***“…how the college can transform into a Guided Pathways mindset or how can we do something different to be more welcoming and inclusive…”***

**Coworker Quiz**

**Student Services Retreat Results**

**July 18, 2019**

1. Are classified coworkers in your area acknowledged as the “front line” individuals who interact with students?

**52% responded -** Yes, 100% Acknowledged by all

**44% responded** - Acknowledged by some coworkers

**4% responded** - Not really acknowledged as front-line coworkers

1. Are classified coworkers in your area acknowledged as professionals who “know what they are talking about?”

**57% responded** - Yes, 100% Acknowledged by all as professionals

**30% responded** - Acknowledged by some coworkers as professionals

**13% responded** - Not really acknowledged as professionals

1. Are classified coworkers provided training and support as far as professional development in their role as “front line” professionals?

**22% responded** - Yes, provided full training and support

**44% responded** - Provided some training

**22% responded** Not really provided any training

1. Do you think classified in your area feel like “part of the team?”

**35% responded** - Yes, they 100% feel like they are a part of the team

**57% responded** - They sometimes feel like they are part of the team

**8% responded** - They don’t really feel like they are part of the team

1. What percentage of classified staff in your area can share the “4 pillars” of guided pathways?

**9% Responded** 100%

**13%responded** 75%

**5% responded** 50%

**18% responded** 25%

**35% responded** Less than 25%

1. Do classified coworkers, to your knowledge, attend official division meetings?

**22% responded** - Yes

**39% responded** - No

**35% responded** - Not sure

1. Are there regular staff meetings in your area which includes counselors, managers, classified, and student coworkers?

**66% responded** - Yes

**26% responded** - No

**4% responded** - Not sure

**New Rule**

**Student Services Retreat**

**July 18, 2019**

*As part of one of the Student Services Retreat workshops, participants were asked to make a “New Rule” about* ***how the college can transform into a Guided Pathways mindset or how can we do something different to be more welcoming and inclusive****. Below are the unedited responses.*

Before you ask the student “how can I help you?” ask them “how is your day going?”

Always welcome students (current and new) to GCC campus and tell them “I am glad you are here.”

Every student should be greeted with a smile and warm tone of voice. Such a simple thing makes a huge difference.

Don’t charge for parking the first week of semester.

Coworkers who are students and classified need to be at trainings and meetings. It’s ok to close the office.

Instead of assuming individuals’ gender pronouns on campus, we (faculty, staff, and administrators) can ask students how they identify and share/post how we identify as well. LGBTQ+ allyship!

Don’t make negative comments about other departments in front of students. Explain to students why certain rules and policies are in place instead of blaming staff and the process.

Don’t ask a student “what is your major?” DO ask a student “what is the caree you want to go into?”

Be proactive in seeking out students, visitors, etc. and helping them. We shouldn’t wait/assume that they might need help. Have campus map on your phone.

During the first week/day, walk students to their class. Have instructors greet them during orientation.

**Listen** to students before sending or taking them to a different department.

Someone to walk around academic counseling when the line is long and ask people WHY they want to see a counselor, to avoid students waiting an hour and a half for a question that can be answered **very** quickly.

The first 2 weeks of each semester, have people at the main entrances and quad areas guiding students to their classrooms.

The first week or two of the semester, all administrators, staff, faculty, and student workers should be out helping and welcoming students, helping them, and answering questions.

Take the time to learn at least one thing about your student during drop-in. Create a connection, rapport. Let them know you care about them as an individual. They will come back.

Executive leadership and managers should be mindful to assign work and schedule employees so they are not so overworked/overwhelmed and therefore can focus on student-centered service.

Have more opportunities during work hours to celebrate each other’s accomplishments, milestone, personal happy events, etc. For example, dessert in staff room to celebrate \_\_\_\_\_\_, announce birthdays at division/staff meetings. Celebrate happy holidays and acknowledge cultural holidays, etc. It can even be being blocked off or only half an hour or using 10 minutes of a staff meeting.

Have limited amounts of drop-in. Whenever a student come in for an SEP, academic renewals, or grad petitions, those students should get an appointment as quality and details get lost when in drop-in.

Follow-up with each student after counseling appointments. Ask if they have any questions and encourage them to make a follow-up meeting.

In helping students “stay on the path,” it would be helpful for students to have mentor(s) within their meta-major to check in with or a regular basis. This should be required of all faculty to participate in this to truly show students everyone is invested in student success.

Make application easier! Have computer in the hall or in a room for students and help them.