Guiding Team April Meeting

Monday, April 19, 2021

Presenters and Facilitators

Aimee Brown, *Director, Title III*
D'Andre Fisher, *Associate Vice President, Equity, Diversity, and Inclusion*
Dr. Mari Acob-Nash, *Dean Student Services*
Dr. Jenny Mao, *Counselor, Student Services*
Caroline Conley, *Librarian and e-Learning Services*
Dr. Erik Jaccard, *Full-time English Faculty*
Dr. Aryana Bates, *Dean Library and e-Learning*
Dr. Mary Spilde, *Coach for Achieving the Dream,*
Dr. Michelle Andreas, *Vice President of Instruction at South Puget Sound Community College*
Pete Lortz*, Vice President, Instruction*

Welcome

Aimee Brown

Land and Labor Acknowledgement

Christie Santos

Announcements and Updates

Aimee Brown

The college needed to work on and submit two reports: Title III Report (for the Department of Education) and State Guided Pathways Work Plan Report (for the state board)

- **Title III Report Submitted:** Thanks to all who have helped with submitting Title III Report to Dept. of Education: Stephanie Dykes, Joel Wright, Aryana Bates, Alice Melling, Emily Meoz, Leanna Bordner, Justina Rompogren, Edgar Jasso, Anna Schindler, Ann Richardson, Julius Rodriguez, Christie Santos, Belinda Tillman, Melody McMillan, Soroush Maleki, and Kelly Paustain!

- **State Guided Pathway Work Plan due May 17th**
  - Purpose of completing the report
    - Assess progress of Guided Pathways at scale
    - Plan for scaled implementation and iteration where needed
    - Monitor progress to scaled implementation
    - Inform the learning agenda for future statewide professional development events, coaching, and additional technical assistance
    - Reinforce North's commitment to and progress in implementing Guided Pathways with fidelity

North must complete all three sections and choose two focus areas each in section two and section three (bolded).

  - Section 1: Large Scale Change
    - College Infrastructure
      - Clear Purpose
      - Effective College Committee Structure
      - Student Centered Culture
      - Committed Leadership
      - College-wide Engagement
  - Section 2: Pathway Design
    - **Pathways (Meta Majors), Programs of Study, and Program Maps**
    - Outcomes Alignment
    - **Structured Exploratory Experiences**
    - Predictive Courses
    - Math Pathways
    - Scheduling
- Section 3: Student Experience
  - Practice Areas
    - **Intake**
    - **Placement**
    - Equity Competent Educational Planning
    - Degree Math and English within One Year
    - Progress Monitoring
    - Engaging Students in support of completion
    - Classroom Environment and Course Design
- Anticipated Timeline
  - GP co-leads district-wide developed timelines for drafting work plans
    - April 5th - 12th - Individuals meet with GP stakeholders
    - April 23rd - 1st draft responses due from subject matter experts
    - April 23-May 5th - Review period to solicit additional feedback, fill in blank responses, etc.
    - May 6th-May 16th - GP co-leads review across the district.
      - Updates at May 10th Guiding Team meeting
    - May 17th - Turn in Work Plan to State Board

Updates

- **First Year Experience (FYE) Presentation - D'Andre Fisher**
  - Thank you to all who have done great work: North FYE committee
    - Dr. Mari, Alyssia Agnello, Dr. Aryana Bates, Dr. Erik Jaccard, Rico Niyomwunagere, Jeanette Miller, Dr. Jenny Mao, Julius Rodriguez, Jillian Fisher, D'Andre Fisher

Overview shared today has been approved by the President, Cabinet, Executive Team about the Intake and Onboarding Process (one stop and orientation) and a pilot First Year Experience Course (Integrated Studies consisting of: 10-credits ENG& 101- Info 100, and HDC 101)

  - Goal: A cohesive, equity minded First Year Experience spanning from One Stop in Student Services and Orientation through the end of the students' first year.
    - Student Services/Success
    - Equity, Diversity, Inclusion, and Community
      - Purpose
        - Holistic and intentional design to help students integrate in college; learn and build success skills in their academic, personal, and professional pursuits.
        - Advance racial, social, and economic justice to help students achieve academic aspirations, increase access, facilitate economic progress, and inspire academic and career attainment.
        - Help transition students to college, instill a sense of belonging, explore and select academic and career pathways, learn and seek campus resources, develop and strengthen success skills, and create a college success network.
        - Centering male students of color
    - Dr. Mari Acob-Nash - Student Services
      - One-Stop
        - Streamlining student services
        - Entry and funding - Entry Coaches
        - Pathway advising and student support services
        - College-wide orientation
      - Orientation
        - Orient students to "people" rather than buildings and/or information giving
        - Workshops - students/parents meet faculty/staff
        - Student leadership/ambassadors
        -
    - Dr. Jenny Mao - Pilot Goals for First Year Experience course - To help first year students :
      - Transition to college, find their place, empower their voices, demystify college
      - Develop confidence and competence in composition
      - Strengthen self-management; build cultural and learning strengths

- Build information literacy skills
- Infuse co-curricular activities
  - Institutional Goals
    - Retention and persistence strategy
    - Close equity gap for vulnerable students
    - EDI priorities/ Guided Pathway
  - Cohort based, learning community - BIPOC, male of color, first generation students
  - Caroline Conley
    - The Stories We Tell: Finding Voice, Agency, and Self in the College Experience, Integrated experience.
    - Requirement of the Associate of Arts degree.
    - Dr. Erik Jaccard- F/T Faculty
      - Course questions
        - What are the stories we tell about ourselves that impact the way we learn?
        - What assumptions are made about the student experience that positively and negatively affect student learning?
        - How can self-awareness enhance/deepen other ways of knowing?
        - What strategies (cognitive and non-cognitive) do students need to strengthen to become successful, authentic students?
    - D'Andre Fisher - Administrative Leadership
      - Fiscal support-FYE built-in institutional budget (District-wide First Year Experience - release time, stipends, books, conference)
        - Combination of Guided Pathways state allocation and Title III funds allocated amount of $40k - June 2021
        - The work in the next phase is at the college level and will require design and development of new solutions and funding in order to determine rollout phase for 2022-2023.
        - Programming/mentorship/speakers
        - Students - scholarships/books/computer (IT/Library initiative)
        - Wrap around supports- embedded tutoring; TRiO; Benefits Hub (Men of Color initiative - possible District-wide funding for Summer 2021)
        - Field trips - visit campuses, local corporations, and Students of Color Conference
        - Week prior to school - meet with students/families - sponsored lunch/dinner

- ● (Request cohort to be included in reopening stage
- Class Recruitment will require Bridge Building
  - ○ Advertising campaign
    - ■ Advising/Seattle Promise/ Workforce Education
    - ■ BTS - Shan Lackey/Curtis Bonney
    - ■ Men of color/TRiO/LSAMP
    - ■ Nathan Hale - Assistant Principal - William Jackson
    - ■ Incentivising students with scholarships/computer/books
    - ■ UNEA - Clear Sky Native Youth Council
    - ■ Urban League
    - ■ Mailing and calling campaigns (with North FYE swag)
  - ○ Local Company & Corporation recruitment for internships and job shadowing opportunities.
- Dr. Aryana Bates- Current progress
  - ○ Dean & IS proposal has been approved
  - ○ Classes are in the schedule for Fall registration
  - ○ District approval for all three campuses to pilot FYE program
  - ○ Pilot of 3 campuses are distinct and specific to campus needs
  - ○ District librarians are in agreement on revising INFO 100 Master Course Outline on all 3 campuses
  - ○ North will offer HDC 101 as a stand alone course as a comparison group
  - ○ Counseling will be offering HDC 101 on all three campuses
- Riko Niyomwungere - Student Voice - D'Andre Fisher
  - ○ Seattle Promise student
  - ○ TRiO member
  - ○ Men of Color
  - ○ First Generation College Student
  - ○ Started School during pandemic
  - ○ My first-year experience
  - ○ Personal Highlights about FYE
    - ■ Helps build relationship with teacher
    - ■ You get credits for it
    - ■ Bigger support system
- Dr. Aryana Bates - Closing
  - ○ E-team has approved to implement and support pilot
  - ○ IR support to conduct focus groups mid-quarter and end of quarter; plus data extraction for data analysis
  - ○ Guided pathways funding to support the courses
  - ○ Leadership support and budget designation of GP funds
  - ○ Cohort model helps retention (men of color)
  - ○ Long term view - sustainability and upscaling
- Work Plan Breakout to share:

○ What's our purpose in implementing Guided Pathways?
○ How does (or will) your college support staff and faculty in ensuring that this work is being carried out with a focus on equity across the student journey?

● **Equity -focused professional development - Pete Lortz**

Two state Guided Pathways coaches were assigned to North Seattle College to help us progress in the work and offer guidance and support during the 2020-2021 school year. North coaches are: Dr. Michelle Andreas (Vice President of Instruction South Puget Sound Community College) and Dr Mary Spilde (Consultant and Executive Coach, President Emerita at Lane Community College).

The coaches came to Guiding Team to discuss data-driven institutional models and help facilitate a conversation around data-driven decision making.

Lessons learned:

● It's important that everyone to have access to data (open source) and not use it in a penalizing way. Everything we do must be grounded in data, which builds a culture of evidence and inquiry.
● Ensure your campus has a growth mindset to improve based on data

Questions from Guiding Team
• What advice do you have for us in handling missing student data (many students at North do not report ethnicity and race)?
  o Look at the trend data because the data you do have still tells a story.
  o Ask students why they are fearful and not complete surveys and understand the culture of these questions at your college through focus groups and surveys
• How can we use data to combat institutional racism?
  o Making closing the achievement gap, a large part of your pathways work, part of your strategic plan.
  o Use disaggregated data and determine where there are large equity gaps
  o Ask who is being advantaged or disadvantaged by policies? Who gets tracked in higher or lower wage programs? Recognize which policies perpetuate equity and which do not
  o Also gather qualitative data: conduct focus groups with students and listen