Student Learning: College-wide Summary Report

The emerging idea

- More than any other time in history, student learning can happen anywhere and at any time. Changes in the conditions for student learning require that we think differently about how we engage students in the learning process.

As a result of your discussions, what changes would your group suggest to the wording of the emerging big idea?

East: “More than any other time in history, student learning can happen anywhere and at any time. Changes in the conditions for student learning require that we think differently about how we engage students in the learning process.”

Osceola: “Learning happens anywhere and at any time. Knowing that learning constantly occurs, we must think differently about how we engage students in the learning process, as well as, how to truly engage students in learning and make it meaningful for them.”

The three groups felt that a clearer definition of learning is necessary. Does learning pertain to academic learning? Does it pertain to students learning about themselves? Does it pertain to learning how to navigate systems like that of college?

West: “Student learning can happen anytime under the right conditions requiring us to think differently on how we engage students in the learning process.”

Winter Park: Changes in the conditions for student learning and student attitudes toward learning require that we think carefully about how we engage students in the learning process.

11/16/12:

How have the conditions for student learning changed? What do these changes suggest about adjustments we should make in the ways we engage students in the learning process.

Osceola:
- Students hold the concept that on-line classes and course work can be done anytime with work schedules, family responsibilities. Students often feel that the workload is less than on-site courses. Can we offer a 1 hour course or a 1 credit course (taught by SA staff and faculty member) to help students with college survival skills, including navigating online classes? Could we limit online registration until the course is successfully completed?
- We assume that students are ready and that they have critical thinking skills. Is that a disservice to students? Should we be teaching students how to learn?
- There are technology gaps we have to bridge from the different generations.
The economy has had a major impact on how students learn. Students have to work more—tired—studying late/last minute and taking classes on weekends. Students have family responsibilities, barriers, obstacles.

West:
- Student learning is hindered by social conditions outside of the college. Engaging students with structure and support in areas the college can influence may deliver clear purpose to learning.

Winter Park:
- Aside from the obvious technology changes, many more conditions remain the same than have changed.
- We need to make very careful decisions about when a technological solution is appropriate and when a personal solution is more appropriate.
- Students expect immediate feedback and personal attention. As they move through the process the touch level decreases and some students flounder.
- We need to balance the quality of information with the quantity of information. We also need to educate students how the system works so they can take advantage of it.
- Accommodate learning styles – make sure students have appropriate skills for online coursework.

What would need to be different about the student experience at Valencia for all of our students to learn more?

East:
- Learning videos/Math 24/7 expanded to other subject areas
- Advising in increased subject area (prereq area, CPA, general advising in subject area)
- Prereq structure in different majors
- Increasing tutoring support

Osceola:
- We must have a better understanding of who our students are and what barriers and challenges they face.

West:
- Student learning can be enhanced by providing education tracks that are aligned with a purpose, profession, to enhance placement.
- Public private partnerships through internships, apprenticeships, and other areas may enhance student learning through relevance.
- Relevant advising with purpose by advisors and faculty could keep student on a track they are interested in pursuing.
Winter Park:
- We need to address many non-classroom experiences as learning experience. This includes advising and other student services activities, student activities and clubs, interactions with staff, etc. where social skills, time management, planning and other life skills are often learned. Soft skills are important and can be learned in these settings.
- Students need to decide on career goals and a vision of their future. This can happen through career centers, organizations, in-class experience and through informal interactions with faculty and staff.

What role might technology play in helping students learn?

East:
- Need to agree what tool(s) we will use to communicate with students (so we do not confuse students with multiple “rules.”
- Technology and access. NSO that focuses on resources and navigation (like a one credit class for all students)
- I-PADS for all students…AND access to learn how to use it (no embarrassment about not knowing how to use it
- get e-books….do not have to purchase the books

West:
- Student access to learning is enhanced when a combination of learning platforms provide students with choices that match learning styles, needs, and preference.

Winter Park:
- In many ways, we use technology to streamline information delivery but do not consider the skill level of the audience. We deliver large blocks of text to students who do not have the appropriate reading level.
- We can use technology to streamline the first experience students have with the college and provide more feedback on their progress.

What impact might limited resources have on a student’s ability to learn?

East:
- No internet at home (answer….could go somewhere else to get access, like on Campus)
- Use of technology (not all students know how to use Technology)
- The website could be a better learning environment (less advertising)
- Basic needs not met impact learning
- Many students have limited resources and are trying to transition and come to college
- Need of Food…
- On campus childcare
- SOS funds are limited…how about expanding this
- Bus passes for free for students
West:
- Limited resources diminish the option provided to students that enhance learning.

Winter Park:
- We have some control over financial, mental, support systems, role models, knowledge of hidden rules and coping strategies. We help students in many of these areas, but not all students know about or take advantage of the resources the college provides.

Recurring Themes
1. College Resources – students are not aware of all the resources the college has to offer. We need to ensure students not only have access to the resources, but they are aware that they exist. And, use those non-classroom experiences and resources as teaching opportunities to teach students soft-skills.
2. Purpose: Students must have a clear purpose. Align classroom learning with students’ purpose so they see the relevance and application of the skills they acquire.
3. Provide more opportunities for individual advising to students – focus on students’ purpose, increase the number of advisors who are affiliated with a specific subject area.
4. Align learning to a specific education track – “aligned with a purpose, profession...”
5. Consider how limited resources impact students’ ability to learn (i.e. limited knowledge technology skills)