College Council

January 16, 2019 | 3:00pm – 5:00pm | BE 4180A

MINUTES - Approved

Members Present:
Cardenas, Jaime        Harris, Adria           Mahanian, Vesal
Christensen, Camila    Jacobs, Anna           Prevo, Malcolm
Conley, Chris          Johnston, Duff          Riveland, Bruce
Deo, Manjula           Kelly, Miles            Rockhill, Wendy
Edwards Lange, Sheila  Lezheo, Kao             Thomas, Carey
Eshwar, Naina          Lane, Bradley           Thurston, Emily
                      Tompson, Doug             Williams, Dawn

Members Absent:
Davis, Erik            Zajonc, Lucy
Escoto, Jennifer       Harden, Yoshiko

Agenda Items

• Welcome – Opening Activity by Dr. Valerie Hunt
  o Breathing and mindfulness exercise

• Approval of College Council Minutes from December 2018 Meeting
  o Updated date, corrected spelling mistake on a name
  o Passed and approved unanimously

• College Council workgroup updates
  o Critical Issues (Naina Eshwar)
    ▪ Update on the Student Experience focus group project
      • 9 total focus groups to run from 1/24/2019-2/4/2019 (an additional group was added for International Students)
      • Focus groups will be called “Student Voices”
        o Comprised of a questionnaire and 90-minute focus group session
        o Questions focus on: navigating the college, classroom/overall experience, perceptions of ethnic diversity at the college
    ▪ Information from the groups will be used to work with Pathways, Title III and possibly on accreditation
    ▪ Request for note takers, sign-up sheet passed around during meeting

  o Strategic Planning (Bradley Lane)
    ▪ Update from last meeting including alignment activity with Title III grant and Accreditation
      • Met with Stephanie Wong (Institutional Effectiveness) - Director of Grants
        o She is currently putting together a Title III grant application
        o Analyzed SCC strengths and weaknesses
          ▪ Plan to focus on 1st year experience and creating the right advising structure
• Accreditation this year
  o Illustrating how college engages in planning
  o Strategic Planning to create something tangible to show college’s progress and updates
    ▪ Ideas: Publish a report, hold an event/forum, create a poster board display, etc.
    ▪ Information needs gathered from key stakeholders—College Council members given the task to reach out to as many as possible asking, “What do you want to know and what format do you wish it to be in?”

• Resource Allocation (Bruce Riveland)
  ▪ Draft budget timeline handout given to College Council members
  • Budget to be sent to Board in June, 2019
  • Bringing the “Budget Roadshow” to a functional department level to help get people engaged
    o Summary of current state of budget
  • Prioritizing alignment of budget with strategic plan, Pathways and diversity
    ▪ Recommendations handout
      • Reviewing and adding principles
        o Promoting more educational initiatives, especially with underserved populations
        o Focus on standardization across many disciplines to positively impact other departments/programs
        o Consistently try to find new revenue sources (i.e. real estate/student housing, grants from all sectors, etc.)
          o Take students’ needs into account at different times/locations
      • Reallocation and the impact on various programs
      • Plan to revise recommendations and bring to next President’s Cabinet Meeting

• Central Radar—Quick Updates – Quick updates on what is happening throughout the college
  o SVI
    ▪ Building currently being used for SVI programs will likely go back to community ownership (either way, Seattle Colleges will no longer be responsible for it)
    ▪ SVI programs are currently and will continue to move to alternative locations
    ▪ Recommendation given for building to go to the Urban League but state legislature will ultimately decide
    ▪ Seattle Central is focusing on keeping SVI programs strong
  o Seattle Pathways
    ▪ 4 principles:
      • Clarify path
      • Help students choose path
      • Help students stay on path
      • Ensure students are learning
    ▪ Tying this in with Title III focus