VALENCIACOLLEGE
East Campus
2018-2019

Divisional Strategic Planning Brief – Business, It & Public Services

Campus Outcome:

> Learning Assured: Campus Goal 4. Continue to address, review and improve low-performing programs and courses

Department Outcome:

> Experiment with strategies for in improving student success.
> Each full time BITPS faculty member will share, at least, one strategy for success utilized in one of his or her courses. Each BITPS faculty will try one new strategy for success in one course.

BACKGROUND & DESCRIPTION:

We discussed student success strategies that could help students achieve a course's learning outcomes and successfully complete the course. As the College looks at ways to move the needle of student success to completion, we looked at what faculty could do in their classes to make a difference in improving student success. Faculty agreed that they would share student success strategies that each have tried, and that each faculty would try, at least, one of the strategies.

Working to make a difference for students in a class can have a significant impact for those students and for overall success in Valencia achieving its goals.

INTERVENTION:

Faculty submitted their strategies. Some were discussed at Division meetings. The strategies were compiled in a single document and sent back out to the faculty. Faculty will have tried them in spring, summer and/or next fall. See attached for the list of strategies.

STRATEGIC RESULTS:

Anecdotally, some faculty have commented on the difference they are seeing. We will look at which courses the strategies were tried next academic year and determine the impact.

REFLECTION:

We looked at the overall College strategic goals and asked how we could develop strategies to work on that in individual class settings. Faculty were able to share ideas that worked for them. This conversation demonstrated how achieving large strategic goals is impacted by the small steps each of the faculty takes in their individual classes.

NEXT STEPS:

Review the impact of the strategies on student success by looking at the data in fall and spring 19/20.

BITPS FACULTY SUGGESTED STUDENT SUCCESS STRATEGIES

I interrupt my lecture two to three times per session to give them small problem to solve either individually or small group of two or three students.

> I added an assessment to my sections, both F2F and OL, that has had a few benefits to the students. I create a calendar for each class I teach and that calendar discloses exactly what chapters we are covering and when the assignments and tests are due. All of those due dates match up to what the students see in the LMS (My Accounting Lab). I just learned how to sync (or link) from canvas to the LMS so that the students only see one calendar which allows them to better manage their time. In the past, I would set up the assignments and then establish a due date. I still do that but I added assignments for Dynamic Study Modules for each chapter we cover and the DSM assignments are due in class. So, for example, if I teach a MW 10:00 am to 11:15 am class the DSM assignment opens on 10:00 and closes on 11:15 am. That forces the students to come to class and creates peer to peer collaborations. The other assignment, for each chapter, is still due on one set date and they still do that. But before I had a "bell to bell" assignment a lot of students would skip class because they could do the regular assignment at home as long as they got it in on time. In the past, I could easily have 5-6 or more students drop per section. This session, I've had far fewer drops. I just had one today which was the first one in that section. The test scores are higher, on average, as well. So it was a simple matter of adding a formative assessment that must be done in class that make a big difference in student retention and success.

Because my students don't have tutors in the EC for the CAD software we use, I offer my Office hours as Open Lab hours in the classroom before or after the class starts so they don't have to come back to get the one on one extra help and additional practice time.
I use 3D printed models to emphasize visualization techniques to introduce the geometry of multiview drawings in engineering graphics.

> I use video screen capture with voice over to provide feedback when grading student assignments.

I send an email to each student who misses a class telling them I missed them, hoping all is ok, reminding them to get the notes and email me with questions, and reminding them what was due the class they missed and what is due next week.

> I will call them to check up on them.

I use an instant messaging app to keep in touch with students. It's called discord

> I have two strategies I deploy within my classroom to help students be successful. One strategy is an active learning technique (4 Corners) and the other is an ongoing class discussion throughout the semester requiring students to think of their educational

journey beyond the classroom.

When I conduct the 4 Corners activity in class, I separate students into four separate groups by topic (e.g. Planning, Organizing, Leading, and Controlling) with each group having responsibility of sharing knowledge on that subtopic. In this case it is The Four Foundations of Management. Once the designated amount of time has passed, each group shares what their collective knowledge on the subtopic with the rest of the class. I have found this to be an effective strategy to encouraging more student participation.

When openly discussing their educational journey, the discussions start off very broad and gets more specific as the semester unfolds. Additionally, in our discussions we speak on different career opportunities and concerns related to anticipated work-life balance as a student as well as thinking forward to 5-10 years from now. I have come to believe students find a great deal of value in these discussions.

Something I do in my class to enhance student understanding and participation, to create an active learning environment, and to break the ice. During the first day of a COP1000C class, I pass out blank index cards. I ask the students to write their name as I would see it in Canvas on one side and I allow them to write a nickname or makeup a nickname on the other (providing they answer to the name and it is clean). I also bring in a blank seating chart with the layout of the room.

I collect the index cards and shuffle the deck. Next I show a PowerPoint presentation with about 30 slides (one slide at a time). Each slide is a picture that I obtained from The Google. The pictures represent a word or term to be discussed during the upcoming semester, for example: I show a Camel and ask them what does this have to do with programming? I show them a RAM and ask again? I show them a storage shed, a roller coaster, a fork in the road, etc…..
So I randomly pick an index card and ask that person to describe the COP1000 term or concept associated with the PowerPoint slide. It is somewhat funny to see what they can come up with. Most of the time they are wrong. I say anybody else have guess (this involves the whole class and this shows them that I expect to have an interactive class the rest of the semester). I use the cards to build a seating chart. I always bring the seating chart to my class so that I can call them by their name or nick name.

At the end of the exercise, the students have a good idea of what will be taught during the term, should have taken notes about the terms for exam one, and hopefully had a bit of fun.

For a mixed mode class--Students must complete 1 or 2 learning assignments on the subject matter before class. These pre-class assignments cover the more basic concepts of the material. I then go over the higher level material in class and we also still have time for students to work in groups or pairs to complete an activity that reinforces the material before they leave class.

I'll give an online strategy. For each chapter I provide a folder of Study Tools and one of Point Earning Opportunities, along with a suggested study plan that begins with Patti's Chapter Tips.

I am extremely responsive to student requests for assistance. I answer emails and discussion posts seven days a week and about 16 hours per day. It is rare that a student will wait more than 2 hours for a response from me including nights and weekends.

One for the most effective learning techniques I use in the classroom is playing the game show, 'Name that Term' as a review session for the next test. Each team competes to win a grade 'bump' on their next test if they answer the most questions correctly based on the material to be tested. This game really gets the students engaged, excited and motivated as a fun method of test study.

I have my students complete excel problems in class with me.

I use "study packets" that they fill in during class time so that the amount of information/note taking is organized and manageable. It also helps them predict the format of the lectures.

I do a review at mid semester and for the students that started out with some problems but have since then corrected them I make that notation in my grading which helps them with their current grade and so want to hang in the course and feel better about themselves and the ability to still do well in the course. On line and Mixed Mode can be exempt or excused for those "life" weeks and of course a great "pep talk" of understanding and encouragement for the face to face.

Frequent reminders about the due date for the work not yet (before the due date) submitted. Timely feedback on the

I use scaffolded quizzes to help the students:
    1) I start with true-false quizzes to help student look up the material and build a base of knowledge
    2) I then use multiple choice questions to help student develop the skills of taking multiple choice questions and apply content to scenarios.
    3) Then I use terms and definitions quizzes to allow students the opportunity to use the criminal justice terms within context. These terms are carried throughout the program and similar terms quizzes are used in the Capstone course. The repetitive exposure helps students to develop the language before graduating.

Using the CARE strategy of a basic assessment at the very beginning of the term to get students to start right. This grade is encouraging and gets students in the right habit!

I arrange job shadow experiences for all of my capstone students based upon their areas of interest in the paralegal field. I then have the students prepare a PowerPoint presentation and share their unique experience with the rest of the class. I am

constantly amazed at what the students learn and share about their experiences.

I provide a Getting Help link, which lists my contact hours, learning support hours, open lab hours, tutoring center contact person and hours, Atlas help information, Canvas help information, Smart thinking information.

I go into Grades in Canvas about the second week of classes and weekly afterwards to see if students are missing graded items. If I see items missing, I email the student informing them of the missing graded item and tell them they still can submit the item(s) without penalty. This way they can receive credit. Students forget they missed something or think that they no longer can submit an item because it is late.

This is a strategy I use in class from time to time. I play the student and sit in the middle of the classroom where I can see the students. I pair them up and give them something from the book to explain to me. Each pair has a different topic, for example, a criminological theory to explain, or the various tests for insanity. Of course, the material is also being shared with the other students too. I ask questions sometimes too, just like a student does. I really like that student side of the classroom! The students, for the most part, like playing teacher! My hope is that it instills a sense of responsibility for learning.

I have learned a strategy which encourages my students to have a resume which shows them (and Valencia) the best light possible. The first graded assignment I give is the resume' assignment. Initially, I would grade it making numerous suggestions/corrections on the student's resume, grade it and return it to the students. I assumed they would certainly make the changes to the resume which I had recommended. However, once a colleague mentioned that they had received a resume with typographical errors from a student applying for a position. I was surprised and disappointed. Although it wasn't one my students, I decided to make a change to ensure that none of my students would ignore my corrections in the future. Since then, once I return the marked up resumes to my students, I require they make the changes and resubmit their corrected resume for a higher grade. That way I can be sure the students make the changes in their computer and the students are pleased to have the chance to get a higher grade. To date they have all resubmitted their resumes for a higher grade.

In my courses, students earn credit/points/grade by completing hands on labs every class time. The labs are based on the topic of the week. Labs must be completed in class, so attendance is a must. I don't spend a lot of time talking, 30 minutes top, the rest of the time is about students doing the labs and I do provide limited help and assistance, I don't like to tell the students too much on how to do things, just enough to get them going, of course I provide lab instructions and requirements. I want students to use their creativity and problem solving skills, to me that is most important. I do get good feedback from them about this format, in the end, attendance is good and grades are good. Thanks.

Create a Week One "Getting Started" Instructor Video:

Even though I don't record my LIVE face during my WK #1 intro video, I think giving students an idea of what I sound like helps them relate better. The administrative 4-5 steps helps the student get familiar with the course a little faster. This also saves me a ton of time---when it comes to answering duplicate questions during the Week #1. Here is a link to the video:

Automate Weekly Announcements:

I usually have my weekly announcements programmed to go out by the middle of each week. This automated message serves as a quick reminder to students that a new week has started, along with a brief summary of what materials we're covering.

Assign a "Final Reflections" Video:

One of the last assignments due in my class is what I call a "*Final Reflections*" video. This is where I give students a chance to share which MS Office 365 software tool they like the most/least + why. They also share which one they think they will use the most/least (after completing CGS/2100). I find that students really enjoy this activity because they get to watch each others' videos and collaborate. Plus, it helps them remember how much they've learned over the 10-Week course.

In the recent Assessment Conference, they stated that students (through a survey) stated that the felt they would do better in a course if there was some type of guide to how to prepare and study for the class. I have added a module to my classes for the summer that includes a couple open source suggestions for studying as well my expectations for the course -ie: complete the quizzes, read the textbook, etc.