be "redundancies". Students who attended North Seattle College will not want to go to South Seattle College to take some of their course or programs work. They will simply start to look at different colleges closer to where they are located. North Seattle College has been able to attract students despite the fact that there are other colleges in this region because we have a good reputation, especially in our transfer programs and stem fields. This reputation is independent of central or South colleges. It is ridiculous to think that students would travel to any one of these campuses to take their course work, ignoring the fact that they are widely spread out. [REDACTED] No student is going to want to do that. This will also greatly increase faculty workload because instead of just having to work with colleagues on one campus we will need to try to coordinate with faculty at 3 different colleges. If this goes through then the individual characteristics of the 3 colleges will be stripped away by district administration and faculty will have 0 input in the decision-making process. District has already shown that they don't know anything about our student body and their continuation of decision-making has hurt our enrollment instead of improved it. What would help students enrollment, retention and completion, etc. would be to put decision-making back into the hands of the faculty who work directly with the students and know what they need. To stop stripping resources away from individual colleges in the effort to "districtify" things which only seems to lead to a bloated district administration levels and fewer resources at each college. Also to stop taking programs away from colleges that have been successful in the past. The eradication of our basic English programs for international students is a case in point and was extremely shortsighted. Yes enrollment was down due to a xenophobic president, and Covid 19, but by eradicating the program at [REDACTED] we have basically eliminated the possibility of those students attending [REDACTED] at a future time. Many students who take those introductory ESL courses go on to become actual students at our college. We no longer have that student pipeline. This is the kind of thing that will just to be increased under a single accreditation. I honestly feel that the district has made concerted efforts over the last several years to destroy our colleges rather than to improve them.
Faculty	9 - 14	Why do all these questions assume that single accreditation is the default? That this is being considered without input from students and student-facing workers is counter to the role of trustees. Trustees are entrusted with caring for our colleges' success, which means that trustees must care about students' and student-facing workers' success. We do not support moving towards a single accreditation. We have not supported the removal of community from our names and functions and will not contribute any of our labor to a project that supports administrative bloat. Trustees are meant to support our colleges to serve our students not meant to create one college to serve our administrators. Stop wasting our time, energy, and resources pursuing the destruction of our communities and our colleges.
Faculty	9 - 14	This survey seems quite biased towards the idea of single accreditation. I've seen again and again as a teacher how much further support for our students as people would go to supporting them in their educational goals, things such as: affordable and reliable childcare on campus, access to food pantries and mental health services, transportation vouchers, increased financial aid, etc. I strongly believe those are the things we should be focusing on as a District.
Faculty	9 - 14	Single accreditation makes financial sense. The college is not financially responsible. The admin goals are not supportive of community growth and student achievements.
Faculty	9 - 14	[REDACTED]. I don't know what the other campuses' brand and reputation are in their areas. I worry that a single accreditation would diminish the strong brand of [REDACTED], and possibly the other campuses.
Faculty	9 - 14	I didn't answer the first two questions because they were clearly biased toward the District's clear preference for amalgamation/integration/ASI or whatever euphemism the district cares to use. The financial and other problems that the District has been experiencing in the last several years will NOT be solved by what senior Administration appears to imagine is the magic bullet of ASI. Enrollment, retention, and competitive advantage against other state 2-year colleges in the region have been declining largely because senior administration, supported by the Board, have steadily lowered the percentage of funds devoted to instruction while increasing that used for administration. The exponentially increasing number of overpaid Vice Chancellors and related policies are not unrelated to the closing of class sections, dismantling of departments, and reduction of educational opportunities for students, current and potential. SCD 'leadership' seems trapped in this downward spiral, the only apparent aim of which appears to be preserving and reinforcing the security of their own jobs.
Faculty	9 - 14	Stay focused on student success.
Faculty	9 - 14	The wording of the survey suggests that the administration is not interested in our answers, just wants to confirmed an already determined outcome/decision. Another disappointment.



Faculty	9 - 14	I'm concerned "streamlining" the college instruction and services will lead to further cuts to faculty and staff positions. Transitioning to single accreditation puts the burden on faculty and staff to do the work, realignment, etc. We are understaffed as it is. We need more stable jobs and financial support to be able to serve our students to the levels they deserve.
Faculty	9 - 14	What would happen to the mascots? But seriously. Individual service offerings to students is what is needed. The student is the customer. You should work on giving the customer, er student, what they need most.
Faculty	9 - 14	stop hiring so many administrators. we don't need more administration. We need to invest in the faculty. we need to give part time faculty more opportunities for the tenure track, and pay the faculty and staff (not administration, I mean administrative assistants, program assistants, etc) better so they can live near work and serve the student population better.
Faculty	9 - 14	Over time students would become familiar with identifying themselves as Seattle College students and if applicable, south, north or central campus...just as UW students can clarify their campus location if they choose (Bothell, Tacoma, Everett etc...)
Faculty	9 - 14	[REDACTED], I still do not understand why the Chancellor, the Board of Trustees (BOT), and administrators from all three colleges have insisted that merging all three colleges into one would address problems with student enrollment, retention, and completion. Rather than addressing these actual issues, the fixation on Single Accreditation as the panacea has prevented the district from even determining, let alone addressing, the actual causes for low enrollment (e.g. ctLink, the COVID-19 pandemic, Trump administration delaying and denying student visas for international students, etc.). <a href="https://www.nytimes.com/2019/08/28/us/international-students-visa.html">https://www.nytimes.com/2019/08/28/us/international-students-visa.html</a> In addition, the decision to merge all three colleges into one completely dismisses and disregards the importance of culture and community at each college. Each college has its own unique culture and sense of community because of its students, faculty, and staff, and Seattle Central, North Seattle, and South Seattle Colleges are not interchangeable. Students and faculty not only come from the surrounding communities but commute past other community colleges to attend and teach at each college because they feel a sense of belonging, and the security and support that comes with belonging has proven invaluable for student retention and success and faculty morale. I strongly urge the BOT to dismiss plans for Single Accreditation, and instead, try to determine and address the causes for low student enrollment, beginning with providing much needed support to students, staff, and faculty to address the various problems with ctLink.
Institutional Support	9 - 14	More ASI need to happen at the top. Please consolidate Presidents and have one VP at each campus. Act as one big college and not 3 separate colleges.
Institutional Support	9 - 14	The Chancellor is garbage and has done all in his power to create a negative experience for students, staff and faculty. The Board of Trustees cares not at all about the colleges and it has shown in their openly callous remarks when challenging their trash ideas and policy. Both the Chancellor and the board of trustees can pound sand. Students don't sign up for classes here because the lack of care of the highest officials for the colleges is VERY EVIDENT TO THEM. Why are you even asking for our input when you have all ready made the decision to become one college with three campus? Do you, as board member or the chancellor, truly want to improve Seattle Colleges? THEN RESIGN NOW. Stop inflicting us with your junk reviews and just move on and destroy some other college. NO ONE EXCEPT YOUR SYCOPHANTS WANTS TO HEAR IT FROM YOU ANYMORE. You've asked for our feedback and openly ignored our responses. Excellent staff and faculty have run from our halls and refused to even apply to be part of our community. The administration openly admits that enrollment is falling and that they are cheerful that they have failed in their mission to keep and grow enrollment. So, what you've done isn't working so you are going to keep doing what you've been doing? Just resign, no one wants you here if you will continue to fail our students and staff. Falling enrollment is the concrete measure that you are failing as Board members and as Chancellor. Please continue to keep telling us how falling enrollment isn't your fault while you rake in 350K. Its disgusting to watch and even more difficult to endure in a working and learning environment. It is quite clear how the Board and the Chancellor have worked together to ignore, bully and harass the staff and students into going along with their poorly thought out and senseless plans. I've seen the active suffering of students due to the policies laid out by the chancellor and supported by the board. You'll do whatever you want, regardless of the effects on anyone. Garbage, trash and junk are hardly strong enough adjectives for the handling of the district by the chancellor and board. If they all left their positions tomorrow, then perhaps I'd have salvageable words to speak of them. More than likely not so a pox on all your houses.
Institutional Support	9 - 14	My role at the Seattle Colleges is not directly student facing. I am not involved in student support. But I do believe that classified staff working in student support have been undervalued and overworked for a long time. Going back to before the COVID pandemic, the pay and staffing levels were already abysmal. With the layoffs, retirements, and people leaving for better employment activities, I fear that the level of support that the students receive will suffer. Morale at the institutions is also a big problem. Could the administration please look into better compensating those who are currently in those positions, and also hiring more staff to help out in student facing roles.
Student Support Staff	9 - 14	This survey was written to prove support for the preferred answer. Y'all want to move to a single-accreditation of the district. I'm not necessarily against a single-accreditation district (I support it), but don't hold up the responses to this tool to demonstrate you asked for staff feedback. Every question can be spun to show support for the desired outcome. It would have been a better use of time to ask staff which challenges or pitfalls they foresee and then making plans to mitigate those pinch points. The primary interest of the Board appears to be "do a song and dance about gathering data when we've already decided where we're headed." If you've made a decision, treat staff as partners and start working on the ramifications of the decision. Don't feign like we have any sway over the choice. This doesn't feel like a sincere ask for input. Also, how would you expect a staff member to respond to how a single accreditation will impact their own workload? Improve vs. diminish? Does "improve" mean an increase in workload? That doesn't make sense. Finally, as an advisor, I'm curious what you mean by "more pro-active advising." Which pro-active measures would you suggest for a caseload of roughly 1,000 students to every advisor? More auto emails? More personal phone calls? Canvas announcements? Starfish to-do lists? I think a pro-active idea would be hiring more front line staff (financial aid staff, advisors, teacher who respond to emails) to decrease crazy wait times for students. Thank you for taking the time to read my comment. I recognize it's probably not your job to listen to me carry on, but I know this will be compiled and shared at some level. It felt satisfying knowing this comment might ultimately be read by the Board and/or Chancellor.
Student Support Staff	9 - 14	This would entail a complete restructuring of all departments and roles beyond faculty. If it is done well and organized it could work but I would fear it would just cause more work for individuals without improving the overall system and workloads.
Student Support Staff	9 - 14	Each campus has a unique character and student population -- if there is joint accreditation, I hope that the needs of each campus can be accommodated.
Student Support Staff	9 - 14	With three accreditations, there are too many administrative positions setting policy/procedure now. In my experience this kills any opportunity for innovation, because time is wasted creating three different solutions which ultimately have the same outcome.
Student Support Staff	9 - 14	A single point of entry for admissions would make a big difference. Currently my students [REDACTED] who are not from Seattle Colleges, who must apply to North, are met with a form that doesn't provide options for them to join the [REDACTED]. It's very confusing and inaccurate. That experience is sometimes their first experience with our college and it leaves a bad taste in their mouths. We need to streamline our admissions process and couple with financial aid, and then we need to allow students to freely and easily take classes at any of the campuses and get those credits immediately applied to their primary program.
Student Support Staff	9 - 14	We would like to know more about the funding structure for each college and how it would change
Student Support Staff	9 - 14	Despite the system integration movement, English and math placement tests and cut-off scores have NOT been unified across the 3 campuses. A course's pre-requisites vary depending on each campus. These are NOT student centered. Students do care about these, but these haven't been really addressed yet. It gives us a hidden message that our faculty can do anything what they want to their convenience.
Student Support Staff	9 - 14	Examine staffing levels for offices with a lot of responsibilities -- set reasonable expectations; have some focus on employee retention (turnovers also have a negative impact to students, not to mention the length of time it takes to fill a vacancy and train new staff).
Student Support Staff	9 - 14	It would have been nice for the survey to have defined separate accreditation model. I take that to mean one school, Seattle College, with 4 campuses (Central, North, South, and Satellite campuses) with one president. Elimination of the district office and all chancellor and vice chancellor positions. That would save money and reduce duplication of managerial and administrative positions. It should streamline organization and make the school more efficient. It will make it easier for students take classes across campuses; which will help retention and completion.
Executive/Administration	More than 14	Single accreditation will be sooooo much more efficient and allow us to focus on other actions to support students.
Executive/Administration	More than 14	It is hard to know how to respond to questions like 6 above (with the drop-down menus) without more information on how the consolidation that accompanies single accreditation would happen. And if single-accreditation is even necessary for the (pretty vague) plans of consolidation we have already been tossing around. Single accreditation is necessary to achieve strategic integration goals? 6. How do you think the following outcomes would be impacted if Seattle Colleges were to move towards a single accreditation? It might or might not improve student enrollment for example. I don't know how it will be impacted because I don't know what the actual or even proposed changes to the outreach, intake and support processes will be through single accreditation. Until we have some concrete proposals that show us what and how we will consolidate, it seems irrelevant to ask what we think. Also, in my experience, district-based outreach, navigation (in the center for working adults), or anything else I've seen over the years, fails to meet students in the classroom at [REDACTED], where it is needed. The more removed student support is, the worse it works.

Executive/Administration	More than 14	There seems to be no leadership on [REDACTED] campus. Its November 1st return to campus and there is no President, Vice President(s), Chancellor, Deans, etc., to welcome folks back to campus but, employees are required to return with no guidance/support from our higher up's. I can not speak for other campuses but, Central is falling apart, if I didn't have just [REDACTED] more years for retirement I would jump ship and find other work. The College District was once a fun, exciting and supportive place to be employed, all that joy is gone. Everyone thinks about the academic part of the Colleges and they never think about the business part of the Colleges, Security, Facilities, Rentals & Auxiliary Services and other departments, yet they are supposed to just make due with what they have or don't have and still get the job done. I could go on but I won't, at least I had the chance to voice a bit of my concerns. If you listened, I thank you.
Executive/Administration	More than 14	Single accreditation could have a carryover impact on student experiences and outcomes, but not a direct one. However, the transition to reach this change would have immediate detrimental impact on the employee base who would have to work on this AT THE SAME TIME as recovering from a pandemic, reducing budgets, etc. It is a worthy endeavor at the proper time, and this does not feel like the proper time given the many, MANY other strains on our system and our people right now.
Executive/Administration	More than 14	By reducing redundancies and a hodgepodge of policies, processes, procedures the student experience will be enhanced AND staff time and effort will be saved, allowing more focus on student support rather than trying to decipher and work with conflicting systems.
Executive/Administration	More than 14	There has been so much turn over at all the colleges and the district office, it has caused instability through out the district. Conversion to ctc.Link has only made the instability worse. I recommend stabilizing the administrative systems and the problems regarding not being able to provide accurate and consistent financial reporting before taking on another major change.
Executive/Administration	More than 14	I think standardizing enrollment policies across the district would make a tremendous difference, to include testing policies/standards/placements, course pre-requisites and pre-requisite policies and transfer credit policies, among others.
Executive/Administration	More than 14	Since we are moving to more standardization and integrated systems, it makes all the sense in the world to me to merge accreditation if possible. Expectations across the District would be clearer, and efficiencies would be higher. I do not know what the student impact would be, if any. It would potentially bring down expenses.
Executive/Administration	More than 14	I feel that a single accreditation will improve all aspects in regard to students. This may require the restructure of some roles (not necessarily eliminating - which may have a negative impact), but in ways that complement each other to provide a meaningful Seattle Colleges experience.
Executive/Administration	More than 14	Until the registration process improves and becomes easier for students it really won't matter whether we move to single accreditation or not. Currently the registration process is long, difficult and not efficient. I hear more students complain about how difficult it is. I hear from potential students that have gone somewhere else because of the registration process. Communication could be improved. Changes and processes are difficult to follow as the information is not getting out to everyone that supports students. Standardizing the process across the district will go a long way to improving this process, however we need to look at what is not working now so that we don't make it worse.
Executive/Administration	More than 14	The District faces a challenge in that there is a perception of limited return on investment (high overhead costs at the District level with low value given to the colleges). This perception continues with the idea of further siphoning resources away from the colleges to the District Office by moving to only one accreditation. Before rushing to strip the colleges of their accreditation, it might be a good idea to actually measure customer satisfaction of District Services. It feels like District is pivoting from one reactive change to another without assessing the value of the changes. Staff are exhausted and have a low tolerance for more mandates from the District office. The student-facing and adjacent staff at the colleges are more in-tune with the needs of the students than the staff in the District Office. Yet the policy decisions are all made and bottlenecked at the District. The extra layers of administrative policies and staffing make it more challenging to get our student-success-focused work done. The widely-held perception is that District will mandate this change regardless of actual value to the institution. Staff and faculty have a perception that there are huge overhead costs for District that siphon off critical funds for the retention of staff and faculty that actually do the work of improving outcomes for students. There used to be a term called "Siegal Service Center", with the idea that the college staff were customers whom the District Office supported. That does not always seem to be the case. Might be a good time to value our most important resource, staff and faculty. Instead of more disruption with another district-mandated change, might be good to address and work to mitigate the challenges faced by staff resignations and vacancies as well as the excruciating transition to CTC.Link. What can District do to support staff/faculty retention?
Faculty	More than 14	None. I don't have enough information. There is almost no way to know how many of these items in Q6 would be impacted.
Faculty	More than 14	Please explain how a single accreditation process would improve anything in this list. It's on the admin to explain and demonstrate why an action has merit. I've not seen it other than with some hand waving, or in push-polls like this implying that single accreditation has something to do with enrollment or retention. It might, but I doubt it. And no one has connected the dots explaining how one thing is connected to another.
Faculty	More than 14	Coordinating three schools that all serve different student populations and trying to create a one-size-fits all approach seems advantageous from a 'saving money' perspective but I feel that the problems will simply be put on faculty and staff: more bureaucracy, less institutional efficiency, little savings in the end. I am almost in favor of three independent colleges without the additional District layer. This would lower cost and keep flexibility and efficiency.
Faculty	More than 14	We serve different populations. A single accreditation would diminish our capacity to serve the needs of our cachement areas. The centralization of certain programs have made it more difficult for students at our campus to have their specific advising and other needs met.
Faculty	More than 14	Students need a name not E-Board to talk to and consistently work with into & thru the College Life transition - Relationships on and off the campus will be the key factor to revritment-retention-completion= Student Success!!
Faculty	More than 14	I don't know the answers to these. Find the students who dropped out and ask them why.
Faculty	More than 14	Enrollment, retention, and completion depend on the student. Educational equity is ambiguous concept and meaningless here. org. excellence may improve over time and system may be more sustainable. Partnerships would depend on who is teaching what and where.
Faculty	More than 14	Bigger is rarely better, and the early programs that have been combined, nursing and international programs, have shrunken the numbers of students who had access to and could benefit from those offerings, cut back on front line service staff and faculty and engorged the upper administrative salary types of jobs which leeches more money to district offices and away from our campuses and direct services. Consequently, more and more services are being de-personalized and increasingly automated -- both of which have proven to be less effective with vulnerable populations and more frustrating for everyone. It is no surprise that we have an enrollment crisis. Crucial services and deans are strained to the point of ineffectuality. None of this looks like improvement. Larger organizations in which the people making the decisions distantly dictate changes for which they have no responsibility of effecting are prone to waste and inapplicable "planning." Furthermore, the idea that students will be just as willing to attend classes at one campus as another does not bear up and fails to take into account the difficulty of commuting for students who have unreliable or inconvenient transportation in a city in which commutes are generally inconvenient and stressful as well as expensive and nearly impossible for students who are trying to hold down full-time jobs.
Faculty	More than 14	I'm not sure you are asking what you think you are asking. There would be some pre-requisites involved in a single accreditation: 1. Faculty in the same department from multiple campuses must agree on learning outcomes. 2. Faculty at the campuses must agree on the "college wide" outcomes--but look at how many sets of outcomes we now have that are in contention and are subject to interminable editing? 3. Many of the departments are answering to deans who have no training or background related to what their faculty are teaching. Maybe we need to have 3-campus deans that oversee the same subject areas across the campuses. This would be a necessary step in assuring consistency of offerings and outcomes measurement, certainly a prerequisite to meet universal accreditation standards. 4. The pattern will likely follow other "let's all do it the same way initiatives" of the past, where two of the campuses agree to the same accreditation standards, but one campus decides that they won't participate. This strategy ALWAYS works for the non-complying campus! In spite of the above barriers, the idea of one college rather than three campuses could have strong accreditation, enrollment and cost savings effects. But there needs to be a set of incentives. If we paid faculty what other campuses pay their faculty in other places, or even offered bonuses to faculty who are willing to teach and North and Central simultaneously, as an example, we'd be on the way toward the "one college" model that administration is likely striving for. However, the teaching effort must precede the "one accreditation for all" agenda. The education is produced by the faculty, rather than by making a list of universal college outcomes.
Faculty	More than 14	Try improving things on individual campuses before attempting to create one accreditation. Each campus has its own specific needs.

Faculty	More than 14	I'm a bit floored we're being asked for our opinions and on issues like the impact of this potential change on student retention. I would certainly hope a decision of this magnitude was being made with much more tangible evidence that the opinions of employees who happened to complete the survey. More importantly, in a city with such significant geographic spread and differences, I can't believe we're imagining that we become just three campuses of a single, homogenous institution. We serve very different students in very different ways. Each college needs to have the flexibility to adapt and respond to serve their local communities. Our students are not going to magically teleport between campuses. This will also dramatically limit our ability to obtain external funding from agencies such as NSF and DOE if we now must target all three "campuses" in a grant proposal. I hear the need to streamline and make ourselves more efficient. From where I sit, our greatest inefficiency is the District itself and the overhead of all the administrators affiliated with it. Cut us free and let us serve our students, locally, as we know best, without the added expense of funding two layers of redundancy. Our chancellor, like most of the District office, is out-of-touch with the boots-on-the-ground work of the individual colleges. Let our college presidents and local administrators do their jobs.
Faculty	More than 14	Hard to answer some of the above questions because power struggles in the recent past (i.e. IEP programs at North and South being usurped) have reduced trust in the District's intentions.
Faculty	More than 14	No particular thoughts. I'm semi-retired and only teach 1 or 2 classes each quarter so don't really have a horse in the race!
Faculty	More than 14	Students go to and identify with their Local college. They go where they live. Their teachers are where they go, which affects online course choices, as well. Single accreditation is specifically part of the move toward a "single" district with three branch campuses - something that clueless executives want (based in a faulty "corporate" concept of public education) for ease of administration and lowering labor costs (by getting rid of faculty and some staff), but No Faculty or Students want. Public liberal education needs redundancy and a level of inefficiency (like offering a larger diversity of courses and running courses with lower student numbers) in order to best serve the students and the community. If we base our open enrollment college, educationally on the best private colleges' model, then we would have many more full-time faculty, teaching a greater variety of courses, each of which would have a seating cap of 15 to 20, and would run with as few as 5 students (in seminar style). This would occur at each college, disregarding redundancy or overlap. Open enrollment colleges are here to Serve, not "make money." Yes, this means convincing tight fist legislators to invest much more of our tax dollars to open higher education (and to definitely raise more tax revenues from the wealthiest), but with the right argument, this could happen. Stop looking at the Seattle Colleges as a business with sociopathic corporate policies and values, and see each college as a right and a necessity to each separate community, at the necessary level of funding.
Faculty	More than 14	North, Central, and South all have unique identities and student bodies. It's important for us to maintain separate accreditations because we are separate colleges.
Faculty	More than 14	Hopefully with a more unified and better coordinated accreditation, the administrations at all levels will be held more accountable for student enrollment, retention and completion and educational equity. It needs to have both centralized and campus level accountability measures in place.
Faculty	More than 14	Each campus has its own culture that could be lost with a consolidation. When trying to create one set of courses, the unique courses created at the separate campuses could be canceled. If voting is done by the number of faculty in each department, the faculty at Central will have more say than say the faculty at South.
Faculty	More than 14	This survey doesn't look at the amount of work that faculty and staff would have to do to transition to one college with one accreditation process. It doesn't consider the disruption that is likely to happen when so many employees would need to turn their attention to the work that would be required. The survey barely touches on the importance of connection and belonging that employees need to feel to bring our best to the job. Morale can sink or float an idea like this. Students, too, connect with an particular environment or institutional identity. I don't believe we can easily predict how this idea will play out if we move to one college.
Faculty	More than 14	The three campuses have VERY different cultures. And programs have different ways on the different campuses. Forcing one way and one culture will diminish variety and the draw for students who are different and want different things. Also, it seems that admin. views on accreditation as a chance to teach some classes only on one campus. So what is a student to do .... travel to North for a 10:00 class then get in a car to go to South for an 11:00 class? No way!!!! And faculty are not going to do that either! This will only encourage moving all differences to the same boring lowest common denominator. That does not sound like it encourages innovation and change to meet the needs of the vastly different communities in Seattle.
Faculty	More than 14	single accreditation could be beneficial potentially if it does the following: reduces administrative expenses and staffing overall; provides consistency in experience for students; reduces overall labor in conducting all aspects of accreditation
Faculty	More than 14	We need to stop trying to make this one college. Each college is unique in its community, student census, faculty, diversity, program offerings, etc. There are unresolved and serious equity, diversity, and inclusion issues. You continue to ignore faculty voice and exclude those who uphold the colleges on a daily basis. While you continue to increase administration, you ignore those of us on the front line--the ones who are paid the least and work closest with students every single day. When do you last work face to face with students who are food insecure, financially insecure or homeless and helped them find resources so they can stay in school. When was the last time any administrator held endless office hours working with students to help them get through the quarter? It's called retention and it is what faculty do. Instead up supporting faculty, you think that one accreditation is going help our colleges? It won't. Nor will more Vice Chancellors. Nor will ignoring the backbone of your college--the faculty and staff. Enough is enough.
Faculty	More than 14	I don't think the concept has been studied enough. What would it mean in terms of faculty security if programs are combined. Our three colleges have distinct personalities that could suffer under one accreditation. This is a bad idea except for possible eliminating the Chancellor's position.
Faculty	More than 14	Any time you merge cultures, whether that be corporate or colleges, students, faculty and staff lose a sense of belonging. Yes, efficiencies occur at the top level of the hierarchy but those efficiencies could be achieved without campus mergers. Please do not do this.
Faculty	More than 14	It feels like District oversight is where efficiency struggles as well as connection to the campus community. I am against further consolidation of decision making, power, and money in the District which this seems to move toward. I am not optimistic about unified systems of admissions and financial aid having a major impact, what's needed is support for students navigating these systems especially with the disruption of CTCLink. Set up supportive services then prioritize improving those systems. Students need relief and support now.
Faculty	More than 14	In trying to standardize across campuses things always fall to the lowest common denominator. Innovative practices are lost in an effort to standardize. The least innovative offerings will be the standard.
Faculty	More than 14	Looking at the questions you ask about enrollment and retention, it is clear you did not survey the students or get their input. You will not be able to make positive changes without more information from the people most affected--the students.
Faculty	More than 14	This survey is performative and skewed towards a fait accompli in that accreditation will take place. There is no well thought out alternative option outside of single accreditation. We are already top heavy and district office is already skimming over 20% of our budget so fund high salaried administrators who do nothing for retention. Many of you sit in your ivory towers thinking about re-organizing our district without really talking with the "real people" who are doing are engaged in the daily operations of the college. YOU have NO IDEA of the cascading consequences of a single accreditation in terms of its impact on student learning; services; teachers; departments; course offerings; etc. IT IS ALREADY A NIGHTMARE getting things done through the district. CASE number 1 - we have dismantled the business office with all interim staff - and there is no leadership in that office - thanks Terrence. Leaving a mess before moving to the District - to create more of mess for us - Why don't we remove all the district vice chancellor positions - it will a huge cost savings. I am not sure what folks are referring to stature or identity. We will lose our identity and stature. Sadly, the district and BOT is thinking of this as a business in terms of stature, product, and financial viability - we are not in the money making business - It is on the backs of high paying administrators to lobby and find \$\$ for us to run our offices - not strip us of our dignity, integrity, intellectual acuity in thinking this survey is to really gather feedback. WE ARE SMARTER than this. We read between the lines and we know this is performa.
Faculty	More than 14	Retention is based on relationships and community. Students desire to be known, and a single accreditation minimizes the importance of unique campus cultures.
Faculty	More than 14	Making registration easier for first-time and continuing students would make a big difference in enrollment, retention, and completion. So would easier financial aid forms and easier access to student support services. Instead of more administrators, how about more advisors? How about more faculty when waitlists on existing classes are full? How about more equitable pay for full-time and part-time faculty? Supporting students and faculty/staff would stimulate organizational excellence; system sustainability wouldn't even be a question. Maybe our Seattle Colleges and the Board of Trustees need to consider...
Faculty	More than 14	There is data that shows retention, completion and educational equity are tied to student identity and relationship to a single campus. Removing this identity, will result in disengagement of students. They would either be attracted to single campuses such as Shoreline or Highline, or they would move out of the CTC system entirely.
Faculty	More than 14	I am concerned about the future of institutional commitment to service-learning and participation in Washington Campus Compact. Through service-learning there have been brilliant partnerships with community groups and creative opportunities -- even paid positions -- for students. Service-Learning has positive impacts on student enrollment, retention and completion, as well as equity.

Faculty	More than 14	If Seattle Colleges were to consolidate, there is a clear opportunity to reduce the number of Vice-X administrators. [REDACTED] tenure in this system, the number of highly paid administrators has grown. As we lose student services and actual humans who can connect with students and problem solve, we lose our ability to provide educational services. CTC Link, starfish and the other never-ending digital solutions to our students' educational questions has actually removed human accountability "students should know that on....". Humans need humans to navigate this complex world. Collapsing our 3 campuses into 1 sounds like an educational booby trap. More digital resources, more "independent navigation" for students to figure out, fewer student facing students to hold hands and work through problems together. No to integrating 3 campuses. Retention will not improve if you expect students to accommodate budgets by travelling to classes. No!
Faculty	More than 14	Students choose [REDACTED] because of its unique identity, history and campus environment. The dilution of these elements of [REDACTED] over the [REDACTED] by ongoing reduction in important services such as child care, important and rich programs such as the [REDACTED], important opportunities for students in their education by the reduction in class offerings has resulted in a less unique college, lower enrollment and retention. The equity and excellence of the college would be greatly improved by simple measures such as stop dropping students from canvas for non-payment and provide student services when students can actually access them. The organization would be greatly improved by reducing administrative bloat, especially at the district level and increasing the number and compensation of student facing services and teaching faculty. The college has become less sustainable under the current leadership and continuing in this pathway will result in a complete collapse of the college.
Faculty	More than 14	This is an odd survey. It is supposed to be about whether we think we should move towards single accreditation, correct? Why is there not a single question about that? Why are there no questions about the benefits of keeping three different accreditations, or about the challenges to pursuing single accreditation and the homogenization of culture that would produce? Some of the areas we are asked to rank are vague or just odd: What does "more options for scheduling classes" mean? More time options? Or more modality options for a course? And why would this affect student retention, unless it means more time and modality options will be offered on each individual campus? "More proactive academic advising" has long been demonstrated to increase student retention, but what does that have to do with single accreditation? That requires hiring more academic advisors. Each campus can do that. Why is "speed of decision-making" something we should value, unless we first have improved quality of decision-making, based on consideration of the needs of our most marginalized students, faculty, and staff?
Faculty	More than 14	Campus location is very important to students and instructors. Three different campuses should each have their own programs (not combined). Don't assume that commute is not important. Don't merge programs across the district. I oppose this.
Faculty	More than 14	Improve by not being a District.
Faculty	More than 14	This is purely a guessing game. Unimpressed.
Faculty	More than 14	Seattle Colleges employees received an email to complete a survey, "to help determine whether a separate accreditation model best positions Seattle Colleges in serving its mission." Why would someone, then, word survey items purposely skewed to promote single accreditation? For instance, regarding question #4, instead of asking the community what real and suspected benefits and barriers would be experienced as a result of moving to single accreditation, the survey writer(s) instead opted to identify a group of perceived single accreditation benefits in a survey item, and the community is asked to rank them. After reading the survey question to a family member who is not employed in education, the member said the survey writer already appears to have a desired final outcome, and survey questions are written with that specific outcome in mind. The item perhaps may have been more clearly communicated as, "If you are against single accreditation, you are against assisting students with registration, financial aid, and advising. With that in mind, which of these single accreditation results will have the highest positive impact for students?" Regarding question #6 - where is the data to help survey takers make decisions? I can certainly share how I know my workload will change - it will increase (more than it already has over time), as a community member who is forced to figure out how to mesh conflicting cross-campus philosophies and procedures, long after those who were paid to "assess" the community and those who made the decisions are gone. If the survey writers did not solicit feedback about language and structure, I wouldn't be surprised in the least. It would be the status quo operations of senior administrative colleagues who think that everything is great, meanwhile those without the power are stunned at the lack of disrespect and disconnect.
Faculty	More than 14	The current model of accreditation is outdated in my opinion and must look critically at process and policy. Accreditation over the [REDACTED] of my tenure in the Seattle Colleges District has been nothing more than a rubber stamp that makes administrators necessarily busy, but that takes valuable time from faculty and administrators to prepare for without seeing any great benefit other than the label, accreditation. While I see the benefit in periodic self-examination for an institution, I feel that the overall accreditation process is unduly burdensome to prove worthy of doing. In this regard with relevance to the single accreditation proposal, single accreditation would only further water down the meaning of "accredited" and rob individual schools of their true personality as lots of paperwork is filed that few will read and use in a day to day aspect.
Faculty	More than 14	This survey is very frustrating--there is not a broad enough range of options in the answers to capture a diversity of perspectives. I am left feeling, once again, that district administrators and the board have no desire to learn anything about what student-facing employees actually experience. Why ask us to share our perspectives when this survey is clearly designed with strong bias toward your desired outcome? I feel strongly that our colleges would work more efficiently, sustainably and equitably by reducing district overhead, not adding more.
Faculty	More than 14	Centralized systems can be alienating to students- too large to navigate and no personal connections or direct ties to the immediate community. Support services, connection to the "community" of the college can increase retention. Single administrative processes could potentially ease confusion for students but some personal attention would need to be fostered. I think of it like the automated bank teller- when I need an answer from a human, I can't access it easily and I feel like just another "number". Big systems don't support community.
Faculty	More than 14	There is clear data that administrative bloat and the district office in particular is the largest budget item burdening the success of the district, and these employees are not even student-facing.
Faculty	More than 14	I am strongly opposed to the single accreditation push by our Chancellor. It is simply a power grab that will concentrate power and decision making at the Siegal Center to the detriment of the unique individual strengths/cultures at each campus. It will dump more work on faculty (agreeing on prerequisites, placement tests etc...). Other alternatives are not even being considered (and he wasted money on a consultant!) It's yet another major initiative being shoved down our throats by our terrible Chancellor. ASI is a disaster, closing popular programs, the handling of Covid (and the feeble requirement of an attestation from students instead of showing proof of vaccination), bloated top level administration, hiring decisions with little to no faculty input etc...He makes decisions repeatedly with no stakeholder input and only asks for input after an uproar and then ignores that input. He is killing these colleges. And the Board is letting him do it. They need to fire him, then dramatically reduce the size of the administration at Siegal Center. Nothing is better since he has been Chancellor. OK, I will say he let faculty actually make some decent gains in the last contract negotiations. But other than that, he is the worst!
Faculty	More than 14	Why are we focused on a single accreditation when each of the three campuses has very different cultures, identities, and draws differing students? Rather than devoting time to this matter, we should be putting our energies and resources into student services - as in training, supporting, and paying advisors, counselors, and staff in essential programs such as TRIO and Seattle Promise to offer more meaningful wrap-around services for our students. If we are moving toward some kind of "uniform" "one size fits all" model, then we should consider revamping our administration completely. Why do we need so many vice chancellors? Perhaps we need to implement a tenure process for district wide admin so we won't continue to see the shell game of admin moving from campus to campus as they establish their careers? And why not have students, alumni, faculty, community members (and I don't mean just business members for whom a seat at the BOT is an extra line in their CVs) serve on the BOT?
Faculty	More than 14	Single accreditation will undermine the current individual campus accountability that is vital to each of our 3 unique campuses being able to best serve our unique student populations. Don't do it. Whatever cost savings and convenience it would provide to the district administration are not worth it.
Faculty	More than 14	This is a way to centralize power and take away the voice of communities. I do not support this process

Faculty	More than 14	I have seen inefficiencies increase since the beginning of ASI. For example, I teach at [REDACTED], and at the beginning of the quarter, I needed to use technology during my class and it was non-responsive. Hoping that one of [REDACTED]techs could come and help me, I called NEED to ask if someone could come to help me. A tech at [REDACTED] answered my call. He told me he could do nothing and to call again in the hopes that [REDACTED] would pick up. Meanwhile, class time is ticking. I called again, and [REDACTED] did pick up, but said they didn't have anyone available. Meanwhile, the helpful tech at [REDACTED] put out a message to [REDACTED] techs, and one of the techs did show up. This process took 15 minutes of precious class time, and the tech was unable to solve the issue, so I had no technology and couldn't conduct my lesson as planned. Before ASI, it was much easier to contact a tech and get help much more quickly. Single accreditation will mean bungled communications across campuses with more people to consult and less efficiency. We are 3 physically separate campuses and we should operate that way in order to BEST SERVE STUDENTS. We should not have single accreditation just to save money. When did education become a money-making enterprise meant to provide exorbitant salaries to a bloated number of administrative officials and consulting firms??
Faculty	More than 14	I consider this a move to centralize services at the expense of instruction and individualized campus programming. Enrolling students is already complicated. Students need to know which campus they are enrolling in and geography still makes a difference. This also goes for retention. Our lack of [REDACTED] has moved our students out of the District entirely. For instance students who want to go into [REDACTED] can no longer take prereq courses at [REDACTED]. They are going to Shoreline or Edmonds instead. I also believe that centralization will give some campuses and divisions more decision-making power and funding than others. I believe that working within a larger organization to accomplish tasks will increase the time it takes to accomplish the task and complicate communications. I've already seen specific concrete examples of both. One example: representatives from a different campus came to ours and rather than work with us on a placement tool, demanded that we use theirs. Their version was based on their offerings and progression through the program rather than the courses and program that we have worked so hard to create in response to the needs of our students. The work that this would have created for all of us was beyond belief. Also, I would like to see how underserved students would benefit from this plan. Where is support for this? I know from experience that students, especially underserved students, benefit from flexibility in course offering times, easy access to support services, and individual attention. We do this best on our home campuses. How will growing the bureaucracy and centralizing programs and processes aid our students? From my point of view, the change has resulted in a decrease in instruction and an increase in administration. That's the wrong direction.
Faculty	More than 14	Each campus serves a substantially different student body. Separate accreditation recognizes these differences. It also allows for more responsive on the ground responses to changing demographics and student needs.
Faculty	More than 14	[REDACTED], I don't think that merging programs from the 3 campuses into one has been beneficial. Overall, this is a change that was mandated by administration for their own reasons, not based on what was best for students or faculty at the corresponding campuses. The changes made were short-sighted; when future student growth recurs, it will be hard for the programs to be rebuilt. The changes we have experienced in our department are negative. I am against a single accreditation for all of the colleges, as I think it will erode the individual character of the campuses. I want to prevent that merging for the college campuses as a whole. The people who know what is best for the campuses aren't those who administer them for six figure salaries; it is those who have face-to-face contact with students, most of the time for a wage that doesn't meet the cost of living.
Faculty	More than 14	I believe it will cause more harm than good!
Faculty	More than 14	[REDACTED]. We provide 1 on 1 support to each of our students. I personally email and enroll each student. Going to automated, single system would set up barriers for our already at risk students, make things more complicated for them, reduce our enrollment and decrease retention. We pride ourselves on our completion and transition to college rates. I am against single accreditation.
Faculty	More than 14	We've hired and paid a lot of people at the district. We have chancellors and vice chancellors paid a lot, and faculty salaries haven't even kept up with cost of living. For all the money we spend on the district, I see no improvement for students or our school communities. South, North, and Central campuses are all very different schools with strong histories and different student bodies. If we're really interested in helping students, cut the bloat from the top, provide better salaries to faculty and staff, and hire more student service and custodial staff.
Faculty	More than 14	Get rid of the district office. Saves us \$20 million. It is the 2nd most expensive to to district after instruction. Rotate the functions of the chancellor among the president
Faculty	More than 14	Single accreditation would be a disaster, because it ignores the realities of time, space, history, and diversity. It doesn't account for commuting time, neighborhood differences, and just the basics of geography. It is not realistic to treat all the campuses as one campus that's 12 miles long and separated by literal drawbridges. It will create a situation where a student has to go to three campuses to get a degree instead of only one. This will INCREASE inequity among our student body. If lack of information is a key factor in student retention, SA will not improve the flow of information.
Faculty	More than 14	As faculty we are duplicating efforts with completing supplemental and master course outlines for common courses. For example: each campus is writing outlines for English, Communication Studies, etc. Why NOT have ONE process for the district since these are common courses.
Faculty	More than 14	I can already say, being a part of a program that has been consolidated, that it was poorly planned, poorly executed and is currently being poorly run, and laughably "managed". Zero attention was paid to how it would affect students. At all.
Faculty	More than 14	Our "Words" need to become our "Actions" - Our messaging and actions have been very inconsistent from the "Top" on "Down" this feedback relates to the AFT Local #1789 leadership
Faculty	More than 14	If the Seattle Colleges want to attract and retain more students, actually teaching something effectively would help. The focus and messaging about serving only one set of students is a deterrent to enrolling at any of these colleges.
Faculty	More than 14	Not clear about the benefits of doing a single accreditation at this point. To hold each campus more accountable, it may better with the current accreditation process that each campus conducts their own accreditation self study.
Faculty	More than 14	This survey is a biased joke.
Faculty	More than 14	Transparency and accountability from Seattle Colleges admin at District. Please don't disrespect front line employees, the folks who work directly with students, the human element of our mission, by inviting our voices in a biased survey.
Faculty	More than 14	I'm not sure how to improve the outcomes of Seattle Colleges, but we do need to work together in harmony to uplift everyone. Focus on what's going well and how to do better instead of focusing on problems and how to fix them.
Faculty	More than 14	Single accreditation obviously fits in with the centralization and consolidation plans that the Board and the District have for the Colleges. With this in mind, it is virtually a foregone conclusion that we will take this step. This will have our programs centrally administered at the District level, by a new team of central administrators. While this isn't necessarily an unworkable plan from a conceptual viewpoint, the fact is that central administration has a patently abysmal record of running programs. Moreover, as in the case of our "sustainability program", it has shown a willingness to compromise academic integrity to meet other District goals. This combination could prove disastrous for the Colleges, and potentially for the broader 2-year college system. I also don't think that those plans take into adequate account the very different environments in which the Colleges operate, [REDACTED]. [REDACTED] competes with four other colleges in the area, as well as three four-year schools. Despite increasing numbers of high-school graduates in the area, [REDACTED] is seeing decreases in enrollment. Offering a more limited set of more standardized courses is not the way to change this trend. Historically, both the Board and central administration have simply ignored these differences in their planning. Particularly over the last decade, [REDACTED] has paid a heavy price for this. In the end, most of us recognize that this is a foregone conclusion. This has been the long-standing intention of the Board, and their principal reason for hiring Dr. Pan as chancellor. It is the unfortunate outcome of putting amateur "citizen boards" in charge of our educational institutions. In my mind, this is a plan that bodes poorly for the Colleges, [REDACTED]. There are better options for managing the Colleges, but they are not the options under consideration.
Faculty	More than 14	While many of these services could be improved, the answer options on this survey are skewed and don't allow for clear responses from employees. So, until a clearer less biased survey and purpose for the survey is provided, I have refrained from answering most of the questions.
Faculty	More than 14	More transparency. More information to be able to fill out this survey.
Faculty	More than 14	This survey has a clear bias of promoting single accreditation. There are no questions to show the perspective and issues of those who work directly with students. The writers of this survey clearly don't care how student-facing employees would be affected by merging the campuses into one college. For example, faculty would be tasked with the work to standardize prerequisites, pathways, programs, degrees, etc., across all three colleges. A merger would also make it easier classes or even entire programs to be cut, with the justification that they are offered at another campus. The campuses are not interchangeable. Students would NOT be well served by single accreditation - they have important reasons why they choose one particular college and not another. The survey does not offer any chance to reflect on what would be lost by this merger. It only presents single accreditation to "solve" the district's enrollment and budget problems. No other alternative is even being considered. Ridiculously skewed survey, written to achieve a particular outcome.

Faculty	More than 14	Studies show that student retention rises when there is a positive relationship between student and professor. That is the number one reason but it wasn't even on the survey. Lower class size and instructor support/salary is number one. The district unnecessarily has too much upper administrators. There should be no vice-chancellors and less money for the entire Harvard operation. If you want retention, spend the money on lower class size, more classes, childcare, higher instructor salaries, a smooth and easy registration (the ctc link process closed classes), and financial aid. Students remember their teachers and the classes and a sense of community and belonging. Then it is word of mouth. That is the best marketing. Support the teachers, get rid of the upper admin bloat, and support the services our students need.
Faculty	More than 14	I do not see the single accreditation model being anything more than an obstacle to student education. Keep things small and personable: good relationships between faculty and students, between fellow students makes a world of difference to the quality of education. Trying to fashion a working schedule of classes bridging campuses miles apart would be a nightmare for students, faculty; those students that *can* make multiple campuses work already do so under the current, separate accreditation system, others would struggle or leave--neither an attractive option. Course design too becomes problematic under the single accreditation model--I adjust my course content based on the rainbow of faces I see in front of me, in my classroom. Does this same content suit a different classroom, serving a different student body? It does not. The single accreditation model demands a generalized version of course outlines that may serve the average student passably well--but why serve the average student passably well when you could serve individual students brilliantly? To replace three well-adapted versions of the same course with one averaged version dilutes the quality of education too much, helping no one. Choice is what is ideal here, pick the campus that fits you, fits your style of learning rather than settling for the average that a singly accredited college would offer.
Faculty	More than 14	Students closely identify with the one college they are attending. To suggest that they would identify with "the Seattle Colleges" is naive.
Faculty	More than 14	There are many ways the Seattle Colleges can align without having to become single accreditation. These questions feel leading with the assumption that one accreditation is a done deal. Why not start with alignment? This needs to happen with program review, assessment and academic standards
Faculty	More than 14	Put community back in our college.
Faculty	More than 14	It would appear this is a biased survey. The questions are loaded toward the campus integration is happening. No questions to compare retention completions between current separate campuses and the proposed unified accreditation.
Faculty	More than 14	I take issue with the fact that this is a biased survey- a survey that is clearly designed to manipulate our input, to forcefully garner perceived (and not real) support for single accreditation (and ultimately a single college) NEITHER OF WHICH I AM IN FAVOR OF AND VEHEMENTLY OPOPOSE. This rigged survey DOES NOT EVEN allow for me to reply in this way. Please redesign the survey to be fair, and perhaps I will be able to honestly answer it. I don't know a SINGLE FACULTY member who is in favor of single accreditation, much less a single college. This "survey" is more evidence that the district office wants single accreditation, regardless of faculty/staff input. This survey is disingenuous and disrespectful to those who actually TEACH and interact with students. The district is failing faculty, staff and students.
Faculty	More than 14	I am completely against single accreditation. I think it would diminish student options for classes and harm enrollment. It would further bloat the already bloated administration at the cost of diminishing all the student-facing and student-centered activities. Do Not Do It
Faculty	More than 14	Flexible, Multiple modalities for classes - 100% online, Hybrid and face to face. Aggressive advertisements that includes mass mailing, online advertising, radio and TV will help recruit students.
Faculty	More than 14	The survey is biased toward single accreditation and doesn't address the broader issues of campus identity and the differing student populations
Faculty	More than 14	Get rid of chancellor and vice-chancellors positions. 3 colleges presidents take turns to take initiative in consolidating the district.
Faculty	More than 14	Single accreditation would be incredibly damaging to all three campuses and the district and would strip away each campus' ability to offer diverse educational experiences. If we had single accreditation, we would lose the gains we've made in educational equity, student retention, and just about everything we should be striving for as community colleges committed to equity and student success.
Faculty	More than 14	We need to maintain/increase faculty and staff that have direct contact with students if we want an equitable outcome of increased enrollment, retention, and completions for all students, especially students of color.
Faculty	More than 14	I believe district should only exist for HR, and payroll, and financial aid. These high salaried chancellor (earns more than the governor) and vice chancellors take away rather than add to our systems, and are so far removed from the realities of our campus cultures and student concerns as to be laughable. This move to a single accreditation, in my view, is nothing more than a smokescreen to justify their continuity.
Faculty	More than 14	This is a long overdue change. I can't wait for it to be approved and we can all get on with our work.
Faculty	More than 14	Focus on community-based educational values and programming - That is who we are! Focus on students and their needs = lower class size, Respect and listen to faculty, Reduce faculty workload, Pay faculty so we can live in the community where we teach.
Institutional Support	More than 14	The greatest thing we could do to impact our students is fully funding food options and adding more community-building activities and options. The problem is that the monolithic "One of the Seattle Colleges" motto and approach erases ownership of everyone's experience. Also, there is no earthly reason why Chancellor Pan should make \$320K/year. That's obscene.
Institutional Support	More than 14	Talk with your employees... not talk AT your employees.
Institutional Support	More than 14	Refer to each campus as SC-North, SC-Central, and SC-South. This way, people will be more aware that we're all in the same Seattle Colleges family.
Institutional Support	More than 14	To the Board, this is just another tricky way of getting more income for administration. There is no accountability in your tower. If I complain to the chancellor he blames the board, and visa versa. It's just a circle of rich people trying to over work humans and get more money funneled to management. The REAL PLAN is to get money directly and have no humans at all .
Institutional Support	More than 14	If students were able to use their financial aid within any of the Seattle Colleges in the same quarter, this may help with enrollment especially in online courses that may have different offerings within the three colleges. Students may pick and choose amongst the three colleges in this case. Also I feel it may be beneficial for students to experience the same process and procedures for applying, testing and with enrollment (initial and re-enrolling if applicable).
Institutional Support	More than 14	I work in two areas of [REDACTED]: [REDACTED], and also as a part-time faculty person. I'm not sure how it is at [REDACTED], but my experiences here at [REDACTED] in terms of organizational excellence and student enrollment and retention are something that I would like to address. On the institutional/organizational excellence side, it is difficult to work in an environment that has no effective leadership. As you know, [REDACTED] has no permanent people in the offices of President, Vice-President for Instruction, Vice-President for Administrative Services, or Director of Facilities. The effect from the loss of leadership has been devastating in every area of the campus. I don't want to seem too harsh, but it makes me question the effectiveness of the Board Of Trustees and the District. I have been working on this campus since [REDACTED], and I have never seen anything like this. It is difficult enough pulling out of the pandemic, with many things that are not in our control. Hiring people to fill vacant positions in a timely fashion is totally something that is in your control. On the instructional side, the difficulties with CTCLink are seemingly endless. The latest thing was a couple of weeks ago, when students were dropped out of classes that they were enrolled in because there was some disconnect with their financial aid. As far as I know (with the students in my class that were affected by this) there was no fault on the students' behalf, but they were un-enrolled and denied access to Canvas. I have had to verify attendance for these students with the administration, one is back fully, and the other is still working through some kind of variance-permission process. That situation is very bad. These students have struggled through a pandemic, managed to get themselves enrolled in a rare face-to-face class offering, and then were essentially kicked out of class. It seems to me that addressing these problems is more fundamental to becoming successfully accredited than what the survey is asking. I would not mind talking about these things with anyone from the Board. [REDACTED] Thanks.
Institutional Support	More than 14	I feel like the current status is not sustainable. We need to either streamline the district, or allow each campus to operate as an individual unit. I believe that we are currently operating in a hybrid situation where we duplicate too many processes, and spend too much money on duplicate staffing.
Institutional Support	More than 14	Single accreditation is not the solution to the problems that the colleges have around communication and collaboration. We need leadership at the district office that fesses up honestly about how decisions are made, seeks true collaboration before emergencies are at hand, and nurtures innovation and partnerships that allow colleagues to share in challenges and victories across the district. The students don't care how we are accredited, only that we are. I don't understand the benefit of single accreditation, so this is an important communication to be made.
Institutional Support	More than 14	I believe a well thought out list of pros and cons for exempt managerial, faculty, and classified staff (3 different lists) would help us all make these decisions.
Institutional Support	More than 14	it seems the marketing the three campus as one college is hurting enrollment, if someone has bad experience at one campus they will not go to another within the district as we are all the same. that is a simplified analogy but an accurate one

Student Support Staff	More than 14	The times I have been involved in the accreditation process I have felt overwhelmed and overworked. We can do better in trying to meet the above outcomes. Accreditation doesn't seem to have added much to improve our outcomes.
Student Support Staff	More than 14	Making the individual colleges into one, would take away the campus individuality and culture. I understand you think you have a plan, but this idea will inhibit what each campus does to a fault. Trying to tighten the ship in this way will prove to be disastrous. I know it is difficult to see the nuances of what works for each campus from where you are, but making this move will remove the soul of each college.
Student Support Staff	More than 14	Most students do not know what accreditation is. Many of the things messaged above will have little impact directly on students. The exceptions are things that make it easier for students to apply and having more common marketing done across the district. How each campus interacts with students from application forward, that makes the most difference to retention and completion.
Student Support Staff	More than 14	I think a reorganization could be beneficial for business practices, but we will still need high level leadership for each campus to address more local, nuanced issues of the particular culture. I think business processes and resource distribution is our main issues. Also, too much attention gets put on recruitment to be the answer of our enrollment problems but we have very little resources around retention strategies. Also, more resources around communications are needed.
Student Support Staff	More than 14	The three colleges need to partnership with University of Washington and other WA universities to offer virtual degree programs on campuses and/or online.
Student Support Staff	More than 14	In my opinion: The way current meetings of the Board of Trustees goes like this: · Minutes of public comment · The Chancellor and Vice Chancellors give a big report, and tell the Board they are doing a good job, and that they themselves are doing a good job · The Board says the Chancellors are doing a good job, and they themselves are doing a good job · It's a circle of praise Concerns from those outside the circle are dismissed, or posed as questions to the Chancellors who will then produce a lengthy report for the circle of praise. There is no equity in the time given to those who need to speak their truth, and no place for them to seek change and answers. The plan for the colleges, as I see it repeatedly proposed, is to eliminate costs: cut classes, administration, faculty and students. Add lots of Vice Chancellors and their staff, to be in an isolated tower, not talking to anyone, not interacting with anyone. Channel money to Vice Chancellor's tower. The goal is somehow have all the classes free to the district and get the money to the tower. Students, as all humans, rely on human people to learn from and interact with. They need rooms, chairs, books and physical things to meet the needs of learning. All the people who work at the colleges act as teachers and supporters of these students. They are intertwined and not just a number in a budget sheet. To illustrate this, we have no budget for new chairs, as I heard at a meeting. And yet, if we were meeting in person we would be sitting in a comfortable board room, in nice chairs with coffee and snacks. If you are here for the students, empty the boardrooms of its contents. Give the chairs to the students, and bring your own snack. Use the boardroom as a classroom, not a plush conference room. If you need a chair, bring one from home. Stop saying we ain't got no money and stuff your face. If these are all different budgets and restrictions, then fix it. Don't hold up words and guidelines to keep students sitting on broken chairs. Do not hand this off to someone else or hire a consultant for a million dollars. Fix it.
Student Support Staff	More than 14	Much more communication and decisions not solely based on the district each campus serves a demographic for a reason and we need to recognize that.
Student Support Staff	More than 14	Improving the outcomes can be done without changing to single accreditation. There have been ongoing detrimental operational and administrative problems for the 20+ years I've been here and it does not seem to change. Students get discouraged and frustrated and actually LEAVE not because of poor quality of teaching/advising/student services etc. but because of other severe issues: communication (incredibly slow, poorly coordinated between offices, lacking completely), workload of staff (even top-notch, experienced staff cannot provide good service when they are spread so thin), incorrect or confusing information on website vs. handouts vs. verbal, delays in processing of financial aid awards (with ongoing excuses of "busy times of the quarter"/"processing so many applications and appeals" and meanwhile they cannot register for classes or do not know if they'll have to drop out mid-term after learning their tuition will not be covered), and more. Unifying campuses--for example in placement scores (e.g. eligibility for English), registration procedures (preference for students at campus "A" can register earlier for that campus' classes than students from campus B and C), awards (students from campus A need a GPA of ... to be on the president's list whereas students from campus B need a different GPA), deadlines for various academic/registration things, and more--will not greatly improve our ability to effectively serve students. The colleges desperately need additional staff at the classified and direct-service/daily face-to-face student interaction/lower-level exempt levels (NOT more admin as we've been seeing), and drastic improvements to communication to STAFF and STUDENTS (not just among faculty and admin)--complete, accurate, timely communication. Did you know there have been major updates/cuts/additions to academic programs and front-line staff and advisors have not been informed? Or some offices have the info while others do not? Do you know how many weeks it can take to respond to basic student inquiries? Did you know students get dropped from classes 4 weeks in to a quarter, after working hard in the classes, because they learn only then that they are no longer eligible for financial aid? It is difficult to plan for some classes because students and staff are unsure which quarters the classes will be offered? Correct information about academic programs cannot be given because information on a program website is so outdated? How often students get the run-around, referred from one office to another because it is so difficult to provide them with information/services needed. We do not need better access to outside services; that would be good, but there are basic systemic issues within the colleges that more greatly impact enrollment and retention.
Faculty	No Response	This "survey" is clearly designed to reinforce a decision to move toward single accreditation. It does not seek feedback on the problems with single accreditation nor the benefits of maintaining distinct accreditations. [REDACTED] Moreover, respondents are able to select only one work location. Some employees work at more than one location. Are you not interested in the views of part-timers who divide their time across campuses? Those with experience at more than one campus have special insight into the pros and cons of single accreditation. As usual, adjuncts and part-time employees are devalued. The district administration is obviously not seriously interested in true feedback on the matter of single accreditation. Rather, it is only interested in the *appearance* of seeking feedback. I will not participate in this sham.
Faculty	No Response	1) How one accreditation this improve the colleges' commitment to equity and diversity? 2) This survey does not provide enough information to respond. What are the changes that would be implemented for each of these areas under a single accreditation? Unless I know what the changes will be, I do not know how to decide if they will improve/diminish...? 3) Some of the things that I think would improve access and retention for students are not on this list. How was this list developed- who was included in the conversation? 4) We are also missing information about how the college could/should propose changes based on what we have learned from working/teaching remotely. Based on what we have learned in the past year being remote, we need think about what processes can be streamlined/updated with in all of these systems. 5) What is the overall cost comparison for a single vs multiple accreditation? 6) How does a single accreditation lead to changes in governance, colleges, division, programs, services, community partnerships, administration, staff, faculty, and students (access and persistence)? We should be able to consider these changes prior to adopting a single accreditation.
No Response	No Response	Everything depends on HOW a single accreditation is implemented. A powerful district model that essentially collapses the colleges into one would diminish the engagement, creativity, and energy at the colleges. Any further moves towards "ASI" or single accreditation needs to begin with community and trust building across the colleges. Such work done well would make cross campus collaboration an obvious and more welcome choice. But until this work is supported from the ground up, efforts to combine will feel like losses rather than synergy producing gains that they could be.
No Response	No Response	The only areas that should be unified are: Financial Aid Offices; Libraries; Vocational; Worker's Retraining( Security Distance Learning. Also, District Office should be either dismantled or restructured to handle only Human Resources. All the Vice-Chancellors should be eliminated completely so the Chancellor would do actual work not just symbolic appearances. Each Campus President job would include the job requirements of the former vice-chancellors. But, the largest quantity of these functions must be done by the Chancellor. Our Seattle Colleges District has become an employment opportunity for administration who keep jumping and creating vice jobs with no accountability to duties or anyone.
No Response	No Response	better Web and TV advertising
No Response	No Response	I think that we shouldn't combine the campus being that it will cause problems
Executive/Administration	[REDACTED]	Improve student retention and completion, educational equity and organizational excellence by bringing back Pivot Point to South Seattle College and implementing this program at North and Central as well. This is a overlooked and inadequately valued missing piece to student retention and completion.
Faculty	[REDACTED]	I currently teach at North, South, and Central in a program that went from separate to a single accreditation. It has not been a smooth transition. The expected positive outcomes were not realized. Based on my experience, I think it's not the right choice to move to a single accreditation.

Faculty	[REDACTED]	South Seattle College serves a unique student body. Our "feeder" zip codes are economically the most depressed in the region, and we serve the most racially diverse student population in the state. This student population is located geographically mostly in South (and West) Seattle. These students cannot easily attend courses at the other campuses, whereas students at Central and North can now take a single train back and forth in less than 20 minutes. The idea that any type of consolidation or single accreditation would not harm the most underrepresented and most vulnerable students at South is simply false. Already we have been hurt, losing our Pasty program, Nursing programming, etc. The students in these areas cannot then attend Central or North as the Chancellor among others like to say. With the bridge in tact, it is a minimum of 45 minute commute each way, and this is currently more like 1.5 hours. Also, any student taking transit these times would increase. It is not reasonable that students would commute to another district campus, when we lose something at South; instead students will and have left the district, opting instead for Highline or Green River. I see becoming a single college as a pathway to essentially turning South into a pro-tech and internship college only, and the students (mostly of color) who want to do something else, are left in the cold to fend for themselves. This is NOT EQUITABLE, and will serve to increase the inequities the South students are already facing.
Faculty	[REDACTED]	This isn't a great survey. It was designed to get the responses you want. I'm concerned about the work of putting the three colleges together. I work in the [REDACTED] program, which which was consolidated into 1 district program over the last few years. It was VERY difficult to coordinate with [REDACTED] colleagues at the other campuses. Each program had different curricula, policies, and procedures. Bringing the three together was a tremendous amount of work. I cannot even imagine the work faculty would need to do to bring all curricula, policies and procedures for all three campuses.
Faculty	[REDACTED]	Context for my response: I have been engaged with the conversations around this as a tenure-track faculty member, a tenured faculty member, a [REDACTED] committee chair (which worked across the district), as a Faculty Council representative, and as a union member. I know you're going to hear this a lot from faculty, but this move would be soul-crushing. Many of us applied for and took positions for individual campuses. Students [REDACTED] have particular values and community connections they associate with the individual colleges. The emotional, mental, and labor cost on faculty and staff will be tremendous, and administration is not showing that they understand this despite our presenting it at every opportunity. We are not intending to act as roadblocks to student success; we're just so tired of the district pretending we aren't in a large city with distinct campus cultures that are rooted in who our students are and what we were hired to do at these colleges.
Faculty	[REDACTED]	I am with [REDACTED]. As faculty who goes to all three campuses it is difficult to engage in the college culture, as I did when working exclusively at [REDACTED]. The resources are ambiguous at best for faculty and students. Students pay tuition at any of 3 campuses before admission with prerequisites, but we are unable to tap into UTF grants. I can't get grants like I did when 1 campus focused. This needs to be fixed. I think bringing the faculty together under 1 curriculum has been better for students and staff. All staff have to go to all campuses at least once a year. Having 1 accreditation visit is much easier than 3. (and cheaper)
Faculty	[REDACTED]	I understand that by creating a single administrative group for all 3 colleges does reduce headcount and save money. Having a single administrative management, for instance, makes sense. However, I have experienced this type of consolidation in the corporate world. This has led to a lack of focus for those who require the services the most. If the contact person is not present at the site, the effectiveness of the position is reduced, especially as the students and faculty may be limited in their transportation options. Students, especially those we serve at South Seattle College, require in-person contacts who they know and trust. This is also relevant for instructors.



## Appendix C.

Dallas College Presentation



# A Journey to One:

*Transforming a Community College District of Seven Colleges into One Unified Accredited Institution*

*Dr. Joe May, Chancellor*



# The History of DCCCD

DCCCD served Dallas County for more than **55 years**



## Dallas County Community College District

Across DCCCD's seven colleges, we served **118,329** students in fall 2019.

- 90,329 credit students
- 12,000 continuing education students
- 16,000 dual-credit/early college high school students

With a 2019-2020 budget of **\$487,153,284**

The largest higher education institution in North Texas

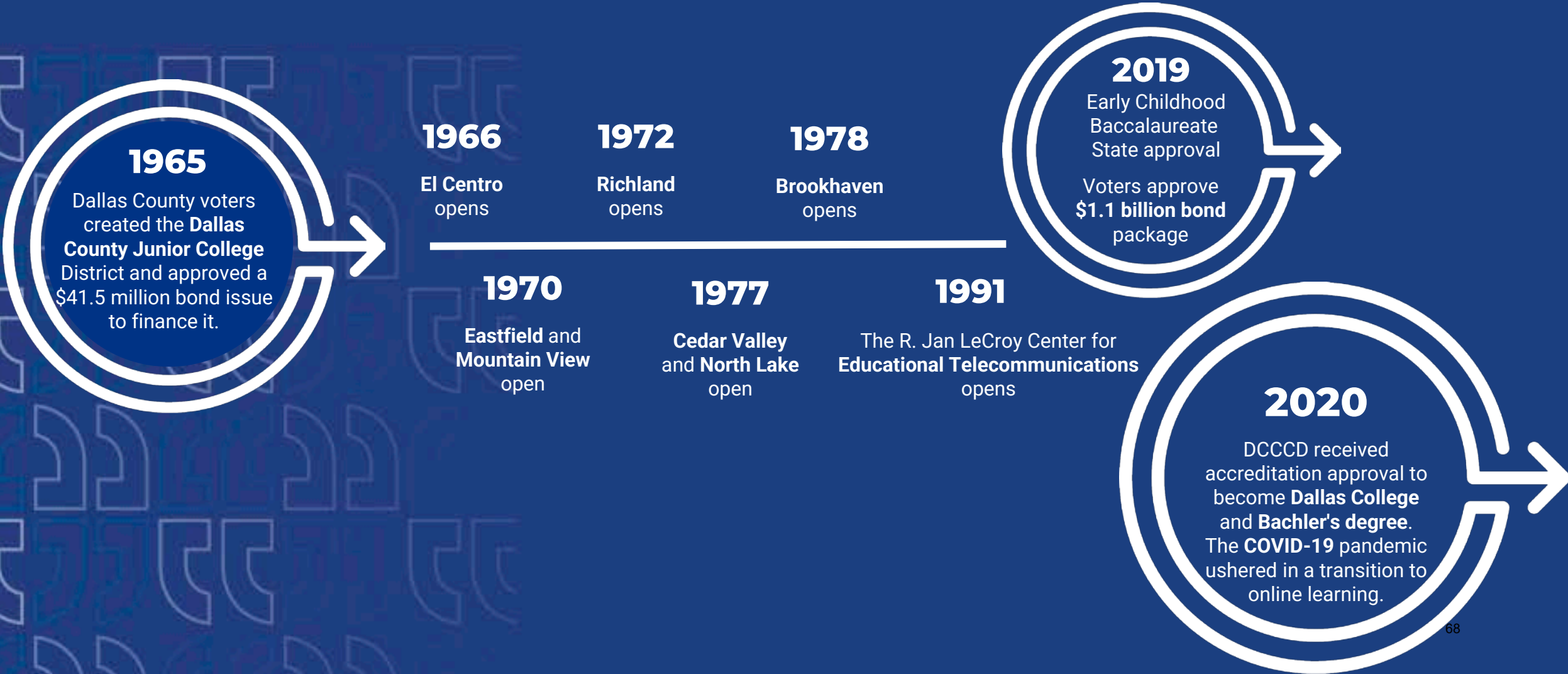
Structured as one college district comprised of seven separately accredited colleges

Assisted nearly **3 million** people on their educational journeys

Structure-based inefficiencies led to duplicative programs and inconsistent student experience

Founded in 1965 as Dallas County Junior College District

# DCCCD History Timeline



# Dallas County Students: A Bleak Pathway

**80%**

of Dallas College students come from underserved populations

Less than **10%**

will complete a college degree 6 years after graduating high school



# Too Many People Left Behind

## POVERTY/EDUCATION EQUATION



of students are **economically disadvantaged**



of economically disadvantaged 8<sup>th</sup> graders will **complete a post-secondary credential**

*Lack of educational attainment equated to high poverty areas across Dallas County*

## UNMET EMPLOYER DEMAND



of current jobs and 90% of new jobs **require a post-secondary credential**

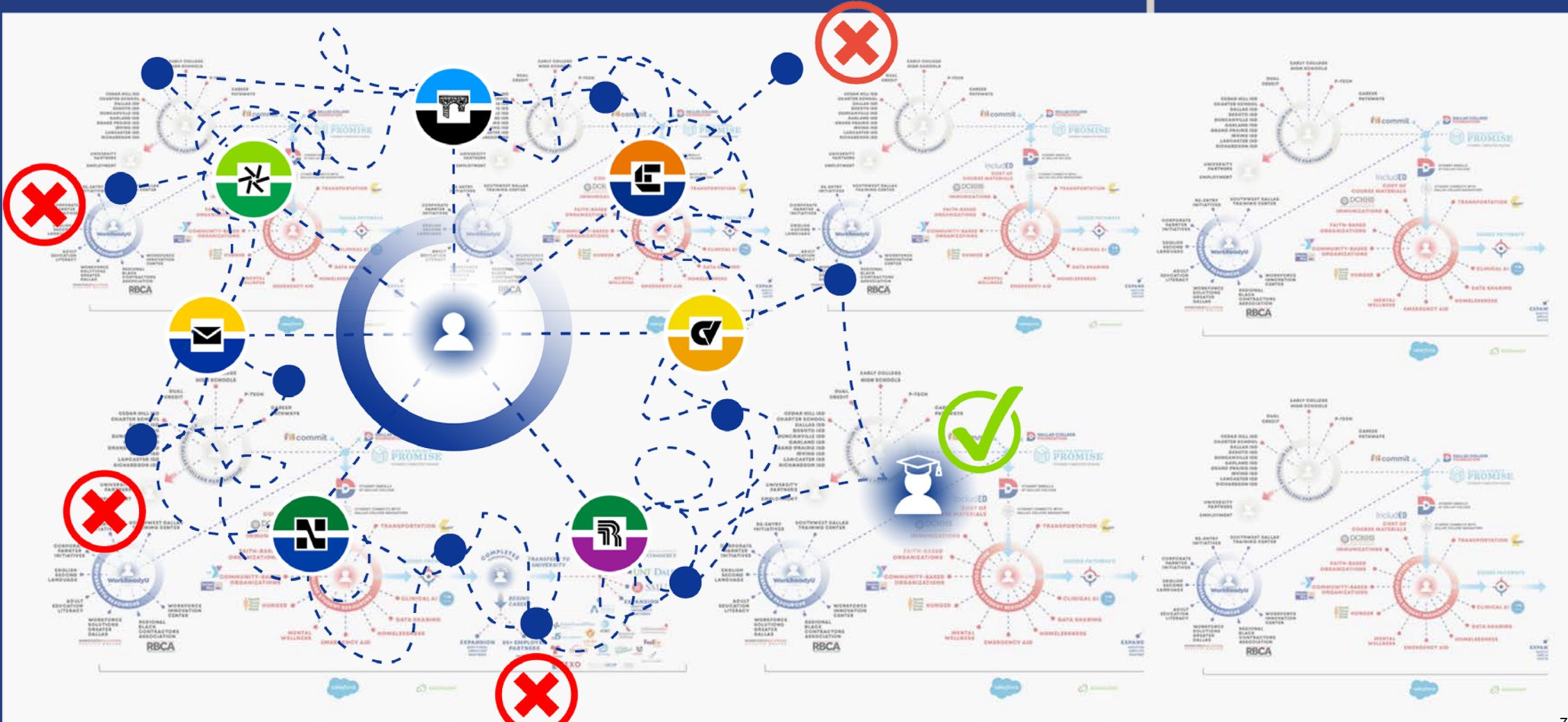


In most cases, Dallas College is producing **less than 5% of the needed employees** in the highest demand jobs

# The “Why” Behind the Consolidation

- Outdated processes only confused our students
- Our demographics are changing, and we had to evolve to offer better support
- Students uninformed about career pathways
- Serving some of the poorest and most underserved student populations in Dallas County
- Unlike other institutions, our consolidation was not motivated by financial need, but rather unmet student demand

# Dallas County Community College District, 7 separately accredited colleges







**Autonomy is the  
enemy to solving  
student problems.**



# Career Connected Learner Network

Solving the talent problem will take the entire community to address the equity and poverty challenge. Every dotted line represents a handoff and a possible point of failure for our most vulnerable students.



# Education Plan Findings

## Recommendation #1

Address the most significant labor market gaps through program expansion strategies, realigning, initiating, consolidating or closing programs to streamline navigation and remove organizational barriers to increase the numbers of program graduates earning living wages or greater income.

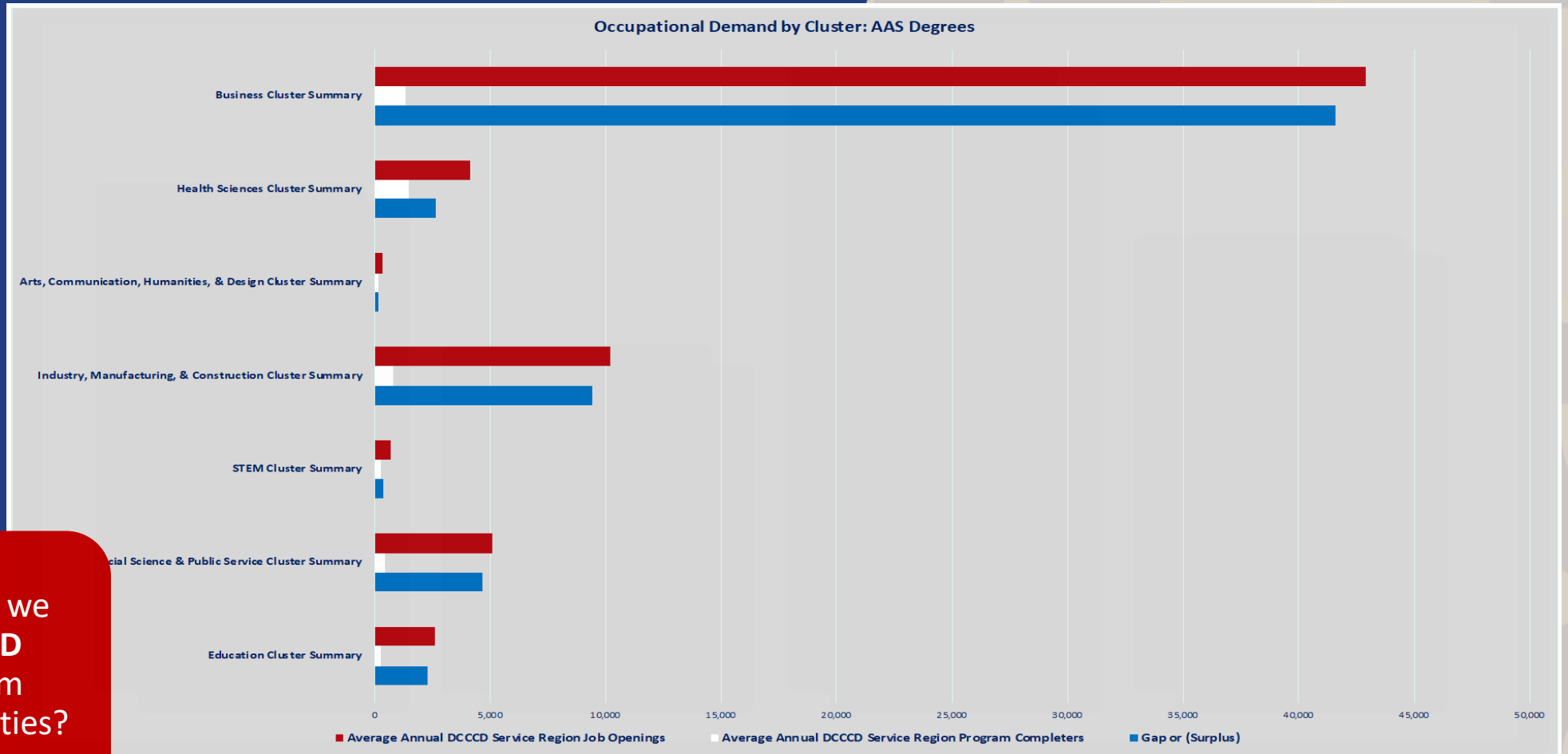
## Recommendation #2

Conduct an in-depth review of the seven program clusters to determine priority, strategy framework, category and optimal geographic locations.

## Recommendation #3

Restructure the DCCCD organization to meet the needs of Dallas County students, employers and communities in a nimble, efficient and effective Network.

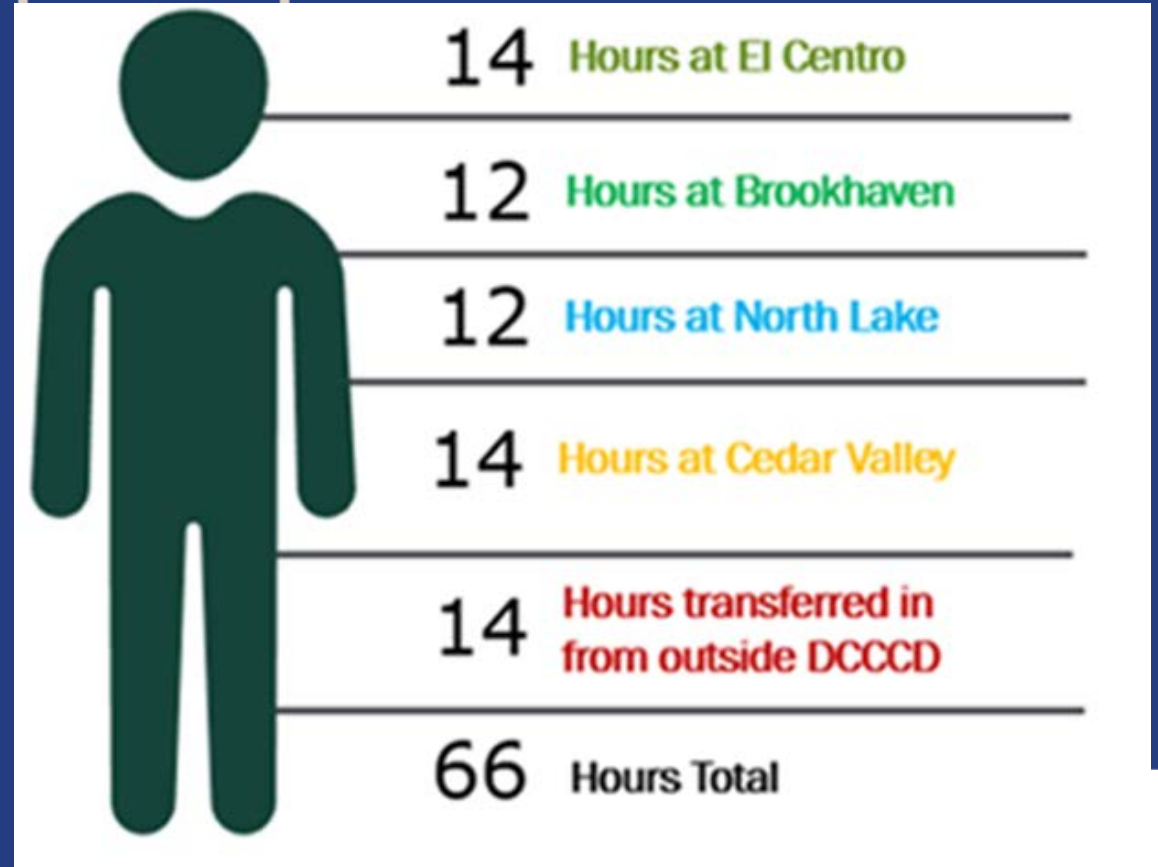
# Quick Case Study: Workforce Misalignment



How can we  
**EXPAND**  
program  
opportunities?

# Quick Case Study: A Student Experience

- Emmanuel has earned 66 credit hours, enough for an associate's degree in accounting with excellent prospects for a good job in a high demand field paying \$23 an hour and earning \$48,000 per year.
- BUT he's not eligible for the degree. His hours are scattered across 4 DCCCD colleges plus hours transferred in from other colleges.
- **HE WON'T GET A DCCCD DEGREE** because he doesn't have 25% of his credits in one college—as required by the SACSCOC 25% rule.



# Road to One College Timeline

By analyzing how we were meeting the needs of our students, community and businesses, we discovered several organizational gaps.



# Engagement Influenced Approach



## THE STAKEHOLDERS



Conversations with

Faculty  
Administrators  
Professional Staff



Employees provided valuable input and feedback



Additional stakeholder engagement

Conversations with  
Community Leaders  
Student World Cafés

## THE NUMBERS

**9 Conversations with the Chancellor:**

- More than **900 attended** (collectively).
- Received **300+ emails** regarding “one college”

Nearly **600 employees** participated World Cafés on **Becoming ONE College** providing feedback

**51 DCCCD students** attended Student World Cafés

Most common feedback:

**“How can I help DCCCD move forward?”**

# Designed Innovative New Structure Rooted in Student-Centricity

## Conducted Student Experience Survey

Of the individual students identified,

**76% had negative experiences:**

- 23% related to Admissions
- 45% related to Advising
- 27% related to communication from the colleges/DCCCD
- 36% related to Financial Aid
- 41% related to Websites

**86% also reported positive experiences**



## Overarching Goals

- ✓ Remove Barriers to success
- ✓ Consistent student experience
- ✓ Foster Diverse & Inclusive environment

## Aunt Bertha and Wisconsin Hope DC Survey Data

- Homelessness
- Food insecurity
- Transportation
- Books
- Mental health



# Created New Schools Model to Connect Students to Jobs

## SCHOOLS OF



Engineering, Technology, Mathematics & Science



Business, Hospitality & Global Trade



Manufacturing & Industrial Technologies



Education



Health Sciences



Law & Public Services



Creative Arts, Entertainment & Design

11,961

Swirl Students  
enrolled in  
Spring 2019



1,356

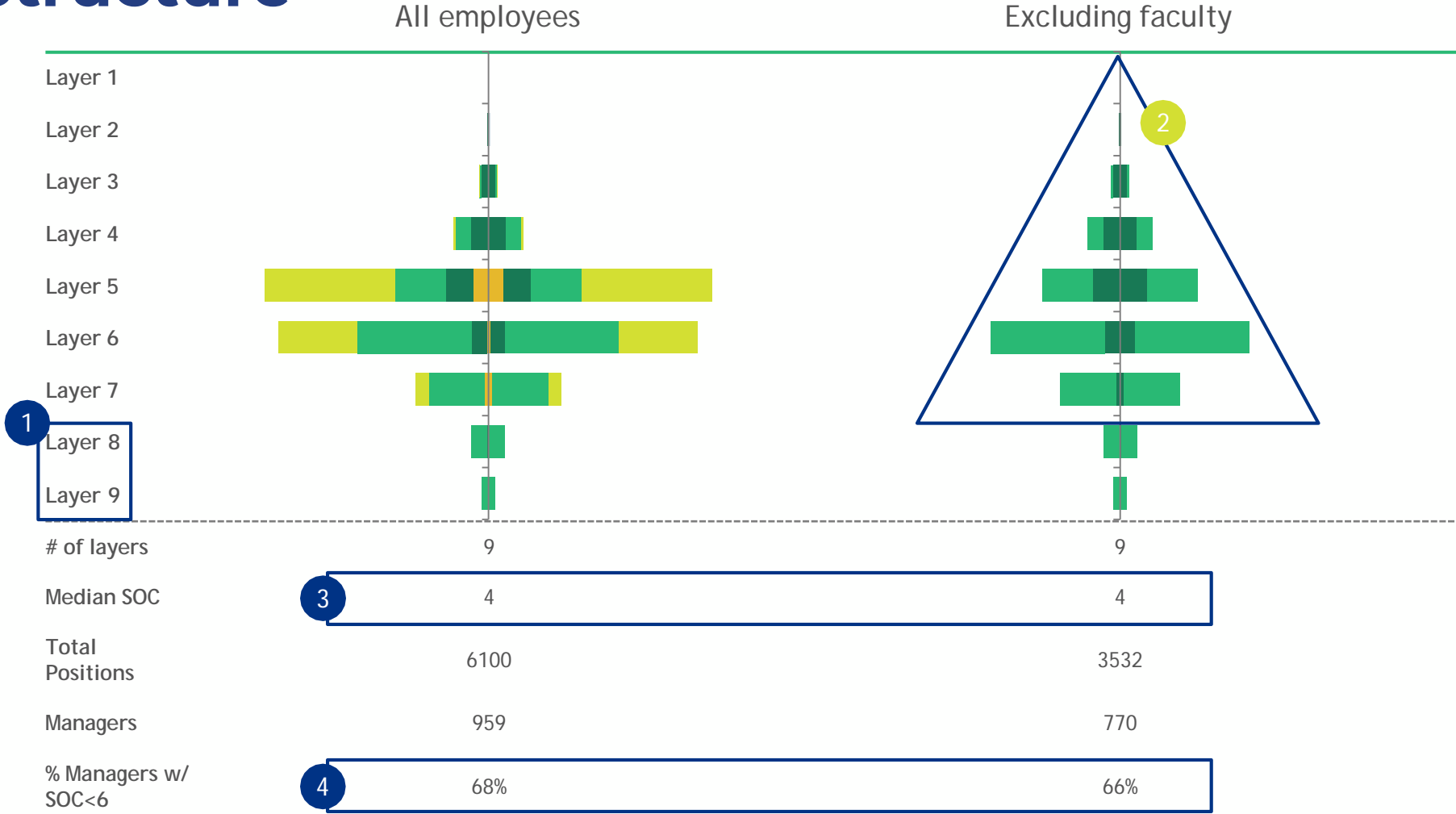
Swirl students  
will be able to  
receive degrees



- Implemented the “schools of” organizational structure aligned with labor market demands and provides comprehensive student support for career selection, program completion, and job placement and/or transfer to four-year programs.
- Prioritized programs that meet significant labor market gaps for expansion and/or consolidation and emphasize “ready to work” employees with industry-standard skills, certifications, short-term certificates stackable for degrees and work experience opportunities

Technology gaps and challenges were significantly exposed as we transitioned to online course delivery in a new COVID 19 environment.

# Discovered Too Many Layers and Duplication of Roles in Organizational Structure



- 1 Many layers managing positions across campuses
- 2 Sub-optimal diamond shape
- 3 Low Median SOC across campuses
- 4 Likely that most managers have capacity to manage more people
- 5 Identified duplicative roles hindering efficiency

Source: DCCCD employee data, provided in October 2019

Legend: Managers (dark green), ICs (light green), Faculty (yellow-green), Faculty Managers (orange)

# Identified and Eliminated Duplicate Roles

Some employees were a good fit for other roles, while others were supported to make a smooth transition to other employment etc.



Opportunity to apply to new roles



Retraining to meet qualifications of new roles



Offered one-time six-month contract extensions to allow people to transfer work and find new positions

Went above and beyond to support impacted employees

# Elements of Consolidation Plan

## Severance

- One month for each year of service, maximum 6 months
- To date, severance amounts range between \$4,000 and \$100,180, with average amount @ \$50,000

## COBRA Reimbursement

- Reimbursement of COBRA premiums (employee only) to maximum of 6 months
- Value is @\$3800 (\$635 per month)

## Outplacement

- Outplacement services, including resume building, coaching, search resources, etc.
- Value is \$1500

## Educational Benefit

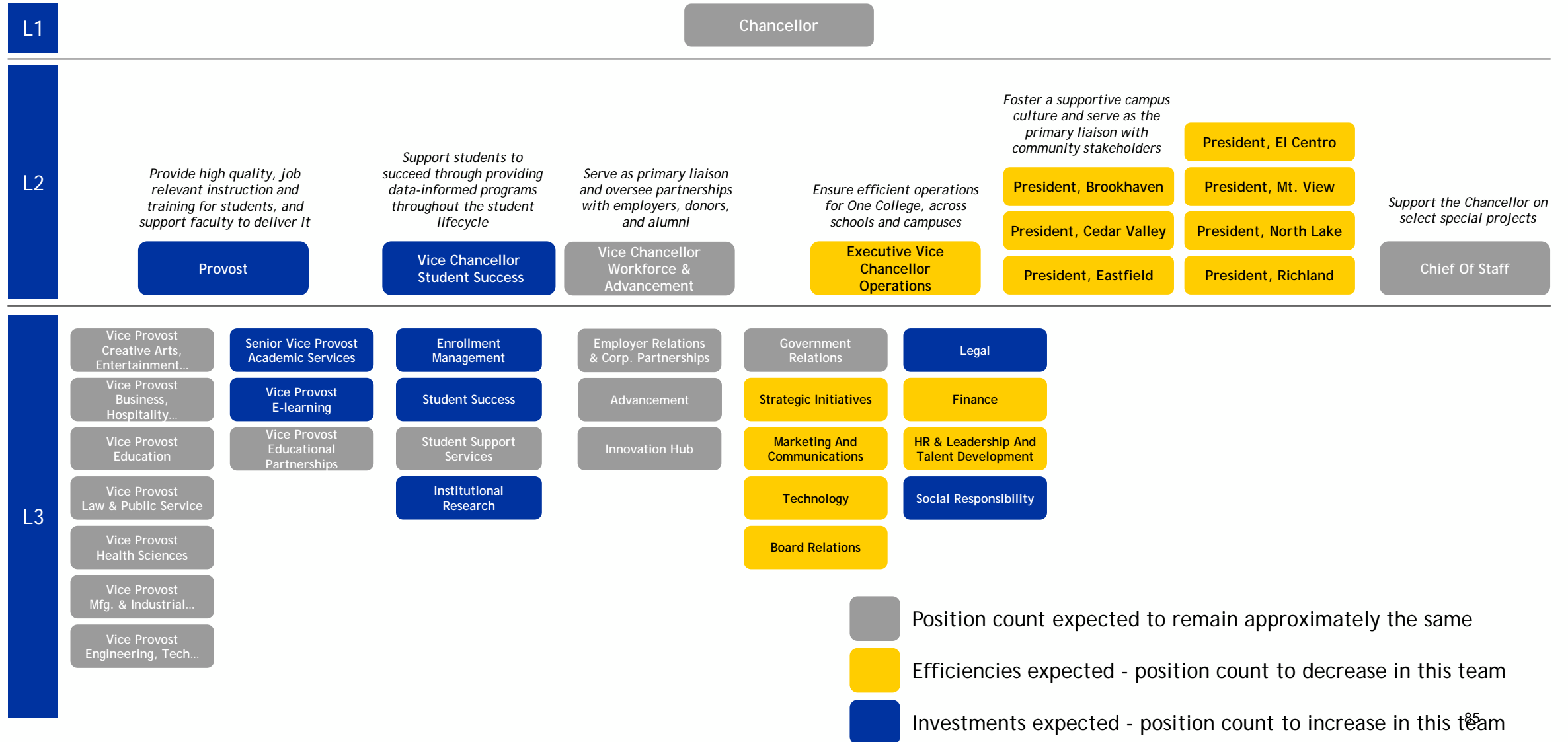
- Reimbursement to pursue additional training, skills, etc.
- Value is \$5,000



On average, consolidation benefit to an impacted employee could exceed \$60,000



# Complete Redesign to Align with New Schools and Student-Centric Model



# 2020-21 Budgetary Impact

Three main categories of fiscal influence



## Efficiencies

Remove duplicated positions, increase spans of control, and decrease layers as we transition to One College

Introduce data-enabled schedule management



## Investment

Add new leadership positions

Build capabilities (e.g., advising)

Changes will require upfront investment, but also result in potential savings that can be reinvested in professional development and new capabilities



## Savings

Savings that can be reinvested in professional development and new capabilities

Expected \$26M savings through efficiency gains will allow for investments across Workforce & Advancement, Student Success, and Academics

# Communication Strategy Relies on Five Key Principles



## Honest & Direct

---

Discuss real impacts—both positive and negative—in an honest manner to foster trust



## Compelling

---

Use engaging, exciting, and creative messaging to draw in an audience



## Inclusive

---

Prioritize key groups, but involve all layers of the organization in information roll out to encourage transparency



## Empowering

---

Encourage leaders and change agents to support communication efforts



## Two-Way

---

Incorporate avenues for questions and feedback throughout the process

# Accelerated SACSCOC Consolidation Timeline

Responding to Disruptions that Impacted Students

**Feb. 8-10, 2020**  
SACSCOC virtual site visit via WebEx and submitted videos

**March 13, 2020**  
Dallas County Judge Clay Jenkins issues "shelter-in-place" order. DCCCD Leadership plans transition to virtual instruction and remote operations.

**March 16, 2020**  
Board held Emergency Telephonic Meeting to discuss appropriate actions and measures in response to COVID-19 pandemic.

**March 24, 2020**  
Chancellor forms COVID-19 Rapid Response Team mirroring the basic structure of the One College model to address immediate student needs.

**May 5, 2020**  
The Board adopts a Resolution to accelerate implementation of Dallas College and pay all employees through end of fiscal year.

**May 2020**  
Began discussion with Leadership to develop an adaptive plan to return to standard operations while maintaining safety of students and employees.

**June 12, 2020**  
SACSCOC Approved Consolidation = Dallas College is official



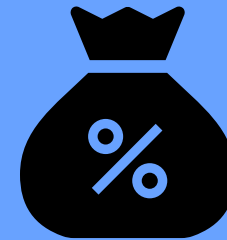
# Lessons Learned



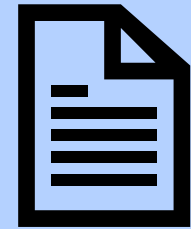
The people closest to the consolidation/accreditation work must understand and be committed to the change. You cannot afford to trust leadership to anyone committed to retaining the current state.



Articulate and stay faithful to a clear mission.



Governance & Finance: Dallas College has had the least change in these areas, but they often represent the most challenging to navigate in many consolidations/mergers. Clarity is critical.



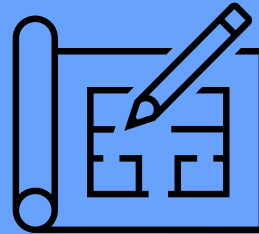
Policy: have a plan with assigned responsibility for reviewing and revising the new institution's policy.

# Lessons Learned



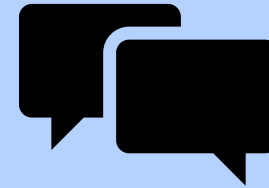
## **Gather information and input from internal and external stakeholders.**

Tell folks when you make decisions informed by their engagement.



## **Plan with people in mind.**

How will you navigate the human/emotional element of the change to support people while staying faithful to the future vision?



Communication: whatever you plan, **do more**. It will still be a top concern/criticism, but communicate, communicate, communicate.

## Aligning as Dallas College also benefits our community...

Improves the local economy by **tailoring programs to meet specific workforce needs** of our local communities

Impacts income disparity throughout community by **investing in student programs** like advising, student services, and building the student pipeline

**Welcomes community engagement** as leaders of each School and Presidents of geographic campuses act as visible "front doors" - **working closely with employers and community leaders to meet their needs**

## ...and our employees

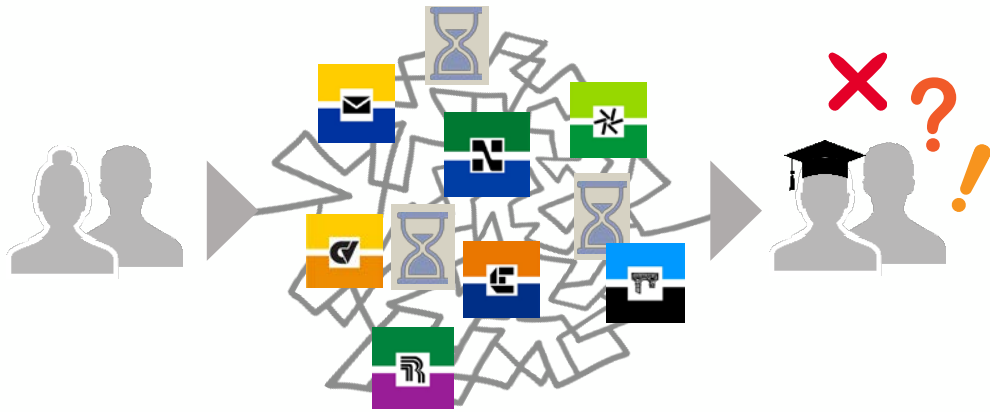
**Reduce micromanagement** | A more efficiently designed org increases employee empowerment

**Enables productivity** | Teams will be organized in a way that makes sense and fosters collaboration

**Prioritizes equity** | Proposed policy changes increase faculty opportunity & pay equity, creating a more inclusive work environment

**Highlights customer service** | Creates an aligned approach to employee operational needs

# Clear Objectives Guide Way Toward True Transformation



Before we could truly work to solve problems within our community, we first needed to address challenges posed by our previous structure

- ✓ Align with employers
- ✓ Clear career pathways
- ✓ Consistent programs & course content across all campuses
- ✓ More credential completers
- ✓ Streamlined processes & systems

# Career Connected Learner Network

Solving the talent problem will take the entire community to address the equity and poverty challenge. Every dotted line represents a handoff and a possible point of failure for our most vulnerable students.



9

THANK YOU!



## Appendix D.

Connecticut State Colleges and Universities Board of Regents' Resolutions creating the Connecticut State Community College

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Endorsement of Revised Students First Plan

June 21, 2018

**WHEREAS**, the Board of Regents believes the proposed organizational structure for a singly accredited college with three regions and 12 local campuses best serves students and the state;

**WHEREAS**, the Board's Human Resources and Administration Committee has discussed and provided initial input into job descriptions and hiring processes for new leadership; and

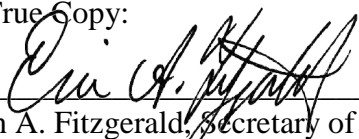
**WHEREAS**, the Board's Finance and Infrastructure Committee has reviewed updated savings targets for the Students First plan; and

**WHEREAS**, the Board's Academic and Student Affairs Committee has reviewed revised timelines for alignment of academic programs across the 12 campuses, reviewed timelines for student success efforts, and identified areas for the development of specific metrics for measuring success; therefore, be it

**RESOLVED**, that based on the above-referenced deliberations, the Board of Regents for Higher Education endorses the attached Students First revised plan to prepare for a singly accredited community college by:

- maintaining the accreditations of the 12 community colleges until fall 2023 when all integrated academic, student support services are in place, and CSCU has worked with NEASC on a process to achieve a single accreditation;
- reorganizing our college system regionally with new leadership structure;
- aligning college curricula statewide, while addressing local and regional distinctiveness, to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum;
- implementing initiatives such as guided pathways to improve and increase student enrollment, retention, and completion;
- integrating administrative functions into centralized shared services; and
- sharing resources across campuses to stabilize critical college functions, reduce redundancies, and leverage expertise.

A True Copy:

  
\_\_\_\_\_  
Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ACTION ITEM**

REVISED STUDENTS FIRST PLAN

**BACKGROUND**

After the CIHE-NEASC response to the Students First proposal in April, CSCU President Ojakian and his leadership team and Board of Regents members have taken several steps to determine our path forward. A meeting was held with Dr. Barbara Brittingham from NEASC to review the Commission's response. Additionally, the CSCU leadership team connected with leaders from Vermont and Maine and other systems (such as Lone Star College in Texas) to identify alternative strategies for addressing our student success and financial challenges. CSCU college faculty, staff, and the Faculty Advisory Committee (FAC) also offered suggestions for reaching the goals laid out in the Students First plan.

At Dr. Brittingham's suggestion, Board leadership, President Ojakian and his leadership team and a number of college presidents met with Dennis Jones and Sally Johnstone from National Center for Higher Education Management Systems (NCHEMS) to review the Students First submission to NEASC. NCHEMS provided input on ways to lay the foundation for a single college in the future by consolidating administrative functions and aligning curriculum through a more gradually paced academic planning and transition process. They also helped to identify ways to progress towards a more efficient organization in the near-term while adhering to the BOR's objectives of sustainable, quality, accessible public higher education, consistent with NEASC standards throughout the process. Based on this information, President Ojakian presents to the Board of Regents a revised Students First plan that advances the vision stated below as well as the benefits of this college reorganization for students, the CSCU system and the state.

**VISION**

Provide a dynamic community college that leverages talents and capabilities to help students attain their individual educational goals within available resources and responds to community and state needs.

**BENEFITS OF CONSOLIDATION**

A single CIHE-NEASC accredited community college with 12 campuses significantly improves CSCU's ability to serve students by removing barriers to student success, prioritizing student-facing services amid fiscal constraints, mitigating upward pressure on tuition, scaling best practices, streamlining administrative tasks, and aligning common procedures. The realization of these benefits will require new or updated Board policies.

Key attributes include:

- Maintaining the uniqueness, identity, and community connections of each campus.
- Establishing a common General Education curriculum that is more efficient to navigate for students.

- Aligning program curricula to provide a common and consistent high quality higher education, enabling students to take courses on different campuses without concerns about course transfer or conflicting program requirements.
- Implementing Guided Pathways strategies for student success to improve student enrollment, retention, and completion.
- Instituting clear enrollment management practices – including strategic use of limited institutional aid, targeted recruitment, and metrics-driven policies – to improve student enrollment, retention, and completion.
- Providing a consistent experience for students through fully integrated information technology systems, a single admissions application, a single financial aid process, a single billing process, a single student ID number, and a common course catalog.
- Creating consistent websites across the 12 campuses to provide information on courses, transfer opportunities, wrap around services, industry partnerships, etc.
- Ensuring colleges meet the needs of students as well as local and regional employers.
- Ensuring a financially stable and sustainable future for the state’s community colleges that minimizes tuition increases in the face of declining state funding.

## **REVISED STUDENTS FIRST PLAN**

CSCU will prepare for a singly accredited community college while respecting the importance of the 12 campuses for the delivery of instruction and for meeting state, local and regional needs by:

- Maintaining the accreditations of the 12 colleges until fall 2023 when all integrated academic, student support services are in place, and CSCU has worked with NEASC on a process to achieve a single accreditation.
- Regionalizing our community colleges and creating a new leadership structure.
- Aligning college curricula statewide through faculty workgroups to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum.
- Implementing initiatives such as Guided Pathways to improve and increase student enrollment, retention, and completion.
- Integrating administrative functions into centralized shared services.
- Sharing resources across campuses to stabilize critical college functions, reduce redundancies, and leverage expertise.
- Hiring a number of positions to raise additional income for the system including a VP of Enrollment Management and a CSCU Development Officer to support student success and programmatic initiatives for the colleges

### New Community College Leadership and Regional Structure

CSCU will implement a regional structure, while maintaining the 12 accreditations of the colleges until fall 2023, our target date for transition to a singly accredited college. Three Regional Presidents will be hired in spring 2019, while maintaining the 12 college-based chief executive, chief financial and chief academic officers per NEASC standards. (See attached organizational chart – Attachment A)

Three regions are proposed based on an analysis of the towns that serve as primary feeders to campuses, employer partnerships, and student enrollment trends. Originally, the regions were established to distribute equitably campus populations and resources statewide. However, given geographic and programmatic considerations, as well as feedback from Middlesex Community College faculty and staff, we propose a change in their original placement. Proposed Regions (with informal working titles):

**Capitol-East (Region 1): Capital, Manchester, Middlesex, Quinebaug Valley and Three Rivers Community Colleges**

**North-West (Region 2): Asnuntuck, Naugatuck Valley, Northwestern, and Tunxis Community Colleges**

**Shoreline-West (Region 3): Gateway, Housatonic and Norwalk Community Colleges**

#### Align College Curricula Statewide

CSCU will continue to align curricula statewide to ensure seamless student transfer between colleges and to the universities. The Students First Academic and Student Affairs Consolidation Committee has begun developing a common general education curriculum. Faculty workgroups will be engaged in making all curricular decisions in consultation with campus senates, curriculum committees, and academic administrators. Those programs with specialized accreditation will remain at their current locations.

The Students First Academic and Student Affairs Consolidation Committee has updated its timeline for program curriculum revision into three rounds, with the first beginning September 2018 and the third concluding in May 2021. There are additional steps planned to get all registration, student data systems, and financial aid considerations addressed by August 2023, the single college launch date. (See attached Gantt chart for more information – Attachment B)

Based on feedback from many sources, including FAC and NEASC, CSCU also revised the proposed academic leadership plan to maintain the current department chair structure, which will minimize disruption and facilitate the academic alignment process.

#### Student Enrollment and Completion Initiatives

Guided Pathways will serve as the cornerstone of our plan to improve student enrollment, retention, and completion. Guided Pathways helps students efficiently complete credentials, seamlessly transfer, and attain jobs with value in the labor market. Working with the CSCU Student Success Center, faculty and staff are collaborating to design new and aligned practices for the single institution including extensive work this summer. These groups are generating recommendations to improve student experiences with enrollment in the colleges for fall 2019, including a single application to the community colleges, consistent websites at both the system and the colleges to support enrollment, transfer and transparency, and greater use of technology to enroll and support students through advising.

The Connecticut legislature appropriated over one million dollars to support student completion efforts. Distribution of these funds to the CSCU community colleges will now be based on improvement in Key

Performance Indicators, which measure first-year momentum and success, as designed by the CSCU Student Success Center.

To reverse enrollment declines, improve retention, promote timely completion, and generate revenue, CSCU will hire a Vice President of Enrollment Management in 2019 to serve the colleges and implement new strategies across the regions to support enrollment.

### Shared Services

The revised plan integrates and centralizes key administrative areas including institutional research, marketing, facilities, human resources and information technology functions over the next few years. Leadership will be provided centrally to the various functional teams at the campuses.

President Ojakian has also dedicated resources for the hiring of a CSCU Development Officer to locate new funding streams to support student success and programmatic initiatives for the colleges. In addition, the Regional Presidents and Campus CEOs will support the efforts of the college foundations to raise much needed resources for the individual colleges while sharing best practices and costs where appropriate.

### Shared Resources across Campuses

Regional Presidents will achieve savings and economies of scale by sharing resources across colleges, including in the areas of administration and academic programming. This has been achieved through partnerships between Gateway and Housatonic and between Asnuntuck and Tunxis Community Colleges. These efforts save resources, allow colleges to reinvest in teaching and student supports, and make better use of the talents of the system.

## **BOR COMMITTEE REVIEW OF REVISED PLAN**

In May and June of 2018, Committees of the BOR met to review aspects of the revised Students First plan. ***The Human Resources and Administration Committee*** provided initial input into qualities essential for community college leadership endorsing those identified by Aspen Institute for exceptional leaders:

- Committed to student success
- Takes strategic risks
- Builds strong teams
- Establishes urgency
- Plans lasting internal change
- Results-oriented
- Communicates effectively
- Financial and operational ability
- Entrepreneurial fundraiser
- Develops effective external partnerships

The Committee determined that the same skills are required of the Regional Presidents and Campus CEOs as well as the eventual College President. However, the responsibilities and deliverables for each

position demand different levels of skills. For instance, all must be committed to student success, but their fundraising roles might differ. Committee members stated that key skill sets in leadership, administration, and academic/student affairs were critical for ensuring success. They acknowledged that experience in a community college setting would be desirable. In addition, the HR Committee reviewed proposed hiring processes for the Regional Presidents and Campus CEOs ensuring that the composition of search committees represent a diverse cross section of appropriate stakeholders at both the campus and system level. Decisions regarding job descriptions, CSCU leadership in consultation with the HR Committee will finalize salary ranges and searches as the plan moves forward. Additionally, the Committee has recommended to President Ojakian that the system engage in a change management process to make sure reorganization efforts are successful.

**The Finance Committee** met to review updated targeted savings for the revised plan. Given the Commission's response, President Ojakian and his leadership team re-evaluated what can be implemented in the near term and established a new Phase 1 target for the revised plan.

To maintain accreditation at the 12 community colleges, each must have a chief executive officer, a chief academic officer, and a chief financial officer. Each officer must maintain an appropriate structure so that the institution may “fulfill its purposes and objectives and establishes the means to assess the effectiveness of the institution.” The organizational structure proposed will comply with the standards for institutional accreditation. CSCU will seek to consolidate support activities and share services to optimize efficiencies and provide a pathway for the full single college consolidation when appropriate.

New estimates indicate \$17 million can be saved in the near term through the regionalization of the college structure and administrative consolidations in key areas such as information technology, facilities, institutional research and human resources versus \$23 million in the original plan. The \$6 million difference, attributed largely to the finance operation that cannot be consolidated at this time, can be achieved as savings as the single college structure is implemented in 2023.

<b><u>SUMMARY</u></b>	<b>Original Consolidation Plan</b>	<b>Phase 1 Revised Plan</b>	<b>Delta</b>
Dollar Savings	23,301,255	17,297,869	(6,003,386)
Headcount Savings	163	117	(46)
Implementation Costs	2,161,348	1,560,848	(600,500)

**The Academic and Student Affairs Committee** met to review the revised plan particularly related to the academic planning timeline, student success efforts and the establishment of metrics to measure progress in these areas. Based on the revised timeline, the colleges could be prepared for a single accreditation for the fall 2023 semester.

As recommended by the ASA committee, CSCU will develop specific metrics for Board review beginning Fall 2018 to document the results of regional reorganization, administrative integration, and academic and student affairs planning, as well as to identify areas for continued improvement, including:

- Increased enrollment
- Increased first-year momentum
- Increased retention
- Increased completion and completion in timely manner
- Reduced gaps in attainment for underrepresented populations in support of equity goals
- Increased use of different teaching delivery methods, including hybrid, online, and synchronized

Additional metrics were identified that speak to the fiscal effectiveness of the regional structure and administrative integration of functions:

- Savings due to administrative integration
- Savings due to regional consolidation Redirected savings to student supports
- Increased responsiveness to regional economic development and workforce needs embraced by stakeholders across sectors

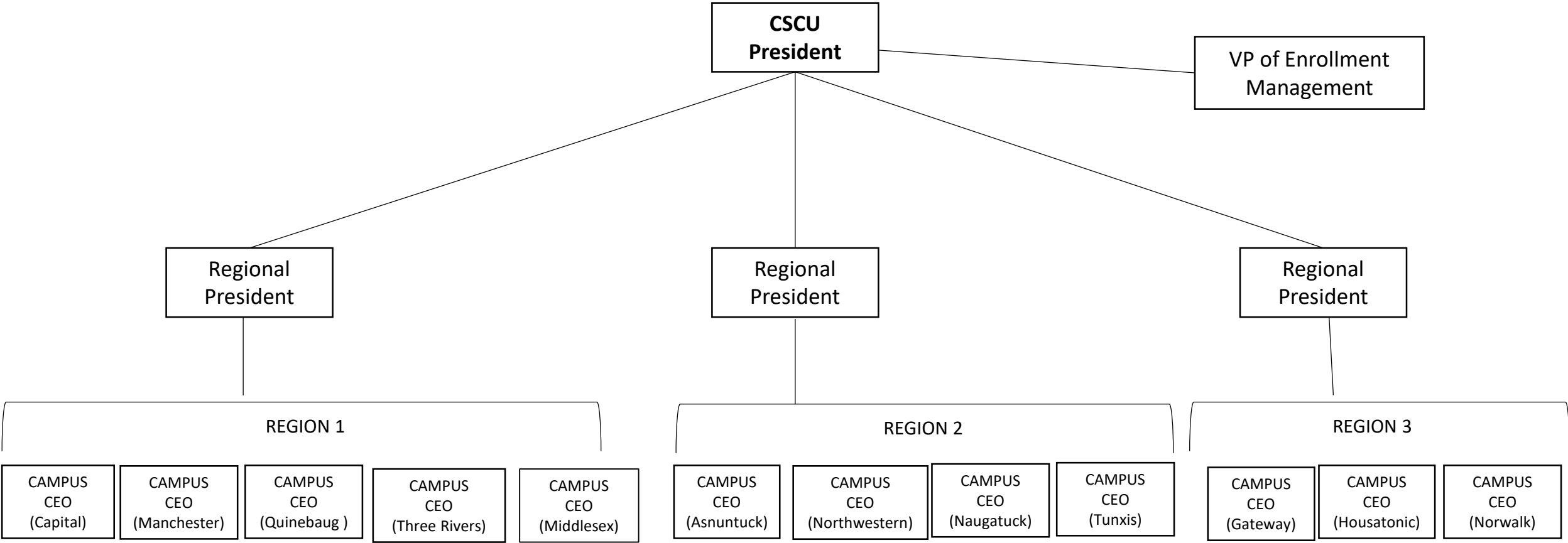
## **NEXT STEPS**

***President Ojakian seeks Board endorsement of the revised plan with direction to begin the regionalization of the college structure, selection for the new leadership positions, integration of administrative functions, implementation of student success efforts, alignment of statewide curricula, and engagement in change management activities.***

President Ojakian will keep NEASC staff apprised of CSCU's efforts and invite them to attend future BOR Academic and Student Affairs committee meetings to discuss our progress and prepare for the process of accreditation.

President Ojakian will provide regular reports at BOR Committee and full Board meetings to keep members, CSCU faculty, staff and students and the public apprised of progress, challenges related to implementation and new opportunities for the system (see attached community letter dated June 18, 2018 – Attachment C hereto).

# Proposed Leadership Structure



*Note: Each campus will have a CEO, CFO and CAO per NEASC standards*

CSCU Students First Timeline  
6/13/18

ID	Task Name	Start	Finish	Timeline																																	
				2018				2019				2020				2021				2022				2023													
				M	J	S	N	J	M	M	J	S	N	J	M	M	J	S	N	J	M	M	J	S	N	J	M	M	J	S	N	J	M	M	J	S	N
1	<b>Academic Affairs: Building the Curriculum</b>			[Red bar from 6/13/18 to 8/30/23]																																	
2	General Education Work Group completes common Gen Ed proposal	Tue 5/1/18	Tue 4/30/19	[Red bar from 5/1/18 to 4/30/19]																																	
3	Program/course consolidation round one	Thu 11/1/18	Fri 5/31/19	[Red bar from 11/1/18 to 5/31/19]																																	
4	Round one governance/approval	Sun 9/1/19	Tue 12/31/19	[Red bar from 9/1/19 to 12/31/19]																																	
5	Program/course consolidation round two	Fri 2/1/19	Tue 12/31/19	[Red bar from 2/1/19 to 12/31/19]																																	
6	Round two governance/approval	Wed 1/1/20	Sun 5/31/20	[Red bar from 1/1/20 to 5/31/20]																																	
7	Program/course consolidation round three	Sun 9/1/19	Sun 5/31/20	[Red bar from 9/1/19 to 5/31/20]																																	
8	Round three governance/approval	Tue 9/1/20	Thu 12/31/20	[Red bar from 9/1/20 to 12/31/20]																																	
9	U.S. Department of Education Program Approval (for programs not at chosen consolidation college)	Wed 1/1/20	Mon 5/31/21	[Red bar from 1/1/20 to 5/31/21]																																	
10	Business Information Systems Build (Banner, myCommNet, Degree Works, etc.	Wed 1/1/20	Tue 5/31/22	[Red bar from 1/1/20 to 5/31/22]																																	
11	Single Application Available for Student Use	Sat 10/1/22	Wed 8/30/23	[Red bar from 10/1/22 to 8/30/23]																																	
12	Course catalog open and single college registration	Sat 4/1/23	Fri 9/15/23	[Red bar from 4/1/23 to 9/15/23]																																	
13	Could mark first day of new college	Wed 8/30/23	Wed 8/30/23	[Red bar at 8/30/23]																																	
14	<b>Student Success Initiatives</b>			[Blue bars for various tasks]																																	
15	Establishment of Student Success Key Performance Indicators (KPIs)	Sat 9/1/18	Tue 10/30/18	[Blue bar from 9/1/18 to 10/30/18]																																	
16	VP of Enrollment Management Hiring	Sat 9/1/18	Mon 12/31/18	[Blue bar from 9/1/18 to 12/31/18]																																	
17	Guided Pathways development of single student application and associated paperwork	Sat 9/1/18	Tue 12/31/19	[Blue bar from 9/1/18 to 12/31/19]																																	
18	Guided Pathways policy recommendations to inform consolidation	Sat 9/1/18	Mon 5/31/21	[Blue bar from 9/1/18 to 5/31/21]																																	
19	Guided Pathways rolled out at 12 colleges	Sat 9/1/18	Mon 1/30/23	[Blue bar from 9/1/18 to 1/30/23]																																	
20	Continue call center services for colleges with opportunity for expansion to universities and Charter Oak	Sat 9/1/18	Wed 8/30/23	[Blue bar from 9/1/18 to 8/30/23]																																	
21	Create a student communications plan across all campuses including modernization of contact formats	Tue 1/1/19	Fri 5/31/19	[Blue bar from 1/1/19 to 5/31/19]																																	
22	Reorganize campus structure and delivery of strategic enrollment management	Tue 1/1/19	Fri 5/31/19	[Blue bar from 1/1/19 to 5/31/19]																																	
23	<b>New College Leadership/Regional Reorganization</b>			[Cyan bars for various tasks]																																	
24	Hire College Marketing Director	Sat 9/1/18	Mon 12/31/18	[Cyan bar from 9/1/18 to 12/31/18]																																	
25	Conduct national search for and hire three Regional Presidents	Sat 9/1/18	Fri 5/31/19	[Cyan bar from 9/1/18 to 5/31/19]																																	
26	Develop plan for regional organization of workforce development	Sat 9/1/18	Fri 5/31/19	[Cyan bar from 9/1/18 to 5/31/19]																																	
27	Hire CSCU Development Officer	Sat 9/1/18	Fri 5/31/19	[Cyan bar from 9/1/18 to 5/31/19]																																	
28	Replace Campus CEOs as needed	Sat 9/1/18	Wed 8/30/23	[Cyan bar from 9/1/18 to 8/30/23]																																	
29	Hire three budget officers	Tue 1/1/19	Fri 5/31/19	[Cyan bar from 1/1/19 to 5/31/19]																																	
30	<b>Administrative Integration</b>			[Yellow bars for various tasks]																																	
31	Reorganize college staff in Institutional Research into one team dedicated collectively to the needs of the colleges at both the campus and system level	Sat 9/1/18	Mon 12/31/18	[Yellow bar from 9/1/18 to 12/31/18]																																	
32	Establish administrative savings metrics	Sat 9/1/18	Mon 12/31/18	[Yellow bar from 9/1/18 to 12/31/18]																																	
33	Create new Strategic Human Resources Management structure for delivery of services to the colleges and Charter Oak	Tue 1/1/19	Fri 5/31/19	[Yellow bar from 1/1/19 to 5/31/19]																																	
34	Create IR teams engaging all 17 campuses in areas including data analytics, federal and state reporting, etc.	Tue 1/1/19	Fri 5/31/19	[Yellow bar from 1/1/19 to 5/31/19]																																	
35	Hire new facilities manager at system office	Tue 1/1/19	Fri 5/31/19	[Yellow bar from 1/1/19 to 5/31/19]																																	
36	Establish Centers of HR Expertise that engage all 17 campuses in areas including labor relations, Title IX and affirmative action, searches and hiring, benefits and retirement counseling	Sat 6/1/19	Tue 12/31/19	[Yellow bar from 6/1/19 to 12/31/19]																																	





June 18, 2018

Dear CSCU Community,

This week the Board of Regents will convene to discuss among other things, our proposed revisions to our Students First consolidation plan. In keeping with the promise to keep you informed, I am sharing our recommendation to the Board in advance of the meeting. I encourage all of you to review [the Staff Report](#) that will be discussed in detail during the Board meeting on Thursday.

After the NEASC response to our Students First proposal in April, members of the Board and my leadership staff have taken a number of steps to determine our path forward. First, we met with Dr. Barbara Brittingham from NEASC to review the Commission's response. At Dr. Brittingham's suggestion, we also met with the National Center for Higher Education Management Systems (NCHEMS) who assisted NEASC in reviewing our original proposal. They helped to identify ways to progress towards a more efficient organization while adhering to the BOR's objectives of sustainable, quality, accessible public higher education, consistent with NEASC standards. CSCU college faculty, staff, and the Faculty Advisory Committee (FAC) also offered suggestions for reaching the goals of removing barriers to student success, scaling best practices, streamlining administrative tasks, and aligning common procedures.

As a result, we are revising our Students First plan in three significant ways: extend our timeline for the single accredited community college to 2023 thereby keeping the 12 accreditations of the colleges, develop a more gradually paced academic planning and transition process, and maintain the current department chair structure. The revised plan is estimated to save \$17M when fully implemented versus the \$23M as originally proposed. Our revised plan also includes:

- Regionalizing our community colleges and creating a new leadership structure. We will hire three Regional Presidents in spring 2019, while maintaining the 12 college-based CEO, CFO, and CAO positions per NEASC standards.
- Aligning college curricula statewide to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum.
- Implementing initiatives such as guided pathways to improve and increase student enrollment, retention, and completion.
- Integrating administrative functions into centralized shared services.
- Sharing resources across campuses to stabilize critical college functions, reduce redundancies, and leverage expertise.
- Hiring a number of positions to raise additional income for the system including a VP of Enrollment Management and a CSCU Development Officer.

Our goal remains the same, to create a dynamic community college focused on helping students attain their individual educational goals, and responds to community and state needs. We also recognize that more time is needed to get the foundation in place for a change as large as this.

Beginning this fall, as directed by the Board, we will implement the immediate next steps of regionalizing the college structure, selecting new leadership, integrating and centralizing administrative functions, implementing Guided Pathways and aligning curriculum statewide. CSCU will establish metrics to document the results of regional reorganization, administrative integration, and academic and student affairs planning, to help identify areas for continued improvement. We will keep NEASC staff apprised of our efforts and invite them to attend future BOR Academic and Student Affairs committee meetings so that we may discuss our progress and prepare for the single accreditation process.

I want to thank everyone for their engagement in this important work, particularly those who are planning this summer for the Guided Pathways initiative. I will continue to provide updates on the progress and challenges related to implementation and new opportunities for our students and our colleges.

Sincerely,

Mark

Mark Ojakian, President  
Connecticut State Colleges & Universities

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

Concerning

Holistic Case Management Advising Policy

For CSCU Community Colleges

April 16, 2020

- WHEREAS, Among first-time, full-time students who enrolled at the CSCU Community Colleges between 2011 and 2015, fifteen percent completed all the requirements for a degree or certificate within three years of starting, which was lower than the average IPEDS three-year graduation rate for all other state community college systems in New England during the same time period;
- WHEREAS, over the past five years there were significant racial disparities in the IPEDS three-year graduation rate at the CSCU Community Colleges, averaging 7 percent for Black students, 11 percent for Latinx students, 18 percent for Asian students, and 19 percent for White students;
- WHEREAS, inadequacies in the CSCU Community Colleges' current advising structure, capacity, and staffing levels contribute to low graduation rates and equity gaps in attainment and other Key Performance Indicators;
- WHEREAS, research shows that the adoption of a holistic case management advising model supports the Guided Pathways principles—clarifying paths for students, getting them on a path, keeping them on a path, and ensuring their learning—and has yielded meaningful improvements in student retention, completion, and equity at community colleges that have successfully implemented Guided Pathways;
- WHEREAS, community colleges that have successfully implemented Guided Pathways and a holistic case management advising model reduced advisors' caseloads to levels significantly lower than the CSCU Community Colleges' current student (headcount) to advisor (full time equivalent) ratio of approximately 760:1;
- WHEREAS, community colleges that have successfully implemented Guided Pathways and a holistic case management advising model also adopted a student success technology platform that enables enhanced advising, progress monitoring, and greater coordination of services;

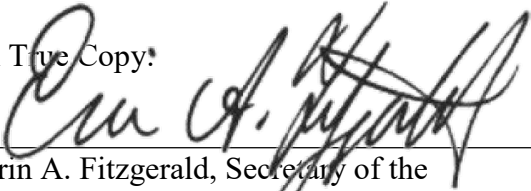
WHEREAS, the Holistic Case Management Advising Policy, informed by Guided Pathways best practices, establishes a holistic case management advising model at the CSCU Community Colleges that ensures all degree and certificate seeking students have an assigned Guided Pathways Advisor and support network of faculty and staff who collaborate with students to plan for their educational goals and deliver the necessary holistic services to stay on track to completion;

WHEREAS, the Board of Regents for Higher Education and the CSCU Community Colleges will reduce the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022, and to adopt a student success technology platform to ensure the effective implementation of the holistic case management advising model,

WHEREAS, the Board of Regents for Higher Education is committed to rectifying low completion rates and equity gaps in attainment at the CSCU Community Colleges by implementing Guided Pathways practices as part of Students First; therefore be it

RESOLVED, That the Board of Regents for Higher Education formally adopts the Holistic Case Management Advising Policy for the CSCU Community Colleges.

A True Copy:



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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

## **HOLISTIC CASE MANAGEMENT ADVISING POLICY**

The Board of Regents for Higher Education sets forth the following requirements for the CSCU Community Colleges, to be implemented by the CSCU System Office through the leadership of the Provost, Senior Vice President of Academic and Student Affairs, Vice President of Enrollment Management, and college administrators:

### **I. Adopt a holistic case management advising model, whereby**

- A. All degree and certificate seeking students are assigned to a Guided Pathways Advisor upon admission, who advises them through to the completion of their time at the CSCU Community Colleges;
- B. Guided Pathways Advisors:
  1. Guide their assigned students in the creation of a personalized academic and career plan prior to initial registration; at minimum, this plan includes an outline of
    - a) Career and academic goals,
    - b) Requirements and expectations for chosen program of study,
    - c) Course sequence from initial registration to graduation,
    - d) Financial plan to pay for college,
    - e) Relevant holistic resources and services, and
    - f) Opportunities for employment and transfer;
  2. Continually monitor their assigned students' progress on their personalized academic and career plans, using at minimum indicators related to students'
    - a) Course registration,
    - b) Course drop and withdrawal,
    - c) Registration holds,
    - d) Academic performance,
    - e) Academic momentum, and
    - f) Use of holistic resources and services;
  3. Provide and coordinate sustained, strategic, integrated, proactive, and personalized support to their assigned students to help keep them on plan, which includes resources and services related to their academic, career, financial, and other individual needs;
  4. Ensure their assigned students regularly assess their personalized academic and career plans; and
  5. Collaborate with their assigned students to revise their personalized academic and career plans as needed.

- C. Faculty actively work with their students' Guided Pathways Advisors to ensure all degree and certificate seeking students receive the services listed in Section I.B; and
  - D. Other academic and student affairs staff actively work with Guided Pathways Advisors to ensure all degree and certificate seeking students receive the services listed in Section I.B.
- II. Reduce the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022.**
- III. Adopt a student success technology platform to assist professional, faculty, and other academic and student affairs staff with**
- A. Assigning Guided Pathways Advisors to students and maintaining advisors' caseloads,
  - B. Creating and revising students' personalized academic and career plans,
  - C. Monitoring students' progress on their personalized academic and career plans, and
  - D. Supporting students through a communication system that includes but is not limited to
    - 1. Early alerts,
    - 2. Referrals to holistic resources and services,
    - 3. Case notes, and
    - 4. Reports.
- IV. Develop an initial implementation and assessment plan for the Holistic Case Management Advising Policy by December 2020.**

**ITEM**

Proposal to adopt a policy concerning Holistic Case Management Advising at the CSCU Community Colleges that 1) ensures all degree and certificate seeking students have an assigned professional Guided Pathways Advisor and support network of faculty and staff who collaborate with students to plan for their educational goals and deliver the necessary holistic services to stay on track to completion; 2) reduces the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022; and 3) adopts a student success technology platform that facilitates holistic case management advising.

**RECOMMENDED MOTION FOR FULL BOARD**

**Resolved:** That the Board of Regents for Higher Education formally adopts the Holistic Case Management Advising Policy for the CSCU Community Colleges.

**EXECUTIVE SUMMARY**

This staff report:

- Describes how the structure of advising at the CSCU Community Colleges prevents current advising staff from providing students with the supports necessary to improve retention, completion, and equity;
- Explains how a holistic case management advising model will benefit students at the CSCU Community Colleges and promote Guided Pathways principles;
- Illustrates how a holistic case management advising model ensures all degree and certificate seeking students are assigned a Guided Pathways Advisor for their entire time at the institution, who guides students in the creation of a personalized plan, monitors their progress, and coordinates the holistic supports they need to achieve their academic and career goals;
- Explains how a holistic case management advising model is effective only when Guided Pathways Advisors have reduced caseloads and access to a student success technology platform that facilitates personalized planning, progress monitoring, service coordination, and communication;
- Provides evidence that other community colleges have improved their students' retention and completion rates and reduced equity gaps in achievement after implementing a holistic case management advising model; and
- Documents the process by which the CSCU Holistic Case Management Advising Policy was created.

**THE MODEL**

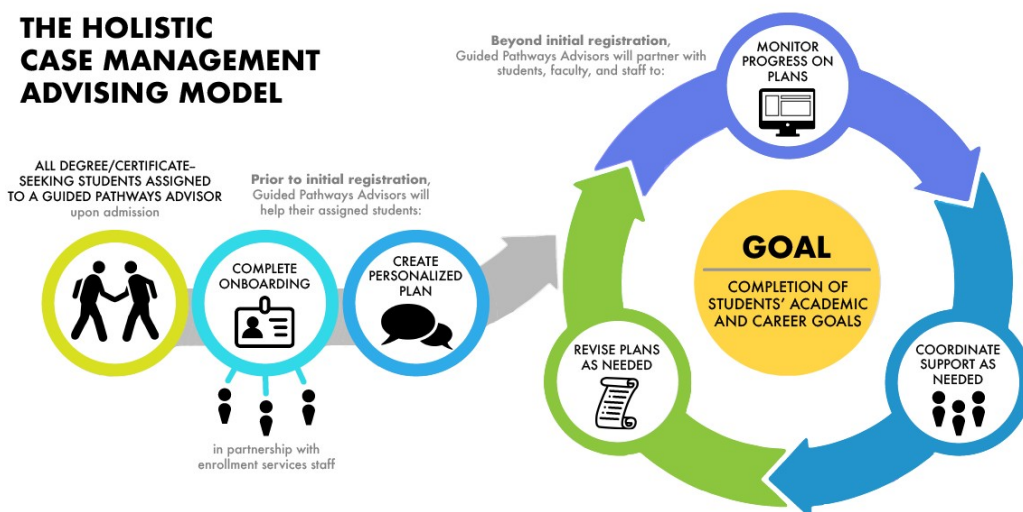
The Guided Pathways framework seeks to help community college students efficiently complete credentials, transfer, and attain jobs with value in the labor market. It consists of four pillars: 1) provide students with clearly structured program pathways with clearly defined expectations and

outcomes for education and employment, 2) get all students on an individualized plan that lays out the steps to achieve their academic and career goals, 3) help students stay on track to completion of a degree or credential, and 4) ensure that students are learning the knowledge, skills, and habits of mind to succeed in life.

A holistic case management advising model serves as the foundation of Guided Pathways efforts. Holistic case management advising is integral to helping students identify and plan for their academic and career goals, monitor students’ progress toward their goals and assist those who stray off plan, and ensure that students are learning essential critical thinking, problem solving, and decision making skills (Bailey et al., 2015).

The central premise of a holistic case management advising model is that every student is assigned to a professional advisor (such as a Guided Pathways Advisor) who guides students through college from intake to graduation, monitors their academic progress, and coordinates the seamless provision of support services with a team of faculty and staff that stretches across traditional departmental lines. Professional advisors are able to provide deeper, more personalized services to students as a result of reduced caseloads and regular contact with their advisees. The ultimate benefit of a holistic case management advising model is that students are more likely to build a meaningful relationship with their assigned advisor and to receive a continuum of care that helps ensure their efficient completion of a credential (Richardson, 2008).

*Figure 1: Overview of the Holistic Case Management Advising model*



Under this model, every degree and certificate-seeking student at the CSCU Community Colleges is matched with a professional advisor, named their Guided Pathways Advisor, upon admission, who remains with the student for their entire time at the institution. Once assigned, Guided Pathways Advisors guide their respective students through an intake process that involves an initial conversation about their academic and career goals. Based on this conversation, Guided Pathways Advisors work with students to develop action steps toward these goals in the form of a plan that not only maps out the courses toward their declared area/program of study, but also identifies financial needs, opportunities for employment and



transfer, and resources and services relevant to their academic and holistic needs. Guided Pathways Advisors and students continually assess and revise plans based on academic performance and clarification of a students' interests, goals, and life circumstances.

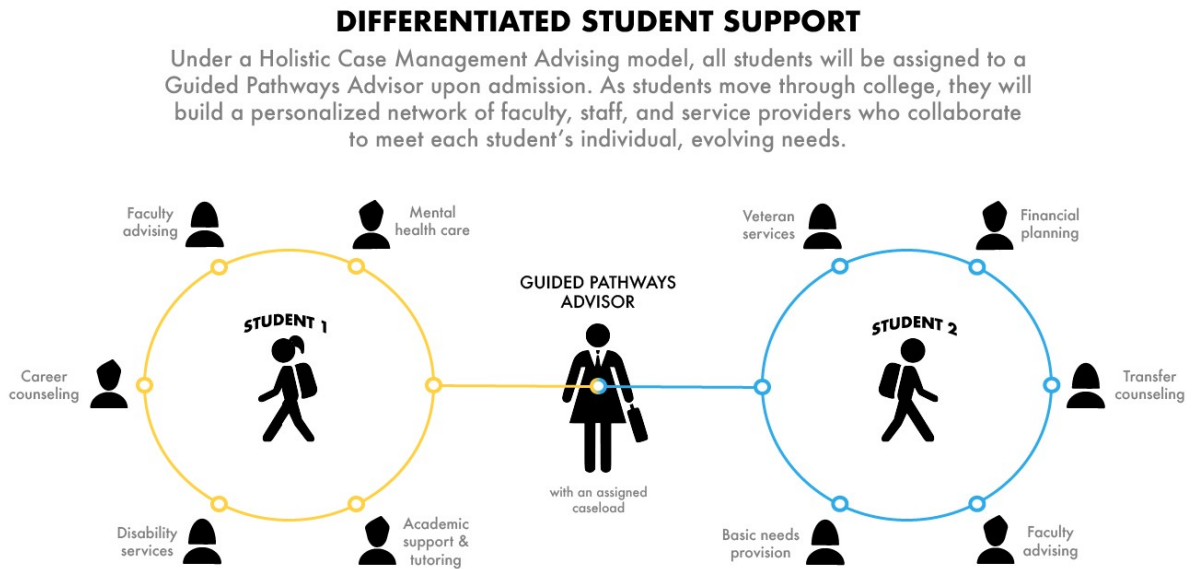
Students' plans are maintained on a student success technology platform, which students can access at any time to check their academic progress and adjust their plan. This technology platform also enables Guided Pathways Advisors, faculty, and other academic and student affairs staff to continually track students' progress on their personalized plans through academic performance indicators, risk factors, and metrics. It also facilitates communication between these stakeholders, enabling them to share feedback, through reports and early alerts regarding student performance and progress.

The continuous monitoring of student progress allows Guided Pathways Advisors, faculty, and other academic and student affairs staff to identify emerging barriers to student success and proactively intervene before problems worsen. Real-time student information collected on the technology platform also helps advisors triage cases, target resources to students who need them most, and tailor interventions to the specific, holistic needs of each student. If Guided Pathways Advisors can't provide the support themselves, then they are able to make referrals to other service providers on campus or in the community and track students' use of services through a system of case notes; access and user rights will be determined based on role and will comply with all federal guidelines as outlined in FERPA (Family Educational Rights and Privacy Act) or any other relevant policies and regulations.

The student success technology platform, while essential to creating these planning, monitoring, and intervention capacities, is only a tool that colleges must couple with ongoing, intentional professional development focused on developmental advising practices. For holistic case management advising to work effectively, the technology must also be accompanied by an institutional culture in which all stakeholders view themselves as sharing responsibility for student success and equity. Yet another critical ingredient of the model is multi-level leadership that builds support for holistic case management advising practices within and between departments (Kalamkarian et al., 2017).

A combination of these factors—assigned Guided Pathways Advisors, reduced caseloads, a college-wide student success technology platform, professional development resources for staff and faculty, a culture of shared responsibility, and committed leadership—can create the conditions for students to develop more meaningful relationships with an advisor and to receive the holistic supports necessary for completion. Furthermore, a holistic case management advising model better meets the varying needs of community colleges' diverse student bodies, and thus moves colleges closer to providing equitable educational opportunity for historically underserved groups (Achieving the Dream, 2018; Bettinger and Baker, 2011; Karp and Stacey, 2013; Miller and Murray, 2005; Pierce, 2016).

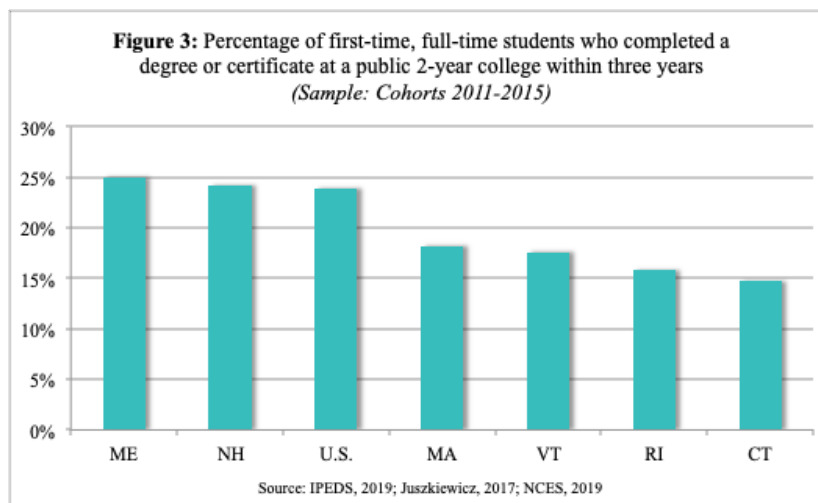
*Figure 2: Student support under the Holistic Case Management Advising model*



**BACKGROUND**

*Why redesign academic advising?*

The students of the CSCU Community Colleges face tremendous challenges to efficient completion of a postsecondary credential. These challenges have resulted in persistently low graduation rates across all twelve community colleges. Among first-time, full-time students who enrolled at the CSCU Community Colleges between 2011 and 2015, fifteen percent completed all the requirements for a degree or certificate within three years of starting. This was lower than the average IPEDS three-year graduation rate for all other state community college systems in New England during the same time period, which includes Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont. Furthermore, Connecticut’s graduation rate is consistently lower than the national average.



Historically underserved and minoritized student groups at the CSCU Community Colleges face additional barriers to success that make them even less likely to graduate. The average IPEDS three-year graduation rate for Black students has been 7 percent over the past five years and 11 percent for Latinx students, compared to 18 percent for Asian students and 19 percent for White students. The Board of Regents has stated its goals to increase retention and graduation rates and eliminate achievement disparities among different ethnic/racial, economic, and gender groups at the CSCU Community Colleges (CSCU, 2019).

The trends in completion and equity at the 12 CSCU Community Colleges result from many factors. One contributing factor is that the system of academic advising is neither structured nor adequately resourced to meet students' complex and diverse needs. Many of these needs are related to navigating the various decisions and processes involved in completing a credential. Many CSCU community college students also have financial and other individual needs that extend beyond the classroom but inevitably impact their educational experience and outcomes. The purpose of academic advising is to help students meet these holistic needs to maintain progress toward completion of a credential. Furthermore, academic advising should equip students with the knowledge, skills, and habits of mind to navigate the college environment and manage their needs with increasing independence and confidence (NACADA, 2003, 2006).

There are certainly pockets of advising excellence within the community college system. Students in cohort-based programs such as nursing or advanced manufacturing receive consistent, often mandatory advising, progress monitoring, and support from assigned faculty and staff; they also boast high rates of completion. However, these best practices in academic advising do not extend to the majority of CSCU community college students. The CSCU Guided Pathways Holistic Student Support Redesign (HSSR) team—through discussions with professional staff and faculty from all 12 CSCU Community Colleges and focus groups with students on four campuses—determined that the inconsistency in the quality of advising is due to resource deficits and structural issues, rather than any individual person, department, or campus.

Most obviously, advising offices are severely understaffed and financially under-resourced. Currently, there are approximately 760 students for every FTE (full time equivalent) professional advisor in the system; this far exceeds the median U.S. two-year institution advising ratio of

441:1, and the Board of Regents's ideal ratio of 250:1 as stated in its FY20/FY21 biennium expansion budget (Board of Regents, 2018; Carlstrom and Miller, 2013). The CSCU Community Colleges' current ratio reduces advisors' capacity to provide all students with the attention and services they need. Overwhelmed by the sheer number of students, professional advisors frequently only have the time to complete perfunctory tasks like course selection and registration. Current advising staff have little to no bandwidth for advising activities such as goal-setting, planning, and having conversations that develop students' critical-thinking and problem-solving skills. Even when students are able to schedule an appointment with an advisor, they often see a different advisor each semester because advisors are not typically assigned to a specific caseload of students. As a result, students often receive inconsistent and conflicting information, leaving them frustrated and their needs unmet.

Another structural issue with the advising system is that not all CSCU community college students are required to work with an advisor when they first enter college to create a detailed plan that maps out the courses, activities, and supports they need to complete their chosen program of study, gain employment, or transfer to a four-year university. Consequently, many students do not establish clear academic and career goals in their early semesters, nor do they identify the action steps and holistic supports needed to achieve their goals efficiently. The lack of a thoughtful and comprehensive plan makes it difficult not only for students to make effective decisions, but also for current advising staff to effectively monitor students' progress toward degree completion.

Current advisors' monitoring abilities are further limited by the available technology. Ellucian Degree Works, the planning and auditing tool currently used at the CSCU Community Colleges, lacks critical functionalities like digital early alerts that would allow advisors, faculty, and other academic and student affairs staff to identify when students run into problems and to intervene proactively. The provision of support often depends on a student initiating a request for support. However, many students either delay coming forward for support or don't come forward at all, limiting advisors' ability to provide students with the support they need, when they need it most.

Finally, the various academic and student affairs departments involved in the CSCU Community Colleges' advising system too often operate in uncoordinated silos, forcing students to visit several offices before getting the support they need. The current student information technology system reinforces this siloed structure by preventing advisors, faculty, and other academic and student affairs staff from collaborating to support students who require resources and services from various providers across campus. For example, they are unable to make referrals to each other or share notes about certain students, leaving it up to the student to coordinate the services themselves and retell their story to every provider. At the end of the day, no one is held accountable for ensuring that the students' needs are fully met.

Altogether, these structural and capacity issues deprive many CSCU community college students of an accountable, "go-to" advisor who actively guides them through college with a thoughtful academic and career plan tailored to their unique goals and circumstances, and an integrated support network of faculty and other academic and student affairs staff. Without one or all of these resources, students are more likely to feel disconnected from their college, make poorly informed and inefficient academic and career decisions, and run up against barriers when moving between different departments and campuses to find the supports and course offerings they need.

These experiences may increase the chances that students delay their education or drop out before completing a credential.

Weaknesses in the current structure and capacity of the CSCU Community Colleges' academic advising system further disadvantage students from historically underserved and minoritized groups. Even though these students face the highest barriers to graduation, they receive the same type and level of advising services due to scarce resources and inadequate student success policies. This standardized approach to advising does not compensate for the unequal opportunities in students' lives beyond the classroom, thus perpetuating the equity gaps in completion rates across the system.

Advising redesign can and should be leveraged to improve the CSCU Community Colleges' low and inequitable completion rates which, if left unabated, will profoundly and negatively impact the livelihood of Connecticut's students, families, communities, workforce, and economy. Advising redesign would also support and reinforce CSCU's Guided Pathways efforts by getting all students on a clearly defined path to completion and helping them stay on track.

### ***Why a holistic case management advising model?***

The CSCU Guided Pathways Holistic Student Support Redesign team's findings suggest that tweaking advising practices at the CSCU Community Colleges without addressing structural and resource deficits will not yield meaningful improvements in student success. Their findings also reveal that students would be better served if the focus of advising moved beyond providing information and course registration to promoting *holistic* student development, which requires meeting students where they are and addressing their individual needs (Achieving the Dream, 2018).

The Community College Research Center and Achieving the Dream identified five guiding principles for colleges looking to design more holistic advising systems—termed SSIPP (Achieving the Dream, 2018; Karp and Stacey, 2013):

- **Sustained:** students receive support throughout their entire time at the institution, particularly at key momentum points.
- **Strategic:** students receive the support they need, when they need them, in a way that is convenient and efficient for them.
- **Integrated:** students receive the support they need in a seamless, coordinated fashion, without being tossed around between departments.
- **Proactive:** students receive the support they need at the earliest stage possible, not when their situation has become a crisis.
- **Personalized:** students receive the type and intensity of support appropriate to their unique needs.

Other community colleges implementing Guided Pathways—such as Lorain County Community College, Sinclair Community College, the Alamo Colleges District, and the Austin Community College District—have shown that changes to institutional policies and practices are a powerful strategy to deliver advising services and supports to students in a more holistic, sustained, strategic, integrated, proactive, and personalized way. Specifically, these colleges made a

structural shift from a walk-in, self-service advising system to a *holistic case management advising model*. Their students are now assigned a single point of contact (such as a Guided Pathways Advisor) for their entire time at the institution, and advisors have specific and reduced caseloads. This new structure affords each student-advisor pair the time to build deep relationships with each other and co-create a personalized academic and career plan that considers the student’s evolving, unique goals and needs. Advisors are also trained to utilize student success technology platforms with special functionalities that enable them to regularly and proactively monitor students’ progress on their plans; intervene at the first sign that students are having trouble; refer students to the resources and services they need, when they need them; and collaborate with faculty, staff, and service providers across the institution to provide students with these supports in a seamless fashion.

**Table 1:** How students receive support under different scenarios

<b>WITHOUT holistic case management advising &amp; Guided Pathways, student support is frequently</b>	<b>WITH holistic case management advising &amp; Guided Pathways, student support is always</b>
Intermittent	Sustained
Delayed	Strategic
Siloed	Integrated
Reactive	Proactive
Standardized	Personalized

The combination of holistic case management advising and Guided Pathways practices at these colleges has resulted in significantly higher retention and graduation rates (Ashford, 2019; Dryden, 2018; Excelencia in Education, 2019; Ohio Higher Ed, 2018b). For example, at Lorain County Community College, the IPEDS graduation rate jumped from 8 percent to 25 percent within seven years (Dryden, 2018). At Lorain, the equity gap in developmental completion rates and first-term credit accrual has also narrowed; these short-term measures have been shown to correlate with longer-term measures like completion (Ohio Higher Ed, 2018a). It should be noted that these colleges were largely able to make these gains because of significant investments in human and technological resources, including hiring additional advisors, funding ongoing professional development for staff and faculty, and integrating a student success technology platform into their technical infrastructure. However, Lorain has demonstrated that colleges can make a strong return on these investments through increased student retention (Dryden, 2018).

### ***Holistic case management advising as part of Guided Pathways efforts***

Consistent with the revised CSCU Students First initiative approved by the Board of Regents on June 18, 2018, implementing a Holistic Case Management Advising Policy is one in a series of Guided Pathways initiatives designed to improve student success and increase student retention, completion, and equity. The new advising model will play a critical role in supporting key pillars of Guided Pathways: getting all students on a personalized plan, keeping them on plan, and ensuring their learning.

Holistic case management advising also complements other Guided Pathways efforts. For instance, faculty workgroups have been charged with developing program maps that include suggested course sequences, career opportunities, and labor market information. These maps will provide students and Guided Pathways Advisors with the foundation for academic and career planning. They will also give Guided Pathways Advisors a benchmark to assess their assigned students' academic progress. The CSCU Community College Areas of Study Policy serves as yet another tool to assist students and Guided Pathways advisors in making informed choices about their career and academic goals. Last but not least, the College and Career Success course (CCS 101) was intentionally designed by our community college faculty to offer students the opportunity for deep exploration of their academic and career goals. Taking CCS 101 would give students a valuable forum to continue the conversations that they begin with their Guided Pathways Advisors and develop a more thoughtful personalized plan to completion.

### ***How was this model determined?***

The Holistic Student Support Redesign (HSSR) team was established in February 2018 as part of the CSCU Guided Pathways (GP) work, and charged to explore and make recommendations for best practices in implementing advising models, monitoring student progress, designing a common first-year experience for students, and developing wraparound services to address external factors that impede a student's ability to meet their educational goals.

The team includes a diverse cross section of faculty, staff, and administrators from all 12 CSCU community colleges, CSCU State Universities and CSCU System Office. Members of the team consist of professional staff from core areas such as advising, counseling, enrollment services and financial aid, as well as faculty members and academic and student affairs administration (see Appendix). The team is led by two managers (Gayle Barrett, Middlesex and Michael Buccilli, Gateway), both with practitioner and director-level experience in advising, enrollment management and student affairs, on loan from their current roles at their respective colleges.

In an effort to move the redesign process forward, a HSSR steering team was established with the two primary managers, two collaborating managers (Tamika Davis, Tunxis; Heidi Zenie, Three Rivers) and four members from the HSSR team (Jill Rushbrook, Asnuntuck; Jason Scappaticci, Capital; Nora Uricchio, Manchester; Debra Zavatkey, Northwestern). In September 2019, the HSSR team unanimously adopted a set of design principles to guide the steering team's work. The steering team participated in a facilitated design institute through Achieving the Dream (ATD) in October 2019 and continues to receive individual support from ATD staff with expertise in state-wide advising redesign efforts.

The steering team developed the initial policy draft. Benjamin Wong, a Research Fellow for CSCU Guided Pathways, provided the steering team with research, writing, and editing support. After several rounds of internal feedback, the revised draft was brought to the full HSSR team for endorsement. HSSR managers coordinated regional forums, online feedback process, and specific sessions with key state-wide councils such as advising leads, deans of student affairs and presidents/CEOs. The HSSR steering team will collect and review feedback before moving the revised policy forward for approval by the following bodies: HSSR, Guided Pathways Task Force, and the Community College Implementation Committee (CCIC). If the CCIC approves, it

will then recommend to move the policy forward to the Board of Regents Academic and Student Affairs committee for consideration.

Ensuring student participation continues to be a primary goal of this work. HSSR managers participated in a student panel coordinated by the Student Advisory Council (SAC) to the BOR in spring 2018 and followed up with a SAC briefing and Q&A session in spring 2019. The HSSR team hosted four student focus groups in spring 2019 to dig deeper into the issues students face in our current advising support and structures. Focus groups were held at Gateway, Manchester, Naugatuck Valley and Northwestern and yielded valuable data that has shaped the proposed policy. HSSR managers with the SAC to review the draft policy in February.

***What are the next steps if the policy is approved?***

The HSSR managers, steering team, and full team will continue to develop and refine the holistic case management advising model and create an initial implementation plan to be presented to the Board of Regents Academic and Student Affairs Committee by December 2020. The plan will include detailed timelines, benchmarks, and a full assessment plan to track progress during the various stages during and post-implementation.

**RECOMMENDATION**

It is the recommendation of the System's Provost, Senior Vice President of Academic and Student Affairs, and Vice President of Enrollment Management that the Board of Regents give favorable consideration to the adoption of the proposed Holistic Case Management Advising Policy for the CSCU Community Colleges.



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## APPENDIX

HSSR Membership List\*

Rebecca Adams	<i>Professor of English, Chair of Humanities Department</i>	Housatonic Community College
Kathleen Ahern	<i>Interim Director of Advising &amp; Retention</i>	Gateway Community College
Gayle Barrett (Non-Voting Member)	<i>Director of Enrollment Management/ Guided Pathways Manager/Student Success Center College Coach</i>	Middlesex Community College/System Office
Kerry Beckford	<i>Assistant Professor of English</i>	Tunxis Community College
Caitlin Boger-Hawkins	<i>Director of Planning, Research, and Institutional Effectiveness</i>	Northwestern Community College
Victoria Bozzuto (Ex-Officio)	<i>Guided Pathways Manager</i>	System Office
Paul Broadie	<i>President</i>	Gateway & Housatonic Community College
Michael Buccilli (Non-Voting Member)	<i>Director of Student Success, Guided Pathways Manager</i>	Gateway Community College/System Office
Alison Buckley	<i>Vice President for Enrollment Management</i>	System Office
Kellie Byrd-Danso	<i>Dean of Students</i>	Norwalk Community College
Patrick Carr	<i>Program Manager for Library Consortium Operations</i>	System Office
Diane Clokey	<i>Registrar</i>	Asnuntuck Community College
Jonah Cohen	<i>Professor of Human Services</i>	Gateway Community College
Les Cropley	<i>Director of Project Management and Academic Initiatives, Student Success Center</i>	System Office
Tamika Davis (Non-Voting Member)	<i>Director of Admissions/ Guided Pathways Manager/Student Success Center College Coach</i>	Tunxis Community College/System Office
Greg DeSantis (Ex-Officio)	<i>Executive Director Student Success Center and Academic Initiatives</i>	System Office
David Ferreira	<i>Dean of Academic &amp; Student Affairs</i>	Northwestern Community College
Sarah Gager	<i>Dean of Student Services</i>	Naugatuck Valley Community College

Keith Gauvin	<i>Registrar</i>	Western Connecticut State University
Jeannine Gibson	<i>Acting Director of Academic Advising &amp; Student Retention</i>	Housatonic Community College
Bonnie Goulet	<i>Director of Student Services</i>	Naugatuck Valley Community College
Sarah Hendrick	<i>Associate Director of Admissions</i>	Quinebaug Valley Community College
Bob Kozlowski	<i>Director of Advising and Retention</i>	Quinebaug Valley Community College
Amanda MacTaggart (Ex-Officio)	<i>Associate Director of the CSCU Student Success Center</i>	System Office
Margaret Malaspina	<i>Director of Financial Aid</i>	Capital Community College
Lesley Mara	<i>Director of Workforce Development, Strategic Partnerships &amp; Sponsored Programs</i>	System Office
Helen Marx	<i>Associate Professor of Curriculum and Learning/ Faculty Director of Advising</i>	Southern Connecticut State University
J.D. Mathewson (Ex-Officio)	<i>Senior Research Associate</i>	System Office
Judy Mazgulski	<i>Retention Specialist</i>	Middlesex Community College
Steve McDowell (Ex-Officio)	<i>Director of Financial Aid Services</i>	System Office
Steve Mendes	<i>Registrar</i>	Norwalk Community College
Alese Mulvihill	<i>Interim Dean of Student Affairs</i>	Gateway Community College
Joseph Navarra	<i>Coordinator of Disability Services</i>	Manchester Community College
Latisha Nielsen	<i>First Year and New Student Advisor</i>	Manchester Community College
Kelly Pittman	<i>Transfer Coordinator/Academic Advisor</i>	Tunxis Community College
Francine Rosselli-Navarra (Ex-Officio)	<i>Professor &amp; Chair, Department of Psychology &amp; Anthropology, Guided Pathways Manager</i>	Manchester Community College/System Office

Jill Rushbrook	<i>Director of Advising</i>	Asnuntuck Community College
Jason Scappaticci	<i>Associate Dean of Student Affairs</i>	Capital Community College
Daniela Squizzato	<i>Acting Director of Student Success Initiatives</i>	Housatonic Community College
Tim St. James	<i>Interim Dean of Students</i>	Asnuntuck Community College
Kathy Taylor	<i>Associate Professor Legal/Business</i>	Naugatuck Valley Community College
Kristina Testa-Buzzee	<i>Associate Dean of Continuing Education and Workforce</i>	Norwalk Community College
Nora Uricchio	<i>Associate Professor, Radiologic Science; Program Coordinator, Radiation Therapy</i>	Manchester Community College
Pam Williams	<i>Research Librarian</i>	Three Rivers Community College
Jama Yusuf (Ex-Officio)	<i>Sr. Information Systems Development Manager, Information Technology</i>	System Office
Brenda Zanta (Ex-Officio)	<i>Student/Academic Information Systems Support Specialist</i>	System Office
Debra Zavatkay	<i>Registrar</i>	Northwestern Community College
Heidi Zenie (Non-Voting Member)	<i>Program Coordinator, Exercise Science and Sports &amp; Leisure Management/ Guided Pathways Manager/Student Success Center College Coach</i>	Three Rivers Community College/System Office

\*HSSR Membership as of December 18, 2019.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
RESOLUTION**

concerning

**STUDENTS FIRST - NAMING OF THE SINGLE ACCREDITED  
COLLEGE AS CONNECTICUT STATE COMMUNITY COLLEGE**

May 14, 2020

**WHEREAS,** In April 2017 CSCU President Mark Ojakian recommended to the Board of Regents the Students First strategy, addressing the system's fiscal challenges and the need for improvements in the quality of educational and support services for students; and

**WHEREAS,** One tenet of the strategy was the consolidation of administrative functions and the other being the merger of the community colleges into a single accredited institution; and

**WHEREAS, Pursuant to** Section 10a-6 of the Connecticut General Statutes, the Board of Regents has been given duties as the governing body for the Connecticut State Colleges and Universities that include, but are not limited to establishing policies and guidelines, monitoring and evaluating the viability of the institutions and merging and closing institutions.; and

**WHEREAS,** In accordance with its prescribed authority, the Board acted to merge the 12 regional community technical colleges into a single accredited institution which is an important action for improving student success measures and ensuring the long term fiscal sustainability of the community colleges; and

**WHEREAS,** The Board voted unanimously on March 9, 2018, to submit a Substantive Change request to the New England Commission of Higher Education (formerly NEASC), seeking its approval for the merger of the 12 individually accredited regional community technical colleges into a single accredited college; and

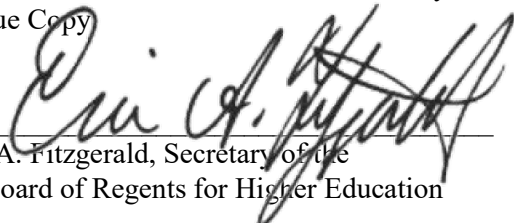
**WHEREAS,** Plans are underway to have the single accredited community college operational for the 2023-2024 academic year; and

**WHEREAS,** This action calls only for the naming of the single accredited college while individual campus identification and related marketing processes and strategies will include the engagement of each campus and will happen in the future.

**WHEREAS,** CSCU President Mark E. Ojakian, after due consideration has presented a recommended name for the single accredited college for the Board's consideration, now therefore, be it

**RESOLVED,** the single accredited college will be named the Connecticut State Community College.

A True Copy

  
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 Erin A. Fitzgerald, Secretary of the  
 CT Board of Regents for Higher Education

**ITEM**

Students First – Naming of the new institution as Connecticut State Community College.

**BACKGROUND**

In April 2017 CSCU President Mark Ojakian recommended to the Board of Regents the Students First strategy, including two central tenets to help address the system's fiscal challenges while improving quality of educational and supports for students: with one tenet being consolidation of administrative functions and the other being an organizational consolidation for the community colleges. The Board's authority to merge colleges is statutorily prescribed in Section 10a-6 of the Connecticut General Statutes.

The Board voted unanimously on March 9, 2018, to submit a Substantive Change request to the New England Commission of Higher Education (formerly NEASC) seeking its approval for the consolidation of the 12 individually accredited regional community technical colleges into a single accredited college.

On December 19, 2019, the Board reaffirmed the Students First guiding principles, originally adopted on April 3, 2017, and stipulated the priorities and key considerations to be utilized during the transition to a single accredited community college.

In June 2020, CSCU intends to submit a transition plan to NECHE highlighting the work already accomplished and the additional work to be completed in preparation of the launch of the single accredited college in 2023. Central to this plan is demonstration that the single accredited college is being constituted with key activities underway including the naming of the college so that its identity can be separated from the CSCU system office.

To accomplish the objective of selecting a name, President Ojakian is recommending the Connecticut State Community College as the name for the Board's consideration. In formulating this recommendation, several key factors have been considered.

Institutional mergers are a growing movement in higher education, often integrating multiple institutions to create one college and one identity. After reviewing research on this topic, it is clear that the choice of a name can influence the perception about an institution and how stakeholders make decisions about the institution. While a name is an important part of perception, it is only one part of the equation. Organizational values, vision, consistency, and experience all contribute to such perception.

President Ojakian and CSCU staff identified three potential naming options in determining a recommendation: Connecticut Community College, Connecticut State College, and Connecticut State Community College. The analysis of pros and cons of each potential name are as follows:

**Connecticut Community College:**

Pro: Short and concise; says clearly what it is; stays in line with what people currently know.

Con: Does not connote a major shift or change; audiences may continue to use current naming system. In a ranking of America's top two-year institutions, only two of the top 10 are called "community" colleges.

**Connecticut State College:**

Pro: Short, easy to remember; creates a collegiate and unifying name people would be excited to belong to; and elevates the offering for students.

Con: Loses the connection to being a community-based institution.

**Connecticut State Community College:**

Pro: Incorporates all key points and clearly states what is offered. A clear new direction for a new institution.

Con: “Connecticut” and “Community” are both long words, and audiences will likely shorten or drop words.

CSCU’s recommendation is for the Board to move forward with **Connecticut State Community College**. This name signifies the stature of the future single accredited college which will be one of the largest in the country with 80,000 students and prestigious degrees in hundreds of academic programs. The investment made into the merger deserves a name that is a departure from the past and signifies a new identity that builds on the past but speaks to the future. However, it is important to continue to show the strong community connection. This name positions the new college as one statewide organization.

It is important to note that the naming of the college is just one step in the process of identifying the single accredited college. Perhaps more important than the formal name is the colloquial name or abbreviation that will be commonly used to identify the College, the determination of what each individual campus will be called, and the development of marketing materials. CSCU intends those processes to include significant feedback from community college students, faculty, and staff and to take place over the next two years as we prepare for the opening of the single accredited college for the 2023-2024 school year. Today’s proposal only calls for the naming of the single accredited college while the campus identification and marketing processes and strategies will happen in the future.

**RECOMMENDATION**

That the Board of Regents for Higher Education adopts the proposed resolution naming the single accredited college as Connecticut State Community College.

5/5/2020 Executive Committee

5/14/20 Board of Regents

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**CT BOARD OF REGENTS FOR HIGHER EDUCATION****RESOLUTION**

concerning

Connecticut State Community College: Alignment and Completion of Mathematics and English  
(ACME)

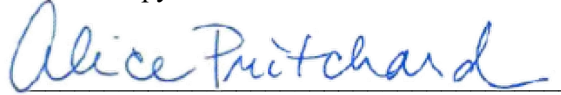
May 20, 2021

- WHEREAS** the Board of Regents has endorsed the implementation of Guided Pathways practices and timely completion of gateway, college-level mathematics and English is consistent with these practices and the four pillars of Guided Pathways – clarifying academic and career pathways for students, helping students select a plan of study, keeping students on their plan, and creating meaningful learning experiences, and
- WHEREAS** in keeping with the Board of Regents directive regarding the Students First implementation of Guided Pathways, Provost Gates charged the ACME work group to “use Guided Pathways design principles and existing expertise in the CSCU community colleges to develop and recommend policies and practices that facilitate student completion of college level math and English within the first year or 24 credits. The group will facilitate the alignment of the appropriate math and English requirements with programmatic, transfer, and workforce needs,” and
- WHEREAS** the ACME work group, led by Guided Pathways managers for the Choice Architecture team and consisting of faculty, staff, and administrators from all seventeen CSCU institutions as well as University of Connecticut (<https://www.ct.edu/gp/groups>), and supported by the Dana Center of the University of Texas at Austin, submitted recommendations for the design of practices to improve timely completion of mathematics and English as reflected in KPIs 4, 5, and 6 of the annual community college KPI report (<https://www.ct.edu/gp/kpi>), and
- WHEREAS** a policy team comprising the ACME leads and staff from system office considered these recommendations and research regarding national best practices in the completion of mathematics and English and developed a policy that places all students, with the exception of English Language Learners who may need prior language instruction, directly into college-level mathematics and English with supports as determined by assessment based primarily on high school GPA with supplemental use of additional measures, and
- WHEREAS** the policy also stipulates the development of mathematics pathways to align first-year mathematics requirements with students’ Areas of Study and career goals, and
- WHEREAS** this policy is meant to work in conjunction with other Guided Pathways practices as well as policies previously approved by the Board, including the annual KPI report, the Areas of

Study policy, the Holistic Case Management Advising (HCMA) policy, and the College and Career Success 101 course policy,

**NOW, THEREFORE, BE IT RESOLVED:** That the Board of Regents for Higher Education approve the Alignment and Completion of Mathematics and English policy with the understanding that Connecticut State Community College will fully implement the policy no earlier than the fall of 2023 and no later than the fall of 2025.

A True Copy:



Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Approval of Alignment and Completion of Mathematics and English Policy (ACME)

**BACKGROUND**

**Equity Statement:** This policy commits Connecticut State Community College to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to be anti-racist, eliminate structural inequities, identify, and address implicit biases, and promote equitable course completion. All components of the policy will be rigorously assessed annually to maintain transparency, policy efficacy, institutional accountability, and advance the BOR twin goals of improving student success and eliminating achievement disparities among different racial/ethnic, economic, and gender groups. Specific elements of the policy, in particular the identification of student need and level of supports, are designed to ensure that each student receives the specific support they need, rather than a one size fits all approach, in order to maximize their success in college-level mathematics and English.

**Policy Goals:**

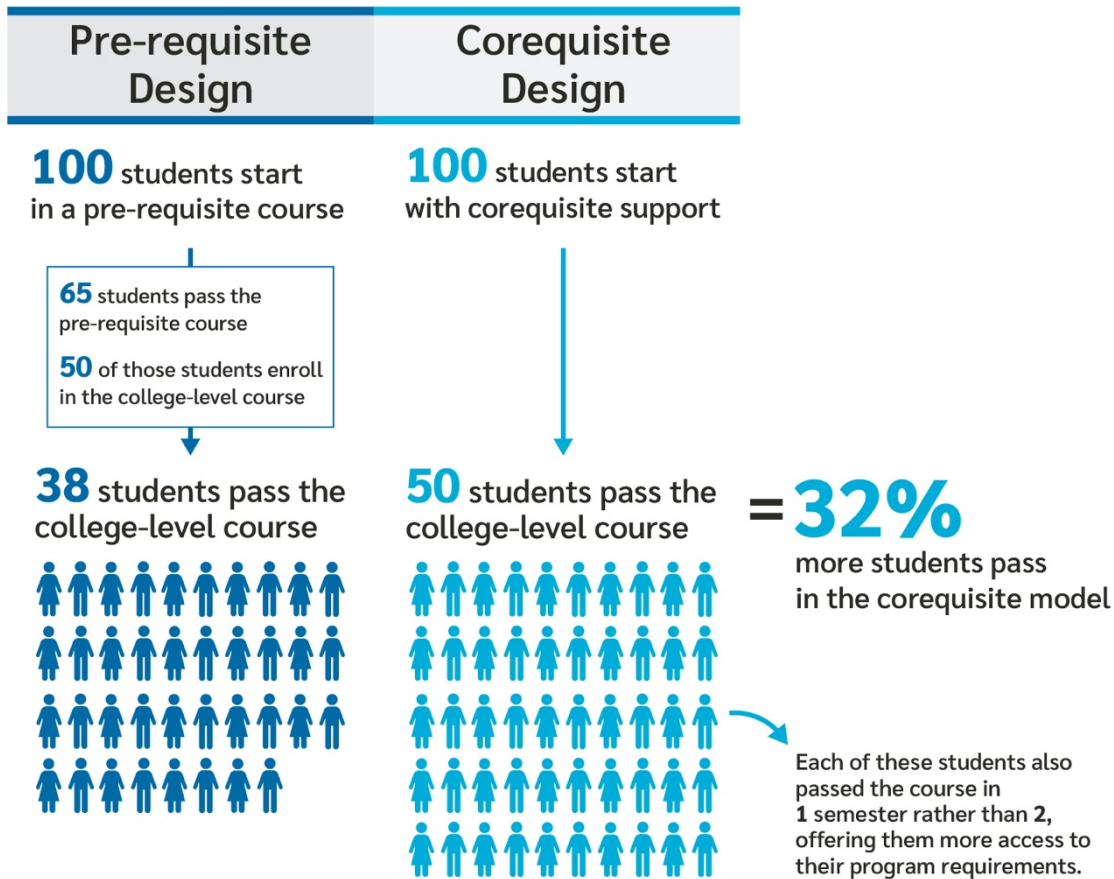
- Maximize the probability that each student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one-year, or 24 credits, of initial enrollment
- Minimize the disproportionate impact on students created through inaccurate placement processes
- Eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latinx students when compared to White students.

**Policy Development:**

As detailed near the end of this report, this policy is the collaborative work of many participants. From the initial public comment period late last year through the meeting of CCIC (Community College Implementation Committee), many colleagues offered questions and concerns about the policy, in written form and in discussion with the ACME management team. The team engaged with each of these issues and, in many cases, made adjustments to the policy. In some cases, there was disagreement and the changes did not fully match recommendations received. In all cases, the management team provided an explanation of the decision to change or maintain specific aspects of the policy. Those explanations are offered at the end of this report.

**Metrics:**

Success for students who need extra support in order to succeed in first year college-level mathematics and English courses can be measured by a number of different metrics. The metrics for success upon which this policy is based are reflected in the annual KPIs reported for the community colleges, namely metrics 4, 5, and 6, all of which measure the percentage of all first time students who complete these courses in their first year. Nationally, based on this metric, many more students complete these college-level courses when they are enrolled directly in college-level courses, especially when those courses provide support based on identified student need, than if they enroll in prerequisite courses that act as support and gateway to the college-level courses. In a prerequisite model, students who are enrolled in a prerequisite course and don't pass it, or who pass it and do not continue on to the college-level course, are not included when calculating the number of students who pass the college-level course. The following graphic illustrates the difference:



One metric looks at the total percentage of students who pass the college-level course. The other looks at the total number of students who complete the college-level course. Research has consistently shown that in a corequisite approach, a higher number of students pass the college-level course than in a prerequisite design. This policy takes as its primary metric the total number of students who pass.

PA 12-40 Implementation, Outcomes, and Recommendations:

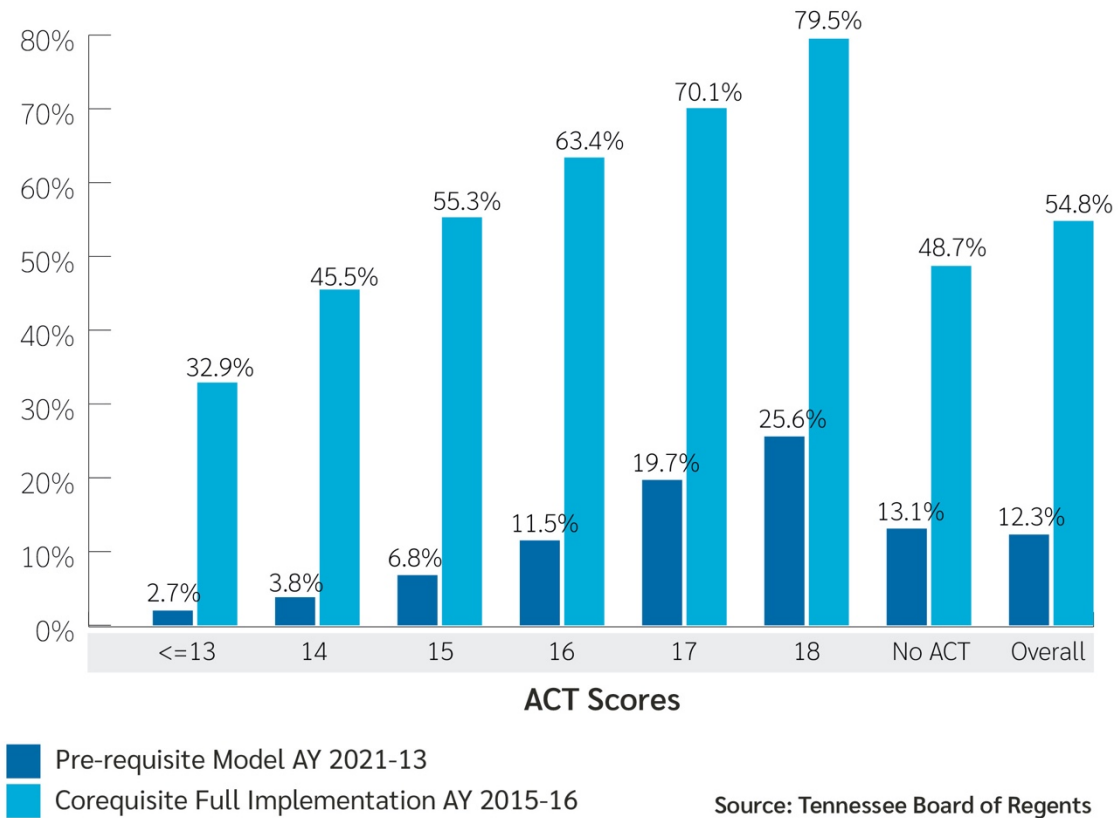
Traditional prerequisite models of remediation typically require students who are assessed as not “college-ready” in a discipline to complete remedial courses in that discipline prior to taking college-level courses. Connecticut PA 12-40 significantly restricted the number of prerequisite developmental courses a community college could require a student to complete before enrolling in college-level mathematics or English. Based on research completed by the CSCU Office of Research & System Effectiveness on the first years of implementation of PA 12-40, students with developmental needs who enrolled in embedded and corequisite math and English courses showed higher gains in gateway course completion rates than similar peers who enrolled in prerequisite developmental courses before PA 12-40. On the other hand, students who enrolled in an intensive or transitional course under PA 12-40 did not complete gateway courses at meaningfully higher rates ([CSCU ORSE, 2019](#)). The report offers this recommendation:

Finally, we recommend investigating the extension of corequisite and embedded modalities further down the testing ladder. Our controlled study showed that students who test in the intensive range (the majority of students in the sample) were more likely to progress—and did so faster—when they enrolled in embedded or corequisite courses.

National Practices and Outcomes:

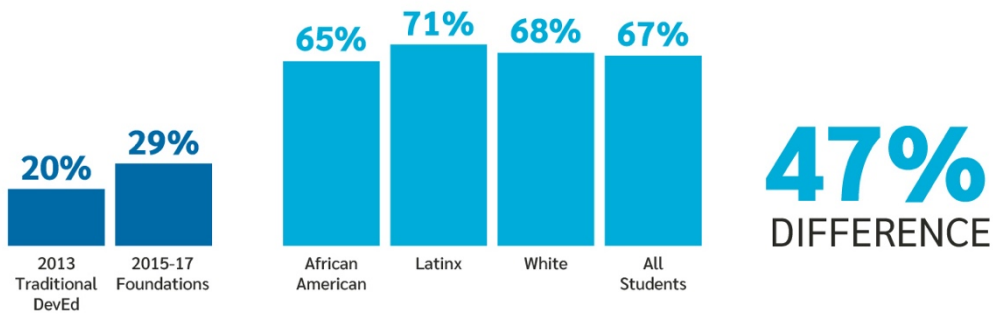
Although, as stated at the very conclusion of the PA 12-40 research report from the Office of Research & System Effectiveness, “The story of PA 12-40 has been one of incremental, yet substantial, improvement,” work in other states strongly suggests that CSCU move to full implementation of corequisite support rather than an incremental approach. As the following graphic from Tennessee regarding completion of college-level mathematics clearly shows, students at all levels of preparedness, as identified by ACT scores, succeed at much higher rates in a corequisite model than in a prerequisite model:

**Results of Tennessee Board of Regents Full Implementation Corequisite Mathematics in Community Colleges**

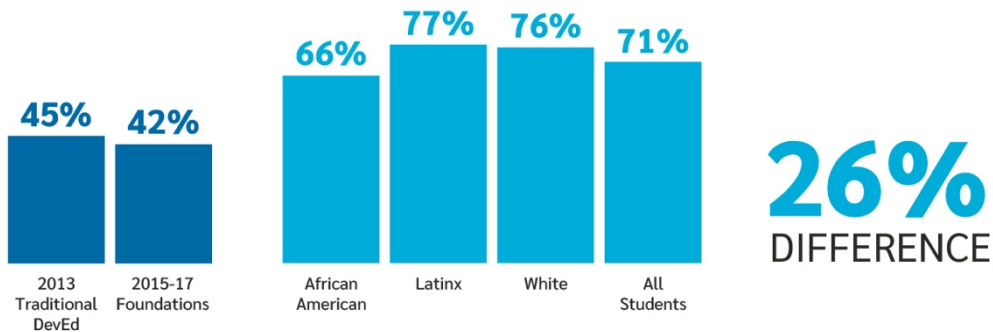


Of particular significance is that students with the lowest ACT scores have the greatest gains. In Georgia, implementation of corequisite supports has increased college-level course completion in mathematics by 47% and in English by 26%. Most important for Connecticut, which has one of the widest equity completion gaps in the country, Georgia found that the corequisite support model shows significant gains for racially minoritized students.

University System of Georgia  
**Comparison of Gateway Math Course Completion**



University System of Georgia  
**Comparison of Gateway English Course Completion**



Source: Complete College America

More importantly, research confirms the connection between timely completion of college-level mathematics and English, especially in a corequisite delivery model combined with the implementation of mathematics pathways, and graduation. CUNY conducted a research project that showed that, “In the three-year period following the experiment, close to 50% more corequisite statistics students graduated in comparison to traditional remedial students” ([CCA Report, No Room for Doubt](#)).

Faculty Design, Target Metrics, and Assessment

This policy charges faculty to design and implement curriculum. The policy also specifies target metrics and the need for continuous evaluation and improvement of the specific delivery of courses and support within the required parameters. The policy does not describe the method of delivering the courses and supports, nor who will deliver those supports. Those decisions will be made by the design teams in consultation with Connecticut State Community College administration.

The exact process for developing and implementing this policy falls to the faculty in consultation with the CSCU Provost and the Connecticut State Community College President and Provost, and Implementation can follow any design that falls within the parameters of the policy. For example, faculty may recommend piloting specific support designs, onboarding students in cohorts by assessment or course (especially in the case of mathematics), a year-by-year percentage of students (such as 25% in the first year, 50% the second, and 75% in the third year), etc., as long as all supports are offered as corequisite by the fall of 2025. Similarly, faculty and administration may decide to complete full implementation as early as the fall of 2023.

Just as the policy does not specify a one size fits all design for all students, it also assumes that there is not a one size fits all corequisite support model that works for all states. The policy charges faculty to design corequisite support models that will work for Connecticut State Community College students, with an annual review and reporting process that ensures constant attention to outcomes and improvement of delivery.

### **Key Components of the Policy**

#### Corequisite rather than Prerequisite Delivery of Support:

- All students are enrolled directly in college-level English and mathematics with supports to maximize success as needed
- Elimination of prerequisite developmental sequences

#### Mathematics Pathways – Aligning Mathematics to Program and Career:

- Mathematics courses are aligned to academic and career requirements
- Transfer and applicability of mathematics courses are based on course outcomes alone and not on course prerequisites
- STEM algebra remains the foundation for STEM programs and careers

#### Placement Based on High School GPA:

- Initial placement into fewer supports or out of supports entirely for gateway, college-level transferable English and mathematics will be determined by high school Grade Point Average (GPA).
- Once initial level of support for the gateway, college-level transferable English and mathematics courses is determined by GPA, all degree-seeking students will be presented with the option to use additional measures that may result in placement into fewer supports or out of supports entirely.
- High school GPA will be one of the measures used to determine placement into higher-level mathematics courses, but need not be the sole determinant and may be used in combination with additional measures. Placement into levels of support for each student will be determined primarily by high school Grade Point Average (GPA)

### **The Process**

The Connecticut State Colleges and Universities Alignment and Completion of Math and English (ACME) working group was charged by Dr. Jane Gates, Connecticut State Colleges and Universities (CSCU) Provost and Senior Vice President for Academic & Student Affairs, on March 18, 2019. The charge reads,

To use Guided Pathways design principles and existing expertise in the CSCU community colleges to develop and recommend policies and practices that facilitate student completion of college level math and English within the first year. The group will facilitate the alignment of the appropriate math and English requirements with programmatic, transfer, and workforce needs.

The group was led by Heidi Zenie, Francine Rosselli-Navarra, and Michael Stefanowicz, and included co-chair Kim Sorrentino, along with dozens of faculty, staff, and administrators from across CSCU. Additionally, ACME membership included math and English faculty from UConn.

With the support of the Charles A. Dana Center at The University of Texas at Austin, ACME Work Group Members

- investigated national best practices to improve math/English alignment and completion, with particular attention to practices for placement, models of remediation, appropriate gateway courses, math transfer pathways, and K-12 and CT employer partnerships

- identified specific barriers to math/English alignment and completion within CSCU using our own system data
- used national research on best practices to identify effective solutions to the problems and challenges students face in attempting to complete transferable math and English
- developed evidence-based recommendations to address barriers and improve math/English alignment and completion

In May 2020, ACME work teams as well as related groups provided recommendations for placement, remediation, and transfer applicability. Overall, over 100 faculty and staff were involved in crafting the recommendations. The CSCU Provost and staff developed a policy draft with consultation from the Charles A. Dana Center with full consideration of all recommendations and of national research and best practices. That draft was circulated for public comment which led to the changes identified below and to policy forwarded with this staff report.

### **Major Changes Made to the Policy Based on Feedback:**

#### **In response to feedback that the timeline for implementation is too brief:**

The window for full implementation is increased by two years. That window is no earlier than the fall of 2023 to no later than the fall of 2025. Language added to clarify that faculty and administration are charged with the specifics of the steps to full implementation.

#### **In response to feedback about responsibility for curriculum design:**

Addition of section VI and revisions to sections XII and XIII clarify that the policy sets parameters, but does not address the specific design of the curriculum; faculty are responsible for developing the curriculum within the parameters of the policy.

- Major parameters:
  - All gateway, college-level, transferable English and mathematics courses will be offered with corequisite support rather than prerequisite requirements.
  - Mathematics pathways will be developed to align mathematics requirements with student program of study and career goals.

#### **In response to feedback expressing concern about students in need of the most support:**

Revision to section XIV.E. on Transitional Programs to more clearly charge Transitional Program coordinators flexibility to work with mathematics and English faculty to design supports for students in most need.

#### **In response to feedback from the ESL Council and ESL faculty regarding placing all ELL directly into gateway, college-level, transferable mathematics and English:**

Revision to section XIV.F. on English Language Learners to clearly charge ESL faculty with designing the ELL program, including curriculum and placement methods, within the parameters of the policy.

- The program needs to be designed to allow ELL students to complete gateway, college-level, transferable English and mathematics courses in three years.

#### **In response to feedback regarding primary placement via high school GPA and to feedback concerning using GPA alone to place into higher level mathematics courses:**

Revisions to section XIV on placement into levels of support to clarify the use of high school GPA along with additional measures.

- Clarified the support placement language about initial placement into fewer or no supports by high school GPA and the subsequent option to use additional measures for placement into even fewer supports or out of supports.
  - Mathematics faculty are required to determine a high school GPA for placement into level of support for the gateway, college-level, transferable mathematics courses. (XIV.B.)



- Mathematics faculty can designate a combination of measures, including GPA, to determine placement above the level of the gateway, college-level, transferable mathematics courses. (XIV.C.)

**In response to feedback that the policy should not be as prescriptive regarding a Guided Self Placement process:**

Revision to several sections that mention the Guided Self Placement process to remove specific elements from the policy and assign agency to a group to design this process.

**In response to feedback regarding the cost model:**

Revision to section X that clarifies the goal, rather than the specific outcome, of the design of the cost model. That goal is based on the understanding that the prerequisite model and most corequisite models have inherently been inequitable. Minoritized students as well as students from low-income households are disproportionately represented in these models. This is of concern not only because of the time required to participate in these models but also because of the cost associated with these models, since students traditionally must pay directly for prerequisite or corequisite education or use their finite financial aid resources to cover the cost. An equitable cost model must be established for the mathematics and English education that results from this policy.

**In response to feedback that PACT requires students to be full-time and that the corequisite support components may not contribute to full-time status, thus requiring students enrolled in supports to take an unmanageable number of courses to meet the requirement:**

The policy was modified to remain silent on the topic of credit assigned to support in order to allow maximum flexibility for design to ensure that eligibility for PACT does not place additional burdens on students.

**In response to feedback that reporting lines and accountability did not sufficiently differentiate between Connecticut State Community College and CSCU system office in the context of NECHE standards:**

Changes were made to clarify that decisions for Connecticut State Community College, although there is a role for the system office to play during implantation and subsequent reporting to the Board of Regents, are the purview of the College leadership. In several instances, the CSCU Provost was replaced by the Connecticut State Community College President as a decision / approval point.

### **Response to Other Concerns Raised through Feedback**

**In response to feedback asking to retain the prerequisite model for some students:**

Current evidence supports that every cohort identified by assessment / placement practices does better in corequisite than prerequisite support. According to the policy, students' needs will continue to be identified within each course section to provide increased just-in-time support to students with additional support needs. A number of institutions, such as within the California Community College system, have retained some level of prerequisite developmental support, but these schools underperform those schools that have moved to full corequisite offerings. California's experience supports full corequisite implementation. In the case of college composition, for instance, in a "small number of colleges where access [to college composition] is more restricted. . . racial equity gaps are larger." ([A New Era of Student Access at California's Community Colleges – Public Policy Institute of California](#))

**In response to feedback concerning work in the support component affecting the college-level course grade in order to incentivize student participation in support activities:**

In section VII, c-e, the policy limits how students can be assessed for success in the college-level courses to assessment of the college-level course learning outcomes. The level of the student's participation in corequisite activities cannot be used to affect the grade in the college-level course.

This parameter assumes that there are many effective pedagogical strategies to encourage students to take responsibility for participating in activities that support success in the college-level course. Nothing in the policy prevents the development of optional support workshops, including pre-enrollment workshops, that students can be encouraged to complete, as long as such workshops are not required as a condition of enrolling in the college-level course.

**In response to feedback that the ACME policy is inconsistent with the Transfer and Articulation Policy (TAP) regarding mathematics courses requiring an Intermediate Calculus prerequisite:** The policy requires that the gateway, college-level mathematics and English courses transfer between all CSCU institutions to meet major and/or general education requirements and further stipulates that transfer be based on course learning outcomes and not on course prerequisites. It asks that faculty from across institutions work to ensure that the outcomes for these courses are aligned for transfer. The TAP Framework<sup>30</sup> Quantitative Reasoning category will need to be adjusted to remove the requirement of an Intermediate Algebra prerequisite.

05/07/2021 – BOR Academic and Student Affairs Committee  
05/20/2021 – Board of Regents

**Board of Regents Policy: Alignment and Completion of Mathematics and English (ACME)  
Full Implementation at Connecticut State Community College by Fall 2025**

**NOTE: Implementation – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document.**

- I. **Goal:** To design and scale practices that maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one year, or 24 credits, of initial enrollment through
  - a. Faculty leading the design of a curriculum that places students directly into gateway, college-level, transferable mathematics and English courses with corequisite supports as needed rather than into prerequisite developmental sequences
  - b. Faculty leading the design of placement processes to more accurately identify student corequisite support needs in gateway, college-level, transferable mathematics and English courses
  - c. Expanding practices that will eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latinx students when compared to White students.
- II. **Equity Statement:** This policy commits Connecticut State Community College to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to be anti-racist, eliminate structural inequities, recognize and address implicit bias, and promote equitable course completion. All components of the policy and its implementation will be rigorously assessed annually to maintain transparency, policy efficacy, institutional accountability, and advance the Board of Regents twin goals of improving student success and eliminating achievement disparities among different racial/ethnic, economic, and gender groups. Specific elements of the policy, in particular the identification of student need and level of supports, are designed to ensure that each student receives the specific support they need, rather than a one size fits all approach, in order to maximize their success in college-level mathematics and English.
- III. **Guided Pathways Context:** The policy should be viewed within the context of the full set of Guided Pathways reforms that are being built into Connecticut State Community College, such as removing barriers to admission by eliminating the application fee and improving student supports by implementing holistic case management advising. Colleges across the country are implementing similar reforms with dramatic success in improving student retention and completion and reducing equity gaps in attainment when those reforms are adopted, not in isolation, but in combination and at scale as a comprehensive package affecting all aspects of the student experience.
- IV. **Policy Premises:** Research shows that traditional prerequisite courses hinder students' progress and raise, rather than lower, barriers to gateway, college-level, transferable course completion. Therefore, increasing numbers of institutions are transitioning from a prerequisite paradigm of remediation to a default approach of placing students directly into credit-bearing courses with enhanced and integrated support. Research also shows that for all student cohorts, a higher percentage of students complete gateway, college-level, transferable mathematics and English with an additional support design than with a sequenced developmental design. Increases in completion of first-year, college-level mathematics courses are linked both to a model that pairs college-level courses with support and to the implementation of mathematics pathways – requiring students to

complete mathematics courses that are appropriate for their programs of study. For programs that do not require a Calculus track, intermediate algebra is no longer a required prerequisite in order for the college-level mathematics courses to be accepted and applied at four-year schools to which students transfer. Transfer is based on the learning outcomes of the college-level courses, and not on prerequisite requirements.

- V. **Administration:** Connecticut State Community College will establish and develop an administrative structure to support the implementation, ongoing maintenance, and improvement of the practice of this policy in conjunction with other Guided Pathways elements and policies, such as College and Career Success 101 and Areas of Study, to support student success.
- VI. **Faculty Responsibility:** At all CSCU institutions, primary responsibility for the content, quality, and effectiveness of the curriculum is placed with its faculty. This policy establishes parameters for mathematics and English education in the CSCU system, primarily at Connecticut State Community College. Faculty are responsible for the mathematics and English curriculum and course support development and maintenance, as well as teaching and learning in mathematics and English, within the parameters established in this and other policies adopted by the Board of Regents.
- VII. **Support Principles:**
- a. Structured supports must be provided concurrently with the gateway, college-level, transferable course rather than prior to enrollment in the gateway, college-level, transferable course.
  - b. All English and mathematics gateway, college-level, transferable courses will be offered in versions with levels of support as determined by the guidelines provided below. Corequisite support will be structured to provide just-in-time teaching aligned and coordinated with the delivery of the gateway, college-level, transferable course. Pre-college-level content in the support structure will be designed and delivered to cover the same topics in the college-level course in the same order and at the same time.
  - c. Although credit or contact hours may be assigned to corequisite supports, no grade or punitive notation of any kind will be assigned to the corequisite support work. A notation that a student participated may be assigned. This also excludes the possibility of assigning the same grade the student earned for the gateway, college-level, transferable course to the corequisite support work.
  - d. Corequisite support content will not contribute to the grade earned in the gateway, college-level, transferable course. The grade in the gateway, college-level, transferable course, based only on the learning outcomes of that course, will determine if the student has met the requirement for the gateway, college-level, transferable English or mathematics course.
  - e. In corequisite models where the support meeting hours are separate from the gateway, college-level course meeting hours (e.g., Accelerated Learning Program or ALP) students who choose to discontinue participation in corequisite support may choose to remain in the gateway, college-level, transferable course. Performance or participation in corequisite supports will not contribute to the grade earned in the gateway, college-level, transferable course. The grade in the gateway, college-level, transferable course, based only on the learning outcomes of that course, will determine if the student has met the requirement for the gateway, college-level, transferable English or mathematics course.
- VIII. **Timely Completion:** Students must register for their required gateway, college-level, transferable English and mathematics courses within the first 24 credits after initial enrollment, with exceptions possible based on sequencing recommendations from

- Program Coordinators/Discipline faculty, and approval by the Connecticut State Community College President and Provost, for timely completion of programs.
- IX. **Alternative Methods of Course Completion:** Students may complete their gateway, college-level, transferable English and mathematics courses via advanced placement credit, dual enrollment course completion (where college credit was awarded), credit transfer, and other approved methods in accordance with institutional policies and practices, as well as Board of Regents, state, or federal policies.
- X. **Equitable Cost of Delivery:** The Board of Regents directs the CSCU Provost, the Connecticut State Community College President and Provost, the CSCU Chief Financial Officer, and the Connecticut State Community College Chief Financial Officer, as well as other related administrative staff, with designing and maintaining an equitable financial model that will sustain the corequisite support offerings while simultaneously ensuring that corequisite support costs are not exclusively borne by the minoritized and low-income students disproportionately represented in these corequisite offerings. The recommendation for design, and any subsequent changes, will be brought to the Board of Regents for final approval.
- XI. **Faculty Professional Learning:** A Teaching and Learning group, under the leadership of the Connecticut State Community College Associate Vice President of Teaching and Learning, will be charged to research and develop a sustainable plan for professional learning for teaching gateway, college-level, transferable English and mathematics courses, including ELL courses, and delivering accompanying structured supports. The content and delivery of this professional learning will include best practices of effective pedagogy, including strategies to ensure alignment of the course and accompanying supports, recognizing and addressing implicit bias, and for promoting equity in student learning for diverse student groups. The Connecticut State Community College President and Provost, and the Connecticut State Community College AVP of Teaching and Learning will offer regular and ongoing professional learning for all individuals who teach gateway, college-level, transferable English and mathematics courses and deliver accompanying supports. All individuals who teach these courses and provide support will be strongly encouraged to participate in this professional learning.
- XII. **Mathematics:**
- a. By default, the first mathematics course a community college student will take will be a gateway, college-level, transferable course aligned with the student's program of study. Mathematics faculty across the college, primarily managed by CMAC in consultation with faculty from disciplines in each of the Connecticut State Community College Areas of Study, will determine the number and types of pathway mathematics courses available, subject to the final approval of the Connecticut State Community College President and Provost under the authority of the Board of Regents. The following list provides examples of possible options for students within the Connecticut State Community College Areas of Study:

<b>Area of Study</b>	<b>Gateway, College-Level, Transferable Mathematics Pathway Course</b>
Social and Behavioral Sciences, Education, and Public Service	Mathematics for Elementary Education Statistics
STEM	College Algebra
Manufacturing, Industry, and Technical Careers	College Algebra Applied Mathematics
Health Careers	College Algebra Quantitative Literacy

	Statistics
Humanities and Creative Arts	Quantitative Literacy
Business and Hospitality	Applied Mathematics Statistics

Note: Programs may require a specific mathematics course to fulfill the general education core mathematics requirement of the program of study. In programs that do not require a specific mathematics course, any gateway, college-level, transferable mathematics course will fulfill the degree requirement and the general education core mathematics requirement of the program of study.

- b. The transferability and applicability of gateway, college-level, transferable mathematics courses to all CSCU institutions will be based on course learning outcomes and not dependent upon course prerequisite requirements. The outcomes of all mathematics pathway courses will be developed in consultation with all CSCU institutions to ensure the courses are transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to these mathematics pathway courses will be deemed necessary for course transferability and applicability by any CSCU institution. The CSCU Provost will convene a team of mathematics faculty from across CSCU institutions to align outcomes for the gateway, college-level mathematics pathway courses as these courses are developed to ensure that the outcomes are aligned with the outcomes of the equivalent university mathematics courses and therefore will transfer to all CSCU institutions.
- c. The Connecticut State Community College President and Provost, along with their designees and in consultation with CMAC, will form a team of experts for each mathematics pathway. Each team will be charged with designing and maintaining a single, statewide, gateway, college-level, transferable mathematics pathway course including corequisite supports to promote student success. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CMAC, will develop and implement a plan to provide professional learning to these teams.
  - i. The design for each gateway, college-level, transferable pathway course will include course number, name, a single set of course learning outcomes, expected course content, and recommended practices for delivery, incorporating evidence-based curriculum and pedagogy.
  - ii. The team will make data- and research-informed recommendations to the Connecticut State Community College President and Provost regarding maximum class size for each version of the course.
  - iii. Annual maintenance will include review of course outcomes, success rates including disaggregation, ongoing applicability of content, continued alignment to program needs, and continuous refinement of delivery recommendations, including class size, based on national and local best practices and research.
- d. All gateway, college-level, transferable mathematics pathway courses without added support will be three (3) credit hours, with exceptions as recommended by the design teams described above and approved by the Connecticut State Community College President and Provost. Credits for support may be added based on faculty design and the approval of the Connecticut State Community College President and Provost. Only the initial courses in a mathematics pathway sequence will be limited to three (3) credit hours (unless an exception has been

approved). In STEM pathways, for instance, College Algebra or its equivalent will be three (3) credit hours as determined by the design process described above (unless an exception has been approved), but Calculus, for instance, is not considered a gateway course in this policy and, therefore, this requirement does not apply.

- e. The amount of corequisite support may be differentiated by student need based upon the placement procedure described below in section XIV but may not exceed the equivalent of three (3) hours per week for a 15-week course, or the equivalent for courses of a different term length. Each discipline team will determine the number of differentiated levels of support to offer subject to the approval of the Connecticut State Community College President and Provost.
  - i. Students will be placed into mathematics pathway courses with maximal corequisite supports by default.
  - ii. Students can instead take the gateway, college-level, transferable mathematics course without structure support based on placement or student choice following the completion of a Guided Self Placement (GSP) process (see section XIV, D).
  - iii. The aforementioned teams of experts charged by the Connecticut State Community College President and Provost, along with their designees, will be responsible for the design and maintenance of corequisite supports as well as recommending criteria for student placement in those corequisite supports.

### XIII. **English:**

- a. By default, the first English course a community college student will take is English 101 College Composition.
- b. The transferability and applicability of English 101 to all CSCU institutions will be based on course learning outcomes and not dependent upon course prerequisite requirements. The outcomes of English 101 will be developed in consultation with all CSCU institutions to ensure the course is transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to English 101 will be deemed necessary for course transferability and applicability by any CSCU institution. The CSCU Provost will convene a team of English faculty from across CSCU institutions to align the outcomes for English 101 as this course is developed to ensure the outcomes are aligned with the outcomes of the equivalent university composition courses and therefore that it will transfer to all CSCU institutions.
- c. The Connecticut State Community College President and Provost, along with their designees and in consultation with CCET and the ESL Council, will form a team of experts charged with designing and maintaining English 101, including corequisite supports, to promote student success. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CCET, will develop and implement a plan to provide professional learning to this team.
  - i. The design will include a single set of course learning outcomes, expected course content, and recommended practices for delivery, incorporating evidence-based curriculum and pedagogy.
  - ii. The team will make data- and research-informed recommendations to the Connecticut State Community College President and Provost regarding maximum class size for each version of the course.

- iii. Annual maintenance will include review of course outcomes, success rates including disaggregation, ongoing applicability of content, continued alignment to program needs, and continuous refinement of delivery recommendations, including class size, based on national and local best practices and research.
- d. English 101 without added support will be three (3) credit hours, with exceptions as recommended by the design team described above and approved by the Connecticut State Community College President and Provost. Credits for support may be added based on faculty design and the approval of the Connecticut State Community College President and Provost.
- e. The amount of corequisite support may be differentiated by student need based upon the placement procedure described below in section XIV, but may not exceed the equivalent of three (3) hours per week for a 15-week course, or the equivalent for courses of a different term length. The English discipline team will determine the number of differentiated levels of support to offer subject to the approval of the Connecticut State Community College President and Provost..
  - i. Students will be placed into English 101 courses with structured supports by default.
  - ii. Students can instead take the English 101 course without structured support based on placement or student choice following the completion of a Guided Self Placement (GSP) process (see section XIV, D).
  - iii. The aforementioned team of experts charged by the Connecticut State Community College President and Provost, along with their designees, will be responsible for the design and maintenance of structured supports as well as recommending criteria for student placement in those structured supports.

XIV. **Placement into Levels of Support:** This policy removes arbitrary barriers to students enrolling directly into gateway, college-level, transferable English and mathematics courses. The goal of placement is to accurately assess the level of supports necessary to help students complete their gateway, college-level, transferable English and mathematics courses.

- a. Course Placement
  - i. All degree-seeking students will be placed by default into gateway, college-level, transferable English and mathematics courses, namely English 101 and the appropriate pathway mathematics course for their program, with the maximum amount of corequisite support. Students are entitled to remain in the maximum available corequisite support regardless of placement measures if they so choose.
- b. Support Placement
  - i. Placement thresholds, as well as the Guided Self Placement process (GSP) (see section D), will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the mathematics, English, and ELL curriculum teams, discipline leads, and relevant CSCU system bodies such as CMAC, CCET, and the ESL and PA 12-40 councils.
  - ii. Initial placement into fewer supports or out of supports entirely for gateway, college-level transferable English and mathematics will be determined by high school Grade Point Average (GPA). Students may opt to self-report their high school GPA. Students may also elect to provide an official record of their high school GPA. Where possible, high school



- GPA will be transmitted from the secondary institution to the postsecondary institution as part of the admissions process. All U.S. accredited high schools and high school courses will be considered equal/equivalent for placement purposes.
- iii. Once initial level of support for the gateway, college-level transferable English and mathematics courses is determined by GPA, all degree-seeking students will be presented with the option to use additional measures that may result in placement into fewer supports or out of supports entirely. Guided Pathways Advisors will make students aware of their options to apply multiple measures that seamlessly support final placement. These multiple measures may include, but are not limited to:
    - SAT scores
    - ACT scores
    - Length of enrollment and curriculum in a U.S. high school
    - Completed U.S. high school coursework, especially in mathematics
    - U.S. high school grades
    - U.S. military transcripts
    - Prior learning assessment or credit
    - GED
    - ESL placement survey
    - Adult school or foreign institution transcripts
    - Challenge exams that are equitably accessible to all students
    - Guided Self Placement (GSP) (See section D)
  - iv. Degree-seeking students whose high school GPA is unavailable or older than 10 years will be placed into gateway, college-level, transferable mathematics and English courses with corequisite supports using a Guided Self Placement (GSP) process (See section D).
  - v. Students may elect to disregard the presented placement recommendation(s) and opt to attempt the gateway, college-level, transferable English and/or mathematics courses (English 101 and/or the appropriate pathway mathematics course) with fewer supports or without supports entirely, but only after completion of a GSP process (see section D).
- c. Placement into mathematics courses above gateway, college-level, transferable mathematics courses
- i. Degree-seeking students may be placed into mathematics courses (e.g., Calculus) above the default gateway, college-level, transferable mathematics courses.
  - ii. High school GPA will be one of the measures used to determine placement into higher-level mathematics courses, but need not be the sole determinant and may be used in combination with additional measures as described above.
  - iii. Students may opt to enroll in a course that is of a higher level in a mathematics pathways sequence than determined by the placement measures, but only after completion of a mathematics-specific GSP process (see section D).
  - iv. Higher-level course placement thresholds and the pathways-specific GSP process will be determined by the Connecticut State Community College President and Provost through data analysis and research into best

practices, and in consultation with the mathematics curriculum teams, program coordinators and discipline leads, and relevant CSCU system bodies such as CMAC, CCET, and the ESL and PA 12-40 councils.

- d. The Connecticut State Community College President and Provost will direct a work group to develop a Guided Self Placement process. This work group will comprise faculty from English and mathematics, the Associate Vice President of Student Success Management, the Transitional Program Coordinators, as well as representatives from other CSCU groups, including CCET, CMAC, and the ESL and PA 12-40 Councils. The work group may determine the need for multiple GSP processes based on discipline.
  - e. Some students who are placed into the maximum level of supports as identified in sections XII.E and XIII.E may be identified as in need of further services to maximize their ability to meet the outcomes for course completion of gateway, college-level, transferable courses. These identifications and recommendations should be evidence-based and maximize the probability that students will persist to degree completion. The Connecticut State Community College President and Provost will charge Transitional Program Coordinators, in consultation with CMAC, CCET, and the ESL and PA 12-40 Councils, and the design teams described earlier in this document (See XII.C and XIII.C), to develop a protocol to identify students with additional needs and to design, maintain, and deliver additional services to meet these needs. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with, CMAC, CCET, and the ESL and PA 12-40 Councils, will develop and implement a plan to provide professional learning to this team. These services will be delivered concurrently with the gateway, college-level, transferable course with corequisite supports. Examples of these additional services may include, but are not limited to:
    - Supplemental instruction
    - Directed learning activities
    - Self-paced learning modules
    - Academic and/or process tutoring
    - Academic workshops
    - Study groups
    - Wrap-around services
    - Services provided in partnership with external agencies
  - f. All supports described in XIV, a-e must be provided to students in accordance with the parameters set in section X of this policy.
- XV. **English Language Learners (ELL):** This policy seeks to initiate a process in which faculty lead the design of a curriculum that will maximize the probability that each English Language Learner degree-seeking student will enter and complete gateway, college-level, transferable coursework in English within three years of initial enrollment. English Language Learners (ELL) are foreign language learners and ELL course work is distinct from remediation in English.
- a. Student success in ELL curriculum
    - i. The Connecticut State Community College President and Provost, along with their designees and in consultation with the ESL Council, will form a team of experts charged with designing and maintaining ELL curriculum and corequisite supports to promote timely student completion of gateway, college-level, transferable English and mathematics. The CSCU Provost, the Connecticut State Community College Provost, and

Associate Vice President of Teaching and Learning, along with their designees and in consultation with the ESL Council, will develop and implement a plan to provide professional learning to this team.

- b. Student entry into ELL programming
  - i. Students may self-identify as seeking to enter ELL programming. It is also possible that a student is recommended to enter ELL programming. These recommendations should be evidence-based and maximize the probability that students will persist to degree completion.
  - ii. Students who have been recommended to enter the ELL sequence can opt out of the sequence if they choose following the completion of a Guided Self Placement (GSP) process (see section XIV, D).
  - iii. The Connecticut State Community College President and Provost, along with their designees and in consultation with the ESL Council, will form a team of experts charged with designing and maintaining student entry into the ELL programming process. This work group will comprise faculty from the ESL Council, the Associate Vice President of Student Success Management, the Associate Vice President of Recruitment, Admission, and Community Outreach, and other faculty, staff, or administrators as needed.
- c. Placement within levels of ELL programming
  - i. Degree-seeking students who have entered the ELL curriculum will be placed into specific levels of ELL courses using evidence-based multiple measures. These can include, but are not limited to:
    - U.S. high school grade point average (GPA)
    - Length of enrollment and curriculum in a U.S. high school
    - Completed U.S. high school courses
    - U.S. high school grades
    - U.S. military transcripts
    - SAT scores
    - ACT scores
    - Prior learning assessment or credit
    - GED
    - Adult school or foreign institution transcripts
    - ELL placement survey
    - Challenge exams that are equitably accessible to all students
    - Guided Self Placement (GSP) (See section XIV, D)
  - ii. Students may opt to self-report their U.S. high school GPA. Students may also elect to provide an official record of their high school GPA. Where possible, high school GPA will be transmitted from the secondary institution to the postsecondary institution as part of the admissions process. All U.S. accredited high schools and high school courses will be considered equal/equivalent for placement purposes.
  - iii. Placement within levels of ELL programming, as well as the ELL-specific Guided Self Placement (GSP) process and multiple measures ELL placement referenced above, will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the ESL Council, ESL Coordinators, mathematics and English curriculum teams, and relevant CSU system bodies such as CCET and the PA 12-40 Council.

XVI. **Partnership with state partners such as K-12 and Adult Education:** It is incumbent on CSCU institutions and state partners to work collaboratively to make sure that there are clear and sustainable pathways into Connecticut State Community College programs that include career and support services aligned with college-entrance practice and expectations. Once Student Success Key Performance Indicators and other data from the first year of Connecticut State Community College are available, the CSCU Provost will charge a team with developing a plan for collaboration between the CSCU system, its institutions, and any appropriate entities in the state.

XVII. **Implementation – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document. Specific dates in this section and in the following section (Data Collection and Reports to the Board of Regents, XVIII) may need to be adjusted as a result of the timeline for full implementation.**

- a. Spring 2021: Implementation teams formed, including plan to provide leadership and release time commensurate with the work
  - i. Teaching and Learning team to develop PD for faculty and staff to design and deliver the courses and support – delivery ready by fall 2021
  - ii. CMAC/mathematics faculty team to determine the total number of mathematics pathways – determined in spring and early fall 2021
  - iii. N mathematics teams, one for each mathematics pathway – all design aspects for each pathway complete by end of spring 2022
  - iv. English 101 team – all design aspects for English 101 complete by end of spring 2022
  - v. ELL team – all design aspects for ELL complete by end of spring 2022
  - vi. Transitional design team – all design aspects completed by end of spring 2022
  - vii. GSP team – all design aspects completed by end of spring 2022
- b. Fall 2021/Spring 2022: Faculty design the curriculum for gateway, college-level, transferable courses, supports, and recommend placement criteria including determining metrics for determining amount of support for students
- c. Fall 2021/Spring 2022: Creation of professional learning and training for faculty
- d. Spring 2022: Curriculum submitted to CT State Community College curriculum governance process
- e. Beginning Fall 2022/Spring 2023: Professional learning and training for faculty
- f. Fall 2023: Full implementation of new curriculum and supports
- g. Spring 2024 and following: Annual reports to the Board of Regents

XVIII. **Data Collection and Reports to the Board of Regents – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document. Specific dates in this section and in the preceding section (Implementation, XVII) may need to be adjusted as a result of the timeline for full implementation.**

- a. All Connecticut State Community College campuses will collect and analyze placement data to ensure current procedures are working as intended and as outlined in the policy goals. Campuses will collect and compare developmental and college-level placement, enrollment, and pass rates under the historical system and compare support-level placement and college-level placement, enrollment, and pass rates, including ELL outcomes, under the new system. Additionally, Connecticut State Community College in conjunction with the CSCU System Office will disaggregate the data by race/ethnicity, gender, age, Pell eligibility, zip code, and first-generation status to ensure adopted practices

- support equitable course completion for all Connecticut State Community College students.
- b. During the design and implementation phase, Connecticut State Community College administration, in conjunction with the CSCU System Office, will provide a series of reports to the Board of Regents:
    - i. October 2021: a report describing progress on assembling design teams for ACME curriculum
    - ii. May 2022: a report describing
      1. The design of the ACME curriculum
      2. The design and schedule for providing professional learning to individuals who will teach and support the ACME curriculum
      3. The design of an equitable cost of delivery as described in section X of this policy
    - iii. May 2023: a report updating progress on implementing the curriculum for fall 2023 and on professional learning during the 2022-2023 academic year
  - c. The CSCU Provost and the Connecticut State Community College Provost will release annual goals for student success in gateway, college-level, transferable English and mathematics courses as outlined by this policy. Student success goals for the first year will include
    - i. increasing the aggregate success rates in KPIs 4, 5, and 6 (English and mathematics completion of C or better in the first year) by at least 25% above their respective rates in 2020,
    - ii. closing the gap between Black students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020, and
    - iii. closing the gap between Latinx students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020.
  - d. Connecticut State Community College will provide an annual ACME report to the Board of Regents in the fall of 2023 and each subsequent fall. This annual report is recommended to be presented in the context of other annual leading and lagging indicator reports (e.g., Student Success Key Performance Indicators reporting, program completion reporting, transfer reporting), and may ideally be presented concurrently with such other reports to the Board of Regents. The report will include, at a minimum:
    - i. Student Success Key Performance Indicators (KPIs) 4, 5, and 6 (English and mathematics completion of C or better in the first year), aggregated and disaggregated, with any other applicable data
      1. Narrative detailing if the annual student success goals were met
      2. If student success goals were not met, additional narrative responding to the following questions:
        - a. Were student success goals met on any of the campuses for English and/or mathematics?
        - b. Did the 12 campuses uniformly follow the placement measures and implementation processes agreed upon by faculty and administration?
    - ii. A summary of English, mathematics, and ELL placement procedures and outcomes with specific attention to disaggregation and including any changes in the past year with supporting rationale
    - iii. A summary of the designed curriculum for gateway, college-level, transferable English, mathematics, and ELL courses and supports, including any changes in the past year with supporting rationale

- iv. The design of an equitable cost of delivery as described in section X of this policy
- v. If student success goals were not met, what curriculum changes in gateway, college-level, transferable English and mathematics courses and supports are recommended by faculty and administrators to improve student success? Why?
- vi. Throughput data, including performance in subsequent courses for which the gateway, college-level, transferable courses serve as prerequisites as well as credential completion and transfer out
- vii. Acceptance and application to degree requirements for transfer

**XIX. Authority to Enact this Policy:**

- a. The Board of Regents directs and grants authority to the Connecticut State Community College President and their designees to enact this policy and make related institutional decisions that both adhere to accreditation standards and the elements of this policy.
- b. The Board of Regents directs and grants authority to the CSCU President and their designees to oversee the enactment of all elements of this policy, to ensure compliance with this policy, and to support and enable all CSCU institutions in their enactment of this policy.

### **Glossary of Terms**

**ACME:** Acronym for this policy standing for Alignment and Completion of Mathematics and English.

**Corequisite Academic Support:** Supports that are aligned to the college-level course and delivered as a “just-in-time teaching” practice. This support may take many forms, from discrete corequisite sections that meet separately from the college-level course to activities embedded directly into the meeting time of the college-level course.

**Gateway, College-Level, Transferable Course:** Courses that meet the following criteria:

- Gateway: The first college-level or foundation course, for the purposes of this policy, in English and mathematics, in a program of study. May be the first in a sequence leading to the first required mathematics course in a program of study.
- College-Level: Credit-bearing course that is not designated as remedial or developmental. The course applies to the requirements of a degree and, if applicable within a general education category, meets general education requirement at all CSCU institutions. Intermediate Algebra in this definition is not college level.
- Transferable: A course taken at a CSCU college campus that can be used for unit credit and is applicable to major and general education requirements at all CSCU institutions. Transferability is based on course learning outcomes and no prerequisite to these courses will be deemed necessary for course transferability by any CSCU institution.

**Guided Pathways:** Guided Pathways is a set of comprehensive student success initiatives focused on providing students with clear program maps, improving the student experience, and closing equity gaps. There are four related pillars to Guided Pathways:

- Clarify the Path (creating clear pathways to employment and further education)
- Enter the Path (help students choose and enter their pathway)
- Stay on the Path (help students stay on their path)
- Ensure Learning (follow through and ensure improved student results)

**Guided Self Placement:** A locally developed tool or process that allows students, in consultation with counselors or other faculty, to determine suitable coursework and level of supports in the appropriate mathematics, English, and English Language Learner (ELL) gateway, college-level, transferable course.

**Holistic Case Management Advising:** A model of academic advising whereby students are assigned an advisor for their entire time in college who helps them create a personalized academic and career plan, monitors their academic progress, and coordinates the supports necessary to keep them on track to completion, including resources and services related to their academic, career, financial, and other individual needs.

**Just-in-Time Teaching:** Teaching provided to support students in college-level courses that is fully aligned and carefully coordinated with the delivery of the college-level course so that the course and its supports cover the same topics in the same order and at the same time.

**Mathematics Pathways:** Appropriate gateway, college-level, transferable mathematics courses that are aligned with the skills students need for their chosen career pathway and program of study. For careers and programs that do not require STEM algebra based math, STEM algebra is no longer a required prerequisite for the gateway, college-level, transferable course. Transferability of mathematics pathways courses is based on course learning outcomes, and not on a required prerequisite.

**Multiple Measures Placement:** Combining high school GPA with other measures — including state graduation tests, SAT or ACT scores, writing assessments, high school transcript information, years since high school graduation and non-cognitive assessments – to yield more accurate placement into a level of support that increases a student’s likelihood of success.

## Appendix E.

The following web page explains how the 115 independently accredited community colleges in California offer opportunities to students that enable them to take courses from more than one college. There are many states/districts across the country that have accomplished this. The California example is easy to understand.



## [California Virtual Campus](#)

- [Students](#)
- [Educators](#)
- [About](#)
- [FAQs](#)



California  
Community  
Colleges

California  
Virtual Campus

[Home](#) → The Student-Centered CVC Exchange

**The CVC Exchange is an innovative tool that allows students currently enrolled in a California Community College to instantly enroll in online courses offered at eligible colleges without filling out a separate application.**

Students can be confident they can get the class they need thanks to real-time seat counts. Additionally, financial aid and academic transcripts are automatically transferred between the two schools.

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### **No additional costs**

Online courses through CVC Exchange are the same cost as a student's local college. There are no additional costs to use this service.

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### **How to get started**

To get started, students must search for online classes using the CVC Exchange's search engine, located at [cvc.edu](#). To accommodate a student's unique needs, courses can be searched by CSU GE, IGETC, substitute course, or keyword. Search results contain both courses

eligible for instant enrollment and those that require a separate application.

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### Classes marked [Add Class](#)

Classes marked Add Class are eligible for instant enrollment. To enroll, students are prompted to enter a brief set of personal data and consent to data sharing. The data is then electronically transferred between the two colleges. Before enrollment is complete, students must pay for the class and may indicate they are using financial aid to do so.

Any classes students take via the CVC Exchange will all appear in a combined Canvas dashboard. Students will log into Canvas using their Home College credentials and all of their Exchange courses will be there.

### Search

### Social Media

- [Twitter](#)
- [Facebook](#)
- [YouTube](#)



### Classes marked [Apply Now](#)

Classes marked Apply Now are not eligible for instant enrollment, but students may still enroll by filling out an application via CCC Apply.

The CVC Exchange benefits students by allowing them to enroll in transfer courses not currently available at their home college to complete their general education requirements, including those looking to transfer to a four-year university—all without needing to fill out a separate application for each college.



California  
Community  
Colleges

California Virtual Campus –  
Online Education Initiative

## Appendix F.

There are many of the faculty and staff of the Seattle Colleges that indicated their concern with the loss of college identity if a single accreditation were to be pursued. The follow example from Pennsylvania shows how merged universities are overcoming that issue. This article was published in the Williamsport Sun Gazette in March 2022.

### **PASSHE votes on new name for combined university; LHU, Mansfield, Bloom to retain identities**

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LOCK HAVEN — After months of waiting, the Pennsylvania State System of Higher Education has approved a name for its newly integrated school.

Although Lock Haven, Bloomsburg and Mansfield universities will retain their names and identities, the combined university will be known as Commonwealth University. The PASSHE Board of Governor’s unanimously approved the name during a meeting on Tuesday.

“Each campus will continue to use its respective location name... maintaining the use of the word University, existing logos, colors, mascots, and traditions. Diplomas will prominently display either Bloomsburg University, Lock Haven University, or Mansfield University at the top of the document according to each graduate’s location of choice,” a release from Lock Haven University said. According to the release: “The selection of Commonwealth University as the name for the integrated entity serves the Middle States accreditation of the institution, and other accreditation and contractual purposes. Commonwealth University will not serve as a public-facing identifier, but will remain in the background, allowing the universities to legally and compliantly become one entity while maintaining our strong brands in our regions and beyond.”

The integrated name was developed through research and input from students, alumni, faculty, staff, trustees and prospective students and their families, the release stated.

Dr. Bashar Hanna, president of Bloomsburg University and interim president of Lock Haven and Mansfield universities said, “we are proud that each university’s name will remain prominent across our campuses and in our ongoing outreach to families across the state as we showcase the power of our three universities through the breadth of educational experiences accessible to current and future students. The continued engagement of our communities is shaping the future of our universities and enabling educational opportunities for generations to come. We are changing the trajectory of public higher education for the hard-working citizens of Pennsylvania.”

The integration of Bloomsburg, Lock Haven and Mansfield universities will take effect in the fall of 2022. In July 2021, PASSHE’s Board of Governors voted unanimously to combine LHU with Bloomsburg and Mansfield universities in the East and Clarion, California and Edinboro universities in the west.

“Since the beginning of the integration process we have committed to retaining the local names and identities of Bloomsburg, Lock Haven, and Mansfield universities, acknowledging that they are the heartbeats of the communities they serve. Today we have taken another step forward in the redesign of

our state system universities. These three historic institutions are continuing their evolution, demonstrating a steadfast commitment to serving the students of the commonwealth. It is through that commitment that we see tremendous value in selecting the name Commonwealth University to represent the integrated entity,” said PASSHE Chancellor Daniel Greenstein.

BOG Board Chair Cynthia Shapira said, “The integration of Bloomsburg, Lock Haven, and Mansfield universities establishes an education powerhouse in the Northeast region of the Commonwealth, promising increased access to quality academic programs, experienced faculty, a wealth of opportunities for current and future students, and deep connection to Pennsylvania’s workforce needs. We commend the recommendation of Commonwealth University as an entity name for the Northeast integrating institutions and thank the stakeholders for their input and service to our universities.”

Each campus will continue to retain a full complement of athletic programs and leadership is working with the NCAA to confirm this path in the spring. Athletic logos, colors, mascots, and traditions will not change.

Existing foundations and alumni associations will remain separate and continue to support their respective campuses. Donors can continue to designate funds to support programs or a campus of their choosing.

More information about the integration process is available at [lockhaven.edu/integration](http://lockhaven.edu/integration).

## Appendix G.

After three years of research with 28 public colleges and universities across the country, the Foundation for Student Success developed a set of levers for leaders to use to drive campus culture change enabling the decline or elimination of equity gaps for Black, Latinx/e, and American Indian Students. They are:

- Data collection, analysis, and use
  - How to find available data.
  - How to better use the data available (disaggregate data, share data broadly and clearly).
  - Engaging Institutional Research (IR) offices as partners.
  - Developing Key Performance Indicators (KPI) on student success and using data to hold the campus community accountable.
- Effective campus-wide communication and engagement
  - Campus-wide training for faculty (including adjuncts) and all non-academic staff (including campus facilities and services staff).
  - Communication to entire campus community regarding institutional culture change and equity gap reduction strategies.
  - Data on student success and progress are shared with the campus community.
  - All faculty and staff are engaged as partners in the goal of institutional culture change and equity gap reduction on their campus.
- Hiring strategies and personnel policies
  - Strategies for more diverse and equitable hiring that consider collective bargaining if needed.
  - Importance of empowering a high-level person who leads the charge, has resources to ensure the campus is making progress on equity and diversity goals, has the authority to hold others accountable, and is accountable for meeting campus-level goals.
  - Hiring strategies need to promote campus culture change and include activities such as revising job descriptions and interview questions, ensuring diverse search committees, and diversifying job posting locations/websites.
  - All campus community members are held responsible for student success.
- Auditing campus and state policies and practices to identify those that perpetuate the status quo
  - Identify alignment with institutional culture change and equity gap reduction strategies.
  - Evaluate those typical practices that can easily change and those that are mandated by institutional or state policies.
  - Work to modify practices and policies as needed.