

From: [Corey Marvin](#)
To: [cc_facultychairs](#)
Subject: Student Success Factor Initiatives
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Faculty Chairs,

Please find attached three student success initiatives that can be adopted by departments as part of the planning cycle.

You will remember we agreed at faculty chairs some months back that as a help and resource to departments, the SSSP committee would create “plug and play” action items that could be directly adopted and implemented as department initiatives in the planning cycle. Chairs expressed that departments were feeling at a loss in coming up with specific strategies to address the various student success expectations coming down from the state—in particular, SSSP and student equity.

It was stated it would help departments if they could tap into initiatives developed at a college-wide level. Not only would they provide the departments some specific best practices but they would be easier to implement consistently across the board. As part of last year’s section plan (for this year), the letters and sciences departments each agreed to adopt one of the initiatives for the upcoming year.

So please find attached the results of that effort: three initiatives to improve students’ sense of connection, direction, and focus. These are the initiatives that came out of the faculty inquiry group efforts over the spring semester.

There are three here. The expectation on the letters and sciences side is that **each of the letters and sciences departments will adopt one of these initiatives for the 2017-18 academic year.** As for the CTE departments, since you were part of that same chorus asking for help and guidance, I have spoken to Michael, and he will be discussing adoption with you. The initiatives align with VTEA indicators and other performance metrics you are being tracked on.

For departments adopting an initiative for 2017-18, chairs, please do the following:

1. Share the three initiatives with your full-time faculty members (you can of course share them with part-timers if that is your department culture). The attachments are the same information in two versions: 1) a quick guide that gives the basics of the initiative, and 2) a more detailed treatment that goes into specifics and provides objectives, samples, and advice for implementation. **Suggested timeline: before July 15.**
2. Lead a discussion in your department about adopting at least one of the initiatives. We know faculty are off contract, but several action items take place early in if not before the start of the semester. One involves an adoption of a canvas shell for onsite classes. One

involves a first-day survey. All three will very likely result in changes to the syllabus. If you wait till flex day, there will be very little turnaround time. You'll note that some of the strategies are very basic and that members of your department—maybe all members—might already be doing the items in an initiative. Awesome, adopt that one. The key is not to do things differently if you already do them but to do some basic proven strategies consistently across the board. **Suggested timeline: between July 15 and August 15.**

3. Through consensus or whatever method your department uses, adopt at least one of the initiatives. **Suggested timeline: prior to August 15.**
4. Follow up/check in with faculty as they implement/adapt/customize the action items. Very possibly some efficiencies can be gained from working together. Those teaching sections of the same class might decide to give the same early diagnostic assignment; someone might already have syllabus language about teacher/student expectations that can be shared. Again, the action items are pretty basic and there is no need to reinvent the wheel. Getting it out there, a wider reach, is more important than customization—but again that is a matter of your department culture.

It goes without saying that scaling up initiatives like these is very very important to Cerro Coso right now as we continue to find ways to retain more students along the continuum from application to degree completion. Making students feel more directed, focused, and connected is a demonstrated way departments and faculty can help with this project as part of a college-wide push.

Thanks. Ask questions if you have them.

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Cerro Coso Community College Student Success Factors Initiative

Connected: Connecting Students to Learning Support Services



Quick Guide

Students are more likely to persist and accomplish their goals when they feel connected to the college. Creating connections between students and the institution and cultivating relationships that underscore students' involvement with the college community can contribute to their academic and personal success. This initiative is about faculty learning about the resources and supports available at the college, whether online or onsite, and purposefully connecting students to campus supports so they can raise student awareness and help develop a sense of belongingness and affiliation.

It helps students **navigate their way through the different offices, programs, and services at the college**. Colleges are complex organizations with many different policies, practices, and people that can overwhelm students. Faculty who know the college from the student perspective are in a position to guide them toward different offices, individuals, and activities on campus that can help them.

It helps students **build peer support networks**. Students are a critical and untapped resource of support for one another, and participants in this research cited many ways they help their peers reach their goals. Faculty are in a unique position to facilitate students forming study groups outside of class or engaging in peer mentoring.

Action Steps

1. **Provide a Resource Guide** to students on the first day of class (or in the introduction of an online class) that introduces students to the variety of college learning support services.
2. **Make mandatory one of the following activities/assignments that requires students to connect with a campus learning support service:**
 - a. **Long-term education plan.** Counselors are available to visit onsite and online classes to walk students through this activity. This activity is especially suitable for basic skills and introductory survey courses.
 - b. **Embedded library support.** Librarians are available to provide online and onsite students with targeted instruction in research skills. This is especially suitable for writing-intensive courses with research projects and papers.
 - c. **Math and writing labs.** One-on-one faculty assistance is available at the Math and Writing labs, which are available at all campus locations including online. This is especially suitable for 100-level courses without prerequisites.
 - d. **Faculty-formed peer study groups.** In this activity, faculty find a way to make it mandatory for students to meet regularly in peer study groups. This activity is suitable for all courses.
 - e. **Career Center.** In this activity, faculty not only sign their classes up to be involved but actively encourage career exploration, such as invite guest speakers, share their own experiences, create field trip opportunities, facilitate internships, etc.

Metrics

Informally, faculty members should discover they are referring more students to campus support areas and should experience better engagement during the semester. Quantitatively, the Counseling and LRC departments should see an increase in student usage and faculty collaborations. The college should see improved rates in completion of educational plans, attrition, retention, success, persistence, degree/certificate/transfer completion, and equity gaps.

Cerro Coso Community College Student Success Factors Initiative

Connected: Connecting Students to Learning Support Services



Thank you for participating in this very important college-wide initiative to improve student retention and engagement. Students who are not connected to the college don't take advantage of the services and programs designed to help them succeed.

Description and Purpose

Students are more likely to persist and accomplish their goals when they feel connected to the college. Creating connections between students and the institution and cultivating relationships that underscore students' involvement with the college community can contribute to their academic and personal success. This initiative is about faculty learning about the resources and supports available at the college, whether online or onsite, so they can raise student awareness and help develop a sense of belongingness and affiliation.

It demonstrates that the instructors have **high expectations for students and hold them accountable**. Students in the Student Support (Re)Defined study indicated they want to be challenged and held to a high standard. They specifically shared that having someone on campus to whom they are accountable motivates them to succeed. Connecting students to learning support services sends the message that instructors are aware of their potential and expect them to work diligently toward the goals they have set for themselves.

It helps students **navigate their way through the different offices, programs, and services at the college**. Colleges are complex organizations with many different policies, practices, and people that can overwhelm students. Study participants highlighted the impact of having people on their campuses who helped them navigate their institutions. Faculty who know the college from the student perspective are in a position to guide them toward different offices, individuals, and activities on campus that can help them.

It helps students **build peer support networks**. Students are a critical and untapped resource of support for one another, and participants in this research cited many ways they help their peers reach their goals. Faculty with knowledge about the available resources at the college can suggest clubs students might join or direct or let students know about spaces on campus where they can meet. More directly, faculty can facilitate students forming study groups outside of class or engaging in peer mentoring.

Finally, it shows students that **faculty are proud to work at Cerro Coso and that they should be proud to be enrolled here too**. Some students do not see their community college as a place of pride. One reason cited by the participants was an absence of strong organizational identity among faculty and staff at their institutions. By demonstrating to students their own connection, faculty can invoke a greater sense of place and pride in students.

Action Steps

1. **Provide a Resource Guide** to students on the first day of class (or in the introduction of an online class) that introduces students to the variety of college learning support services.

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Students report being generally unaware of the help that is available to them or they simply do not know how or where to ask for assistance. Faculty, too, may be unaware or unclear about the difference between counseling and Access programs, whether we have a career center, where to send students who are asking questions about transferring to a particular school, or how to develop their research skills. This initiative is about faculty learning about the resources and supports available at the college--whether online or onsite--so they can in turn raise student awareness.

2. **Make mandatory one of the following activities/assignments that requires students to connect with a campus learning support service:**
 - a. **Long-term education plan.** Students who complete a long-term educational plan are far more likely to achieve their goals than those who do not. Counselors are available to visit onsite and online classes to walk students through this activity. This activity is especially suitable for basic skills and introductory survey courses.
 - b. **Embedded library support.** Faculty often report they barely have enough time to get through the basics of the detailed topical outline; who has the time to teach research, citation, and evaluating information sources? Librarians, that's who! Librarians are available to provide online and onsite students with targeted instruction in research skills. This is especially suitable for writing-intensive courses with research projects and papers.
 - c. **Math and writing labs.** Faculty frequently find individual students' composition or calculation skills are not where they should be. Most of these students need a refresher in one or two areas instead of an entire remedial class. One-on-one faculty assistance is available at the Math and Writing labs, which are available at all campus locations including online. This is especially suitable for 100-level courses without prerequisites.
 - d. **Faculty-formed peer study groups.** Faculty can help students connect with each other by creating study groups, assigning project work, instituting a buddy system and facilitating peer mentoring opportunities. In this activity, faculty find a way to make it mandatory for students to meet regularly in peer study groups. This activity is suitable for all courses.
 - e. **Career Center.** The college already has a Class-to-Career program, in which counselors come to online and onground classes to discuss transition to work. In this activity, faculty not only sign their classes up to be involved but actively encourage career exploration, such as invite guest speakers, share their own experiences, create field trip opportunities, facilitate internships, etc.

Implementing the Initiative across the Department

Because scaling up best practices is crucial, if your department adopts this strategy:

- Every full-time faculty member will hand out the Learning Support Resource Guide and go over it with students on the first day in every class they teach in the Fall 2017 semester.
- Every full-time faculty member will assign a mandatory activity/assignment that requires students to connect with a campus learning support in every class they teach in the Fall 2017 semester.

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- ❑ The department will debrief during the Fall 2017 semester to discuss how it went and design improvements in time for distribution for the spring semester.
- ❑ Every faculty member (full- and part-time, main and extension campuses, onground and online) will hand out the Learning Support Resource Guide and go over it with students on the first day in every class they teach in the Spring 2018 semester.
- ❑ Every faculty member (full- and part-time, main and extension campuses, onground and online) assign a mandatory activity/assignment that requires students to connect with a campus learning support in every class they teach in the Spring 2018 semester.

In order to be timely, the department debrief should take place in the October/early November timeframe and can certainly be counted as one of the department's required semester meetings.

For this project to work and for the data to be meaningful, it is imperative that all faculty members adopt both components of this instructional initiative. This will require periodic touchpoints to verify that these strategies are being used by all faculty in all classes at each site (full-time faculty in the fall, all faculty in the spring). A web-entry feedback form will be made available that teachers can use to report on implementation and progress. A reporting spreadsheet will also be provided to faculty chairs to summarize the progress checks and use as documentation for unit planning.

Samples

Resource Guide

The first part of the initiative is to distribute the Campus Supports Resource Guide to all students in all classes onsite and to make it available and draw attention to it in all classes online. Hard copies of the resource guide will be provided at fall FLEX and can be picked up at any of these locations:

- At IWV: Office of Instruction (modular 4), Counseling (modular 3), the library, or the learning assistance center
- At non-IWV sites: the central office and the learning resource center room

The objective of this strategy is to help students navigate their way through the different offices, programs, and services at the college. Colleges are complex organizations with many different policies, practices, and people that can overwhelm students. Students in the Student Support (Re) defined study highlighted the impact of having people on their campuses who helped them navigate their institutions. If you know the college from the student perspective, you are in a position to guide them toward different offices, individuals, and activities on campus. So part of this initiative is to familiarize yourself with the different supports available at the college, their core services, their locations at your local campus and online, and how students can contact them.

Mandatory Activity/Assignment that Requires Students to Connect with at least one Campus Learning Support Service

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Here are the four different learning support services that came out of the strategy. As a department we have decided [or not decided] to adopt any of these.

- a. **Long-term education plan.** Students who complete a long-term educational plan are far more likely to achieve their goals than those who do not. Counselors are available to visit onsite and online classes to walk students through this activity. This activity is especially suitable for basic skills and introductory survey courses. Contact Christine Small, 760-384-6219, or your local counselor.
- b. **Embedded library support.** Faculty often report they barely have enough time to get through the basics of the detailed topical outline; who has the time to teach research, citation, and evaluating information sources? Librarians, that's who! Librarians are available to provide online and onsite students with targeted instruction in research skills. This is especially suitable for writing-intensive courses with research projects and papers. Contact Julie Cornett, 760-384-6132.
- c. **Math and Writing Labs.** Faculty frequently find individual students' composition or calculation skills are not where they should be. Most of these students need a refresher in one or two areas instead of an entire remedial class. One-on-one faculty assistance is available at the Math and Writing labs, which are available at all campus locations including online. This is especially suitable for 100-level courses without prerequisites. Contact Tyson Huffman, 760-384-6381.
- d. **Faculty-formed peer study groups.** Faculty can help students connect with each other by creating study groups, assigning project work, instituting a buddy system and facilitating peer mentoring opportunities. In this activity, faculty find a way to make it mandatory for students to meet regularly in peer study groups. This activity is suitable for all courses.
- e. **Career Center.** The college already has a Class-to-Career program, in which counselors come to online and onground classes to discuss the transition from college to work. In this activity, faculty not only sign their classes up to be involved but actively encourage career exploration, such as invite guest speakers, share their own experiences, create field trip opportunities, facilitate internships, etc. Contact Christine Small, 760-384-6219, or Ashlin Mattos, 760-384-6128.

Since this strategy requires integrated with programs and services already in operation, it is important and necessary that you contact the offices above to discuss what a mandatory assignment might look like in your class. They have plenty of experience working with faculty and can be an important resource for best practices. To give you some idea, here is a sample activity/assignment for embedded library support:

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Library Activity: Locating Sources

NAME:

- I. Topic: What is your topic? What are the main subject terms for your topic? Jot down as many keywords and synonyms you can think of for your topic words.

- II. Try locating an article on your topic using the *Academic Search Complete* database (from the databases link). Write down the search terms you used to get to the best results (hint: try searching for the author and then use the “subject-thesaurus” limiter on the left menu to select the subject “characters & characteristics”)

- III. Try locating a book or eBook on the library catalog.
a. What search strategy was most effective? (search by title, by author, etc.) and what ways did you limit your search?

- IV. Write down the APA citation of both resources you located today on your topic:
a.

- b.
-
-

- V. What was the best source you located today for your topic? Why?

One objective of these mandatory activity/assignments is they send the message you have high expectations for students and intend to hold them accountable. Students in the Student Support (Re)Defined study indicated they want to be challenged and held to a high standard. They specifically shared that having someone on campus to whom they are accountable motivates them to succeed. By informing students of and connecting them to learning support services, you are communicating that you are aware of their potential, care about their success, and expect them to work diligently toward the goals they have set for themselves. You send the message you will match your high expectations of them with your own high commitment to supporting their success.

Another objective is that it helps students build peer support networks. Students are a critical and untapped resource of support for one another, and participants in this research cited many ways they

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help their peers reach their goals. By developing your knowledge about the available resources at the college and referring students to them, you are often connecting students with other students. The Access and Umoja programs have peer mentors, for instance, writing and math labs are staffed by peers and often run as group meetings, embedded librarian support can involve discussion forums, job seekers attend workshops and interact with other job seekers, faculty-formed study groups speaks for itself. In all these ways

When it comes to the peer study groups, those faculty who routinely encourage and form such groups advise that best practices are to group students diversely so that first generation students are paired with traditional students, older students are grouped with recent high school graduates, etc.

Resource Guide

Since collecting and documenting results are a key component of this initiative, the chair will ask instructors to report on their progress by completing a web-entry “Progress Report.”

Here’s an example of what it will ask of you:

<p style="text-align: center;">Progress Report Directed and Focused Initiative: Early Diagnostic Assignments and Feedback</p> <ol style="list-style-type: none">1. Date:2. Faculty Member’s Name:3. Class name and number:4. CRN5. Was the learning support resource guide distributed in the first week of class?6. How did you discuss it with students?7. How did it go and what would you improve on it for next time?8. What learning support service did you select for the mandatory activity/ assignment?9. How did you make it mandatory?10. How did it go and what would you improve on it for next time?

Metrics

This initiative is designed to connect students to campus supports. Effectiveness will be evaluated in two ways: **Informally**, faculty members should discover they are referring more students to campus support areas and should experience better engagement during the semester.

Quantitatively, the Counseling and LRC departments should see an increase in student usage and faculty collaborations. The college should see improved rates in completion of educational plans, attrition, retention, success, persistence, degree/certificate/transfer completion, and equity gaps.

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Implementation Chart: Early Communication and Feedback

Expected Outcomes	Assessment Data Sources		Action Plan Tasks For Chairs	Action Plan Tasks For Faculty	Documentation
	Early Observational Data (i.e., “lead” measures)	Longer Term Data (i.e., “lag” measures)			
<p>Students reporting a higher level of connection to the college: They have been intentionally connected to learning support services</p> <p>Students reporting a higher level of connection to their peers and their instructors</p>	<p>More opportunity for students to connect with learning support services</p> <p>Earlier and increased referrals to tutoring</p> <p>Increased Class to Careers Sessions</p> <p>Increased Library Instruction and Embedded Librarian visits</p> <p>Increased Peer study group sessions</p>	<p>Increased rate of students completing educational plans</p> <p>Decreased discipline, department, and college attrition rate (drops by 20% date)</p> <p>Increased discipline, department, and college retention rates (% of students remaining in class at end of term)</p> <p>Increased discipline, department, and</p>	<p>Send out communication to full-time or to all department faculty about interventions, by July 15</p> <p>Lead the decision to adopt a particular intervention for 2017-2018, by first day of fall semester (August 21)</p> <p>Send out web entry “Progress Report” link to all faculty by September 15</p> <p>Compile results of progress reports, before department meeting</p> <p>Meet with department to discuss and fine tune for</p>	<p>Distribute and go over the Learning Assistance Resource Guide with students preferably on the first day</p> <p>Schedule library, tutoring, and/or counseling sessions with appropriate department</p> <p>Give a mandatory activity/assignment that purposefully connects students to a defined learning support</p> <p>Grade the assignment and provide meaningful and timely feedback</p>	<p>Communications between faculty chair and faculty leading to adoption of intervention (email, flex day department meeting minutes, etc.), supplied by chair</p> <p>Usage statistics, supplied by director of counseling, library chair, LAC coordinator</p> <p>Progress reports submitted by faculty, archived in web database</p> <p>Department meeting minutes, Fall 2017, supplied by chair</p>

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		<p>course success rates (C or better)</p> <p>Increased college persistence rates (students returning for subsequent semesters)</p> <p>Increased college completion rates (% students receiving award)</p> <p>Narrowed college equity gaps in retention, success, persistence, and completion</p>	<p>spring 2018, by November 30</p> <p>Ensure that every faculty member teaching a class in spring 2018 (full- and part-time, main and extension campuses, online and onsite) has been communicated with and has all the information they need to implement the strategy.</p>	<p>Complete the progress report, when sent out by chair</p> <p>Full-time faculty participate in the fall semester department meeting, when scheduled by chair</p>	<p>Discipline, department, and college lag measures, supplied by IR</p> <p>A student reporting instrument to be determined (end of class survey, CCSSE, experience survey), designed and administered by IR.</p>
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Cerro Coso Community College Student Success Factors Initiative

Directed and Focused: Early Communication & Feedback



Quick Guide

While all staff have a role to play in helping students succeed, faculty have the primary role. Providing purposeful and timely feedback and communicating with students about their educational plans should begin in the first two weeks of the semester so that students can feel that they belong in school, that they are in the right classes to move them forward, that they are motivated to succeed, and they have the skills needed to achieve their goals.

It demonstrates that instructors **have high expectations for students and hold them accountable**. Students in the Student Support (Re)defined study indicated they want to be challenged and held to a high standard. They specifically shared that having someone on campus to whom they are accountable motivates them to succeed. Early communication and feedback sends the message that instructors are aware of their potential and expect them to work diligently toward the goals they have set for themselves.

Moreover, it **communicates and demonstrates to students that instructors care about their success**. Study participants spoke about the small but significant gestures that helped them feel more supported on their campus. Learning the names of the students is one way to making them feel that they matter. Moreover, instructors often do things as part of their job that they believe are good for students, but they do not always tell students why they do what they do and how their work supports them.

Action Steps

1. **Give a student engagement survey** during the first week of class and discuss with students. It gets students thinking about short and long-term goal-making for college and shows instructors are interested in their educational goals. By asking them why are they are in college and what their major is, instructors let students know they expect them to have a reason for enrolling in postsecondary education. Recognizing them by name is a small gesture that can go a long way in making a student feel like an important and valuable participant in your course.
2. **Give an early diagnostic assignment** with meaningful feedback within the first 10 days of the semester. By providing early meaningful feedback, instructors can help students keep motivated and their eyes on the prize of their college goals. Students want to know where they stand in their individual classes and whether they are on the right track. Early meaningful feedback can also allow students to “course correct” by connecting with additional resources if needed to improve their performance.

Metrics

Informally, faculty members should discover they know more about their students’ short- and long-term goals; they should experience better student discussion and engagement in the first two weeks; they should see fewer student absences; and they may be making more referrals to tutoring or other learning support help in the early going. Quantitatively, the college should see improved rates in completion of educational plans, attrition, retention, success, persistence, degree/certificate/transfer completion, and equity gaps.

Cerro Coso Community College Student Success Factors Initiative

Directed and Focused: Early Communication & Feedback



Thank you for participating in this very important college-wide initiative to improve student retention and engagement. Students who are undirected and unfocused lack a clear sense of why they are in school, and this can lead to procrastinating, stopping out, or even giving up. Adopting this initiative can help students develop a sense of belongingness and encourage motivation to achieve their goals.

Description and Purpose

While all staff have a role to play in helping students succeed, faculty have the primary role. Providing purposeful and timely feedback and communicating with students about their educational plans should begin in the first two weeks of the semester so that students can feel that they belong in school, that they are in the right classes to move them forward, that they are motivated to succeed, and they have the skills needed to achieve their goals.

It demonstrates that instructors **have high expectations for students and hold them accountable**. Students in the Student Support (Re)defined study indicated they want to be challenged and held to a high standard. They specifically shared that having someone on campus to whom they are accountable motivates them to succeed. Early communication and feedback sends the message that instructors are aware of their potential and expect them to work diligently toward the goals they have set for themselves.

Moreover, it **communicates and demonstrates to students that instructors care about their success**. Study participants spoke about the small but significant gestures that helped them feel more supported on their campus. Learning the names of the students is one way to making them feel that they matter. Moreover, instructors often do things as part of their job that they believe are good for students, but they do not always tell students why they do what they do and how their work supports them.

Action Steps

1. **Give a student engagement survey** during the first week of class and discuss the responses with students. One objective is to get students thinking about their short and long-term goals for college and to demonstrate that instructors are interested in their educational goal. A second objective of this component is for instructors to learn the names of and get to know their students from the first week. By asking them why are they are in college and what their major is, instructors let students know they expect them to have a reason for enrolling in postsecondary education. Moreover, knowing every student's name can be a challenge, especially in large classes, yet there are techniques such as name tags or plates that can prove useful. Recognizing someone by name is a small gesture that can go a long way in making a student feel like an important and valuable participant in your course.
2. **Give an early diagnostic assignment** with timely feedback within the first 10 days of the semester. Preferably, this assignment is not based on a textbook reading or exercises as many students don't have books in the first two weeks. If the assignment must be based on a textbook, the instructor should ensure a copy is available in the local textbook reserve and refer

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Directed and Focused: Early Communication & Feedback



students to that. By providing early meaningful feedback, instructors can help students keep their eyes on the prize. Students want to know where they stand in their individual classes and whether they are on the right track in meeting their goals. Early meaningful feedback can foster motivation as well as allow students to “course correct” by connecting with additional resources if needed to improve their performance.

Implementing the Initiative across the Department

Because implementation “at scale” is crucial, if your department adopts this strategy:

- Every full-time faculty member will give a student engagement survey and discuss responses with students in every class they teach in the Fall 2017 semester.
- Every full-time faculty member will give a meaningful early diagnostic assignment in every class they teach in the Fall 2017 semester.
- The department will debrief during the Fall 2017 semester to discuss how it went and design improvements in time for distribution for the spring semester.
- Every faculty member (full- and part-time, main and extension campuses, onground and online) will give a student engagement survey and discuss responses with students in every class they teach in the Spring 2018 semester.
- Every faculty member (full- and part-time, main and extension campuses, onground and online) will give a meaningful early diagnostic assignment in every class they teach in the Spring 2018 semester.

In order to be timely, the department debrief should take place in the October/early November timeframe and can certainly be counted as one of the department’s required semester meetings.

For this project to work and for the data to be meaningful, it is imperative that all faculty members adopt both components of the initiative. This will require periodic touchpoints to verify that these strategies are being used by all faculty in all classes at each site (full-time faculty in the fall, all faculty in the spring). A web-entry feedback form will be made available so instructors can report on implementation and progress. A reporting spreadsheet will also be provided to faculty chairs to summarize the progress checks and use as documentation for unit planning.

Samples

Here is an example of a student survey:

Student Engagement Survey	
1.	Name?
2.	Why are you in college?
3.	How many semesters have you been in college?
4.	Have you gone through matriculation and orientation?
5.	Do you have a major or focus of study?

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6. Do you intend to transfer? To which university would you like to transfer?
7. Are you from Ridgecrest?
8. Do you intend to stay here or leave after you're finished with college?
9. In what aspects of your writing do you think you need the most help?
10. What will you do if you earn low grades on the first assignments in this class?
11. How can I help you succeed in this class?

One objective of the survey is to get students articulating their short and long-term educational goals. While all employees at the college have a role to play in helping students keep their eyes on the prize, students report that instructors have the primary role. By asking about and showing an interest in students' educational goals, faculty can help them feel like they belong and foster motivation. A second objective is for instructors to learn the names of and get to know their students from the first week. Students have reported that being recognized by name, even though it is a small gesture, can go a long way in making them feel like an important and valuable participant in their courses.

Faculty members who routinely use an early engagement survey and have found it valuable advise that it is best to do on the first day after going over the syllabus and best to involve the entire class in the discussion. A time of 30 to 45 minutes works great.

Here is an example of an early diagnostic assessment, from an English class:

Early Diagnostic Assignment

Directions: In order to provide some feedback on your writing, I first need some writing. We can do this in a single paragraph.

Step One: Read the sample body paragraph on the reverse. You may not know Beowulf, but the paragraph will still give you a good idea of what an organized and developed paragraph looks like in English C101. This is the second body paragraph from the outline below.

Step Two: Read the excerpts from Sigmund Freud's "The 'Uncanny'" (focus on section 1) and Timothy Beal's Religion and Its Monsters, both linked on the course Canvas.

Step Three: Write the best paragraph you can describing Freud's concept of the uncanny.

- Use quotes and paraphrases from both sources.
- Do not plagiarize from or summarize an outside source that explains this concept.

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- This is just a single paragraph, not a complete essay. Write only one paragraph.
- Make the paragraph organized, developed, and clearly written.

Do your best to use correct MLA documentation and format: in-text citations of page numbers, spacing, margins, running header (last name and page), heading information, and title. (Do not worry if you do not know this yet. I am just assessing what you already know and what you need to learn.)

Step Four: Submit the paragraph to Turnitin.com by 11:59 p.m., Friday, January 22.

Step Five: Relax! This is not a paper assignment, just an essential piece of information for the both of us: I see what you know and you see what you need to learn. You will get credit for doing the work, not on its perfection.

As you can see, this is from an English class, but an early diagnostic assessment can take any form as long as students view it as meaningful. Preferably, this assignment is not based on a textbook reading or exercises as many students don't have books in the first two weeks. If the assignment must be based on a textbook, faculty should ensure a copy is available to students somehow (free publisher account, on local textbook reserve, etc.).

The objective is that by providing early meaningful feedback, instructors help students know where they stand in your class after just a few days and whether they are on the right track in meeting their goals. If the class is an online class or an onground class using a Canvas shell, posting the responses to Canvas also reinforces a student's connection to the course (yes, the simple act of checking grades can be an engagement agent, especially early in the semester). Early meaningful feedback fosters motivation as well as allows students to "course correct" by connecting with additional resources if they (or the instructor) judge they need to improve their performance.

Faculty members who already give a diagnostic assignment and feedback stress that it must strike students as a meaningful use of their time and not busy work. It's best when designed as a dry run for an exam, paper, or project, using the same (or nearly the same) outcomes; it should be very clearly structured; and it should be graded thoughtfully with appropriate feedback. It might also lead, in the case of underperforming students, to referrals for tutoring, study groups, or other academic learning support.

Progress Report

Since collecting and documenting results are a key component of this initiative, the chair will ask instructors to report on their progress by completing a web-entry "Progress Report."

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Here's an example of what it will ask:

Progress Report
Directed and Focused
Initiative: Early Diagnostic Assignments and Feedback

1. Date:
2. Faculty Member's Name:
3. Class name and number:
4. CRN
5. Was a student engagement survey given in the first 10 days of class?
6. How did it go?
7. Did it help you learn student names quicker than normal?
8. What would you improve on it for next time?
9. Did you give a diagnostic assignment in the first 10 days?
10. Please describe your diagnostic assignment:
11. How did it go?
12. What would you improve on it for next time?
13. Did the diagnostic assignment result in any suggested Interventions for students (referral to tutoring, referral to counseling, assignment of additional catch up work, office hour visits, etc.). Please specify:

Metrics

This initiative is designed to keep students directed and focused. Effectiveness will be evaluated in two ways. **Informally**, faculty members should discover they know more about their students' short- and long-term goals; they should experience better student discussion and engagement in the first two weeks; they should see fewer student absences; and they may be making more referrals to tutoring or other learning support help in the early going.

Quantitatively, the college should see improved rates in completion of educational plans, attrition, retention, success, persistence, degree/certificate/transfer completion, and equity gaps.

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Selected Intervention: Early Communication and Feedback

Expected Outcomes	Assessment Data Sources		Action Plan Tasks For Chairs	Action Plan Tasks For Faculty	Documentation
	Early Observational Data (i.e., “lead” measures)	Longer Term Data (i.e., “lag” measures)			
<p>Students reporting a higher level of direction: faculty and staff have helped to clarify their aspirations, select an educational focus, and create a plan that moves them from enrollment to goal achievement</p> <p>Students reporting a higher level of focus: faculty and staff have fostered their motivation and helped them develop the skills needed to achieve their goals</p>	<p>More opportunity for students to articulate their own short- and long-term reasons why they are in school.</p> <p>Better student discussion and engagement in the first two weeks</p> <p>Fewer student absences</p> <p>Earlier referrals to tutoring or other learning support help</p>	<p>Increased rate of students completing educational plans</p> <p>Decreased discipline, department, and college attrition rate (drops by 20% date)</p> <p>Increased discipline, department, and college retention rates (% of students remaining in class at end of term)</p> <p>Increased discipline,</p>	<p>Send out communication to full-time or to all department faculty about interventions, by July 15</p> <p>Lead the decision to adopt a particular intervention for 2017-2018, by first day of fall semester (August 21)</p> <p>Send out web entry “Progress Report” link to all faculty by September 15</p> <p>Compile results of progress reports, before department meeting</p> <p>Meet with department to discuss and fine tune for</p>	<p>Give a student engagement survey and lead a discussion with students, within the first 10 days, preferably on the first day</p> <p>Learn student names, within the first 10 days</p> <p>Give an early substantive diagnostic assignment, within the first 10 days.</p> <p>Grade the assignment and provide meaningful feedback, preferably before the end of the second week.</p>	<p>Communications between faculty chair and faculty leading to adoption of intervention (email, flex day department meeting minutes, etc.), supplied by chair</p> <p>Early alert statistics, supplied by director of counseling</p> <p>Tutoring center statistics, supplied by LAC coordinator</p> <p>Progress reports submitted by faculty, archived in web database</p>

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		<p>department, and course success rates (C or better)</p> <p>Increased college persistence rates (students returning for subsequent semesters)</p> <p>Increased college completion rates (% students receiving award)</p> <p>Narrowed college equity gaps in retention, success, persistence, and completion</p>	<p>spring 2018, by November 30</p> <p>Ensure that every faculty member teaching a class in spring 2018 (full- and part-time, main and extension campuses, online and onsite) has been communicated with and has all the information they need to implement the strategy.</p>	<p>Submit an Early Alert for any underperforming student, following return of diagnostic results</p> <p>Complete the progress report, when sent out by chair</p> <p>Full-time faculty participate in the fall semester department meeting, when scheduled by chair</p>	<p>Department meeting minutes, Fall 2017, supplied by chair</p> <p>Discipline, department, and college lag measures, supplied by IR</p>
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Cerro Coso Community College Student Success Factors Initiative Directed and Focused: Greater Transparency of Expectations



Quick Guide

One outcome of the Student Success (Re)defined study is that colleges can boost students' educational efforts by teaching them how to succeed in the postsecondary environment. An instructor making his or her expectations transparently clear is one strong way to help students feel more directed and focused.

For one thing, it **helps foster students' intrinsic motivation**. Participants in the study reported that it is easier to keep their eyes on the prize of their educational goal when they experience and recognize progress. One way this can happen is through students self-monitoring their progress on a day-to-day basis through the ongoing feedback of instructors on tests, assignments, quizzes, and projects. Instructors being extremely clear about what is expected of students—and of the instructor—and transparently communicating those expectations in a resource that can be self-monitored helps students know where they stand in their individual classes and stay on track. It also demonstrates that instructors **have high expectations for students and hold them accountable**. Transparently setting expectations that instructors will post grades in a timely manner, and will regularly ask students if they understand the course material sends the message that instructors are aware of their potential and expect them to work diligently toward the goals they have set for themselves.

Action Steps

1. **Write clear statements of expectations of both students and the teacher** to be shared on the syllabus and even posted in each unit, module, or week of a class—both onsite and online. Transparent expectations might communicate what is expected of students and what they can expect of their instructor in terms of grading turnaround times, general class communication, and how the course works overall. In the online environment, this transparency might concern regular effective contact—again, for both student and instructor—including discussion etiquette, assignment submittal rules, response time for e-mails, turnaround time for grades, extent and type of online feedback, and so on.
2. **For all onsite classes, establish Canvas shells** that include at a minimum a syllabus, expectations of students and faculty, and current grades as well as any other resources agreed upon by the department. For example, the department could agree that all onsite Canvas shells will contain assignment sheets, PowerPoints, supplementary resources like related videos or podcasts, and possibly handouts or homework for anyone who is absent.
3. **For all online classes, implement a system of informal check-ins**, meaning that, as time and opportunity permit, instructors will touch base with students individually to see how they are doing, whether they have issues or concerns, what kinds of resources they need to help them succeed, etc.

Metrics

Informally, faculty members should experience greater engagement in the first two weeks; they should see fewer student absences; and they may see a decline in questions from students about course procedures. Quantitatively, the college should see improved rates in completion of educational plans, attrition, retention, success, persistence, degree/certificate/transfer completion, and equity gaps.

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Directed and Focused: Greater Transparency of Expectations



Thank you for participating in this very important college-wide initiative to improve student retention and engagement. Students who are undirected and unfocused lack a clear sense of why they are in school, and this can lead to procrastinating, stopping out, or even giving up. Adopting this initiative can help students develop a sense of belongingness and encourage motivation to achieve their goals.

Description and Purpose

One outcome of the Student Success (Re)defined study is that colleges can boost students' educational efforts by teaching them how to succeed in the postsecondary environment. While a student's own intrinsic drive is the key agent in their educational success, showing students how to *be* students can go a long way in translating motivation into success. An instructor making his or her expectations transparently clear is one strong way to help students feel more directed and focused.

For one thing, it **helps foster students' intrinsic motivation**. Participants in the study reported that it is easier to keep their eyes on the prize of their educational goal when they experience and recognize progress. One way this can happen is through students self-monitoring their progress on a day-to-day basis through the ongoing feedback of instructors on tests, assignments, quizzes, and projects. Instructors being extremely clear about what is expected of students—and of the instructor—and transparently communicating those expectations in a resource that can be self-monitored helps students know where they stand in their individual classes and stay on track.

It also demonstrates that instructors **have high expectations for students and hold them accountable**. Students say they want to be challenged and held to a high standard. They specifically share that having someone on campus to whom they are accountable motivates them to succeed. Transparently setting expectations that instructors will post grades in a timely manner, will regularly ask students if they understand the course material, and will direct them to available assistance if needed sends the message that instructors are aware of their potential and expect them to work diligently toward the goals they have set for themselves.

Action Steps

- 1. Write clear statements of expectations of both students and the teacher** to be shared on the syllabus and even posted in each unit, module, or week of a class—both onsite and online. Transparent expectations might communicate what is expected of students and what they can expect of their instructor in terms of grading turnaround times, general class communication, and how the course works overall. In the online environment, this transparency might concern regular effective contact—again, for both student and instructor—including discussion etiquette, assignment submittal rules, response time for e-mails, turnaround time for grades, extent and type of online feedback, and so on. More generally, since regular communication between instructor and student is extremely important, a critical element is good organization in the syllabus and, by extension, in instruction overall. The same goes for assignment guidelines, which should clearly define the

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- teacher's expectations. Finally, as with papers, assignment feedback is important: it should be returned within a week and be fairly specific.
- 2. For all onsite classes, establish Canvas shells** that include at a minimum a syllabus, expectations of students and faculty, and current grades as well as any other resources agreed upon by the department. For example, the department could agree that all onsite Canvas shells will contain assignment sheets, PowerPoints, supplementary resources like related videos or podcasts, and possibly handouts or homework for anyone who is absent—keeping in mind that, though students want access to basic course information in Canvas, they do not want their onsite sections turned into online classes. By using a Canvas shell for onsite classes, greater transparency is achieved while also ensuring increased access to grades, important course material, and resources. For students to self-monitor progress, it is extremely important the grade report be kept current: promptly updated after major assignments and regularly updated for quizzes, discussions, and other weekly exercises.
 - 3. For all online classes, implement a system of informal check-ins**, meaning that, as time and opportunity permit, instructors will touch base with students individually to see how they are doing, whether they have issues or concerns, what kinds of resources they need to help them succeed, etc. Students want faculty to care if they are learning. While it is not possible to provide private instruction to every student in need, faculty can help by identifying and referring struggling students to campus resources like tutoring centers for assistance.

Implementing the Initiative across the Department

Because scaling up best practices is crucial, if your department adopts this strategy:

- Every full-time faculty member will create and distribute/post a statement about expectations of student and faculty performance for every class they teach in the Fall 2017 semester.
- Every full-time faculty member teaching an onsite class will implement a Canvas shell in the Fall 2017 semester. The Canvas shell will minimally include a syllabus, expectations of student and faculty performance, and grades and may additionally include assignments, handouts, links to resources, etc.
- Every full-time faculty teaching an online class will initiate an informal check-in with each student at least once during the Fall 2017 semester.
- The department will debrief during the Fall 2017 semester to discuss how it went and design improvements in time for implementation across the department for the spring semester.
- Every faculty member (full- and part-time, main and extension campuses, onground and online) will create and distribute/post a statement about expectations of student and faculty performance for every class they teach in the Spring 2018 semester.
- Every faculty member teaching an onsite class (full- and part-time, main and extension campuses) will implement a Canvas shell in the Spring 2018 semester. The Canvas shell will minimally include a syllabus, expectations of student and faculty performance, and grades and may additionally include assignments, handouts, links to resources, etc.

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- Every faculty member teaching an online class (full- and part-time) will initiate an informal check-in with each student at least once during the Spring 2018 semester.

In order to be timely, the department debrief should take place in the October/early November timeframe and can certainly be counted as one of the department's required semester meetings.

For this project to work and for the data to be meaningful, it is imperative that all faculty members adopt both components of this instructional initiative. This will require periodic touchpoints to verify that these strategies are being used in all classes offered by a department at each site (full-time faculty in the fall, all faculty in the spring). A web-entry feedback form will be made available that teachers can use to report on implementation and progress. A reporting spreadsheet will also be provided to faculty chairs to summarize the progress checks and use as documentation for unit planning.

Samples

Here is a sample statement of expectations for students and instructors to be included in the syllabus.

Classroom Etiquette

What you can expect of me:

- I will arrive to class 5-10 minutes before the start time and stay after to answer questions.
- I will focus on teaching you mathematics in a positive, supportive, and engaging environment.
- I will come to class prepared and I will use all of our class time.
- I will challenge you while providing the resources you need to succeed.
- I will attempt to answer questions as they come up in class. However, there may be times that, in the interest of time or for some other reason, I may wait to answer your question at another time or at the end of class.
- I will have my cell phone on silent from the time I enter the class until I leave in case of emergency.
- I will communicate important announcements, changes, and information either in class, via email, or through Canvas.
- I will return work approximately one week after the students have submitted the work.

What I expect of you:

- You will arrive on time to class and have all materials you need for class, including your notes, a pencil, eraser, and a calculator.
- Your cell phone (and any other electronic device) will be turned off and put away before class begins. If there is a situation that requires you to have your cell phone on, please let me know.

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- You will stay the entire class and will not pack up your belongings until I release you.
- If you must arrive late or leave early, you will inform me before class of the situation.
- You will participate in class. This means asking and answering questions, engaging in activities, helping other students, etc.
- If you have a question, or wish to add to the discussion, please raise your hand.
- You will treat the time in class in a professional manner. This includes keeping language clean and avoiding bawdy jokes.
- You will not sleep in class, work on or read materials unrelated to our course, or engage in any disruptive behavior.
- If you are absent, you will miss out on (and thus earn a zero on) any assignments. Further, it is your responsibility to learn the missed material on your own before the next class meeting. You may attend office hours to copy missed notes and ask questions. Missing a previous class is not a reason for being unable to complete an assignment for which you are in attendance.
- You will spend time working on this class outside of class hours. You should plan on spending a minimum of 2 hours of time outside of class for every 1 hour of instruction.
- It is your responsibility to get help early and often. I want to help you and I want you to be successful, but you have to choose to use the resources available to you.

Here is a sample statement of regular and effective contact for an online class:

Statement about Course Expectations: Regular Effective Contact and Timely Feedback

Regular Effective Contact

Board Policy specifically addresses regular, effective contact between instructors and students (BP Procedure 4B3). The procedure requires that any faculty member teaching an online or hybrid course shall do the following:

- Respond to student questions, emails, and other communications within 48 hours, Saturdays, Sundays, non-instructional, and leave days excepted;
- Regularly (at least twice a week) initiate contact with students in the online classroom;

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- Monitor student-to-student interaction in classroom activities requiring interaction;
- Select and incorporate some combination of strategies to verify student identity and authenticate the originality of work
- Provide information to students regarding the items above on the class syllabus
- The faculty member teaching an online or hybrid course shall include all course syllabus information as described in the CCA contract within the District's adopted class management system and likewise shall conduct all forums, wikis, and other student-to-student class interactivity entirely within the class management system.

Instructor's Comments about Contact in This Class:

You will find that I am a very receptive instructor and will quickly respond to your questions both inside and outside the classroom. You will also notice that I am frequently in the class reading your work, answering questions, and initiating contact in the discussion forums. However, this doesn't mean that I will respond to all of your posts, or respond within one hour to every question that you pose. Such an expectation would be unrealistic: I teach at least four classes every semester, and, like all of you, I have responsibilities and obligations external to the class.

I usually respond to a small group of students in each forum, alternating my choice of students with every discussion so that over the course of the semester, I will have replied to nearly everyone.

Please be aware that I will carefully scrutinize all of your work, including both discussion posts and papers, to be sure that it is original and completed by you. Naturally, Turnitin.com will assist me in this effort. For more information about plagiarism, please see that section below in the syllabus.

Finally, please note that all communications between instructor and student will be situated within the class management system, a requirement that means you must frequently check your college e-mail (@email.cerrococo.edu, @email.bakersfield.edu, or @email.porterville.edu). For your safety and mine, I will not respond to any communications sent through your personal e-mail addresses.

These statements are the kind of thing that might show up in a syllabus, but you can create and publish/distribute/post them in any way that makes sense to you and that fits your style. Such statements can also be broken up and distributed throughout the class—for example, for each unit,

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weekly exercise, or major assignment. Since they are highly personalized by necessity, you are encouraged to make this initiative your own.

The objective of transparent expectations is to get students and faculty on the same page so that students can remain focused on school. Students report that staying focused on school helps them clarify a direction and establish a specific outcome over time. In turn, having a goal helps them remain motivated.

Faculty members who already provide these kinds of statements stress the importance of setting realistic but timely expectations on themselves, especially regarding turn-around times for grades. Students want to know that faculty are committed to their success and view them as a high priority. While they do understand faculty lead busy lives, especially adjunct faculty, a "contract" like this is a visible reminder that someone cares about and is dedicated to their success.

Transparency of expectations is the first component of the initiative. Depending on whether you are teaching onsite or online, the second component is either a canvas shell or a systematized method for checking in with students.

Creating a Canvas Shell for an On-Site Class

If you are teaching onsite, the first thing to know about adopting a Canvas shell if you don't have one is that you don't have to do anything. Cerro Coso automatically creates a Canvas shell for every CRN offered at the college. Once you have a CRN, your Canvas shell is ready and waiting for you. You can access your shell at any time in a couple of different ways:

1. Log in to insideCC
 2. Click on My Courses
- OR
1. Log in to InsideCC
 2. click on the Tools button on the top of the page
 3. select Canvas
 4. If your class is not already on the Dashboard, you can get to it by clicking on "Courses"

The next step is populating the shell with your syllabus, statement of student and faculty expectations, and (eventually) grades, as well as with any other resources we have discussed as a department and determined is appropriate. To get started on this, you can select tutorials at the bottom of the left navigation bar to show you how to carry out various tasks in Canvas, including using the grade book. Or you can contact the distance education office for help.

The objective of the Canvas shell is to provide greater transparency to students while also ensuring increased access to grades, important course material, and resources. Students stay motivated when they can experience and recognize progress. One way this can happen is through self-monitoring their progress on a day-to-day basis through the ongoing feedback of instructors on tests, assignments,

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quizzes, and projects. For this reason, it is extremely important that you use the Canvas shell to post grades and keep them current.

Sample Message for Systemized Check-in for Online Classes

Finally, the second component for those teaching online is a systematized method for checking in with students informally. This can be done in a variety of ways, but the most common one already used by instructors in Canvas is simply sending a class message, like this:

Hello John,
The purpose of this e-mail is to check in with you to see how your work on paper 3 is going. Have you written a thesis and outline yet? What about secondary sources: have you found any good ones? Remember that the prospectus, including the thesis, plan of development, and outline, is due this Friday.
Do you need any help from me? Please don't hesitate to ask.
Thank you,
Professor Madison

You can see that this is super simple. A communication like this need not be a stand-alone message. With a different focus, it can be attached to the end of feedback you are giving on a paper or exam through the speedgrader tool or the gradebook tool. It can even be sent as a video or audio message.

The objective is simply to let students know that you have high standards for them and care about their success. Students say they want to be challenged and held to a high standard. They specifically share that having someone on campus to whom they are accountable motivates them to succeed. This assures them they are not just a number.

Instructors who already do this kind of thing advise that it works effectively at just about any time: into or out of a major paper, exam, or project, or even, surprisingly, during a downtime between assignments. They stress, though, that for this communication to be effective, it needs to be early enough in the semester to connect students with student support services or learning support services if they are having trouble.

Progress Report

Since collecting and documenting results are a key component of this initiative, the chair will ask instructors to report on their progress by completing a web-entry "Progress Report."

Here's an example of what it will ask:

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Progress Report

Directed and Focused

Initiative: Early Diagnostic Assignments and Feedback

1. Date:
2. Faculty Member's Name:
3. Class name and number:
4. CRN
5. Did you publish, distribute, or post a set of expectations about student and faculty performance?
6. How did you publish, distribute, or post it?
7. Had you done something like this before?
8. What would you improve on it for next time?
9. If you taught an onsite class, did you create a Canvas shell?
10. Was this the first time you used a Canvas shell for an onsite class?
11. Please briefly describe what you included in it.
12. How has it gone so far?
13. If you taught an online class, did you send informal check-ins to students?
14. Have you been able to get to all students so far?
15. How has it gone?
16. What would you improve on it for next time?
17. Did the check-in result in any suggested Interventions for students (tutoring, instructional software, additional lecture/assignment in class, lab activity)?
If so, please specify:

Metrics

This initiative is designed to keep students directed and focused. Effectiveness will be evaluated in two ways. **Informally**, faculty members should experience greater engagement in the first two weeks; they should see fewer student absences; and they may see a decline in questions from students about course procedures.

Quantitatively, the college should see improved rates in completion of educational plans, attrition, retention, success, persistence, degree/certificate/transfer completion, and equity gaps.

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Implementation Chart: Early Communication and Feedback

Expected Outcomes	Assessment Data Sources		Action Plan Tasks For Chairs	Action Plan Tasks For Faculty	Documentation
	Early Observational Data (i.e., "lead" measures)	Longer Term Data (i.e., "lag" measures)			
<p>Students reporting a higher level of direction: they have been provided with clear expectations about instructor contact and about how the course will progress</p> <p>Students reporting a higher level of focus: they have been provided access to important course materials, including syllabus, grades, and instructor access</p>	<p>More opportunity for students to access important course resources</p> <p>Better student engagement in the first two weeks</p> <p>Fewer student absences</p> <p>Fewer student questions about course expectations</p>	<p>Increased usage of college learning supports (linked to Canvas Page)</p> <p>Increased discipline, department, and college retention rates (% of students remaining in class at end of term)</p> <p>Increased discipline, department, and course success rates (C or better)</p> <p>Increased college persistence rates (students returning for</p>	<p>Send out communication to full-time or to all department faculty about interventions, by July 15</p> <p>Lead the decision to adopt a particular intervention for 2017-2018, by first day of fall semester (August 21)</p> <p>Send out web entry "Progress Report" link to all faculty by October 15</p> <p>Compile results of progress reports, before department meeting</p> <p>Meet with department to discuss and fine tune for spring 2018, by November 30</p>	<p>All faculty include a statement of expectations in syllabus by first day and/or in unit or weekly modules as class continues</p> <p>Faculty teaching onsite courses develop and implement a Canvas shell, by first day of class.</p> <p>Faculty teaching online courses develop and implement a method for informal check-ins with students, no later than mid-term</p>	<p>Communications between faculty chair and faculty leading to adoption of intervention (email, flex day department meeting minutes, etc.), supplied by chair</p> <p>Progress reports submitted by faculty, archived in web database</p> <p>Department meeting minutes, Fall 2017, supplied by chair</p> <p>Discipline, department, and college lag measures, supplied by IR</p>

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		<p>subsequent semesters)</p> <p>Increased college completion rates (% students receiving award)</p> <p>Narrowed college equity gaps in retention, success, persistence, and completion</p>	<p>Ensure that every faculty member teaching a class in spring 2018 (full- and part-time, main and extension campuses, online and onsite) has been communicated with and has all the information they need to implement the strategies.</p>	<p>Full-time faculty participate in the fall semester department meeting, when scheduled by chair</p>	<p>A student reporting instrument to be determined (end of class survey, CCSSE, experience survey), designed and administered by IR.</p>
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