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February Guiding Team 2022

Monday, February 14 , 2022

**Presenters and Facilitators**

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

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

**Aryana Bates,** *Dean Library Services*

**Brianne Sanchez,** *Director of Financial Aid and Veteran Affairs*

**Kathy Rhodes,** *Dean of Enrollment Services, Registration and Records*

**Dr. Mari Acob-Nash,** *Dean Student Leadership*

**Jenny Mao,** *Counselor*

**Caroline Conley,** *Librarian*

**Erik Jaccard,** *Faculty, English, Arts, Humanities, and Social Science*

**Land and Labor Acknowledgement**

**D’Andre Fisher**

*“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.”*

***It is important that we interrogate these inequities. Ashe, Ashe, Ashe (Translations: “So be it”; “The powers that make it happen”- West African Yoruba; and “Be with us” - Swahili).***

# Announcements

**Aimee Brown**

* Welcome North’s new Director of Communications, Mike Sprouse
* State Board Guided Pathways Work Plan is due April 1, 2022 and the 200 plus questions will be revamped as the State Board makes changes. We will spend time on this report March 14th as a Guiding Team.
* State Guided Pathways Coaches recommendation is to fill out one work plan as a collective for North, Central, and South campuses to cut down some of the work involved and lead to more alignment.
* District Retreat - Leaders of Student Services campus wide with our Chancellor will focus on four priorities to align campus wide. Also, we will examine the structure of Guided Pathways across the district. Guided Pathways district leads meets every three weeks.
* New Computer Lab is open and many thanks to all for making this happen!
* External evaluator report will be sent out summarizing our progress in implementing Title II and Guided Pathways work on our campus.
* The Program Mapping tool has launched thanks to our North’s web team that now replaces the program pages on the website. Also, the League for Innovations has showcased an article our work including a quote from Leanna Bordner.

**Aryana Bates**

* Official Open Educational Resources (OER) subcommittee part of Guiding Tea. The OER subcommittee is open to new members. OER is also available as a faculty/student 100-Day project opportunity.
* Student Leadership Governance will also chat with legislators regarding OER.

# One-Stop Student Center

**Brianne Sanchez, Kathy Rhodes, Dr. Mari Acob-Nash**

* **Why a One-Stop?** 
  + Brianne gave historical context that included the Title III redesign of North’s intake system, Clover Park College visit, student surveys and focus groups all centered in Guided Pathways to simplify the process. The main goal has been to reduce barriers and prospective students from pinging from one office to another without getting answers.
* **What support and resources do students need to register in classes at NSC?**
  + A simple process that is BIPoC centered and gets students on the path (Second Pillar of Guided Pathways) and is in alignment with the State Board Guided Pathway Vision with racial, social, economic justice with education and career attainment.
* **One-Stop defined**
  + Centralized and visible location with in-person and virtual locations offering personalized assistance to complete a variety of tasks including completing admissions applications, exploring paying for college options and navigation assistance.
  + Standards of Service include: inclusive and welcoming work ethos to ensure our students feel valued while providing accurate and complete information - just in time information that is clearly identified to next steps and warm hand-offs. Also, we provide resource referrals and proactively follow-up with students.
  + Customer Service Delivery will be provided both in person and virtually for drop-in services for Admissions information with zoom rooms, live chat, in person campus tours, scheduling appointments and follow-up surveys.
  + Student Outcomes for initial contact include admissions application submission; resources for tuition, knowledge for Areas of Study, review of placement option, understanding of prior credit evaluation, RSVP to attend new student orientation events, and completion of student survey.
  + Student Survey administered during and after initial visit, personal and demographic information, educational background and goals, financial and employment information, self-assessment of student readiness, and resource referrals.
  + Student Outcomes with follow up contact includes ctcLink account and Seattle Colleges’ email activation, student ID Card, completed financial aid and Workforce Education funding, referrals for scholarships and emergency aid, confirmed program of study, and registered for Pathway Group Advising session, and connections to student engagement and resources.
  + Student Engagement & Resource Referrals include student activities, clubs, and affinity groups, engagement events, and support services like tutoring, disability services, Equity & Welcome Center with TRiO, LSAMP, AANAPISI programs, technology loaner program, Benefits Hub and support for basic needs, and the Opportunity Center.
  + Steps to Implementation include design and implementation planning. Phase One includes co-located Student Services model, coordinated zoom times, training plan development, One-Stop Specialists hired, and communication plan for students, staff, and faculty. Phase Two and beyond include the launch of One-Stop Services in-person and virtually with continuous improvement and ongoing assessments.
    - Progress to Date- completed research and best practices like the campus visits and student focus groups. Also, the physical location identified with our new IT Computer Lab, facilities, and funding from Guided Pathways. In February of 2022, there was visible representation of the community with the Affinity Group artwork selection, the naming of the One-Stop by a student focus group, and the hiring of One-Stop Specialists. Also, in March 2022, the communication plan was launched as well as ongoing training.
    - Collaborative Training Plan includes 34 training topics identified including 9 Critical Trainings requiring mastery immediately and 11 training sessions for the first 90 days. Also, collaborative and shared responsibility of ESL faculty, English faculty, E-learning, and Student Services including Enrollment, Advising, Student Life, Program Navigators, Workforce Education, and Financial Aid.
    - Campus Communication Plan includes CRM Messaging for prospective students, webpage updates, Admissions team calling campaigns, steps to enrollment materials, campus announcements for faculty and staff, student bulletin & Canvas announcements, and professional development sessions.
  + Future planning and ideas to explore include continued collaboration to develop and enhance programming, partnership with student leadership in student ambassador program, connect students to campus social events, SWAG, creating success plans with customized resources, on-site community based organization referrals, and first quarter registration recommendations.
  + Ideas will be on the Jamboard regarding the naming of the One-Stop Center.

# First Year Experience

**Jenny Mao, Caroline Conley, Erik Jaccard; Counseling faculty Melissa Allen and Emiko Minatoya-Shields**

* Pilot Goals of FYE are to help first year students transition to college, find their place, empower their voices, demystify college, develop confidence and competence in composition, strengthen self-management, build cultural strengths, learning strengths, information literacy skills, and infuse co-curricular activities.
* Institutional goals include retention, persistence strategy while closing the equity gap for vulnerable students, and prioritize EDI and Guided Pathways.
* Cohort based learning community - BIPoC, male of color, first generation students
* ENG101 - INFO 100 - HDC 101 - The Stories We Tell: Finding Voice, Agency, and Self in the First Year College Experience;
* What Does the Data Tell Us?
  + Passing rate comparison of HDC 101 non-linked course and the INST 101 was the treatment group. Due to lack of resources, it may have affected the robust recruitment for our cohort. Refer to data tables in presentation slides for detailed data. Data tables also compared males and females. 83% male pass rate in INST 101 vs. 89% for HDC 101. BIPoC students 89% ENGL101 pass rate. BIPoC students persist 71% INST 101 vs. 62% HDC 101 with males of color 89% INST 101 vs. 31% HDC 101 and with females of color 33% INST 101 vs. 31% HDC 101.
* Interventions include INST instructors who met with Seattle Promise advisors who met individually to increase student engagement. There were significant mental health concerns, so we offered meetings outside school normal hours to accommodate schedules and offered flexibility with deadlines for missed assignments. We will provide intentional advising for next quarter whereby the majority of the students are enrolled in ENGL 102 with the same English instructor, and we will offer students referrals to LSAMP, SLC, Counseling, MDs, and Advising.
* Qualitative Data - Point 1: Confidence
  + To what degree do you feel the FYE linked course (HDC/INFO/ENGL) helped you feel more prepared for and capable of succeeding in college?
    - Significantly 78%
    - Somewhat significantly 22%
* Qualitative Data - Point 2: Linked Learning
  + To what degree did you feel the courses were successfully linked together?
    - 55% Significant
    - 33% Somewhat significantly
  + How much did having these 3 courses linked together (HDC/INFO/ENGL) aid in your learning this quarter?
    - 66% Significantly
    - 33% Somewhat significantly
* Qualitative Data - Point 3: Connections (online)
  + To what degree do you feel the FYE linked course (HDC/INFO/ENGL) helped me connect with other classmates?
    - 44% Significantly
    - 33% Somewhat significantly
    - 22% No real difference
* Interventions included emails, calls to students; encouragement with withdrawals, registration, and assisting with paperwork for extenuating circumstances.
  + It was labor intensive for our team to help the students who had withdrawn.
* Conclusions show that we *did* meet our goals noting that the instructional communication was immense and what worked well was the community of the cohort for the students. Also, the FYE IS group will continue into ENGL 102 with instructor Erik in conjunction with intentional advising for most of the students. Also, noting that Seattle Promise (SP) students vs. non SP students had a lower pass and retention rate. The non-SP students had a 100% pass and retention rate which is attributed to the advising role for students as advising in this type of class is critical for success.
* Recommendations
  + A mandatory introduction to the program - Fall Start Program
  + DSP and placement is critical for this class
  + There needs to be a coordinator for the introduction of FYE linked class
  + Partner more strongly with the tutoring center for this cohort model
  + Scale -determine which students needs this intervention
* Future Possibilities
  + Broadening the scope of permutations of IS classes with HDC and ENGL 99/101 and continue discussion to have with the IS and English Department.