

Title III Newsletter Spring 2023

Seattle Colleges 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.

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.

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>

Washington State

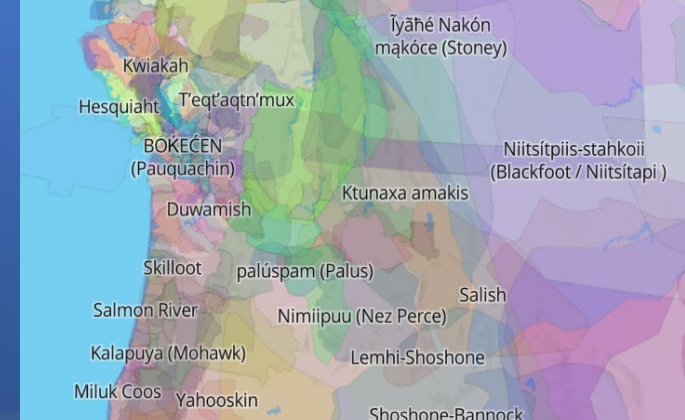
Vision - A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment.

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.





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.

Native Land Digital strives to create and foster conversations about the history of colonialism, Indigenous ways of knowing, and settler-Indigenous relations, through educational resources such as our map and Territory Acknowledgement Guide.

Native Land Digital has a wide range of impacts on individuals, classrooms, and others who view and interact with our map and associated content. We provide a Teacher's Guide, Territory Acknowledgement Generator, a blog, and other content in an effort to widen this impact along the lines of our missions.

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

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

Belinda's Closet at the Equity and Welcome Center



Belinda's Closet is located in the Equity & Welcome Center and CC1161. Belinda's Closet is a free wardrobe/boutique providing students with professional attire. The closet's aim is to aid students in need of attire for interviews and special occasions.

Hours Monday thru Thursday 9:00 -3:00



[Money, Food & Housing | North Seattle College](#)

Campus Food Distribution on Tuesdays Curbside Food Pantry with the University District Food Bank

- Drive-thru or walk-up food pantry for North Seattle students, faculty, staff, and community members
- Milk, eggs/protein, fruits, vegetables, snacks, and more are typically available
- Tuesdays from 4:00 to 7:00pm
- Enter campus on N 95th St and follow signs to the parking garage entrance from the East parking lot

100-Day Project Interview Geoff Palmer, Sociology Faculty

ONE HUNDRED DAYS

What is OER (Open Educational Resources) and how did you apply it in your 100-Day Project with your Sociology classes?

OER is Open Educational Resources, and I worked hard in collaboration with our wondrous librarians to collect, evaluate, and select OER materials that could replace costly textbooks for upcoming SOC&101 courses at NSC.

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

In my view, OER benefits all students by reducing the cost of attending college.

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

The OER advances that I have made are not going to affect the recurring patterns of behavior in my classes, but they will reduce the cost of attending college.

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- SOC&101 is a fairly popular survey course at North Seattle College, serving about 300-330 students per year at the current time. Currently, faculty use textbooks that are priced on the open market, and have non-zero prices. To improve the student experience, this OER project seeks to remove the burden of textbook costs from students that enroll in SOC&101 at North Seattle College by finding, reviewing, and curating a SOC&101 curriculum that uses exclusively OER materials.

100-Day Project Interview

Aaron Franco-Ross, Early Childhood Education Faculty



- **What is OER (Open Educational Resources) and how did you apply it in your 100-Day Project with your ECED&170 class?**

This is how I describe OER to my students in my syllabus: *OER are teaching, learning, and research materials intentionally created and licensed to be free for the end user to own, share, and in most cases, modify. (Blicher, 2021).* This means that there is no purchasing requirement for a physical textbook. Instead, each module will have embedded links to reading materials. My work in developing the OER sparked from a conversation with my faculty coordinator, Ninder Gill. For a while, I felt that my preferred textbook was less helpful and that I was using it out of habit rather than a go-to reference. Ninder suggested the creation of an OER and encouraged me to apply to the 100-day grant. This grant funded time for me and a reflection group, but it also connected me with a librarian guide (Kimberly Tate-Malone) who taught me how to select and access to amazing resources that are state-of-the-industry as well as freely available to our students! (She was a guide and a partner in research)

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

This effort supports all students because it eliminates barriers of access to costly textbooks, speeds the transfer of materials (no more waiting for vouchers or delivery) and has accessible technology built in. It allows me, as the instructor, to find and immediately incorporate new, materials as they are made available (no more waiting for an author to publish an updated edition!) And for BIPoC students and students with disabilities, who are historically farther away from educational justice, these free, current and up to date materials are available without cost. They also hold the additional advantage of being more likely accessible for online readers and assistive technologies.(As a person with dyslexia, I find this amazingly helpful!)

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

No textbook is perfectly aligned with your course design and objectives. Using an OER and with the support of the 100-day grant, I was able to closely align ALL our reading materials and assignments to our five course objectives! With and OER, the learning materials become customized to our students' needs and is much more targeted. Moreover, as time goes by and I find new or better materials, I can update my student resources to match any evolving needs! My OER is a living document whereas my previous textbook was a bit inert.

100-Day Project Interview

Cat Cabral, English Faculty

**ONE
HUNDRED
DAYS**

Crafted on behalf of the NSC English Department by Cathryn Cabral, Diana Ma, Laura McCracken, and Justina Rompogren

What was your Winter 2023, 100-Day Project with the English Department?

We held our third annual ENGL&101 Deep Dive Curriculum and Pedagogy Retreat in winter quarter. This was partly a continuation of last year's Deep Dive where we collaboratively drafted The NSC English Department Manifesto. This year's Retreat consisted of two sessions: one focused on discussing scholarship relevant to our current teaching moment, and the other devoted to workshopping strategies for implementing our English Department Manifesto in the classroom.

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

As a course on almost all academic pathways, and one that students often take early in their academic career, ENGL&101 can set the tone for students' feeling of belonging and ability to succeed in the US academy. It is especially important that BIPOC and students with disabilities feel like the academy is for them, and that their particular assets are acknowledged, valued, and incorporated into the vision of academia's future. With these Deep Dives, the English Department demonstrates our commitment to better understanding this important course, its objectives, and its impact on students and their perception of academia and academic discourse.

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

As a department, we shared strategies for practical shifts in our teaching and class structure including: utilizing contract or labor-based grading, incorporating more diverse readings—including academic texts not written in Standard American English nor constructed in a traditional manner—reconceiving analysis to leverage what students already do and know, and providing opportunities for students to make their own mark on academic discourse and shape the future of the US academy.



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 Finance & Logistics

Lila Padfield, Vice President of Communications
Mingh Quang To, Volunteer Coordinator

Ariunzaya "Zaya" Erdenebileg, Representative
Brandon Heald, 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



Moving Forward in 2023-2024

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.

Placement– Launch of new [placement](#) and [testing](#) webpages and launch of Math Directed Self-Placement for all students!

Program Mapping– Launched new Computer Science DTA map and Electronics maps

Research & Data – [Data dashboards](#) with new course success dashboard

Coding– over 50% of students choose a concentration (i.e. Psychology) on their admissions applications

Interested in joining a subcommittee?

Contact Aimee Brown at

aimee.brown@seattlecolleges.edu

[Guiding Team Roster link](#)



NORTH SEATTLE COLLEGE

OFFICE OF EQUITY, DIVERSITY & INCLUSION