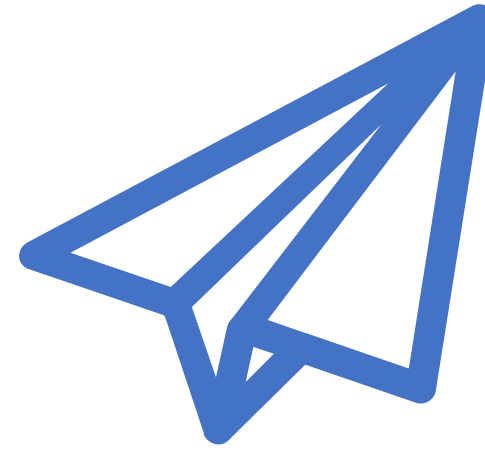


North Seattle College
Guided Pathways
2023 Summer Edition



Seattle Colleges Guided Pathways Definition

Guided Pathways, in collaboration with colleagues across Seattle Colleges, centers student voices through an aligned, comprehensive, systemic approach to student success and anti-racist work.

Guided Pathways:

- **Addresses** the urgent large-scale changes needed to improve student success and completion and closing equity gaps.
- **Promotes** accountability through continuous reflection, assessment, and organizational improvement.
- **Engages** collaborative interdisciplinary and interdepartmental approaches.
- **Redesigns** structures, practices, and policies to improve students' experiences and educational outcomes.
- **Advances** student success by removing barriers and confusion through a strategic integration of our systems, services, and instruction.
- **The four priorities of 2022-2023 are:** Mapping, Placement, Intake & Onboarding, and Exploratory Experiences.



Land and Labor Acknowledgement

Today we recognize and honor the original occupants and stewards of the land where we now gather virtually. Many of us are joining this meeting from lands that are the traditional home of the Coast Salish people, the traditional home of all tribes and bands within the Duwamish, Suquamish, Tulalip, and Muckleshoot nations.

Today, we honor the survival, the adaptations, the forced assimilation, and the resilience and creativity of Native peoples –past, present, and future. 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.

We acknowledge all unpaid care-giving labor. Additionally, we acknowledge the critical importance of uprisings for racial equity that continue across this country in response to inequity and generations of structural racism against BIPOC (Black, Indigenous, People of Color) communities.

We are honored to continue building a strong relationship with Clear Sky, a youth-centered, youth-driven program that creates successful grassroots organizing with the clear purpose of serving Native youth.



Native-Land.ca | [Our home on native land](#)

Interview with Tina Akinyi, M. Eng. and LSAMP Director

What is LSAMP?

LSAMP is the Louis Stokes Alliance for Minority Participation. We are a federally funded grant whose primary purpose is to increase the enrollment, retention, completion and transfer of historically underrepresented students in Science, Technology, Engineering and Math (STEM) transfer programs. We do this in a myriad of ways such as – Building community, hosting events and workshops, providing research opportunities, field trips for students, conferences for staff and students, fostering partnerships with 4 yr. universities and organizations etc. Our LSAMP alliance, known as the Puget Sound Alliance (PSAlliance) is a consortium of three colleges – North Seattle College which is the primary awardee of the grant, Green River College and Pierce College.

What is your role in LSAMP?

I am the director of the PSAlliance LSAMP grant. My primary roles can be summarized as the following:
Managing the grant – Ensuring that our processes and structure follow the goals and expectations of the grant, and work in tandem to serve our LSAMP students. Building partnerships – Pursuing and nurturing industry and institutional partnerships with the ultimate goal of exposing my students to professional development, career preparation, academic advancement and research opportunities. Information dissemination – Ensuring our students, faculty and staff are constantly in the loop of professional/academic/research opportunities. Ensuring faculty and staff have access to all necessary tools and information needed to drive the grant and accomplish its goals. Nurturing internal and external collaborations –Building institutional and districtwide collaborations to give our students access to as many resources and community as possible. At North Seattle College, LSAMP works very closely with AANAPISI, TRiO, EDIC, the advising team, Seattle Promise, the Student Learning Center, Project Baldwin and many others to support our students.

How can staff and faculty refer students to you?

- Refer students to our program on Starfish. Nearly 20% of our new students last year were from advisor referrals.
- Word of mouth. Send MB/I an email or stop by our offices and inform us of students that meet LSAMP eligibility
- Send and bring your students to the LSAMP Lounge (HSSR Building, Rm #2535A)
- Visit the LSAMP Lounge so that students can get to know you
- Attend LSAMP events & help host LSAMP events. We welcome your ideas for events, workshops, guest speakers!



Collaborations we have had or have coming up with other student groups on campus:

- Pi Day (March 14th) which we co-hosted with AANAPISI
- EDIC generously funded food for LSAMP events last year
- LSAMP hosted mental health workshops with the Counseling Center
- LSAMP hosted a resume workshop with Meredith Bane from Career Services
- TRiO, Project Baldwin and LSAMP are already planning events for the upcoming academic year
- The Student Learning Center is working closely with LSAMP to ensure our tutoring services are accessible and inclusive

tina.akinyi@seattlecolleges.edu

Interview with Michelle Barboza “MB”, LSAMP Navigator (Paleontology Graduate)



What is your role in LSAMP?

I am the Student Success Navigator for LSAMP! While Tina, our director, manages our alliance across our three campuses, I am here to serve North Seattle College specifically. That looks like recruiting new NSC students into the program, planning events on and off campus, connecting students to campus resources, and sharing news of relevant internships, scholarships, and professional opportunities. My role also includes overseeing the LSAMP Lounge (HSSA 2535A), where our students can study, find community, and simply have a space of their own. We're proud to have built a space where students can celebrate the intersection of their identities as both STEM majors and people of color. In LSAMP we discuss how western science has been used to harm and discredit people of color, nonwestern traditions have been overlooked, and how people of color are severely underrepresented in STEM - all reasons why we need our students to succeed and be the face of the new generation of STEM professionals! I'm happy to say another way the LSAMP program supports students is financially, from providing stipends for research to paying for students to attend academic conferences. In fact, we just returned from the Diversity in STEM conference hosted in New Orleans, to which we took 9 students - 3 of whom were presenting LSAMP funded research!

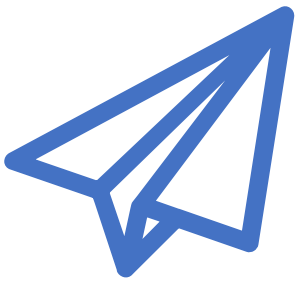
How can staff and faculty refer students to you?

Ditto to what Tina said! Bring them to our office, the lounge, or one of our events so they can not only meet us, but the awesome cohort of current LSAMP students. Being in a room full of BIPOC STEM students is empowering in a way we can't overlook!

Folks can refer students to me by email, via starfish, or dropping into my office at HS-2638A.

Fun fact: I was actually an LSAMP student myself. The LSAMP program is federally funded, meaning it can be found at CC and university campuses across the country, including my alma mater of California State University Fullerton. I was lucky enough to be referred to the program by my geology professor, and if it hadn't been for him, I don't think I would have ever heard of or joined the program. So, you better believe staff and faculty support play a big role in connecting students to programs like these!

michelle.barboza@seattlecolleges.edu |



Did you know...

16% of our students already have a bachelor's degree?

39% of North students self-identify as students of color?

89% of our students stay with their original program of study and don't change their program?

Of all the students who apply to North, 28% fill out a financial aid application.

When students apply to North, 20% choose "undecided" as their program.

Find these facts and more using our new data dashboards!

New Technology at NSC

Data Dashboards

- **Did you know** you already have access to many data dashboards to help make data informed decisions

- Find them here:

<https://scedu.sharepoint.com/sites/DistrictwideDashboards>

Annual Scheduler/Student Planner

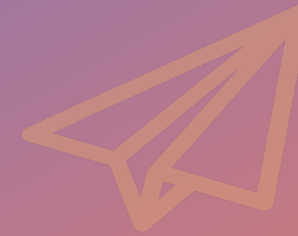
- Did you know we have an annual schedule so students can plan their schedule through spring 2024?

- Find it here:

<https://northseattle.edu/calendars>.



Interview with Noris Daniel, ECE Faculty 100-Day OER Project for Early Childhood+ Education



What was your Summer 2022, 100-Day Project for the ECE Department?

My summer 2022 100-Day Project was multifaceted and based on Pillar three: Help Students stay on path. Open Educational Resources (OER) helps students have access to textbooks, so students do not need to purchase them. Previously, there were times that the textbooks had not arrived at the bookstore on time which led to a cycle of incomplete assignments and much frustration. The class ECED& 105, Introduction to Early Childhood Education is the first class in the Initial Certificate as well as the AAS degree, so without access to the textbook, students could not complete their goal of certificate or diploma.

How does this work support BIPoC students and students with disabilities to achieve their goals?

This work supports BIPoC students and students with disabilities to achieve their goals by allowing the needed material (textbook) to be readily available for access. Student's trajectory is affected positively in that they do not have to figure out how to access transportation to the campus bookstore or wait for their textbooks to be mailed out. Now with OER, the needed chapters and articles are readily available for assignment completions. I believe that with the text and readings available, that stress on the student's part has been alleviated.

How did this project better inform the way you structure your classes now?

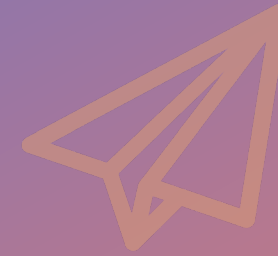
The project better informed the way I instruct, in that I did not have to change the sequence of the class because of the text not being available because the textbook and articles are at the students' fingertips! Also, I grew because of the specifics of researching articles which truly correlated with the topic at hand, and I was able to form a deeper relationship with my colleague, Librarian Caroline Conley (I learned so much from her). I was more at ease knowing that the readings were there, and not constantly having to change because of lack of the main resource...the "textbook."

- + District Professional Development Opportunity
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The National Conference on Race and Ethnicity in Higher Education (NCORE®) held annually, serves as the leading national forum of its kind and attracts national and international attendees representing more than 1,200 institutions of higher education, nonprofits, and other educational organizations.

[What is NCORE? \(ou.edu\)](https://ou.edu)

NCORE Highlights with Cat Cabral:



What was most impactful about your time at NCORE?

I was inspired and uplifted by the community that came together to do this essential work around race and ethnicity in higher education. It was heartening to see colleagues from a variety of disciplines and divisions and from all three campuses, mixing and mingling with administrators, including the Interim Chancellor, with everyone excited about what they were learning and experiencing together. Throughout the conference, folks made deliberate efforts to meet, converse, debrief, and break bread together. It was a moment where EDIC really came to embody the C for Community.

What's one thing you learned from attending NCORE?

We must be willing and courageous enough to name, with intent and specificity, the oppressions we face within ourselves and our institution. We must name white supremacy, white language, anti-Black oppression, and racism. Call it by its name. If we cannot speak it, if we must obfuscate and make comfortable the language itself; how can we ever hope to eradicate the ideas and its impacts on us and the most vulnerable among us?

How will you apply what you learned to NCORE?

As an instructor of English Composition, I will be more deliberate in my framing and teaching of traditional academic discourse. I will not present academic discourse as singular, ahistorical, apolitical, neutral or divorced from a particular history, agenda, or political project. I will include more scholarship whose language and form are used to deliberately challenge the “standard” and expand what academia can be and who can participate in its future.

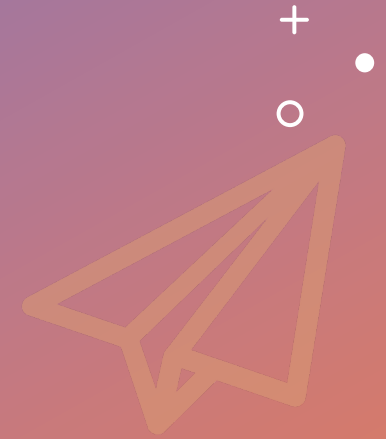
- Cat Cabral



NCORE Highlights



NCORE Highlights with Brittany Harper:



What's one thing you learned from attending NCORE?

I learned that attending these workshops is not the work. What this means is that if you go to these workshops, that doesn't mean you are doing the work to create a more equitable, diverse, and inclusive space. You need to step up and continue learning, step back and listen, and do the actual work to make a difference.

What is one thing you want to do differently in your role after attending?

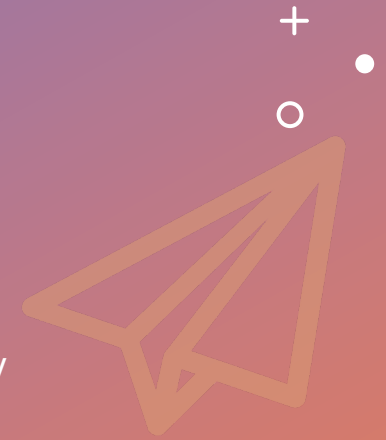
I want to build my own emotional intelligence by becoming a more authentic, humble, and empathetic version of myself. I want to grow and develop my organizational and people intelligence through curious learning, and I want to learn how to listen, read non-verbal communication, and communicate effectively to different groups of people.

What was the most impactful session you attended and why?

The most impactful session I attended was the Calling In, Not Calling Out session by Loretta Ross. This was most impactful because we learned how call out culture happened, how to create a culture of accountability, learned how to invite self-reflection and self-correction, and learned how to deal with harm without creating more harm. This session caused me to really reflect on how North works and know when it is appropriate to call someone out when calling in doesn't work.

- **Brittany Harper**

NCORE Highlights with Terre O'Malley:



What was most impactful about your time at NCORE?

The number of attendees and size of the conference. I met teachers, administrators, and a few students; engaging with so many people who are passionate about social justice and equity was inspiring. Having so many choices of how we could engage with the information and all the learning opportunities was amazing.

What's one thing you learned from attending NCORE?

I learned about an Asian-American documentarian named David Siev, who made an incredible film about his family's experience during the pandemic called Bad Axe. The Sievs live in and own a restaurant in a rural town in Michigan. The film follows his family as they deal with anti-maskers, and then pushback from some of the town's people when members of his family participated in the BLM demonstrations in 2020.

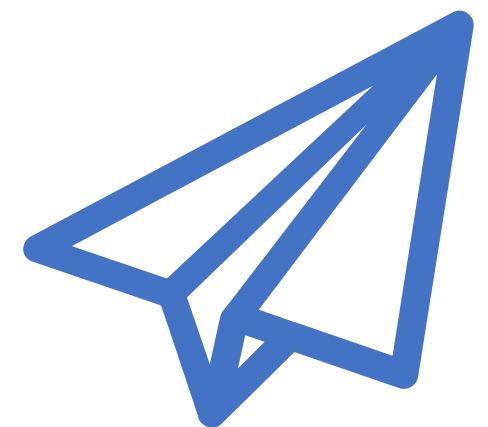
What was the most impactful session you attended and why?

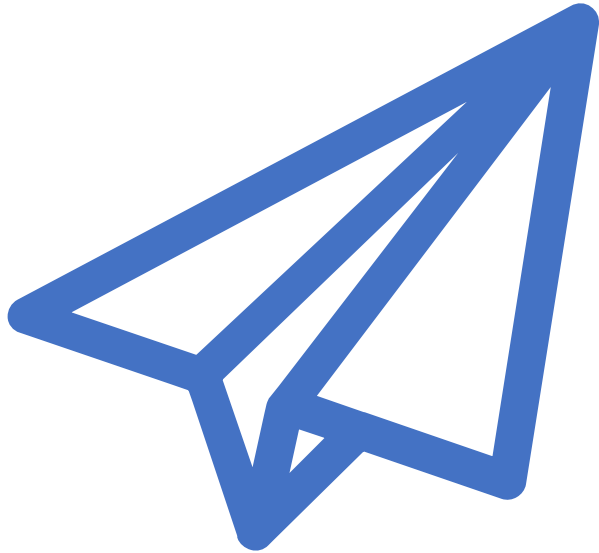
That the history of the U.S. I learned was so limited and doesn't include information about how systemic racism got its start here. I attended a session facilitated by Jacqueline Battalora based on her book Birth of a White Nation: The Invention of White People and its Relevance Today. Her book looks at historical documents, laws, and court cases, and shows how the legal system was involved in shaping racial identities. She shows how the construction of whiteness helped in consolidating power and privileges among those considered white, while also oppressing and marginalizing populations considered non-white.

- Terre O'Malley

NCORE Highlights:

"The most important for me was the chance to meet the incredible people I work with. Having worked less than a year at North Seattle College, I haven't had the opportunity to meet people from other departments or colleges. This was the perfect time to share food, stories and laughter with this amazing group of people. I hope we stay connected and keep working together." - Veronica Duran Sisk





NCORE Highlights with Veronica Duran Sisk:

- One of the conferences that taught me something new was “Advancing DEI on College Campuses: “The Role of Employee Resources Groups”. There were 3 speakers from Harper College representing three groups: Diverse Relationships Engaged in Affirming Multiculturalism (DREAM), Learning about Abilities, not Disabilities (LAND) and Staff, Administrators and Faculty for Equality (SAFE). These groups provide support to the DEI department and a safe space for staff and faculty which in result creates institutional effectiveness measures such as hiring, retention and low turn-over. These groups provide not only an opportunity for staff and faculty to feel comfortable at work by hosting social events, workshops, mentoring programs and community services, but also visibility within the institution which creates a welcoming space for students as well.
- The most impactful session was the speech by Linda Sansour. She is an American-Palestinian activist who is very well known for her leadership in the Women’s March and her very strong Brooklyn personality. Linda’s presence on stage was commanding and full of passion, and her speech was powerful, direct and emotional.

- Veronica Duran Sisk

What was most impactful about your time at NCORE?

What was most impactful for me during NCORE was seeing so many people who look like me working in higher education! That was really special to see, especially because there were so many Black WOMEN there! It gave me a sense of belonging and lit a fire in me.

What's one thing you learned from attending NCORE?

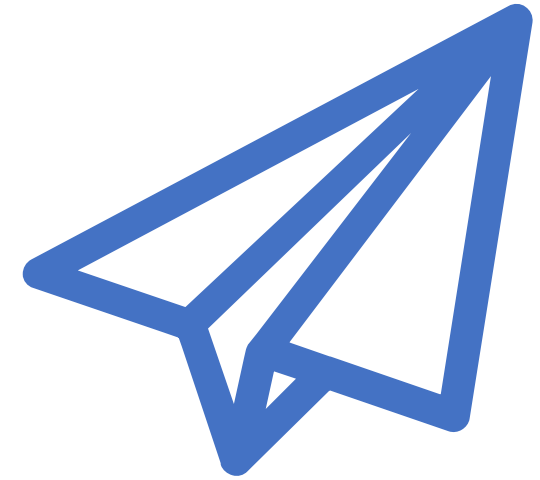
I attended a session called “De-Centering Whiteness in DEI Work” and a really interesting point that was brought up was the idea of “critical whiteness studies” and how important it is to first deconstruct whiteness and white supremacy before you can begin working on anti-racist and DEI work.

What is one thing you want to do differently in your role after attending?

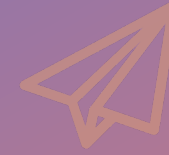
I'm going to be more active in the fight for equity within our own school. This is my first time in higher education, so I was just never sure how to integrate myself within the school and its EDI mission. However, after NCORE, I came back with an entire tool kit, and I feel like now is my time to jump in and start being a changemaker for NSC.

- Jordyne Perry

NCORE Highlights with Jordyne Perry



NCORE Highlights with Elane Jones (NSC Student)



What was most impactful about your time at NCORE?

I learned a lot from NCORE that I can immediately implement into my personal and professional life. I am a multiracial person who has been looking and hoping to find my footing and my identity for what seems like way too long. The journey is long, but what I learned this year has propelled my progress beyond what I could have thought from a work/school related conference. I attended several sessions specifically focused on multiracial identity issues and research in higher education. These sessions helped me meet, network, and find my people! I feel that I made some lasting connections, saw people with similar interests in Multiracial identities and who want to help others navigate these spaces. I was able to face the reality that my intersection brings great privilege, but with that, there will be some pain. I found ways to hold to my authentic self and stay strong and move forward. This was my second time attending NCORE, and what spoke to me most was seeing highly educated and insightful people seeking to open doors and help others unpack and navigate multiracial identity. This is what I was led to do as well. I have a personal journey that is still unraveling as we speak, but I see potential and feel empowered to continue being my most authentic self. NCORE enabled me to unveil areas of interest and see what might come next for me in my educational journey as a student and as a professional working in education.

What's one thing you learned from attending NCORE?

The session titled “Who Counts? Contesting Race Policies through Multiracial and interracial perspectives” taught me that although checking a box can seem simple, many multiracial and multiethnic students grapple with identifying themselves on college applications. For these students, the implications go far beyond the form and even further how the data misrepresents the student population and affects policies implemented at the school, state and national levels. This session didn't answer any specific questions or solve any problems, but it brought to light some identity issues on a personal and governmental level. Selecting “two or more races” does not tell the whole story and can either provide or take away opportunities for folks who choose to mark this box. Language must be first defined to all parties before collecting the data so that it can be interpreted as close as possible to the way that it was intended.

What is one thing you want to do differently in your role after attending?

NCORE showed me that my experience as a multiracial person is REAL. How I have navigated the world is much like many other multiracial people, but there is much more to be explored and understood about this intersectional and unique identity. I am VALID. My experiences and position are something to be proud of, and there is no reason for me to shy away from speaking my truth or speaking up to make pathways for students that may share similar experiences or identities. All that to say that NCORE affirmed that I should use my voice. I do not need to be afraid to speak my truth in any space. I no longer wish to take a back seat in conversations about race or ethnicity for fear of thinking that my thoughts or opinions are not of value.

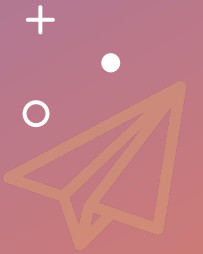
- Elane Jones



NCORE Highlights



North Seattle College Guided Pathways 2023 Summer Edition



Guiding Team serves two purposes: serving as the oversight committee for the Title III grant and providing leadership and direction for Guided Pathways work. Guiding Team subcommittees continue to work on specific Guided Pathways projects that consist of members from all over campus.

Interested in joining a subcommittee of Guiding Team? Contact Aimee Brown at aimee.brown@seattlecolleges.edu
[Guiding Team Roster link](#)