

North Seattle College Guiding Team Retreat
Held at Seattle Maritime Academy
9/11/19

Attendees: Sybrina Woodson, Mari Acob-Nash, Aaron Korngiebel, John Lederer, Christie Santos, Alissa Agnello, Tim Albertson, Aimee Brown, D'Andre Fisher, Peter Lortz, Leanna Border, Alice Melling, Jane Harradine, Anne Forester, Curtis Bonney, Ana Brunets, Ann Richardson, April Materowski, Kate Krieg (Seattle Central), Jesse Cooley, Brianne Sanchez, Peter Petrucci (student), Sabrina Springer (student), Aryana Bates, Caroline Pew, Shireen Deboo, Emily Meoz, Willian Brown, Brian Palmer, Annie Garrett, Joel Wright, Stephanie Dykes, Jenny Mao, Melissa Mixon, Alexandria Abeyta, Jim Jewell, Bill Holt

1. Introductions- D'Andre Fisher

- Land Acknowledgement: D'Andre Fisher welcomed us with a land acknowledgement and an update on recent conversations with the Duwamish indicating that we will modify our acknowledgement to reflect their voice. Took thirty seconds to reflect on the land, air, and water.
- Pause at 8:46am for 9/11 moment of silence. D'Andre spoke briefly on concern for both families impacted by violence and for the corresponding suffering of the Muslim community
- Personal introductions: Name, Pronouns, and Title
 - Conversation developed on the importance of taking gender pronouns seriously given the oppression of LGBTQ populations

2. Agenda Overview & Goals- Aimee Brown

- Reviewed the goals for today:
 - Everyone has an understanding of Title III goals, Seattle Pathways and 2018-19 progress
 - Develop goals and expectations of the Guiding Team for 2019-20
 - Understanding of Washington and NSC data related to Guided Pathways framework
 - Clearly be able to state your role on Guiding Team
- Title III: Four Activities (currently 4 years left): 1. Implementing a Guided Pathways Model (Seattle Pathways), 2. Improving Student Success in Gateway Math Transfer Course, 3. Increase Student Access to Key Campus Services and Resources, 4. Increase Faculty and Staff involvement in Data-driven strategic enrollment management (SEM)
- Seattle Pathways: deliberate and comprehensive approach to achieve strategic student success. Four essential pillars: 1. Clarify paths to student end goals, 2. Help students get on a path, 3. Keep students on path, 4. Ensure students are learning.
 - Not just another initiative that we will do and forget. This is institutional change.

3. Community College Research Center Presentation: What we are learning about whole-college redesign through guided pathways- Dr. Hana Lahr, Teachers College, Columbia University

- From book Redesigning America's Community Colleges- was a hypothesis and now we are learning from those colleges actually doing the work, evolving quickly
 - Copies of this book available

- How people are thinking differently about student success, what we are learning about implementing whole college redesign, how they enter and move through programs that lead to jobs offering family sustaining wages or transfer to university, gathering student input to inform guided pathways redesign
- Enrollment data: Community college enrollments are going down after peak in 2009-10 while 4-year institutions are trending up and for-profits going down. Adult student enrollment dropping greatly since around 2011 (25 years +), same with undergraduates aged 18-24. Increasing enrollments: dual enrollment students going way up (age 17 and below) and about 40-50% of students at some colleges are now dual enrollment (i.e., Running Start) and there is an opportunity to capture some of these students and keep them on baccalaureate pathway at a community college
 - Big equity gaps in terms of who has access to dual enrollment
- CC students not earning credentials: a business and moral issue, about 35% of students have completed some credential 6 years later, and the average lower for low income students
- New CC Business Environment: state funding cuts mean families pay more, performance model for colleges, increasing competition for students, dev ed enrollment declining, tight labor market some areas, declining return on skills only training
- New CC Business model: from cheap accessible courses for transfer or training to getting degrees, skills, and experience contacts for livable wage career path employment
- New students want to know: what programs fit, what jobs can I get, what credentials do I need for those jobs, what courses do I need, how long will it take and cost, who can I speak to about this?
- Returning students want to know: how far along am I, what if I want to change program, what courses next semester, will courses transfer to Bachelors, who can I speak with, how can I gain work experience
- But institutions drive students away: ed paths unclear, intake processes discouraging, new students not helped to explore interests/options or develop plan, prereq dev ed sorts out students, students progress not monitored, colleges fail to schedule courses students need when they need them, too little active learning, not enough relevant experience
- Placement tests dubbed “inaccuplacer”. For example, dev math worries about having students in the RIGHT math course with relevance of math to field—i.e., not pre-algebra for a music major but stats instead. Need holistic multiple measure assessments of strengths/needs
- Recommended changes to make
 - Move from low cost courses to affordable programs aligned with jobs and further education
 - Move away from alphabetical program lists to academic and career communities/meta-majors which need to be student focused and useful. Can’t just do a reorganization. This is about how we use these to help students explore.
 - Moving away from course distribution lists to clear sequences of courses
 - Moving away from job/transfer support for near completers to doing this at the very beginning
 - Move away from info dump at orientation to providing info when they need to know it
 - Move away from student self-advising during registration each semester to advisors monitoring progress and approve changes to plan

- Move away from thinking of students as FT or PT. Instead, focus on what supports students need. It's more valuable to know if students are on plan or off plan than if they are taking classes part-time or full-time. Enrollment patterns are super chaotic, can start FT and go to PT and plan needs to be adjusted as students go along.
- Redesign is a national movement with lots of action throughout country but a gap in middle. Lots of work in WA SBCTC and a grant from NSF to help underrepresented students in STEM programs with WA colleges.
- Redesign—it's important to start with end in mind.
Connection → Entry → Progress/Completion → Advancement. Align outcomes with career success, to mapping out paths and scheduling and monitoring progress, to helping students explore program plans and integrate academic support into gateway courses.
- Question the group struggled with: What about nonacademic barriers? This research doesn't address that and colleges can only do so much. But we can monitor progress and identify at risk students and should connect students with resources.
- Idealized Timeline- 6 Year Timeline. Can't just plan, at some point have to implement at scale. A big takeaway: this work takes a long time. Will be wins along way so you can see progress toward goal. Even colleges furthest along now are not yet at scale.
- As research has evolved we move from what to how. From essential practices to change process. It's a messy process. Will not march steadily forward over 5 years. Research folks will be incredibly important in evaluating what's working and moving forward.
- Timeline and strategies for leading guided pathways redesigns: not putting blame on students but on colleges that are creating barriers to student success. We have to own that and figure out what can be done differently. Building cross-functional leadership teams. Changing hiring practices and onboarding.
- Game of Thrones analogy. First few phases really proceed smoothly and then when you get to implementation there's challenge. Not as beautiful. Important to try it and improve it though.
- Lessons on leading college redesign:
 - Technical challenge but also a cultural one
 - Lay groundwork on barriers, vision, empower stakeholder teams to plan and design innovations at scale
 - Importance of implementation of well-managed, cross-functional teams
 - Critical importance of redesigning broad engagement in program and student experience mapping
 - Challenge of creating time and resources for reflection design planning PD evaluation
 - Challenge of sustaining and institutionalizing innovation in face of turnover, uncertain policy fiscal environment; exhaustion
 - Conversation about the nonacademic barriers and importance of bringing resources to students and the issues with part time faculty not being well positioned to do more outside the classroom
 - Guided Pathways: All about programs. Most analyses focus on institution- or course-level data including enrollment, grad, course success, labor market returns vary significantly by major. This is about programs.
 - Importance of program choice: WA State Data: Earned WA CTC degree values not equitable by race, socioeconomic status, or prior ed.

- Program Enrollments by Term among FTEIC degree-seeking SBCTC entrants 2009-11. Health, business, arts humanities and design are the major areas. Dropout increase each semester but proportion in those fields stays similar. By end of term 8, 64% of students are gone without completing anything. Breakdown by race, more Latinx and Asian students are undeclared and we don't know why (focus groups useful). African American and Native American students dropping out at much higher rates than others.
- Students tend to first enroll in more unstructured programs. Pete: also reflects where we have more programs and we could shift to influence this. Disaggregated: Latinx more in unstructured. White and African American in more prof tech.
- How many students switch programs? 20% switched. Very few students switch from workforce to transfer or transfer to workforce. Biggest switch is from being a student to not being a student. Super low rates of switching from unknown/undeclared to a program.
 - Question- is this because they need to declare on financial aid app? We need to support them at the beginning and throughout on this.
- What percent of students complete any award? 26% of students within 3 years. Encourage colleges to rerun these stats with all groups as this is just about those who have no prior college. Disaggregated women are doing a little better than men and older doing a little better than younger. Asian White Hispanic Native finishing in that order but could use more disaggregated data esp for Asian populations.
- Tracking equity—26% of WA state community college students transfer to a four year and 44% of them complete a Bachelors. White and Asian students are transferring and completing at higher rates.
- Guiding questions: do these programs lead to living wage jobs, do they explore for good fit, do they have a light the fire learning experience, do we monitor progress, do we schedule classes so they can stay on path, do they gain program relevant experience, do we enable more underrepresented students to enroll and complete programs leading to higher oppty outcomes?
- Where to begin: organize programs into meta majors and make it feel like a school within a school, identify which math is appropriate for which program of study, examine new student onboarding and consider how to redesign and help students explore programs and develop a full program plan by end of term 1, identify critical intro courses in each meta major and assist faculty to strengthen teaching in those areas.

4. **Guiding Team Focal Points**

- Value of Student Achievement Initiative (SAI) Momentum Points; 'lost student' demographics and creating survey for data and improve student retention rates
 - There was a discussion around the value of SAI points since North is already disadvantaged with its number of part-time students.

5. **Institutional effectiveness goals breakout**

- How do we help our students? What are we needing to do to help our students? Understand what will be our 2019/2020 focus as a whole? What would be our top priority for retention? Look at some categories in SAI.

6. **Break-out small discussion groups** related to “what do you hope we (Guiding Team) accomplish in 2019/2020?”

- Grouped the small post-its notes into the following classifications:
 - Retention
 - Students Meeting Education Goals
 - Increase S.A.I. points
 - Students Earning 15 College-level Credits
 - Completion

8. **What is our role in this work?**

- D’Andre: What roles do we individually have and then share as an institution? What does every group bring to the table? This way we collaborate. What are the gaps in these goals? That’s where the Brown Bag Group addresses what resources are needed to meet these goals. Then we’ll plan out the whole academic year from each of our previous meetings. Now we know the goals we have to meet for the grant and the institution.

9. **Share outs after group discussion**

- Jim J.: Light the fire theme – Retention – Give framework for teachers to develop for those classes. Potential option: First year experience for first year classes.
- Jane H: Hook students, create a sense of belonging; mandatory experience coming in; using student leaders, Equity and Welcome Center outreach; Create a first quarter survey to find out are the students coming back? Student leaders to administer said survey. Jenny Mao – using instructors to offer better support for issues unrelated to classes. Part-timers can help.
- Joel W.: Where to go to for food security? Create faculty development (to support students’ personal needs like food insecurity).
- Bill H.: Schedules – Cross-department discussions for students if their schedules conflict across those departments. Arbitrariness of class cancellations have hurt our programs so once we put a class in the plan, we actually need to keep it. We’re doing them a disservice so we need to do a better job managing their programs. Processes – Onboarding – who to go to for making changes? Faculty development how do we help students with contact list? How can we increase institutionalized knowledge?
- Jim J.: Every office should adopt the “being a greeter” mindset. We may need actual training so that we all are essentially welcome centers and greeters for North Seattle.
- Bill H.: Program coordinators – no job training so have to learn about in a piecemeal way. Having documentation/resources – here’s where you go. I agree w/Jim J. We need to integrate.
- Joel W.: Provide an affirming environment for students.
- Bill H.: Instructors are lacking tools. Students feel unsupported. Aimee, does Starfish Pilot cover some of this need for supporting students better?
- Aimee B.: Starfish will help in part. We are talking about a culture shift.

- Curtis B.: We have 350 students per 1 advisor. However, Hannah showed much better ratio to support students. The key is the monitoring of that educational plan. We need to shift the plan. At a different meeting, suggestions would be to hire more navigators which would cost more than what we have. I think Starfish technology could be helpful. We could develop an education template so it would not just be advisors. So, teachers can know how to help students dealing with domestic violence, for instance. Meet students at the moment their plans begin to falter.
 - Stephanie D.: Common thread seems to be to improve our care for our students. Quantify the common questions.
 - Brian P.: We talked about electives and only offering three could lose “light the fire” moment. Let’s get rid of the cafeteria approach. I hope we have time to talk about this more.
 - Aryana B.: This is dovetailing into preparing for accreditation and building up review. (Make) room for a cultural shift. Thinking about ways of how instructional support can become more essential to student success and therefore help quantify what supports are important. Program instructional support.
 - Caroline P.: ‘Committee Caroline’ lens was very different from personal Caroline lens. I want to create caring equitable citizens.
 - Aryana B.: Dichotomy – Structural thinking so the language of the institution to help students be successful is a form of justice. There are equity gaps so if we can become more systematic and clearer, we help students with justice by drawing on how these two different hats (or lens) connect.
 - Bill H.: I find myself internally polarized. I’m excited about my students who are learning, but I’m not necessarily excited about that student’s next class/next quarter. Sometimes, I find myself torn between polar opposites of helping students and helping the institution.
 - April M.: Transparency and Learning (TILT). Let them see what need their project is fulfilling.
 - Aryana B.: See how Guided Pathways apply to TILT.
- D’Andre F.: How do we always center the student voice and make sure the student is successful? Higher education is problematic everywhere. 100 Day Projects - we can propose tangible items and can learn from today addressing the identified problems. How do we feel fulfilled professionally and personally by holding the work to a true value of making positive change? If you know someone needs help, do you take time to show them and help individually and as a group?

10. Accomplishments - See all you have accomplished! Now we are in a position to plan it out for this year! Guiding Team’s accomplishments from the beginning of this work in January 2019. Presented by Aimee Brown.

- Leanna Bordner - First time to hire Asst. Advising Director.
- We adopted 8 Areas of Study district wide. This was the result of North employees working on this.
- Many departments involved in program mapping- creating collaborative and innovative changes
 - Subcommittees: Program mapping, 1st-Year experience, Coding,
 - Equity and Welcome Center opened (funding partially with Title III Funds)
 - Christie S.: Many different spaces for students and events. Also houses the Benefits Hub – offers a one-stop shop to offer financial resources

for emergency financial assistance, food closet, housing, and support. We have tangible resources and a space where students can land and be. In 2 weeks, we are having the first coordinated Welcome Week ever offered at NSC. This is unique opportunity to create that feeling of belonging (retention). Cookout – bring family and friends as it is very important to have them invested. Their support greatly helps students to be successful. Sending out to staff/faculty -a copy of Welcome Week events from Equity and Welcome Center.

- Cross- Campus professional development: webinars, 100-Day Projects
- Campus involvement: 50 unique faculty (19%)

11. **2019-2020 Theme suggestions-** The group brainstormed a theme for 2019-20. The final theme will be decided over email.