Opening Day 8/11/11 – Breakout Sessions

What can I/we do to improve student achievement of outcomes at LMC (specifically, degree/certificate and transfer)?

JOINT EFFORT BETWEEN STUDENT SERVICES AND INSTRUCTORS

a. **Collaborative Efforts to Bring Student Services into the Classroom; Increase student support in the classroom – invite Student Service representatives into the classroom**

b. **Relationship Building activities between Teaching Faculty and Student Services faculty and staff**

   • Faculty work with student services staff to understand available services,

c. **Teach students about college resources; make sure information to students is consistent and accurate (Professional Development)**

   • Increase awareness of financial assistance, emergency funds, scholarships, share info in classes

   • Remind students (throughout the semester) about deadlines for dropping, refunds, enrolling for the next semester, etc.

   • Encourage students to see a counselor to complete an educational plan

   • Acknowledge and talk about student and instructor stress and anxiety.

   • Provide student email/InSite training in classrooms and have instructors incorporate it into assignments (use existing YouTube video and Student Ambassadors); Encourage students to forward their Insite email to their personal accounts so that they check their email regularly.

d. Increase student accountability and discipline

e. Create a college "15 minutes" once each week (a homeroom environment where campus information could be shared with students)

STUDENT SERVICES

a. **Provide more in-depth orientation about programs.**

b. **Create a "one-page list of college resources.**

c. More structure of first-time students (Ed plan, Math/Eng, FT, FAFSA, ongoing contact with counselor)

d. Change priority registration to favor better prepared students, and place students more effectively into classes in which they are prepared to succeed,

e. More online counseling hours

f. Teach students how to use Degree Audit.

FACULTY ADVISING

a. Faculty members (with PD from counselors) formally advise students of what classes to take in relationship to their educational and career goals.

b. Designated Advising Day in middle of semester – students meet with faculty and staff

c. Recommend Vocational Education to students in science classes since it leads to jobs immediately.

PERSONAL (GROUP) CONTACT WITH STUDENTS

a. **Office hours – Use office hours to advise students,**
   - how this course fits into their long term plans
   - push, coerce, bribe students to attend office hours
   - Consider appropriate office hours for students; could survey class during first week.

b. **Student Mentorships**
   - AVID/MESA/Umoja mentorship as a modeld for other programs (already a part of MESA)

c. **Get to know the students; Build genuine relationships with students**
   - (gather details) privately such as have them write their needs on an index card.
   - Know our students' stories / Make time to talk to students

d. **Welcome potential and new students**

e. Provide and distribute "success stories"

f. Have alumni (LMC champions) come to college and classes for face-to-face discussions

g. Instill an appreciation for scholars in students

a. Help students to develop and use their own action plan when they are struggling.

b. Talk more about completion with students.

CLASSROOM STRATEGIES

a. **Create community/support systems for students.**
   - Use strategies of collaborative learning in classes,
   - Integrate Team Building Exercises into the curriculum,
   - Get students into small groups to study together.
   - Teach 21st Century Skills, i.e., collaboration skills.

b. Learning Outcomes:
   - Each class have a student outcome component,
   - Include information about student learning outcomes in the classroom.

c. **Cohort programs**;

- Can we expand "boutique" programs (transfer academy, etc.) to serve more students?

- Create a cohort/learning community for single parents.

- Require first-time students to join Learning Communities during first semester – (develop greater variety of Learning Communities)

- Continue to build connections among learning communities

d. Scaffolding; assign work pieces that come together,

e. Alleviate fear/anxiety in students by assigning low-stakes writing at the beginning of the semester, and doing frequent conferencing.

f. Explore options to allow students to attend some classes at another time (w/different instructor) to make up missed classes.

g. **Connect with students early in the semester**

- Ask students at beginning what they expect of class and instructor.

- Get students involved in rules about cell phones.

- Get to know students on first-name basis within first two weeks.

h. Do brief survey at end of each class as to what they understood well and what they still have questions about.

i. **Connect course work with real world.**

- Talk about transfer/job opportunities in classes and invite alumni back to speak to the current class.

- Identify other courses students can take to achieve their career goal in the department or in other departments.

- Remind students where this course fits into the whole scheme of the program

- Contextualize basic skills course with CTE and other content to make the course more real and practical for students.

- Talk about transfer opportunities in classes and invite alumni back to speak to the current class.

j. Introduce global context in class to capture the interest of students.

k. **Cross fertilization**

- For example have music students perform in the Child Study Center or Spanish language students read in Spanish in the Child Study Center.

- Cross pollination between departments wherever possible; students learn about other programs and career choices.

l. Track student tardiness, absences, etc., to avoid student failure

m. Should there be more flexibility in class deadlines for developmental classes

n. Praxis, critical pedagogy

OUTSIDE OF CLASSROOM LEARNING OPPORTUNITIES:

a. **Increase access to learning environments (support services) such as labs, on-line tutoring, CORE (increase hours),**

b. Take the class for a tour of the Center For Academic Support (CAS).

c. Encourage use of the CAS Tutoring Website.

d. Provide affordable and reliable printing and copying for students

e. Be a consistent connector to build community,

f. Be clear with incoming students about the pathway to success.

g. Create more safe pockets/environments for students on campus for community building (such as Honors, MESA, Umoja Centers) Create a comfortable and safe learning environment.

h. Physical Activity

i. Explore options to reinstate free bus passes for students.

j. Encourage students to join Mighty Mustangs club.

k. Take students on "field trip" to SFMoMa.

l. **Contact/work with professionals in the field/discipline**

- Increase the use of internships
- Field trips to off-site employers

REFERRAL AND ADVOCACY

a. **Students need increased awareness of available services**

- Inform students about college resources; increase staff knowledge of available student resources (library, computer labs, Student Success Center, etc)

b. Reinstitute college hour to provide for informational sessions with students

c. Work to understand student needs.

d. Be a cheerleader, advisor and advocate for students.

e. Build in early success for students through encouragement of appropriate course load.

f. Create a Women's Center

g. Create a Wellness Center

h. Help students register/have conversations about how/what to register for.

i. Library faculty can encourage students to have an Ed. Plan.

j. Encourage student responsibility for attendance.

k. Talk about program completion and not just course completion.

l. Talk about transfer to CSUEB programs.

ENROLLMENT MANAGEMENT

a. What is appropriate and useful (used) input from faculty for enrollment management

b. At what point are there diminishing returns for number of students over class maximum

c. **Decrease class size**

d. Dual/concurrent enrollment with four-year colleges as in Nursing

e. **Schedule for success**

- Block scheduling

- Reassess how we schedule to ensure students can pass through to graduation on a timely basis

- Reassess role of short-term classes

f. More access to developmental ed classes and first-semester classes

g. Better understand what it takes to gain employment after completion at LMC - should some programs focus more on transfer than employment (such as Business)

h. Add degree completion checklists to catalog. (and transfer)

WORKING WITH COMMUNITY

a. Work with K-12 for college prep

b. Conversations with county organizations about how to best support students

c. Field trips to off-site employers.

EQUITY

a. Recognize diverse academic preparedness

b. Shift from deficit model to learning model

c. Improved cultural communication through an envelopment of their culture into our own

d. What are the success rates state-wide and nationally compared to LMC success rates for Latinos?

e. Why is the success rate for Latinos at LMC increasing?

f. Be cautious about cutting sections of courses which have a high percentage of underserved students.

g. Do studies/research into how supported females feel vs. males on campus and why.

h. Women seem to achieve at higher rates

i. Gil will research male vs. female success rates, and also what LMC has done to help Latino students succeed.

INCREASE USE OF TECHNOLOGY

a. Develop (and teach/develop PD) electronic methods for drop dates, withdrawals and refunds,

b. Increase use of technology in the classroom, for student services and for administrative services.

c. Standardize method of communication with students – email

- Provide student email/InSite training in classrooms and have instructors incorporate it into assignments (use existing YouTube video and Student Ambassadors)

- Encourage students to forward their Insite email to their personal accounts so that they check their email regularly.

d. Improving communications with students via technology for our students (text, e-mail)

e. Encourage instructor to have students turn in work electronically.

f. Provide software for instructors that allow editing of digital documents (adobe, etc.).

g. Create online social community for LMC students.

h. Look into case management software so instructors could view background of students. (Maybe on InSite?) Ed. Plan, past instructors, etc.

i. CAT (computer aided testing) Instant feedback from students to assess learning.

PROFESSIONAL DEVELOPMENT

a. Have more discussions with other faculty regarding helping students (especially across discipline)

b. Instructors need faculty training on InSite.

c. Read a book on teaching such as "Whistling Vivaldi" by yourself or as a college.

d. Use technology like Quizdom® to get instant feedback on learning and comprehension.

e. Acknowledge and talk about student and instructor stress and anxiety.

f. Teach 21st Century Skills, i.e., collaboration skills.

g. Learn how to share and expand good existing practices

h. Communicate with faculty and have discussions in groups like this one

i. With high dependence on part-time faculty, develop programs to develop part-timers

GENERAL

a. Come to work every day with a positive attitude

a. Work more closely with high schools so there are commons goals for students

b. Reassess degree requirements

c. Develop achievable objectives and complete it; Don't try to do the whole big thing at one go.