

# Guiding Team March Meeting

Monday, March 15, 2021

## Presenters and Facilitators

**Aimee Brown**, *Director, Title III*

**Julius Rodriguez**, *Outreach Coordinator*

**D'Andre Fisher**, *Associate Vice President, Equity, Diversity, and Inclusion*

**Pete Lortz**, *Vice President, Instruction*

**Dr. Stephanie Dykes**, *Executive Director, Institutional Effectiveness*

**Joel Wright**, *Senior Research Analyst*

**Cat Cabral**, *English Faculty*

**Laura McCracken**, *English Faculty*

**Dr. William White**, *Faculty, Workforce Education*

**Caroline Conley**, *Librarian*

**Jenny Mao**, *Counselor, Student Services*

**Jim Jewell**, *English Faculty*

**Curtis Bonney**, *Dean, Basic and Transitional Studies*

**Brian Palmer**, *Dean, Humanities*

## Land and Labor Acknowledgement

**Julius Rodriguez**

*In the chat - please enter which tribal land you live on*

Ways to be active with Duwamish tribe as well as how to become a Real Renter

Visit: [www.realrentduwamish.org](http://www.realrentduwamish.org)

## Announcements and Updates

- Guiding Team Faculty Liaisons hired!
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- Welcome to Jae Suk, Justina Rompogren, and Scott Ku
  - State Guided Pathways money has funded our ability to make these hires happen – Pete Lortz
- **Equity and Pedagogy - Pete Lortz & D’Andre Fisher**
  - Instruction and EDI have been partnering
  - Kelda Martenson and Caroline Pew met with Pete, D’Andre and Aimee to discuss a committee called “Equity and Pedagogy”
- **Data Dashboard - Dr. Stephanie Dykes and Joel Wright**
- Aimee Brown Preface:
  - State Guided Pathways Funding (\$60,000) will be applied toward data dashboards to meet our Strategic Enrollment and Equity Management and Guided Pathways goals
  - This is intended for staff and faculty to be able to make data driven Decisions with enough disaggregated data (~60% of faculty and staff said they had enough information to make decisions based on data in the faculty and staff engagement survey)
- Stephanie Dykes
  - There are many known existing data dashboards at the Seattle College District as well as State Board of Community and Technical Colleges (SBCTC) but we want to fill the gaps of what can’t be found from these existing dashboards.
  - Dr. Crawford is very interested in the idea of a SEEM (Strategic Equity Enrollment Management ) dashboard
  - Institutional Effectiveness Team across the district is small so data dashboards can also build capacity to get data without having to put in a special request.
  - Process:
    - **What we need from Guiding Team by 3/30/2021:** what questions do we want answered from the dashboard? What questions do the faculty/staff you represent want answered from a dashboard?
    - Stephanie and Aimee will compile feedback from Guiding Team, College Council, EDI, Executive Team, etc. and build a specifications document
    - Stephanie and Aimee will work with counterparts throughout the district so these dashboards will be district-wide
    - Tableau consultant will work with Joel Wright
- **100-Day Project Presentations- participants had a choice of attending one of two presentations**
  - Faculty (and student) led Guided Pathways projects that close equity gaps and last about one quarter.
  - **English 101 Revamp - Cat Cabral and Laura McCracken**
    - English faculty part-time and full-time gathered to do a deep dive to reinvest and reexamine English&101 on January 29th. (Title III 100 day funds allowed part-time faculty to be paid stipends)

- Pre-work before the retreat: homework to (1) be prepared to share critical family history based on an anti-racist writing assessment ecology work (2) Asao Inoue’s “The Function of Race in Writing Assessment” (Chapter One of his book Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future) helped us to recognize our core values that guide the development and teaching of English 101 curriculum Subcommittee Meetings & Post Meeting Connections
  - Exercise with group involved:
    - Looked our family history
    - How we came to the land we are on
    - Relationship with language
    - Relationship with academia
    - Self-reflection
  - Outcome: by spending this critical time together as an English department, it helped the department examine and reflect on the completion gap of historically BIPOC students and English curriculum we currently have.
- **Early Childhood Education My Brother's Teacher - Dr. William White**
  - <https://cultivatelearning.uw.edu/mbt/>
  - The goals of My Brother’s Teacher (MBT) are to diversify the early learning workforce in Seattle and support post-secondary opportunities for Black and Brown males in Seattle in the field of education.
  - Four Phase Framework for MBT Fellows
    - Phase I - High School Summer Internships and Coursework for upper division male BIPOC students
    - Phase II - Complete Associates of Arts Degree in Early Childhood Education at North Seattle College
    - Phase III - Complete BA or BAS Degree
    - Phase IV - Complete Master’s Degree + Teacher Certification
  - Support workshop topics for students included:
    - Early childhood education
    - Social justice in education
    - Culturally relevant pedagogy and practices
    - Urban education
    - Communities-based research
    - Research methods
    - Case study analyzing
    - Financial literacy
    - Entrepreneurship
    - STEAM Education
  - Additional support: Students are provided with school supplies including laptops, book stipend, tutoring /advising supports, paid summer internships.
  - Current stage: recruiting beyond Seattle for mentors in ECE at NSC

- Results
  - 1 student completing their ECE Associate's degrees
  - 2 students completing BAS ECE program at North
  - Some graduating students in Phase 4 debt free!
  - Related article cited by Julius Rodriguez

<https://hechingerreport.org/black-teachers-matter-for-students-and-communities/>


## First-Year Experience Updates - D'Andre Fisher, Caroline Conley, Jenny Mao

- First Year Experience at North is intended to support men of color (due to the largest equity gap) by having an Integrated Studies Experience with Information Literacy, Human Development and English. It will be cohort based and will build on one-stop and orientation pieces happening with Intake and Onboarding.
- The group is working on definition of learning outcomes for assessment purposes and the librarians are collaborating with South and Central on the Information Literacy class included in FYE
- Details:
  - Each campus will pilot a FYE program
    - At North, using national research to create a learning community fall quarter Integrated Studies pilot
      - Ten credit course linked: English& 101, Human Development 101, Information Literacy
- Long term:
  - Previous cohort members will mentor incoming cohorts as this program progresses (provides leadership opportunities for students)
  - Scholarship opportunities for BIPOC students
  - Connecting with Nathan Hale and Ingram High School to understand the community they are coming from
  - Further discussion will be needed about making this integrated course mandatory
- Learnings from the FYE Conference
  - Look at the system that causes students to opt-out rather than define them as 'drop outs'
  - Provide Just-in-Time interventions
  - Engage with the students before they ask for help and scaffold these interventions during FYE

## Student Voice Presentations

- Student surveys and focus groups related to Guided Pathways topics
  - **Intake and Onboarding student survey results - Julius Rodriguez**

- [https://docs.google.com/presentation/d/1bE5MLJXphk0xv5gnrmseTPsOn5JRxA\\_vifp3W3JMx0g/edit#slide=id.gb30119321d\\_0\\_107](https://docs.google.com/presentation/d/1bE5MLJXphk0xv5gnrmseTPsOn5JRxA_vifp3W3JMx0g/edit#slide=id.gb30119321d_0_107)
    - Presentation of why students of color applied to North, but did not register and where in the process students got stuck or opted out
  - **Light the Fire results - Jim Jewell**
    - Shared Results from two focus groups on what experiences students needed in the classroom to feel engaged.
      - Focus group included: current students close to completion who had a struggle, previous students who are now working at North as faculty or staff
      - Takeaways
        - If students have ‘Light the Fire’ experience in their first year, they are more likely to complete
        - Students wish they could have better utilized the resources and supports available
        - Connection to faculty and other students was important, especially connection to BIPOC faculty
        - They built confidence when they overcome obstacles—many needed to overcome imposter syndrome
        - Success to students was defined as overcoming obstacles rather than achieving satisfaction of academic accomplishments from their lens
      - Questions:
        - What at NSC has helped you succeed?
        - Can you identify a particularly defining moment?
        - How would you define a ‘Light the Fire’ moment to you?
        - What do you know now that you wish you had when you started at NSC?
        - What would you go back and tell your first day self?
        - What supports helped you succeed?
  - **Instructional Modality (post-Covid) - Curtis Bonney and Brian Palmer**
    - Presentation focused on BTS and Basic Skills and Arts and Humanities students
      - Questions related to: how students are feeling after one year of Covid-19, vaccine rollout, and potential on-campus classes begin again
    - AHSS (Arts, Humanities, Social Studies) Survey - Brian Palmer
      - Faculty sent survey to students in their AHSS courses (495 student responses) in late January/early February
      - Surveyed students already participating in online and virtual courses - no data from students who chose not to attend in a remote environment
- Results:**
- Types of classes students prefer for Fall 2021 (490 responses):

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- 45.5% Mix of online and on-campus courses
  - 39.4% Continue online courses only
  - 15.2% On-campus for all courses
  - For On-Campus preference of Daily vs. Hybrid (474 responses)
    - 75.9% Hybrid classes split between on-campus and online activities
    - 24.1% Daily classes with no online activities
  - Hybrid Options (483 responses)
    - 66.3% Hybrid (2 days per week+3 hours of online activities)
    - 19.7% Hybrid (3 days per week + 2 hours of online activities)
    - 14.1% Hybrid (4 days per week + 1 hour of online activities)
- Curtis Bonney Basic and Transitional Studies Survey:
- Faculty sent survey to their students in February asking their preference for online/hybrid/on-campus classes fall quarter and received 200 responses
  - Results
    - 56.8% Online (synchronous and asynchronous) only classes preference
      - 63.5% mix online activities and zoom meetings
      - 29.7% all lessons online with optional zoom meetings
      - 6.8% All lessons online, no zoom meetings
    - 27.6% Hybrid of online and on-campus class preference
      - 60.1% Prefer 1 day on-campus + all other days online
      - 28.5% half & half (2 days on-campus/ 2 or 3 days online)
      - 11.4% 1 day online + all other days on-campus
    - 15.6% On-campus only class preference
      - 85.9% meets on-campus sometimes and has online lessons
      - 14.1% meets on-campus every time