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March Guiding Team 2022

Monday, March 14 , 2022

**Presenters and Facilitators**

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

**D’Andre Fisher,** *Associate Vice President of EDI*

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

**Edgar Jasso,** *Math Faculty*

**Justina Rompogren,** *English Faculty*

**Land and Labor Acknowledgement**

North Seattle College acknowledges that we occupy the former lands of the Coast Salish People, the descendants of the first people of this region. We recognize their long-standing stewardship of this land, and that their cultures endure as a valued part of our modern society. We encourage participants to consider their responsibilities to the people and land, both here and elsewhere, and to stand in solidarity with Native, Indigenous, and First Nations People, and their sovereignty, cultural heritage, and lives.

**Announcements**

**Pete Lortz**

Welcome North’s new Interim Dean of Workforce Instruction, Melana Yanos from Seattle Central as Interim Associate Dean for Arch Humanities & Social Sciences Division that includes three Professional (Prof) Tech Programs, and has served as Lead Faculty Professional Development Coordinator.

**D’Andre Fisher**

District retreat: Change in Executive Sponsor to Dr. Yoshiko Harden, Seattle Central President, with co-Lead Dr. Kurt Buttleman. North’s voices are well represented with Aimee, D’Andre, and Alice Melling. We will keep you posted on our first District-wide meeting. First Year Experience will be under the new direction.

**Aimee Brown**

* Title III Annual Performance Report due: March 18th
	+ Thanks to Kyle and Stephanie - Institutional Research and Ann Richardson for their help
* State guided Pathways Work Plan due: April 1st will be discussing in today’s meeting
* Professional Development Opportunities
	+ April 13th - Student Success Institute - Equity Talk, Equity Walk co-author will be lead speaker
	+ April 28th & 29th and May 5th & 6th - Equity Focused Facilitation Training

# Directed Self Placement (DSP) Math

**Edgar Jasso**

* Questions to keep in mind during presentation:
	+ How does DSP interact with / affect my department?
	+ Where do I fit in?
	+ What takeaways will I share with my department?
	+ How does this work further our equity goals?

The most common practice for placement was for students to take standardized exams which were difficult to result in proper placement. However, a self-assessment tool that asks students to reflect on their content-related knowledge, capabilities, and confidence related to math can result in a more appropriate math level placement. Currently Seattle Colleges uses multiple measures for placement: High school transcripts, college transfer credits, SAT scores, and math DSP. All three campuses will be moving to a math DSP tool. Edgar Jasso (Lead), Anna Schindler, and Sam Wilson are on North’s DSP tool committee working in a common framework for our DSP.

What will DSP at Seattle Colleges look like?

* Determine if student is on a STEM or non-STEM Pathway
* Determine student math sequence by answering questions
* Math sequence: Math 081>097> then choose: Math 107 or Math 146 for non-STEM students, for example.

Lastly, the student's path is determined *before* we ask for their personal information to create equity. As the students are part of the decision-making. accountability, empowerment, and transparency are achieved. The DSP tool will eventually only be available for entrance onto their path rather than use it to skip math classes. The Math Department has to determine approximately 5 questions out of normally 40 questions. This summer will be a pilot program with next winter 2023 would be the earliest implementation of this tool. If a student is not placed properly, there may be an option to use a secondary test to confirm best placement.

Considerations:

* Cultural shift: There may be a few students who would shift into a different math level initially so faculty need to be aware that this could happen.
* Students graduating may underestimate the number of math they need.

# Directed Self Placement (DSP) English

**Justina Rompogren**

English DSP Overview

* Each campus has differently tailored DSP tools for English
* North’s DSP rolled out April 2020
* 2,068 submissions (as of March 14, 2022) Including some multiple submissions by same student
* DSP is not required for English placement for students who use multiple measures
* No testing fee until April 1, 2022 which will be $35.00.

English DSP Background

* Standard testing focuses on what students don’t know which tends to place them into pre-college level which reduces their retention and graduation rates.
* The deficit model often reveals evidence of racial, social, economic bias embedded in the system.
* The DSP tool shows significant pass rates compared to historic lower pass rates for African American males and Hispanic students.
* Standard test results showed placement into pre-college English via Accuplacer.
	+ 81% of African American males
	+ 68% of Hispanic Students
* DSP showed the opposite was true
	+ Over 81% of African American males & 68% of Hispanic students were placed into college-level English courses with a positive impact on passing rates for their college-level English courses.
* The English DSP tool is a placement method that empowers students to make informed decisions about their English placement.
* The DSP tools show high levels of satisfaction with course choices and course outcome success.
* The DSP process values student’s self-assessment
* The DSP tool guides students through informational videos to make informed placement choices.

Key Features of the English DSP Tool includes

* Student information including name and ctcLink ID
* Video descriptions about English course placement options
* Excerpts of student perspectives on these English course options
* Survey questions that guide students to reflect on their reading and writing experience
* A course selection and submission page where students choose their placement and explain their reasoning for their choice.
* Current English DSP: <https://seattlecolleges.formstack.com/forms/nsc_english_dsp>

Justina Shared the online English DSP tool which can be helpful for students who need to be directed to BTS courses. There are several course descriptive videos followed by actual student feedback for English 98, 99/101, and 101 courses. Lastly, there are ten multiple choice reflective questions for the students to complete followed by the tool’s suggestions based on the student’s answers. There is a 48-hour response confirmation email with next steps as a guide for the student to register for the chosen English course.

* English DSP Data Review
	+ Based on Dr. Maureen Pettit, Kyle Whttcomb, and Stephanie Dykes research
		- 889 students took the DSP (4/2/20-4/2/21)
		- 811 students reported ethnicity
			* 43% White
			* 15% two or more races
			* 13% Black/African American
			* 12% Asian
			* 8% Hispanic
		- Ethnicity for 811 students who took the DSP tool only once
			* 80.5% White
			* 78% multi-racial
			* 73% Hispanic
			* 72% Asian
			* 67% Black
		- 84% enrolled in the same class they selected through the English DSP process. The percentage of students who selected and enrolled in English 101 was 99% (399/406).
* Next Steps for English DSP
	+ Revised course videos with student voiceovers, an introduction video, and revised wording for accessibility and clarity.
	+ Tableau English DSP data dashboard
	+ Qualitative data collection and more quantitative data collection
	+ As of April 1, 2022, a $35 fee for students taking the English DSP which covers the cost of the testing center for up to one year.
* Questions & Answers : Justina.Rompogren@seattlecolleges.edu

# State Guided Pathways Work Plan

**Aimee Brown**

District plan due April 1, 2022 with one collective work with Central and South

* Four essential practice priorities agreed upon across the district
	+ Exploratory experiences - includes First Year Experience
	+ Placement
	+ Intake and Onboarding - includes One Stop and Orientation
	+ Pathways - includes Program Mapping
* Breakout Groups choose one question to answer
	+ To what extent is there an expectation of equity framing and student centeredness in every facet of college operations? How are such expectations shared?
	+ How does your college support all staff and faculty in ensuring that college activities are being carried out with a focus on equity?
		- How would we answer this question today?
		- What would we like to improve for next year
		- What would it take to get there: individually, as a campus and as a district?