

## RCC Guided Pathways Core Group

Members attended: Patricia Avila, Sandy Baker, Kinnari Bhavsar, Scott Blair, Linda Braiman, Steve Brewster, FeRita Carter, Thomas Cruz-Soto, Allison Douglas-Chicoye, Sharice Fox, Lorena Franco, Monique Greene, Natalie Halsell, Scott Herrick, Tonya Huff, Jodi Julian, Bonnie Langley-Miller, Mary Legner, Adrien Lowery, Cecilia Lusk, Akia Marshall, Kevin Mayse, Wendy McEwen, Lamar Neal, Tony Ortiz, Loren Overbo, Anne Pattison, Eddie Perez, Marc Sanchez, Garth Schultz, Kathleen Sell, Mark Sellick, Kal Stewart, Oliver Thompson, Delia Tijerina, Ben Vargas, Kristi Woods, Janelle Wortman

## Organizational Structure

- Core Group as it sits in the structure and how it feeds into TLLC and SAS
- How does this Committee get its work done and into the strategic planning structure?
  - Guided Pathways and Student Equity Committees are central to the college's focus
- Questions
  - Who also attends LC's? (Wendy will compare list of LC's with Core Group)
  - What information is reported?
    - Summary?
    - Not much?
    - Vertical is Approval
      - If Core Group needs decisions, which LC should make that determination?
      - This should be action item at SAS and TLLC
    - Horizontal is Coordination
  - Need more faculty development for the 4 pillars
  - Library is working on increasing student-centeredness and learning environment
  - Outreach is aligning with Guided Pathways
  - Staff – caring campus
  - Faculty – working for Engagement Center alignment
- Could we divide the work by pillar?
  - 1 & 4: TLLC
  - 2 & 3: SAS
- Need more student voices
- What type of resource support or communication do you need?
  - Athletics – can post more information – easier than pulling it off of a computer
    - Happy to share information – ed advisors can provide that communication link
  - Last year was us – this year is going to be communicating with / to the students
    - Signage
    - Support services
    - Student Success teams
  - Nursing created an Instagram page (social media can be effective)
  - Admissions and Records can text out information
  - Need a campaign to spread the word

- How to get the word out?
  - SurveyMonkey w/ video
  - Include questions from faculty in order to improve classroom experience
- DLC (Kevin Mayse Chair) can help with this as well
- What is the name? Choose – CORE GROUP?
  - For consistency, Guided Pathways Committee
  - Is there a smaller group as well?
  - Maybe there would be temporary workgroups WITH AN END GOAL to be assigned as needed for specific goals
- Website
  - Getting a new website, but need at least the Guided Pathways page needs to be up to date for the short term, until we get the new website
- Guided Pathways Institute #6 – embedding equity
  - How does this improve students' experience?
  - Understanding how each of our roles does impact student activities?
  - Getting students involved – and the students who are sharing are the students who are already involved
  - Ask faculty to have discussions in their classrooms
    - Faculty Liaisons can help with that
    - Guidance 45 can help
  - Send Monique students – ASRCC has identified a representative as well
  - Key Conversation: Authenticity, Trust, and Shared Power
  - What strategies will your college put in place...
    - Trust – sometimes we don't say something to each other – how can we get to the point?
      - Calling in versus calling out – Monique will share the video
    - A lot of this also has to do with communication – there is good work that happens in pockets or doesn't go anywhere
      - Need ways to share best practices
    - We have the structure, but need better opportunities to work together – which will build trust
    - We are a diverse campus. Authenticity is good. Trust means different things. Power is somewhat negative, even though we are a shared governance campus.
    - As a group, can we come to an understanding about what is trust? Part of that is defined by our roles in the organization. In terms of power, maybe EMPOWERMENT is a better word.
    - Team building is needed. We need to find a level of engagement to understand communication styles and communicate better. What are our roles?
    - At the institute, defined equity out loud.
    - We want to create an atmosphere where we empower people to be their authentic selves in an environment which fosters student success.

- But...there is a balance – emotional intelligence. Communicating authentically is being purposeful and mindful. The better we are at being able to call people in, to empower people who don't feel empowered, we will be better able to achieve our mission.
    - Strategic Planning processes and ideas have an implementation point – a point of delivery. Is this improving a student's experience? Is the person delivering that service empowered? Does the system/hierarchy work? Is everyone aware of that? We often don't have structures to support that.
    - Monique will send out form to help us assess our impact and the work that we are doing
  - Expectations and lack of resources
    - For Educational Advisors, who is in charge, what resources, etc.
    - We have made progress, there is more coordination and clarity
    - Trust – and we can't necessarily share what is true
    - We did prioritize additional ed advisors but the searches aren't complete
    - We also have additional ed advisors as well as additional resources ready for prioritization as well
    - Shared Governance has a role, but it is balance – and how do we have faith in the process?
  - What expectations we have with each other and with ourselves?
  - What is the purpose of engagement center?
    - If it is just meeting metrics, then it is not needed?
    - What is the philosophy? What is the measureable outcome that we can show is having an impact on students?
      - SEP appointments also have a contact – making sure students are supported and engaged.
    - Effective relationships make a difference – and are difficult to measure
  - App that sends out one question every day...?
    - Where do we take this to?
    - Metrics and Methods?
    - Sociologists can help – Soc 50?
    - Department Chairs can be part of this discussion
    - We have done qualitative surveys, but no one uses them...
- Engagement Centers – sometimes there is a lack of knowledge and need department chair information
  - To get centers to function as effectively as possible, we need to get more faculty involve
  - Students' lives have an impact on their academics
  - Our problems with our students is not our students – it is us
  - Peer mentors – within a division – wouldn't necessarily be able to tell students what to do
- Key Insights
- It is about relationships—making sure students are aware, walking them over, and creating a network

- Committed to figuring this out and working collaboratively