

contest information + key dates



- ✓ I'm All In Pledge
- ✓ Student Survey
- ✓ WE'RE ALL IN Campaign Debrief + Trophy Presentation

THE CONTEST

- The departments (one large + one medium + one small) with the highest percentage of faculty who pledge to implement at least 2 of the 5 simple + proactive practices **AND** have their students – in at least one course – complete the **WE'RE ALL IN** online student survey will win **WE'RE ALL IN** Trophies

2.10.17 ♦ I'M ALL IN PLEDGE CARD DUE

- Your commitment to implement (even more intentionally) at least two of the 5 simple + proactive faculty practices **AND** to have students – in at least one course – complete a **WE'RE ALL IN** online survey
- The pledge card is available at

3.6.17 — 3.24.17 ♦ STUDENT SURVEY

- On a volunteer basis, you can choose to have your students -- in at least one of your classes – complete the **WE'RE ALL IN** online student survey. This survey is not a part of the formal instructor evaluation process. Your class' combined feedback will be shared *only* with you and utilized – confidentially and collectively with all the other student surveys by the office of professional development – to inform your and the college's ongoing retention and engagement efforts
- Participating faculty will be provided with a link to the online survey to share with their students

4.21.17 ♦ WE'RE ALL IN DEBRIEF + TROPHY PRESENTATION

- What did you try? How'd it go? What did you notice / experience? What should we add to the 5 retention + engagement practices?
- Griffin Gate ○ 12-2 pm ○ Available for 2 hours of professional development credit ○ Lunch provided

WE'RE ALL IN

OUTREACH • ENGAGEMENT • RETENTION

Grossmont College



re•ten•tion

noun | ri-'ten(t)-shən

1. the act of keeping someone or something
2. a student's successful completion of a course (with a grade C or higher)
NOTE: working to increase student retention is **NOT** about lowering academic standards, or passing students who do not meet the course expectations or learning outcomes



in any given semester, approximately 20% of our students who enroll earn zero (0) units. There are also noteworthy equity gaps regarding retention among our African-American and Foster Youth students: 13.7%-18.3% below average course success rates, respectively

increasing student retention – even by one or two students in each class – will make a significant difference for those students and toward our campus retention goal



“It is the people who come face-to-face with students on a regular basis who provide positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is the most potent retention force on a campus” (Noel, Levitz, and Saluri, 17).

The 5 simple + proactive (retention and engagement) faculty practices on the subsequent page have been distilled from a variety of resources, including *What The Best College Teachers Do* (Ken Bain) • *Why We Do What We Do: Understanding Self-Motivation* (Edward Deci) • *Teaching Men of Color in the Community College: A Guidebook* (J. Luke Wood, Ph.D, Frank Harris III, Ph.D, and Khalid White, Ed.D) • *Diversity and Motivation: Cultural Responsive Teaching in College* (Margery Ginsberg and Raymond Wlodowski) • *Student Success [Re]Defined* (Research and Planning Group of the California Community Colleges) • Grossmont College Student Focus Groups • Discussions among our Campus Colleagues in Various Forums • Previously Offered Grossmont PD Sessions

5

simple + proactive faculty practices to increase student engagement and retention

to employ – especially – in the first 2 weeks of the semester

► SHOW YOUR STUDENTS THAT YOU CARE

- ✓ learn and use your students' names
- ✓ greet and welcome them to class each class session
- ✓ connect with students individually with simple interactions: “*How are you?*” “*How are your other classes going?*” “*Thanks for your contributions in class today.*” “*Looking forward to seeing you next class session.*”
- ✓ check in with students who are absent or appear under-engaged
- ✓ offer 5-minute mini meetings for students to introduce themselves to you personally
- ✓ listen carefully to student comments, make them feel that their ideas, and even confusions are worthwhile

► CONNECT YOUR STUDENTS TO EACH OTHER

- ✓ set aside a little class time for your students to meet each other and – especially – to exchange contact information in order to develop peer support networks

► SET YOUR STUDENTS ON “FIRE”

- ✓ share your passion and “stress the beauty, utility, or intrigue of the questions” (Bain, 41) of your discipline in an attempt to stimulate students' deeper investment and engagement in the learning opportunity

► CONNECT YOUR STUDENTS TO CAMPUS SUPPORT SERVICES AND RESOURCES

- ✓ share, post, and distribute the *Specialized Services for Students* flier so that students are aware of campus support services. Available at the Printing Department and at <http://www.grossmont.edu/faculty-staff/default.aspx>

► IDENTIFY AND OFFER ADDITIONAL SUPPORT TO THOSE STUDENTS WHO MAY NEED IT

- ✓ collect a student information handout from your students which includes – among other things – questions like the following: *What is one thing I can do to help you succeed this semester? What is one thing I should know about you as a student? If you work, how many hours per week? Do you have reliable transportation to campus? Do you have a computer and printer at home?*
- ✓ utilize the *Retention Center* on Blackboard to communicate with students who are absent or miss assignments
- ✓ initiate (non-judgmental) conversations with students not meeting expectations: “*I've notice that . . . Is everything okay?*” “*Is there something that I can do to help you . . . ?*”