

Southeast Campus Update

YESS

Priorities:

- Building a foundation for Guided Pathways
- Continuing / deepening our commitment to diversity, equity and inclusion
- Focusing on data
- Increasing enrollment

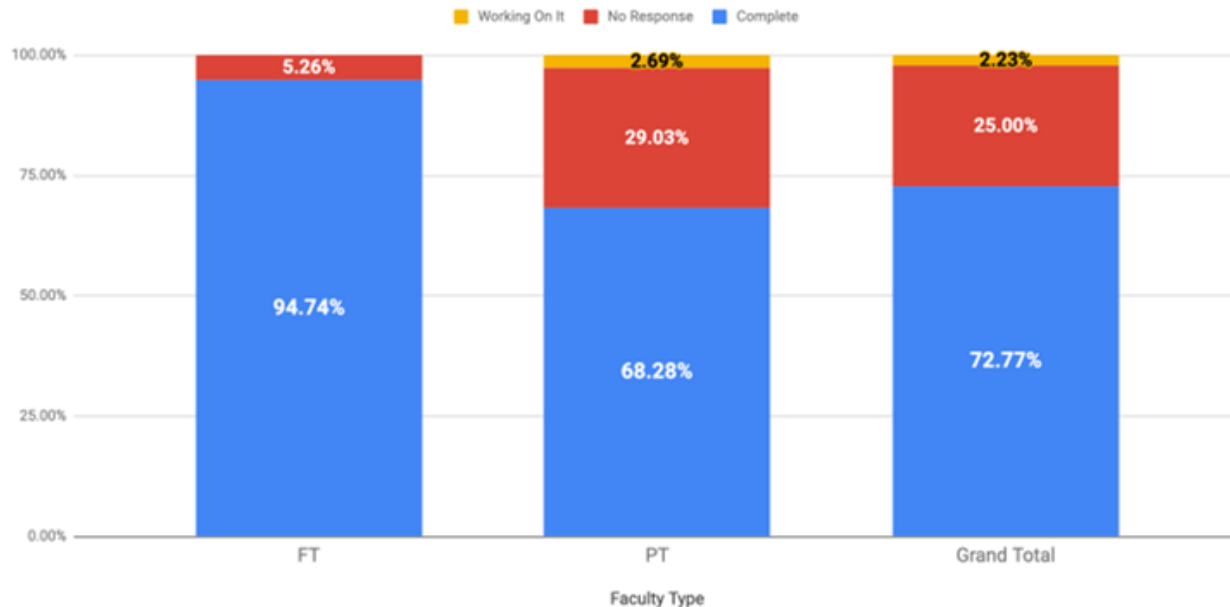
YESS at Southeast

- ❖ Created the infrastructure to facilitate YESS work --
LEADERSHIP COUNCIL
 - Communication / understanding of YESS work and its urgency
 - Facilitation of unit planning, focused on closing opportunity gaps

Southeast Instructional 2018-19 Unit Plans

Goal: Every SE Faculty member participates in one Culturally Responsive Teaching Activity & Reflection

SE Campus Faculty Participation



Types of Culturally Responsive Activities & Reflections:

- Office of Equity & Inclusion sponsored speakers/workshops
- Implement a culturally responsive practice in your classroom and reflect on its impact
- MYC / New FT Faculty Cohort meetings
- Levels of Integration of Ethnic Content by Dr. James Banks
- Attended a Division Meeting that included a Culturally Responsive Teaching activity
- Completed the "Teaching Men of Color in the Community College" online course

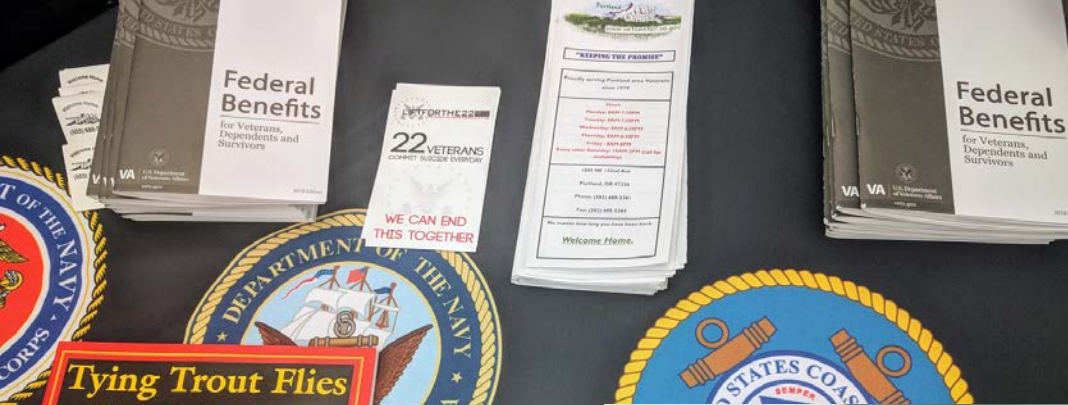






Examples of SE Student Affairs Retention / Completion Strategies

- ❖ Counseling: Perform targeted outreach to ABE/GED and gateway RD/WR/MTH students
- ❖ Student Life and Leadership: Create more evening club programming and increase student awareness and service re: Panther Pantry (usage up over 400% from last year)
- ❖ Multicultural Center: Institutionalize Brother-to-Brother program; partner with MESA program to engage in targeted outreach to men of color to engage in STEM programs; provide class raps in math and writing courses
- ❖ Queer Resource Center: Initiate LGBTQ scholarship workshops and provide pronoun trainings for tutors and faculty
- ❖ Career Exploration Center: Create advising referral form (result: referrals up 15%); strengthen support of CTE programs



PCC Updates Regarding YESS

Basic Framing re: YESS Plan	<p>PCC is an Achieving the Dream college across the country who she goals. YESS (Yes to Equitable Stud YESS is an institutional strategy to:</p> <ul style="list-style-type: none"> Strengthen what we already have Provide a comprehensive
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Developmental Education - Math	<p>With c topics and re</p> <ul style="list-style-type: none"> <p>If you pass t</p>
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Developmental Education - Reading/Writing	<p>If you' me kn</p> <p>Advising Redesign</p>
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	<p>Acade affirmi human sustain compl initiative: establishing assigned advising for "momentum points," creating a holistic Early student success management system) and</p> <ul style="list-style-type: none"> Advising Technology: We have entered span over the next two years. 2019 Implementation Case, Appoint New student onboarding and Degree 2020 Implementation Academic Pl September 2019 EAB Navigate goes practitioners
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- Assigned Advising:** Create a process through which all PCC students have an identified advising contact that will monitor progress & provide appropriate intervention & support. (**still in development**)
- The assigned advising will be organized around "Areas of Study" grouping of individual majors or programs under a larger academic umbrella. An emerging practice- sometimes called pathways, meta majors, interest areas etc....
- Early Alert:** Create as system to monitor emerging indicators to academic struggle within courses. Integrates a tool to generate alerts and an intervention process (communication, support resources, engagement) to help students stay on track
- Coordinated Care Network:** Early alert will create a network of coordinated support providers, connected by technology and processes, to make it easier for students to navigate the system and receive holistic support

	Complete development and integration of student readiness assessment with goal of incorporating non-academic information to inform student course placement and advising.
Strategic Enrollment Management	The goal of PCC's Strategic Enrollment Management approach is to create a foundation for equitable student success. A comprehensive plan is being implemented to stabilize enrollment, improve student success outcomes, and close "opportunity gaps."
Guided Pathways	<p>The Guided Pathways (GP) Team, co-led by Jamee Kristen (RC Sociology faculty) and Chris Brooks (SY History faculty) and composed primarily of faculty, has met several times this academic year. (Faculty on the team from Southeast Campus are Rachelle Katter, Eriks Puris, Blake Hausman and Rebecca Ross.)</p> <p><u>Program mapping and getting the word out</u> about the GP effort generally has been the work of the team this year. (Program mapping = delineation of what courses students who intend to major in the discipline and then complete their bachelor's degree at PSU would need to take at the lower-division level, without extra credits.) At the YESS Summit in April, Dr. Rob Johnstone spoke about the nationwide GP initiative (and made the case for why it is important to improve outcomes for students) and spent time with the GP team. During PCC's recent Subject Area Committee (SAC) meetings, nearly all lower-division-transfer SACs completed the mapping of their discipline programs (and the remaining SACs are close). The next step, to begin this fall, is to determine what meta-majors / career clusters we will develop at PCC to group like programs (and program maps) into larger discipline areas.</p> <p>Members from the GP Team and others throughout the college attended the Guided Pathways Institute in Salem on May 9-10, convened by the Oregon Student Success Center. (From Southeast, Rachelle Katter, Jessica Howard, Josh Peters-McBride and Phil <u>Christain</u> attended.) This was PCC's first in-person engagement with the statewide GP effort; our college is part of the second-year cohort of colleges to officially join the GP movement in Oregon. Last year, five colleges joined the GP statewide effort (Chemeketa, Clackamas, Lane, Rogue and SWOC). (FYI - Linn Benton is an additional year ahead, having gone live with GP already.) This year's cohort includes PCC, Tillamook Bay, Umpqua and Klamath. Because PCC is so large, it will have its own coach, Dr. Jo Carol Fabianke, who will help the college through the upcoming year (and next?) of implementation.</p> <p>PCC continues to try to engage all members of the college community in understanding the YESS and GP work. Jessica has held face-to-face meetings at Southeast throughout the winter and spring terms. It is hoped that district in-service in the fall will address GP fully for more widespread internal understanding.</p>

What do you need to see yourself in this YESS work?

- What does YESS mean in the classroom? Are there a set of YESS best practices we can use in the classroom? The [SE Campus MYC](#) and [New FT Faculty inventory of high-impact practices](#) provides a good place to start. Other, college-wide pedagogical YESS efforts have centered on culturally responsive teaching, which has been the focus of a number of TLC- and [DLDC](#)-sponsored events and professional development opportunities over the last couple of years, such as the online "course" offered through the TLCs entitled Teaching Men of Color (and the accompanying student affairs course entitled Supporting Men of Color). These courses may still be available through the SE TLC.
- What you need to see yourself in YESS work? (or vision) - more clear instructions on how all this will impact my day-to-day (FAB, SEM, Advising re-design, etc). It feels very preliminary so far so I have to imagine what my role will be in this work. =D More as my role relates to SEM, re-design, data + tech YESS impact day-to-day will depend a lot upon a person's professional role at the college. An underlying premise of this work is that continuous improvement regarding student success is something in which we should all be engaged. This means each of our areas should identify goals / strategies to create greater student success (writ large, but especially for those who tend to experience an "opportunity gap" in outcomes) beyond the status quo of the everyday, and to measure those efforts. This could mean anticipating and addressing challenges in systemic changes that are coming to a person's area (such as advising redesign), finding a way to engage with students along the development education english/math pathway, or promoting culturally responsive (or intercultural competent) practices. Each of us needs to try to find ourselves in student success (YESS) work, and we are the best situated to do so, because we understand how our role connects with the student experience."
- What do I need... For understanding - concrete information. The Q & A you put together is a great start. District level input and some of the A+D teams would be nice. For implementation is more trainings and less meetings. A faculty calendar can only accommodate so many non-teaching w/ grading appts & too many meetings means I have no time left for training. Of all the "trainings," the upcoming YESS Summit provides the best opportunity to gain insight into YESS and the direction of the college (Guided Pathways).
- For the intercultural competence self-assessment tool: it would be great to have an updated list of training opportunities at SE (especially those with funding for PTers to attend). Great idea! We will work on getting that out.
- How can you help - Making sure that as we are thinking of our students, that we also consider our ABE/ESOL students. All of the YESS initiatives seem to focus on degree-seeking student primarily. It is critical to see ABE/ESOL as a pathway to the other pathways. Also, the concept of "overlap" is powerful here; accelerated basic skills in tandem with "major" courses and co-requisite approaches have been demonstrated nationally to be very successful for students. It is important that ABE/ESOL helps to inform the college's approach to Guided Pathways; in fact,



Outreach





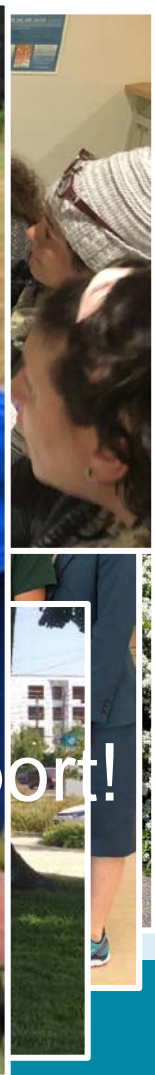


Southeast Campus





Thank you, PCC Board, for your support!





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