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Achieving the Dream notes

Faculty

Approachable faculty

Faculty support

Pre-retention intervention

1st alert system

Orientation where students meet with program faculty and make a connection for students, fun activities

Orientation, need to strongly encourage faculty participation in program orientation, separate from system college wide orientation

Reduce size

Mandatory attendance

Consequence for not being there - game points for being there and learning

Enforce no-show policy

Developmental course faculty treated as second class versus other faculty

Student Service / Advising / Financial aid

Emotional touch

Peer mentoring

Computer resources

Pre-retention intervention

Why are student on academic probation – need to follow up and diagnose

1st alert system

Despite workload issues, mandatory advising for 1st year advising, make certain they know how to go to and what questions to ask.

Despite workload issues and issues around students registration patterns, make orientation (first year) mandatory

Mandatory exit interview for students who are withdrawing from gatekeeper course, program, college.

Star academic journey

Do a better job of promotion availability of financial aid, making easier for students to access and complete forms

Realistic career and academic planning

Mandatory counseling

Early financial resources

Emergency funding for those student who fall through the cracks

These are the students that need the support services

Did not have these supports earlier in life

Help walk them through the process step by step
Remember – they won't necessarily ask for help on their own, need to outreach to them.
Need to have mandatory intrusive advising

Remedial / Developmental

Placement testing – turn on diagnostics to determine exactly what individual students needs are for remedial development course
Monitor placement testing – recommendations vs. where (what courses),
Make developmental education a priority

Study/learning skills course

Learning skills
Making learning skills universal
Increase preparation
LSK
Basic computer info literature early in college so student can focus on comp skills and mechanics
Learning skills course
Intensive course to take before semester
Take learning skills class with remedial class
Mandatory freshmen curriculum
Special course –
20 level eng / math integrate study skills
Transfer level career and college skills class

Community Outreach

Prepare them before they enter HCC (through HS)
Reach students through programs like construction academy
Promote connection to parents of prospective students
Ideally should begin BEFORE they get to CC – developmental while in high school
Mentorships HS to HCC – bridge and awareness
Perception of what is needed to succeed in CC level

Gatekeeper

Smaller class size for gatekeepers
Quality experience integrated with math
English – in class test to pass or not moving forward
Math – modify course like math 24 for students who do poorly

Learning Communities

Persist with development and implementation strategies of learning communities

Tutoring services

Tutors

Drop in tutoring

Kcc – peer tutoring program where tutors take class with student and can advise / assist

Improve how we get vital information into the hands of student population.

Tutors in class

Support

Clerical support

Disability services

Learning disability = recognize the existence of real needs of students

Probably higher percentage of student with learning disabilities

Sensitively towards these needs

Training faculty to recognize disabilities

Provide strategies to students, recognize mental health issues

Even sometimes simple accommodations help

Students may not even be aware of their needs

Equipment

Keep up technology

Make sure that there is sufficient equipment for everyone to practice

Demonstrations

Other

Implementation should be system wide

Pull data on non-traditional and traditional students

Consult white paper group implementation plan for remedial / development course

Find/implement more way to make a possible connection with students

Get student engaged in college activities

Get students connected to staff/faculty/mentors in order to improve their comfort level.

Technology – online access to student record / transcripts, early for student to know where they stand,

Program curriculum – relook at program major entrance requirements, student who are not allowed to register in major have to take one or more semesters of gen ed and suffer a significant moral let down and disconnect from their peers., possible reason for early departures

Co-op courses – allow student who are working during the summer term to enroll in and get academic credit for that work. 2 for 1 incentive for the student, maintain strong connection with student during term they are not physically on camps

Measure what we are doing “right” already

Plan needs to be comprehensive

Course, faculty development, advising, support service, financial aid mental health

Commitment by institution by all else equals money

See counselors on regular basis not just academic also personnel, financial health social support service, status issues

Attitude change needed – need resources \$\$\$

Low expectation of CCs by students (high school/ teachers / counselors) “anybody can go to cc – math not important

Properly navigating through system = course sequence requires intrusive advising

AGAIN GOEs back to resources major role of support services can’t be only academic

Everybody has to be accountable

Holistic approach and attitudinal shift need systematic approach which includes all programs

Team approach, it is not just academic, cannot compartmentalize it is everyone’s job. Cannot

expect academic success without addressing the whole student. Piece meal approach equals failure, team approach, advising, financial aid, career employment, mental health services, study skills, strategies for learning disability, learning styles