

Guiding Team January 9, 2019
Minutes - DRAFT

In attendance: Aimee Brown, Pete Lortz, Joe Barrientos, Brandon Balandra, Brianne Sanchez, Aryana Bates, Aaron Korngiebel, Alice Melling, Alissa Agnello, Kathy Rhodes, Ann Richardson, Brian Palmer, Anne Forester, Tim Albertson, John Lederer, Stephanie Dykes, Curtis Bonney, Melissa Mixon

1. Introductions and welcome to Guiding Team

D’Andre Fisher, Associate Vice President for Equity, Diversity and Inclusion, opened the meeting with a mention of the proposed Land Acknowledgement Statement that he just distributed to campus. The proposed statement reads:

On behalf of North Seattle College, we acknowledge that we occupy the traditional ancestral lands of the Coast Salish peoples, specifically the Duwamish Tribe—a people that are still here, continuing to honor and bring to light their ancient heritage. Without them, we would not have access to this gathering, dialogue and learning space. We ask that we take this opportunity to thank the original caretakers of this land who are still here.

Pete Lortz, Vice President for Instruction, welcomed participants to the “soft launch” of the Guiding Team and reviewed the agenda.

2. Professional development

a. A look at the data: Equity Gaps by D’Andre Fisher and Stephanie Dykes

D’Andre and Stephanie Dykes, Executive Director of Institutional Effectiveness, delivered a PowerPoint presentation reviewing equity gaps that point to the “why” for doing Guided Pathways work.

- Reviewed six key points identified by Dr. Debra Bragg, Director of Community College Research Initiatives, University of Washington:
 - Leadership – Everyone has a role in this work
 - Equity – Make sure that we meet students where they are. Message that we are committed to *all* students
 - Data – Informs the work
 - Learning – Need to understand that this is a learning process for all of us, but the learning space can be transformative.
 - Relationships – If we want to retain students at North, it’s all about relationship building.
 - Community – We pride ourselves on knowing our community.

- Reviewed five principles of Guided Career Pathways:
 - Guided Career Pathways work requires embracing radical, equity-minded, transformational organizational change.
 - Guided Career Pathways work requires an unwavering commitment to racial and social equity.

- The voices of students, faculty, staff, and community members are essential to engage in effective problem-focused inquiry processes that lead to meaningful action.
 - Guided Career Pathways work requires a focus on learning and outcomes aligned to community and industry needs.
 - Guided Career Pathways work requires the system to foster learning amongst colleges through partnerships, professional development, and other vital resources. NSC's goal is for the Guided Pathways framework to become systematic through five years of the Title III grant.
- Presentation of disaggregated data around fall to winter student retention, an important data point in NSC operational plan and the District strategic plan. The data shows achievement gaps between various racial, ethnic and gender groups.
 - Achievement gaps defined as the difference between performance of students who identify as white compared to other ethnic and racial groups.
 - Largest retention gap is with students who identify as African American and is even more pronounced with students who identify as African American and female.

Questions on Presentation:

- Q: Why is the achievement gap "NA" for White? A: The presentation shows the *difference* in achievement between students who identify as white compared to other ethnic and racial groups – e.g., when White is "NA" and African American is -10.6%, that means that retention of students identifying as African American is 10.6% *lower* than students who identify as White.
- Q: What students fall into the non-state funded category? A: Mostly Running Start and International students.
- Q: What about students who never intended to be here in the winter – e.g., EMT students who complete in one quarter? The fall to winter retention rate might not be as bad as it looks. A: We can attempt to look at the data as we drill down further. However, the important take away from this presentation is not so much the retention rate as it is the achievement gaps.

Comments on Presentation and on data in general:

- We should qualify this data if we present it externally. For example, many students come to North just to take one or two prerequisite classes. Some enroll in certificate classes that last just one quarter.
- Guiding Team needs to have a firm understanding of the impact that students who come to NSC to take just one or two classes have on our retention and completion numbers. Otherwise, this assertion can be used (and has been used) to justify why our numbers are low. We also need to have an understanding of how our high percentage of part-time students impacts retention and completion data.

- We can look at equity gaps among students with different intents. However if the percentage gaps don't change, the intent may not be as important. Kathy Rhodes differentiated between students who are labeled "degree seeking" by the intent code that various student services divisions assign to them vs. those defined by the two questions asked in the State Board application: 1) What is your academic intent? 2) What is your expected length of enrollment. Students don't always understand how to respond to the State Board questions, so the degree seeking intent code tends to be more accurate. Students often skip questions when they don't understand how to respond. Many students skip the race/ethnic questions because they don't see themselves in any of the options.
- We might want to consider pulling fall completers out of the data so they don't count as absent in winter.
- Closing comment: While we need to go deeper into the data, we know from the consistency of preliminary data that equity gaps exist. We need to frame our Guided Pathways effort as a critical response to this problem.

3. Purpose and expectations of Guiding Team and how it fits into ongoing work

North has been wrestling with whether we are a Guided Pathways college for several years. Over the summer, the district decided that all of the Seattle Colleges are Guided Pathways/Seattle Pathways colleges. Since then we have been figuring out what this means for North. Becoming a Guided Pathways College can lead to more resources, as it did with our Title III grant.

We will utilize learnings from South and other colleges. One of the most important learnings is the necessity for a cross-functional decision making group to guide the work. President Warren Brown authorized the NSC Guiding Team as this cross-functional team. Because the Guiding Team includes all of the President's Executive Team (E-Team), the Guiding Team will also be a decision making body. The team will meet on the second Wednesday of each month from 8:30-11:30 a.m.

Guiding Team will also provide oversight of all activities funded by the Title III Strengthening Institutions grant (2018-23), which primarily focuses on Guided Pathways

4. Review of preliminary roster- Anyone else need to be present?

Members still to be identified (other than those whose positions are currently vacant).

- Students – Tim Albertson will help identify students to attend beginning in February.
- Faculty lead positions, to receive compensation from Title III grant:
 - Faculty Co-Lead for Guiding Team - will work with an administrative Co-lead (Aimee Brown, Title III Director) to manage the Guiding Team.
 - Faculty Lead for pathway mapping – will be instrumental in leading the mapping effort.
- Other faculty participants, representing the various divisions. Pete will work with the Instructional Deans to identify these faculty, who will also receive compensation for their participation.
- Secretary/Scribe for Guiding Team. This individual will volunteer (with permission from supervisor) to attend Guiding Team and take and disseminate notes each month. Please

submit nominations for this position to Aimee Brown. Aimee will then ask nominated individuals to submit a short statement regarding their interest in being part of Guiding Team (??).

Comments on Guiding Team roster:

- Seems staff/administrative heavy compared with the number of faculty, especially in the area of Workforce Instruction, which is a large division with programs that have vastly different subject areas. Having just one faculty member from Workforce Instruction could be problematic, especially when it comes to program mapping. Response: Guiding Team will have many work groups that will involve faculty in many areas, especially around program mapping.
- It would be helpful to have an org chart or other visual to help the larger campus understand Guiding Team.
- Title III is mostly about Guided Pathways. Guiding Team is also Title III oversight team.
- Will annual members of the Guiding Team have options to renew their memberships? Pete commented that South does not have term limits for its annual members. Each spring, the team sends the job description to faculty and invites applications. The instructional deans review applications and strive for a diverse representation of faculty. Approximately half of the annual members are continuing, and half are new.
- While the Guiding Team is large, it is important to have all of these individual in the room in order to break down barriers between departments and make progress in addressing equity gaps.

5. Intro to four pillars of Guided Pathways

The team reviewed the AACC flier, which provides a high-level overview of Guided Pathways and its four pillars:

- Clarify paths to student goals.
- Help students choose and enter a pathway.
- Help students stay on a path.
- Ensure that students are learning.

We must recognize that Guided pathways is not a “quick fix.” Georgia State began this work 15 years ago, but over time has eliminated equity gaps.

Aimee has copies of the book, *Redesigning America’s Community Colleges*, an excellent primer on Guided Pathways. One caveat is that this book does not frame Guided Pathways in terms of equity. AACC is working on a supplement that addresses this caveat.

6. Workgroups breakout: CCRC Scale of Adoption, four pillars

Team members broke into four pillar groups to review and update the Scale of Adoption Assessment that NSC completed last year. This group work will inform the advance work that needs to be completed by the college team who is going to the AACC training in New Orleans next week.

7. Whole group: CCRC Scale of Adoption, Equity

The group came back together to review the final section on the Scale of Adoption: Equity. Due to time constraints, we considered progress on just one of the three essential practices listed on the assessment: *Our Institution has adopted a common language around equity.*

Progress since the assessment was completed last year include:

- Development of a proposed Land Acknowledgement Statement (described at the beginning of these minutes)
- Learning communities adopt common language
- Faculty Development Day included presentations around Equity, Diversity and Inclusion (EDI)
- EDI poster visible throughout campus.
- Have defined what achievement gaps are
- Focus on disaggregating data
- Associate Vice President for EDI now on board
- Progress in identifying underrepresented and underserved students
- Focus on equity at President's Day, asked staff/faculty, What does equity mean to you?
- Training more inclusion advocates who are doing training as part of search committees.
- Renewed focus of HR on hiring practices is resulting in some common language around equity in hiring
- Launch of DICE Week
- Formation of Undocumented Student Advisory Committee (USAC)
- Formation of Communication, Awareness, Referral and Education (CARE) Team and common language around how we report and respond to incidents across campus
- Development of a Social Justice Interest Group, which sponsors student panels, Book Reads, and visiting speakers
- Directed self-placement in English to address how placement creates barriers. Equity is at the root of this work
- Have interim Dean of Student Life

NEXT STEPS

- Need to keep in mind disaggregating data on Asian students
- Boxes that ask students to ID ethnicity or race are very limiting. When you look at ESL data, the # of students who check "other" or leave blank is very high. ESL is working on teaching students how to look at boxes. Currently, the lack of student responses to demographic data hurts NSC in terms of SAI points. However, many students have concerns about reporting such data in the current political climate.
- Bringing together multicultural and gender equity centers in the new Equity and Welcome Center. Working with Learning Community and DICE to figure out what we want located there.

Final words on Guided Pathways (GP)

- Recognize that some people are resistant to GP because they say that equity gaps are a result of things that happen away from campus. Need to emphasize that there are also things we can do to make a difference by addressing structural barriers on campus.
- With a less prescriptive focus (compared to the College Spark/AACC GP framework) and focus on equity, members anticipate greater buy-in across campus.
- Many components to GP are outside of what faculty do. Make sure that faculty understand that they do not have to shoulder the full weight of the work.
- GP is not a single thing. We are already doing great work across campus. How do we expand on this work? Be intentional in making a structural shift to strengthen where we are going
- Remember Georgia State University: People had the foresight 15 years ago to recognize that there was a problem with no immediate fix. With deliberate work over the years, Georgia State has now eliminated equity gaps.
- Pete compared this collective effort to a metaphor Jeff Bridges presented at the Golden Globes. He told a story about how a large ship takes a long time to turn. However, when little rudders—*trim tabs*—are placed on bigger rudders, they can help make the job easier. This can be a metaphor for how all of us can be trim tabs on the rudder turning NSC in a new direction.

8. Communication strategies to engage campus community

Due to time constraints, the team tabled this discussion until the February meeting.

The meeting adjourned with a tour of the new Welcome and Equity Center, located in the space vacated by Western Washington University.

Upcoming Events

January 16th and 17th- College Spark Winter Retreat in Vancouver, WA

January 18th- AACC Conference in New Orleans

January 10th- Pre-meeting with attendees

January 28th- District Seattle Pathways Steering committee

January __ - Campus kick-off for Guided Pathways