



Title III Guided Pathways Guiding Principles Autumn 2022

Vision & Mission

Vision - A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment.

Mission - The Washington Student Success Center works to create an equitable system that prepares all learners to engage in a diverse society and workforce, achieve economic mobility through educational attainment and contribute to a socially just society.

"The Washington State Guided Pathways Advisory Committee (GPAC) has adopted a Vision, Mission and Guiding Principles grounded in values of Equity and Social Justice, Educational and Career attainment, Learning, Community, and Accountability. "Guided Pathways requires urgent, radical, equity-minded, transformational organization change; a culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequity; intentional collaborative learning through professional development, partnerships, and resource development. Guided Pathways requires a focus on learning and outcomes aligned with community values and industry needs. It is essential to fully engage the voices of students, faculty, staff, and community members in adaptive problem focused inquiry processes to lead to meaningful action and sustained systemic change."

In October 2018, North Seattle College was awarded a Title III: Strengthening 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.

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

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 & 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.

[Petition · Federal Recognition for the Duwamish Tribe · Change.org](#)



Native American Heritage Month

November is Native American Heritage Month, or as it is commonly referred to, American Indian and Alaska Native Heritage Month.

This month is a time to celebrate rich and diverse cultures, traditions, and histories and to acknowledge the important contributions of Native people. Heritage Month is also an opportune time to educate the general public about tribes, to raise a general awareness about the unique challenges Native people have faced both historically and in the present, and the ways in which tribal citizens have worked to conquer these challenges.

[Native American Heritage Month | NCAI](#)



Student Leadership & Multicultural Programs

Gratitude to our NSC Student Leaders

2022-2023

Gracie Ochoa, President
Gavriel Hadisenjaya, Vice President of Administration
Abel Briant, Vice President of Logistics

Alaina Ankrom, Vice President of Communal Relations
Lila Padfield, Vice President of Communication
Mingh Quang To, Volunteer Coordinator

Ariunzaya "Zaya" Erdenebileg, Representative
Brandon Heald, Representative
Hoang "Tom" Thai, Representative
Luis Umbupaty, Representative
Niang Hual, Representative
Semyon Kiyan, Representative



Equity & Welcome Center
Affinity Groups Lounges
Meet in person at CC1442

1st & 3rd Mondays:
2pm Black/African American
3pm Latin/e
4pm First Generation

2nd & 4th Mondays:
3pm LGBTQIA+

1st & 3rd Wednesdays:
2pm Pacific Islander
3pm Indigenous

2nd & 4th Wednesdays:
2pm Asian American/Asian

1st & 3rd Thursdays:
11am Students with Disabilities
Request disability accommodations:
206-934-3697

Disability accommodations:
ds@seattlecollegs.edu

Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)

Interview with Jordan Veniegas and Dejan Perez



What is our new AANAPISI grant?

Asian American, and Native American Pacific Islander Serving Institution (AANAPISI) is a 5-year federally funded program that seeks to increase student success outcomes and create a stronger sense of belonging by implementing culturally responsive-sustaining programming and providing holistic student support services, in order to, expand the college's capacity to serve Asian and Pacific Islander (A&PI) students and the larger North Seattle College Community's dedication to Equity, Diversity, Inclusion, and Community.

How does AANAPISI grant support BIPoC students at North to achieve their goals?

Based on student feedback, there is a huge desire for more support services, community spaces, and representative staff for Asian and Pacific Islander students. North has approximately 13% of Asian and Pacific Islanders, and we are blessed to have a large demographic in the larger Seattle community. The grant supports BIPoC students at North through staff dedicated to helping create spaces of belonging for Asian and Pacific Islander students in the larger fabric of our North community.

Our staff is dedicated to building community spaces and educational spaces for API community members to be in community and focus on their academic, personal, and professional developments, in addition to providing larger educational events for our allied community members to learn about our cultures and many different justice movements.

We provide this through educational workshops, cultural celebrations, and our dedicated staff. Our grant specifically provided workspace for Asian and Pacific Islander success, set to launch in 2023. We have a dedicated student success navigator and two student Peer Mentors who help with connecting students to resources on and off-campus.

When should faculty and staff refer students to you both?

Students from Asian and Pacific Islander backgrounds looking for community opportunities. All students of any ethnicity/heritage are welcome to our events and services, we merely provide an API cultural approach and lens to our work.

How should students contact you?

Students can find us at our website or visit us at our office at CC1260. Our email is:

api.north@seattlecolleges.edu

Interview with Jessica Albavera, Pathway Navigator of Equity, Diversity, Inclusion, and Community

What is your role as North's new Pathway Navigator of EDIC?

My role serves two functions. Like the other navigators on campus, I am here to help students navigate their education and the education system. Primarily, I support students in their first two quarters at North as well as students who have not chosen an area of study, but I welcome any and all students that are seeking support. The other aspect of my role is to take what I learn from the students I meet with to address the barriers they encounter to further institutionalize North's Guided Pathways work.

How does your work support BIPOC students and students with disabilities?

The nature of my work supports BIPOC students, students with disabilities, neurodivergent students, LGBTQIA+ students, first-generation college students, low-income students, and any other population of students the education system was not built to serve. On the surface, I help students navigate the many resources, documents, offices, and information on campus, but I like to think my work is much deeper than that. I am moral support. I am a listening ear. I am an advocate. And I will confront and dismantle the barriers that are impacting my students and their access to education. At the end of the day, I want my students to feel like they have someone who cares about them and who is looking out for them.

What is your end goal or vision for success for the students you serve?

I love this question. We are conditioned to understand success as high achievement—grades, education level, and salary as measurements of success as well as luxuries inaccessible to many populations of students. Success is so subjective and can mean so many different things for different people, and yet, we are navigating a culture that doesn't acknowledge the value that all people bring to a community.

Of course, I want my students to have academic and professional success. I want them to study what they're passionate about. I want them to reach, and exceed, their career goals. I want them to love learning and seek opportunities that challenge them. I want them to be critical thinkers inside and outside of the classroom. I want them to take care of themselves and their communities. And I want them to feel that they belong, at North, and wherever their education takes them.



When should faculty and staff refer students to you?

I welcome all students, but particularly students who don't already have a support team on campus (like AANAPISI, TRIO, LSAMP, or academic department navigators). The students I support are typically in their first two quarters and undecided on their area of study.

How should students contact you?

Students can contact me either by Scheduling an appointment on Starfish or stopping by my office at CC 2354E.

My email is:

Jessica.Albavera@seattlecolleges.edu

100-Day Project

Interview with Benjamin K. Roberts, MS, CBET Electronics Faculty

What was your 100-Day Project?

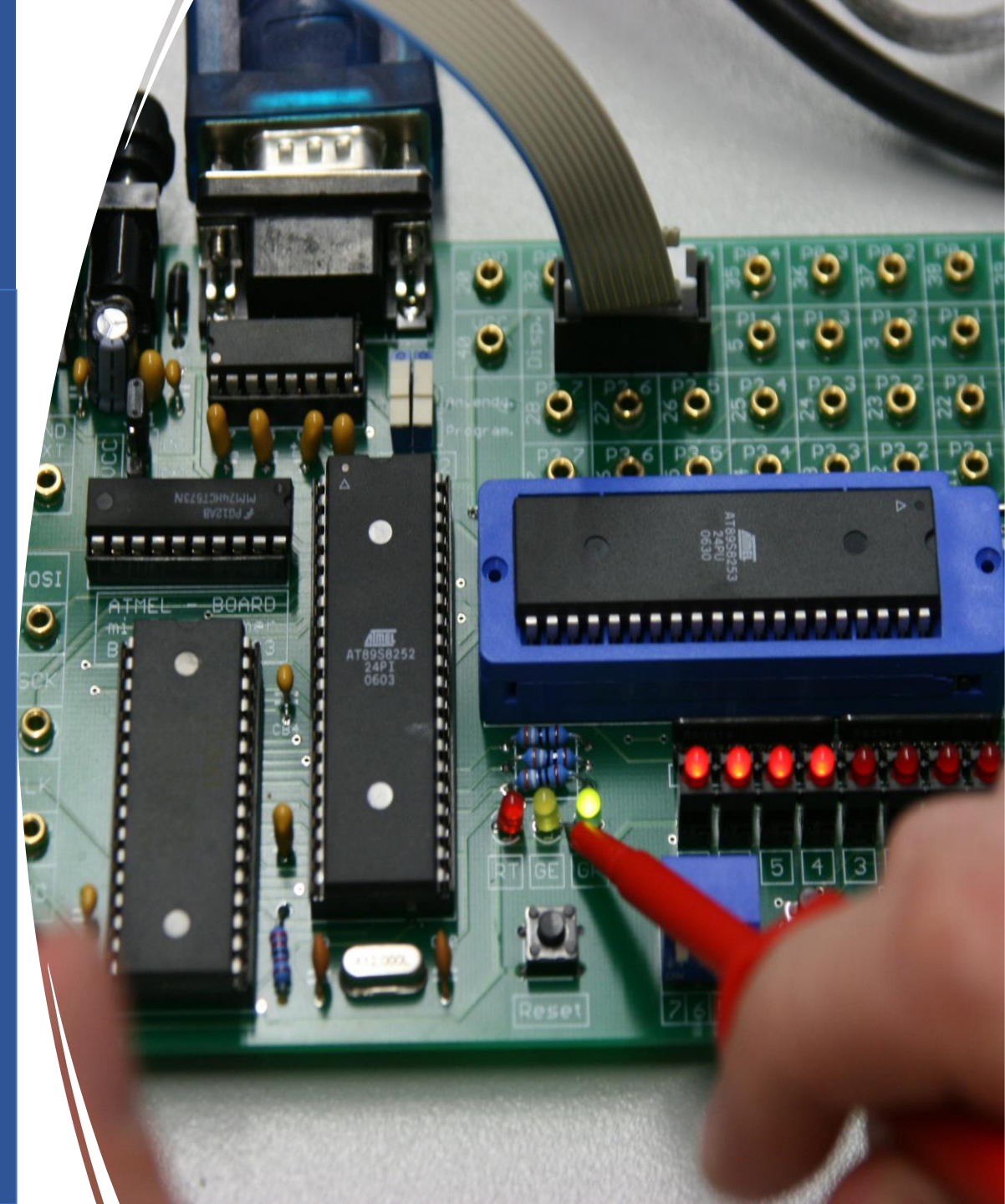
This 100-Day Project integrated the role of the content and I-BEST instructors of the Mathematical Applications for Circuit Analysis (EET109) Course to ensure student learning success, thereby helping the students stay on their path which ultimately assists them in reaching their end academic and career goals.

How did your project incorporate I-BEST and content from EET 109 into a new modality?

EET 109 is one of the core pathways within the electronics department which is supported by the state Integrated Basic Education and Skills (I-BEST) program. Furthermore, this project supported a continued collaboration between the electronics and I-BEST programs to help transitioning students from our pre-college ESL/ABE programs students who meet the prerequisites of levels ESL 51 and ABE 81, students returning to school after time spent in their industries stay on a path to ensure that students are learning. This project also addresses organically the EDI vision at NSC by providing academic support to underserved populations.

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

The specific impacts on the students' educational journey are enhanced learning, which will lead to better grades, positive learning experiences, reduced math anxiety, and developing critical thinking which is crucial in prof-tech industries. From this, it is predicted that this will lead to an overall increase in retention and graduation rates.





Moving Forward

Amazing work is happening thanks to our Guiding Team at North Seattle College which includes the executive team, instructional deans, faculty members, leadership staff from student services, and students. 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. Here are a few highlights below:

- Coding – new subplans (coding by pathway) coming in January! Learn [more](#).**
- Placement and Basic Needs– newest subcommittees formed**
- Program Mapping– beta testing a new district-wide sustainable process of creating maps with our new Computer Science DTA degree**
- Intake and Onboarding– 328 students attended fall New Student Orientation**

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



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