



NORTH SEATTLE COLLEGE

GUIDED PATHWAYS NEWSLETTER


2024 Summer Edition





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.

<https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways>

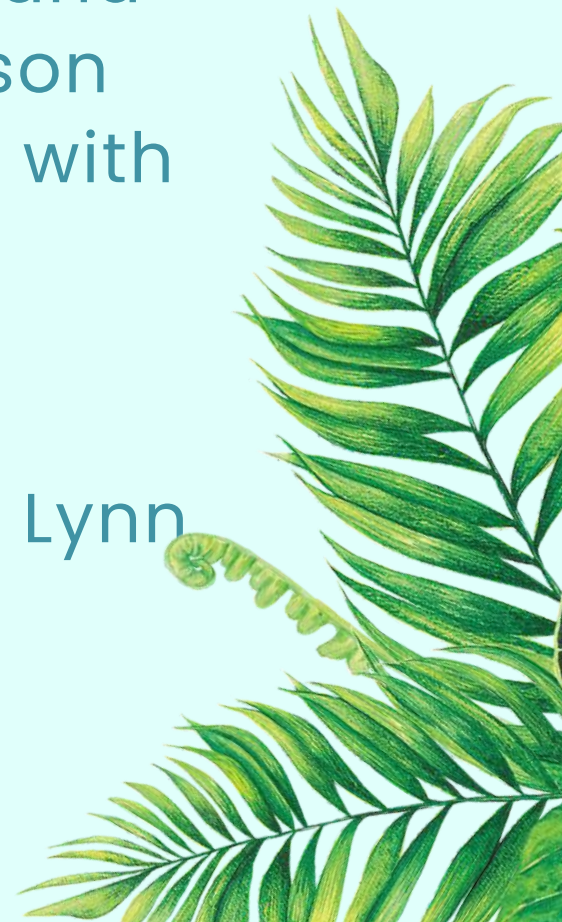




LAND ACKNOWLEDGEMENT

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 JEREMY PENA, NEW DIRECTOR OF LAUNCH PAD/ ONE STOP

WHAT IS YOUR ROLE AS NORTH'S NEW DIRECTOR OF THE LAUNCH PAD: ONE-STOP STUDENT SERVICE CENTER AT NORTH SEATTLE COLLEGE?

As the new Director of the Launch Pad at North Seattle College, my role is to create an inclusive, supportive, and equitable environment for students. My goal is to transform the intake and onboarding experience, emphasizing racial equity, continuous improvement, and collaboration. Utilizing the framework of Guided Pathways, our team will clarify educational paths and support students' personal, professional, and academic development. As we assist students from application to enrollment, develop individualized action plans, connect them with support offices, and facilitate campus partnerships, we aim to create a sense of belonging and contribute to continued student success.

HOW DOES YOUR WORK SUPPORT BIPOC STUDENTS AND STUDENTS WITH DISABILITIES?

The Launch Pad is essential for supporting BIPOC students and students with disabilities at North Seattle College, an open-access institution committed to accessibility, diversity, equity, inclusion, and community. Through the intake and onboarding process, we can create a foundation of knowledge and support, mindful of our students' diverse needs. Prioritizing racial equity and continuous improvement, we will implement intentional policies and practices to address systemic barriers, while providing continuous staff training for cultural competence. For students with disabilities, we will foster an inclusive environment by presenting information that is mindful of accessibility and offer various engagement and assistance modalities to support students through different communication channels.

HOW DOES THIS WORK FURTHER EQUITY AT NORTH SEATTLE COLLEGE?

The intake and onboarding process at North Seattle College furthers equity by ensuring all students receive the support and resources they need to succeed. An equitable intake process recognizes diverse needs, gathers information, and addresses potential challenges, tailoring the experience to each student. This helps all students start or continue an academic journey that is aligned with their goals. Inclusive onboarding fosters belonging and community by connecting students with resources and support networks. Additionally, analyzing intake data identifies systemic inequities, allowing the Launch Pad to implement interventions and policy changes, creating a more equitable educational environment for all students.

WHAT IS YOUR END GOAL OR VISION FOR SUCCESS FOR THE STUDENTS THAT COME TO THE LAUNCH PAD?

My goal is to create an inclusive, supportive, and equitable environment where students feel welcomed, valued, and encouraged to achieve their academic and personal goals. I aim to refine and enhance the student experience from their first interaction with the college, ensuring the intake and onboarding processes are efficient and supportive. By centering equity and accessibility, we can remove barriers and provide foundational support. Additionally, cross-campus collaboration can create a seamless support network, ensuring students have access to resources. Ultimately, I envision the Launch Pad as an integral part of North Seattle College's comprehensive student support system.



100-DAY PROJECT: INTERVIEW WITH VALERIE GOUDARZI, FRENCH LANGUAGE ARTS FACULTY

MY 100-DAY PROJECT: TRANSFORMING FRENCH LANGUAGE EDUCATION WITH OER

For my 100-day project, I am focused on transforming French language education at North Seattle College by researching, reviewing, and adapting Open Educational Resources (OER). This project aims to provide affordable resources for French at North, significantly lowering the cost barrier for students and increasing accessibility for everyone.

THE CURRENT CHALLENGE

In the current program, I rely on a textbook and an online platform essential for our hybrid and fully online French classes. However, the high cost of this textbook/online access bundle poses a significant challenge. Last winter and spring quarter, up to a third of my students had to rely on the free trial period offered by the publishing company for the first couple of weeks, with some finding creative ways to extend it, while others elected to drop the course! This situation clearly indicates a problem that needs addressing.

THE SOLUTION: OPEN EDUCATIONAL RESOURCES

OER presents the most feasible solution to support students while maintaining the same level of quality. By adopting OER, I aim to remove financial barriers and increase representation within the curriculum. OER supports students of color and enhances accessibility for all by offering resources that can be curated and adapted to better reflect diverse student backgrounds.

INCREASING REPRESENTATION AND ENGAGEMENT

French is a global language with a rich history in diverse cultures, yet representation in traditional resources is often superficial. Platforms like Pressbooks support the integration of authentic representation and inclusion, allowing for diverse perspectives and cultural contexts as fundamental parts of the pedagogy. By updating content, we can organically shift narratives to reflect the global French-speaking world more accurately.

SUPPORTING NEURODIVERSE LEARNERS

OER also offers significant benefits for neurodiverse learners. As I adapt and create OER materials, I am able to draw on my teaching experience and research to design alternative curriculum elements that engage neurodiverse perspectives. Interactive tools and annotating features can be incorporated to improve engagement. Among other things, Pressbooks enables embedding interactive exercises and other features that accommodate diverse learning and processing styles.

VISION FOR SUCCESS

Ultimately, my vision for success is for all students to have full access to course materials from the first day of the quarter without worrying about cost. This project also aims to authentically increase cultural perspectives and representation while utilizing formats that work for a variety of learning styles. By implementing OER, a more inclusive and accessible learning environment can be created thereby supporting every student's success.

NCORE CONFERENCE INTERVIEW GRACE SEO

WHAT'S ONE THING YOU LEARNED FROM ATTENDING NCORE?

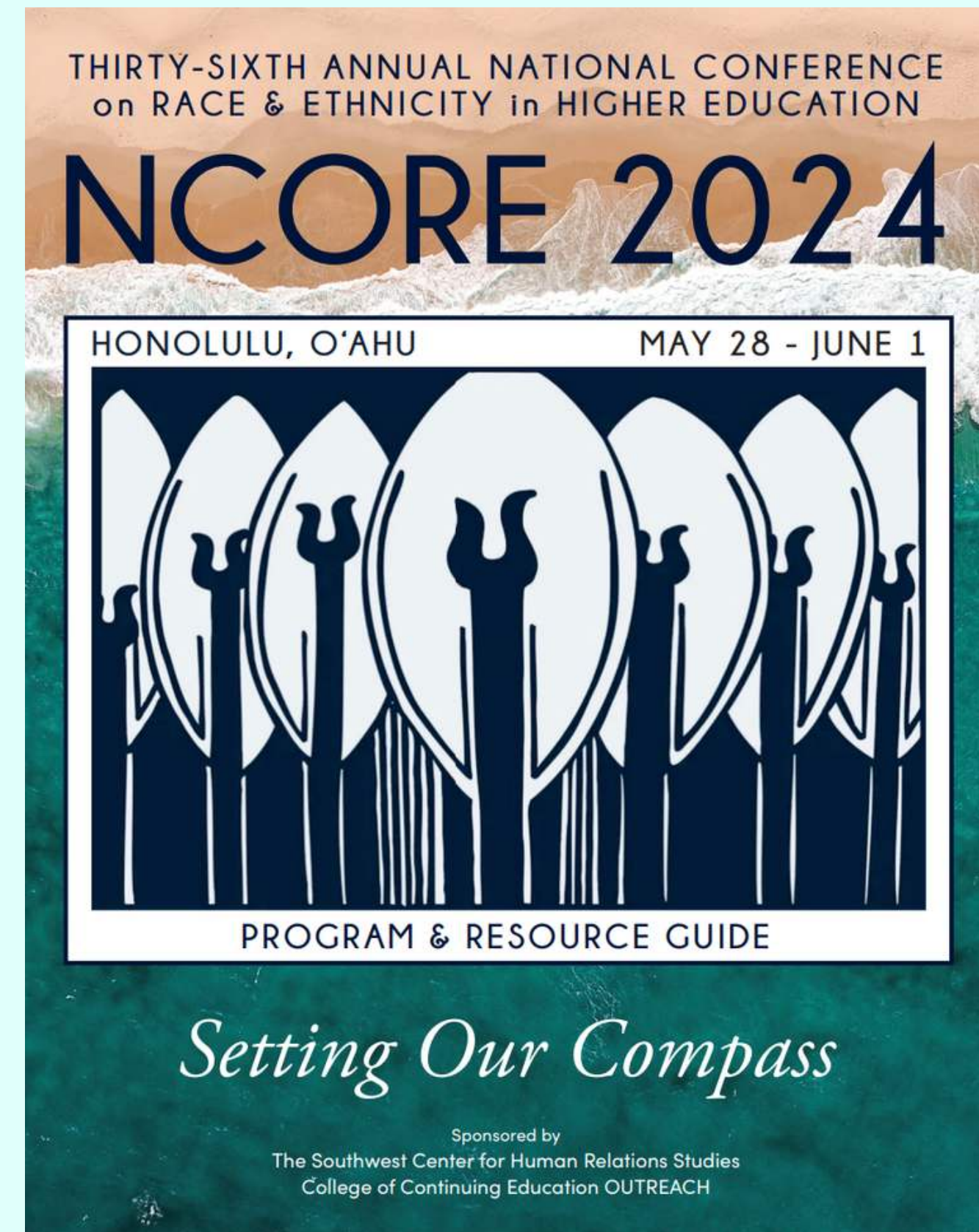
- At NCORE, I learned about the enduring support of Asian Americans for affirmative action policies in higher education, at institutions such as Harvard College and the University of North Carolina. The panel involved Asian American academics and civil rights advocates who discussed their dedication to educational equity and Encountering the efforts of the Students for Fair Admissions (SFFA), an organization created to challenge race-conscious admissions policies. The panelists also shared the impacts of SFFA largely misrepresenting Asian American students as anti-affirmative action.

WHAT IS ONE THING YOU WANT TO DO DIFFERENTLY IN YOUR ROLE AFTER ATTENDING?

- Inspired by my experience at NCORE, I plan to introduce an additional academic assessment form for TRIO students during quarterly check-ins. This form, modeled after the Precollege Enrichment Opportunity Program for Learning Excellence at the University of Wisconsin-Madison, encourages students to reflect on their strengths, pinpoint areas for growth, and identify academic traits, habits, and actions they may need to unlearn. I hope to incorporate insights and strategies shared during the conference to better support our students and align their academic goals.

WHAT WAS THE MOST IMPACTFUL SESSION YOU ATTENDED AND WHY?

- Among the sessions I attended, the most impactful was a panel on Decolonizing Mental Health for Asian Americans, Native Hawaiians, and Pacific Islanders. Panelists emphasized the importance of fostering a sense of belonging and challenging stereotypes that dictate what it means to be "academic enough," including biases related to language and appearance. These discussions deeply resonate with the ongoing efforts toward equity and inclusivity in higher education.



INTERVIEW WITH MORIAH SHISTLE, NEW DIRECTOR OF TITLE III FUNDING NAVIGATION GRANT



WHAT IS THE NEW TITLE III FUNDING NAVIGATION GRANT?

This is a new grant from the US Department of Education focused on helping the Seattle Colleges improve the student experience when it comes to funding and Financial Aid. By creating a centralized Funding Access Hub with Funding Navigators on each campus, we'll make it easier for students to understand what funding sources they're eligible for and how to access them. To foster a culture of care. We're also creating professional development opportunities for faculty and staff to learn about student funding resources and how to assist students who come to them for help. Ultimately, these supports will enhance access to funding sources and help more students stay enrolled and reach their academic goals, despite financial challenges that may arise during their educational journey.

HOW DOES THIS GRANT SUPPORT BIPOC STUDENTS AND STUDENTS WITH DISABILITIES TO ACHIEVE THEIR EDUCATIONAL GOALS AT NORTH?

Equity is at the heart of Title III projects. More specifically, the grant prioritizes supporting the needs of historically underserved students. As we build the program, we will work with our EDIC leaders and partners to ensure equity-focused best practices are embedded into everything we do. This means that our outreach, services, and professional development will all center strategies for best supporting historically underserved students. Further, we are continually measuring the impact our programming is having on student success outcomes with special attention to how different student populations are impacted, so that we can make adjustments as needed. A data-informed approach holds us accountable to our commitment to equity.

WHEN SHOULD FACULTY AND STAFF REFER STUDENTS TO YOU?

Once the program gets rolling, the Funding Navigators will assist students who need help making a plan to pay for college: both new students and those who have encountered unexpected financial challenges. However, we are not quite ready for referrals yet! While we've made great progress, we are still building the program. During 2024-25 we will start offering services to a small, targeted group of students and slowly expand our reach as the program scales. When the Funding Navigators are ready to receive referrals, we will announce it to faculty and staff.

HOW SHOULD STAFF AND FACULTY REFER STUDENTS TO YOUR TEAM?

For now, we are not ready to receive individual referrals. In the Fall, Funding Navigators will start supporting students with FAFSA completion through regularly-scheduled workshop, events, and proactive outreach directly to students. More details will be shared closer to Fall.

HOW IS THIS GRANT TIED TO GUIDED PATHWAYS WORK?

The Funding Navigation project is a direct result of many years of Guided Pathways implementation: the concept came from South's Intake & Onboarding Guided Pathways committee, whose work with data showed us that students need more streamlined support in finding and maintaining funding for college. We are working to embed Funding Navigation touchpoints and communications into the first year experience across the district and will collaborate closely with the Guided Pathways teams at each college.

HOW SHOULD STUDENTS CONTACT YOU?

Anyone with general questions about the grant can reach me via email at moriah.shistle@seattlecolleges.edu, or by dropping in during my virtual office hours: Mondays 1:00 – 2:00 PM on Zoom.



TITLE III GRANT ENDING AND NEXT PHASES OF THIS WORK

WHEN IS THE TITLE III GRANT ENDING AND CAN WE APPLY FOR ANOTHER ONE?

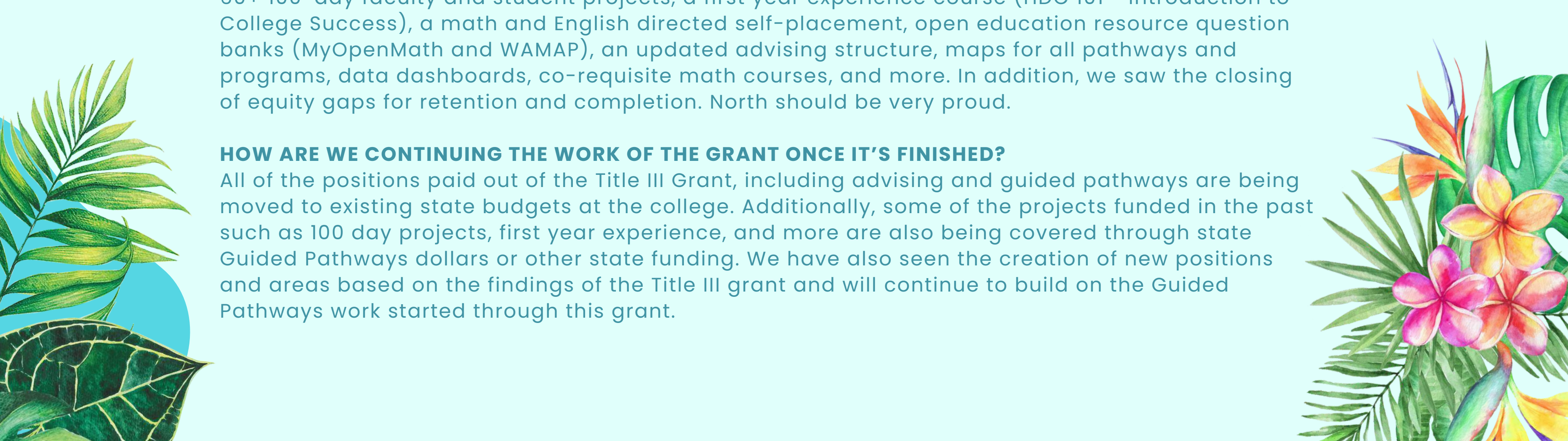
This North Title III grant from the department of education is ending September 30, 2024. We have had a full six years (since October 1st, 2018) to implement the grant and its activities. This grant was one time funding with the overall goal of institutionalizing the work at the end of the grant. North can apply for a brand new North Title III grant in winter 2025, but it must be a completely different grant with new activities and objectives.

WHAT DID THE TITLE III GRANT ACCOMPLISH AT NORTH?

So much! The Title III grant saw the creation of a new computer lab and Equity and Welcome Center, 60+ 100-day faculty and student projects, a first year experience course (HDC 101--Introduction to College Success), a math and English directed self-placement, open education resource question banks (MyOpenMath and WAMAP), an updated advising structure, maps for all pathways and programs, data dashboards, co-requisite math courses, and more. In addition, we saw the closing of equity gaps for retention and completion. North should be very proud.

HOW ARE WE CONTINUING THE WORK OF THE GRANT ONCE IT'S FINISHED?

All of the positions paid out of the Title III Grant, including advising and guided pathways are being moved to existing state budgets at the college. Additionally, some of the projects funded in the past such as 100 day projects, first year experience, and more are also being covered through state Guided Pathways dollars or other state funding. We have also seen the creation of new positions and areas based on the findings of the Title III grant and will continue to build on the Guided Pathways work started through this grant.



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.

Guiding Team subcommittees and work groups continue to work on specific Guided Pathways projects that consist of members from all over campus.

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



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