

**Admissions and Registrar's Council  
Winter 2020–January 22-24, 2020  
Spokane Community College  
1810 N Greene St, Spokane WA 99217  
Building 6, Lair in the Sasquatch Room**



**Wednesday, January 22**

**12 Noon – 1 PM**

Brown Bag Lunch and Informal Social Hour

**1 PM – 1:15 PM**

Introductions and Ice Breakers

Tell who you are and what your favourite Olympics sport is.

**1:15 PM – 1:45 PM**

Selective Admissions Roundtable

Bachelor of Applied Sciences? Does Special Admissions (SA) live in Registrars and Enrollment at your institution?

- We have BAS degree. Nursing is handled at Enrollment Services now. Consistency and making sure no bias was occurring by faculty groups. Rubrics were subjective. They set deadlines, faculty set up rubrics; make sure no barriers to students exist. It's a very homegrown process. Have an online portal. Have a specific person who handles SA mostly. Have an approval chain; frontline Program Coordinator, Assistant Director, then on to Registrar for final approval. Team of three. Registrar part is when an extra set of eyes is needed.
- Ours is handled by a Curriculum Advisor in the Registration Office. Work in a partnership with faculty to be sure applications are reviewed fairly.
- Registration and Admissions only evaluate transcripts and process payments. There is a separate application process.
- This is handled through the Enrollment Office. At other school, rubric is not so much enforced. New President wants to offer a BA at some point in the future.
- Q - From faculty perspective, taking the approval process out of faculty hands – how does that work?
- This worked well because faculty won't be as exacting in making sure requirements are met. Registrar does the review to be sure lower level gen eds are done. They have some advisors that don't understand a Natural Science versus a Science lab. It's not hard it just takes time.
- We have our own admissions and then it goes out to the programs. Have 15 BAS programs. When I worked at another school, had fewer programs and was hands-on with the applications. At current school, there is no way that one department can keep up with the demand. We don't know how to sustain. Faculty are making decisions, but evaluations is behind on making the evaluation and when the evaluation is done, faculty has already made exceptions and accepted the programs. Creates inconsistencies between students in how they meet requirements (or not). We are looking at BA programs as four-year degrees. Some departments want to do conditional acceptances, but that creates issues with FA. Students are held to completing the full 180 credits by the end of the degree even if the two-year degree requirements haven't been met perfectly. Is this a two plus two or a four-year degree? It makes the equation a little different and is about standards. Conditional admits are a norm, but the Evaluators are unhappy because the students haven't actually met the two year requirements. The consistency is missing.
- Systems are built when we aren't in the room. The ramifications aren't taken into consideration (the nuts and bolts). Faculty don't realize that we do not accept all credits; accreditation issues factor in. Not necessarily are the decisions made without taking many things into consideration.
- We thought about that and are looking at being creative and getting students through the programs.
- It's the Registrar's signature on the diploma. We should be in the room and we also have to follow the rules.
- We have to explain to them why the rules matter. This is part of accreditation and is built in. Equity is a part of the equation. What if we're giving degrees that aren't real?
- The first year at my school was really hard. We dealt with it by over-communicating, checking in, being transparent, going above and beyond so they would gain trust. They understood the rubric and that it was being followed and fair for everyone.
- How many students are in these programs? Nursing – 35? At our school, we have 7-10 BA degrees and we have hundreds of students. We are using the NCAS nursing application process. Students can submit through this, track their progress, track transcripts. Nursing is hopefully going to use it next year (dental this year). BAS has their own process. Turned it into one-stop, then check against the rubric for scoring and evaluation. Deans review and can override decision and make decisions.



- We are moving towards NCAS, but would like to learn more. Students can self-report, transcript evaluators have a log in and go in and confirm that an evaluation has occurred before moving it on to the next step. Per Janet, it's a real simple process. Students are still required to submit an official transcript, which is evaluated by Evaluators. Students can upload copies of transcripts, but official transcripts should be submitted by regular means.

### **1:45 PM–2: 15 PM**

#### Mentoring newer staff/Finding your voice

Discussions questions posed—how many of you have been in office for two or more years? How do we mentor up and coming staff? How do we mentor new Directors or Registrars into a new position? How do we grow the next generation at your school or if you don't do such a thing? How would it look if you did?

- Began as Program Assistant. Kept asking for more and more. There was a progression and I was mentored and trusted with tasks. Would be willing to mentor somebody if they wanted it. Sometimes you can see something in someone who doesn't see it in themselves yet or want it yet. If someone were hungry, I'd feed them and feed them a lot. It would be huge to do this for somebody else.
- Mentors someone who has been in the system a long time. Wants to learn more about Enrollment Services. Doesn't have an Assistant Director, but would like one. The time is a challenge. Need to put the time in to mentor someone and give them extra responsibility. It's a real challenge to do more, with less, but it's important to pass on what we know.
- Was a front counter Program Assistant. The Associate Dean of Enrollment saw something in me. Told me I'd need a BA program and that I needed an internship. The Dean spent one hour a week with me at lunchtime, and I would have had to read the Chronicle of Higher Education prior to the meeting and be ready to answer questions. Learned a lot about education, such a tenure, and it was because of the time the Dean spent with me. This is the story I share with others. If we can offer this to people in our offices, they will be successfully launched into other offices as they move on in their careers. This means we have more advocates for Enrollment Services spread out throughout the institution(s).
- Came from out-of-State. Was a natural in asking questions and became an acting Director. You have to work to what you want to be, not as what you are. If you want to go far in your career, do more and beyond what is required today and you can go far in the future.
- I use Heart-Star-Tree. Heart—why do you do this work? Is it helping people? Star—is how do you like to be rewarded? How do you know you are a star and then feed it? Tree—what is your growth edge? How do you increase your capacity? Can be a difficult or great conversation. Good way to evaluate somebody's capacity or ability to succeed and flourish in their role. Heart-Star-Tree is a great way to prepare for an interview too.
- So, what is your why? Why do you do what you do? What about the Imposter syndrome?
- Struggle when in the room surrounded by people who don't know all I'm doing and how hard I'm working. Trying to find my voice at ARC. Finds inspiration at ARC, takes it back, and processes it. If around those familiar to me and my peers, I can talk, share and find my voice. In the unknown, struggles to connect.
- In earlier years, I felt intimidation when around higher ups. No longer feels intimidated. The higher ups don't always know what we do or maybe even care. Then someday, someone may need some information and they will come to you for information.
- Imposter syndrome—we all have it and we could help each other find our voices. One thing to do is attend a WSSSC meeting. Tomorrow, Ruby will give us an overview of the councils and commissions and explain how they all go together. At WSSSC meetings, I got to see behind the curtain. They aren't the wizard, they are just people and we might know something they don't know because our world of work is unique.
- It would be a great thing to do to be an ARC liaison to WSSSC to get introduced to this world.
- We will be selecting new ARC positions in our spring meeting.
- ARC presidents work with SBCTC as well. It is a lot of work to be an ARC president and you will learn so much. You also will have lots of exposure to new things that can confirm what you know.
- Don't take yourself so seriously. Laughing levels everyone to the same level. Someone was mentoring under a VP and he told her he wanted her to talk about a topic so she could prepare. There are other opportunities and committees we can get involved in at our own institutions also.
- I get the "that's not how the former person did it." Still happens but not as much. Stays steady and true to myself. Work collaboratively with my Dean and gets support from them; and they have my back. Gaining confidence and it is my voice they now hear. Own your own voice and don't let the fear take over.
- There were no mentors because several positions over me were vacant. Has one-on-ones with people. Can have conversations versus feeling like you don't know anything and are alone in a big group of people. Great way to build confidence over lunch, coffee, etc.



- We have a pod of about five people. We've bonded, scheduled time together to prepare for meetings, and have each other's backs. Predecessor cast a shadow that I've had to dig out from under. It's about eight years later, and I still hear "that's not how so and so did it" sometimes, though it gets less over time.
- Meet with people outside of work so people can be less emotionally charged. Build trust.

### **2:15 PM–2:30 PM**

Break

### **2:30 PM–2:55 PM**

Spokane CC Universal Design

We previously discussed Universal Design at the ARC Fall 2018 conference. Universal Design (UD) is about ADA compliancy. We all can benefit from UD whether ADA or not.

- Chantel and Sheri took SBCTC online classes. They learned a lot and found the classes helpful. They took the micro-courses and earned badges (can earn up to seven total). Highly encourage others to take these courses. Then, they took the knowledge they learned and applied the technology to any electronic systems they have. Their NSO was not ADA compliant and they have addressed that. Alt Text describes what's in the picture. Purchased Ally software, that is imbedded into Canvas, to check for UD factors. It builds in the course an Ally course report, which tells them what percentage of their course is compliant. Now they are 95% compliant with their NSO. The software also gives you ideas on where to improve (such as if an image is missing a description, alt text it and it will give tips on what a good image description really is) and it gives percentages in areas so you know how good (or not) you are doing. Really helps you to develop much more compliant courses.
- Tables are big also in Universal Design and Ally software. Tables have to be built a certain way so that the screen readers can read them in the correct order. You use headers instead of just expanding the font. Also, it has a social media icon evaluation of how well they are set up.
- It will help you improve PowerPoint and be sure you are compliant and meet Universal Design configuration.
- When using links, you should describe the website you are going to link to, then include the link, so the readers can identify where the link is taking them to.
- Q: how do you access the micro courses? Jess Thompson is no longer at SBCTC. Use Chrome, Google, and go to SBCTC. Look for the accessibility micro-courses.

General conversation ensued:

- It's good to do this beyond compliancy. It really provides a more aesthetically pleasing look.
- At my school, we have an accessibility committee. The College is looking to be accessible and is cognizant of the hefty lawsuits out there (remember Montana University?) and we are looking to make our materials accessible.
- At Spokane, we are part of the 360 College Spark Grant and we are reviewing our digital world.
- We have
- We have an Accessibility Committee. We are working with faculty to get syllabuses and course materials, canvas shells, etc., accessible.
- If we renew or purchase new software, we have an extensive review process to ensure the software meets minimum law requirements.

Commercial break–Karl, if you would like to share something exciting at a future ARC conference for 20 minutes, let us know! This is a safeplace! we're all friends, mostly... ;)

### **2:55 PM–3:20 PM**

EvCC Glossary of Terms Creation

Everett has experienced lots of transition in Administration over the last six years. Found some barriers in their offices. Collaborated on determining what those barriers were and then to find solutions. Not enough hours in the day to do this and their regular jobs. Now they get two hours each Friday to not be open to the public to work on these challenges. WIPT - Work Improvement Process Training. Set some group norms and we holding each other accountable. We start the meeting and talk about how we treat each other in this space and how do we do this work together. Fascinating and scary conversations. Had some icebreakers and worked into it. After a couple of weeks, we looked at the list of the barriers that had been identified; i.e., the parking lot says "Admissions/Registration this way." The other sign says "Enrollment Services." This was a THING for students. Quick and easy fix to address the signs. Another quick fix was paper applications. The



applications weren't available unless asked for. The counters were at a higher level and not accommodating to someone who needed a lower level. Easy fixes. Administration wanted results.

A bigger barrier was our website, language, emails, publications, etc. Realized the common issue was language and that we were using different languages across campus. We had to stand our ground because we were the subject matter experts. We stopped and reimagined how the process would proceed. Began by throwing words on the board and thinking about the definitions. Went back to the glossary in the catalog, which was missing words. Ended up with a large, long list and that's where we started. Process was long, tedious (yes dear me it was!), but there was passion and the WIPTS took ownership of it. I had to get out of my own ego and let go of being in charge. I listened instead of imposing. We are close to finishing the glossary of terms. Sent out our draft to the campus community and asked them for feedback; if you have a strong different definition, tell us about it so we can consider it. We will take it to students next summer. Hoping that students will not be confused in the future when they use the words at FA, Instruction, Enrollment Services, etc., and the word means the same thing at each department. Want to send a consistent message and experience no matter where the student is.

Q: Are you putting your glossary in student speak or education speak? Kept at 9<sup>th</sup> grade reading level, not at college speak.  
Q: How are you going to ensure that everyone speaks the same language? We are installing beepers so we can monitor everyone! College 101 is a required class where it would be used. It will be presented to the Deans and VPs for approval. Starts with each other and within our own office. A big example is Registration and Enrollment. We need to have standard definitions we all use. It starts with us.

**3:20 PM–4:10 PM** (This section flip-flopped with Guided Pathways. See Thursday afternoon)

**ctcLink Update – Miranda Saari gives us a birds-eye from Clark's "go-live." DG3 groups can give us an update on their status.**

- Speaking of language, PS is full of new terminology and we need to learn it. Lots of new terms.
- We did survive and we worked a lot of hours. We had a team of people who were invested in seeing it through.
- DG3 schools, you need the support of an implementation project manager. We have one and her voice is loud and respected at the State-level. The decision to go live came from a team of various representational groups including Finance, Instruction, Enrollment, HR, etc. Our SME team members were involved in the decision. We went live on the backs of about 10 people who had participated in global design meetings.
- We survived; the emails never stopped; we ran around like crazy.
- Could not build security roles. We hadn't tested these in advance. Tried to figure out roles. SACR/Security roles went hand-in-hand. No one understands SACR.
- We have someone (Godard) who has built queries.
- Still trying to stabilize security roles. We've pissed off people who aren't getting access. A big challenge remains. We keep trying. Best practice may be to assign basic access to various areas, then if they don't have what they need, figure out how to give them additional security access.
- Still getting emails from people. Where is this, where is my data?
- We set up a Command Center. Our Project Manager, IT staff, etc., were there to troubleshoot. Recommend that staff go to their Supervisor first so the requests can be consolidated.
- We closed for two days. Would suggest you close for a week. The challenge was staff were still trying to figure out their own roles and the students were lined up wanting help with their challenges. Some staff did okay, but many are still recovering.
- Students did pretty good. Ran queries to identify which students needed student access.
- Selenium script was used to address queries and fix-its.
- On a good note, there is lots of flexibility to assign registration/priority registration appointments. A little better than Legacy. And, you don't need to do everything for a student in PS. Students have more access to their own records. If you teach some students how to navigate, hopefully, they'll share with their friends.
- Building your own queries is really needed. Having someone who can work with SQL is really important.
- We had enrollment requirement issues. When a student is blocked, the message isn't helpful. Need to find out what the problem is; is it a prerequisite, an effective date, a term activation issue or...? It requires a whole level of critical thinking and higher-level skills than working with Legacy did.
- Takes at least two weeks to encounter all the problems and experience most of the issues.
- We still are having challenges with residency. You can't just add in a code. The issue could be in the residency area, in the equation tables, etc. Residency is more complex. Challenges were encountered with this area.



- We agreed to prioritize in phases. Phase I priority-getting students into classes and getting students into their accounts. This was the primary goal of goal live.
- Experienced visceral responses to what used to be a simple request, like applying a border waiver. Just now, that feeling is starting to lessen.
- Clark is not adopting any new software or adopting any new practices or projects for at least the next year. It's hard, but get your leadership to support this, right on up to the President. You need permission to focus on the work.
- Homework is terrible. You don't really understand what you need to do with it or how it will be used. Look at this very carefully. Stuff gets configured in the PS system, and it's sticky and very hard to get back out.
- Term session and grading. This needs to be configured correctly. Every enrollment transaction will have these attached. For example, we had a P grade once, though it's no longer in use, and it was imported into PS so it showed up and people/instructors were using it. You cannot undo this configuration. You can update the configuration table for future enrollments, but you can't take it back. This error required manual fixes on 20,000 records. They had their special software that they used to run a report and fix this. Whatever grades are changed on the tables, it will NOT retroactively change or correct records. You could do a block enrollment to update a group of students perhaps.
- We are still looking at what point do you stop allowing a change to your schedule? We don't have an answer yet, but it is important to establish boundaries early. Maybe once enrollment starts, no more changes?
- Tuition and fees aren't going to be broken down like in Legacy. So for VA, they aren't going to get this anymore. There is an enhancement request going in for SBCTC and ORACLE, but it may be we need to reach out to other agencies, such as VA, and let them know that it's not possible in PS at this time.
- Perceptive Concept scanning software isn't working to convert over. Reconnecting third party systems is important, very important. Do this early. We had problems with duplicate records. Prioritize what you need your IT department to do first.
- Faculty have gone through a lot. In addition to go Live, they went on strike. Getting faculty to get invested in PS is hard. Didn't seem to sink in until the stuff they used was impacted. Very difficult to educate them and to get them to value the work. Class permissions, submitting grades on time, not overloading students until waitlist has run. Hosted workshops and they didn't attend. Then they submitted tons of emails of issues.
- Post Enrollment Requirement Process – PERP. Important, but they had challenges with that as well. We are building infrastructure with division chairs and faculty and are working out the business processes. Some of it is a matter of trust, even if faculty can't see that a student has met prerequisites.
- At LCC, we are 47 days away. Anxiety level is high about training for end users when the SMEs don't know how to do this.
- At Clark, we got no training except UAT and validation. We use QRG reference tools, google, google books, etc. We are still running around trying to figure this out. Our SME team is still trying to figure it out. It's good to have a group to talk out scenarios and ask, "hey, how does this affect this or that?" Staff are angry and lost.
- Back to course permissions; Instructors can give a permission code to override pre reqs. At Clark, we take anybody's signature and accept class permissions knowing they might override a waitlist. Spokane shared that a permission code only overrides a prereq. You need a business practice to only let prereq overrides after a certain day when the waitlist ends. Class permissions are for one class only. Permission codes can only be used one time, per person per class. Can use a note function to track who gave out a permission code.
- Q: Can faculty override a code and drop a student? No. Enrollment Services can drop a student, not faculty.
- There is a single screen in PS that you can look at to audit transactions. It's called the Enrollment Request Screen. A suggestion is to require staff to check the box when they give a permission code for tracking, if manually entering a registration.
- Define clearly what Phase I looks like for stabilization. For Clark, it was getting student into classes and getting grades posted. Still working on the fall clearing house reports. We are starting Phase 2, now. You need buy in and executive support to stick with phase priorities. It's taken a lot of time to explain to others - NO! If it's not an agreed upon phase item priority, it is going to have to wait.
- Discussion Point: The culture of your institution is fundamentally changing. People are used to "go to" people who will get it fixed; be sure it will be taken care of. People need to know that NOBODY is an expert anymore. We're no longer super heroes. People need to look to other resources for their issues, or look it up on a QRG, or google, etc., and don't wait for me to do it for you. Change management needs to occur for everyone and at all levels. People who worked with SMS for 30 years will no longer be the "go to" person. It is devastating to not know anything. We need to support these people too. It is hard to get Cabinet support. We need the support of the executives. Need mindshare and understanding at the upper administrative level. People are going to feel devalued. How do we go through this



together? People are losing sleep. At the First Link schools, it wasn't understood how hard this was on staff and no one listened or paid attention until lots of people were getting sick, really sick.

- Clark participates in Friday afternoon WebEx sessions to get help.
- Clark's Financial Aid (FA) team is successfully awarding FA now.
- As we progress, Clark can now see other schools holds and service indicators. What will happen going forward to maintain our data integrity as a collective? Do we need to modify what we put in the system? Lots to think about in the future as a collective system.
- The pathway in the future will be easier for schools converting because we've had several schools go forward.

#### **4:10 PM–4:30 PM**

##### Question Box

#### **Q: How will MIS reporting work when using PeopleSoft? Will it be a similar process or will it be more automated?**

It is more automated but details are unknown. Might be called by another name. SBCTC data services (Carmen, Lou) are amazing people. Getting your errors resolved before you submit the report is easier now. Have robust error reports.

#### **Q: How many colleges are using QNomy (Infina)? [It's a ticketing system] If so, are you using the appointment feature? Are you using MyMobile App?**

No hands were raised.

Everett uses QFlow. They are not using a mobile app.

#### **Qa: Does anyone have a non-instructional (i.e., admissions, financial) program review process on their campus?**

Yes responses include Spokane, Clover Park, and Shoreline.

**Qb: If yes, do you have a model you follow for all non-instructional programs?** Clover Park wrote one and will share; Spokane has one and will share. CFAS Conference for Advance Services? They use this at Clover Park and Cindy is happy to share.

#### **Qa: What are people using to get FERPA training to their employees?** Answers included:

- Everett participates in new employee training.
- Columbia Basin uses LawRoom training, new orientation training, and canvas shell training
- Bellevue uses canvas and tracks scores. Need a process to add...?
- Clover Park uses canvas training and new employee training
- Spokane uses LawRoom and tag-team training twice a year
- Shoreline uses face-to-face, FERPA 101 and 201 for follow up. These were required for faculty and employees. This year, they aren't part of faculty contracts.

#### **Qb: Does anyone get everyone thru training and renewal every "x" years?** Answers included:

Bellevue - before anybody has access to records, et al., they have to go through training.

Everett - if anybody has a question about FERPA, they are sent to Karl/Registrar

Show of hands - Do you have a mandatory requirement? Many hands were raised around the room

**Q: If there is a notion of a compromised record, including names, emails, etc., would you merge the record and issue a new SID?** It's up to the local school. Many times, changing the PIN would take care of the problem. Were students notified that their information was compromised? Shoreline would have notified each student and give them options, such as change their PIN, get a new SID, etc.

#### **Q: If a student logs into their canvas on day one and then doesn't participate afterwards, can the instructor request the drop?**

- Bellevue - there needs to be some sort of class participation. Simply logging into canvas (not necessarily the class) is not participation.
- Everett - if they ask and make the request, we don't question it. If someone questions it, we cite the policy.
- Clover Park - strongly recommend an attendance policy.
- Spokane Falls - Financial Aid policy can add complications. If a student is dropped for non-attendance in PS, be sure to back date [effective date] to the day before the term started.

#### **Q: Do you let students correct "mistakes" on the admissions application (especially if correcting the mistake would have residency implications)?**

It depends. Would handle on a case-by-case. Question 3 on app—Yes! Listen to the student and see what they say. The other question (similar to Q3) is active duty or spouse of... questions 4&5, are often answered incorrectly. The less than 12 months question is not one to be flexible on. Students can bring in documentation. We were told residency answers can never be changed. You can always contact your AAG and get their opinion. You could also have the student initial their corrected response and then you may have to initiate retroactive residency to refund the \$ difference to the student. We



had a situation where the student had a parent in state but answered the question no (thinking of other parent out-of-state). Use your professional judgement. Another option is to code them 3/33/ZZ undetermined until the decision is made. If we make a change to a student's residency or a make a change, we make a comment in the SM4015. Keep track of all conversations with students. Send an email to the student summarizing the decision.

**Q: What is your retention schedule for things like paper registration forms? SBCTC retention schedule says "retain until receipt of letter from SBCTC re: satisfactory enrollment review." What letter? Responses include:**

- CBC - keep for seven years
- Clover Park – keep for seven years because of the SSN on the form. IRS may fine the college if they can't provide the original form.
- Is there an equity issue for students who register online?
- Chehalis – The SBCTC retention schedule is on page 83. For Registration transactions, at the close of the quarter that registration occurred plus six years.

**Q: I heard that in ctclink, all courses applied to a student's degree, i.e., all courses in the AAR (Academic Advisor Report) will be included in graduation and honors GPA – including grades from courses transferred in from other schools.**

**Confirm/deny?** Spokane – no/deny. Those are local settings that each college sets.

**Q: What was the approach to transfer credits from other schools?** At Clark, we have equivalency tables in PS. We continue to build and add to it as time goes by. You have to term activate each quarter. We worked on it for years and consolidated over time. Then build the tables in PS.

**Q: How does Admissions process work with RS at Clark?** We use the RS Admissions template. Prior to PS, RS students were code 3/33/ZZ and we had RS students fill out a supplemental residency form, when needed. So it was easy to switch to the RS template and keep using the supplemental form, which is what they were used to doing. We are doing okay with RS, however, since go live, we are having trouble with the system waiving out all the tuition/fees for students taking below college-level courses.

## **Thursday, January 23**

### **8 AM – 8:30 AM**

Continental Breakfast

### **8:30 AM – 9 AM**

Introduction and Blessing – Dr. Glen Cosby, VP of Student Services at Spokane Community College.

Highlights of the welcome included: Social networks are frayed. Community Colleges are stable and people come to us. Big burden to bear. Spokane Community Colleges (SCC) serve the greater east side of the state. There is an elevated freeway coming through west side of the campus and it is history in the making. It's been in the pipeline since the Expo in 1974. Access to the front door will move from the north side to the south side of campus. It's a challenge to determine how to serve students during major construction. Once done, it should be a good thing to the general facility and we'll be better set to serve our students. The campus is on Spokane tribal areas. Settlement and trade records go back 9,000-10,000 years. We are the beneficiaries of indigenous lands. There is a reservation to the west. SCC serves federated tribes in the area and in through Coeur d'Alene, Idaho. We have good relations. Downtown is good. It can be entertaining and sometimes spooky. Better than it was 20 years ago.

Karl – shared a couple schedule change updates. Guided Pathways discussion will be today instead of yesterday. The 9:00 a.m. SBCTC update will not happen due to a schedule issue on their end.

Ice breaker – What is one activity if you could do/have every day at work that would make you enjoy your work more? Suggestions made included massage chairs, pets at work, bringing in nature, music, exercise room, etc. If we have realistic expectations, can we make some of these things happen?

Cindy/Clover Park gave an update regarding SBCTC Ruben's replacement search. There has been broad participation from across the board including ARC, FA, etc. On February 3, five interviewees are moving forward. Hope to have someone in place by March-ish. They are searching for two policy associates (Ruben's job was two people's worth!). Scott Copeland is filling in during the interim.



Karl led discussion on Social Services and the role Community College's play in that. Who all has...- Food pantries on campuses? Closets for clothes on campuses? What do we think about these things? What role do CC's play in these kinds of social services types of responsibilities? Is it even a responsibility of ours?

If you look at it from Maslow's hierarchy, you can't have hungry students trying to concentrate. Need to provide services. There is a sense of family where I work. There is a connection and belonging between students, staff, etc. Providing these services shows we care about students. Making students feel this is a safe place so they can learn. Worked at both two and four-year schools. Proud to be part of CC's. Truly, a community, not the same sense at four-year schools.

How does creating community factor in our practices in Enrollment/Student Services? Making it feel welcoming and processes that are barriers are lowered so that people don't feel put off or that it's not for them. We are here eight plus hours a day. This is our second home. If someone comes to your house, you'd welcome them. Every person who walks in the door should be treated as if they are walking into your home. Be welcoming. Share the community and support. The simple act of saying a student's name in interactions and conversations. Faculty should use names or create activities like making table tents that use student names in classrooms.

At Spokane, all staff are required to wear nametags at work so students can get to know us and feel connected. We also use warm handoffs. We walk a student to another office, give an introduction, and highlight the situation for the student. We connect amongst ourselves so the student feels take care of.

What about financial issues, if a student discloses they are dropping for lack of funds, etc.? How many students are we losing because we aren't reaching out enough? How are colleges getting the information out to students about resources? How to we be sure it's at students fingertips and they don't have to ask?

- Clover Park – we work with an outside agency. Partnerships with others to provide information, such as how to budget money. Other information is on the advising and counseling website.
- Information is shared at new student orientation class.
- How do we make sure students know up front? One thing that works well, pull the food pantry out of the closet so it is more available, such as when fresh produce is available. Have a giant sign for food pantry with hours.
- Student Government has canvas shell and they send out messaging to students about food pantry, toiletries. It is a great tool for sharing information generically, so students don't have to self-disclose.
- Has application for students to apply for assistance. Then reviewed. Issues such as transportation \$ in addition to food pantry.
- Has BIT team; anyone can make a report. Team of people review. Multiple reports would heighten their awareness so support can be offered.

At what point is information being shared about resources? At Admissions/entrypoint or...?

- Everett - will be through New Student Orientations.
- SCC – has bus passes. The cost is part of overall tuition and fees, so every student has access to free bus service.
- BFET/Workforce provides information and services.
- Has a Canvas class, no separate resource page, but every single class has a resource page link so the information is available.
- Homeless students can use the showers at the Health Education Center.

In summary, if students are hungry, they can't learn. Be cognizant of needs. Emergency funding, closets, food pantry, access to showers, are needed.

#### **Karl led discussion on Enrollment Services (ES) and Running Start (RS):**

How many ES offices have RS reporting to you? Not very many hands raised. How many of you are impacted by RS issues every day? Lots of hands raised.

RS have their own unique needs. How are you handling coding issues? How do you handle needs beyond the registration process? How do you solve problems that exist? At Shoreline, we have an amazing RS Advisor Coordinator. RS students have to register by paper, in person. The RS Advisor puts the code on the Registration form.



How many let RS register online?

- Wenatchee has about 700 RS students. We give RS Office full access to the HP to put the fee codes and UA codes on. The Registration office monitors.
- Everett shares space with RS (though RS is not under them). They work with Registration folks and share front counter work. They put blocks on RS before registration starts so the students have to hand in their EVFs. It is challenging to have offices that don't work with Registration directly to have this level of access.
- RS students do not get priority registration. All students would like to be first 😊

If you have Directed Self Placement (DSP) testing, did your RS #'s go up substantially? Do you require they place in English 101?

- Clark - DSP is scary.
- Bellevue - used to require English 101 previously.
- Spokane - using DSP, #'s have gone up. Can't say why as they have taken efforts otherwise to increase numbers.
- Everett - requires 2.5 GPA at HS and English 101. State said we couldn't use English 101 anymore because of GenPop students. Working towards DSP.
- Spokane - using DSP for a year and a half, students doing the same or maybe better or with DSP.
- Everett - Students placed with alternative placement are doing worse than with Accuplacer.
- We had students needing a class to graduate on time. If they don't get a seat on the first day of the term, faculty are not letting them in. Advisors put the students in the classes then faculty dropped them back out. Struggling with this because if the students don't get in, it delays their HS graduation. Faculty just won't overload whether seats are available or not. Maybe this is a policy conflict/compliance issue?
- Everett - if there's room in the class, students can register up to the Friday before school starts. Anything after that is handled in the Registration office. Students need permission from faculty.
- Highline - previously used Accuplacer, English 101 and HS GPA. Now, effective spring 2020, they only have to be enrolled in HS with the caveat that to use DSP, they have to be a HS graduate.

Considering moving RS into Enrollment Services area? What do we all think about that? At Bellevue, we used to have RS in admissions. Going in the direction of having them use the State Admissions Application instead of local app. Working through discussions about where RS should be? In Admissions, Registration or in RS? If we take over the Admissions/Registration work for RS, what will the RS staff do?

### **9 AM – 9:40 AM**

SBCTC Reports (Lou, Carmen) Due to conflicts, SBCTC was unable to attend/provide update or report.

### **9:40 AM – 10 AM**

Break

### **10 AM – 11:30 AM**

Professional Development – Building Resiliency from Stress, Matthew Gilbert, LMFT, EAP Counselor.

Stress and its impact are universal (internally and externally)

Showed "Ellen" YouTube video from talk show. Remember to breathe. National stress month. Eat, drink, smoke, gamble... ;) Meditate, exercise, dance, and go see the Ellen show! are ways to reduce stress.

The "too much" phenomenon. Too many changes - unrealistic expectations, responsibility, information, etc.

When experiencing too much, what are these things? Uncertainty (budget cuts, budget issues at college);

Emails/cellphones/voicemails/other people wanting/waiting for action; Technology change with ctLink; Adding volume and changes from what we knew and were expert at to those things that are new that we aren't expert at. Sense of loss from losing mastery. Unsure, not confident, lots of unknowns.

What do we experience too little of?

Time, not enough time to get everything done, ever, EVER. Time is finite as is energy. Try to use it as well as possible. We borrow from the time bank and need to be intentional. \$\$ are never enough.

How do you define stress or the anxiety brought on by stress? Definition: State of mental tension and worry caused by problems in life, work, etc.



- Four variations: situational (car keys), daily (traffic), prolonged (health, work, financial), and traumatic (sudden or expected).
- Spectrum of Stress: 1) Mild/moderate/severe (where do you find yourself?) If moderate or severe, reach out for assistance. 2) Accumulative, stress hormones are activated by the body and can stay with us for a long time. 80% of all physical maladies can be directly associated with stress and the cumulative impacts.
- Positive stress (new stress): new baby, grandchild, getting married, travel/vacation.

#### Impacts of Stress:

Physical: Headaches, lack of sleep/sleep disturbance, high blood pressure, stress hormones/impact the GI, create neck and shoulder tensions, clenching teeth, keyboard effect—so tuned into what you are doing, you're not aware of the physical impact.

Psychological/Cognizant: Jumble words/word salads or can't recall/retrieve the information and communicate it back out, crying, difficulty of focus and concentration, loss of confidence, lose flexibility and resilience.

Emotional: Anxiety or depression, shut down inward (I just want my time to read!) aka emotional distancing from loved ones, grumpy/anger, bitterness and resentment. Emotional reactive loop, the longer in it, the more of a concern.

Behaviours: Accident prone, physical outbursts, relational issues (impacts ability to connect with family), isolation, emotional (how might these come out sideways?).

Workplace: For leaders whom do evaluations, stress can manifest in performance, attendance and conduct issues. Can result in burnout.

#### How stress presents in the workplace?

- Compassion fatigue—prolonged caring or doing for others: Trauma. Over time, results in altered and shifted lens for how we see life. Can take on a negative and turn into depression and other physical maladies. Can lead to burnout.
- Burn out: Physical/emotional exhaustion from prolonged stress. You want to prevent this.
- Experience a loss of joy: Decrease in productivity/motivation. Creates loss of relationships with coworkers (turf wars). Others get pulled into the emotionally reactive loop and individuals/departments get pulled in.
- Resilience: Ability to bounce back from negative events and to fully engage in life and recover from difficulties.
- Viktor Frankl MD—...your freedom to choose how you will respond in any given situation. Man's Search for Meaning. Understood we can find ourselves a victim and in a bad place, but it's our choice about how we move forward. Sometimes we get caught in the reacting loop. A way to break the cycle is to choose how you will respond/how do you want to be?
- What does resilience look like at work? (see PowerPoint)
- Healthy dose of humour is a great diffuser.

Typically, we get critical and self-blaming. Sometimes we start there and then hit the pause button and we practice stress management and problem solved. Flight, fight or run - cortisol and adrenal response.

#### ABC approach to stress management:

- Activating event (or stressful event)
- Beliefs: automatic perceptions about A (values/core beliefs drawn from life experiences)
- Consequences: outcome/behavior

Boils down to: How do you want to respond/react? Where do you begin and end?

#### Learning to build on resilience:

- Developing confidence in yourself, developing relationships with family and friends, helping others helps ourselves with altruism.
- What we tell ourselves makes a difference.
- What's in and out of your control?
- Practice flexible thinking
- Take a helicopter perspective - what's the bigger picture?
- Step back and ask what's the bigger picture? Do you need more data or information? Don't awfulize your thinking. Get unstuck from problem talk, water cooler/gossip - pulling other people in or we get pulled into other people's issues. See solutions, and don't get stuck in problem talk or be overly problem focused.
- What can you put down? Maybe you are carrying too much.



Pay attention to your emotional, physical and social needs. Learn to identify and express your feelings. If in an unsafe environment, get out of it and find safety. Sometimes we are emotionally reactive. Hit the pause button. Ask yourself - Are my thoughts helping or hindering the situation?

- Important to surround yourself with supporting friends and family. Harder for adults to lean on others for personal support. Prioritize this.
- Stay connected with important people.
- Set aside time for yourself. Time to have calm. Find a deep breathing and calming relaxation site in the morning. It brings stress down all day.
- Stay active. Don't isolate.
- Practice self-care. Re-energizes and creates dopamine. Flushes out stress hormones.
- Eat healthy, limit alcohol and drugs. Allow sleep, rest and play – make this a priority.
- Make/keep wellness checkups and talk to MD.
- Continue with or start a routine to maintain healthy habits.

It is imperative to take care of ourselves, it's not self-indulgent, it's necessary. It's okay to say no if others are asking for your time or for you to take on more. Follow up discussion - Self-talk in our heads. The things we say in our heads and how we react to things. BREATHE

Question Box:

**Q: What is your Release of Information (ROI) process? Our releases can only be submitted in person with photo ID, and the information will only be released to the person authorized by the ROI when that person requests their information in person with photo ID. Anyone using code words or other creative solutions?**

- Spokane, require Photo ID. Scan, fax, email ok. Needs to provide a code word for anyone else to get the information.
- Everett, get an email account set up that is secured that the information can be released to. Works well.

**Q: International transcripts – do you require official sealed transcripts from foreign institutions in addition to a foreign credential evaluation? Why? Many private schools do not.**

- CBC - if they want it evaluated towards a degree then yes we would require an official transcript. May consider an exception for unique situations, such as war torn countries for example, in which case they would consider accepting an unofficial transcript. Transcripts must be transcribed in English.
- Wenatchee – require official transcripts. Also, like to get course descriptions. Lots of our transcripts come from South America or Mexico. We have in-house staff that can translate documents and look at course descriptions. If an official credential evaluation company were used for translation, we would accept it.

**Q: How many colleges input prereqs/enrollment requirements within the Admissions/Registration offices?** About half the hands in the room went up. How many colleges have placement testing within Admissions/Registration? About 6 or 7 hands went up

**Q: ctcLink schools, how do you handle unused courses as it relates to the academic requirement report (AAR)?**

Financial Aid (FA) won't pay for these courses because they aren't part of a degree program. You can run a query to see if the courses are needed or not, per Geoff at Spokane Falls. Do this to make sure the courses are covered by FA too. FA checks student schedules/classes and if they see something questionable, the record is reviewed to see if there was an exception or perhaps something wasn't put in PS correctly, etc. Decisions on next steps are made on a case-by-case basis and typically, this happens right when courses start. Students are notified immediately if the course(s) are not covered. CtcLink schools say it's an issue they are challenged with. All students are notified that the course isn't part of their degree program, not just those using FA. The response received from students is pretty good; usually they didn't realize the class(es) weren't going to count towards their program.

Discussion continued about 9.2 Fluid and if/how students are notified when the classes they are registering for are not part of their AAR/degree program. What schools want is a pop up message to display when a student tries to register for a course that's out of program and this does not happen. Suggestion from SBCTC to talk to Oracle and see what they have to say about this challenge. There is also a disparity of training for faculty and advisors. Lack of consistency. Pushback from counselors. There has been a culture shift at SCC and faculty are now being proactive and trying to use the system. Communication with the advisors is important. AAR's will not be perfectly built and there will be some language issues. So, we need the faculty and advisors to let us know if the AARs aren't working so that the AAR can be worked on and improved.



As more schools come on the system, anything we can do to improve the situation is good. Tell your advisors that if transfer credits aren't in the system, they won't be counted, just like in SMS.

**Q: What is your schools continuous enrollment policy in regards to graduation and what is your schools definition of continuous?**

- Catalog years, continuous enrollment definition.
- Everett - If you go out more than four quarters, start again with new catalog year.
- SCC - Four years unless you step out.
- Wenatchee - Three years
- Lake WA - From the time you start, you have 7 years to finish and use original catalog requirements.

Cindy/Clover Park noted that LCRC will want to see what the sunset policy is at your school. If you don't have a written policy, should get one made because eventually a student will push you.

### **11:30 AM – 11:50 AM**

Ruby Hayden, WSSSC Report

Fall quarter we met, the winter meeting is next week. Conversation around first amendment rights. Lengthy conversation with AAG about Evergreen College situation. Bulk of time, conference planning for spring WSSSC in April at Hotel Murano in Tacoma. The WSSSC conference occurs once every three years. From a professional development standpoint, it's good for staff at all levels. The last conference had two excellent speakers (on equity issues). Some conversation around shifting to the Presidents taking on a two-year work plan and Guided Pathways funding. Presidents haven't voted on how to distribute the \$32 million yet. Karl-At the fall meeting, we submitted a proposal for a combined FAC/ARC meeting. Did not get resolved. Steve-FAC is meeting on Wed afternoon, Thurs and Fri morning. Q: Is it true that only 25 people per college can attend? Ruby-The hotel is limited to 540 people capacity at the conference. Some colleges will send less than 25, others may send more. If there are extra places after colleges register, they'll let the larger schools know. Last time at the Hotel Murano, we were over-filled to capacity by a lot of people, so that is the reason for limiting participation this year. Q: Could we look at other venues in the future that may accommodate more people? Ruby-We are contracted with hotel Murano for a certain number of events to get the best \$\$ deal. This is probably that last event of the contract, so future events could be booked elsewhere that may have a larger capacity.

Common language. We are focusing in on PS; we have a semi solution in SMS that's working okay. There are some significant concerns coming out of Tacoma. Gender equity. Trying to deal with it in stages. We are well represented by ARC in this conversation. IT, HR, etc., are involved and representation is present. Not just looking at this from student perspective, but also from staff and faculty.

Update on OAA, it's not our favourite thing. Thought as an OAA work group, we'd go out and get another vendor that would have something better than what we have. Current system in PS is not adequate and accessible and it won't be it. SBCTC was approached by an outside vendor who said they could draft up something that might work. They drafted up a mock OAA system and demoed it. It was pretty good; slick, intuitive, modern, looked nice, etc. If it is reasonably inexpensive... though no one has been given a cost yet. Has to be under \$10 million to avoid an RFP. That was the vote to move forward. Went to WACTC (is this wacktack?). Janet-it did go to WACTC. It will cost \$10 million to build it and then a yearly maintenance upkeep fee. It's being sent back to renegotiate (because schools previously objected to maintenance fees on OSECE system). Q: how do we know that this actually is being pursued and it won't fall by the wayside? We are preparing for future deployments and it's hard to be positive with the current OAA. Ruby responded there is great support from her and Matt Campbell from WSSSC. It's been approved and they are just looking at price issues. Q: How long will the price process take and when will this new program be ready for launch? Maybe by DG 4, perhaps.

Shoreline, it would be worth it for the colleges to pay the maintenance fees to allow us to maintain flexibility. We need to be able to adapt and change.

General comment given on ARC attendance. Budget issues are rampant throughout the state. Walla Walla can attend two out of three council meetings. Ruby replied that it's a balance between system work and local decisions at individual colleges. Councils are incredibly important and she will take this issue to WSSSC next week.

### **11:50 AM – 12:50 PM**

Lunch

### **12:50 PM – 2:00 PM**



## Campus Tour

Tour was fantastic. Library of Things was fun and phenomenal. Thanks to Chantel and Ramona!

### **2:00 PM–2:30 PM**

Karl's proxy on Scott's SBCTC Report

Scott Copeland couldn't join us today. Karl is filling in and will summarize the updates. For complete report, see word document below from SBCTC.



SBCTC Common  
Messaging Winter 20;

A few highlights per Karl:

- Scott's survey a month ago regarding transcripts and debts/blocks. Withholding grades and credentials to collect debts is not acceptable. Ruby noted the Legislature wants to forward a bill to forbid colleges to hold transcripts for debts not related to tuition. At Lake Washington, we will no longer withhold any records based on debts. If it's tuition related, it goes to collections. Q: Does anybody not send students to collections for tuition debts? No hands were raised.
- Guided pathways funding has already distributed 20K to students. In spring, colleges will be asked how they spent the funds.
- Supporting Student Experiencing Homelessness (SSEH). Provides pilot schools with funding to support students experiencing homelessness, fostering, etc. Two universities and four community or technical schools, including Edmonds, South Puget Sound and two east side schools. SBCTC will invite non-pilot colleges to participate in data collection.
- State Need Grant's name was changed to Washington College Grant (WCG). New investments will increase award amounts and students are held harmless for tuition debits. Increasing in increments.
- High demand faculty salary increases.
- HB1355. Task force to study student counseling, counseling staffing ratio and credentials. The task force has met twice. Joe Holliday represents the SBCTC on the task force
- ESSB 5410 requires AP exam scores of 3, 4 or 5 be awarded as much credit as possible. Work has been approved and requires retroactive application to the 2018-19 academic year. All schools posted IB and AP related crosswalks.
- SSB 5433 requires Department of Corrections, SBCTC, and Chief Information Officer to make secure internet connections and to expend educational opportunities including post-secondary degree programs. TCC got named as being successful with their certificate in web design being earned by students using secure internet.
- Two policy considerations SBCTC will be asking for in short session. 1) Classes will be flagged in college class schedule if the class utilizes open education resources (the book will cost of \$50 or less), so students can make informed decisions. 2) Waiving of fees or debts that were include during HS.
- All costs be eliminated for RS students. This means fees and books would be taken care of by colleges. This could be a game changer and would remove barriers. Q: We can claim FTE for over 15 excess credits; will this affect our ability to claim FTEs? The colleges will absorb the cost is how the proposal is written currently. College Presidents are saying in response, we want equity for students, but we need either a higher allocation or another funding course provided to the colleges.
- Lt. Governor's Office wants to make FAFSA applications a graduation requirement for HS students. Not wanting to see transcripts blocked for students with debts. Discussion: That's great that students are being forced to apply for FAFSA, but this will put us in the same bind as when they made HS students apply to a college a means of graduation from HS. It will create a whole lot of work for colleges. If they apply and are awarded at a school, the student would need to resolve the award, and get a letter in order to apply at another school. A fee would be involved.
- Capitol updates:
- Career Connect, Washington's Career Launch programs. \$4.2 million in funds remaining. Applications will be accepted until Dec 2020.
- Guided pathways.



- \$32 million to be split by the schools. In 2019, all participating schools received 100K. Working through process to divvy up funds. Working towards an allocation award process.
- Joint ctcLink and Student Success workshop in August 2019 gave a demo. Looking for common solution.
- The Strategic Technology Advisory Committee (STAC) group has been approved by WACTC and is finalizing its charter. The group is being charged with creating a plan for the agency.
- Math Landscape Analysis: Dr. Laura Schuler was hired to conduct an analysis of accelerated studies. Has anyone had this visit at their institution? Wenatchee did.
- Math Pathways and Co-Requisite Work - will become a major focus at the cohort meeting. Findings to come.
- LPN to BSN - The committee met 3 times in 2019. There is broad representation. Committee considered diverse models within and without the State. More to come on this pathway.
- MRP Allied Health. Committee gathering information to make informed decisions. Next meeting in February 2020. Q: Does anybody want more information than this? It was discussed at ICRC previously. The State noted seeing a lot of completions in this area. Students are meeting prereqs through other means and we are not wanting them to rack up debts. WASAC heard the issue and is trying to come up with an intermediate plan. The Pre-Nursing DTA gives the means to get 90 general credits. Hoping that the Allied Health pathway will work to help students get prereqs and have a pathway.
- Assessment, Teaching, and Learning: Cosponsoring a seminar. Former Clark faculty member, Joan Zelman, led on January 23. Not just for math faculty.
- Jen Whetham is facilitating a winter quarter series of webinars about guided pathways and redesigning America's Community Colleges. The webinars are ongoing.
- Launch Years Grant: SBCTC participating and the focus is on rethinking HS math pathways that extend into post-secondary education to improve student success. First statewide meeting next week on January 28. Bill Moore is SBCTC contact.
- Strategic Enrollment Taskforce: The taskforce final meeting was held in April 2019. Recommendations were presented to the WACTC Educational Services Committee in June. Report to SBCTC in October covered the four focus areas of K-12 Alignment, Adult Re-Engagement, Onboarding/Entry, and Retention/Persistence. Steve Ashpole was involved.
- SBCTC Personnel update:
  - Associate Director of Campus Solutions: Ana Ybarra
  - Program Coordinator: Dylan Jilek, Workforce Education Department
  - Program Assistant, Education Division Grants, Karen Diehl
  - Functional Analyst for Financial Aid, Campus Solutions, Marjorie Facio
  - Financial Aid Train-the-Training Initiative: WSAC collaborating to lead seven workshops that will be conducted around the state. Clover Park and Shoreline are sending people from Workforce and Center of Engagement, etc. Spokane sending people from a variety of areas. We selected people already out in the community to add to their toolboxes.
  - Basic Education for Adults (BEA): Ability to Benefit provides eligible students without a HS credential to complete Title IV pathway to funding. The good news is a response was given. Recommendation is for students who don't have a HS diploma credential to remove the six-credit barrier at self-pay levels at the colleges.
  - High School 21+ name change to High School+
  - College in the Prisons (Corrections Education) HB 2299: Bill eliminates the language of the Associate Workforce Degrees and changes it to Post-Secondary Education. Washington State Institute for Public Policy (WSIPP) doing follow up study.
  - Climate Change conversations: Vice Presidents working on climate change discussion and would like to pursue a two-year timeline. A survey developed in collaboration with Curriculum of the Bioregion was administered to the VPs to review current climate of curricular practices.

Upcoming dates include:

- The WSSSC meeting is at Skagit Valley College next week (Jan 30-31).
- "What's Race Got to Do With It?" Face-to-face training event on Feb 21 at TCC.
- Student Services Conference (WSSSC) April 29-May 1, at Hotel Murano in Tacoma.

For more details and complete information on the above summaries, see the SBCTC report word document above.

### **2:30 PM – 3:15 PM**

Structure of Commissions and Councils – Ruby Hayden to facilitate conversation about how our commissions and councils work.



How the system works is important to your ability to give feedback.

Who opened their doors first in WA?

Everett – 1915 then closed

Centralia has been open continuously since 1925.

CCs as a thing started around 1890s. 1940s gained national acceptance.

1967 got legislative funding and a state board

1991 Tech schools joined the system

2005 Applied BAS degrees

2019 Designated guided pathways funding.

The system and independent colleges have an ongoing dance of balance between the two. Both have their merits.

Structure:

The current Executive Director of SBCTC is Jan Yoshiwara. She reports to the State Board.

The role of SBCTC is to represent the entire state.

The nine-member board is appointed by the Governor and provides general oversight, allocates operating and capital funds and oversees policy.

Has three primary divisions: Education, Business and IT

Legislative agenda

These are the folks we want to hear our voices so they can represent us in the Legislature, for things such as funding, COLAs, policies, etc.

Carli Schiffner is the Deputy Executive Director of Education, on the Workforce side.

Joe Holliday is the Director of Student Services. Nnette Angel, Administrative Assistant

Shared Governance:

What does this mean? It means collaboration, cooperation, communication, participation, compromise, partnership, chaos, shared responsibility, equity, accountability, etc. The crux of what we are doing at ARC.

- Distribution of Resources: Are scarce, limited, etc., finite and not unlimited. Shared Governance provides an opportunity to ensure the resources are managed in a logical, equitable basis.
- Direction of Goals: Ensures the direction of our system is reflective of our students' needs.
- Responsibility: Voice in problem solving.
- Balance in a system of 34 colleges: Balance of autonomy versus system. An ability to benefit from the input of others. Local needs versus everyone's needs.

Name a council other than ARC? Which ones are councils?

ICRC No – a commission

ARC Yes – a council

FAC Yes – a council

Veterans Yes – a council

ACC Yes – a council

DSSC Yes – a council

BAC No – a commission

WSAC No - not a commission or council. Not under State Board

On Ruby's chart (see slide deck when sent out), the top row are all commissions from particular divisions

Commissions and Councils Include: WSSSC, ARC, FAC, ACC, CUSP, CWPC, CESC, DSSC, MSSDC, VMSC

The above structure is how we practice shared government in the system. The role of WSSSC & SBCTC are as liaisons (previously Ruben served in this capacity). The conduit is from you to WSSSC/SBCTC and back to you. They provide guidance and support to us. They lift our concerns upwards to someone who can make a difference. Liaisons are expected to attend council meetings and relay issues, questions, concerns and information back and forth.



**Q: Is there a formal process for raising our concerns?** A) Depends on what the concern is. Need to determine who the appropriate person/body is to forward the issue to. The issue is forwarded/drafted by Executive Committee, then to WSSSC, then to Presidents, etc.

**Q: Will SBCTC project team for Guided Pathways get together with SBCTC to decide how Guided Pathways can be configured in PS?** Yes, it is an ongoing thing. Large ARC presence. Lots of conversation.

**Q: Will there be a Gender Equity council?** The Multicultural Committee considers themselves to be that group already.

The WSSSC conference is designed for all levels of Student Services staff. WSSSC commission meetings are for VPs (and/or Deans of Students) depending on college structures.

**Q: Will there be a Deans/Associate Deans' council?** Some schools have an Associate Deans/Associate Vice President and there is no place for them to go. This has been talked about but is unresolved. **Q: Why are there different titles for the same role and work at the colleges?** There are at least five different titles that mean Registrar. This is not a system issue. It is up to individual schools. At the Community Colleges only, for classified work, there is a statewide bargaining agreement that has to be used. Exempt employees are not part of the bargaining agreement and can be titled with whatever is needed/wanted. There are mentoring programs for those looking into a future into a VPSS role? WELA membership, for example. It's a one-year intensive program. Purpose of program is for folks who want to go into a leadership role; networking, honing in on strengths and areas you can improve on, help with transitions in your career as you engage in your work, less student engagement though the ones you get are typically the complaints and issues. WELA changes your focus and how you engage with work. Go through the process to prepare. Acknowledges the inner work you need to do in order to prepare. Hopefully within a year or two, the newly revamped program will be available again. WELA is historically light on equity and diversity. It will be interesting to see how this area has been made more robust. Leadership skills gained will be good for your college. It is okay to identify someone in the system you respect and admire, and ask if them "could you mentor me?" We like to see staff in the system to take on higher roles.

**Q: How might a new council be created such as RS, which is a big community?** Creating a new council requires several steps. 1) Must demonstrate that there is a majority in the system that needs it and 2) The Presidents group must approve a new council. A case has to be made for how the council work is critical to the system and that it is not replicated elsewhere already. Presidents want a small management group of councils and there must not be a duplicate. We already have an Advisors council, Admissions council, etc. and the RS group is already represented in the councils we already have.

**Q: Is there a council or commission in the K-12/OSPI system (Bill Moore) that WSSSC can collaborate with?** Yes. Sometimes things still come out of left field and are unexpected. Provides opportunities for conversation.

Karl shared that attending the WSSSC commission was great and it humanized the Presidents. This presentation was to be a collaboration with Ruben. So, Ruby had to do this on her own. Thank you Ruby! Slide deck will be shared out.

### **3:15 PM–4 PM**

Guided Pathways Roundtable—What's happening on your campuses? (Originally scheduled for Wednesday afternoon and flip-flopped with Miranda Saari's update from Clark yesterday)

Guided Pathways been around for about four years now. Year three has been about moving out of talking and into practice. We talk a lot about funding. We wanted to check in with other schools and are wanting to know how it's going at your school?

- When we first started, we created our own UA code for Guided Pathways. We have a block for undecided students.
- We used an undecided option within a pathway. Prof tech doesn't have undecided.
- Undecided students are exploratory and coded 998, which is non-transferable. Hope the students will eventually move into pathway program.
- Give a free form for what you are trying to do in field??? Has a prof tech undecided. Feels fatigued and discouraged. Not getting where we need to go fast enough to work out issues.
- We have mandatory advising appointment first year. Students with specific advisors run reports once a quarter to monitor progress. Change the major for students that are following a different pathway and send the students a letter.
- Q: Is anybody doing anything extra to promote? Spokane, as we implement, it grows. Everett, plan events for students and connect with faculty about pathways. Clover Park, get on the core team committee, Registrar and FA Dean.
- Q: What are the thoughts on what you might do with the money that will eventually come your way? Could this pathway development change your processes? Everett, we have positions that have and were funded that are coming to an end in



June. Might use the moneys to fund positions. Spokane, you have to tie outcomes to whatever you do and how you spend the money. The money has earmarks and expectations attached to it.

Group discussion points:

- Everett, highly recommend representation on the committees that form at your institutions. We are part of Guided Pathways though it's driven by the faculty side of the house. That's okay, because it's about education.
- Clover Park, divided into four pillars in Guided Pathways. Retention, Completion, EDI, etc. We have an administrator from Instruction and Student Services in each pillar to be sure cross division happens. Working pretty well.
- Spokane, we did something similar in terms of spreading out who is on committees to balance Student Services and Instruction.

Sub plans and other functionalities will continue to be issues to work out.

#### **4 PM – 4:30 PM**

##### Question Box

**Q: What is Everfi?** Software system new name foundry, a software all 34 paid into. Provides title IV training to employees. Contract is under reconsideration and will be talked about at WSSSC. Mays switch to a new method. Also under LawRoom training currently.

**Q: Does Starfish integrate with ctclink?** No per Chantel. Any third-party software must be a state recognized system and Starfish is not currently supported by the State Board. Very few systems work with PS. OSECE, OAA and both of these systems will be replaced. Canvas, 25 Live do interact. Q: What is the investment for Starfish? Very expensive? Lots of money. One of the most expensive software's Chantel has ever seen. Investment of time is huge too. Great features, but huge outlay. Reinventing of your wheels... lots of time.

**Q: ctclink question, if your registration is decentralized (International, Workforce, etc.) is that going to be a problem?**

**What about admitting students, like International Admissions?** Clark, we used to but now it has been rolled back because of the mess that needs to be fixed if it's not done right in terms of admitting, matriculating, residency, plan stacks, effective dating, etc. We also now do Workforce attributes too. Spokane, it is the same way with us. Enrollment Services does most of that work. Admissions and Registration are now centralized. Everett, hang on to stuff that can't be fixed. Keep it close.

**Q: Has your Student Council at your college had discussion about adding personal pronouns to the Student Management System? Is this something that should be discussed to be added going forward in PeopleSoft?**

Canvas is going to have a place for students to display pronouns. Committee workgroup is pushing for pronouns to be identified in PS Student Self-Service.

**Q: We allow students to drop [with] no "W" after the 10<sup>th</sup> day. Do other colleges allow this? Is this a conflict with State reporting requirements?**

- Centralia, after the withdrawal period we had a couple unique options that were confusing WF/WP. Changing to W withdrawals starting the 10<sup>th</sup> day only next summer.
- Bellevue, had medical appeals exception previously. Now just issue a W.
- Everett, we'll drop if they didn't attend at all. Students assume they'll be withdrawn; faculty says student should take care of it. Case-by-case basis.
- Shoreline, do you require an instructor's permission to withdrawal? Nobody raised their hand. Shoreline does. TCC might be looking at this in future.
- Require permission to drop from the first year college class.
- Require guidance classes to get permission to drop. Also, special programs like nursing may require signatures because the students can't just add back in.
- FA statement is included on the form and/or FA is supposed to sign off on a form to be sure they've had the conversation.

**Q: How do you prioritize transcript evaluations to streamline the process? Do you evaluate transcripts for all requests?**

**What tools do you use? (Including International transcripts)**

- Process transcripts by date in the order received. If they have more than one, the date the last one that's received. Wait in a file drawer to be processed. Use an Access database to track them, such as when the transcript is received, when the evaluation is completed, when student is sent an email, etc.
- Use the PS comment field to indicate when transcript is received. Spokane, has a tool in PS that automatically creates equivalencies.



- Bellevue, use Access to track. Process in order received. Prioritize Veterans' reviews in order received. Multiple requests are handled in the order received. Use Degree Audit.
- Everett, students have to submit a request for evaluation. Students must be enrolled in classes or be a former student in order to receive an evaluation. They are in Degree Audit so advisors and students can see. 3-4 weeks to get them turned around on average.
- Wenatchee, Registrar evaluates. Does in order as received. Once completed, scan a copy of evaluation to student and advisor. Only evaluates transfer programs. Special programs and prof tech handle their own. Concern on whether they get done correctly, since not done by him.

**Q: Follow up question. How do you follow up on those transcripts/requests placed on hold?**

- CBC, tracks in database that they've received a transcript and ask the student what they want done with it. Hold for one year then shred if no action taken.
- Bellevue, was putting on hold if students submitted a request and transcripts weren't there. Got so many, about 600 on hold. Now all documents must be submitted together or the request is cancelled. Notify students they have been cancelled.
- Pierce, integrate process with Advisors. The Advisors sometimes come up with a different conclusion, so they coordinate with them.
- Only evaluate for students that are admitted. Check weekly to see if new applications have been received.

**Friday, January 24**

**8 AM – 8:30 AM**

Continental Breakfast

**8:30 AM – 9 AM**

What's new at your school?

- Hiring a new president. Five finalists. Hope to have someone on board by June.
- Budget cuts, short \$1 million, laid off 21 people, Exempt have to take 2 weeks LWOP, Classified 8 days, morale is low. Lots of turmoil.
- Oldest building in the state got torn down, new three-story building being built in its place. Will have a conference room and be open to community events. Looking forward to the space.
- Food drive coming next week. Competition for the Spokane district!
- Using one-stop approach around class start times. This year extending to a larger area by Admissions and Registration and will include FA and maybe Counseling. Use ctclink technology a little more. VP of student services/affairs recruitment underway.
- There was a food drive competition at Lake Washington previously. Dressed up in a dinosaur costume. At Spokane, the other college President will have to wear the other school's shirt to the next college affair.
- South Seattle, professional development every quarter and we close the Student Services offices. Faculty have negotiated the same. This winter will have college-wide combined closure for professional development. Doing cross-division Professional Development. Have a full cabinet with all roles filled this year.
- SCC, joined with SFCC, and are working on automating the awarding of degrees and hope to implement in spring.
- Highline, have huge turn over. Fifty positions have been filled. Brand new team. Don't know what they don't know and who does what. VP of Student Services (Interim) closes Friday at 1:00. Every department closes for Professional Development training/sharing. Lots to learn and glad for support and input.
- Pierce, ctclink training for DG3, first full day of ctclink training starting today.
- Seattle North, our President leaving, the VP is new and we lost the VP of Administrative Services.
- Shoreline, closed Wednesday mornings for Student Services and Cashiers on Tuesdays. New dorm almost full. We are building a new building, which is rare. Bad news, budget cuts, budget shortfall, layoffs were announced, but not sure who all is on the list. Hoping Enrollment Services and Financial Aid staff are not on the list.
- Everett, hunting for new VP of Instruction and Student Services, lots of turnover. Job is big for one person. Forums are occurring. Have Program Assistants in Enrollment Services, and since Fall ARC, have converted some positions into Customer Service positions. We are finding the pool is very different for new hires. Been short-staffed since August. Everybody is pitching in, down to the positions at the front counter.



- Walla Walla, budget cuts, cut 16 in fall and 24 more to come. Short about \$6 million. Have a new Student Recreation Center being built because the students voted themselves the fees to pay for it. Implemented First Year Experience and it is required. Switched to a four-day schedule and while resisted at first, people now really like.
- Bellevue, hiring new Residency Officer and will need to re-post position. Trying to get the right pool, changed language on announcement to clarify Residency Hall/Residency Officer. New student building being completed. It has a wonderful ballroom space on third floor, maybe an ARC location in the future?
- Centralia, close down Thursday afternoon 2-5 for Enrollment Services and is a sign of support. Have two different databases one for corrections and one for the main student database. Went to merge the two together recently (150K records). Was successful, except they didn't come over to the SMS database. Will work on this to correct with the State's help. The campus's Pharmacy and Vet Tech programs being brought in.

Karl, Here's a tip if you are interested in running for ARC President, always keep some topics in your back pocket in case technology doesn't work or people don't show up. So, I'm prepared and the next discussion topic is:

**We've heard about the budget process and the issues occurring right now. In terms of budget process and creation of the budget, what is your input if any? Do you get a say? Who does? How confident are you of and in the process of budget processes?**

- SFSCC, team for resource allocation. Work with Deans and VPs and give them an idea of what they need. Since new President came on board, looking at how it will work in future.
- Shoreline, manage my own budgets well. Sometimes unexpected things occur. Has no say in overall budget process-no input.
- South Seattle, have a college council and anyone can be a member, ask people for budget priorities then have people review and rank them, from custodial needs to big items. Have forums about what is/isn't present. It is a participative process and voices are shared.
- SCC, final decisions made by an Executive. Leadership Council is involved. Going through change. Fiscal strategies committee is made up of people not normally part of the budget. Intention of committee to develop a plan as to how the Leadership group should be looked at. It's exciting. A more formal process at the Leadership Council to determine how budgets should be made. Should work well.
- Wenatchee, every October, asked to come up with an area plan. Includes Faculty and Directors. That is where the input comes into his budget. Gets filtered through Supervisor/VP. SSLT team hears direct report from those reporting to them. It's hard to have a voice. Has own direct budget that is overseen.
- Everett, October/November. Each department looks at what the needs are for the next year. Have forms. Are there staff or equipment needs that are unaddressed. If you ask for something, justification must occur and link to College Mission, Guided Pathways, ctcLink, EDI, etc. Deans then review. You are encouraged to ask for what you need (doesn't mean you'll get it). They review the asks. Determine priorities and arm wrestling occurs and we work it out to consensus and then move the top asks forward. Divisions then submit their requests to VPs. Challenge is we don't know what the State's budget will be, so it's working without the know. Budget first round with forums to hear what the divisions are proposing. It's a good way to learn about the needs of areas outside of their own. Opportunity to ask questions. Then review occurs to pare down the list and further prioritize. Never-ending cycle of projections and review. Both out-goes and incoming revenues are considered.

### **9 AM – 9:30 AM**

#### **Outreach Discussion**

**Karl led off the discussion. At WSSSC last summer, it was brought up if there could be an Outreach/Entry Services council? We are kind of Entry Services, but others might see it differently and include other areas. How many of you/Enrollment Services oversee Outreach at your school? What is working or not working with Outreach? What questions do you have that others may have answers/support to?**

- Wenatchee, Outreach Coordinator goes to HS visits and has tables at HS weekly, is on a lot of committees (bilingual) and in high demand. Hinders ability to do her job. Hard to navigate because requests from above don't come through him for approval. As the Recruiting Coordinator, would like her focus more on her own job for recruiting. Committing 12 hours a week out there. Now committing her to do the other work. They struggle without much in the way of marketing materials or getting \$ support to provide materials to promote the programs they offer.



- Yakima, no Outreach budget either. Worked on relationships with in-house colleagues to develop materials (like Workforce), worked with various departments, and asked them to provide the materials. Once this started happening, it started growing from there, as other departments wanted the same stuff. Made it an intentional mission to get in conversations with people. Taken 3 years to develop this.
- Highline, no Outreach, but have New Student Orientations and they follow up with students if they don't register.
- Skagit, used to do HS fairs and community events. Now gone to calling campaigns and have found it much more successful than sitting at a booth/table. Have an Outreach department and they combine College in the HS, RS, and Recruitment. Calling campaigns encourage students to come in for information sessions.
- Everett, no Outreach in Enrollment Services. Sometimes, there is a hidden work for people of colour/bilingual people. It's the other things that are not in their job descriptions. Talk to your VP for support. It is a heavy workload for these staff to have in addition to their own jobs. Come up with a plan to have other resources available. People are not hired for being bilingual; it's simply a perk of their hire. People shouldn't be coming to an employee directly. Requests should always come through someone's supervisor so they can determine if the work requested is outside of the scope of their work.
- Centralia, five years ago, Recruitment and Outreach came into Enrollment Services. No budget came with this. Use the transcript fund for recruitment materials, supplies, etc. Last year, there was an Employee Need Grant and now they write up a request to pay for swag and other miscellaneous needs. Foundation Grants are extra work, but worth it.
- Everett, years of trial and errors and learning about transparency. It's hard when you don't have the swag and materials and you don't have anything. Students notice and pay attention. What about College Advancement messaging? Maybe some resources there? If you are working with other administrators, talk to them about it not being okay for someone's staff to be told to do something by someone other than the supervisor. What kind of message does that send to employees? Get on first with conversation about issues.
- South Seattle, Title 3 grant, got some resources there for \$\$\$.

So back to Outreach Council question. Where do they go and fit in? They want to go somewhere and be a part of some group or other. Only half the people (or less) have Outreach in Enrollment Services. Ruby, general sentiment was we don't need another council, just need to know where they lie. It would help if ARC could come to a consensus here in how we feel about it, i.e., such as we wouldn't support another council or we could make sure to include Outreach in our meetings once a year or we don't see them a part of our group. ARC should be ready to address that question if asked this next year. Karl, our perspective. We focus more on Registration, coding, HP issues, and less focus on Admissions. We continue to focus on the A in Admissions in ARC. On many campuses, Outreach lives elsewhere. But in many cases, they are a part of Admissions/Enrollment Services or work closely with them. So, do we need to think about this as a council and how to proceed next year or...?

### **9:30 AM – 10 AM**

ctcLink – Clark College, SBCTC, and DG 3?

Been on our radar for years now. Now the pavement is hitting the road. DG 3 is coming soon in March. Lower Columbia, lessons learned from previous launches will hopefully help. Been working in the production environment. Getting close and becoming a reality. Training for end users is an issue. Canvas trainings are all that is available from State. Will not have onsite support from State. No boots on the ground is a concern. It will probably go forward, but without lots of training or resources. Clark was closed for two days and they have said it wasn't enough. We need a week. It's worse for students to open up too quickly and not be able to assist them. Going to have some people available to students to answer questions while Enrollment Services stabilize. Will use paper forms, information, etc., have a backup plan to assist students until transactions can be processed. Lots of hand entering to learn how to input into the new system. Will try to protect those with quiet time to learn the processes. Not much confidence in what will be offered to employees over the next six weeks. We need to prepare to help students, ourselves, etc., when minimal training is happening. Clark recommends closing for a week to get the Finance and General Ledger systems up and running, adding/dropping, changing residencies, etc., They didn't have time to make sure the different systems were working and interacting together correctly (like Registration/Finance/Financial Aid, Admissions, etc.,) before students were there and additional activities taking place. DG 3 has been in testing validation mode for about a year now. Sprint testing began over the summer. User Acceptance Testing (UAT) testers submit tickets for the things that don't work. Problem is we aren't done with sprints yet, all schools are at different points, UAT list of tasks are not all that is required to operate at the college and do our jobs. The State is not being more forthcoming with answers or solutions.



**Q: When is the shutdown?** The shutdown is Friday thru Monday am (or Sunday if it all goes well). Group consensus is that puppies and pizza are the bomb on Go-Live day. On Sunday, high-level checks occur. Checks to see if Registration, Transcripts, add/drops, admitting students, etc., can occur correctly in the system.

**Q: What was SCC approach to transferring credits?** Chantel, the SBCTC helped build a course catalog for two-year schools, then the schools make the equivalency table. Now they are building out the four-year schools in the area. The State Board has done most of the work. There is a template used to request the four-year schools if you want it. The schools build the rest on their end.

**Q: What is the date where the schools/SB will determine if this is a Go or No Go situation for March?** It creates hardship either way. If we go further out, it create more morale issues for staff having to continue to deal with this for a delay. If we go now and we are unprepared, what hardships will occur? Training has been insufficient, but will it be better in the future?

**Q: Budgeting?** We are hiring additional project positions for Evaluation and Admissions staff to help us get through the hump. Recruitment/hiring process underway now.

**Q: Has there been collaboration within the five DG3 schools?** Visited other schools and collaborated on training and learning how to process things. LCC, Security roles are the biggest problem you can run into because you can't do anything without security role access to things. Schools deal differently with stress. Nichole has done a great job shepherding us through. LCC, has a ctclink budget that has helped with travel, overtime, etc., expenses related to ctclink.

**Q: How long does the gap analysis take as you prepare to go live?** SBCTC will coordinate with the schools and it goes over several months for the various components to each be done. Miranda, sometimes you have a security role and you don't know how to use it, sometimes you don't have any security access. You have to use the navigator bar to see if you have it. Karl, the campus expects us to know how to do this stuff, everybody used to call us for answers. We won't have it now. Each person needs to use their QRG resources, google books, google, etc., and lookup their own questions.

**Q: What is the schedule moving forward and how do you plan on out your next year?** SBCTC has a chart graph to map out what they expect to happen and the timeline. Check out the SBCTC website for more information. Conversion is about data validation and User Acceptance Testing (UAT) and will require the Subject Matter Experts (SME's) to get involved. Each area doesn't require every SME, it depends on the work that needs to happen. Some departments had blackout zones, some areas didn't have as much to do. You have to play it by ear. Sometimes, some time off can be advantageous for staff morale.

**Q: What can be done to help long time SMS users adjust to knowing nothing?** Help them have the time to learn it. They'll probably learn really fast.

- DG4, is asking Project Managers (PMs) to step in and is imploring the State for a sandbox testing environment. Need hands on.
- Barbara at Spokane shared that you can use the PS screen Help indicator at the upper right corner of the screen and it's very helpful to use. They used it a lot.
- Karl, keep working together and share knowledge information with each other.
- Chantel, DG1, DG2 will begin to meeting monthly to share with each other offline from the SBCTC in order to support, collaborate, identify needs, etc., Others from future deployments may join in.

## **10 AM – 10:15 AM**

break

Question box:

**Q: Do the WA Colleges have a consistent presence in the PeopleSoft User Group Forums? Do we have regular discussions or trainings amongst the WA Colleges on how to use PeopleSoft in Admissions, Registration, transfer credit, graduation, communications and academic advising?** Are schools aware of it and are they using it? The HEUG conference was in Spokane, and Spokane sent a lot of folks since it was local. Conferences are attended by some. Spokane is on the HEUG list serve. HEUG is for PS users and is not limited to schools. How much you can get out of the conference? You won't get much unless there has been some exposure to PS. Maybe good time for DG 4 to attend? Lots of good information. Also, lots of sales pitch sessions included for bolt-on third-party options to the system (that are not supported by the State). Good for networking. Not a training session. Any global setting changes to our systems must go through as a Cemli.

**Q: What are your Credential Evaluators classified as in their job description, i.e., Program Specialist, Credential Evaluator, etc.?** Titles and number of schools indicated include:

Program Specialist	2-3
Program Coordinator	3
Credentials Evaluators	5
Program Managers	1

**Q: Can you share about use of 4 and 4.5 credit courses within the DTA distribution areas at your college?**

Seattle district should be doing things the same, but local differences occur. Need consistency about how it is handled so the student experience is the same. 4 credits is fine at one school and that is not acceptable at the others. Bellevue, (previously was at North Seattle), the DTA says we strongly recommend you don't substitute degree requirements. If a student meets 4 out of 5, that might be deemed sufficient. Can always fill in with extra requirements earned in another area. Will accept the 4 credits and waive the missing one credit.

**Q: Is there a specific rule or standard regarding not calculating transfer credits into the cumulative GPA? If no, is this a college choice or more of an unwritten rule?**

Its' college choice. Spokane, we don't. Bellevue, calculates both college GPA and courses earned for degree. It's a manual process.

**Q: Do you have a procedure manual for how staff complete various duties? If so, would you be willing to share? Looking to improve processes and curious to know how others complete processes.**

- Asked to floor - do colleges have a procedure manual for staff? Most hands went up
- We have procedures but not a specific manual.
- All, please share with Jonathan at Wenatchee if you want – he's interested in seeing what information you have.
- Walla Walla, uses OneNote to create their policy and procedures manual; you can link everybody in it, make edits on everything, include screen shots. Really love it.
- South Seattle, lots of fabulous "ah ha's" can be found by visiting another school (like field trips). This is a great way of sharing knowledge.
- CtcLink for 9.2 QRGs are better than the originals from 9.0.
- Everett, created a digital notebook in Google docs and use it for internal communications, like a living breathing document shared by all. Great for documenting reminders and things like that too.
- Everett, we receive processes and forms from all across campus. Typed up my notes and created a manual for myself. It's hard to keep up with the updates and keep it up-to-date. Not everyone has the same learning style. Might need to take that into account also.

**Q: How are you entering elective credit granted from military credit? Are you entering all elective credit?**

- Joint Services Transcripts (JST) have things that don't have an equivalency.
- Wenatchee, might just give as elective credits on the translation screens in SMS. Five credits miscellaneous restrictive GE credit from JST, for example.
- Clover Park, four-year schools will take issues with creative credits. Accepting excess miscellaneous credits can eat up a student's FA award. Also, follow coding manual for specific instructions on how military credit applies.

**Q: We put a hold on student's accounts that still owe \$. Then we do not allow them to withdraw, because doing so takes away from the \$ still owed. Does anyone else have this process? If so, do you have a solution?**

- Bellevue, we talk with finance folks about freeze locking in the amount they owe and it will lock it in.
- Everett, students can't drop after 5<sup>th</sup> day online; Enrollment Services has to do it with Cashiers in collaboration. The amount that shows on the screens isn't correct. Students are told Cashiering will update their accounts.

**Q: How does your college collect foster care student population besides Option 5 on web app? Please share.**

Who uses Option 5 or other? Spokane, TCC uses it and runs queries. FA is handled through that.

**Q: Perkins V no longer includes M intent. This will exclude our pre-nursing students. Is our usage of DTA-MRP unique? How are you preserving aid eligibility/Perkins? Skagit, we are not for Perkins specifically.**

**Q: Colleges who provide tickets at commencement. How do you manage distribution? RSVP for extra tickets? Do you have a will call? Any tips?**

Who has tickets at commencement – 4 hands raised

How do you handle will call, etc.?

- Everett, students go online and reserve tickets. Has will call for students who don't claim tickets. Had a limited space so we limited ticketing. Will move to bigger venue in future. Will continue to use will call and ticketing process. Will call works in that students hand back in tickets to Student Life and they are re-distributed. Works out okay.
- Shoreline, has will call system. Students can turn in tickets if they are not going to use. Everybody gets four tickets. Some students need two, others have extended family. Do the best they can to manage. Q: how does Shoreline handle will call? We always keep extras behind, students turn them in and they re-distribute.
- Both schools have an overflow room for people with small children and crayons.

**Q: Do you use 3-G7 for all Open Door students? Or do you make residency decision based on application responses?**

Who uses 3-G7? About three hands went up.



Skagit, determines residency and those students are coded 3-G7. What is 3-G7? It's a code used for Open Door students with Open Door program funding and removes them from State funding. It's a contract with HS. Some schools' Board of Trustees may not have approved the program locally.

### **10:15 AM – 10:30 AM**

Council Reports

#### **BAR – Jonathan**

Met in October after fall ARC meeting. State Treasurer is doing an RFP for new merchant card processor. Might affect our use with CyberSource. BAR is charged by BAC to develop a committee to complete an RFP for a new processor for PeopleSoft.

#### **IC – Shawn**

No update

#### **ATC – Caryn**

No update

#### **ACC – Kari**

No update - meeting right now

#### **DSSC – Karl**

No update - meeting this week

#### **FAC – Steve**

FAC made a movement to adopt the ARC meeting model Wed-Fri, with the exception of WSSSC and fall WAFA conferences. No longer meeting at Rainbow Lodge. Desire to have a joint meeting, during professional development time with ARC, space permitting. They met at GRCC last week.

Topics of interest. FA person from Clark was unable to be there, but sent an update of items of interest.

Salaries been looked at for their group. Made a request to WSSSC. Was told that's a local college decision.

Meeting on Tuesday before WSSSC conference from 12-5. Wednesday conference starts on Wednesday morning for them.

#### **ICRC – Cindy**

No update - has not met yet. Meets twice a year fall and spring. Next meeting in April.

#### **WACRAO – Jenny**

WA Association of College Registrars and Admissions Officers. Email sent out that they are looking for board members. Next August, conference will be held at Whitworth University. Good conference and usually linked up with the State Residency annual meeting. Janet, at the conference, they talk about supporting Outreach folks, Residency officers, etc. It's a great opportunity to send staff to a conference and professional development. Great opportunity to give a presentation too.

### **10:30 AM – 11:30 AM**

Business Meeting – Began at 11:07 am

#### **Motion to approve Fall minutes**

Motion seconded

Any discussion - none

All in favour as written?

Aye - all

Nay - none

Abstain - 1

Motion approved

#### **Treasurer's Report**

- Fall expenses were \$2231.68. ARC had a revenue of \$197.00 from the fall meeting. The balance on January 21, 2020, was \$5917.39.
- Upcoming expenses: Catering for the winter meeting is \$1189.73 plus the host gift of just under \$27.00. Won't know what winter revenue is until Eventbrite funds are in and all attendees not using Eventbrite have paid.
- Karl gave a shout out to Cindy Mowry/Clover Park and thanked her for stepping in as the Treasurer.

#### **PACRAO**



Look for the conference coming up in the fall.

ARC participants/representatives:

Steve Downing, Bellevue

Kathy Rhodes, North Seattle

Karl Smith, Everett

It's good to be a part of PACRAO. Lots of good information and you can learn a lot. Really a good conference to participate with. Since it's local, attend if possible! Good Professional Development. Steve noted that you could submit a Participation Grant. They will select about five and they pay the conference fees (about \$400). It's a Sunday-Wednesday conference. The gala event is on Tuesday night and there will be dancing. Karl, if you are considering running for President Elect for ARC, the year you are President, ARC will pay for you to attend PACRAO. The conference usually occurs about the week after the fall ARC meeting.

#### **Looking ahead to Spring 2020 and 2020-2021**

- ARC's Business Meeting is being held at the Washington State Student Services Conference, in Tacoma at the Hotel Murano, on Friday, May 1, 2020.
- At our Spring 2020 Business Meeting, we will hold elections for ARC President-Elect, and Treasurer.
- We will also need to select our host colleges for 2020-2021 (and select the dates).

Any volunteers for host colleges next year? No volunteers came forward at this time.

#### **Motion for the Business Meeting be closed**

Seconded

Any discussion? None

All in favour

Ayes - all

Nays - none

Abstain - none

Motion approved.

Business meeting closed at 11:18 am

That's all folks!