

Student Success Workshop

Rio Hondo College
Academic Senate
January 8, 2014

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

Workshop Goal

- To develop recommendations for the Rio Hondo College Student Success Initiative Task Force which can be evaluated for their feasibility of implementation



Reporting Out

- 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

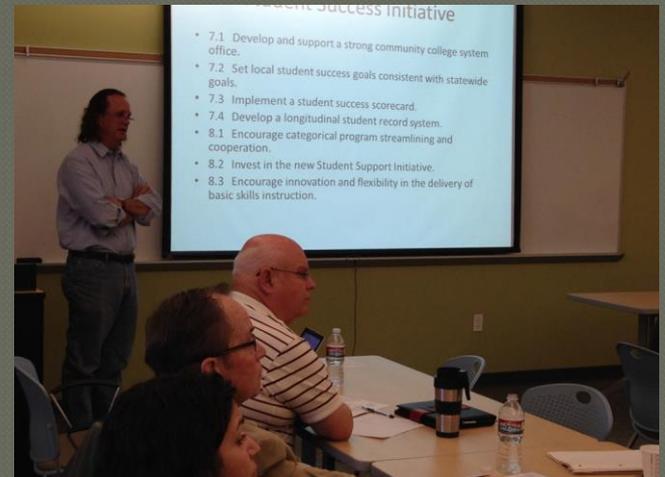


- Thanks to Katie O'Brien and Teresa Martinez

Program

○ Introduction

- Vann Priest
- Success Initiative
- RHC Task Force
- Scorecard



Program

○ Why Do Students Succeed?

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



Program

- ◉ Preparing for Success
 - Julius Thomas
 - Overview of counseling
 - Link to SSI recommendations
 - Identification of challenges
 - For students
 - For counselors



Program

○ Increasing Classroom Success

- Robert Bethel
 - Proposals for teaching
 - Proposals for dissemination



Program

○ 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)

Recommendations

◉ 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.

Recommendations

◉ 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)

Recommendations

◉ 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)

Recommendations

◎ 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.

Recommendations

○ 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.

Recommendations

◎ 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.

Recommendations

◎ 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.