

## **MOST IMPORTANT WORK OF COHORT COMMUNITY STAFF**

(as reported by Cohort staff):

- Provide “Going to College” workshops for parents & students
- Promote programs @ HS
  
- “How school works?”
- Demystify Higher Ed
- AVID basics: time management, study skills +
- Early success as FT student
  
- Plan for students in 1<sup>st</sup> year
- Math & Eng course sequence
- Partnerships beyond English & Math (GE gateway courses)
- “Scalability” – what’s the systemic approach
- Encourage participation in MESA
  
- Specific courses for the cohort
- Contextualized teaching
- + broad faculty participation
- Natural mentorship thru objective based service learning projects
- Workshops for specific courses
- Collaborate/infiltrate with anyone, anywhere – going to where students are already at
- In class student tutoring & mentoring
  
- Faculty student connection
- Mentoring Faculty/Staff
- Build community (Faculty, Students, Staff)
- Study groups
- Commit to a assessment/evaluation infrastructure
  
- Ownership for program
- Understanding self w/ peers – advocate
- Ladders to success Mentor Program
- “Hyper” bonding with peers
- Brother & sister keeper – paired student responsibility
- Teach students how to be advocates for themselves and others
  
- Case manager or counselor
- Student Ed plans
- Goal-setting & Ed Plan (action)
- Relationship with 4-yr reps
- Awareness of ASSIST.ORG
- Building authentic relationship so students can come back
- Distribution lists for e-mail: regarding transfer support services
  
- Share responsibility for programs + share out
- Spread ownership
- How do we share out the knowledge
- Best Practices & “Best Practitioners”
- Define Pillars of Success for Transfer (effective practices)
- Positive & encouraging and having fun

## WHAT COHORT STAFF NEED:

- Focused message to middle school
- Expanded articulation with HSs and 4yrs
- Start focusing on HS instead of redoing it here
  
- Required and overhauled orientation
  
- A Seamless Network for my students
- A complete transfer Pipeline
- To be able to move students thru from whatever point they come from
- Multiple pathways that are cleared and mapped out
- Irrelevancy of majors for people who are transferring
- Spreading ownership of transfer beyond DE
- Demystify transfer process – disburse info (FA, process, etc.)
- Empowerment through leadership
  
- Enlist people to carry the message to shared governance
- Formal commitment to transfer, AA & Certificate
- Connection to Academic Senate, SGC + (infiltrate critical bodies that make decisions)
  
- Someone to act as a resource to services on campus
  
- Neither the teacher nor the counselor should coordinate the cohort.
- Conversation about accountability of coordination time for cohort
- Economics, need & coordination conversation
- “MELBA” to assist with structure of cohort connectedness and coordination
- Building partnerships
- Administrative support (staff) – program staff for programs/workshops
- Environment that encourages trust and ownership of program
- Job shadowing
- Fluid recruitment and registration process (admissions)
- Ongoing funding & discretion for how to use it
- Center/space for comm.
- College hour (when everyone is off) Karl?
- Authentic conversations about program components to make scalable – supports to make scalable – coordination
- Flexibility on enrollment management
- Super transfer center – hub of campus (campus visits, etc.)
- Give counselors enough re-assigned time to work deeply with students
- Intentional hires for Puente, Umoja, etc.
- Time & resources allocated for the support needed for cohorts
  
- Professional Development re: services & cohort programs
- Faculty training - don't know all resources available
- Knowing components of BA, BS degree
- Faculty involvement
- SS Staff = educators; community as a whole supports students

- Faculty need to be involved with students beyond the classroom
- Need to treat students as adults in DE
- Collective and shared understanding of who are students are
- Culture of service & of excellence
- Understanding huge impacts of outside influences on our students (e.g. BOG fee waiver)
- \$ for teaching other teachers how to work with our students
- Lack of understanding by faculty for Honors
- College wide professional development about programs

- Assessment
- Shared research + planning indicators
- Defined focus so I can be clear about the outcomes which drive my work
- Do the inputs, create the outputs that we expect
- College-wide understanding of our data
- Outcomes driven – if it is having an impact – great