

Guiding Team Meeting  
6/3/19

**In Attendance:** Jenny Mao, Joel Wright, Jim Jewell, Shireen Deboo, Alice Melling, Sabrina Springer (Student), Brian Palmer, Aimee Brown, Pete Lortz, Leanna Bordner, Ann Richardson, Aaron Korngiebel, William Brown, Alissa Agnello, Curtis Bonney, Alex Abeyta, Bill Holt, Aryana Bates, Jesse Cooley, Heidi Acuna (Student), Jeanette Miller, Christie Santos, Jane Harradine, Caroline Pew, John Lederer, Emily Meoz, April Materowski

**Guests:** Cat Cabral, Steve Quig, Laura McCracken, Justina Rompogren, Elinor Appel, Tish Lopez (South Seattle College), Jae Suk, Kelda Martensen, Bill Holt, Leanna Bordner, Tamara Boyle

### **1. Land Acknowledgement and Introductions (Pete Lortz and Aimee Brown)**

### **2. Spring Title III 100 Day Project in English (Cat Cabral, Laura McCracken, Steve Quig and Justina Rompogren)**

- Directed Self Placement (DSP)- students ultimately choose which English class they wish to take rather than being placed by a test. Help students in ENGL 098 choose between ENGL 099 and 101
  - Current reading and writing histories, strengths, and future goals.
  - Based upon research at Columbia U Community College Research Center- high stakes placement tests are ineffective and inequitable; many students are incorrectly placed in precollege and retention rates suffer. First gen, non traditional and students of color are disproportionately impacted and underplace.
  - DSP Goals: correct gatekeeping practices of standardized placement tests to reduce equity gaps at North which aligns with Title III goals
  - 100 day Project: Developing a pilot tool to help students in ENGL 098 choose between ENGL 099 and 101. Currently determined by GPA (2.5 or higher to move on). Tool consists of: writing examples from classes, reflection questions, curriculum materials, course descriptions. This occurs within the class of ENGL 098, but DSP would shift decision to the students.

### **3. Updates (Aimee)**

- Program Mapping: Leanna and Aimee met with Program Mapping leads, which will continue in summer. Instead of three programs like spring, eight programs will embark on mapping: Communications (Associate of Arts degree), Residential and Commercial Property Management BAS, Real Estate, Chemistry (Associate of Science Option I degree), Intensive English Program, Adult Basic

Education, Medical Assisting, History (Associate of Arts degree) with faculty and their respective area of study advisor.

- Spring 100 Day Projects: We have some applications and are accepting for summer—due today.
- Retreat: Sept 11<sup>th</sup> at Seattle Maritime Academy
- Summer Guiding Team Dates TBD
- District Steering Committee- most cross-district work will happen in subcommittees: Aimee, D'Andre, Joe and Pete go to these district meetings monthly to quarterly. The bulk of work is happening in subcommittees.
- College Skills: South Seattle College has a Spark Grant from the State. They have been working on it for the past few years and they need to create a course on college skills and first year experience. They need to come up with learning outcomes to know what skills students need in their first year to know about college. South asked Central and North if we wish to participate or if South should come up with learning outcomes on their own and eventually we would adopt what they did. North and Central said they'd like to be part of the conversation. A subcommittee (a subgroup of members from North's Guiding Team) met recently and created a draft called "Pathway Outcomes" that will be shared and compiled with South and Central's respective lists. Eventually, how we meet those outcomes (modality) can be decided on a campus-by-campus basis.
  - Timeline: get feedback from whole Guiding Team today, second North subcommittee meeting by 6/13 to process Guiding Team feedback, work with Central and South over the summer to "finalize" the outcomes.
  - Current outcomes draft:
    - Select an area of study with career, lifelong learning and enrichment in mind.
    - Develop effective study strategies
    - Demonstrate digital literacy
    - Successfully navigate campus and community resources for student success
    - Build intercultural awareness and community with cross cultural contact zones

### **3. Post-It Walk**

- Guiding Team was invited to provide feedback on College Skills outcomes on sticky notes.

### **4. Spring Title III 100-Day Project: Incorporating Pathway Work into Lower ESL Classwork ESL 035 and 045: Finding Your Pathway (Elinor Appel)**

- ESL Pathway to College Classes: shared map of ESL levels from 1 to 6 and where I-Best comes in at Level 4B
- Many lower level ESL students leave North once they have enough English to acquire survival jobs, including skilled immigrants with degrees in their home country

- Transition rate to college level coursework for ESL students in each level:
  - Level 3: 10%
  - Levels 4-6: 25%
- Barriers to ESL students continuing in college level coursework: legal needs, basic needs, process needs, counseling (trauma), information needs
  - Our task: teach English writing and grammar while also providing level-appropriate pathway info and support (vocab, resources, reading comprehension).
  - Challenges: not enough time (1 hour), different priorities, supplemental (not required), teaching four levels at once.
  - Successes: writing work improved, met the students where they were (goals and abilities), resources

## 5. Panel and Q & A on Program Mapping

**Panelists: Tish Lopez (South Seattle College Seattle Pathways Co-Lead, English Faculty), Jae Suk, Kelda Martensen, Bill Holt, Leanna Bordner, Tamara Boyle**

Overall Question: What was the learning?

Leanna: Great way as newcomer to get to know the campus and resources

Tamara: As an advisor who works with business students, it can be challenging for we, the “experts,” to figure some of these paths out so imagine how it may be for students. It’s been interesting and satisfying to work to make a pathway more efficient.

Tish: I’m a lead for program mapping at South. It was a rocky start at South with low level trust between faculty and deans. Many worried that classes could be cut which would negatively impact students and faculty. There was a fear of loss, and we had to shift how to do things. Part of it was changing our structure to be faculty led. Faculty served as co-leads for each area of study. Over the course of two quarters, we put together multiple drafts of program maps. This can be very difficult for programs such as STEM. Some practices are better in theory than in practice such as South’s MATH102 class, which was meant for extra math practice but served as a barrier in practice. Current challenge: now that we have all our program maps, we have to have a map of the maps. We needed to evaluate the feasibility in terms of whether we had enough faculty to have courses on each map. For example, we ran into logistical restraints such as with Chem co-requisites. We ran into consistency issues across maps—some were very thorough and others scant with wording.

Bill: I participated in the business dept as one of the pilot teams. The learning...we usually only create sequences for our courses in our

department and not the rest of the courses the students have to take. We never looked at how our classes conflicted with our timeframe, days, prerequisite order, etc. So we needed to talk to other departments to problem solve. The challenge was working with other departments and not because they aren't willing—very willing—the real challenge has been that there are a lot of diverse needs that have to be met at the same time. A good example of this is that taking a math course early in a degree is supposed to be good for the student. However, if they want to do a BAS afterwards, we have to time our math class in the AAS-T degree to be within one year of when they take the BAS math class. (Math requires students retake a placement test if they have not had a math class within one year).

Kelda: The grant allowed weekly drop in lunch meeting that was stipended and that was really helpful. We worked on the Associate of Fine Arts degree, but in that map there are 6 different maps because we have the students specialize and that's really challenging. We kept trying to simplify but it kept branching out the more we thought about it. It's definitely longer than a quarter-long project. Another challenge was choosing courses in the other areas. We felt like we were making those decisions off of assumptions. Also we had issues with classes that needed certain rooms and if you switch one thing you have to revise entire schedule. Something has to give if you're going to do this work well...what are you going to let go of? Something has to give in your other workload. It just can't be added on to the list because it's institutional transformation. But I thoroughly have enjoyed the chance to talk about this with colleagues.

Jae: We worked on the Associate of Science Option II: Engineering transfer degree and it's my first year here. At the other school faculty need to advise students. I realized we needed to think about financial aid, transfer, not going over 90 credits, how our courses line up with universities schedule and course characteristics. It was almost impossible to satisfy every need. Some degrees require up to 120 credits such as (mechanical engineering) at the community college. Terminology varies from university to university such as admission requirement vs enrollment requirements and that can even bump you over 120 credits. I would like to see North get an MRP (Major related pathway) that helps students in many ways, including giving them more allowed credits for their Engineering coursework.

Tish: I want to talk about opportunities instead of challenges: This has been an opportunity to talk about gaps in instruction especially those things that we all agree are issues and just haven't had a chance to put attention to it. Now we are thinking about how we make this an iterative process, and where it is housed. How do we make sure these maps are reviewed consistently over time on some schedule? And look at them with an equity lens? This process sometimes leads to a revision of courses being offered

because you could see conflicts or redundancies after you mapped. Realized the practical issues, for example folding/collapsing specialized courses into one such as World Lit. It worked out better in some cases because they could become common courses to transfer better.

Pete: This process can build stronger ties between faculty and advising. I needs to be hand in hand.

Alissa: I want to stress this is an iterative process. We may come into the situation that one area asks us to move a class time and then next quarter another area may ask us to move it for their different needs.

Tish: We sent an Excel spreadsheet to math faculty to ask if they had the right math in different areas. The work we did in program mapping has lead to a major revamp of math with doing co-requisites. We are going to give a recommended path but I want to stress that students still need to meet with advising to create a personalized Ed Plan.

Anne F: Did you discuss precollege recommendations at South?

- Tish: Data were incomplete at South but it seemed that at least 50% were coming in at precollege math level, less so English. We decided just to list the highest level precollege on the map. It's an ongoing discussion. We realize a map doesn't acknowledging all the ways students come into our courses. We didn't touch BAS yet.