Guided Pathways Steering Committee Notes
Meeting Date: November 26th
Meeting Time: 2:30pm-4:30pm
Location: Building 13, Room 116

Discussion/Outcomes

1. **Report Outs**	**2:30-2:35: Note taker** Karen Engel took notes **2:35-2:45: Report outs** Marisol – went to the District AFT meeting on dual enrollment and learned about what the other colleges are doing.
2. **Program Mapper Timeline Update**	**2:45-3:00: Program mapper timeline update** **3:00-3:05: ACES update**- Joint meeting will be postponed until further notice. Manuel – met with ACES folks to align efforts. They asked to postpone the strategic collaboration but we will meet with them again in December to prep for a January combined meeting. **3:05-3:10: PBC update**- Endorsement of vetted 4 interest areas Manuel – PBC supported the Steering Committees recommendations re Interest Areas
3. **Future Structure of GP Steering Committee Part Three**	**3:10-4:30: Future Structure of GP Steering Committee Part Three: Interactive Activity on Defining Success Teams for Interest Areas (see Marisol's slides)** • Guiding question: How will we utilize our new GP structure to move our work forward this coming spring semester? • Marisol reviewed the new structure of GP work: each Interest Area will be led by a faculty member and a staff member and, within each, the other strategic priority projects will be tackled within each (at a later meeting, we need to determine who is assigned to each IA and how the projects get aligned across IAs –these are homework assignments before the end of this term). • Define Retention Specialist and Data Coach • Data Coaching – the group looked at definitions of the role • Retention Specialist (beyond the JD, the group tried to describe the role as it might

	work for IAs - the CRM is calling them "Success Navigators"):
	- Case management (students) - Referrals and connecting students to programs and services - Success tracking - Relationship building - Coordination of supports - Collaboration across campus (facilitate) - Success Guide for the matriculation process (registration, enrollment, SEP, mentoring, etc) - Minimize unnecessary referrals (helping the student accomplish more simple tasks without having to refer them to someone else) - The position should know enough about all of the processes to help - Warm hand offs are good but try minimize hand offs or stops along the way (every time there is a hand off, it's a possibility for the student to get stuck/leave) - Max: West Hills gives everyone access to all the student level data - The role of the CRM – we will *all (or many of us will)* in terms of contacts the students has made or where they are in the process – so how will this get us part of the way there? - The Retention Specialists or Data Coaches could still be the central point of contact - Student Committee member (Sean) mentioned that this kind of guidance is important for first time students, afterwards, students kind of know how to register, etc. - Tailored support navigation (per Hannah Morrison) - Mayra: ideally the role/person could go off campus and be part of an outreach visit…. - Timely and relevant communication engagement tools - Skill building and career building – helping students with life skills and transforming cultural competency into business language - students know what to do, they just don't always know how to say it or what words to use— resumes, etc - What is the role of Retention Specialists on our campus right now? - Help ensure that students complete all elements of the matric process - In the past, Retention Specialists are *not* supposed to register the student….but can help the student do it. - Question: what kind of information does/would this role *need access to* to play the role effectively?

	- Marisol showed the website of Hannah Morrison as a possible best practice of what the role could be and the information they could provide - Data Coach - Makes sense of and fluent in trends to enhance student experience - Help speak about the data in ways we can all understand it - Actively provides literacy to tools to others - Uncover information that doesn't exist – data detective – what do we not know? They will be identifying and synthesizing different types of information - Identify gaps in data; familiarity with data resource to address/fill gaps - Fluency - Provides relevant texts/reports for multiple audiences - Fluency and skill in equity minded data trends and gaps - Familiarity w existing and new data programs - NOTE: CARES is really a success team for Health and Wellness – let's look at this model! - NOTE: Promise really functions like a success team for Promise students with a singular focus on completion - How can we begin to move from this vision/characterization? - Would be good to get retention specialists in the room - We could try to do an inventory of how these things happen (or don't) by interest areas - Should we look more at the way the communities of practice used to work? - Look at Hannah Morrison's website - Look at our existing models for success teams: CARES, Promise, etc - Prioritize areas for each Interest Area - We'll discuss this at next week's meeting - Homework: the current strategic priority leads should make suggestions about how we deploy in each of the Interest Area groups
Upcoming Meetings: **December 3 Bldg. 2-Rm. 10** **December 10 Bldg. 8-Rm. 119**	

Mission Statement

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.