

Guiding Team April 2023

April 17, 2023

Guiding Team Purpose, Organization and Goals

Serves as the “steering committee” for the Title III grant and is responsible for implementing the Guided Pathways framework at North. The large Guiding Team meets monthly for updates, training, and idea generation while small subcommittees meet as needed to focus on problem-solving of a particular part of Guided Pathways. Note that we are in the fifth year of the Title III grant (October 1, 2022 through September 30, 2023); and we may be extending into a sixth year.

Beyond Land Acknowledgements

Jessica Albavera, Pathways Navigator of EDIC, shared the following article: [Nurturing Our Indigenous Relations: Beyond Land Acknowledgment — National Equity Project](#)

Takeaways from March Guiding Team meeting on supporting Basic and Transitional Studies students

Curtis Bonney, Dean of Basic and Transitional Studies (BTS), shared takeaways from the March Guiding Team meeting focused on Basic and Transitional Studies needs. He shared that BTS needs additional ways for navigators and faculty throughout campus to connect and build on partnerships including attending faculty classes. Curtis will lead a Transitions Fair for students in Basic and Transitional Studies transitioning to college coursework and will need campus involvement.

Strategic Courses: Introduction to a new part of Guided Pathways

An important and new part of Guided Pathways work for 2022-2023 and 2023-2024 is to identify Strategic Courses. Guiding Team (plus additional navigators and advisors that joined the meeting) explored this new concept for the first time.

The district wide definition of Strategic Courses is: 1. Required to complete a degree or certificate. 2. Less than 85% of students earn a 2.0 or higher in the course OR less than 85% of African American/Black male students earn a 2.0 or higher. This original definition came from Seattle Central College due to their data finding the largest equity gap on their campus for African American and Black males.

Our goal is to improve student learning and student success, particularly for historically underserved students of color. Examining our strategic courses is one piece to achieve that

goal. Many strategic courses require students to gain competency and skills in challenging concepts. Identifying strategic courses is not about rating or judging faculty. This is about finding courses that are difficult for students and finding ways that we can work together to help students learn the material.

Megan Court, Academic and Student Success Technology Systems Manager shared interventions by other colleges such as Seattle Central providing stipends for faculty in those courses for innovative projects, South Seattle and Seattle Central focusing on Starfish progress updates and interventions and Shoreline creating an Inclusive Pedagogy Institute and Departmental Teams.

Breakouts Groups on Strategic Courses

Guiding Team did breakout sessions by Areas of Study, looking at courses that met the Strategic Courses definition by area of study. 234 courses at North meet this criteria. The groups were responsible for providing feedback on the courses. Instructional Deans are ultimately responsible for prioritizing the list of 234.

- Breakout #1: Arts, Design and Graphics AND Social Sciences, Humanities and Languages
- Breakout #2: STEM
- Breakout #3: Skilled Trades and Technical Training AND Business and Accounting
- Breakout #4: Health and Medical AND Education and Human Services

Jessica Albavera created takeaways from the break-out sessions [here](#).

Large Group Discussion on Strategic Courses: Takeaways from Deans

Dan Tarker, Interim Associate Dean of the Library and Learning Support Services- the data is useful and thought provoking; we have lots of questions about the data. For instance, the criteria is 85% pass rate as the threshold we're trying to achieve. Is that criteria going to work for us? We want to have a dialogue - digging into the data.

Melana Yanos, Dean of Workforce Instruction- I appreciated our breakout group who recognized large equity gaps and brought student feedback into the conversation. We need ways to scale out better teaching and learning especially in online learning with promoting equitable teaching practices. *Suggestions from the group included focusing on introductory level courses as early on-ramps into the pathways - we should focus on students get tingonto those pathways early on in their academic process.*

Vashti Bryant, Dean of Math and Science – The group thought about data in a broader context - about student experience before reaching the class. Math skills are needed for many STEM classes. How are students coming to these classes - how prepared are they for math? Let's have better collaborations with Seattle Public Schools. It's also important to build the bridge between BTS and STEM classes. How are we working inside the classroom?

William White, Interim Associate Dean of Workforce Instruction - Our breakout group discussed entry level coursework and how that would impact students to move onto more specialized areas. A lot of students are not going into the medical/health programs. We want more collaboration with Project Baldwin. Many of these courses had few Black and African American Students. Are these programs recruiting students of color (SOC)? We can look to cohort models for Black/African American males.

Overview: Connection Strategic Courses and Starfish Progress Updates

Dan Tarker, Interim Associate Dean of the Library and Learning Support Services, explained a proposed connection between strategic courses and Starfish Progress Updates.

- Instructional Deans responsible for feedback and prioritizing strategic courses
- Strategic courses lead to faculty teaching strategic courses to recruit them into program
- Participating faculty are provided asynchronous instruction on their role and responsibilities.
- Faculty teaching strategic courses inform students about the surveys in the syllabi and class introductions
- Faculty respond to second week survey and student support network responds
- Faculty respond to week six survey and student support network responds
- Data collected to evaluate impact of intervention

Starfish Progress Updates Tackle these Strategic Course issues

Megan Court, District Student Success Technology Specialist, explained Starfish Progress Updates (surveys sent to faculty through Starfish to gauge student progress in order to notify the student's success network).

Although North has a Success Network including navigators, advisors, and specialists, the challenge is to help students significantly before the end of the quarter. Using Starfish Student Success Platform allows us to connect students with their Success Network more efficiently for workflow with automatic emails to all parties and develop an efficient communication plan around it. It provides a comprehensive network keeping the students connected to the support they need.

Caroline Pew, Chemistry Department Co-Coordinator & Faculty, and **Cristóbal A. Borges**, Full-time History Faculty, had questions about the emails sent to students through Starfish on behalf of faculty. **Aimee Brown** promised additional time would be set up outside of the larger meeting to learn more from faculty on this topic and brainstorm solutions.

Breakout Rooms: Starfish Progress Updates Responses

Participants viewed this [chart](#) to determine who would respond to Starfish progress updates and made edits and suggestions. This is just one step in a larger conversation of how to make progress updates work for faculty and staff.