



Title III & Guided Pathways



Guided Pathways is a systemic institutional approach focused on closing equity gaps by providing a transparent, structured educational experience for students as they meet their educational requirements toward their chosen education or career path.

Washington state has focused on grounding and growing this work through equity.

Core Values:

Equity and Social Justice, Educational & Career Attainment, Learning Community
Accountability

Mission: Create an equitable system that prepares ALL learners to engage in diverse society and workforce achieve economic mobility through educational attainment and contribute to a socially just society.

In October 2018, North Seattle College was awarded a Title III: Institutions Grant, a five-year, \$2.2 million federal 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.

Our focus:

- **Guided Pathways**
- **Math Pathways**
- **Strategic Enrollment and Equity Management**
- **Increase student access to key campus services and resources such as the Equity and Welcome Center**

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

On behalf of North Seattle College, we acknowledge that we occupy the traditional ancestral lands of the Coast Salish peoples, specifically the Duwamish Tribe—a people that are still here, continuing to honor and bring to light their ancient heritage.

Without them/us, we would not have access to this gathering, dialogue and learning space. We ask that we take this opportunity to thank the original caretakers of this land who are still here.

We recognize that enslaved and indentured peoples were forced into unpaid and underpaid labor in the construction of this country, state and city.

To the people who contributed this immeasurable work and their descendants, we acknowledge our/their indelible mark on the space in which we gather today.

It is our collective responsibility to critically interrogate these histories, to repair harm, and to honor, protect, and sustain this land.

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.



NORTH SEATTLE COLLEGE

OFFICE OF EQUITY, DIVERSITY & INCLUSION



Project for English 101 Pedagogy

English Faculty: Cat Cabral, Jane Harradine, and Molly Tannenbaum

Title III 100-Day Grant sponsored the January 29, 2021 Retreat

What was the purpose of the retreat?

This 100-day project was designed to develop critical self-reflection of faculty members' own positionalities and recognize how that influences our teaching a diverse student body. We wanted to create a space where full-time and part-time faculty could be compensated to mine English 101 as a beginning of a productive conversation with a narrow focus on course outcomes and course policies looking at the foundations of the class. In utilizing the Antiracist Writing Assessment Ecology's Critical Family History, we reflected upon what stakes we bring to our work and focused on building community with courage and building trust within our department.

What equity goals will it accomplish?

We were able to interrogate our own politics of positionalities and our intersectional identities' impact and see how they are or are not reflected in our students' identities. Discussion of Asao Inoue's "The Function of Race in Writing Assessment" (Chapter One of his book *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future*) helped us to recognize our core values that guide the development and teaching of English 101 curriculum which gave us a chance to share this unique space.

What impact do you hope this will have on our BIPOC students at North? We all teach to the same departmental outcomes and this helped us think about what changes we may need to make to be more equitable individually and as a department. This is a good starting point to develop specific antiracist rubrics and to welcome all students so they know their voice matters ensuring our courses are bridges and not barriers to their academic success and beyond.

What connections does this have to Guided Pathways? The goal goes beyond closing equity gaps for BIPOC students not only to pass the course, but for the entire structure of the class to be transformed to fully support all students meeting them where they need to be met. Our goal is to make sure the curriculum is equitable with anti-racist strategies to rebuild a truly equitable structure so English 101 can be a course where students feel welcomed and empowered. Also, compensation for part-time faculty to focus on equity work provides peer-based professional development opportunities for collaborative inquiry framework and is an essential component for successful outcomes.

References: Link to the chapter: <https://wac.colostate.edu/docs/books/inoue/chapter1.pdf> Link to the book: <https://wac.colostate.edu/books/perspectives/inoue/>

Equity and Welcome Center Supporting North's BIPOC students

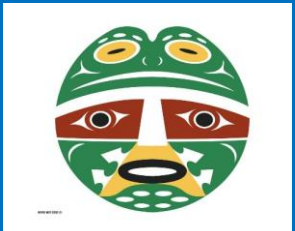
Affinity Group Zoom Student Lounge
Monday-Friday 3pm-4pm

<https://tinyurl.com/nscslounge>

- Meeting Times and Facilitators:
- Mondays: **Asian Student Association (ASA)** - Gia Tran
 - Tuesdays: **Indigenous** - AJ Oguara and Gia Tran
 - Wednesdays: **LGBTQA+** - Vita Harvey & Jordan Taylor
 - Thursdays: **Latina/O/X** - Ariana Santos
 - Fridays: **Black Student Union (BSU)** - Kawsar Hirsi

Spring Quarter NEW GROUP & TIME: 4pm-5pm
Tuesdays: **Pacific Islander Affinity (PIA)**- Sabrina Malialani

Request disability accommodations:
ds@seattlecollegs.edu 206-934-3697



**YOU MUST NEVER
BE FEARFUL ABOUT
WHAT YOU ARE DOING
WHEN IT IS RIGHT.**

Rosa Parks, First Lady of Civil Rights

Black History Month

Friday, February 26th, 2021 3pm-4pm

Open discussion about the film "**LA 92**"

Now what? How we move forward

BSU Student Lounge

<https://tinyurl.com/nscbsu>



Interview with North Seattle College TRIO Director, Kendall Cook



Note: TRIO is housed in the Equity and Welcome Center.

What is TRIO Student Support Services (SSS)?

TRIO Student Support Services (SSS) is a U.S. Department of Education federally funded grant that helps students persist and graduate, and transfer to a 4-year college. The goal is to increase the college retention and graduation rates of low-income and first-generation college students, and students with disabilities.

How does TRIO SSS support students?

TRIO SSS supports students by breaking institutional and faculty/staff barriers. Many students that we serve (low-income, first generation, students with disabilities) often experience roadblocks when it comes to navigating campus resources. TRIO serves as a guide or compass to help students succeed. We work closely with campus and community partners to make services and support more accessible for our students.

Which students qualify for the TRIO grant?

To be eligible to participate in TRIO, you must be a current US Citizen enrolled at NSC pursuing a degree or a certificate. Additionally, you must be recognized as at least one of the following: Low-income, first-generation, or a student with a documented disability (or in connection with the Disability Services office).

How does TRIO further equity work at North?

Housed in the Equity & Welcome Center, we take pride in breaking institutional and campus barriers, and supporting students with their identity as key members of our beloved NSC community. In all the work that we do, we celebrate the similarities and differences of our scholars, and join together as one community with a shared vision to respect each other's unique backgrounds and personal values.

TRIO SSS Goal is to help students persist and succeed by continuing their coursework from their first year to their second year, then to graduation with a certificate or an associate's or bachelor's degree. For students who also want to transfer to a four-year program of study, TRIO is helpful in guiding students to reach their academic goals. TRIO offers wrap around services for a one-stop shop experience for academic and social support.

Interview with North Seattle College TRIO Navigator, Jeffrey Bermudes



What is your role as the Navigator for the TRIO grant?

My role is to serve as the main point person to connect students who identify as first generation, low income or with disabilities to resources on campus to ensure they receive the assistance they need. I work as a generalist integrating advising, mentoring, and financial literacy and depend on our campus partners including academic advising, financial aid, and the United Way's Benefits Hub at the Equity and Welcome Center. Together we are helping students to overcome barriers so they can meet their educational goals. Research shows that many first-generation students do not persist without this type of navigation through some of college's bureaucratic processes.

What is your favorite part about working on the TRIO grant?

My favorite part about working in this capacity is making meaningful connections with the students in a way that they feel supported and that they are given the resources they need to be successful in their academic journey. I feel honored to help students demystify this process.

What is the best way for faculty and other staff to refer students to TRIO's comprehensive support program?

The best way to refer potentially eligible students is to email me with the student copied (cc) on the introductory email. This way the student has my contact information and I have theirs. Once we are able to resume on-campus activities, then we can ensure students know how to get to the TRIO offices if they need our assistance and navigation through the many resources offered. For faculty, you can email me at: trio.north@seattlecolleges.edu. For students, please refer them to: [NSC TRIO Scholars Program Pre-Intake Registration Form](#)

What is your end goal or vision for success for TRIO students?

Ideally, I envision our TRIO students graduating from North or obtaining the necessary courses to transfer to a university and feeling proud of their accomplishments.

What encouragement would you like to give TRIO students?

I was also a First Gen student with similar struggles and felt validated in my struggle from an advisor of color who understood me. It is with this lens that I encourage first generation, low income, or students with disabilities to contact me if they need help navigating through their college journey.

Amazing work is happening thanks to our Guiding Team at North 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. 2020-2021 has also brought student members to participate in our subcommittees for the first time.

Subcommittee Updates:

Program Mapping –125 program maps are undergoing a review process and will available for students in late spring 2021. Finished program map sample: [Communication Studies Map](#) The subcommittee is currently researching best practices around “Area of Study” maps.

Intake and Onboarding – this subcommittee is focused on college orientation and is also providing support and insight for a reimagining of student services “one stop”. Member Julius Rodriguez (Pathways Navigator of EDI) recently [surveyed students](#) who applied but did not enroll at North.

First Year Experience – D’Andre Fisher (AVP for EDI) is leading this work at North and co-leading with Julie Randall (Title III Director at Seattle Central) across the district. This subcommittee at North will be piloting a linked class with English, Counseling and the Library departments.

Coding –this subcommittee is improving our coding processes and implementing new student coding within CTC link. It also found that roughly 70% of students are coded in the correct program.

Research and Data - This group is conducting research on students who leave North after their first quarter.

Part-time Faculty Engagement- this subcommittee will explore how we can better support part-time faculty at the college and get them engaged in Guided Pathways work.

Trauma-Informed Care - This learning community has given multiple presentations on being more trauma informed and combining TILT (Transparency in Learning and Teaching) and trauma informed care in the classroom.

[Guiding Team Roster](#)

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

