

Guided Team Meeting Minutes

February 10, 2020

1. Student Panel – Students of Color (Open to all campus)

- Panelist: Briana Cotton, Tyra Grant, Raheem Rakim, Emiliano Reyna
- Questions for today's panel and key takeaways/themes
 - In what ways have you felt support at North?
 - The students expressed feeling supports by their teachers; North being a place where they can be themselves and be creative.
 - What was your view on college prior to coming to North?
 - A couple of students knew that college was an expectation and feel they are supported and college is providing them with the tools to succeed.
 - Have you ever in your family/community, "You have to work twice as hard to get half of what you deserve"?
 - Theme: definitely feel they have to work hard not only because of the quote but because if you come from a family that is not familiar with college or the workforce you have to work harder to make connections.
 - What do students of color need from staff, teachers, administrators?
 - The students need the following: Understanding; acceptance; being treated as if her skin color wasn't different; being open to being uncomfortable in conversations, recognizing that self-reflection is important; patience; need for others to not be color blind and understand that we all come from different places.
 - What has your experience been in finding community at North?
 - A couple of the students said it's hard to find community at North due to having other responsibilities outside of school that make it hard to be involved in events.
 - One student would like to see more teacher presence at club events.
 - What's an example of something that you have done here, interaction, experience that sparked energy around what you are doing here?
 - Some expressed some of the following things that sparked energy: work/school balance; the Learning Center; recognition, being seen and heard; being involved in community work; meeting new people.
 - What other experiences make it hard to focus on school?
 - One student believes working is the hardest barrier to being engaged in school.

2. SBCTC conference presentation by Mari Acob-Nash, Anne Forester, Jenny Mao, Leanna Bordner and Aimee Brown

- Agenda included a presentation from computer scientist, Zoran Popovic, who shared about using Enlearn in the classroom.
- Learnings from other colleges included:
 - There was a focus on designing the college experience through the student lens. (Many staff/faculty had a positive school experience while many students do not.)
 - Creating student connections—students are more likely to complete when they are connected to other students (mentoring program).
 - The value in grouping students by area of study during orientation and giving program maps and/or ed plans. An advisor for that area of study answers questions of the break out group. This way, students can connect with others in their area of study.
 - The importance of crosstraining staff on core areas used by students and key staff to contact – so that you can give them a name and point them in the right directions

Guided Team Meeting Minutes

February 10, 2020

- North is ahead in implementing guiding pathways, faculty involvement increased in just one year of implementation.
- Current challenge: How to communicate information about guided pathways happening at North broadly. Funding: Title III will most likely not cover all of the proposed initiatives
- Recommendations included:
 - Training faculty in resource and service areas.
 - Having a resource guide with key resources and contacts – all staff and faculty should have a link to share with students.
 - To be mindful of who's at the table when we're developing our committees to make sure that we have a diverse set of voices including our students with different identities and representing different communities
 - Get a sense of North Seattle College's students –very specifically, just like Washington state but very specifically North Seattle College to understand why we have in equity and gaps in educational success and it will take some review of that data and understanding of those cultures and the backgrounds of those cultures and nationalities to understand the reasons behind the inequities and how practices can actually assist those students in becoming more successful.
 - Suggest we use the backwards design as a process to follow, knowing what the end goal looks like and then setting clear benchmarks to reach goals.
 - Never lose sight of the importance of our students, the barriers to their success, understanding their identities, racial, social etc. and the abilities that they bring to our classrooms and to the campus.

3. Work Plan Information

- Due to state board on March 2nd.
- Purpose is to assess how far along we are in implementing 15 essential Guided Pathways Practices at scale, plan for scaled implementation, monitor progress towards full implementation, and inform improvements. This will also help us prioritize Guided Pathways work and funding at our college.
- 15 essential practices of Guided Pathways are:
 - Faculty, Staff and Student Engagement
 - Meta Majors and Programs of Study
 - Exploratory Sequence for Each Meta Major
 - Program/Degree Maps
 - Communication
 - Technology
 - Intake
 - Advising
 - Degree Math and College Level English Within One Year
 - Gatekeeper Courses
 - Math Pathways
 - Scheduling
 - Program Monitoring
 - Intervention and/or Redirecting Students as Needed
 - Ensuring Learning
- Should focus on 2020 – 2021 school year
- Activities need to be specific and actionable

Guided Team Meeting Minutes

February 10, 2020

4. Work plan rotating groups to focus on filling out each essential practice:

- **Rotating Groups Round One**
 - Exploratory Sequence for each meta major
 - Communication
 - Intake
 - Ensuring Learning (changes made to document in real-time)
 - Wondering how the work is being done (MCOs).
 - Current: Complete the updates of the MCOs so that all courses address course, program, and institutional learning outcomes.
 - Revision: Create a process to continually update MCOs so that all courses address course, program, institutional learning outcomes, and move them all online.
 - Light the Fire committee is currently creating subcommittee, collection phase
- **Rotating Groups Round Two**
 - Advising
 - Degree Math and CLVL English within One year
 - Gatekeeper Courses
 - Scheduling
- **Rotating Groups Round Three**
 - Program Monitoring
 - Intervention And/or Redirecting Students as Needed
 - Technology

Update: There will be a 2-year Pathways Navigator of Equity, Diversity, and Inclusion position posted, job duties will include administrative pathways work and helping students apply, enroll, and be retained in their first year. The position will report to Aimee, and will be funded by the \$100,000 Guided pathways money in 2019-2020.