Master Plan Update
Background & Process Presentation

December 11, 2013

Presented by

West Edge Architects
MISSION STATEMENT

Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.
CURRENT CAMPUS MAP

- GR  Central Receiving
- GD  Child Development Center
- G   Gymnasium
- L   ‘L’ Building
- LRC Learning Resource Center
- A   Administration Building
- AJ  Administration of Justice
- AJA Administration of Justice Annex
- AT  Applied Technology
- B   Business Building
- CI  Campus Inn
- CP  Central Plant
- MN  Maintenance
- OB  Observatory
- PE  Physical Education
- S   Science Building
- SS  Student Services
- SU  Student Union
- W   Wray Memorial Theater
PURPOSE

• Recall the Underlying Principles of the 2006 Facilities Master Plan

• Summarize construction progress, including planning efforts for forthcoming projects

• Determine effectiveness of completed projects through post-occupancy feedback from the College Community

• Identify new opportunities within the framework of the 2006 Master Plan in dialogue with the College Community
RELEVANCE

The Master Plan Update is a critical to:

• Accreditation

• Coordination with the State Chancellor’s Office

• Planning for changes to enrollment and maintenance/operations budgets

• Demonstrating demand for facilities and eligibility for future State funding of construction projects
SCHEDULE

• **December 2013**—preliminary data-gathering meetings with various campus constituencies will commence.

• **January 2014**—preliminary report is presented to the Board of Trustees during the annual retreat at the end of the month.

• **February 2014**—Master Plan Update is finalized in time to support the on-going preparation for accreditation self-certification.
As an update to the approved 2006 Facilities Master Plan, major new initiatives are not anticipated as a result of the current effort.

The 2006 Master Plan considered both the primary campus and off-site centers at SWEC (South Whittier, Santa Fe Springs) and EMEC (El Monte & South El Monte).

The following factors were considered:
1. Expanding Service to the Community
2. Access and Orientation
3. Pedestrian Circulation and Wayfinding
4. Improvements in Technology
5. Modernization and Improved Safety of Facilities
6. Improved Energy Efficiency and Campus Sustainability
BACKGROUND | 2010 Update

The 2010 Master Plan Updated addressed:

• Construction progress and continuing planning efforts

• Modifications to the 2006 Master Plan resulting from detailed work associated with individual construction projects

• Identification of potential alternatives to elements of the 2006 Master Plan that proved to be unfeasible
**EVOLUTION**

- Even before the official adoption of the 2006 Master Plan, construction had begun and progressed substantially on several projects.

- Designing individual projects better defines the nature and quality of the future campus.

- Additional insights are gained through continuing planning efforts.

- Limitations and unforeseen opportunities are identified as new information becomes available.

- Planning is an iterative process that benefits from the inclusion of these evolving insights.
PARAMETERS

• The goals of the 2006 Master Plan resulted from a campus-wide solicitation of ideas and opinions regarding the future of the College and projected needs and proposed actions 20 years into the future.

• The aspirations of the plan were not envisioned to be entirely achieved with the first phase of construction or the funds available from the initial bond initiative.

• The Facility Master Plan Update will address changes to the College’s anticipated growth and perceived needs of the service area population while accounting for the continuing modernization of facilities, incorporation of current technology, and improvement of energy efficiency.
COMPLETED PROJECTS

CAMPUS QUAD
COMPLETED PROJECTS

LEARNING RESOURCE CENTER
COMPLETED PROJECTS

STUDENT UNION BUILDING
COMPLETED PROJECTS

STUDENT SERVICES BUILDING
COMPLETED PROJECTS

ADMINISTRATION OF JUSTICE BUILDING
COMPLETED PROJECTS

PHYSICAL EDUCATION COMPLEX
COMPLETED PROJECTS

APPLIED TECHNOLOGY BUILDING
COMPLETED PROJECTS

CENTRAL PLANT
COMPLETED PROJECTS

PEDESTRIAN BRIDGE TO PARKING LOT ‘A’
COMPLETED PROJECTS

SOUTH WHITTIER EDUCATIONAL CENTER
COMPLETED PROJECTS

- Administration Building Seismic Retrofit
- Business Education Building Seismic Retrofit
- Science Building Seismic Retrofit
- Terrace Steps (Partial)
- Expanded On-Campus Tram System
- Campus Signage and Wayfinding Program
- Campus-Wide Landscape & Hardscape
- Site Utility Infrastructure
- Campus-Wide Exterior Building Painting
- Partial Re-Striping of Surface Parking Lots
- Computer Hardware Purchase & Replacement
- Computer Software Purchase
PLANNED PROJECTS (Included in 5-Year Plan on File with the State Chancellor’s Office)

• **Arts Building & Demolition of Campus Inn**
  - Addresses deficiencies in existing instructional spaces for the arts programs
  - Makes portions of Business Building available for renovation and change of use (see below)

• **Music Building & Wray Theater Renovation**
  - Addresses deficiencies in existing instructional and performance spaces
  - Improves technology, energy efficiency, and accessibility

• **Library Tower Renovation**
  - Seismic Retrofit
  - Enables relocation of College Administration from Administration Building
  - Makes Administration Building available for renovation and change of use

• **Administration Building Renovation**
  - Expand instructional spaces
  - Relocation of Bookstore and Print Shop
  - Improve technology and potential seismic retrofit (if required)

• **Business Building Renovation**
  - Expand instructional spaces
  - Improve technology and energy efficiency
CRITICAL ISSUES | Access & Orientation

• Campus access has, and will continue, to serve as a primary factor in establishing the goals of the Facility Master Plan

• Access & Orientation refers to:
  1. Challenges inherent to a hillside campus
  2. Campus legibility & navigability
  3. Increasing community access to modern facilities, resources, programs, and technology
CRITICAL ISSUES | Serving the Community

• Serving the community is the primary goal of the Master Plan

• **Off-Site Centers**
  • Facilities at SWEC and EMEC are currently used for both specialized training and general education.
  • The capacity of these facilities can be greatly increased.
  • Off-Site centers could serve as nodes for “gateway programs” that eventually result in students attending programs on the main campus.
  • Off-site Centers would be developed with respect to locations of existing population centers and programming established to fill existing or strongly evidenced potential need.
CRITICAL ISSUES | Accommodating Growth

• The 2002 Educational Master Plan (EMP) projected a 2% annual growth of enrollments.

• The demand for facilities outlined by the 2006 Facilities Master Plan (FMP) is based, in part, on the 2002 EMP growth projection.

• Enrollment growth was suppressed as a result of budget cuts stemming from the State depressed economy.

• State funding for community colleges is anticipated to increase in the near-term as the fiscal condition of the State continues to improve.

• Long-term growth is anticipated to meet the projections established in the 2002 EMP, and the FMP Update accounts for the increased demand for instructional facilities through planned projects already outlined in the College’s current 5-Year Construction Plan.
CRITICAL ISSUES | Parking

- Current parking demand exceeds capacity during the first couple of weeks of each semester.

- The College has undertaken several initiatives to increase the utilization of available parking:
  1. Parking availability is displayed to drivers entering the campus from Workman Mill Road.
  2. The tram system has been expanded through the acquisition of new vehicles and increased number of stops in remote spaces in terraced parking lots.
  3. Completion of the Upper Terrace Walk will improve the connection of remote lots to the main campus quad.

- Anticipated growth will continue to put pressure on available resources.

- Several strategies for increasing parking capacity were developed during the 2010 Master Plan Update.
POTENTIAL PLAN COMPONENTS

- During the 2010 Master Plan Update, a study was conducted to better understand the physical limitations of the campus and its capacity for growth.

- The study concluded that, while it would be wise to reserve the level portions of campus currently occupied by Parking Lots ‘B’ & ‘C’ for future building projects, there is no identified need at the projected growth rate for additional instruction space into the foreseeable future.
POTENTIAL PLAN COMPONENTS  Cont’d

• Upper Terrace Walk
  • A proposed series of terraces and walkways that connect the existing Terrace Steps to the foot of the Library Tower.
  • Safely links the terrace parking lots to the main pedestrian areas of campus.

• Rio Plaza (Rio Transportation Park)
  • A proposed series of outdoor special events spaces combined with an improved bus stop, bicycle lockers, and public rest rooms.
  • Creates a visible presence for the College along Workman Mill Road.
  • Connects to the base of the existing Terrace Steps and first tram stop through a series of ramps and generous steps.

• Directional Signs, Phase 3
  • Continue signage installation consistent with Phase 1 and Phase 2 projects.
  • Installation in areas of campus not covered by Phase 1 and Phase 2.
  • Consideration will be given to wayfinding for both interior and exterior of existing buildings.
POTENTIAL PLAN COMPONENTS  Cont’d

• Campus-Wide Lighting Project
  • Replacement of interior lighting and ballasts with energy efficient types.
  • Primary funding from Proposition 39.

• Nursing & Health Facilities Expansion
  • Examination of current space utilization in existing Science Building, as required for accommodation of the expanding demand for Nursing and Health Facilities.

• Science Building Renovation
  • Renovation of other areas in the existing Science Building, as required to accommodate programs displaced by the expansion of Nursing and Health Facilities.

• Administration of Justice Annex Renovation
  • The annex building is currently under-utilized following the completion of the new Administration of Justice Building in Parking Lot 1.
  • Annex building to be re-purposed for advanced officer training, Homeland Security training, and other uses as needed to advance the Administration of Justice program.

• Pico Rivera Educational Center
  • Off-site center to serve the residents of Pico Rivera and surrounding communities.
  • Location at North end of El Rancho Educational Center
  • Existing buildings will be renovated to house six classrooms and office space.
Participants

- **Arts**
  - Ada Brown

- **BSS**
  - Angela de Dios*
  - Mike Javanmard
  - Ruzanna Karmiryan*
  - Juana Mora
  - Wanda Mullikin*
  - Natasha Ramos-Bernal*
  - Melissa Rifino-Juarez
  - Adam Wetsman

- **Business**
  - Michelle Redinger*

- **CTE**
  - John Frala
  - Steve Tomory

- **Communications**
  - Michelle Bean
  - Jim Chandler
  - Raquel Flores-Olson*
  - Steve Koelle
  - Awndrea Lassiter*
  - Ghada Mouawad*
  - Tyler Okamoto
  - Lorraine Sfeir

- **Counseling**
  - Sergio Guzman
  - Katie O’Brien
  - John Parra
  - Mary Rivera
  - Julius Thomas

- **Health Sciences**
  - Catherine Page

- **Kinesiology**
  - Kathy Pudelko

- **Math and Sciences**
  - Robert Bethel
  - Ryan Bronkar
  - Faye Daryoush
  - Cameron English
  - Leah Griffith
  - Vann Priest
  - Nguyen Vu

- **Public Safety**
  - Jim Newman
To develop recommendations for the Rio Hondo College Student Success Initiative Task Force which can be evaluated for their feasibility of implementation
January 15 – Board Meeting
January 24 – Flex Day
February 4 – Academic Senate
February 11 – Planning and Fiscal Council
February 13 – RHC SSI Taskforce
February 21 – SSSP
Facilitators

- Robert Bethel
- John Parra
- Vann Priest
- Mary Rivera
- Julius Thomas
- Adam Wetsman

- Thanks to Katie O’Brien and Teresa Martinez
Program

Introduction

• Vann Priest
  • Success Initiative
  • RHC Task Force
  • Scorecard
Why Do Students Succeed?

- Mary Rivera
  - Identify factors leading to success
  - Identify factors that inhibit success
  - Propose solutions
Preparing for Success

- Julius Thomas
  - Overview of counseling
  - Link to SSI recommendations
  - Identification of challenges
    - For students
    - For counselors
Increasing Classroom Success

• Robert Bethel
  • Proposals for teaching
  • Proposals for dissemination
Breakouts

- John Parra
  - Online classes
  - Basic skills math
  - Basic skills reading and writing
  - Part-time faculty
  - Technology
  - Student services
Challenges to Success

Student Attributes

Campus Resources

Professional Development
Challenges to Success

Student Attributes

- Lack basic skills
  - Due to initiatives such as “No Child Left Behind”, students have not developed skills allowing them to analyze and reflect upon information. They often do not know how to read textbooks or prepare written assignments.

- Outside influences
  - Students have jobs, family obligations, work obligations, and social distractions.

- Do not know how to attend college
  - High school often does not instill a sense of personal responsibility.
  - Students lack study skills, do not know how to manage their time, and are unaware of the rigors of college education. Students often lack the maturity level to reach their goals or even know them.
  - These factors lead to students showing up late to classes, failing to prepare for exams, failing to read textbooks, and missing assignments.
Challenges to Success

Student Attributes

• Financial issues
  • Students lack funds to purchase textbooks.
  • Childcare, parking, and other costs impose additional challenges.

• Other factors
  • Lack of support from family members influence students to place lower priority on education.
  • Students enter with different abilities, requiring DSPS assistance.
  • Technology, both in and outside of the classroom, can cause distractions.
Challenges to Success

 Campus Resources

- Seeking assistance
  - There are not enough resources available to students where they can get help with matters such as registration, enrollment, financial aid, and others.

- Counseling
  - There are not enough general counselors to meet the needs of our students. Less than half of the 20 or so counselors are full-time in general counseling. The others have some or all of their assignments in specific areas or as coordinators.
Challenges to Success

Professional Development

- Shifted focus away from students
  - Committee work has expanded (ALT, program review, SLO, IEC, etc.).
  - Greater reporting is required (program planning, SLO).

- Reduced professional development
  - Fewer faculty are aware of all campus services.
  - There are fewer training opportunities for improving classroom success as have been available in the past.
Recommendations

- Campus Resources and Programs
- Model Success
- Curriculum and Enrollment
- Tutoring and Mentoring
- Student Services
- Professional Development (best practices)
Recommendations

- Campus Resources and Programs
  - Model Success
  - Curriculum and Enrollment
  - Tutoring and Mentoring
  - Student Services
  - Professional Development (best practices)
Campus Resources and Programs

- Inform students about services.
  - There should be a multifaceted effort to inform students about the services available on campus.
  - Information should be available on where services are available and how to obtain them.
  - Students should be provided with information about services such as financial aid, DSPS, EOP&S, CalWorks, health and psychological services, the Learning Assistance Center, and others.
  - Faculty should incorporate information about these services into their syllabi and in their courses.
  - There should be workshops on services scheduled regularly throughout each term.
  - There should be information about the services available in a Student Success Handbook, available both in print and online.
Recommendations

Campus Resources and Programs

- Make registration more student-friendly.
  - Students have trouble knowing how to move through the registration process which includes everything from applying, setting up appointments for assessment, taking assessments, scheduling counseling appointments, enrolling in classes, and getting to campus.
  - Facilitate student forums to obtain feedback about where trouble spots are and then make improvements based upon student recommendations.
  - Develop more resources for helping students such as student-help centers staffed with students.
  - Have greater outreach to entering students about the registration process such as those found in Summer Bridge and other programs.
  - Develop an online tutorial for how to register that is much more user-friendly.
  - Create YouTube videos so students learn how to go through each step of the registration process.
Recommendations

Campus Resources and Programs

- Evaluate and improve information technology.
  - Hire more IT staff to more quickly address campus needs.
  - Fix dead spots in wireless service.
  - Improve wireless speeds.
  - Standardize technology in all classroom.
  - Improve Help Line turnaround times.
  - Develop a means to notify faculty electronically when students have dropped a class so that faculty can focus on those still enrolled.

- Increase assistance with financial aid.
  - Since the process of getting aid can be challenging, there should be more resources for students to obtain help. One possibility would be to have student ambassadors that can provide some general assistance.
  - Implement a financial aid appeal committee comprised of faculty, staff, and students to have a level of appeal that goes beyond the Financial Aid office.
Recommendations

- Campus Resources and Programs
  - Work more closely with K-12 schools.
    - Building bridges in more programs will introduce students to Rio Hondo and get them invested in their education earlier.
  - Increase “customer service”.
    - Each office should list which administrator oversees the area and should include contact information so students know whom to speak with if there is a complaint or concern.
    - Make counseling sheets more easily available to students by placing them in strategic locations and having them accessible online.
  - Develop a campus-wide master calendar
    - A campus wide master calendar can include information on important deadlines (such as drop and withdrawal), success workshops, campus services workshops, counseling workshops, cultural programming, departmental activities, and other events.
Recommendations

Campus Resources and Programs

- Model success in programs like CTE and Nursing.
  - Evaluate practices in vocational areas which may lead to higher success rates and apply them to non-vocational areas.

- Provide more extended services to students.
  - Develop MESA-like programs for all students.

- Support departmental activities for students.
  - Divisions should be provided funds to develop activities for students outside of classrooms. These can include funding for field trips and other types of outings designed to create a more family-like atmosphere.

- Provide workshops on careers.
  - There should be ongoing workshops on career pathways for people in different majors.
Recommendations

Campus Resources and Programs

- **Create resources for the “whole student”**.
  - Rio Hondo should assist students with outside challenge. We should offer resources for getting part-time jobs and provide information on obtaining housing. We would have food resources for those who have few funds and clothing available.

- **Centralize a job placement center.**
  - Information about jobs is available at various locations on campus (such as in the Veterans Office). This information should be centralized in one location, perhaps in the Career Center.

- **Offer “transfer shock” workshops.**
  - Students who are successful at Rio Hondo and end up transferring need skills to be successful at the university level.

- **Fund part-time faculty office hours.**
  - Students with greater access to faculty will be more successful.
Campus Resources and Programs

- Seek recommendations from other stakeholders
  - Information sessions about the Academic Senate’s workshop and recommendations should be shared widely with students, classified staff, and administrators.
  - Further recommendations should be gathered from these groups and incorporated into the overall set of recommendations that will be forwarded to the Rio Hondo Student Success Initiative Taskforce.
Recommendations

- Campus Resources and Programs
- Model Success
- Curriculum and Enrollment
- Tutoring and Mentoring
- Student Services
- Professional Development (best practices)
Model Success

- There should be a multifaceted effort to teach students how to be successful. Topics addressed should include study skills, time management, setting expectations, and developing personal responsibility. Repeating similar messages using different modalities will increase retention of the information.

- Classroom efforts
  - Faculty should integrate information about success in their classes, either during a single session or dispersed throughout the term.

- Campus-wide workshops
  - Workshops providing information about success should be provided regularly throughout the school year.

- Success handbook
  - A handbook providing information about success should be developed by faculty and made available in print, online, and in video format. It should be simple, graphic, and clear.
Recommendations

- Campus Resources and Programs
- Model Success
- Curriculum and Enrollment
- Tutoring and Mentoring
- Student Services
- Professional Development (best practices)
Recommendations

Curriculum and Enrollment

• Implement an Enrollment Committee.
  • Investigate whether there are sufficient basic skills courses. If enough are not available, students who need these courses take ones they are not ready for, leading to low success rates.
  • Identify bottlenecks in enrollment where some classes fill quickly and prevent students from taking the ones they need in order to progress.

• Consider dropping non-participating students.
  • Dropping just 2 students per class prior to census who are not participating would increase success and retention by 5 percentage points.
  • Have campus-wide information campaigns for students about dropping.
  • Inform faculty about impact of dropping and/or withdrawing students.

• Require greater preparation for online classes.
  • Students should be required to take an orientation course before they can enroll in online courses.
Recommendations

Curriculum and Enrollment

- Investigate the feasibility of smaller classes.
  - For classes with low passage rates (such as in basic skills), consider lowering classes sizes so more individualized attention can be given.

- Develop math classes for non-STEM students.
  - Separate math tracks will allow math professors to tailor their curriculum to the specific needs of students.

- Develop half-unit classes for “study hall”.
  - Incentivizing studying will increase student success.

- Use adaptive technology in modularized classes.
  - Certain classes (such as math and writing) can take advantage of modularized classes that use technology that adapts to students’ strengths and weaknesses. Such software should be investigated and used.
Recommendations

Curriculum and Enrollment

• Investigate a basic skills certificate.
  • A certificate for completing basic skills will be a good measure of student success for the college and will motivate students to strive for that goal.

• Limit basic skill students to basic skills classes.
  • Investigate success rates of students who are not at college-level in math, reading, and writing to determine if they are less successful in college-level classes. If there is a significant difference, then limit these students to basic skills classes. Having them take classes they are not prepared for will reduce success.

• Expand learning communities.
  • Learning communities offer greater opportunities for success.

• Add more short-term and fast-track classes.
  • Success increases in shorter term classes.
Recommendations

Curriculum and Enrollment

• Investigate “enrollment pathways”.
  • Place students who are similar in eligibility levels (such as in math and reading) and have similar schedules in pre-determined class pathways that have them taking the same classes for an entire year. The pathways would be designed to fulfill both basic skills and general education requirements. This will take the guesswork out of enrollment for students.

• Help students choose classes more effectively.
  • In order to help students choose classes more wisely, there should be information available on the college website to provide information about what classes are needed to complete their degrees and/or general education requirements.
  • Information should be available on the website which shows success rates based upon the classes they have already taken. For example, a student who has completed English 30 might learn that he/she has only a 32% chance of successfully completing Anthropology 101.
Recommendations

- Campus Resources and Programs
- Model Success
- Curriculum and Enrollment
- Tutoring and Mentoring
- Student Services
- Professional Development (best practices)
Tutoring and Student Mentoring

• Develop a student mentoring program for faculty.
  • The more contact students have with faculty, the more they will feel comfortable seeking out their services in order to be successful.
  • Faculty should be trained in mentoring students to provide information about college success and basic counseling information. This could include a counseling class for classroom faculty so they can assist counselors in disseminating important information to students.
  • Students in declared majors should be assigned to faculty mentors in the area.

• Develop more tutoring services.
  • Bring back Gateway tutoring.

• Incentivize tutoring services.
  • Explore required tutoring for students who are performing poorly in classes.
Recommendations

Campus Resources and Programs

Model Success

Curriculum and Enrollment

Tutoring and Mentoring

Student Services

Professional Development (best practices)
Recommendations

Student Services

- Inform faculty of student services.
  - Provide more information to faculty about the processes that students must go through to register for classes, what services are available, and how to access them.

- Integrate counseling throughout campus.
  - There should be greater coordination between counseling and classroom faculty to keep students better informed about what is required for success.
  - Counselors should be invited to classrooms to update students about what they should be doing to move through their educational pathways.

- Inform faculty about counseling challenges.
  - Classroom faculty need more information about the challenges counselors face. There should be a campus-wide presentation (perhaps at Flex Day) taking faculty step-by-step through what counselors do with students.
Recommendations

- Campus Resources and Programs
- Model Success
- Curriculum and Enrollment
- Tutoring and Mentoring
- Student Services
- Professional Development (best practices)
Recommendations

Professional Development

• Disseminate best practices.
  • There should be frequent opportunities for faculty to share best classroom practices. These could include monthly collegial sessions highlighting and discussing practices that can be applied across campus.
  • Examine ways to disseminate best practices (e.g., in division meetings).

• Develop a Teaching for Learning Institute.
  • Like the Leadership Academy, faculty should have a learning institute to develop and disseminate best practices related to student success.

• Orient new faculty.
  • Require all new faculty to participate in an extensive orientation on teaching and Rio Hondo resources. Given 20% reassigned time during the first term so they can attend the orientation.

• Increase professional development opportunities.
  • Offer On Course training to faculty.
Professional Development

- Train faculty to promote student success.
  - Faculty should be provided information on services available to students and should be trained on how to integrate the information into their classes.
  - Faculty should be trained on how to assist students in developing study skills.
  - Faculty should be trained on how to assist students in developing skills necessary to be successful in college (such as time management, taking personal responsibility, and others).

- Train faculty to integrate basic skills into all classes.
  - All classes should include math, reading, and especially writing. Programs should be developed to train faculty on the best ways to integrate these skills into all classes, regardless of subject matter.
Recommendations

Professional Development

• Assist part-time faculty.
  • All new part-time faculty should have an opportunity to attend orientations which provide information on campus resources, logistics of the college (such as printing, grading deadlines, etc.), and best practices.
  • Full-time faculty mentors should be designated for each division or department to serve as contacts for part-time faculty.
  • Coordination between full-time and part-time faculty should be enhanced.
  • Include part-time faculty in more campus activities so they can become more aware of the services provided to students.
Recommendations

Best Practices

• Employ “student-made” workshops like those used in the MESA program. These are developed solely by students who design the curricula and present the material.
• Increase communication with students via email or other means from the very beginning of the class.
• Give assessments very early in the term (such as quizzes or homework) so students know what is expected in the class.
• Have students assess their grades on tests before the grades are given so they can reflect upon how they did and help them understand how to do better in the future. Ask how much they studied, what they did to study, and what they think they can do to improve.
• Motivate students through competition such as Jeopardy-like quizzes in class, contests for group work, etc.
• Provide regular and ongoing feedback to students so they know how they are doing in the class.
• Have lots of assignments so students can improve from very early on.
**Best Practices**

- Inform students about the services available to them on campus during class sessions and in the syllabus.
- Specify in syllabi the timeframe for responding to student emails, with a recommended time of no more than 24 hours.
- Create and encourage study groups.
- Establish classroom technology use policies (for example, whether cell phones should be out or put away during class).
- Faculty should meet with students frequently during office hours. Meetings should be required as part of the course.
- Academic standards should be set high so students know what to expect and strive to meet the standards.
- Group work in class should be emphasized.
- Faculty should have a contract with students at the beginning of class that outlines each other’s obligations for teaching and being successful in the class. The exact requirements for passing the class should be described by the professor and acknowledged by the student.
Best Practices

- Give students copies of old exams so they know what kinds of questions can be expected.
- Require students to show up to class on time.
- Make personal contacts with students outside of class, asking them about their educational plans, personal matters, and whether they have seen counselors.
- Encourage students to attend success workshops.
- Model what is expected of students. Teach them how to keep track of grades, what to do if they are performing poorly, how to read textbooks, how to prepare papers, and how to study for exams.
- Use electronic technology to provide access to syllabus and assignments.
- Develop faculty websites which have similar information such as office hours, contact information, courses taught, etc.
- Foster relationships between students and teachers outside the classroom to create personal incentives for success.
Recommendations

Best Practices

- Have students read a paragraph in class at the beginning of the term in order to assess their reading skills.
- Have students write a proposed study schedule prior to exams so they can rely on this for their preparation.
- Professors should teach students how to read their textbooks.
- Make students accountable for textbook readings. There should be questions on exams that are specifically on information from textbooks.
- Professors should incorporate information into their classes about the benefits of a major in their particular area.