Guiding Team May 6, 2019

In attendance: Aimee Brown, Brianne Sanchez, Jim Jewell, Jesse Cooley, Alissa Agnello, Shireen Deboo, Ann Richardson, Bill Holt, Leanna Bordner, John Lederer, Alice Melling, Curtis Bonney, Kelsey Peronto, Lydia Minatoya, Annie Garrett, Jenny Mao, Heidi Acuna, Melissa Mixon, Aaron Korngiebel, Jane Harradine, Anne Forester, Pete Lortz, Warren Brown, Stephanie Dykes

1. **Land Acknowledgement- Sabrina Springer**

Student representative Sabrina drew upon her Hawaiian heritage to lead a land acknowledgement.

2. Welcome and personal introductions: Pete Lortz

Pete welcomed everyone and kicked off personal introductions.

2. **Updates: Aimee Brown**

Aimee lead a series of updates covering the following topics:

- Title 3 Work: Equity and Welcome Center opening was well attended and was a success
- Areas of study will be finalized today to take to a district meeting
- Library began purchasing some books for Seattle Pathways
- New website being created for Title 3 with things like Guiding Team minutes, newsletters, etc. Canvas site being created for this group.
- 100 day application for summer sent out last week, some interest so far. Aimee and D'Andre will review.
- Program mapping- pilot programs in spring. Three groups volunteered- art, business and engineering.
- Program mapping subcommittee meets every two weeks. Institutional effectiveness and PIO involved- working with Melissa to get a template for North, have reviewed South. Looking for programs for summer quarter to do some program mapping.
- We will have a parking lot in every meeting. Feel free to write ideas on the post it in the meeting. Will also be an electronic way to do so (perhaps in Canvas page).

3. **BEdA Conference: Curtis Bonney**

Curtis presented "Basic Education for Adults: The Foundations for Guided Pathways Conference Recap." Curtis is NSC's rep for BEdA (basic education association) with

SBCTC. Curtis shared insight gained from other colleges and relevant pieces of the conversation from this conference.

State data indicates 740,000 job openings and 70% requiring some postsecondary education. We don't have enough current adults, high school students, or incoming people to meet the job market needs. Curtis introduced the concept of " The Tipping Point", which is 1 year of college level credits + a credential. After 6 years, these students had the most significant future earnings bump.

Curtis shared the BEDA Guided Pathways model featuring a pie-like graphic: areas of study (meta majors) as pie pieces, precollege as the center with IBEST toward the center of each area of study.

BEDA encourages a "Culture of Transition": more than just survival communication, is about getting a college and career pathway, and discuss those pathways early and often. Student success is everyone's job.

Curtis shared an image from Skagit Valley's website where students can click on an icon that corresponds to their area of study. Every summer, Skagit hosts an institute on inclusive pedagogy; Curtis proposed inviting them to our campus to present on equity-minded inclusive pedagogy. He also proposed incorporating a similar graphic into our website.

Finally, Curtis revisited a debate held at the New Orleans Conference: ed planning or pathway mapping? Which matters more and can one replace the other? Some students see a map which is helpful, but it's not "their" plan. For some students, this should be a "both/and".

Pete Lortz concluded this section by encouraging other group members to get on the agenda and share out their relevant PD learnings at future meetings.

4. **Student Development Services Initiative- Jenny Mao, Kelsey Peronto, and Lydia Minatoya**

Jenny, Kelsey, and Lydia presented "HDC 100 Career Planning and Personal Evaluation." The purpose of HDC 100 is to support vulnerable students in fall quarter. In this course, faculty counselors work closely with a student success specialist (advisor) to support students through their academic experience.

Vulnerable is defined by a high school gpa below 2.5. Goals were to practice guided pathways four pillars, increase success through intrusive support, mentoring, and monitoring student progress, and assist students who face mental health issues, promote an inclusive climate, and develop persistence and resilience skills through individually based and classroom based interventions.

Seventy-one percent of students enrolled in HDC persisted and 29% withdrew. Of those retained, 48% are students of color. Of students who withdrew, 67% are students of color and 50% are males of color. Retained HDC students nearly reached the gpa of the entire Seattle Promise cohort. However, the students are still at risk to not meet the 2.0 gpa requirement. Due to small sample size, this data is not meant to be extrapolated beyond the NSC campus.

In general, students who persist past 6 months continue to meet academic standards and momentum points. Past gpa and early vulnerabilities are predictors of success. All of these students are currently from Ingraham High, but in Fall 19 its only Ingraham and in Fall 2020 will be students coming from all high schools.

In summary, in guided pathways HDC can be useful to achieving success for vulnerable students. Instructor and advisor work closely together here. The instructor copies the advisor who follows up, and the instructor being a counselor makes referrals. While this was successful there is still much to be wished for with students of color and especially males of color being disproportionately impacted.

5. Breakout Groups

Aimee facilitated the transition to breakout groups. All participants were asked to choose 2/3 groups to attend. The following are the three breakout group options. Notes for each breakout group can be found on following pages.

1. Undecided students brainstorm: D'Andre Fisher and Leanna Bordner facilitated in the place of Joe Barrientos, who was out sick. Guiding question: what do we want these students to have in their pathway?
2. Focus group for program mapping brainstorm: Aimee Brown facilitated. The group began by using a template from South. They will adapt it to North. The group brainstormed questions to ask focus groups about the template.

3. Seattle pathways as a district: Pete Lortz facilitated. Asked us to think not just about what will work for the college and the district, but ultimately for students.

6. Areas of Study: Pete Lortz and Aimee Brown

The group was presented with a draft of the NSC Areas of Study and Programs table. Tomorrow Pete and Aimee taking NSC's best draft to a district meeting and this will be decided at that level. The purpose of the map isn't to change where programs sit within the college, but rather to make it easier for students to find the programs they are interested in. On the map are subjects that we don't technically offer majors for, such as political science, but they are listed because students will come to us for an AA to transfer to a university to study political science. The map will lay out the

course choices that are most recommended for the student who has political science as the transfer goal.

Pete asked: What do we do with a program that could fit into multiple areas of study? ie Econ could fit under social sciences, possibly STEM, possibly business. Could have a secondary home AND a primary home.

Alice Melling suggested we we follow what is done at say UW because there are different course requirements for social science majors as opposed to others and we wouldn't want students taking the wrong classes. If the purpose of a program is to guide a student toward a four year this could be confusing. Pete suggested that the primary area assignment may address that concern.

Data from internal review will help to inform future changes on this map.

Pete requested the group's approval to present the current draft to district tomorrow. General consensus.

BREAKOUT GROUP NOTES: Seattle pathways as a district- Pete Lortz

Pete introduced this topic. North, South and Central are at different stages of planning and implementing pathways. A district-wide steering committee was formed and some current initiatives were folded into that committee, for example this subsumed the district's strategic enrollment management committee. Topics discussed at the recent meeting were: meta majors, overall org and structure, and a few specifics like fitting programs into areas of study, dev math, dev English. Topics that may be added are website devo and technologies supporting guided pathways. Fluid agenda and lead by Kurt and Earnest. The goal is for the committee to be groupthink/organic rather than chancellor-down.

Pete presented this question to focus the conversation in the breakout session: What things would benefit from being consistent across the district and decided across the district? Conversely, what things should be decided at the college and remain unique to the college?

Melissa Mixon suggested that websites should utilize common vocabulary-- South is pretty far along in creating a new website and that is supposed to be the basis for how each college presents its area of student but it didn't include everything we've had some interest in such as the wheel that Curtis Bonney presented today. Who is influencing the decisions on the website?

John Lederer shared out a discussion from a recent workforce deans meeting. Increased consistency across campuses is important because Promise students can go to any campus. As an example, if North makes the HDC course mandatory for all students who come in with less than a 2.5 high school gpa, and not all colleges adopt that policy, students may switch to the campus with the more lenient policy.

Pete asked the group to clearly state what should be consistent throughout the district and the following were suggested:

- Whats mandatory or who it's mandatory for should be consistent (John Lederer)
- How much financial aid and support a student can receive (John Lederer and others)
-Important deadlines such as for tuition and admission (Melissa Mixon)
- Academic supports such as tutoring, advising, elearning, etc. (Bill Holt and others)
-Testing policies (Jesse Cooley)
- Prior Learning Assessments and credentials evaluation (Bill Holt, Jesse Cooley)

Alissa Agnello suggested that we might want to be intentional about diversifying in those areas where it makes sense. For example, if one campus has late services on Friday another campus may want to cover Saturdays. Sometimes it is advantageous to be complementary rather than consistent; consistency could create redundancies.

Bill Holt asked the following question: If we guarantee a pathway are we going to run a class to complete that pathway even if it doesn't fill? Where do we get the budget for that?

Pete Lortz responded that this will remain a college decision how committed we are to offering every class in a map, but at North we want to commit to offering every class we put on a map.

John Lederer postulated that we can't offer every class every quarter, so instead, we might want to make it so that the courses on a given pathway are guaranteed if the student starts in a specific quarter.

A chief concern is the courses that aren't on a pathway at all. That is a national concern.

Pete Lortz said that ideally, as you are building the course schedule, that is being informed by knowledge of how many students say they want to be on that path.

Aaron Korngiebel suggested that the district group find some way to tie in the Acculog conversation. As we map these programs, the way we currently update everything is going to become way too cumbersome across the district and needs to be automated.

Pete updated the group on this suggestion. Good news bad news: decision made to use Acculog and research Curriculog for that very reason. It's an impossible task to keep everything updated manually. Breaking bad news is that IT isn't likely to have capacity to bring on Curriculog until after CTC link. It's going to be all hands on deck for IT to do that, so we'll have to hold off and use bandaids in ACAS in the mean time.

Shireen Deboo suggested that webteam folks be involved at district and college level early on...it's a very visual approach and we're intending to make it a visually accessible approach for students.

The topic of pooled enrollments was brought up by John Lederer. This has been messy in the past but might need to revisit at least districtwide. WAOL (Washington Online) was a statewide shared enrollment system run by SBCTC which went away but has remained for early childhood education programs and has enabled the statewide stackable certificates to work even when not all courses are offered at all campuses every quarter.

John reminded the group that in two years we'll also have light rail so moving students around will physically be easier.

Jesse Cooley suggested the the district group consider mapping the Associate degree programs to BAS programs, and Aaron Korngiebel suggested advocating more for

BAS programs in these materials. Throughout this transformation there is potential for more marketing of BAS programs.

BREAKOUT GROUP NOTES: Undecided Students with Leanna Bordner

Leanna introduced this topic by asking:
How do we support our undecided students, provide pathway/career discernment resources and encourage choosing a pathway at North?

Groups reviewed a write up of ways other colleges are supporting their undecided students via positive messaging, course sequencing, and other campus support resources. The groups discussed what North is currently doing in support of undecided students, and also brainstormed what it might look like with a Seattle Pathways lens.

What are we already doing?
- Counselors can provide services and assessments to students for career discernment
- HDC classes taught by counseling faculty
- Undecided Workshop via Advising
- OCE&E has career services with assessments
- Pathway advising caseloads that can help with a student's information gathering and program navigation

Ideas for supporting undecided students:
- Hub of undecided resources provided on campus on website
- Intensive, multi-day orientation that would gets students acclimated to the campus, and to also explain areas of study. Could include testing, pathway advising and planning for first quarter.
- Exploratory courses such as 2 credit Engineering 110 class
- Educational plans with broadly-applied classes at the front end.
- Identify intro classes that will work for students interested in a variety of areas (BUS& 101 for undecided students that are interested in "Business" but not exactly sure what)
- ENGL 101 aligned with pathways.
- Exploratory workshops
- Expansion of HDC class – offer more classes or making it required?
- Establishing First Year Experience to include HDC, affinity groups, with a focus on pathways
- Math bridge course to help ease students into the college experience and not scare them away from certain fields like STEM
- Educating students to slightly shift their thinking around choosing a "Major". It's not deciding a career, but an area of interest to then dive deeper into.
- More streamlined email communications to students in support of exploration and choice.
- Clear explanation of areas of study on the website, marketing materials.
- Pathways/Area of Study open house so undecided and prospective students can "shop" programs and learn more

- Video and other resources to share with students about Areas of Study and what each entail.
- Take another look at Integrated Studies classes to see how accessible they are by PT/Evening/Working students and looking at how they could enhance the decision-making process if they are based around areas of study.

Questions from the group:
- How early is too early to "track" students into a pathway? At what point do students need to choose their program of study?
- How do we account for family influences on a student's program of study? Do we encourage students fresh out of high school to study what they want or what their family may think they need?
- What if some students don't have the resources to take courses that apply directly toward their goal?
- Are we telling students it's OK to take longer to finish a two year or four year degree?
- Are we talking about a major overhaul of curriculum? For example, ENGL 101 would have to go through many levels throughout the district to change anything substantially. What about pushback from faculty?

BREAKOUT GROUP NOTES: Focus Groups for Program Mapping- Aimee Brown and Stephanie Dykes

Aimee and Stephanie provided context for focus groups being different from surveys. Focus groups allowed for a deeper dive. The intention is to have a focus group for staff, faculty, and students to get feedback on program maps.

Several members of the group had not seen the program map before and had questions about how it would be used. Several challenges were brought up around the courses such as: "what if I'm a transfer student"? Aimee stated that the program map would be used to replace program planning guides but each student would need to still meet with an advisor for a personalized education plan.

Other suggestions included having a "valid until" or "expiration date" for each document.

The group decided that the focus group would need to start out with an introduction/context setting that included: "Imagine you are considering being an Accounting student, how would you view this document." Other important points

included sharing that it's intended to have students help make a decision on a path to follow and should be used in conjunction with an education plan.

Questions to ask the focus groups included:
- What do you like/not like?
- How would you want this document used? Where would you want to see this document on campus?
- Is the "to-do" list the one that would be helpful to you as a student?
- Are the sections on the back readable?
- What information do you wish was here that isn't here? What do you wish you knew about North/your program when you started?
- For faculty/staff: Is there anything on this document you would have trouble explaining to a student?
- What should this document be called? (There was discussion around calling this document a "map" because it didn't feel like a map to several. Other suggestions included "program plan" and "program guide."