**Success Factor Directed -Students have a goal and know how to achieve it**

**Directed Strategies- Students**

1. Take personal interest in student’s journey
2. Work with students to create education plans
3. Ask students, “Where are you are and where you want to go”.
4. Encourage

**Directed Strategies Faculty/Staff/Managers**

1. Graduation Checklist for your entire degree (CSU or IGETC or GE plus major work) with clear pathway.
2. Spend extra time with students on college applications
3. There is always tomorrow
4. Share own educational path to help students imagine/plan their own paths
5. Roadmap webpages
6. Aptitude Testing?
7. Class introductions-Why they are here.
8. Have other students who have graduated in your program talk with the beginning students

**Directed Barriers Faculty/Staff/Managers**

1. Incorrect counseling for specific programs
2. Lack of clear pathways for students- confusion of CSU/IGETC/Standard
3. Counselors train Faculty on New Ed Plan System

**Success Factor Focused — Students stay on track, keeping their eyes on the prize**

**Focused Strategies- Students**

**Communication:**

1. Teachers send emails/check-in
2. Give as much information as possible/keep the students in the loop
3. Saying, “I want you to do well”
4. When you can give your input to the teacher
5. Don’t talk at me – talk with me- “I am just starting my educational journey”

**Syllabus, Expectations and Course Pacing:**

1. Schedule planned-know what you missed/ have a detailed syllabus
2. Clear written objectives of class in syllabus
3. Give a syllabus that includes a schedule and assignments
4. Be consistent/Be specific with expectations
5. Create action plans for written major assignments.
6. Keep standards high the first day of class
	1. Learning through analysis
	2. Take them through the concrete exercise
	3. End result-starts students out on an equal playing field with definite skill set

**Meaningful Material**

1. Relate material to real life
2. Ask students what they want to learn.

**Grading:**

1. Post homework and grades on D2L
2. “Grades are very important to me”. Get work back quickly with grade.
3. Spread Deliverables- Tests, Homework, Projects, Papers

**Support:**

1. Study groups and teachers go to them
2. Target students not doing well-partner up-plan-mentor-help them
3. Provide a support class with unit
4. Better informing students where to find information (D2L, syllabus, etc)

**Focused- Faculty/Staff/Managers**

**Communication:**

1. Send emails to students to remind them when assignments are due or to remind them to study for the upcoming exam.
2. Send summaries of D2L using D2L calendar

**Syllabus, Expectations and Pacing:**

1. Entire task in syllabus
2. Calendar
3. Diversify assignments-different ways to “perform”- different ways to show what you know
4. First week write goals for that class, what they bring what they need, mid semester check-in
5. Send summaries of D2L using D2L calendar

**Support:**

1. Models and resources on D2L
2. Break down a large assignment in to smaller points/different tasks
3. Small groups with different deliverables (yet common)
4. Take homework two-weeks late –Use that to scaffold learning so students that turn in work

on time answer students’ questions who got stuck in places.

1. Weekly reminder on D2L about topic and reading for next class (Face to Face Class)
2. A class on how to use D2L for Students

**Focused- Faculty/Staff/Managers- Barriers:**

1. “I forgot”
2. “I don’t get it”
3. Not being in class
4. Fear of coming back
5. Cell phones
6. Completing homework in class

**Success Factor Engaged** (**students actively participate in class and extracurriculars)**

**Engaged Strategies Students**

**Teaching:**

1. Passionate teaching “inspirational”
2. Engage on a personal level-heart as well as head
3. Engage on a cultural/spiritual level
4. Real classroom/lab experience
5. Active teaching/ physically move around the classroom
6. Relate curriculum to real life experiences
7. Keep curriculum content alive
8. Visual engagement as well as written and spoken
9. tech savvy - Use D2L
10. Check Comprehension

**Student Input:**

1. Values input of students
2. Teacher’s set-up an anonymous comment box during the semester
3. Ask students what they want to learn/ tailor curriculum for part of the class

**Assignments:**

1. Homework beyond tests
2. Pop Quizzes

**Engaged Strategies** **Faculty/Staff/Managers**

**Teaching:**

1. Improved tech in class
2. Different roles in groups/in class activities
3. Flip the class
4. Bring Food
5. Reach out to “shy” students after class
6. Great Books Program
7. Speak Explicitly about Fear
8. Email 2 questions after class – talk about next class
9. Use Graphics- not just words for writing on the board
10. Design cooperative activity so those who didn’t read can still engage
11. Collaboration
12. Proximity is powerful

**Teaching:**

1. Improved tech in class
2. Different roles in groups/in class activities

**Assignments:**

**Engaged Barriers** **Faculty/Staff/Managers**

1. Time (extracurricular)
2. Lack of basic supplies/tools
3. College Culture (now)
4. FEAR
5. Embarrassed
6. Homework not valued because it is worth too little point
7. Technology failure
8. Transportation
9. Classrooms aren’t set up for students to engage- we need better furniture in many of the classes!

**Success Factor Nurtured— students feel somebody wants and helps them to succeed**

**Nurtured Strategies- Students**

**Relationship**

1. Openness between faculty and student
2. Eye contact /Eye contact creates connection
3. Connection to the student
4. Personal attention – individual contact between the teacher and student- reciprocal teaching
5. Sharing knowledge
6. Viable connection to faculty and staff
7. Engage on a personal level
8. Individual Connection with students/conversations
9. Shared experience between teacher and student
10. Pull a student aside and engage individually with them

**Support**

1. Support classes for “target” students (1/2 unit)
2. Flexible- especially regarding attendance and taking late assignments
3. Communicate with students via email
4. Words of encouragement
5. Say, “I want you to be successful”

**Nurtured Strategies Faculty/Staff/Managers**

**Relationship**

1. Build a trusting relationship
2. Discuss obstacles and fear together
3. Reciprocal teaching
4. Play silly games- make a connection
5. Open/ sharing yourself
6. Share your story – powerful
7. Open minded
8. Index cards- personal information along with picture
9. D2L – personal information and follow-up
10. Cross-cultural connections

**Support**

1. Help students with time management- break down assignments
2. Mandatory office hour visit during 1st few weeks of class
3. Discuss assignments
4. Email/text alerts when students fall off track (attendance, low grades) and when doing something well
5. Text students when absence
6. Post Encouraging words on D2L
7. Diverse Learning Styles

**Nurtured Barriers Faculty/Staff/Managers**

1. Not sure how much to share about yourself as a teacher
2. Not sure how much to share about yourself as a student

**Success Factor Connected** -**students feel like they are part of the college community**

**Connected Strategies- Students**

**We are on a Journey together**

1. Spiritual connection- teacher and student on the same journey
2. Simple Human Dignity
3. Stay connected when class is over/ Relationships that are lasting
4. The journey of education creates bonds with students that students value
5. Come from spirit/heart – not just the head
6. Sharing of personal relative information between student and teacher
7. One-on-one conversations with students
8. Get to know students
9. Work with students if they are struggling to attend. “Come Back” “You are valuable”.

**Resources and Campus Programs**

1. Campus involvement mentoring programs/ role models
2. Connect to resources – Mental Health, Transfer, Counseling, D2L, Career, etc
3. Support beyond the institution “We are still hear for you”

**Connected Strategies Faculty/Staff/Managers**

**We are on a Journey Together**

1. Ice Breakers- Topical (pump up hut) or General (share interest/experience)
2. Groups and E groups – Affinity groups- Get Buy In
	1. Interest
	2. Task
	3. Goal
	4. Future work
3. Introduce each other
4. After class study groups
5. Each group presents chapters

**Resources and Campus Programs**

1. Participate and get involved in their events
2. Encourage them to volunteer on campus
3. Make announcements about college events and opportunities
4. Handout list of resources
5. Announcements (community emails)
6. Last 15 minutes of class meet with 5 students

**Connected Barriers Faculty/Staff/Managers**

1. Need Formal mentoring program (every faculty person matched with a student)
2. Why Care, I don’t know you, Apathy,
3. Too much to do I give up.

**Success Factor Valued -Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated**

**Valued Strategies- Students**

1. Teachers show respect to student and talk with students not at them
2. An equal give and take- symbiotic relationships
3. Students feel valued when teachers desire their input to solve important problems
4. Mentorships help students feel special
5. Anonymous “Comment Box” throughout the semester/ reflect on classroom and improve teaching
6. Address disruptive behavior in a kind and respectful manner
7. Mentoring students/ Support student who need it but do not ask
8. Make a lot of eye contact

**Valued Strategies Faculty/Staff/Managers**

1. Students make the decisions after you give out initial syllabus- purely democratic process- consensus decision making
2. Give students compliments – complimentary remarks on all papers- find areas of strength even if they don’t meet objectives of the class
3. Thanking and showing gratitude for their efforts and changes in behavior
4. Ask opinions
5. Student centered class
6. Follow through on what you are telling them you plan to do
7. Write comments on papers
8. Remember what students write about…ask them more as you see them
9. Know each student’s name- call them by their name
10. Be available for them to come to you outside of your office hours
11. Really listen to students
12. Teach rather than profess

**Valued Barriers Faculty/Staff/Managers**

1. A lot of students
2. A lot of work to grade