
Guiding Team October Meeting

October 26, 2020

Presenters and Facilitators

Aimee Brown, *Director, Title III*

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

Pete Lortz, *Vice President, Instruction*

Toni Castro, *Interim Vice President, Student Services*

Alissa Agnello, *Dean, Math and Science*

Anna Schindler, *Faculty, Math Department*

Edgar Jasso, *Faculty, Math Department*

Land Acknowledgement

Collective Breathing

Agenda

Reminder of focus areas for the year

Committees and committee reports

Spotlight: Title III math update

Teams training

Spotlight: Area of Study workshop and website

Breakout

D'Andre Fisher, *Facilitator*

North has a commitment to equitable access, teaching and learning and student success. What are you doing in your day to day to show your commitment and innovation on this work? How are you using an equity lens in the work you do?

Breakout Group Share Outs

Pete Lortz - We are connecting the work to equity. In terms of strategy, we are listening to students, faculty and staff who are eager to get their experiences and stories out. We are actively using what we are learning. Kathy is ensuring her students understand instructions. Joel focuses on race and ethnicity data analysis; and D'Andre and I are framing how we have EDI and Instruction work together.

Jim Jewell - Student focus - TILT - more mindful for our student assignments. Avoid making assumptions for our students that they may have all the resources they need for success. Also, we can avoid making the assumption of positive intent and know how we can reach out to students if needed. We need to admit there are fundamental systemic inequities and we need to realize how big that problem actually is *before* we can tackle this problem.

John Lederer - Seattle Colleges are now part of the six-college consortium called the Community College Growth Engine Project. We are creating micro-credential pathways as we are rethinking professional and technical pathways. This has potentially large and significant equity implications - it allows students to get credit from skillsets outside of the classroom which can be a fast track for them.

Karlee Ikebara- In the Basic and Transitional Studies, in the mid-level speaking and listening class, one of the students was a cosmonaut from Russia. He was hoping to get a part-time job related to science in the U.S., but thought his background would not be valid in our country. So he enrolled in the ESL class to improve his English. Now with the Community College Growth Engine Project, this student is hopeful that it can give him new opportunities. We all can benefit from students with rich and diverse backgrounds.

Dr. Mari Acob-Nash – Our group asked: How are we accountable and what is our commitment to bringing an equity lens to our work? What are our students' identities? Who is not in the room? And what are the student barriers? How can we reduce/eliminate those barriers? What do we do as elders to share our stories? We (elders) went through this fundamentally inequitable system. We need to tell our stories and focus on compassion in our work.

Sabrina Springer - Student Leadership Events Planning Board has an equity framework when planning events to ensure we are inclusive and equitable (National Coming Out Day).

Dr. William Brown - We need to stay on our professional and personal development.

Aaron Korngiebel - We discussed processes and being aware of the power and privilege in our processes. Student complaint-process can be daunting for students, such as discussing grades with a dean. Also, we discussed addressing how students need a single point of contact and the importance of applying TILT to our assignments.

Julius Rodriguez - We need to actively look for equity issues rather than wait for them to come to us. Inaction does not seem to have any negative consequences so daring to focus on equity at all times.

Jesse Cooley, Caroline Pew and Samantha Dolan - We can recognize our own positionality and where we can grow. Samantha talked about creating instructional videos and connecting with students by creating BIPOC representation. We need to TILT our applications for our BAS programs. We also need to not assume that students know how to write personal statements. What is the purpose of our assessments? Be more strength-based in terms of knowledge and skills that students are bringing so we see their cultural wealth.

Sarah Fenton - (w/Stephanie Dykes, Dan, Leah Scott) - We had a very similar conversation to what Jesse Cooley mentioned. Because identity is such an important part of equity work and we all have blind spots so equity work goes forward in a team effort and environment. Navigator program and making sure those tutors are more prepared for students who have different identities. Stephanie is bringing presentations from outside to North. Leah and her team had to challenge an idea in the name of equity which speaks to the trust you have built within that team.

Ann Richardson and Sonja Renner - We are grateful to be a part of this equity work. Strategies: We mostly talked about data and not to be afraid of the data. Making sure we are disaggregating the data and learning and making improvements with an equity lens. How is racism operating here - assuming that it is. Ensure our BIPOC students are prioritized moving forward.

Time for Reflection

D'Andre Fisher - Let's reflect on when we first began this work and as an institution. How are we going to do this work and use this equity lens? Now these conversations are mixed in with the action steps we're taking as an institution. We still have a lot of work to do, but take this moment to appreciate how far we've come thus far. Beautiful work. Thank you all!

Aimee Brown - This is why we are here doing this work together. It's wonderful to hear everybody engaged and involved.

Focus Areas 20-21

Toni Castro

Program Mapping and Areas of Study - all pathway maps completed and posted on website

First Year Experience - Pilot FYE for students, include course, ready to launch fall

Intake and Onboarding - "One stop shop" best practices

Math - Placement system / tool

English (Directed Self-Placement) - DSP tool assessment complete

Pete Lortz



Structure - North Lead Team, North Guiding Team; District Lead and District Guiding Teams

Four Pillars: Clarify the path, Get students on the path; Keep students on the path; and ensure students are learning.

Committees & Committee Reports

Aimee Brown

Shared list of Subcommittees. Large needs: Research and Data needs a lead; Newly formed Part-time Faculty Engagement needs members – please submit a Subcommittee participation form.

Subcommittee need submit Work Plan to complete by December 1, 2020 that includes where it meets essential practices of SBCTC; data; timeline; milestones; resources needed.

Title III Math 141 (Pre-calculus) Update

Alissa Agnello

Anna Schindler

Edgar Jasso

Creating an intervention in MATH&141 (pre-calculus) is a part of the Title III grant. Originally, it was focused on including supplemental instruction in MATH&141. The math department has shifted direction (with approval from the Department of Education) to focus on co-requisite courses and creating a free online homework database (through a WAMAP tool).

Previous barriers: inconsistencies for online homework; unequal costs for students; unequal opportunities for students to progress.

Previous online homework challenges have included high costs for students, customizability limits, misalignment with course learning outcomes, tied to specific course textbooks/publishers; and a learning curve for faculty.

Creation of a WAMAP Math&141 library:

- Free to use, open source online homework platform
- Instant feedback for students
- Questions connect to learning outcomes
- Confusing questions can be immediately corrected
- Questions can be aligned with course outcomes allows department-wide assessments
- Ability to modify how much assistance system provides
- Adaptable, including into other languages
- Ability to connect questions to videos made by our faculty

More benefits include faculty to use analytics for student speed times on each question. Also, questions can be adapted for placement testing. Also, we can address self-assessment, transferable skills, sense of belonging, and growth mindset can be incorporated (e.g., how did you feel about answering this question?)

Timeline: Fall 2020 includes updating list of core competencies/outcomes in Math 141; submitting updated MCO to ACAS; and holding regular meetings to translate competencies/outcomes into assessments.

Fall2020-Winter 2021: Create a library in WAMAP

Next Steps & Synergistic Opportunities: Placement- Better connection between pre-course assessments (placement) of learning outcomes and in-course assessments (homework, quizzes). Co-requisites - Use core concepts and associated questions in developing co-requisite and to accelerate students taking their first college level math class. Success in first college level courses in all pathways - Consider whether this project should be expanded to all first college math courses (Math 107, Math 116, Math 146).

Teams Training - Sharepoint

Julius Rodriguez

Document sharing one can build and have the ability to work on documents simultaneously in Sharepoint which could be helpful with subcommittees for document editing. Julius walked group through to the Guided Pathways online: Calendar, Action Items “homework due”, [Land Acknowledgment slide templates](#) as well as the subcommittee folders.

Question from the group: what is the difference between teams and sharepoint?

Teams vs. Sharepoint - Teams is a collection of different “umbrella” of apps., whereas Sharepoint is only one app.

Benefits of using Teams:

- File sharing
- Host events, meetings, classes (live captions)
- Live committee work
 - Edit simultaneously (vs. OneDrive)
 - Chat (accessible formatting)
 - Post comments @ each other (translation)
 - Calendar (integrated with Outlook)
 - Video Call (Together mode)

Area of Study Workshop Report Out

Leanna Bordner

Pilot 1-hour Info Session for the Social Sciences, Humanities & Language Area of Study

Collaboration between Advising, Counseling, and Instruction; participants included Jillian Fisher and Molly Brown were the Team Advisors for this AoS; Dean Brian Palmer; and Faculty - Geoff Palmer, Diana Ma, Ginger Farrell; Counselors - Jenny Mao, and Sarah Fletcher.

Audience: Students who are in the Area of Study; Undecided students.

Opportunity for students to meet and greet with their advisors and faculty.

Takeaways: Successful first try, however low student attendance (may need to improve marketing for future events). We can explore opportunities for audience engagement.

Next steps: Business & Accounting AoS Info Session

North's New Website Launch

Sonja Renner

Highlights:

- New design - cleaner and more organized using the new college logo/colors
- Home page is designed with prospective students in mind
- English as a Second Language, WorkForce Education, Virtual Assistance pages
- Students Navigation page for current students
- Welcome Students page green button - mega menu
- Worked as a district to create these audiences/categories
 - Organized under these new categories - Black Lives Matter
 - South Seattle College has the same categories on the navigation pages

Opportunity for North - South has Campus Attraction, Leadership & Organization pages

Guided Pathways - Areas of Study section Program tiles with Program Pathway Maps

Benefits students and program managers have access to the program maps

Great team effort!