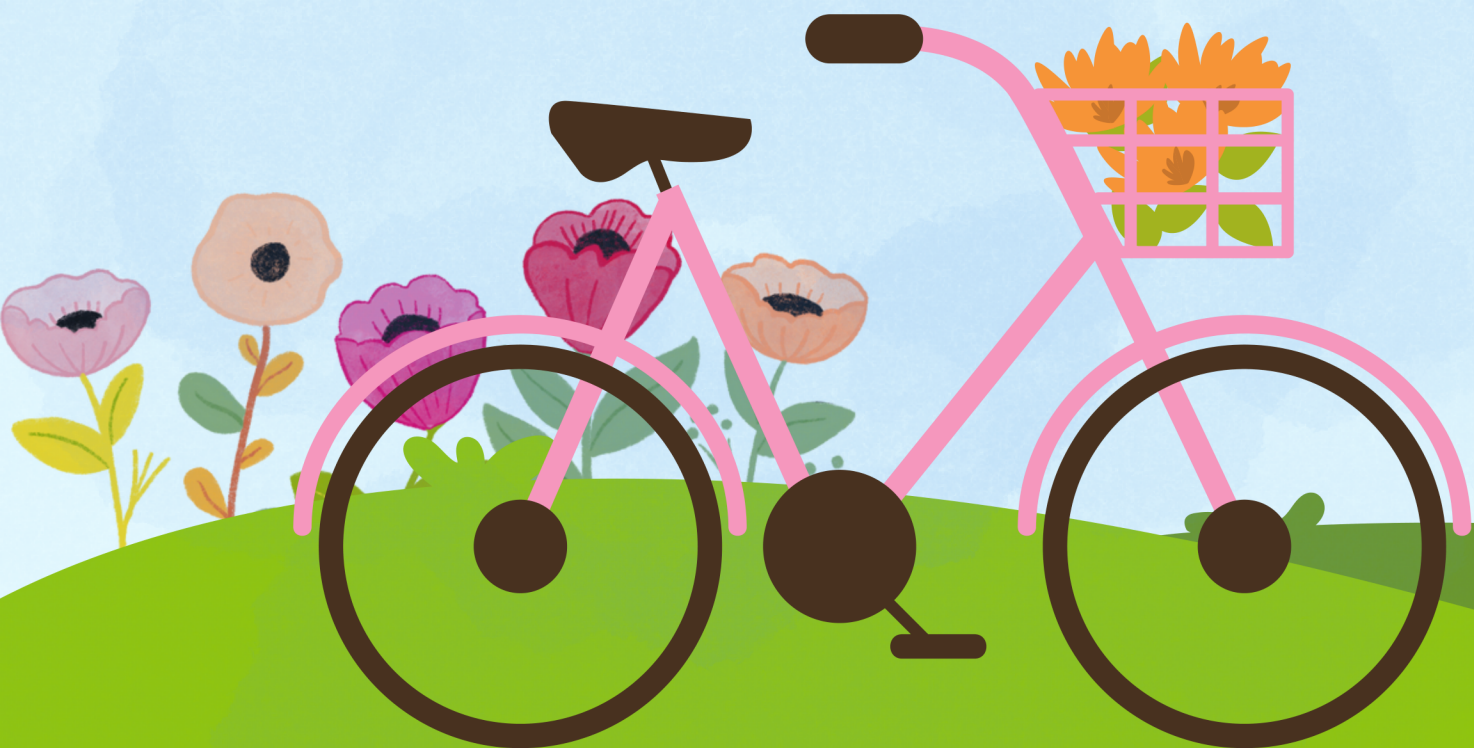


North Seattle College

Guided Pathways

2024 Spring Newsletter



Guided Pathways and Title III Grant

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 2023-2024 are: Mapping, Placement, Intake and Onboarding, and Exploratory Experiences.

In October 2018, North Seattle College was awarded a Title III: Institutions Grant. This federal grant is a five-year, \$2.2 million grant. The intention of the Title III grant is to improve the college as a whole, close equity gaps, and increase retention and completion rates for students. North was granted a one-year extension October 2023 through September 2024. The contents of this newsletter were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education and you should not assume endorsement by the Federal Government.

Land Acknowledgment

The background features a light blue sky with white clouds, a green rolling hill with several colorful flowers (purple, pink, orange, and red) on the left, and a large pink cherry blossom tree on the right. Two curved arrows point from the title towards the text boxes.

It's critical to not have our Land Acknowledgements become just a token gesture. Land Acknowledgements are not meant to be static, scripted statements that every person must recite in exactly the same way. They are expressions of relationships we have with our tribal leaders and Native/Indigenous communities.

Therefore, Seattle Colleges will spend this academic year 23'-24' building tribal relationships with institutional actions. "Building relationships is about action," said Lynn Palmanteer-Holder, director of Tribal Government Affairs for the State Board for Community and Technical Colleges.

Interview with Brian Palmer, Dean of Arts, Humanities, and Social Sciences

- **How did North decide to create an annual schedule?**

- Title III asked us to consider creating an annual schedule. We looked at versions from different colleges before settling on what we have now. We ideally liked something web-based, but did not want to burden our web team.
- Students can work with their advisors to plan a year in advance by checking to see when classes are offered and their modality (online, in-person). This creates more efficiency in building an education plan for graduation or certification.
- For the last year (May 20, 2023 through May 20, 2024):
 - Number of clicks on the page- 6,323
 - Number of unique users visiting the page in the last year- 4,085

- **Where can students find the Annual Schedule of Classes at North?**

- <https://northseattle.edu/annual-schedule-classes>

- **How often does it get updated?**

- The Annual Schedule is updated on a quarterly basis.



100 Day Project Interview with Dani Blackman, Faculty Development Coordinator & English Instructor

What is your 100-Day Project?

My 100-Day Project is called Outside the Lines: Inclusive Teaching and Writing Strategies for Student Success. What started as a plan to create more equitable and inclusive writing exercises that centered students' understanding of their own writing process and work turned into a complete overhaul of my composition classes and curriculum. I redesigned English 101 and English 102 so that students engage in project-based learning and choose a topic of interest that they work on for the entire quarter.

Why is this important?

Students now have more choices and ways to contribute to their learning; more space and time is given to explore a variety of subjects and forms. Students decide what works best for them and which writing will provide space to best demonstrate their learning, strengths, and individual voice. This values a student's investments and interests and identities.

What is your role in this work?

I want to continue dedicating more space and time to listening to students and understanding what they want and need in order to meet goals and gain more of an active role in their learning and education. I will continue to stress the importance of connecting with students, promoting and upholding process over product, and modifying curriculum to honor student choice and voice.

How does your work support PoC (People of Color) students and students with disabilities?

This work centers student agency and multiple ways of learning; the work itself reveals diverse writing through diverse identities. A student's identity, personal process, and learning style are encouraged and given space and belonging in the classroom and in college. What is reiterated is that there is not the "one way" or "right way." Students are able to state and create their own goals and outcomes.

What is your vision for success for the students you serve?

That students receive more opportunities to reflect their identities in writing and in the classroom, that they can add joy and excitement to the exploration of their process and craft, and that more pathways are provided and widened so students can reach goals and achieve success.



Click on the **Link: Interview with Dr. William White,** Associate Dean Workforce Instruction

01

What inspired the three part professional development day series related to men of color and strategic courses for 2023-24?

There were a lot of faculty and staff who brought this to fruition.

Dr. White's interview: [Dr White Interview.mp4](#)



02



Why is this work important?

Our professional development series designed to address the needs for men of color at North looked to improve student success outcomes.



03

What do you hope participants took away from the days?

By bringing in the community voices, we were able to learn how we together can address this issue. By having the student panel, we were able to hear about their experiences and the support they need.

What is your vision for North in the future?

I hope that we can better address and close gaps in educational needs for boys and men of color at North.

Dr. White's interview: [Dr White Interview.mp4](#)

Interview with Jessica Albavera, Pathways Navigator of EDIC & Renée Almatierra, Academic Advisor

What were the sessions like?

The first conversation we led was in partnership with the TLC's Dani Blackman and Dan Tarker (with support from Willa Sweeney and E-learning's Rebecca Brown). The session, titled How to build trust and mutual respect: breaking down the walls between students and North faculty and staff, was well attended with 13 participants, including the hosts. Throughout the conversation we modeled some strategies for humanizing the student experience, such as showing an interest in their lives, understanding that they have full lives outside of school, and recognizing (and dismantling) the assumed position of power we have over students.

That conversation led us to the opportunity to contribute to the Strategic Courses session on Professional Development Day where we posed three scenarios, about an imaginary student navigating their education, for participants to discuss and problem solve. The discussion that followed these scenarios was robust and provided several strategies for connecting with and supporting our students farthest from educational justice.

What takeaways do you want to let the campus community know about?

The most profound takeaway from both conversations was that there are so many of us at North who are deeply committed to educational justice and the success of our students of color. We already knew that the folks at North were passionate but getting to collaborate and be in community with each other in that way is so exciting. We are often confined to our offices/departments/divisions, so we do not get many opportunities to share ideas with colleagues across campus. It was a pleasant reminder that many of us are already doing the work to dismantle systemic injustice in our institution, it's just a matter of bringing us all together so that we aren't in it alone.

How would you all want to see this work continued?

We are so happy that you asked. We don't ever want to stop talking about creating a humanizing environment for our students AND North employees. This is only the beginning, and we are currently brainstorming and scheming up ways to continue engaging in conversations like these in both formal and informal ways. If anyone is interested in learning more or has any suggestions, please reach out!



Interview with Shalaye Brown, Student Development Day Organizer

Advisor: Belinda Tillman

What was student development day and how did it come about?

The Student Development Day was a dedicated event designed to bridge the gap in student resources for professional growth and career preparation. The event focused on providing students with practical knowledge and skills to successfully navigate their resources and networks to facilitate their success.

This day came about because I recognized a gap in our support system where there was no specific event aimed at equipping students with the knowledge on how to navigate the system and prepare for success. Whether it was learning to market themselves or utilizing the resources and people available to them, students needed more guidance to achieve their goals. Identifying this need, I approached Ms. Belinda from the EDIC, who then brought Dr. White and other EDIC members on board. With the collective effort of the Black Student Union, the EDIC, Project Baldwin, and Dr. White, we turned this idea into a reality.

What did students learn/what were the workshops? How did you teach students to best navigate campus environments?

The day began with a Career Insight Panel which was a discussion with faculty and staff experts providing valuable insights into steps students should be taking to be successful in whatever their goals are. This covered the importance of having a plan, knowing what your resources are, finding people to help champion your success.

This was followed by a series of workshops

Resume/Cover Letter & Mock Interviews- This session where students received expert advice from Meredith Bane on creating effective resumes and cover letters, coupled with mock interviews to practice and refine their interviewing skills.

Vision Board Creation This session was led by Nyah Ferreira. Students learned to set and visualize their goals through the creation of vision boards, aiding in their long-term career planning.

Finesse the System- This was led by Dr. White and Fleetwood Wilson (Enrollment Services & Outreach). Students were provided guidance on how to strategically navigate institutional systems and leverage opportunities for career and personal progression.

Who were the faculty panelists?

Our Career insight Panel was made up of the faculty and staff listed below:

Dr. William White (Interim Associate Dean- workforce instruction) who was the moderator

D'Andre Fisher- (Associate Vice Chancellor of Equity, Diversity, Inclusion and Community)

Toni Anderson- (Business Instructor)

Tina Akinyi (LSAMP Program Director)

Dr. Cooper Sealy (Interim Director Equity, Diversity, Inclusion and Community)

Lyall Rudenskjold (Director of Student Learning center)

After the sessions we had an outdoor BBQ where students and faculty were able to listen to music and had some good food on a nice sunny day together. It was a great experience that I will ensure becomes a tradition for NSC.



Pathways Overview



Guided Pathways is Everyone's Work at North Seattle College!

Guided Pathways at North in 2023-2024

Centering: Data, Student Voice, and Equity



Clarify the Path

- Exploratory Experiences (including website) to help students explore and choose a program or pathway
- Workforce programs maps in web-based format
- Finalize review process of current web-based maps



Get Students on the Path

- New student orientation
- The Launch Pad: One Stop Student Services Center Model 2.0
- First-Year Experience
- Math and English directed self-placement tools and multiple measures



Keep Them on the Path

- Equity grounded areas of study advising model
- Default educational plans in Starfish based on pathway maps
- Corequisite courses in Math
- Basic needs built into classes and staff models
- Starfish referrals and alerts



Ensure Learning

- Data dashboards tracking student success
- Faculty and student 100-day projects
- Open educational resources
- Strategic courses
- Pathways to Teaching Excellence

Goal: Increase retention and completion rates and close equity gaps.

Aimee Brown, Title III Director

Interested in joining a subcommittee? Contact Aimee Brown at aimee.brown@seattlecolleges.edu



Thank you

