

IDEAS WORTH SHARING

We appreciate, enjoy, and are enriched by the fact that so many faculty have shared with us their ideas to build on and advance this campaign.

Do you have one to share?
Consider yourself enthusiastically invited!

Looking forward to continuing to grow this program in support of our collective students and in the advancement of our college's mission and strategic goals.

Our best,

Cindi, Micah, Lida, and Rochelle

The Offices of Professional Development + Student Success and Equity and Success

Among other things, the We're All In Campaign has attempted to create a focal point for ongoing faculty conversations and the sharing of ideas.

On the following pages are **5 ideas** – within the framework of the initial promoted practices – that were presented at and emerged from the We're All In Implementation Debrief. We hope that you review and consider them:

1. A syllabus examination + revision
2. An example of an email sent to those students who did not pass the course
3. Ideas / experiments to try to help connect students to each other
4. An effort to identify and reach out to students – early in the semester – who may need additional support
5. A department invitation *to students* – more explicitly and specifically – to partner with their instructors in a commitment to student retention and success.

1 – A SYLLABUS EXAMINATION + REVISION

A faculty member at the debrief noted that her participation in the campaign illuminated even “little things” that she could do in support of students. A review of her course syllabus – ***through the lens of students*** – prompted a revision. Upon noticing that the phrase “My goal is your success” was buried in her syllabus, she told us that she moved it up to the first line. Upon further consideration, she changed the phrase to “Your success is my goal” to highlight and subtly convey that it is about her students.

We invite you – if you haven't done so recently – to examine your syllabus through the eyes of a student and revise it accordingly.



2 – AN EXAMPLE OF AN EMAIL SENT TO THOSE STUDENTS WHO DID NOT PASS THE COURSE

A commitment to working to increase the number of students who successfully complete our courses does not mean lowering our standards and expectations. Students would not be well-served by doing so; it's about how we support them to meet those standards and expectations.

Inevitably – and for a variety of reasons outside of our realm of influence as faculty – some students will drop or not pass the course. How we convey to students that they did not (yet) meet the standards, however, can play a significant role in their decision to continue or not in pursuit of their education and development. How students feel about having dropped the course can make the difference if they enroll the following semester.

Below is a email sent to students – at the end of the semester or near registration – who did not bring a particular class to successful completion.

Dear _____,

While you might be quite disappointed that – for whatever reason/s – you were not able to successfully complete our section of _____, I wanted you to know that it was pleasure to have had the chance to meet you. I hope, too, that you. . .

- are doing well and that your other courses came to a nice close;*
- will be retaking _____ next semester or soon with me or another instructor;*
- continue in your pursuit toward your academic goals;*
- remember that there are many resources on campus (including me) that can assist you in pursuit of your academic goals;*
- have gained insights from your experience in our class to help you reach your goals. Understanding the factors which undermined your ability to complete the course and/or engage in deep learning (be they personal life challenges, too many classes or work hours that didn't afford enough time, not reaching out for help early enough, or not entering fully enough to an educational partnership with your instructor/s, etc), can be valuable in helping you to move forward with greater academic success in the coming semesters.*

Wishing you the very best,

We invite you to consider sending your own version of this kind of email to your students who did not successfully complete your course/s.

3 – IDEAS / EXPERIMENTS TO TRY TO HELP CONNECT STUDENTS TO EACH OTHER

Of the 5 faculty core practices promoted in phase one of the campaign, the student survey data reveals that “connect your students to each other” is the one worthy of our further attention.

Two ideas were shared with us that we are paying forward:

1. A faculty member has included designated space on the syllabus for students to write the name and contact information of two classmates.
2. More than one faculty member informs students of the other section/s of the course s/he teaches, AND invited them to attend should they miss the section in which they are enrolled and as an opportunity to connect more students to each other.

We invite you to consider the potential effectiveness and feasibility of these two ideas in an effort to help connect students to each other.

4 – AN EFFORT TO IDENTIFY AND REACH OUT TO STUDENTS – EARLY IN THE SEMESTER – WHO MAY NEED ADDITIONAL SUPPORT EARLY IN THE SEMESTER

Early attention to students who miss even small homework assignments can help to identify and address underlying issues which might be undermining student’s potential for success. One of our colleagues has instituted the practice of writing notes to students who do not complete early assignments and distributing them when returning assignments. These notes convey that the instructor has noticed that the student did not submit the assignment, asks if everything is okay, and kindly invite students to briefly talk after class. The instructor who implemented and shared this practice had noticed how unnoticed students felt when they were not among those who received distributed, reviewed homework assignments.

We invite you to consider instituting the practice of writing notes of this kind to students to have not submitted an assignment to distribute when you are passing back assignments.

5 – A DEPARTMENT INVITATION *TO STUDENTS* – MORE EXPLICITLY AND SPECIFICALLY – TO PARTNER WITH THEIR INSTRUCTORS IN THE COMMITMENT TO STUDENT RETENTION AND SUCCESS

While the campaign's focus has been on what we can do as faculty to increase student retention and success, this campaign has always acknowledged the various factors that contribute to student attrition – especially, the important one of the students' half of the educational partnership.

The Math Department assessed that one of the "things" within their realm of influence was 1) to explicitly share with their students their own participation in the We're All In Campaign AND 2) to invite students to partner with them toward the same goal by noting what students can do. They essentially told their students that they were "All In" AND invited them to be all in, too.

Below is an iteration of what the Math Department developed and distributed:

SIMPLE + PROACTIVE STUDENT PRACTICES TO INCREASE YOUR SUCCESS AT GROSSMONT COLLEGE



➔ **SHOW THAT YOU'RE DETERMINED TO SUCCEED**

- ✓ Make attending class a priority
- ✓ Mark Exams and Assignment Due Dates on your calendar
- ✓ Purchase the textbook and course materials, or access them in the LRC during the first 2 weeks of class
- ✓ Get real with the course workload, and how it fits in with life and work schedule

➔ **CONNECT/COMMUNICATE WITH YOUR INSTRUCTOR AND OTHER STUDENTS**

- ✓ Make a math friend in class
- ✓ Introduce yourself to your instructors
- ✓ Ask a question in class
- ✓ Visit your instructor's office hours
- ✓ Visit the math study center
- ✓ Contact your instructor if you must miss class

➔ **PARTICIPATE AND STAY CURRENT WITH THE COURSE MATERIAL**

- ✓ Attempt homework assignments promptly
- ✓ Set up a study group with other students
- ✓ Monitor your current grade (on Blackboard, with instructor)
- ✓ Turn off and put away your cell phone

We invite you to explicitly share with students your participation in the We're All In Campaign and either individually or as a department develop and share practices which students can do to exercise their half of the educational partnership and be "All In," too.