



Winter 2017 Meeting

Dates: February 9 and 10

Location: South Puget Sound Community College; Building 27, Room 119

Hosts: SBCTC; Host Carlea McAvoy

Representatives in Attendance:

Bellevue: Reza Forough	Lower Columbia: Kam Todd
Cascadia: Soraya Cardenas-Conte	Seattle Central: Denise Vaughn
Centralia: Melissa Williams	Shoreline: Terry Taylor
Clark: Gerry Smith	SPSCC: Lynette Rushton
Clover Park: LaVerta Schmeling	SPSCC: Carlea McAvoy
Edmonds: Terry Gosse	South Seattle: Randy Nelson
Everett: Anne Brackett	Spokane: Rob Vogel
Grays Harbor: John Clary	Whatcom: Sally Sheedy
Lake Washington: Jim Howe	

Thursday, February 9

Call to Order, Introductions, and Welcomes

Marty Brown, SBCTC Executive Director

- As he approaches a June retirement, Marty Brown has been featured in a [Seattle Times Q & A](#), and he candidly expanded on those published answers with our group. The first thing he said was, “The things that you (faculty) do are transforming.”
- A few of his key points also included the importance of community college to our local economies and the need for advocating voices to the government. His advice to anyone wanting to speak on behalf of the community college system was to stay away from the investment argument because it is too speculative and the skills gap argument also falls on deaf ears because the businesses looking for that skilled labor are not willing to provide the funds needed to fill that gap. Instead, he encouraged faculty and particularly

students to present their anecdotal stories to our law and policy makers. He stressed the importance and effectiveness of those stories saying, “Stories are what sell to the community and the legislature as well.”

- Finally, Marty said that college presidents should “improve their relationship with local schools to get counselors to encourage students to attend community college instead of 4-year schools.”
- In response to the student involvement piece, one faculty member brought up the issue of taking nearly empty busses to Olympia for legislation days because students are afraid of missing class to attend. It was suggested that faculty be more understanding of such times and allow students to participate in the legislative process.

Equity Gaps and Power, Privilege, and Inequity (PP&I):

[Felisciana Peralta](#), Clark College, Multicultural Retention Manager

[Kendra Birnley](#), English Faculty and Women’s Studies at Clark College

[Sachi Horback](#), District Dean of Business and Social Science Pierce College

- This panel presented a frank discussion about power, privilege, and inequity while explaining how adjustments to syllabi, assignments, and overall class environment that recognize and celebrate cultural differences can help students feel included. For example, students have expressed a lack of trust for teachers whose syllabi fail to display the school’s anti-discrimination policy. These and other student PPI concerns have come to light as a result of [Clark College’s Power, Privilege & Inequity in the Classroom discussions](#).
- The panel also introduced us to their [Power, Privilege, and Inequity Certificate](#) offered to students who take certain PP&I classes as part of their associate’s degree plan. Of the 4936 students who have taken the courses, 46% have continued on to degree completion, and student awareness has increased. For example, social justice issues are becoming a more common theme in English 102 papers.

[Jan Yoshiwara](#), Deputy Executive Director of Education at SBCTC, commented on WACTC’s demonstrated recognition of the overall importance of campus diversity and inclusion initiatives.

- She said that just recently, each and every WACTC member signed the following 3 statements on diversity:
 - December, 2015: Religious diversity and safe campuses. Welcoming atmosphere for people of all faiths.
 - March, 2016: Diversity, equity, and inclusion. Chief diversity officers at 9 colleges meeting with the strategic visioning committee and the presidents. Police violence and all the election debate---they wanted to make clear that CC and Tech college system was recommended by the chief diversity officers

- December, 2016: Urged Trump to maintain DACA program. “They are students, we want them, and they should be able to complete their education.”
- She also stressed the importance of recognizing our own barriers to diverse hiring practices to help overcome the gap. She said that even though diversity of faculty overall is improving a little bit every year, the diversity of student body is outpacing it, and “we will see a bigger gap over time.”
- When asked about the possibility of localized resentment associated with prioritizing diversity over loyalty of current part-time employees, she said that college presidents are working collaboratively towards better preparedness to prevent these negative effects. These efforts include faculty of color mentorship through the tenure process and improvement of hiring practices through faculty education and training.

Friday, February 10, 2017

Call to Order / Introductions

Officers’ Reports

Secretary: Melissa Williams

- Spring minutes were approved via email after fall meeting.

Treasurer:

- Brian Palmer has stepped down.
- Randy Nelson voted in Brian Palmer’s replacement.

Communications: Rob Vogel

Vice-president: Anne Bracket

- She announced resignation as of the conclusion of 2016-17. She suggested members consider the idea of filling the position.
- Skagit, Bellingham Technical, Pierce/Puyallup, Tacoma, Renton tech, Yakima Valley currently have vacant FACTC representative positions.

President: Gerard Smith

- He plans to attend the Equity and Inclusion presentation at Instructional Council during the week of February 13th.
- He is taking suggestions for future meeting themes.
- Would like to arrange earlier communication from Arlen on legislative activities so faculty can be better prepared to testify.

Motion to appoint Sally Sheedy as new webmaster : Approved

Motion to create a diversity/PP&I retreat to coincide with our upcoming fall meeting: Approved.

Planning Committee:

- Denise Vaughn
- Soraya Cardenas-Conte
- Gerry Smith

Discussion of Enrollment Crisis

- Representatives from each school reported on their FTE situation. Many schools are dealing with low FTEs based on state funding allocation models, but are flourishing in other areas such as Running Start and International Programs.
- Clark College is resorting to personalized recruitment and retention activities such as providing one-on-one registration and school orientation help and initiating phone conversations with potential students who have shown interest but failed to follow through with registration.
- It was mentioned that a ‘human touch’ is needed to keep students interested and engaged. Fellow faculty members were encouraged to build relationships with students so they become aware that their presence and participation matter. “Make them feel welcome, and they will return every quarter.”
- Some schools have resorted to privatized funding. For example, South Seattle’s foundation offers a free first year to student to get them in the doors. The hope is that they will return the following year.
- Students need to know where they can get the money for school. Very often we lose students in a sea of confusing applications and web clicks.
- Schools need to try new recruiting approaches because what they’ve been doing just isn’t working.

Discussion of Placement Practices

- With the demise of Compass Testing, many schools are scrambling to determine the best placement methods.
- Most schools are using multiple methods that depend on the incoming student’s individual situation. Options like high school transcripts, Smarter Balance Testing, essay submissions, and guided self-placement are available to most students; however, it seems that many advisors opt for the ‘easy way out’ by sending most or all students directly to the testing center where they will take the [Accuplacer](#).
- Students are not always prepared for these tests, and some even rush through the process in order to move on to the registration process, and then the tests might not accurately reflect actual student abilities. Students can end up in pre-college classes when they don’t actually need them. National research is confirming our suspicions that placement testing is not accurate.

- Bill Moore suggested that schools adopt an approach similar to [Green River](#) and Highline because they map the options out clearly.
- Placement test was scaring off the prof tech students, so the educators used to work around the test by getting them to go to school first. They would do better on the test because they had a chance to get their feet wet and refresh skills that they haven't used in years.
- Bill Moore suggests talking to our VPIs about possibly changing the focus.

Rob Vogel---FACTC Focus

- Suggested using the [NEA Higher Education Advocate](#) as kind of a format template.
- Rob said we should use the FACTC Focus to reach our colleagues. It should be a forum for sharing ideas and information and/or celebrate accomplishments. He encourages us to ask our colleagues to write for it as well. It could even include "letter to editor" type formats.
- "Let's get it ready for the ATL! We need to make our voices heard."

Next Meetings' Themes

Theme possibilities:

- Invite Joyce Hammer to speak about academic certificates.
- Approaches to advising
 - Software
 - Achieving the Dream
 - I-Pass
 - WIOA
- ABE: Cheaper non-credit classes versus traditional tuition-based, for-credit courses
- Specially designed classes (ex. for international students)
- Closed Captioning
- College 101: What schools are providing it, and how is it going for them?
- Common course numbering and consistent values

Gerry will send a reminder regarding these themes with questions we should be prepared to answer.

Guided Pathways Update from Member Institutions

- Each representative weighed in on their current Guided Pathways policies, and through this discussion, we found that the colleges have very different approaches.
- The consensus was that Guided Pathways is not 'one size fits all'. What works for some colleges might not work for others. Bill Moore assures us that the board will not force us into a unified system but it can be messy because of it. For example, there is not even a shared Guided Pathways language.
- A discussion of the possibility of a shared language will occur as part of this year's [ATL](#).

Working Lunch on SPSCC campus: [Arlen Harris](#) on Legislative Agenda

- Arlen told us about a viral campaign called #publiceducationmatters where people post their school's name and briefly describe how it had an effect on their life.
- For those interested in possibly testifying in front of the state legislature regarding community and technical college matters, there is a [weekly email blast/blog](#) that is available to everyone. For those who are not able to physically go to Olympia, Arlen suggested writing an old fashioned pen on paper letter.
- He also suggested the idea of creating relationships with our representatives and senators because they really respond to that. "Invite them to your campus."
- Here are some hot issues that are up for discussion/vote right now.
 - Corrections education: SBCTC requesting tax exemption on book purchases. This would save \$15,000-\$25000 per college per year.
 - Agency request: Request to make permanent a currently temporary program that provides interest free loans to local businesses for customized training programs.
 - Supporting student success by increasing faculty: A move to increase full time tenure track faculty to 75% by 2023 which would move 600 current part time positions to full time.
 - [HB1237](#): Allows faculty to bargain for local funds.
 - [SB5069](#): Providing associate degree education to enhance education opportunities and public safety.
 - Pro Rata-Equal pay for equal work did not pass.
- This is the current makeup of our house and senate:
 - 50 dem 48 rep
 - 25 rep 24 dem

Social Media Update

- SBCTC's Online Content & New Media Manager, [Sherry Nelson](#), and Communications and Marketing Associate, [Katie Rose](#), gave an overview of SBCTC's recent social media marketing ad campaign, "It's Never Too Late to Graduate." Their \$50K federal grant allowed them to target prospective ABE students aged 17-35. The campaign was particularly aimed at raising awareness of high school completion options at community and technical colleges and to generate visits to an [SBCTC webpage](#) regarding high school completion options.
- Their slide presentation was emailed to the FACTC group and is available upon request.

Washington Student Achievement Council (WSAC) Update: [Noreen Light](#), Associate Director of WSAC Academic Affairs and Policy

- Discussed [WSAC's Strategic Action Plan for 2017-19](#).

- WSAC had planned for 100% high school completion or equivalent by 2023, but that goal does not appear possible at this time.
- Funding is not meeting the need: 24K eligible students did not receive the state need grant.
- There is currently a dual credit search tool where a student can find out if their AP course is transferable to their prospective school, and there is a push to broaden that search tool to include information on prior learning.
- Noreen encouraged [WSAC meeting attendance](#) as the meetings are informal and open to public comment.
- Reza suggested that all of these resolutions fall under the ‘One Graduate per Household’ philosophy.

Accessibility Issues (CATO): [Jess Thompson](#) Program Administrator, eLearning & Open Education

- Jess gave an informative presentation on our responsibility for providing accessible educational materials on a proactive rather than reactive basis. She explained the policies and laws associated with accessible materials and that we are way behind [original deadlines](#).
- She said there are [resources and guides available](#), and we can even take an accessibility [training course](#) provided by the SBCTC.
- She stressed the importance of providing accessibility for all because some students, such as veterans, aren’t willing to take the steps necessary to establish a recognized need for accommodation.
- To determine the accessibility of your current material, SBCTC has contracted with [Ally](#), a software program that checks for accessibility and can also convert some images to *html* or even electronic braille.
- Finally, the process for captioning videos was mentioned as SBCTC has contracted with a captioning service. Faculty wishing to have their videos captioned should submit them through proper channels at their college, and SBCTC will determine its priority level. In the meantime, there are best practices for creating instructional videos.
 - Use of a script facilitates easy captioning
 - Be brief: 10 minute videos on muddiest points
 - Openly licensed
 - Can be used over multiple quarters

NEXT MEETING: Spokane WA, 5-6 May (Friday/Saturday in conjunction with the ATL)