



NORTH SEATTLE COLLEGE

Guided Pathways Winter 2024





Department of Education 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.aspx>





Land & Labor Acknowledgement



On Wednesday, September 6, 2023, Chancellor Dr. Rosie, the College Presidents, and members of the Seattle Colleges attended the Washington State Board for Community and Technical Colleges Puget Sound Government-to-Government Summit with Tribal Leaders at Renton Technical College. Members of the Seattle Colleges and 11 other area community and technical colleges members had a round table discussion with tribal leaders from across Western Washington, which strengthened relationships during the day-long gathering.

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.

"These tribal relationships have to be real and authentic and have long-term reciprocal benefits." Our goal is to build tribal relationships with the original occupants and stewards of the lands where the Seattle Colleges gather: the traditional home of the Coast Salish people, the traditional home of all tribes and bands within the Duwamish, Suquamish, Tulalip, and Muckleshoot nations. While on our journey to build real and authentic tribal relationships, we encourage the Seattle Colleges community 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.





First Year Experience Counselor Interviews with Melissa Allen, Jenny Mao, Emiko Minatoya-Shields, & Kate Noson

North is has started scaling up the Human Development Orientation to College Course (HDC 101- Orientation to College) as the First Year Experience (FYE) course.

Why is this important? HDC 101 is an institutional intervention to ensure every student has the tools they need to be successful in college and beyond. Interventions are equity based and our partners include departments and offices from the entire college. HDC 101 meets all the district FYE learning outcomes and FYE is written as part of the Title III grants for Central and North. North's FYE leadership submitted recommendations to scale up FYE / college success classes.

What is your role in this work? Initially, our role as FYE Counselors has been to develop the College Success class written in Title III grant as a deliverable. Our department has worked with Guided Pathways and administration at North to scale up college success classes. The counseling department, in collaboration with the library, proactively adapted and revised the curriculum. We worked with HR to create and advertise a PT HDC faculty pool and provided training and onboarding of newly hired PT faculty. We provided co-teaching methodology and ongoing FYE teaching faculty cohort meetings and support.



First Year Experience Counselor Interviews with Counselors - Melissa Allen, Jenny Mao, Emiko Minatoya-Shields, Kate Noson (continued)



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

We provide holistic and intentional design to help students integrate into college, and to learn and build success skills in their academic, personal, and professional pursuits. We also advance racial, social, and economic justice to help students achieve academic aspirations, increase access, facilitate economic progress and inspire academic and career attainment. The FYE programming helps transition students to college; instill a sense of belonging, explore and select academic and career pathways, learn and seek campus resources, develop and strengthen success skills; and create a college success network.

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

Our vision for success for the students we serve is that they will be enrolled in the FYE HDC course to strengthen and deepen their identity as college students as they prepare for 21st-century professional work environments. Our vision includes students to learn and articulate how identities shape who they are as learners, recognizing the impact of privilege, power, and positionality in the educational experience. Additionally, they will build competencies, resilience, and confidence in self-management skills as well as demystify college and learn navigation skills to strengthen learning.



Welcome: First Year Experience Assistant Director, Tristinn Williams



Tristinn Williams (she/her) is our Assistant Director of First Year Experience. This is a **brand new** position focused on building the first year student experience at North, including New Student Orientation and supporting the long-term goal of making HDC 101- Orientation to College mandatory (for most students) as a degree requirement.

Tristinn began her career as an English Language and College Strategies instructor at Cascadia College. Most recently, she served as the Director of Admissions Recruitment for Bastyr University (Kenmore, WA). While at Bastyr, Tristinn led a department of seven staff members and was instrumental in developing and digitizing their admissions processes. Tristinn has a MATESOL degree from the University of Washington, Seattle and a bachelor's degree in business administration and Spanish from Walla Walla University.

“I’m so excited to be working on First-Year Experience (FYE) programming for North. By creating a series of thoughtful and cohesive First-Year Experiences, my hope is that every student at North will be supported and well-informed at every step of their educational journey.”

FYE activities such as orientation, strategic technology support, mandatory advising, peer mentorship, and establishing navigator relationships can help students take advantage of the resources we offer and make sure they are effectively tied into our community. By creating a clear pathway for first-year students, we can ensure they have the transformative educational experience they deserve.

If you want to participate in creating this experience for students, feel free to send Tristinn an email or stop by her office (IB 2421A).





100-Day Project: Interview “BC” Byungcheon Ko



What was your 100-Day Project?

Our 100-Day Project at North Seattle College was the development of an event app called "NSC Events." This app is a comprehensive platform for students to engage with and participate in various campus events, from lectures and community meetings to cultural activities and club events.

What type of app did your students create?

The students are creating a multi-faceted event app with web and mobile application versions. The goal of the final version is to allow users to view upcoming events, filter by tags, and indicate their attendance. It's designed to streamline communication and enhance campus engagement.

Why is this important?

The creation of an application by students from the Application Development department, aimed at providing college students with access to current and ongoing events, will bring significant advantages to them. Typically, working with industry clients is high stakes, but developing an application for their own college community will provide them with a sense of comfort. Furthermore, they will be able to witness and take pride in their own work. This opportunity presents a valuable chance for them to construct their portfolio and establish a lasting legacy.

What is your role in this work?

My role was primarily as a mentor and facilitator. I guided the students, helped them navigate challenges, and ensured that the project aligned with our educational and inclusivity goals. My involvement was to support and foster student innovation and leadership in this endeavor.

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

The app is currently getting developed by application development students. We are fostering a student-centered design process that considers the needs, perspectives, and experiences of students of color and with disabilities. We are taking into account accessibility concerns and user-friendly aspects of students of all backgrounds.

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

For application development students working on this app, success means gaining real-world experience in a simulated work environment. This project not only enhances their portfolio but also provides them with practical job experience, preparing them for their future careers. For other students, success is defined by easy access to current and ongoing events, enriching their campus life and broadening their educational horizons.





100-Day Project continued: App Creation Links



Notion for Documentation: Our central hub for documentation, including the team directory, product demos, project plans, team roles, media kit, and more, is available on Notion. You can explore these resources at Notion NSC AD Program Practicums. <https://salty-witness-2f5.notion.site/NSC-AD-Program-Practicums-ee5b117a8c644ebabd104957bcb8942>

Miro for Sprint Planning and Retrospectives: Our sprint planning and retrospective sessions are conducted on Miro. For instance, you can review our Sprint 1 Retro here. <https://miro.com/app/board/uXjVNduX7JE=/?moveToViewport=-352,-2908,5769,2944&embedId=858833972242>

GitHub for Code Management: The Seattle Colleges GitHub Organization <https://github.com/SeattleColleges> is where we store all our code. You can find repositories for projects like Belinda's Closet and the NSC Events App, including their respective backend, Android, and web front-end code repositories.

Project feature planning board

<https://miro.com/app/board/uXjVN3JV3wA=/?moveToViewport=-2170,-1289,9383,4567&embedId=975756361158>

Project Tracking board for

North Seattle College Events <https://github.com/orgs/SeattleColleges/projects/2/views/1>

Belinda's Closet <https://github.com/orgs/SeattleColleges/projects/1/views/2>

Here are some recorded demos of the two apps.

North Seattle College Events: https://youtu.be/i3xTs-7_xp8?feature=shared

Belinda's Closet: <https://youtu.be/W8F6VfCSCCU?feature=shared>

Here are the links for the North Seattle College Events web application <https://northseattlecollegeevents.com/>

and Belinda's Closet web application <https://belindascloset.com/>

Please note that they are currently in an alpha stage so not all features are implemented. Students are planning on implementing more features and do user testing for the upcoming spring quarter.



100-Day Project continued: App Creator (Student) - Taylor Papke



What was your 100-Day Project?

I worked on two products for the school which both consisted of a mobile and web app supported by a backend server. I was on the original team that took on the first 100-day project this past summer (2023) and we built almost everything from scratch. The project was ready for students to continue work on in their practicum for the Fall quarter.

What type of app did you contribute to creating?

One project was for Belinda's Closet located in the Equity & Welcome Center. It consisted of a mobile and a web app which could be used to see what clothes are available prior to traveling to the location. The other project was for the NSC student leadership and faculty. It consisted of a mobile and web app which could be used to manage an events calendar for the school so students, faculty and others can access the information better.

Why do you believe this project is important?

It is important because it fills a great need for the school. It helps the school through interdepartmental collaboration to unite and build together. The school is getting products built by students that will in turn help the institution. The 100-day project is great motivation for students and gets them excited about utilizing their skills for something meaningful. It gives the students work experience that they can add to their skill sets and resumes. It also provides more ability to sustain an environment where we can provide practicums consistently to our students whereas before we were reliant on other companies to provide this experience.

How do you see your involvement in this project supporting PoC students and students with disabilities?

This will help people by providing direct and easy access to very important resources directly from a website or app without having to navigate through the NSC website which can be difficult for a lot of people. People can quickly see important dates for school such as due dates. This is an important lifeline as some people depend on financial aid to survive and this is not possible if someone misses registration. The apps will help people access this info much easier. The same goes for the Belinda's Closet app. People need clothes for school and Belinda's offers these for free. Some people may need to see what is available first before they decide if its worth the effort to come in to the school and especially if it's a challenge.

What are your personal visions of success in relation to this project?

My personal visions of success for this project is to see both of the apps deployed and used in production while students continue to work on and improve them. It would also be great to see other departments getting involved and seeing what new projects or ideas evolve out of that.



100-Day Project continued: App Creator (Student) –Nicklas Di Pietro



What was your 100-Day Project?

My 100-Day Project was set up from the beginning of Summer 2023 with fellow classmates and our Professor BC Ko. It was a real opportunity to work for a client (Belinda's and NSC) and allowed us to contribute to something at the school we are a part of.

What type of app did you contribute to creating? My contributions came in the former of some code contributions but largely in the form of Program Management. Summer allowed all of us to sort of 'find ourselves' and try our hands at different pieces of the puzzle that make up a Software Development Lifecycle. While summer was a testing ground for how we worked as a group -which was surprisingly cohesive; it wasn't until the following quarter that we got to form a 'Leadership' group that would help mentor our fellow students and get them comfortable and past the growing pains we experienced in the summer. Fall quarter project work was a warm-up exercise for our fellow students. We made good progress that sparked a fire of growth in a lot of the students. As we started winter quarter, we added new leadership team members in Hanan and Courtney who each have found home in Program Management and a QA Role respectively. It has me excited to work alongside not only our fellow students but new Leadership and watch as this project grows successful more and more over time.

Why do you believe this project is important?

I think this projects' importance is probably understated. Most people are not unaware to the fact that a Community College has little to stand up to most Universities in the form of connections or financial ability. What sets NSC apart in my opinion is passion they show for their students - in particular what this project can do to showcase the constant flux of new students. This pathway that BC has worked on will allow students an opportunity to push real code to a real project for a real client; and if the grants continue for 100-Days, then it will be a paid opportunity as well. I myself have heard belief from the President herself that she believes students deserve to be paid and this opportunity is proof of that. This project will grow beyond what our cohort establishes and if my insights are correct will be a large part in the success of the AD Program in addition to the already existing fantastic qualities therein.

How do you see your involvement in this project supporting PoC students and students with disabilities?

This project has no bars that limit people with disabilities. I know I can only speak for myself but the different viewpoints and abilities that come from our students span across any number of beliefs, disabilities, and or ideologies. This diversity of views allows us to bring in different perspectives and skill sets from different walks of life that will allow this project to grow from the outset.

What are your personal visions of success in relation to this project?

For me, success in this project as a student means deployment and working pieces of application. I want to see this be used by Leadership both student and staff at the school so that it proves the point of this project's vision. However, beyond my graduation this June, I would love to keep an eye on either the repo, or continue working first hand if possible to grow this project for and with students. I believe in what it can do for the students current, and future, and so seeing it grow and be used in constant at NSC would be ultimately a sign of success for this project.

Additional Comments: In particular I have to give credit to BC and fellow leadership. The consistent empathy and flexibility from both parties is astounding. Educators that I have experienced often times are rigid, and stand by a pass or fail system, but BC understands the nuance of difficulty that may come up in a project like this and does his best to be flexible and help guide us to a more successful outcome. While I can't speak to the new additions to our leadership, I have no doubt of their incredible ability to succeed, but to my summer cohort (Including the now graduated Brandon Dombrowsky) they are a compassionate, intelligent, and capable group of individuals that any company would be fortunate to have grow with them. I can't wait to watch the success of everyone, Leadership or Student as time goes on with this project and beyond our project graduation dates.

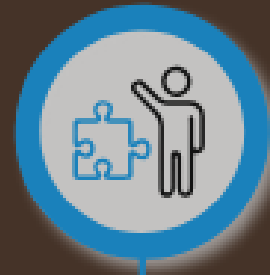


Pathways Overview



Guided Pathways at North in 2023-2024

Centering: Data, Student Voice, and Equity



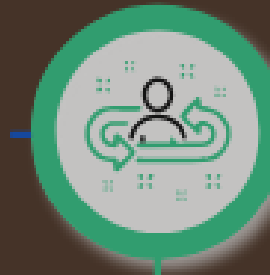
Clarify the Path

- 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 Star sh based on pathway maps
- Corequisite courses in Math
- Basic needs built into classes and sta. models
- Star sh 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.

Thank You

