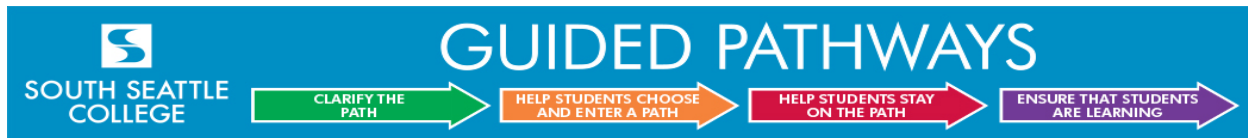


South Seattle College's Guiding Team



Tuesday, November 12, 2019: 12 p.m. – 3 p.m.

CAH 101 & 107

Minutes

Guiding Team Business Meeting: 12 p.m. – 1 p.m., CAH 101

Members present: Barrientos, Dempsey, Hasegawa, Swenson, Wade, Allen, Calonzo, Compton, Flajole, Johnson, Knappenberger, O'Brien, Barzen, Bowers, Rupik, Hankinson, Hu, Murcia, Yedlin

Members absent: Rimando-Chareunsap, Irey, Woodmansee, Manning, Gandham, Lopez, Kikuchi, Samatar

ACTION ITEMS:

1. Review minutes prior to next meeting
2. Work plans due 12/9 – please use [Status Report template](#)
3. Respond to Student/Input Feedback needs: <https://tinyurl.com/w43o6rm>

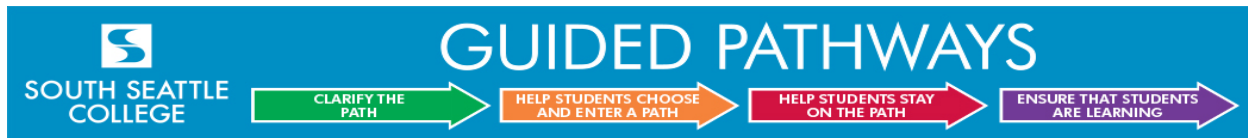
12 p.m. – Welcome

- Land Acknowledgement
- Approve October 15 Guiding Team minutes
 - Corrections to 10/15 minutes: none
 - Voting Tally:
 - Approve: 13
 - Abstain: 3
 - Reject: 0

12:15 – New Business

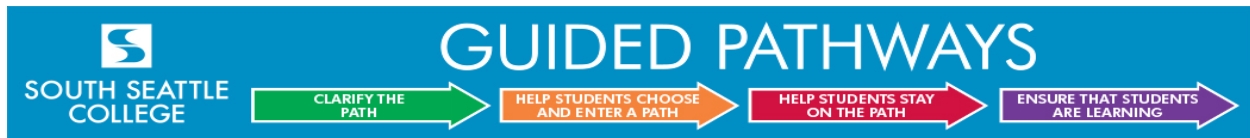
- Guiding Team meeting plans and structure – Jesse Knappenberger
 - December meeting, work plan status reports due
 - Jesse will send out electronic copy of status report (see attachment)
 - Status report will help reporting for T3 and preparation for College Spark Coaches visit
 - Set structure for the entire year with a focus each quarter on the 3 critical work groups
 - Fall Quarter

South Seattle College's Guiding Team



- October: Welcome and Kick off
- November: Critical Work Group Focus: Culture of Evidence
- December: Work Plan Status reports due
- Winter Quarter
 - January: Business and cross-functional time
 - February: Critical Work Group Focus: Student Voice
 - March: Work plan status reports due
- Spring Quarter:
 - April: Business and Cross-functional time
 - May: Critical Work Group Focus: Equity, Diversity, Inclusion
 - June: Work Plan status reports due
- Student Voice – Erin Barzen, Dan Johnson, Ravi Gandham (add notes from power point slide)
 - *How do we encourage students to volunteer to engage with Guiding Team?*
 - *Decision: S&A funds allocated to pay students to participate with Guiding Team focus groups, interviews, and initiatives.*
 - *Cohort hired on a quarterly basis (length of term TBD) to encourage a broad representation of student voices*
 - *Students will attend GT and other grant-related meetings as needed*
 - *Development of a position description for Student Voice Ambassador and Lead Student Voice Ambassador (2 positions)*
 - *See attachment*
 - *Ideal Timeline: post for Fall Quarter, hire and train beginning of Winter Quarter*
 - *Students will meet regularly with faculty and staff and have professional development opportunities*
 - *Feedback on position descriptions*
 - *Add brief summary of Guided pathways so students can understand the nature of the project and provide context before applying.*
 - *Add language: equity purpose of Guided Pathways*
 - *Add typical hours or critical times (example: if attending GT meetings)*
 - *Populations desired: Running Start, BTS, Prof Tech, Academic Transfer, Seattle Promise, JIS, etc.*
 - *Concern that lead role might be too strenuous – big investment in training students, Co-lead position recommended*
 - *Need to decide on how many positions we will have each quarter*
 - *Suggestion: differentiate between Lead and Ambassador positions more clearly*
 - *Lead would have more hours assigned to them*

South Seattle College's Guiding Team



- *Question: can we put a preference for multi-language speakers?*
 - *Recruitment may be based on faculty member recommendations*
- *Duration of appointment: quarterly or yearly*
 - *Lead position: suggestion to be co-leads with year-long commitment*
 - *Ambassadors: duration to be determined*
- *Idea: Work groups could brainstorm ways a student voice ambassador could assist work and in what capacity/time frame*
- *Idea: have students apply for winter quarter with option to continue for spring quarter*
 - *Decision could be made later on length of term*
 - *Need to consider hiring timeline and training timeline*
- *Feedback - how do we recruit to a broad range of students?*
 - *Social Media,*
 - *Direct Student Email,*
 - *TV monitors,*
 - *faculty announcing in classes,*
 - *Fliers,*
 - *Tuesday Tips,*
 - *Canvas Dashboard*
 - *Marketing in departments where students populate: advising, workforce, financial aid, etc.*
 - *Faculty or staff have identified a specific person and encouraged them to apply*
 - *Nomination process –staff or faculty can nominate a student*
- *Quarterly Rotating Faculty Member –*
 - *If we need a captive audience, we can go to that classroom for student feedback*
 - *Need to clarify expectations and time commitment*
 - *Rotates on a quarterly basis so that only a few faculty do not carry the burden and so that we consistently engage a broad scope of students;*
 - *At least one course in BTS, Prof Tech, BAS, Academic Transfer each quarter;*
 - *Current Directed Self-Placement (DSP) model: Ask individual instructors for class time with the following guidelines*
 - *Be very intentional about how a specific class can give feedback about the issue*
 - *Use a class period to give student feedback and have instructors attach it to an extra credit assignment*

South Seattle College's Guiding Team



- Faculty need to understand importance of what you are asking for, how much class time, and what is the purpose
 - If you want to help with the job description or recruitment, please let Erin or Dan know.
 - Feedback will be taken on the job descriptions and updated version sent out to Guiding Team
 - Solicit your student input/feedback needs (Erin will send out via email) <https://tinyurl.com/w43o6rmk>
- Upcoming events/meetings/due dates
 - December 3, 2019: Title III External Evaluator Site Visit
 - January 15, 2020: SBCTC Guided Pathways Launch Summit, Bremerton, WA
 - January 16 & 17, 2020: SBCTC College Spark Cohort retreat, Bremerton, WA
 - February 4, 2020: College Spark Coaches Visit
 - Coaches: Jean Hernandez and Michelle Andreas
 - Agenda to be determined

November 6, 2019: [Student Success Institute](#)

- Big takeaway from Dr. Estelle Bensimon's presentation: we are 1st generation equity practitioners

All-Campus Guided Pathways Professional Development – CAH 107

1:00: - Culture of Evidence Critical Work Group Presentation

- Increasing insight & understanding around Admission, Retention and Drop/Fail/Withdrawal, Rates at South through data
 - 45 minutes for introductions/overview
 - 45 minutes for breakout sessions
 - 30 minutes for group & individual reflection

3:00 p.m. Adjourn