

Guiding Team Minutes 7/18/19

Note- the July Guiding Team meeting consisted of three, one-hour subcommittee meetings instead of one large group meeting

Part 1

1:30-2:30pm

Program Mapping

In attendance: Brian Palmer (AHSS), Cate O'Dahl (RCPM BAS and Real Estate), Ann Forester (Intl Programs), Aimee Brown, Scott Rausch (History), Leanna Bordner (Advising), Mark Potter (Real Estate), Mari Acob-Nash (Student Life)

Land Acknowledgement

Eight programs being mapped summer quarter: Chemistry (Associate of Science Option I degree), Real Estate, History (Associate of Arts degree), IEP, Communications (Associate of Arts degree), Residential and Commercial Property Management BAS, ABE, Medical Assisting

Updates (Aimee)

- Faculty need to turn in PARs (timesheets) by the 10th of the following month to get stipends on time.
- Website: Web team has been working on it and Aimee hopes to have them come in to show it to us. They are starting with South's website rollout first.
- North has the start of our program mapping template
 - Working off the South Seattle template
 - Melissa Mixon able to use special software to start editing for North
 - May change the wording of "Before you start" section on the template

Questions and two minute updates from each area

- What is your group's current progress
 - What challenges are coming up that we need to elevate to leadership?
 - Any tips you would like to share with the rest of the group?
1. IEP (Ann Forester): Did the "front side" of the map. Want to show to all faculty and IP staff to have their eyes on it too. No real challenges, it's been great. Have had different level faculty teaching different subjects working on this so range of people and also a marketing person on it which has been hugely helpful.
 2. History (Scott R): Challenge has been figuring out the order in which students should take things. Biggest sticking point has been the integrated studies course as these offerings are extremely variable year to year. Hoping IS committee might be able to help

with general things such as each spring at least one IS course would have a NW or VLPA for example. Challenge between making it predictable and having some flexibility with what is taught. A surfacing challenge with predictability will also be modalities.

- a. Comment: IS is a sticking point for students as well. You can link to the IS schedule for the year from the course description in MyNorth if you look up the subject INTS.
3. Real Estate/RCPM BAS (Mark and Cate): Two different certificates so a lot of work to start. Doing one map at a time and each time we do one map it gets more efficient. Aimee and Leanna have been very helpful. Students don't always see advantage of spending more time in a program when they have families and want to get out using their certificate. Working on three maps just for property management BAS, one for those with an AAS-T in Real estate already, another for those with an AB degree, another for international students and people who already have a Bachelor's Degree. Pathway for those different populations is wildly different.

Template (Aimee)

- The group brainstormed ideas for a "Before you start" section on the program template and liked "Before quarter one" the best.

Part 2

1:30-2:30

College Skills/First-Year Experience

In attendance: John Lederer (Workforce Ed), Aimee Brown (Title III EDI), Jane Harradine (Humanities), Jim Jewell (English), Alissa Agnello (Math and Science), Pete Lortz (VPI), Joe Barrientos (VP Student Services), Ann Forester (IEP), Brian Palmer (AHSS), Shireen Deboo (Library), Jeanette Miller (Workforce Ed), Leanna Bordner (Advising), Jillian Fisher (Advising), Christy Santos (EDI), Mari Acob-Nash (Student Life)

Introductions

Land Acknowledgement

District Updates

- Meeting June 13th across district to look at North, South, and Central's outcomes
 - Attendees from North: Jenny Mao, Shireen Deboo, Leanna Bordner, D'Andre Fisher, Pete Lortz
- Common Themes across district:
 - Education and career planning
 - Intercultural work, communication and finding a sense of place
 - Learning strategies
 - Navigation- campus/services/resources and college cultural

- Digital and information literacy
- Next step: meeting will happen across district. Joyce Allen at South and Pete Lortz at North will shepherd three part process and initial meeting in early August with each group reviewing five themes relative to each individual college. Workgroups around each theme will be identified and those groups will be tasked to come up with the outcomes and curricular elements for each of the themes. They are meeting near end of summer and before beginning of fall to bring together the workgroup and finalize outcomes list.

Data: What we know about our self-identified students to ensure this doesn't serve just one type of student

- Gender: 59% female, 40% male
- Race and Ethnicity: API 12%, AA 8%, NA <1%, Hispanic 7%, Other Mult Race- 8%, White 42%, Blank 21%
- Age: Under age 30: 46%
- Part time vs Full Time: 73% PT
- Degree seeking: 42%

Clover Park Guest Speakers: Structured On-Boarding; Measuring the Impacts of High Touch Entry Advising (Scott, VP SS), Cindy Mowry (Associate Dean of SS- wrote presentation but not present today), Micalah Pieper (Director of Outreach & Entry Services). Presented at National ACCRAO Conference (Admissions and Reg)

- Clover Park Fast Facts: little smaller than North, 44% students of color, 55% career prep programs, majority full time prof tech, cohorted
- Philosophy and Approach: High Touch, Interactive, Etc
- Proposed Solution: Decided to have students come to a welcome center to meet with someone and talk through everything to get started. They still have an enrollment office and advising office with distinct functions. In the Welcome Center, they have 4 entry specialists to do entry advising, campus tours, etc.
- 4 Easy Steps to begin listed on their website and all materials: Connect with entry specialist, Apply, Assess (Engl & Math placement), Register
- Intake and Referral: survey questions on things like tutoring, childcare, disability services, housing, student life, jobs and work study, financial aid...pretty intrusive process but the purpose is to get them as much free money as possible and that's explained. This takes about 15-30 minutes. This was thoroughly vetted by lawyers and so forth.
 - We have a huge amount of data from this because every prospective student does this. Entry specialist sees results and can discuss corresponding resources with the student right there (e.g., I see you are a TANF recipient, let me tell you about our workforce ed resources) Each question is also connected to a particular office so the office gets an email referral automatically from the

survey. They then should contact the student and the student should hear back within 48 hours.

- Other changes include enrollment and student aid realignment: faster transfer credit evaluations, direct FAFSA support, enrollment and student aid one stop, instant admission application processing, one week student aid processing times (some of these things required more resources, reorganization of offices, more staff, work through with unions).
- The results: SENSE Survey Data showed more students knew their career path before school started, higher response on having staff member speak with student about steps required to complete, higher on staff member speaking with me on academic plan. Student conversion rates, previously about 58% and now it's about 70%, which has enabled us to hire more folks. Career training fill rates are also up from 64% to 70%. Total new enrollments increasing quarter by quarter.
- Next steps: Adding Explore step into the process rather than Assess, will include career interest inventory. We spend so much time talking about placement and we've committed to eliminating the dead end pathway and getting them all into college level.

Part 3

3:30-4:30pm

Coding

In attendance: Joel Wright, Jayne Strom-Strebe, Leanna Bordner, Mary Akab-Nash, Kathy Rhodes, Aimee Brown, Jeanette Miller, Alice Melling, Emily Meoz

Aimee: South is connecting coding with their program mapping and North and Central have the opportunity to weigh in at a retreat on July 24th.

The group mapped out when coding occurs across North for a student's program code (i.e. if a student is pursuing an Associate of Arts degree, their program code is 0003, but when is that placed on their file?).

Before Student Starts/Applying to College

Code on admissions

Cohort BAS

International

Apply to workforce

Apply to financial aid

Code transfer of credit

Blue slip

...some get coded as undecided

First Quarter:

Welcome email
Blue slip
Financial Aid change coding for next quarter
Check coding at counter 1:1
End of quarter reporting
Multiple quarter reporting
Coding freeze

Second Quarter/First Year

Welcome email by program
Blue slip
Missing codes for financial aid
WFE each quarter before funding
Program verification form turned in if they change program

Second Year

Blue slip
Welcome email
When awarding students with EPC 0080
Appeal grade additional quarters
10th day
Be mindful of BTS transition

Graduation

Grad App
Bachelors Degree Change Program Code

Demonstration of South coding (Aimee): Aimee shared a spreadsheet with options 1, 2, and 3 for South and how they are planning to code. The group had a few suggestions and will share them at the district-wide program coding retreat with mainly student development service, institutional research, and district folks on July 24th.