On-Site Classrooms

Teaching Styles & Approaches
- Variety of modalities and activities (lecture, videos, assignments, field trips, games, discussion, group work, presentations, quizzing, etc.).
- Intrusive teaching.
- Flipped classrooms.
- Brisk pace to prevent boredom.
- Students in teaching role with established classroom rules.
- Service learning (Coyotes in the Classroom, Project Hope House).

Connections
- Ice breakers (introductions, games).
- Connections with students (learn and use names).
- Engagement of students (convey that you’re all in this together).
- Buddy system (pair successful students with strugglers).
- Peer review of work / tutoring.
- Instructor participation in community events (e.g.: Star Party).

Content
- High rigor / high standards.
- Practical applications and real-world observations.
- Scaffolding to more difficult concepts.
- Self-reflective activities (Why are you here?).

Supports
- Supplemental instructors (S.I.s) in the classroom.
- Library orientations.
- High-touch teaching (Calling, embedding services at point of need).
- Technology (iPads, cell phones, voice capture, instant polling, Joinme, MathLab, Random.org, Adobe Connect, etc.).

Environment
- Comfortable / non-threatening learning environment (permit food, play music in the lab).
- Office hours in lab or LRC (point of need).
- Smaller class sizes.

Online Classrooms

Teaching Styles & Approaches
- Assignments requiring students to observe/participate in community events.
- Well-selected discussion forum prompts.
- Requirement that students quote from the text in each discussion post.
- Journals for personal reflection (builds trust).

Structure
- Discussion forums/assignments requiring several logins and responding to others.
- Extra points for students who post early and model good posting behavior.
- Online classes with extra structure.

Connections
- Wikis and glossaries to promote a sense of online community.
- Synchronous office hours online using Joinme and Adobe Connect.
- Embedded librarian: High touch support to instruct on research, citations, and evaluation of information.
- Contact with students (calling / mailing) before classes to explain important role of classroom community.
- Q&A forums where peers can jump in and answer questions.
- Follow-ups with struggling / concerned students.

Environment
- Smaller class sizes.
- Comfortable / non-threatening learning envi-

iTV Ideas
- Group presentations that compel students from different sites to work together.
- Positioning of instructor in the back, rather than the front of the room, so that all sites can see.
- Field trips where each site meets in person.
ISSUES AND NEEDS RELATED TO FOSTERING STUDENT ENGAGEMENT IN THE CLASSROOM

Administrative Challenges
- No more iTV TAs—impacts ability to create engagement and community.
- Not enough time scheduled between iTV classes for faculty-student interactions.
- Art gallery: diminished stipend
- Increased paperwork for events and speakers.
- Adjuncts not paid for office hours or prep time.
- Lack of support for ESL students besides ENGL 40.

Considerations
- Providing evening services (switchboard, counseling, admin, print shop).
- Using CCAAlert (or other) for student outreach / reminders before semester starts.
- Offering more professional development (training in emerging technologies and Moodle, opportunities for faculty to share teaching ideas).
- At Sites: holding regularly scheduled meetings between faculty, admin, and staff.

IT and M&O Challenges
- Making sure that printers and equipment in iTV classrooms working.
- Ensuring that iTV bandwidth doesn’t impact on-campus connectivity.
- Being proactive about fixing problems and updating equipment.
- Keeping buildings and facilities clean, updated, and at comfortable temperatures.
- Keeping classroom supplies stocked (markers, erasers, etc.).

Considerations
- Automatically populating calendars/meetings in Outlook.
- Making sure PE equipment and machines are in working order.
- Providing comfortable chairs for students on 3rd floor of Main Building.
- Making all classrooms into Smart classrooms.

Distance Education / Online / iTV Challenges
- Difficult to engage online learners.
- Difficult to accommodate DSPS learners online.

Online Challenges
- Training to use Moodle to its fullest extent.
- Easy video creation.
- Server space to house videos.
- More videos to embed in online classes (Intro to library, APA, navigating Moodle, Intro to tutoring, etc.).

iTV Challenges
- Difficult without TAs at remote locations to help manage iTV classrooms and help engage students in discussions.
- Difficult to promote sense of community using iTV.
- Small iTV monitors do not allow effective display of art slides or allow instructors to recognize student faces to call them by name.

Supports Needed
- Training to use Moodle to its fullest extent.
- Easy video creation.
- Server space to house videos.
- More videos to embed in online classes (Intro to library, APA, navigating Moodle, Intro to tutoring, etc.).

STUDENT RESPONSIBILITIES

Problems
- Unrealistic expectations.
- Easily distracted in class (by cell phones, friends).
- Not serious about or engaged in their education (e.g. attending college to snowboard).
- No stake in learning.
- Irresponsible.
- Underprepared.

Student Roles
- Need to be self-directed and seek assistance / attend office hours.
- Need to learn self-efficacy skills like time management.
- Need to be serious and committed to college, ready to engage and actively participate.
- Need to be mentally and physically prepared.
FACULTY INQUIRY GROUP THEMES

STRENGTHENING CONNECTIONS BETWEEN THE CLASSROOM & STUDENT SERVICES (COUNSELING, LRC, FINANCIAL AID, ETC.)

What Faculty can do to help

- Remind students about support services on the syllabus and during the semester.
- Recommend tutors more aggressively.
- Assign a writing assignment about Academic Pathways / life maps.
- Provide diagnostic assignments with immediate feedback in first week of semester.
- Invite librarians and counselors as guest speakers.
- Embed librarians in online classes with research papers and projects.
- Put course textbooks on reserve at the library.
- Embed tutors and other supports into online classes.
- Use a Moodle page for on-site classes, populated with student services, resources, and tutorials.

What Student Services can continue to do

- Create resources for instructors to embed in online classes and disseminate to students in on-site classes.
- In collaboration with faculty, make counseling presentations to classes that are streamlined and informative.
- Streamline process for contacts to counselors (Single point of contact? CTE vs. GE?).
- Ensure there are enough people answering phones in admissions, counseling, financial aid, etc.

What about?
- One-stop shop for student services, food-court-style (nicely labeled, info kiosk)?

Areas for Improvement

Tutoring & Early Alert

- More tutors and S.I.s, especially at the sites.
- Fewer roadblocks to becoming a tutor or S.I., and more training and opportunities, especially online.
- Rebranded “tutoring” so students see it as more than a final option before failure.
- Improved Early Alert (needs consistency, feedback loop, simplification for struggling students, more faculty involvement).

Library

- Video Library Tutorials, instead of static screenshot tutorials.
- Easier access to library resources in online courses (reading lists, omit step for students inputting ID).

Front Door Services

- Mandatory online assessment for students enrolling in online classes.
- More people answering phones in student services offices.
- Discussion about website vs. InsideCC (has InsideCC hindered our website efforts to connect with students?)

RESOURCES & SUPPORT NEEDED

Professional development:
- How online tutoring works.
- Technology to connect with students.
- Early Alert process.

More counselors.

Evening services.

Whatever Happened To?

- Printed catalog and schedules?
- Gigantic block schedule (Allowing everyone—faculty, staff, counselors—to see all classes, where gaps are, where opportunities are, etc.).
Ideas for Success

In the Classroom
- Enlist faculty to pass out matriculation materials.
- Have students list educational goals (life map) as ice-breaker or personal journal assignment.
- Ask students about their matriculation progress.
- Complete some parts of the Student Educational Plan in classroom with faculty?
- Identify students on class rosters who have completed all matriculation steps; faculty give reminders to students who haven’t.

Front-end Processes, Pathways & Registration
- Hire more counselors/ed. advisors (including online).
- Prep for assessment test and schedule tests regularly at sites.
- Create gigantic block schedule.
- Introduce Master Student course.
- Website: funnel students into matriculation processes; market matriculation.
- Prescribe course schedule (Math, English, IC in first term).
- Get faculty involved in registration.

High Schools
- Dual-enrollment courses.
- Bridges between high school and college.

Questions

- What do we do about students who only take classes for personal enrichment?
- Is counseling prepared to accommodate forced matriculation? Do they have the time and resources?
- Will forcing matriculation make students more successful?
- Why do we need matriculation AND pathways?
- Will this cause enrollment to shrink even more?
- What data proves the effectiveness of online orientations?
- Do we have the ability to provide high-touch support to online students?
- Do we connect with ESL students?
- Do a few posters on the wall constitute an effective campaign?

1. Communication

- Between Counselors and Faculty: Must work more in concert, providing mutual assistance.
- Between Admin and Faculty: Must address negative perceptions of climate survey results, as well as communicate more effectively regarding evening closures, use of CCAAlert system, new web-site rollout, updates of DegreeWorks, CurricUNET, staffing plan, class scheduling, etc.
- Between M&O and IT and Faculty: Must communicate about facilities, slow campus internet speed due to iTV classes, new signs in classroom concerning max occupancy, etc.

2. Adjuncts

- Pay adjuncts for office hours and prep time.
- Allot the time and resources to forge stronger connections between adjunct faculty and students.

3. Professional Development

- Provide more discussion opportunities like Faculty Inquiry Groups.
- Provide more support for how to teach.
- Discuss active participation and engagement at department meetings.
- Request faculty lounge for eating and hanging out.
- Consider horizontal and vertical collaboration (e.g. Math teacher creating a lecture for a nursing class).
- Provide opportunities for new teachers to sit in and observe seasoned teachers.