What best describes your role on campus?

- Administrator
- Staff
- Faculty

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FROM THE GROUND UP:
A GRASSROOTS EFFORT TO INSTITUTIONALIZE CULTURE CHANGE AND DEVELOP SUCCESS INITIATIVES VIA BROAD-BASED INQUIRY GROUPS

Julie Cornett  
Professor, Librarian

Cliff Davis  
English Professor

Tyson Huffman  
Learning Assistance Center Coordinator

Heather Ostash  
VP, Student services

Corey Marvin  
VP, Instruction
SETTING THE CONTEXT

COREY MARVIN, VICE PRESIDENT OF INSTRUCTION
WHO WE ARE: CERRO COSO COMMUNITY COLLEGE

85,000 POPULATION
18,000 SQUARE MILES
2900 FTES
6 CAMPUSSES
50% ONLINE FTES
57 FACULTY MEMBERS
13 DEPARTMENTS
MOMENTUM UPS ... AND DOWNS

GETTING ORGANIZED

• 2011 INTEGRATED PLANNING PROCESS
• 2012 ACHIEVING THE DREAM
• 2014 EQUITY

CHALLENGES

• KEEPING FOCUS
• EVERYBODY’S BUSY!
• GROUND UP OR TOP DOWN
• NOT EVERYBODY IS AN EXPERT
THE FRAMEWORK

HEATHER OSTASH, VICE PRESIDENT OF STUDENT SERVICES
SOME ADDITIONAL CHALLENGES

- **Not “one more thing”**
- **Actionable for all units**
- **Focus on student experience**
- **Common vocabulary - stickiness**
THE FRAMEWORK

- **Directed** — students have a goal and know how to achieve it
- **Focused** — students stay on track, keeping their eyes on the prize
- **Nurtured** — students feel somebody wants and helps them to succeed
- **Engaged** — students actively participate in class and extracurriculars
- **Connected** — students feel like they are part of the college community
- **Valued** — students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated
PREPARING THE COLLEGE

ANNUAL PROFESSIONAL DEVELOPMENT

COMMITTEE STRUCTURES

CAMPUS WIDE COMMUNICATIONS
WHY INQUIRY GROUPS?

- Successful prior approach
- Faculty recommended
- Make actionable
- Inclusive
- Flexible
- Informed intervention development
INQUIRY GROUP DEVELOPMENT

- **Instructional and non-instructional**
- **Identified leads**
- **Volunteers, but application**
- **Widest representation**
- **Defined deliverables, not process**
- **Stipend**
- **Process facilitator**
Success Factors, which ones do you think would get the most traction and buy in from faculty, staff, and admin?

Directed: students have a goal and know how to achieve it

Focused: students stay on track — keeping their eyes on the prize

Nurtured: students feel somebody wants and helps them to succeed

Engaged: students actively participate in class and extracurricular activities

Connected: students feel like they are part of the college community

Valued: students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated
BUILDING THE INFRASTRUCTURE

JULIE CORNETT, PROFESSOR, LIBRARIAN
Welcome to the spring 2017 Inquiry Groups! This IG Training Packet has been designed to equip Inquiry Groups with necessary training, resources, and direction. It includes:

1. An Online **Resources** section available for group members to access the best and most current practices and projects other colleges are implementing to improve the community college experience (classroom practices, college practices, support practices, etc.)
2. A section on Inquiry Group **Methodology**. This should give groups an idea of the many ways your group can conduct their inquiry. We want to give groups a lot of freedom and support as they embark.
3. A section on IG **Support and Infrastructure** that outlines the supportive roles of administration and the SSSP Co-chair in supporting your groups logistically and financially.
4. An “End Product” **Template** that provides clear direction on the expected outcomes of the Inquiry Groups.
# Initiative Implementation Chart

## Expected Outcomes

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

## Lead and Lag Measures

## Action Plans

## Documentation
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 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. Evaluation of student success can be done by monitoring student engagement and how they react to feedback. Metrics can include the following:

- **Student Engagement Survey:** The survey can be used to measure student feedback and their level of engagement.
- **Early Diagnostic Assignments:** Feedback from these assignments can be used to track student progress and identify areas where they need more support.
- **Instructor Feedback:** Instructors can provide feedback on how students are responding to assignments and their progress in achieving their goals.

By implementing these initiatives, faculty can help students succeed and feel more supported in their academic journey.
# Progress Report Directed and Focused Initiative: Early Diagnostic Assignments and Feedback

## Inquiry Groups

- Progress Report Directed and Focused Initiative: Early Diagnostic Assignments and Feedback
- Progress Report Directed and Focused Initiative: Greater Transparency of Expectations

## Progress Report

**Class Name and Number**

**CRN**

**Was a student engagement survey given in the first 10 days of class?**
- [ ] Yes
- [ ] No

**How did it go?**

**Did it help you learn student names quicker than normal?**
- [ ] Yes
- [ ] No
- [ ] Maybe

**What would you improve on it for next time?**
CONNECTED: FACULTY INQUIRY GROUP

TYSON HUFFMAN, LEARNING ASSISTANCE CENTER COORDINATOR
PROCESS

INQUIRY GROUP PROCESS:
- Communication

CONNECTED:
- RP Group Materials - Lucila & Devin
- ATD Materials - Jen & Peter
- Other Sources - Tyson & Matt
- Structural Documents
- Meeting Agendas
INQUIRY GROUP PROCESS: CONNECTED

Selecting Initiatives

Rank these interventions by potential impact and feasibility - the top four will become the initiatives we present

When poll is active, respond at PollEv.com/tysonhuffman566

Answers to this poll are anonymous

1. Development of online student union, "The Coyote Den" - 1st
2. Registration Role-Play - 2nd
2. Creation of Peer Study Groups - 2nd
4. Welcome back BBQ - 4th
5. Institutionalize "Student Contact Hours" - 5th
6. Faculty as advocates for student clubs - 6th
7. Student Success Specialists - 7th
8. Goals and Values discussion series - 8th
INQUIRY GROUP PROCESS: CONNECTED

INITIATIVES

• Development of an Online Student Union “The Coyote Den”
• Registration Day Role Play
• Faculty-Formed Peer Study Groups
• Welcome Back BBQ
DIRECTED AND FOCUSED: FACULTY INQUIRY GROUP

CLIFF DAVIS, ENGLISH PROFESSOR
INQUIRY GROUP PROCESS: DIRECTED AND FOCUSED

**Success Factors**

**Directed:** Students have a goal and they know how to achieve it;

**Focused:** Students stay on track and are motivated to achieve short- and long-term educational goals.

**Division of Duties**

- **C. Davis:** lead
- **M. O’Neal:** research on best practices
- **M. Hightower:** webmaster and online director
- **L. Vasquez:** research on other colleges’ work on student success factors
- **M. Gross:** facilitator
- **G. Smith:** co-coordinator for online student focus groups
INQUIRY GROUP PROCESS: DIRECTED AND FOCUSED

STUDENT FOCUS GROUPS

- Inclusiveness
  - Day students, night students, and online students
  - Gift cards offered as incentive
INQUIRY GROUP PROCESS: DIRECTED AND FOCUSED

**Questions**

- *What do your teachers do to help students feel directed and focused?*
- *What additional resources/support do you need to feel more directed focused?*
- *How well does our college do in helping students feel directed and focused? What policies, programs, or practices exist?*
- *Is there any particular teaching style, classroom strategy, procedure, or policy that does not help you feel directed and focused?*

**Student Focus Groups (cont.)**
“Don’t give all assignments at once and allow students to turn them in early; causes loss of interest”

“Be approachable. Office hours improve grades; feedback is helpful. If can’t come to office hours, do email or phone. Study halls for athletes are helpful. Making appointments is helpful for students.”

“Read the chapter, do the quiz’ is not helpful; students don’t just want an ‘A’ grade, they want to truly learn and be prepared; like to use the info learned, not just memorize”
INQUIRY GROUP PROCESS: DIRECTED AND FOCUSED

**Initiatives**

- **Course Completion Awards**
- **Early diagnostic assignments and feedback (timely grading in general)**
- **A system that requires students to check college email**
- **Canvas sites for all classes**
- **Student engagement surveys**
- **Collaboration with and increased emphasis upon counseling**
- **Systematized, regular check-ins in all classes**
- **Clarity of expectations, both for the students and the teacher**
Issues or opportunities at your college would be good to explore through a broad-based inquiry group process?
• More time needed
• Technology is useful, but in-person meetings important
• More frequent check-ins with groups to ensure on right track with initiatives
• Following up with participants for “closure”
• Following up with progress reporting-out
• Mixed Group composition—faculty + staff
BEFORE YOU LEAVE, WE WANT TO LEARN FROM YOU

QUESTIONS?
FROM THE GROUND UP

Julie Cornett: jcornett@cerrocoso.edu
Cliff Davis: cmdavis@cerrocoso.edu
Heather Ostash: hostash@cerrocoso.edu
Tyson Huffman: tyson.huffman@cerrocoso.edu
Corey Marvin: cmarvin@cerrocoso.edu