CATEGORY 1 HELPING STUDENTS LEARN

TABLE 1

PROFESSIONAL DEVELOPMENT
- Revise faculty evaluation to become more self reflective on student learning
- Encourage instructors to further their education - make classes & seminars available
- Conduct faculty development on incorporating critical thinking & analysis in all classes

CLASSROOM PRACTICES
- Keeping up with youth & tech by being able to post messages on website/communication with students
- Better explain the meaning of Learning Outcomes to students
- Encourage students to help each other master material
- Engage multiple learning styles in lessons
- Provide alternative learning environments along with necessary support (tech, personal, etc.)
- Small classes about HCC - where to find resources
- Revise student evaluation process to get student feedback on their learning
- Encourage students to move to the higher levels of critical thinking
- Encourage students to use critical thinking in and out of the classroom
- Better explain relationships between outcomes & learning objectives to student grades
- Link assignments to course and G.E. learning outcomes
- Establish effective means of faculty communication within a discipline about learning outcomes, effective teaching approaches and feedback on student learning

DATA COLLECTION, ANALYSIS & USE
- Establish an effective process of supporting instructor self-assessment of their teaching
- Establish a process to gather information from students about their program and career needs, learning styles, and life circumstances that affect their learning
- Establish an effective process of student evaluation related to learning outcomes
- Assess the effectiveness of co-curricular programs: i.e. tutoring, computer access, and library series on improving student learning
- Identify ways to assess & measure out of classroom experiences
- Investigate the success of students as they move through dev. ed and college level work
- Using data to assist faculty and staff in developing academic programs that lead to improving outcomes of student success
- Identify student trends in transfer programs, career tech programs, etc.
- Using data to understand student needs in order to build collaborative relationships which lead to structuring academic and co-curricular programs that lead to improved student learning
- Determine effectiveness by post interviews, data from transfer institutions, etc
- Using data from retention/persistence programs to improve dev ed curriculum
- Identify ways to assess and measure out of classroom experiences
- Investigate the success of students as they move through dev ed and college level work
- Using data to assist faculty and staff in developing academic programs that lead to improving outcomes of student success
Identify student persistence trends in transfer programs, career tech programs etc.

ACADEMIC SUPPORT SERVICES
- Integrate academic support services with direct instruction
- Encourage students to use support services
- Understand/support the issues that prevent student success
- Provide support in terms of tutoring, study skills training, technology tools
- Bigger library
- Have student gatherings that are informational about what is going on (i.e. Hear & Know)
- Advertise on internet/TV’s as well as bulletin boards

STUDENT PERSISTENCE
- Design learning communities for students in developmental courses
- Establishing learning communities or study groups
- Correct placement in courses
- Revisit placement test cut scores and relation to course entry
- Using data to develop effective, efficient retention strategies
- Identify retention & persistence trends in development ed

STUDENT LIFE
- Home schooled farm kid thinks HCC incredibly huge
- Chicago kids think HCC incredibly small
- More cultural opportunities available
- Better or increased sense of student culture/student life
TABLE 2
DIVISION STRUCTURE
- Bring back lead faculty
- Promote interaction between full-time & part-time faculty and development of a discipline lead faculty
- Be honest about college structure. Division chairs are really deans and have a need for department chairs
- Division chairs should evaluate instructors instead of ignoring a major part of their job descriptions
- Make mission statement visible like on the home page

FACULTY DEVELOPMENT
- Decrease reliance on part-time faculty
- Develop new programs based on assessment of community needs
- Make faculty development a higher priority
- Keep high academic standards
- Provide white board markers in every classroom

STUDENT PLACEMENT & RETENTION
- Think about not using compass test
- Academic advisement needs to know about course expectations to advice students appropriately
- Student ability—not everyone should go to college
- Accurate student placement in classes
- People who register late usually fail or don’t come
- Student retention efforts need to keep student learning & success as the main goal—not just retention without learning and excellence
- Students need help balancing school with other life priorities—don’t come to class and it’s hard for them to succeed
- Have better student connections to HCC
- Have mega developmental and honors program
- Teach to course objectives
- Interactive activities
TABLE 3

PLACEMENT & ORIENTATION
Pre “admission” appointment with advisors to discuss process developmental programs
Require library instruction class for new students
Crucial to spend time during advising to glean student’s interests so students pick classes based on interest not just time considerations
Help students be successful by appropriate placement in courses

STUDENT LIFE
Required new student orientation
Student employment process-improve “education” of supervisors regarding process
Photo ID for students
Increase our communication with students i.e. hcc email
Install change machines and copy machines in all buildings for student use
Communication/information to students-graduation audit, ISU advisors on campus, refund checks
A different method or process made available

INSTITUTIONAL INITIATIVES
Affects students in class
Address topics of student interest within each course;
Allow students to participate in creation of learning objectives
Develop “broader” materials to address various learning styles
Use models
Clearly state the purpose of committees and teams

FACULTY DEVELOPMENT
Have part-time faculty evaluate their own teaching and engage in continuous improvement as part of their employment
Encourage faculty/staff to collaborate for student learning
Provide part-time faculty with additional teaching resources
Share information between faculty members-best practices-(Work collaboratively and provide incentives to do so)
Mentoring between faculty & adjunct faculty
Put “better” teachers in the classroom (commit resources to it)
Workshops continued discussion of teaching methods & ideas (prof. Dev in-house)
More adjunct input on curriculum development

USING INSTRUCTIONAL TECHNIQUES
Grading rubrics
Utilize support resources (build into curriculum
Same technology over all campus
Revisit attendance policy
Connect to real life
Have students explore disciplines from a career perspective
Better communication between advising and instruction and academic support
Helping student create realistic expectation of the college experience
Time management
TABLE 4

TECHNOLOGY
If goal is to teach then focus and dollars should reflect that
Do they have adequate tech ed?
Laptops for students
Pod casting
Wireless computer access
More classroom resources
More site license software
Right equipment for classes i.e. MACs
Integration of new technologies

QUALITY EVALUATION
Utilize student evaluation data
Insure our courses and programs reflect student interest and needs
Increased recognition of excellence in teaching—like the “HCC commends the contribution of” on ongoing basis
Bad teacher intervention
Remove ineffective teachers
Better coordination of part-time faculty teaching practices-to ensure they are consistent with college philosophies
Make teacher & student evaluations mean something-take action on results = praise vs. fired
Standardized way of evaluating faculty-both fulltime & adjunct
More or improved evaluation or oversight of faculty performance in classroom or in teaching
Clep out tests
Determine value student places on course

COMMUNICATION
Adjuncts need to be accessible
Better communication within departments as to processes deadlines who does what?
Where to find information for a student
Do they know how to utilize resources available
Language-do students comprehend English
Is there effective coordination between advisors and instructional staff in regards to what students need, ask for, and how they will/can succeed?
Do we ask this question first @ every issue “Is helping students learn really our #1 priority? Is it well defined in our mission and understood by all employees and board members?”
Better communication to students concerning dates tuition due, withdrawal, registration-don’t just expect them to know
Better marketing of current academic programs (internally and community)
General information about HCC crucial for student success
Increase communication to students
PROFESSIONAL DEVELOPMENT
More staff training opportunities
More time and money for professional development
Increase opportunities for teachers and academic personnel to keep current in their field or learn innovative ways of teaching
Community based projects
Project based learning

STUDENT LIFE
Student orientation like a mini “preview”
Provide a positive environment as opposed to negative reinforcement i.e. instead of 40% of students get drunk once a week HAVE 60% of students are doing great…Good Job
Increase student activities to allow interaction among students
Are their better ways to assist handicap/disabilities students?
Streamline how we deal with “prospective” students from web inquiries, from visits, etc
TABLE 5

FACULTY DEVELOPMENT
Continue commitment to prof. Development opportunities in the IDC
Provide division appropriate measurement tools to help faculty measure student learning
Provide $ incentives for adjunct faculty to participate in prof. Development
Increase resources for professional development
Provide training opportunities for faculty to continue to improve and adapt
Engage in college wide best practices programs 2-3 times a semester with faculty demonstrations
Directly reward good teaching for every faculty member through continuous small recognition

ASSESSMENT
Teachers know if students are learning
Teachers know if their methods are effective
Make sure students know how they are doing in class

RECRUITMENT
Make education affordable
Improve reputation to premium H.S. students/parents

COMMUNICATION
Ideas are freely exchanged
Better communicate and reinforce HCC’s mission to faculty and staff
Improve communication/understanding (maybe by delivering info in multiple ways or styles)

COURSE/LEARNING OBJECTIVES
Make students know what is expected
Require a set schedule for review of course objectives on master course syllabus by full time and adjunct
Faculty teaching the same course have the same learning objectives
Clearly community objectives/outcomes in each course
Clear expectation on syllabus

PROGRAM REV/DEV
Require annual advisory committee meetings for each program
Develop programs that provide support services for students-address barriers like transportation, childcare, etc.

CLASS SIZE
Hold or reduce class size for all introductory classes

CONTINUITY OF CURRICULUM
Ensure proper placement in courses
Have courses fit/flow together within an area and across disciplines
Courses are seamlessly sequenced (skills at end of match up with the beginning of the next
Focus on transition programs from GED and ESL programs—what style?
Introduce different levels of ENGL 101 to differentiate the abilities of incoming students

**STUDENT CULTURE**
More division & college communication & support for various programs (i.e. art show)
Make friendly to nontraditional students
Get students to do their homework and come prepared for class
Encourage study groups—student interaction
Provide courses that students want
Improve communication between faculty and students outside of class
Understand student point of view
Survey students and community about their perception of HCC
TABLE 6

COURSE PREPARATION/CURRICULUM
More definition to computer courses (Comm Ed) to elements of what the student will learn
Be careful in letting students into computer/on-line classes. They need to demonstrate a knowledge of using WEBCT. On-line classes are popular but they are a double-edged sword
Student cohorts-Groups go through list of classes together
Develop program/course area objectives that link learning objective to HCC mission/Vision/Philosophy

STUDENT PREPARATION
Offer detailed transition opportunities for high school students
Improve student (internal & external) awareness of program offerings and opportunity
Place students in classes that they will have a better chance for academic success
Offer a wide variety of courses to help meet students academic needs and/or career goals
Develop a process for proper ID of students program of study (we don’t currently know who is in which program)
Communicate to students where they can find resources that will help them academically (tutoring, technology, etc)
Offering workshops focused on topics that are crucial to student success (i.e. study skills, notetaking, exam prep)

COMMUNITY/CLASSROOM LINKS
Link classroom learning with visual and visible projects for the community to see and participate in
Spread the news of student success in publications and other media
Give students an opportunity to connect with the community bring into the classroom workers from nearby industry and business to dialogue about skills needed for success

ASSESSMENT
Increasing communication between faculty and students (quality & quantity)
Stronger follow-up survey for students who leave and or graduate from HCC
Clear communication of learning goals or outcomes by faculty by program
Identifying and celebrating good teaching “More Awards”
Inform students of their progress regularly throughout the semester
Reaccess evaluation questions to see if all info collected is useable
Dept/program level assessments of student learning

FACULTY PREPARATION
Improve external and internal awareness of career area info for student services personnel
Apply universal design procedures
Make sure that adjunct faculty feel a part of HCC culture & learning environment
Offer training sessions and small group follow up
Continuing ed classes to help disabled students acquire life and classroom skills necessary to succeed
Offer programs that vary from traditional academic programs for people that are not prepared for AA/AS
Purchase assistive technology for students with disabilities
Focus on helping instructors reach nontraditional learners (people with disabilities, adult students, etc.
Supply resources for cont. ed instructors for “helps” in teaching skills
Develop outline of best practices of instructors whose evaluations are consistently high
TABLE 7

STUDENT PLACEMENT
Course prerequisites should be set at a grade of “C” or better by default
Place students in correct courses
Increased communication between student services and academic departments
Student placement should follow course prerequisites as a rule
Faculty and advisors would communicate about what is required in specific sections so
students will go into a class better prepared
Advising process should include informing students about courses learning format and its
requirements
Develop a better proficiency test for some prerequisite courses

STUDENT/INSTRUCTOR INTERFACING
Demonstrate concern about academic progress
Availability through flexible office hours
Formal meetings required

ATTENDANCE
Mandatory attendance
Improve class attendance

CLARIFYING EXPECTATIONS
Student expectations-teacher expectations
Make students aware of expectations/objectives/grade definition
Define student’s responsibility
Stop catering to students’ wants and give them what they need for success
Students need to be accountable
Create environment in which students are afraid to fail

ABIP
Free faculty from bureaucratic restraints so they can be creative in sharing their expertise
with students

WORK PLACE
Understand technology is dynamic
Get clearer vision from potential employers
Inter-relationship of different course areas