

Title III: Looking Back on 2019

What is Title III?

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.

This grant has four main activities: Seattle Pathways, Strategic Enrollment Management, Increased student access to campus resources, and Supplemental Instruction. Year one (October 1, 2018- September 30, 2019) focused on implementing a Guided Pathways model (Seattle Pathways) and increasing student access to campus resources (through providing materials for the Equity and Welcome Center).

The intention of the Title III grant is to improve the college as a whole and increase retention and completion rates for students.

What is Guided Pathways?



Guided Pathways is a systemic institutional approach focused on providing a transparent, structured educational experience for students throughout their time here at North 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.

Sabrina M. Springer, Editor

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.

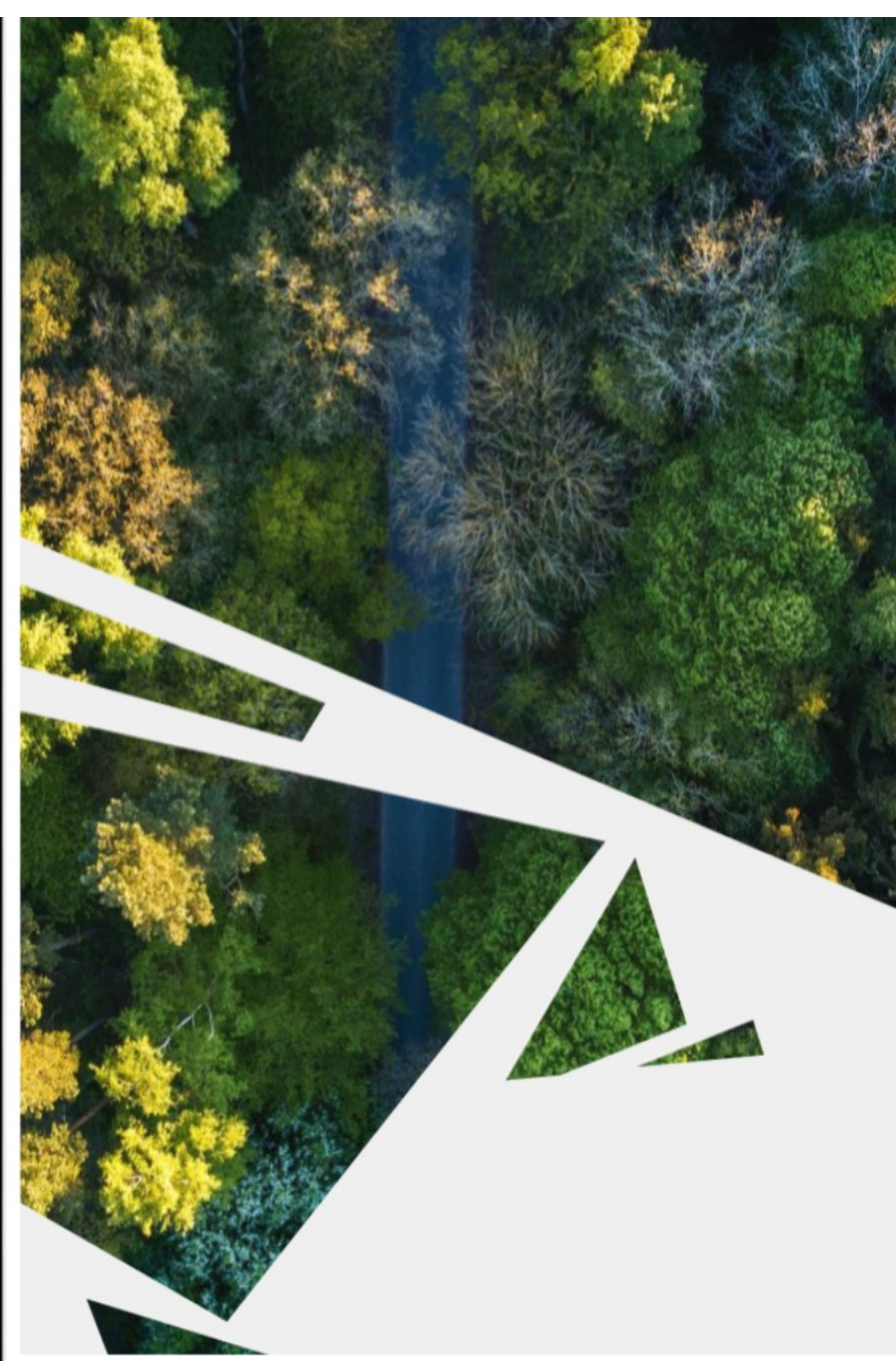
What is Guiding Team?

Guiding Team is a group of people from across campus that includes all of the executive team, instructional deans, nine faculty members, leadership staff from student services, and others from all over campus.

The group serves two purposes: being the oversight committee for the Title III grant and providing leadership and direction for Seattle Pathways work.

Guiding Team meets monthly for three hours (including some subcommittee meeting time).

Meeting minutes can be found in the S-Drive under "Everyone > Seattle Pathways."





“Dr. Estela Bensimon, introduced the idea that, while some students might be first-generation college students; as instructors, we are first-generation equity practitioners.”

The biggest take-away for me generally was a shift in how to think about students who are struggling. Instead of focusing on how students are under-prepared for my class, I can focus on how to best serve different types of students. I find that some of them utilize the Student Learning Center as well as ask me questions about the course content via email or during my office hours.

Another take-away was using data analysis to help us assess and monitor how we are doing as instructors. It was suggested that we look at our breakdown of grades with respect to different racial groups and see whether the proportion of students achieving each grade is the same as the overall racial breakdown of students in the class. Ideally, as instructors, we can develop more equitable practices.

Within the math department, we have been talking about implementing co-requisite classes as well as updating our placement exams. These ideas were discussed at the conference within the framework of equity. More broadly, the conference helped me to better understand what Guided Pathways means, why it is a good thing, and how it relates to equity.



Student Success Institute November 2019

Interview with Math Instructor, Anna Schindler

Equity and Welcome Center



Title III 2019 Data Points:

- 44 members of Guiding Team
- 8 subcommittees of Guiding Team
- 77 (30%) faculty involved in Title III work
- 23 student services staff involved in Title III work
- 15 academic programs working on program mapping
- 300 average monthly visits to the Equity and Welcome Center
- 2,400+ visits to the EW&C since April 2019 Grand Opening**

Video interviews with Equity and Welcome Center Director, Christie Santos and United Way Benefits Hub Coach, Paula Marroquin:

<https://www.youtube.com/watch?v=NOUL-phdK7I>

<https://www.youtube.com/watch?v=RLHvf2pDQ-o>



TILting BUS 112: 100 Day Project

Faculty are invited each quarter to apply for 100 day projects, Guided Pathways related projects funded by the Title III grant. Faculty receive stipends and complete the work within 100 days.

Business faculty, Toni Anderson

Toni teaches cultural diversity, individual influences and non-verbal communication as core components of her classes.

After participating in Title III's 100-Day Project with TILT, Toni shared how TILting her own communications coursework had a significant impact on the quality of her students' work. They were better equipped to achieve success with their assignments resulting in increased academic confidence, a greater sense of belonging, and improved connection to the materials presented.

What is TILT Higher Ed?

Transparency in Learning and Teaching in Higher Education.

<https://tilthighered.com>

Long-Term Implications

This AACU study identified ways to decrease problem-centered learning with an easily replicable teaching intervention that produces learning benefits already linked with students' success. By providing greater transparency about academic work on two assignments, the results showed significant benefits for first-generation, low-income, and underserved students in areas that are established predictors of student success with the added benefit of improved mastery of valuable work skills.

Faculty also experienced benefits with increased student motivation in their classrooms, higher-level class discussions with sharper focus, more on-time completion of assignments, and fewer disputes about grades (Winkelmes et al. 2015).

<https://www.aacu.org/peerreview/2016/winter-spring/Winkelmes>

Why is TILT important?

According to the Association of American Colleges and Universities (AACU), a study with the University of Nevada showed a marked increase in retention rates for the tilted group vs. the non-tilted group of underserved students for second-year re-enrollments.



Guiding Team Subcommittees

Guiding Team is a group of people from across campus that includes all of executive team, instructional deans, nine faculty members, leadership staff from student services, and others from all over campus. The group serves two purposes; being the oversight committee for the Title III grant and providing leadership and direction for Seattle Pathways work. In fall 2019, the group decided to break into subcommittees to work on specific Guided Pathways projects. Membership for these subcommittees has expanded beyond the core Guiding Team members to include people from all over campus.

Intake and Onboarding – This group is working on improving the overall intake and onboarding process to make it more clear for students.

First Year Experience – This group is working on creating a seamless, comprehensive first year experience.

Coding – This group is working on improving the process of putting program codes on students.

Program Mapping – This group is working on ensuring program maps being created are consistent and problem solving any challenges that arise.

Area of study – This group is working on collecting a comprehensive list of degrees and pathways shown under each area of study.

“Light the Fire” – This group is working on developing and researching best practices for exciting experiences for students in the classroom.

Research and Data – This group is a support group to help determine the most pressing data and focus group needs.

Communications – This group is working on messaging around pathways to the campus community.

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

Programs working on Program Mapping:

Adult Basic Education Art Biology* Business

Chemistry* Communications* Electronics Engineering ESL History*

Intensive English Program* Medical Assisting Psychology*

Real Estate* Residential and Commercial Property Management* Sociology*

*Programs that have completed their work

YouTube link: Title III Looking back on 2019

<https://www.youtube.com/watch?v=luQ3VxPZ2VM>

