



Student Services Organizational Review

Mission: Student Service supports and facilitates access, learning and success. We serve with respect, integrity and ethical practice.

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Retreat Attendees

Becoming a stronger student focused organization, improving communication and building a stronger organizational framework were the top themes identified by the participants at Seattle Central’s Student Services Retreat on November 19, 2007. Faculty, staff and administrators gathered to develop criteria to be used in an organizational review and to explore alternative organizational designs.

Seattle Central President Dr. Mildred Ollée welcomed participants to the re-

view. She urged the group to look at how Student Services is currently structured and its relationship to student success. She said that Seattle Central continues to expand its services and programs and that the college needs to be prepared to meet changing student needs and expectations. “This is a good time to examine how we can better support our students.”

What is working well?

Retreat facilitator, District Vice Chancellor Dr. Carin Weiss, opened the discussion with the question, “What is working well?” Participants acknowledged that Seattle Central has a *local, national & international reputation for quality instruction and student support*. With a mission focused on student success, Seattle Central received national recognition for its first-year student support as part of the Time magazine College of the Year Award. The orientation system (STARS), online services, financial support through scholarships, counseling and free tutoring are some of the areas where Seattle Central students receive strong support. The success of these services are contributing to a positive college experience for students greater student retention for the college.

Organizational review opportunities

In response to the question, “What are the opportunities?” retreat participants agreed that the review offers an opportunity to strengthen the student services organization. They specifically mentioned that the review presented an opportunity to:

- Better align structure and function
- Create greater group cohesiveness
- Explore the continuum of services provided to students
- Enhance efficiency and effectiveness
- Strengthen vertical and horizontal communication
- Achieve closer coordination with other Units in the college
- Increase knowledge of the student services area internally and throughout the college

Desired outcomes

Better service to students and increased student retention were major themes discussed in response to a question about the desired outcomes for the review. The retreat participants discussed creating a more seamless processes for students from pre-enrollment to graduation and beyond. This process would create better awareness and understanding of the work that is done within student services throughout the college. and how to refer students to others in the student services departments. Increased cohesiveness and unity among students services functions would allow easier referrals among student services departments. A structure based on function that is student centered was discussed as an essential and key element.

Criteria to evaluate organizational options

Retreat participants developed criteria that were used to create and evaluate new organizational structure options. The criteria included creating a structure that is:

- Mission driven
- Focuses on students — student benefit, student advancement, student success, student development, accessibility
- Clear, with a common understanding of roles and responsibilities
- Functionally aligned
- Efficient — operationally and fiscally
- Effective

Creating a New Organizational Structure

Retreat participants created seven organizational options based on the agreed-upon criteria. There was a high degree of consensus among the proposed structures. The common themes included:

- One Vice President for Student Services rather than two vice presidents
- Three divisions: Student Development, Student Enrollment and Student Life (or a similar title) with deans or associate deans reporting to the vice president
- Student Conduct, Sex Offenders, and the ADA Compliance Officer should report directly to the vice president, as they are policy mandates
- Location of many of the departments in the three divisions as shown in the chart below

| VICE PRESIDENT/ DIVISIONS | Group Consensus (7 charts) | Near Consensus (6 charts) |
|------------------------------|---|---|
| VICE PRESIDENT | Student Conduct, Sex Offenders, and the ADA Compliance Officer (mandates), College Council, Academic Alert, Honor Roll/Deans & President's List | Achieving the Dream |
| STUDENT DEVELOPMENT | Career Services Planning & Advising Workforce Education College-wide Tutoring College Transfer Center | Student Academic Assistance RISE |
| ENROLLMENT SERVICES | Admissions & Registration Testing Center College Outreach / Recruitment | Financial Aid / Veterans Affairs |
| STUDENT LIFE | Women's Program Child Care Center | Student Leadership Art Gallery Mitchell Activity Center Former Foster Care Youth Program |

Further Discussion

Several areas were identified for further discussion —

Division/Department Titles

- Division titles selected for the organizational charts were viewed as temporary—what should be the titles of the new divisions?

Direct Reports to the Vice President

- Should Counseling, Multicultural Services, or Running Start report directly to the vice president or be located in one of the divisions?
- Should the Honor Roll / Deans & Presidents list, Achieving the Dream, Academic Alert, and

the College Council continue to report to the Vice President or be moved to a Student Services department or other college unit?

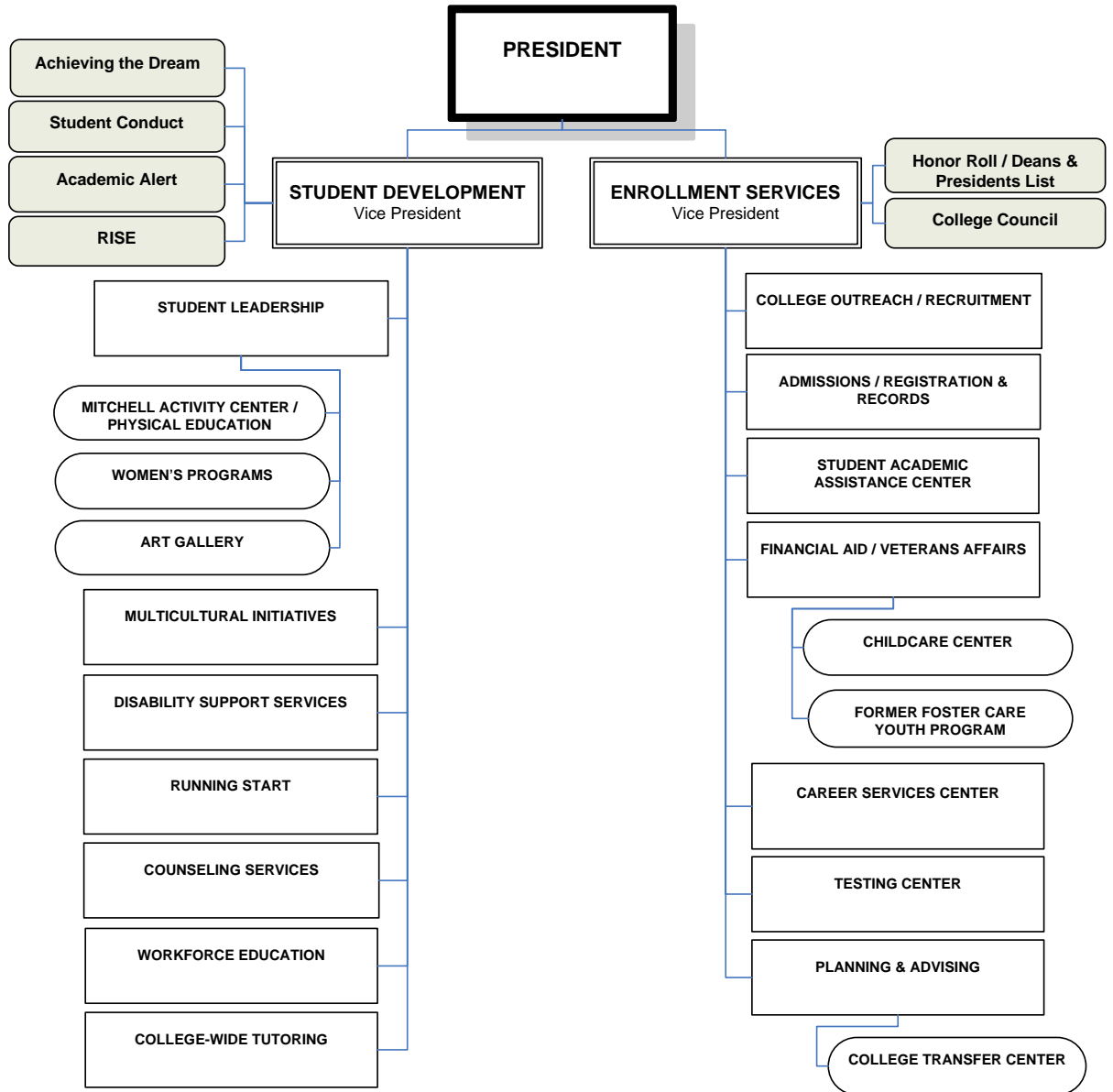
Advising

- Should STAR be located in the same division as Advising?
- Workforce Education Advising is located in Student Development; would students be served better by moving it to Planning & Advising or to the Instruction Unit Workforce Education Program?

Location of Disability Support and Information Center

- Should Disability Support Services continue to be located in Student Development?
- The Information Center is currently located in Continuing Education in the Instruction Unit. Should it be moved to Enrollment Services in the Student Services Unit or with the Public Information Office?

SEATTLE CENTRAL COMMUNITY COLLEGE
STUDENT SERVICES UNIT
CURRENT ORGANIZATIONAL CHART
November 2007



Process & Timeline

JULY—SEP 2007

- President launches process

SEP—NOV 2007

- Conduct key stakeholder interviews & focus groups
- Collect & summarize data on department statistics
- Review organizational designs at other institutions

NOV 19, 2007

- Hold retreat to review successes & issues; confirm desired review outcomes; develop criteria for organizational design; develop / confirm shared vision; discuss organizational design options

DEC 2007

- Communicate results of retreat

JAN 2008

- Hold follow-up retreat to confirm shared vision and organizational design options

FEB 2008

- Share retreat results with college community
- Leadership Team develops recommendation for the president
- President adopts organizational design

Summary & Next Steps

- Distribute results to the college community
- Hold follow-up session in January 2008



Student Services Unit Organizational Review All-day Retreat |

Monday, November 19, 2007

Open Up Your Opportunities

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Facilitator: Carin Weiss, Vice Chancellor
Staff Resource: Gracelyn Sales, Executive Assistant

Retreat Participants

SEATTLE CENTRAL ADMINISTRATION

| | |
|---------------|--|
| Mildred Ollée | President |
| Ron Hamberg | Vice President for Instruction |
| George Gary | Vice President for Administrative Services |
| Bea Kiyohara | Vice President for Student Development Services |
| Joan Ray | Interim, Vice President for Enrollment Services |
| Al Griswold | Executive Dean—Workforce Education |
| Tony Ogilvie | Executive Dean—Continuing & Professional Education |
| Jerry Pettit | Dean—Business, Information Technologies, & Creative Arts |
| Andrea Insley | Dean—International Education |

STUDENT DEVELOPMENT

| | | |
|--------------------|-----------------|-----------------|
| Aden, Pam | Hammie, Arnold | Soulé, Mary Ann |
| Anciu, Jessica | Kato, Fran | Souma, Al |
| Blake, Olivia | McRae, Kimberly | Spence, Bill |
| Dela Rosa, Michele | Miller, Lori | Young, Tina |
| Estep, Shari | Mills, Kari | Zeretzke, Dale |
| Evans, Lexie | Mogadam, Chris | |
| Haak, Todd | Moseley, Vicki | |

ENROLLMENT SERVICES

| | | |
|--------------------------|-------------------------|--------------------|
| Appleton, Richard | Goto, Sho | Netz, Donna |
| Benoit, Aimee | Kelly-Goodlow, Michelle | Parris, Nate |
| Chantrirack, Kit | Marken, Judy | Peterson, Kathe |
| Coleman, Diane | Martin, Wanda | Pollard, Patricia |
| Davey, Kristen | McBride, Noel | Tessensohn, Gregg |
| Enriquez-Campos, Marlene | McDevitt, Brigid | Uno, Deborah |
| Evangelista, Tess | Mostad, Crystina Mai | Villanueva, Joseph |
| Fischer, Yongja | Myrick, Valerie | Yau-Luu, Liz |
| Girard, Deidre | Nakamura, Gina | |