

WE'RE ALL IN

OUTREACH • ENGAGEMENT • RETENTION

Grossmont College

spring 2018 campaign ○ **phase two • round two**

the offices of pd + student success and equity

promoting student engagement + retention practices

*resources in support of enacting the practices
are posted on the pd website*



*feedback and potential practices to add?
forward to the pd office @ rochelle.weiser@gcccd.edu*

9

simple + proactive **CLASSROOM** practices[★] to increase student engagement and retention

[★] *these already common practices (things we know many of you do everyday) – the campaign hopes – will become even **more common** or enacted even **more deliberately**, AND will seed conversations to facilitate the sharing of **more practices** all over campus.*

*phase one
(F16 + S17)
and continuing
practices*

▶ **SHOWING YOUR STUDENTS THAT YOU CARE**

- ✓ learning and using your students' names
- ✓ greeting and welcoming them to class each class session
- ✓ connecting 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."
- ✓ checking in with students who are absent or appear under-engaged
- ✓ offering 5-minute mini meetings near the beginning of the semester for students to introduce themselves to you personally
- ✓ listening carefully to student comments, making them feel that their ideas, and even confusions are worthwhile

▶ **CONNECTING YOUR STUDENTS TO EACH OTHER**

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

▶ **SETTING YOUR STUDENTS ON "FIRE"**

- ✓ sharing 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

▶ **CONNECTING YOUR STUDENTS TO CAMPUS SUPPORT SERVICES AND RESOURCES**

- ✓ sharing, posting, and distributing the *Specialized Services for Students* flier so that students are aware of campus support services.

▶ **IDENTIFYING AND OFFERING ADDITIONAL SUPPORT TO THOSE STUDENTS WHO MAY NEED IT**

- ✓ collecting 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?*
- ✓ initiating (non-judgmental) conversations with students not meeting expectations: *"I've notice that . . . Is everything okay?" "Is there something that I can do to support you . . . ?"*

▶ **FACILITATING STUDENTS' PARTNERSHIP IN THEIR LEARNING**

- ✓ becoming more deeply familiar with and incorporating a handful of the many active learning strategies, as well as some quick and easy formative assessments to help facilitate students' partnership role in their learning. Such instructional strategies include: Talk and Turn • Think, Pair Share • Fuzzy/Clear • The Pencil Poll • Ticket Out the Door • Speed Dating • No Points Quiz • Gallery Walk

▶ **INTRODUCING STUDENTS TO CAMPUS LIFE**

- ✓ letting students know that they have opportunities for engagement (and their development) in campus leadership and student-led activities
- ✓ taking 5 minutes to share a video prepared by Associated Students of Grossmont College (ASGC) which explains what ASGC is and does, notes how your students could get involved, and describes various student clubs in which students can participate
- ✓ inviting an ASGC student representative to introduce – in person – the ASGC and to convey leadership and engagement opportunities

▶ **CHAMPIONING LEARNING BEYOND THE CLASSROOM**

- ✓ raising student awareness of co-curricular learning opportunities
- ✓ integrating into your syllabus one of three (We're All In) models of promoting student participation in co-curricular learning opportunities

▶ **TEACHING STUDENTS NOT (JUST) SUBJECTS**

- ✓ helping students see the relationship between their personal and career goals and your instructional goals
- ✓ understanding and mitigating students' potential fears and apprehensions
- ✓ being clear about the amount of work and time they need to be successful in your course (including time out of class), and offering tips to help them balance family and work obligations with course expectations
- ✓ encouraging students to download the FREE iPhone or Android GradGuru app to stay up to date on Admissions & Records, Financial Aid, and Counseling deadlines