South Seattle Community College...in West Seattle
www.southseattle.edu

WORKFORCE EDUCATION

Organizational Development

SOUTH SEATTLE COMMUNITY COLLEGE

Workforce Education Mission: *Assist students pursuing professional-technical education in achieving their highest educational and career goals and securing meaningful employment.*

Becoming a stronger student-focused organization, building a stronger organizational framework and improving communication were the top themes identified by the participants at South Seattle Community College Workforce Education retreat on December 19, 2007. Faculty, staff and administrators gathered to review the systems and practices that support instruction and student success. South Seattle interim Vice President for Instruction, Gary Oertli, welcomed participants to the retreat and emphasized that Workforce Education has been highly successful in serving special populations and has received widespread recognition for its entrepreneurial and creative approaches. He encouraged the group to build on its successes and to look for ways to strengthen the organizational structure and supporting systems.

What is working well?

Retreat facilitator, District Vice Chancellor Dr. Carin Weiss, opened the discussion with the question, "What is working well?" Participants acknowledged that South Seattle Workforce Education has a local, national & international reputation for quality Workforce Education. In 2006, South Seattle received the *Governor's Best Practice Award in Workforce Development.* The program's entrepreneurial approach to program development and expansion has led to strong growth in programs, enrollment and new sources of revenue for the college. Students enrolled at workforce programs at South are highly successful: the completion rate is above average, at nearly 70%, and there is a high job placement rate as well. Strong community partnerships are also key to the success of Workforce Education. The program is recognized for strong management and talented faculty and staff and has been very successful in attracting and retaining faculty of color.

Project Goals

In response to the question, "What are the project goals?" retreat participants agreed that the review offers an opportunity to strengthen the Workforce Education organization. They specifically mentioned that the review presented an opportunity to:

> Develop and communicate a shared vision for the program
> Enhance the organizational structure to be more efficient and streamlined
> Strengthen the infrastructure to support instructional program growth and expansion
> Clarify, simplify and potentially automate business and office processes
> Clarify roles and responsibilities within Workforce Education
> Strengthen the *One Stop* experience for students
> Strengthen communication within Workforce Education and with other units in the college
> Strengthen and expand partnerships within Workforce Education, throughout the college and the external community

Enhancing the Organization & Infrastructure

Retreat participants reviewed systems and discussed opportunities for creating stronger systems and practices to better support instructional objectives, provide service to students and increase student retention and success. The major areas discussed included:

Budget Monitoring
Data Collection and Reporting
Internal and External Communication
Advising & Counseling
Personnel and Payroll
Program Development and Administration

Details of the discussion are provided in the sections that follow.

BUDGET MONITORING

Budget monitoring includes tracking dollars spent against dollars budgeted and developing plans for the future. The task is complicated by different reporting and audit requirements for each of the dozen Workforce Education funding sources.

The *Executive Dean* has overall responsibility for ensuring that budgets are balanced. The *Associate Director* is responsible for budget monitoring with assistance from the Business Office, and reports to the Workforce Education Director. The *Program Coordinator* in Workforce Education is responsible for financial aid budgeting.

Issues / Opportunities

Budget monitoring issues include volume, timeliness, and complexity, including reconciling financial systems and ensuring that budgets are not overspent.

Action Plan

Develop better tracking and monitoring systems and more regular reports.

DATA COLLECTION AND REPORTING

Data collection and reporting includes collecting, tracking and reporting information for funders, accreditation, RFPs, and other sources. There are nine different data collection systems; some systems are housed in Workforce Education and others in outside agencies. These systems are essential for student assessment, report writing and billing support. The Associate Director is responsible for billing.

Issues / Opportunities

Data collection processes are time consuming and potentially challenging due to the need to coordinate internal and external systems. Specific issues include:

Improving the timeliness of billing

Anticipating data requirements - anticipating the type of information that will be needed by the college and by external agencies in order to facilitate data production

Clarifying responsibilities for data collection and reporting

Developing a common understanding of the handling of student records

Action Plan

Develop new systems are needed to anticipate data needs and requirements

Develop tracking systems to ensure the completion of hourly participation reporting

Provide training on student confidentiality and protecting security and storage of records.

INTERNAL & EXTERNAL COMMUNICATION

Internal and external communication includes information sharing, keeping everyone up-to-date with changes, and sharing opportunities. It involves two-way communication across the college with the President's Executive Cabinet, the Faculty Senate, other units and departments within the college and within Workforce Education. The communication can be formal or informal, and include general interest and technical topics.

Issues / Opportunities

Retreat participants discussed the need to increase communication throughout the college and within Workforce Education about roles, responsibilities and program information. Issues discussed included:

External partners and internal college personnel often do not know who to contact about programs within Workforce Education.

Both Workforce Education and Worker Retraining titles are used interchangeably in published and online materials. Participants recommended a more consistent approach in the use of the program names.

Action Plan
Develop a plan for consistent use on materials and signage
Hold quarterly informational meetings
Create a brochure or online resource on who to contact for information in each area

ADVISING & COUNSELING

Advising and counseling students is an ongoing process, beginning with intake where advisors and students explore education and training options and continuing throughout their time at the college to create pathways for career growth. Workforce Education program advisors work with students to explore their education and training interests, discuss program options, provide financial aid information, and make referrals to other agencies or advisors as needed. The level of advising that students receive is connected to the funding source. The Workforce Education Director and faculty coordinators also play a significant role in student advising.

Issues / Opportunities

Retreat participants discussed both roles and responsibilities for advising Workforce Education students. Issues for follow-up work include:

Examining the consistency of advising information provided to students across the college, including information about pre-requisites and requirements.

Reviewing the adequacy of Workforce Education resources devoted to advising, program development, and instruction.

Action Plan
Develop recommendations for restructuring or re-assigning some of the advising responsibilities to create management and faculty time for new program development and instruction.

Create a document that provides an overview of advising support and expectations for students.

PERSONNEL & PAYROLL

Human resources functions include all personnel actions, such as hiring and payroll. Hiring is handled within Workforce Education – the Director recommends new hires to the Executive Dean, who is responsible for final approval.

Issues / Opportunities

Personnel
The group discussed the impact of changes in the new faculty contract on personnel practices and the impact of program growth and expansion on job duties and classifications. Specific issues discussed included:

> Frequent turnover in part-time faculty often requires "emergency hiring" to ensure that classes are covered. A challenge for the program is to ensure that hiring processes are open while meeting the "emergency" timeframe.
>
> Professional development is key to program success and the group discussed whether there are sufficient opportunities and funding for professional development and training available and whether administrators, faculty and staff are taking advantage of district-wide and college opportunities.

Action Plan
Convene a meeting of Technical Ed/Workforce/ABE/ESL deans, directors, and faculty coordinators to resolve issues pertaining to changes in the contract and identification of professional development opportunities.

Payroll
The timeliness of faculty payments has been an ongoing issue for the Workforce Education program.
> Recent improvements in the process, including establishing cut-off dates have improved the timeliness of payments; additional monitoring is needed to ensure that this timeliness is maintained.
>
> Challenges include the location of part-time faculty in dual departments creating challenges for handling payroll, workload, scheduling, supervision, and budget system.

Action Plan
Complete automation of the payroll process and develop training on the system by Spring 2008.

PROGRAM DEVELOPMENT & ADMINISTRATION

Program development encompasses several components and includes environmental scanning to determine business and industry needs, identifying new industry initiatives, matching new opportunities with program mission and goals, creating new programs, and coordinating existing programs and processes.

Issues / Opportunities
One of the challenges for the Workforce Education program is determining how to allocate time and resources to fulfill existing program goals and programs while also supporting strategic expansion by taking advantage of new partnerships, funding opportunities and programs. These elements include:

> Creating time to carefully consider the costs and benefits of expansion
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> Organizing more effectively to take advantage of new opportunities
>
> Ensuring that the Workforce Education director and staff participates in college-wide information sharing and priority setting
>
> Identifying new funding to support program development and existing program sustainability
>
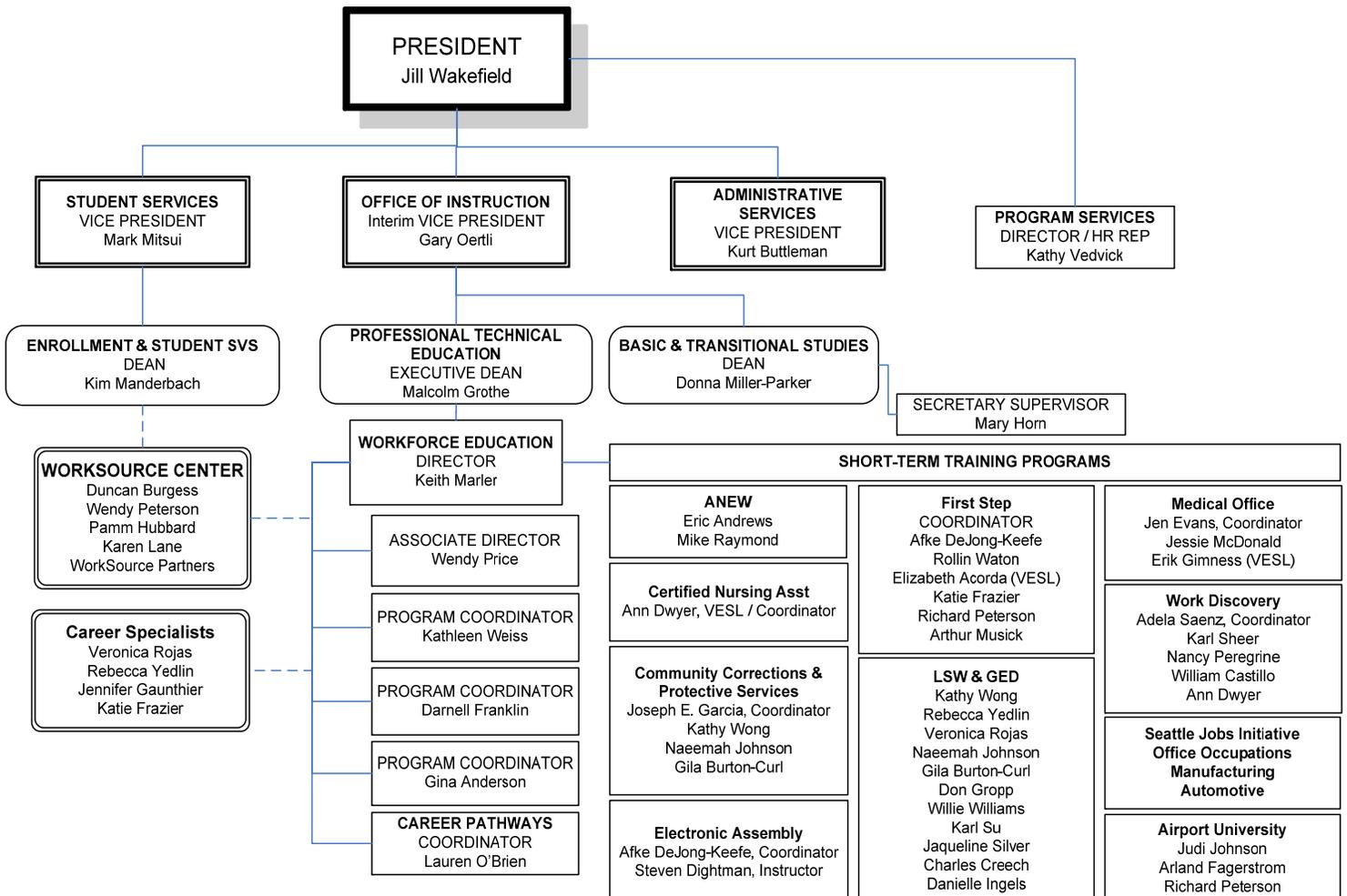> Determining approaches to more effectively work with industry to develop new programs to meet their needs
>
> Clarifying roles and responsibilities for new program development

Action Plan
As follow-up, the group recommended convening subgroups to identify potential efficiencies, funding and structures that support new program development, including organizational placement of Workforce Education.

Current Organizational Chart

SOUTH SEATTLE COMMUNITY COLLEGE

WORKFORCE EDUCATION

ORGANIZATIONAL CHART

May 2008

PRESIDENT
Jill Wakefield

STUDENT SERVICES
VICE PRESIDENT
Mark Mitsui

OFFICE OF INSTRUCTION
Interim VICE PRESIDENT
Gary Oertli

ADMINISTRATIVE SERVICES
VICE PRESIDENT
Kurt Buttleman

PROGRAM SERVICES
DIRECTOR / HR REP
Kathy Vedvick

ENROLLMENT & STUDENT SVS
DEAN
Kim Manderbach

PROFESSIONAL TECHNICAL EDUCATION
EXECUTIVE DEAN
Malcolm Grothe

BASIC & TRANSITIONAL STUDIES
DEAN
Donna Miller-Parker

SECRETARY SUPERVISOR
Mary Horn

WORKSOURCE CENTER
Duncan Burgess
Wendy Peterson
Pamm Hubbard
Karen Lane
WorkSource Partners

WORKFORCE EDUCATION
DIRECTOR
Keith Marler

ASSOCIATE DIRECTOR
Wendy Price

Career Specialists
Veronica Rojas
Rebecca Yedlin
Jennifer Gaunthier
Katie Frazier

PROGRAM COORDINATOR
Kathleen Weiss

PROGRAM COORDINATOR
Darnell Franklin

PROGRAM COORDINATOR
Gina Anderson

CAREER PATHWAYS
COORDINATOR
Lauren O'Brien

SHORT-TERM TRAINING PROGRAMS

ANEW	First Step	Medical Office
Eric Andrews	COORDINATOR	Jen Evans, Coordinator
Mike Raymond	Afke DeJong-Keefe	Jessie McDonald
	Rollin Waton	Erik Gimness (VESL)
	Elizabeth Acorda (VESL)	
Certified Nursing Asst	Katie Frazier	**Work Discovery**
Ann Dwyer, VESL / Coordinator	Richard Peterson	Adela Saenz, Coordinator
	Arthur Musick	Karl Sheer
		Nancy Peregrine
Community Corrections &		William Castillo
Protective Services	**LSW & GED**	Ann Dwyer
Joseph E. Garcia, Coordinator	Kathy Wong	
Kathy Wong	Rebecca Yedlin	**Seattle Jobs Initiative**
Naeemah Johnson	Veronica Rojas	**Office Occupations**
Gila Burton-Curl	Naeemah Johnson	**Manufacturing**
	Gila Burton-Curl	**Automotive**
	Don Gropp	
	Willie Williams	**Airport University**
Electronic Assembly	Karl Su	Judi Johnson
Afke DeJong-Keefe, Coordinator	Jaqueline Silver	Arland Fagerstrom
Steven Dightman, Instructor	Charles Creech	Richard Peterson
	Danielle Ingels	

Process & Timeline

AUG 2007

Launch Workforce Education review process

SEP—NOV 2007

Conduct key stakeholder interviews & focus groups
Collect & summarize department data - employees, funding sources, budgets, students/FTES
Review organizational designs at other institutions

DEC 19, 2007

Hold retreat to review successes and issues; confirm desired review outcomes; develop criteria for organizational design; develop / confirm shared vision; discuss organizational design options and supporting infrastructure changes

JAN—FEB 2008

Communicate results of retreat
Hold subgroup meetings to follow-up on retreat action items

MAR—JUN 2008

Hold large group meeting to confirm project recommendations
Workforce Education develops recommendation for the president
Recommendations forwarded to Vice President/President for adoption

Summary & Next Steps

The next steps in the organizational plan involve communicating the results of the Workforce Education retreat to the broader college community and holding subgroup meetings to follow-up on retreat action items. Since the scope of the review is very broad, the group decided to phase in the action items and selected three items for immediate implementation. These include:

Roles and responsibilities: Workforce Education Associate Director, Wendy Price will complete a draft document that covers Workforce Education roles and responsibilities.

Payroll automation: A subgroup with Human Resources Director, Kathy Vedvick as convener will meet to complete automation of the payroll process and develop training on the system. The proposed timeline is to implement the system by Spring 2008.

Student records handling: In order to ensure consistency and compliance with the handling of student records, Dean of Student Services Kim Manderbach will develop and arrange training on student confidentiality requirements.

The group will meet in January 2008 to review progress on the three action items, select the next areas for process improvement work and review the Workforce Education organizational structure.

Facilitator: **Carin Weiss**, Vice Chancellor
Co-Facilitator: **Gracelyn Sales**, Executive Assistant

Retreat Participants

INSTRUCTION

Gary Oertli	Vice President, Instruction

Workforce Education

Malcolm Grothe	Executive Dean, Professional-Technical Education
Keith Marler	Director, Workforce Education
Wendy Price	Associate Director, Recruitment & Workforce Education
Afke DeJong-Keefe	Faculty, Basic and Transitional Studies
Darnell Franklin	Assistant, Financial Aid
Joseph E. Garcia	Faculty, Workforce Education
Danelle Johnson	Data Control Technician, Registration & Counseling
Carrie Martin	Program Assistant, Workforce Education
Sue Nelson	Secretary Supervisor, Professional Technical Education
Lauren O'Brien	Faculty, Career Specialist
Kathleen Weiss	Program Coordinator, Workforce Education

General Studies

Donna Miller-Parker	Dean, General Studies

STUDENT SERVICES

Kim Manderbach	Dean, Enrollment & Student Services

BUSINESS & FINANCE

Kurt Buttleman	Vice President, Administrative Services

HUMAN RESOURCES

Kathy Vedvick	Director, Program Services/HR Representative