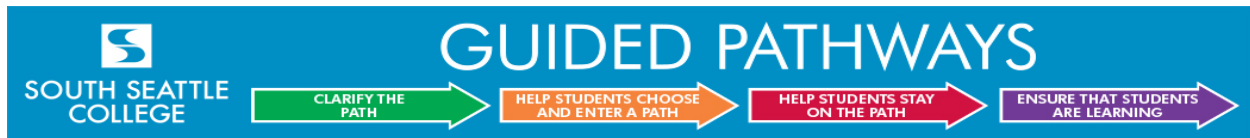


## South Seattle College's Guiding Team



**Tuesday, October 15, 2019: 12 p.m. – 3 p.m.**

**President's Boardroom RSB 30**

### Minutes

**Attendees:** Rimando-Chareunsap, Irey, Barrientos, Woodmansee, Dempsey (via zoom), Hasegawa, Manning, Swenson, Wade, Allen, Calonzo, Compton, Flajole, Knappenberger, Bowers, Rupik, Gandham, Hankinson, Hu, Lopez, Murcia, Yedlin, Kikuchi, Barzen (via zoom)

**Guest:** Hinkelman

#### Meeting Summary:

Introduce annual Guided pathway work plans and confirm/establish Guided Pathway goals for the 2019-2020 academic year.

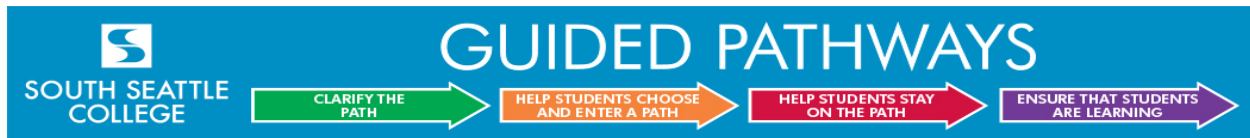
#### 12 p.m. – Welcome and Lunch

- Find your lunch order and get settled
- Land Acknowledgement
- Welcome message from the Co-Leads and President

#### 12:30 – Purpose of Guiding Team

- Introductions
  - Kicking off the year: “Knowing is not enough, **we must apply**. Willing is not enough, **we must do.**” – Bruce Lee & Johann Wolfgang von Goethe
- SBCTC Guiding Principles
  - Organizational change, culturally responsive, voice of all for systemic change, collaboration, focus of learning and outcomes
- Key areas of focus for 2019-20
  - Student Retention
    - Increase percentage of students who enroll after inquiry
    - Increase percentage of students who take classes fall-to-winter and fall-to-fall
  - Student Success
    - Reduce number of students who drop fail, and/or withdraw from milestone classes

## South Seattle College's Guiding Team

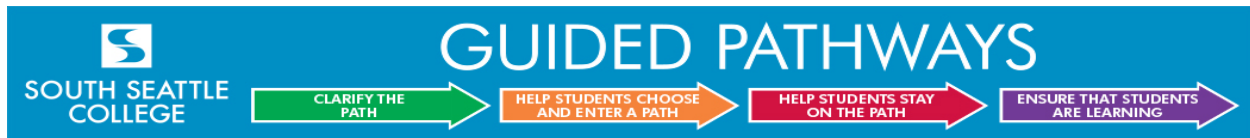


- Increase number of student who complete college-level math and English in first year
- Student Engagement
  - After first four weeks, how engaged are students? Is this different for sub-groups such as first time in college, students in color, etc.?
  - Increase number of students who report their race/ethnicity

### 12:30: New Business/Special Topics

- 2019 – 20 Work Plans
  - Work Plan summaries
    - 15 essential practice work groups
      - Each group has developed a plan with quarterly goals
      - Have decided to combine a couple of work groups
        - Exploratory sequence with intake and onboarding
          - College success learning outcomes approved at district level.
          - College spark evaluators looking for a way students can learn about all the options at South to make an informed choice
          - Focusing on data to narrow down how to confirm your Area of Study and Program of Study
          - Looking at how to explore, how to get started
          - Events and info sessions/enrollment days to get to know our campus
            - Triage through enrollment steps
            - Audience based enrollment steps
          - Triage for funding and placement, when to get started on those things, try to not overwhelm students
          - Try an intake form to narrow that down
    - College math and English in first year
      - John T. started work in summer with Title 3 and Spark grants to develop co-requisite courses
        - Has also had conversations in Student Services about how the work will line up

## South Seattle College's Guiding Team



- Nov. 5<sup>th</sup> attending a co-requisite work shop at Highline through Dana Center
- English – bring DSP to District, finished DSP this summer, need to figure out how to do a District wide roll-out
- Milestone courses
  - Any course with high annual enrollment and courses that historically don't pass (is one definition)
  - Have a lot of data
    - Find out from students and instructors why they are not succeeding
    - Want to work with faculty and train them so they are moving to successful practices
      - Want to teach them how to use Data Dashboards so the instructors can see why
- Scheduling
  - Retreat at beginning of year
  - Tish visited every classroom
  - How historical practices are playing out in scheduling
  - Find alignment amongst divisions
  - Agree to campus-wide policies on how we schedule
  - Move to annual schedule, ideally two years out
- Ensuring Learning
  - No assessment committee or system to collect information about student learning outcomes
    - Form a committee
    - This will modify how instructors help students learn and verify that they are learning
    - Want to pilot an assessment strategy in fall 2020
- Advising, Intervening and re-directing
  - How to get ed plan for all, as early as possible

## South Seattle College's Guiding Team



- Build capacity, less time on transactional
- See a possibility of partnering with the milestone committee on interventions
- Program mapping and scheduling
  - Each map shows entry to completion
  - Publish pre-college program maps, BAS, and prof tech
    - Working with North and advising on pre-college maps
  - Technology with program monitoring
    - Enter Area of Study into program of study
    - How are we understanding student choice and how that influences coding
  - Math and English in first year
- Faculty and staff engagement
  - How can we use existing meetings to help with this work?
- Areas need to collaborate and work together to move the work ahead
- 3 critical work groups
  - Culture of Evidence
    - Each group will have a different ask for data
    - How do we make this streamlined?
  - Equity
    - Is there a way to do this group better together?
  - Student Voice
    - How can we increase student voice together?
- Work Plan activity
  - See our SharePoint site
  - Make sure to “follow” when you access the site
  - Key takeaways
    - There are strong plans in place
    - Need to get better about organizing and communicating
    - Struggle with defining exploratory sequence and District wide goals
    - There a several big concepts like a welcome center or funding center

## South Seattle College's Guiding Team



- How do we make this happen?
- Next Steps
  - Equity
    - We want an equity hypothesis out of each group
    - An “If, then” statement to show the equity group you are trying to get out of the work
    - How can we share this work with student engagement?
      - Want a survey team that owns and manages any survey within the college
      - Know how to structure the surveys, facilitate, distribute, store
        - Help desk like ticket system
  - Culture of Evidence
    - What do you see as theme? Communication is critical. Example: if a certain ethnic group is not doing well with an instructor, how do we frame that and engage with the instructor?
    - Needs to be accessible to all
    - Soft skills in receiving the information
    - There are a ton of things that people are suggesting a lot of one-offs
      - Need to make it central
    - What are data points that allow us to reduce silos
      - How do we know if the student has experienced something bad with faculty, advising, registration, or somewhere else?
    - Culture of inviting people in, but some people don't see themselves as the problem.

### Upcoming events/meetings/due dates

- SBCTC Student Success Institute, Nov. 6<sup>th</sup>, 2019 at The Heathman Lodge, Vancouver, WA.
- College Spark Data Reflections Report due: November 15, 2019