

College Council Minutes

Monday, Nov. 4, 2019

CAH 124

Attendees: Larry Cushnie, Kathie Pham, Rosemary Darrough, Rose Kolovrat, Betsy Hasegawa, Mac Witt, Jen Mills, Jane Harness, Krisna Mandujano, Hobac Tran

Quorum Met

Guests: Katherine Hinkelman, Veronica Wade, Sayumi Irely, Ben Johnson, Joyce Allen, Alison Pugh

Secretary: Christa Zinke

Begin: 1:30pm

End: 3pm

1. WELCOME AND INTRODUCTIONS

- Welcome new members & guests

2. REVIEW AND APPROVAL OF MINUTES

- October 7, 2019 - Approved

3. REGULAR BUSINESS

- Update on the 2019-20 Budget Forums
 - Tentative date for first forum: Dec. 2, 2019, 2 p.m.
 - Asking for NEW budget priorities this month

Mac: Rosie will send out an e-mail with last year's budget priorities and how we addressed those priorities. Mac will send out an e-mail asking people to submit their budget priorities for this year's budget.

- Update on the Undocumented Student Support Committee recommendation
 - College Council sent a recommendation to the president's office asking for funding for a student support center and staffing.

Mac: Rosie says that she is very much in support and this is one of her budget priorities. She has a space picked out for the center. Mac has also been working with Glenn Gauthier and Kris Lysaker to put up a welcome poster and providing students with information about their rights and who they can contact at South if they need support. Mac is also working to get a page for undocumented students on the website, using North and Central pages as a guide.

Jen: Is there a site where this type of signage is published on campus where we can

access these types of signage? Is there a policy on campus about this? It would be nice to be intentional about having access to this type of signage so that we can make sure that posters that go missing can be replaced.

Joyce: For external sites like Georgetown and New Holly, I wonder how we make sure that all of our spaces feel similarly engaging on these types of topics. So how do we make sure that this type of signage is available to be posted at New Holly and Georgetown.

Rosemary: It would be nice to have a space available so that there is consistency in the flyers being put up and people aren't trying to create their own.

Larry: Is this something that we want to figure this out and bring it back to the next meeting?

Mac: This is a part of my job, I will follow up with this.

- Update on establishing a “mural course” at South
 - Review/approve letter of support

Last year a student came to us about getting murals on campus. We talked with a faculty member at North and she talked about a mural class they hold there. Two faculty at South have indicated that they would be interested in participating. What benefit would this class have for the campus?

Mac: Public art is great for campus.

Betsy: Any kind of outreach or partnership with community organizations would be a great way to connect with the community engagement strategic plan.

Larry: Betsy' point is well taken. If we can phrase it in terms of strategic planning, we can use that.

Rosemary: It's also a nice visual

Joyce: If we could tie this into our 50th anniversary that would also be a nice tie-in.

Jane: Would this be a class that Career Link students could use for their high school credit?

Larry: This might have a pre-requisite so it may not be available for those students.

Jen: This might be a good thing to keep in mind. If it's something the art faculty are aware of then it might not be a deal breaker having a pre-requisite.

Krisna: So what is the purpose beyond a class? Is it social justice?

Mac: I would hope that it would mean something, that it would be social justice orientated.

Krisna: Would the campus community be voting on different designs?

Betsy: I could see that there would be some guidelines and if they are representing our community then there should be some involvement with USA.

Larry: Funding is also something that we need to consider. If we get some outside funding then that would play a part in what types of funding we receive or if this is just run as a straight class.

ACTION ITEM: Mac will write suggestions into the document

4 NEW BUSINESS

- Updates/takeaways from the West Seattle Transportation Coalition meeting (10/24)
 - H Line development

Mac: Joyce and I attended the meeting. There were not a lot of specific take aways, but we did learn that the H line will be replacing the 120 route.

Joyce: The Rapid Rides come frequently enough that you don't have to look at the time. The problem with the H line is that it runs along Delridge and it has fewer stops. There is likely going to be a stop at Delridge at the Home Depot. This will probably be the closest stop to us. This means that anyone who would take the rapid ride would still have a 15-minute walk up the hill to the college. By attending the campus, we are making sure that there is a voice for the college and Puget Ridge. It is harder to make a case for frequent service for our college because there is not a lot of destination points here. Could we do something where the 125 becomes a last mile connection? West Seattle also has Ride2, which they have been piloting for the last year, where two vans shuttle between two locations: if people have a trip that originates/ends at either the two locations, you can get a ride anywhere in their service area. For us, the H line helps us in concept but not in practicality. This organization gives us an opportunity to have a voice and talk directly to Metro since a representative from Metro is there every meeting. The hope is also that by attending these meetings we can also establish further partnerships with communities like the Duwamish.

Allison Pugh: I would like to comment on this. I frequently take the light rail and then the 125. The 125 is extremely problematic. It is rarely on time. This is a problem for us because we have a lot of high schools that are on the light rail route who are in our territory and we were at a meeting where someone at Central was discussing that will get most of the Seattle Promise students next year due to the lack of service to South.

Mac: Do you know if they are analyzing the 125?

Joyce: They do analysis twice a year. They are using more equity lens, with socioeconomic status and racial equity. They are always pressured to do more with limited resources.

- Scheduling classes
One of the main efforts for Guided Pathways is making sure that students have access to classes so that they can graduate in 2 years.

Found that there are classrooms on campus that are not being used. South has the fewest eLearning numbers. South does not have a space constraint issue, it is usually that each division is scheduling their classes differently (different start times) and it means that classrooms are not being used. Then, different departments are not communicating when they are scheduling classes. Some conversations that we are having like creating consistency around start and end times in order to create better bridges between divisions. While North and Central have one scheduler, South has 7 different people scheduling across campus.

- Classrooms
 - Not all classrooms are conducive to learning.
 - There are chairs that do not fit under the table. This can be difficult to take notes
 - Widely varying spread of technology
 - Finals week scheduling: students have conflicting finals scheduled
 - No central test proctoring system
- Proposals from Scheduling Retreat

Adopt a Collaborative Campus-Wide Annual Scheduling Process.

- Working to start this for 2021-22 schedule due to time constraints
- Hope to determine timeline that each division will use to generate a draft annual schedule
- Have built-in time for coordinators, program coordinators, and deans of instruction to collaborate on scheduling.

Sayumi: The question is always why – why is annual scheduling beneficial?

Tish: It is helpful for students so that they can plan their schedule up to a year in advance. Also allows departments and divisions to plan for budgeting and it allows faculty a sense of consistency where they know what their schedule is going to be. Pie in the sky dream would be able to enroll students in multiple quarters at a time.

Joyce: Without that, students could also make a proposed schedule so that we can see what classes might be in demand and make adjustment as necessary.

Veronica: For students who are working, this also gives flexibility for students to work with their employers.

Jane: This could also help us with the transition between basic studies and college level classes.

Develop More Consistent Start/End Times that work for multiple divisions

- Academic transfer is redefining their current class schedule using scheduling guidelines in order to maximize classroom space usage

QUESTIONS:

Mac: One of the questions was about hybrid classes and access issues.

Tish: South currently offers lease flexible scheduling in the district. When we asked students, there was a high demand for more hybrid and online classes (70% of students surveyed). Other colleges are also utilizing more hybrid and online. For example, South Puget Sound changed their prof-tech classes to be more evenings, weekends, and hybrids.

Currently, 20% of our classrooms are computer labs but they are under-utilized. Another area that we can consider is converting some of the computer labs into open labs. Those are conversations that we can have if we find that need is growing.

Mac: Why does North have so many online and hybrid classes?

Tish: North has typically always had more online classes.

Veronica: This is also an aspect of the program mix, with our prof-tech programs being a bit more hands-on.

Jane: Hybrid is difficult for students who may not have access to computers at home because students are still having to come to campus to use the computer.

Tish: We might want to more intentionally look at some of our pre-college classes so that students can better transition to using more technology in class. And if students don't have access to computers at home, it is about how do we guide students to structure their time so that they get access to computer labs on campus or at their local library.

Sayumi: I am interested in assessing what differences we might see in fully online classes.

Mac: What is the relationship of scheduling and disability services? I know that sign language interpreters is a struggle to get interpreters to cover classes.

Tish: We have not talked to them yet, but we will connect.

5. ACTION ITEMS

- Email to campus community asking for NEW budget priorities for 2019-20

NEXT MEETING:

- Dec. 9, 2019, 1:30-3 p.m., RSB 30 (President's Boardroom)