Guided Pathways Student Voice Inquiry Team
Phase I: March 2019-August 2019

Summary of Findings

Worked with a student group to brainstorm ways that we can collect data from students to reach a diverse student population. The ways were prompted to help engage students on campus to become involved and participate.

We discussed both methods/ways:

1) To collect data/input from students
2) Have students participate in the Guided Pathways (GP) process

Data Collection

- Gauge student satisfaction through any campus surveys (e.g. Would you recommend us to family/friends?)
  - "Quick Polls" through EAB Navigate

- Monthly Student Panels (Town Hall Format)
  - Speak about the lived experience at GCC
    - Students with disabilities, Veterans, African American, undocumented, LGBTQ+, Latinx, Reentry
      - Anonymous surveys collected at the end of each panel (incentives may promote greater completion)
    - Peer-to-peer dialogue and connection show to be most powerful

- Tabling/Live interaction
  - Survey on-spot with tablets

- Instructional Faculty Collaboration
  - Use various disciplines and section times to promote a greater connection with faculty/staff and students
  - Utilize 5-15 minutes of class time to make students aware of GP
    - Integrate their thoughts into design process
    - Use Canvas module as a platform
      - "Canvas surveys should be reasonable and short. Tell students, this survey is 3 questions and will take 2 minutes to complete. Be explicit and brief."

- Create a safe space for students to share ideas
  - Students do not feel comfortable approaching members of ASGCC or a campus administrator to discuss their concerns
  - This may be further supported through the campus climate survey

- Advertise surveys across campus
  - Closed circuit TV, Computer labs, Learning Commons
  - Blast email for short videos/memes embedded into email with link to survey

Engaging Students In GP

- Metamajor student organizations *(not clubs)* that are representative of each metamajor at GCC **(Expanded below)****

- "Stackables", also known as various certificates that are earned as students work toward a degree or transferring to a four-year university.

- Show students their progress as they continue their studies at GCC. Ex."In 2 semesters, you can take a licensure test (real estate, welding) and begin working in your field."

- Present data through **social media**
  - Data collected must be presented in a visually appealing manner that is comprehensible
  - Should be done across all GP platforms

- "FISH Campus Week" (Ex. Texas A&M University)
  - Faculty, staff, and current student interaction through panels, lunch, dinner
  - Engagement of different areas/majors/topics that relate to the time they will spend at GCC
  - Interaction through different, fun campus activities
  - Meet department faculty
    - Discuss careers and field

- Greater adjunct faculty communication outside the classroom

- Educate students on what GP through open forum workshops/sessions on campus
  - Show they can participate on a constant basis in every area of the campus and through faculty sharing in the classroom.

  - "Online suggestion box" (currently exists; many students are unaware)
    - Each week, we could ask a different GP related questions and get feedback from students

- Form a student group to critique and give input based on other campuses' GP processes/website
  - Elicit student feedback through focus groups or surveys

- Provide short videos on different majors/fields/metamajors that prompt exploration of interest areas.

- GP Podcast

- Inclusive teaching and outside classroom activities that address building self-esteem, self-worth, self-awareness and also addresses the issue of Imposter Syndrome.
  - Students need to understand that they **deserve** to be in our classes

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* * The idea was to engage students in their major area somewhere outside of the classroom. Students often don't have any connection to their chosen major's department/division and the faculty and staff who work in the specific area.

This concept seeks to answer the question "How do we engage with our students outside the classroom to help them engage, explore, and develop as students?"

This concept flips the idea of a student clubs. Student clubs are student organized groups and often address very specific things. In addition, they often occur (and sometimes don't occur) because of student interest. If there are not any students interested in a topic, then the club does not exist a certain semester. There is a lack of consistency in clubs happening or not. The other aspect of clubs is that their goals vary semester to semester since sometimes they are more focused on fundraising and sometimes on other aspects.

Some of the goals of these *student organizations* would be:

- A place for faculty, students, and department/division chair and staff interact in an informal setting
  - This could be a one hour monthly or bi-monthly mixer for staff/students/community guests/alumni
- A venue to offer professional development type activities for students and various majors such as speakers, workshops, major exploration, etc. (could be during meetings or a stand-alone workshop/presentation);
- A place to build community for students and help them find students with similar interests within the same meta major (monthly meetings);
- Help students within metamajors to clarify their career and educational/major options by being exposed to various fields (involve career counselors during meetings);
- Engage GCC alumni to present career specific presentations about certain jobs/careers "A Day in the Life of …" activity (Foundation, alumni program, entire campus);

- Develop internship, job shadowing, volunteer, and other opportunities for the metamajor (involve Career Center, Multicultural Center, internship program);
- Other suggestions?

Further design and implementation for these student organizations can begin in the fall of 2019 with them functioning as a pilot in spring 2020. Then, once the metamajors are in place, they will already have some structure of support.

If each metamajor could get a small budget of $2,000 per year to support activities/refreshments, etc., it would be ideal. Funding could come from ASGCC for Spring 2020 and a request for funding can be submitted to program review for the following year.

It's important to note that we already have some of these types of organizations in place. STEM has a student group/organization that is very active and provides a lot of different opportunities for students in the program. Nursing also has a strong and very well-developed student organization and structure. We can use these models to build on for the other metamajors.