

December Guiding Team Meeting Minutes

December 2nd, 2019

Attendees: Sarka and Betsy, Toni Anderson, Greg Tessensohn, Brian Palmer, Leanna Bordner, Pete Lortz, Christie Santos, Christina, Curtis Bonney, Shireen Deboo, Ann Richardson, Alissa Agnello, Anne Forester, Aaron Korngiebel, Joel Wright, Jeannette Miller, John Lederer, Toni Castro, Mari Acob Nash, Jane Harradine, Aryana Bates, Jim Jewell, Jenny Mao

100 Day Project Presentation Background: Each quarter, faculty can apply to receive stipends through the Title III grant to complete a Guided Pathways specific project. These are meant to be short term projects that can be completed in 100 days. Each quarter, the faculty receiving these grants present to the Guiding Team about the project.

1. 100 Day Project Presentation: TILting BUS 112 Assignments by Toni Anderson

Toni Anderson spent time sharing her project, introducing TILT framework, explaining the connection between TILT and Guided Pathways and sharing how this presents equity in assignments.

This project was for her Multicultural Diversity in the Workplace class where she “TILTED” assignments, projects and quizzes.

The framework creates equity in assignment design by clearly describing the purpose (how and why the specific knowledge learned is important to learning, skills that will be important in the future) and knowledge (what will students learn by doing this assignment) by listing the following for students:

- Skills
- Tasks
- Criteria for Success

Findings by Dr. Mary Ann Wilkelmes: TILting two assignments in one class in one quarter (211) increases persistence, grades, and academic confidence.

Findings by Toni Anderson: Quality of student work has increased and students have asked fewer clarifying questions. There’s an increase in competence and understanding and sense of belonging.

Relevance to Pathways: Increasing completion rates for students of color to close the equity gap. Plus, the impact of creating equity in assignments increases:

- Student confidence
- Sense of belonging
- Retention
- Completion rates

2. 100 Day Project Presentation: Integrated basic education and skills training (IBEST) by Sarka Faltinova and Betsy Berger

Sarka Faltinova and Betsy Berger explained IBEST and their project to create an IBEST shell with best practices for other IBEST faculty.

IBEST is having two teachers teach in the same classroom: one is the content teacher i.e. accounting and the other works to help students with vocabulary/ask content questions.

Students can be part of IBEST programs if they have below ENGL&101 placement. IBEST gives them extra support plus a certificate which allows them to get a living wage job.

Sections in IBEST Canvas shell include:

- IBEST events
 - Current and future trainings for IBEST teaching partner
- Before quarter
 - Model that the team of teachers chooses
 - Templates for creating lessons and assignments
- During the quarter
 - Important time lesson planning toolkit
- End of the quarter
 - State mandated forms and attendance
 - Chance for the team teachers to improve instruction

Future Goals:

- Putting together a bank of activities to share how instructors can collaborate together and work together in class
- Share with deans IBEST Canvas course who can show their instructors how to get there and use this shell.
 - Note: Deans already have access to canvas page to connect with new partners and instructors.

3. Tim Wise Video

The Guiding Team viewed the following video as a training and broke into groups for discussion:

<https://www.youtube.com/watch?v=Zz-Hqh8tNNE&t=1659s>