



GUIDED PATHWAYS PILLAR TEAM III

MINUTES FOR FRIDAY, FEBRUARY 1, 2019		1:30 – 3:00 PM	Communications building, Room 107
Members Present:	Carlos Maldonado, Christine Schafer, Claudia Derum, Curt Luttrell, Daniel Mayo, Daniel Aucutt, Jeff Baker (Co-Chair), Jenna Huntzinger, Jermaine Cathcart, Kurt Struwe, Leslie Young, Louis Lasarte (student), Tiffany Abeytia		
Members not Present:	Anthony Jones (student), Donna Greene (Co-Chair), Paulina Rodrigues		
Guest(s):	Leslie Quinones, Marbella Ordaz		
Recorder:	Mary Lou Marrujo		

AGENDA

1. Call to Order/Roll Call (1:35 p.m.)			
2. Action Item(s)			
2.1 Approval of Agenda			
DISCUSSION	None.		
CONCLUSION	Agenda approved as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
2.2 Approval of Minutes			
DISCUSSION			
CONCLUSION	Not applicable. First committee meeting.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
2.3 Select Faculty Co-Chair			
DISCUSSION	Donna Greene had expressed to Jeff Baker that she is interested in co-chairing this team. No one else expressed an interest.		
CONCLUSION	Donna Greene will co-chair this team with Jeff Baker.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
3. Discussion Items			
3.1 Create Team Norms			
DISCUSSION	<p>a. Team members identified prior successful committee projects and shared what they felt made them successful. How can we ensure characteristics are consistent with the projected pillar objectives?</p> <ul style="list-style-type: none"> i. Understanding the objective ii. Everyone is part of the solution iii. Agenda items should be very specific so that members come prepared iv. Everyone’s voice is equal and valued v. Follow the agenda and move things along vi. The chairs should not do all of the work. Delegate vii. Everyone should feel comfortable <p>b. Team members identified the worse committee projects they participated in, and discussed how not to repeat those negative aspects.</p>		

	<ul style="list-style-type: none"> i. Lack of civil discourse and disrespect ii. Don't be an obstructionist iii. Important to attend <p>c. Team members set the following norms:</p> <ul style="list-style-type: none"> i. Respect each other ii. Keep an open mind iii. Good listening skills iv. Do what's best for the students
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CONCLUSION	
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FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE

3.2 Support from the Student Perspective

DISCUSSION	<p>Jeff asked what <i>staying on the path</i> means to the members from the students' perspective:</p> <ul style="list-style-type: none"> • Having a support system. • The ability to take classes while holding down a job. • Counseling and tutoring services. • Resources to help keep the student on track. • Showing up to class and completing coursework. • Maintaining a good grade point average. • Get involved with support groups and clubs. Build a community. • Don't just take the class, retention is important. • There are many different pathways. We shouldn't expect the student to know what the best path is for them. We need to do a little better making that path clear. Steer them to the appropriate programs and services. • Reach out to the students who disappear. Find out why they stopped coming and how can we help. • We expect students to be college-ready, but we should be more student-ready. • Create second chances for students. Everyone messes up. Help them get back on the path. • Students should read the catalog and know their rights. • Pay attention to messaging, i.e. emails, from the college to the students. Helps explain things to them so they can make informed decisions. <p>Jeff shared a study conducted by the RP Group that asked students, "How do you perceive support on your campus? What are your experiences?" Responses included:</p> <ul style="list-style-type: none"> • The teacher who believes in me • The dean who helped me get into Math 1A • The students I study with • The counselor who helped me with my ed plan • The patient tutor • The nice woman in financial aid • The man in the cafeteria who asks how I'm doing <p>The defining six success factors of this study are:</p>
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	<ul style="list-style-type: none"> • Directed – students have a goal and know how to achieve it • Focused – students stay on track, keeping their eyes on the prize • Nurtured – students feel somebody wants and helps them to succeed • Engaged – students actively participate in class and extra-curriculum activities • Connected – students feel like they are part of the college community • Valued – students’ skills, talents, abilities and experiences are recognized <p>Jeff discussed how we serve the most diverse student populations on different levels; race, gender and ethnicity.</p> <p>For the first time in history, we have four (or more) generations working side-by-side in the workplace, as well as in higher education. A lack of understanding across generations can have detrimental effects on communication and working relationships and undermine effective services.</p> <p>When helping students, it’s important that our lens is broad and open. Be understanding, supportive and respectful.</p>
CONCLUSION	
FOLLOW-UP ITEMS	PERSON RESPONSIBLE DEADLINE
3.3 Review Chart and provide response on template	
DISCUSSION	<p>Jeff reviewed the Pillar Team III Planning Chart. The team needs to discuss our goals, who needs to be involved, list the resources that need to be in place, and rank their priority.</p> <p>Categorical areas and how they integrate into Guided Pathways:</p> <ul style="list-style-type: none"> • Many of the categorical programs have models that we would like to replicate for all students, i.e. case management, support groups, smaller numbers of ratios with counselors-to-students. What can we learn from these models and what would it take to scale up to support more students. • Take the time to connect with students. Especially the first two weeks of the semester when counselors are overwhelmed, everyone else should pay close attention to the needs of the students. Listen to them. Help direct them to the appropriate person or office. • For many of the students, we are their only family. We need to care and nurture them. • We usually get caught up in our day-to-day work and don’t really listen to the students. For example: a student may ask for the Administration building, but usually they’re looking for the Admission and Records office. We need to make that shift and not expect students to know what they want. We need to remember that it is unrealistic for us to expect students to navigate through the bureaucracy. We need to scale back on the philosophy of who we are as educators. • Learn to ask students for more information so that we really understand what they’re looking for. Maybe make the connection for them by calling someone ahead on their behalf.

	<ul style="list-style-type: none"> • When there are long lines for students to see a counselor, it would be helpful to have a counselor up front to triage the students' questions. Their question may be answered so they don't have to wait an extended period of time. This will help the lines to move faster. • Global communication with employees so they can assist students more efficiently. • We need heavy contact with students. Expensive, but effective. • Understanding students' needs and providing safe spaces where they can get their answers on a regular basis. • Like categorical programs, have required contacts. The challenge is getting them all in. • Faculty have to have the mindset of engaging students because sometimes they're their only contact. Student services and faculty should always work closely. • Provide structured questions with answers that are easy to find with key words. • No matter how much information we provide the students, there still needs to be a little human intervention. • We need to figure out a way to get the same information to everyone—staff and faculty. We have to engage them enough to care to have that information. FAQs for COD. • Also teach students tools to use when they're in the real world. • Staff the welcome desk every day, not just the first two days of the semester. • Use social media to reach students. • Provide more perks to entice students to complete certain tasks—book vouchers, priority registration, etc. <p>Student disqualifications and petition procedures:</p> <ul style="list-style-type: none"> • Students don't know where to go for help when they're disqualified. With a little help, students may not need to go through the petition process. • The college needs more follow-up to monitor students' progress. • Department chairs, instructional faculty and counseling staff should be part of the discussion on disqualifications. • Have a sense of what other departments do so you can guide students in the right direction.
CONCLUSION	
FOLLOW-UP ITEMS	
PERSON RESPONSIBLE	
DEADLINE	
4. Adjournment: (2:57 p.m.)	

NEXT MEETING:
Friday, February 22, 2019 – 1:00 -3:00 p.m.
Communication building, Rooms 111-112