

Retention 2010: Improving college readiness for underserved and underrepresented populations

Interactive activity during session held on June 10, 2010; Dr. Nilka Avilés-Intercultural Development Research Association (IDRA)

Name of Board	# of Notes	<p>Gallery Walk: As an educational leader please share two (2) things you would do to create/support the item described on Post it Walk 1-5</p> <p>Post it Note Participants Comments</p>
<p>Post it Walk 1 Personalized and student-focused learning opportunities</p>	<p>21</p>	<ul style="list-style-type: none"> • Review + Redesign of gen ed to ensure curricula match needs of upper level course work. • Exploit the opportunities offered in a large HE institution to allow students to pursue <u>individual</u> pathways • Survey the students to determine what they think will help personalize their learning • Allow students to design a portion of the syllabus with a focus on journaling learning outcomes + experiences • Provide the one-on-one tutorial opportunities • Advisors conduct modules in freshman classes allowing them to build relationship and disseminate information • Success workshops including topics of : time management, note taking, study skills, stress management. • Mentors for students • Assess, Evaluate, and Implement student suggestions for classroom activities. • Students meet twice every quarter with their advisor to sign register form and schedule and future classes and procedures are discussed • Financial aid specific workshops – allows students to complete FAFSA forms • More Q + A sessions • Bring students into personal contact w/ university personal cashier • Assessment based/ informed, facilitated learning plans. • Academic advising and case management • Assess & evaluate student learning needs as well as styles • Let University students interested in teaching earn credit for mentoring • Integrate the HE experiences with the HS work • Mentored learning w/ faculty member “research/service co-curricular” involvement
<p>Post it Talk 2 A rigorous and integrated curriculum</p>	<p>18</p>	<ul style="list-style-type: none"> • An integrated curriculum should contain research articles, Pedagogical knowledge and student self discovery • Tech Prep – early college courses • Ability to function <u>without</u> technology and calculators • A rigorous curriculum should be at a more advanced level of student involvement i.e. writing research papers, a senior thesis, etc.

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		<ul style="list-style-type: none"> • Don't forget the basics! Be sure they are <u>solid</u>! • Knowledge learning outcomes mapping • Curriculum updates to conform to the current millennium generation as well meeting the needs of the career skills, knowledge + abilities • Encourage faculty to work together + integrate curriculum • Have departments meet to discuss how curricula can be integrated • Establish standards in high schools defined by regional community colleges and universities • Prepare <u>new and integrated</u> programs – not simply use existing programs • Provide reinforcement for students and structure it such that students will not be able to get by with slacking off. • Have support systems for students to meet demands of the curriculum • Allow students to study what they want despite of the program at 11th / 12th grade • We have built a career course into every academic year for all <u>4</u> years which allows focus on how college and career are inter-related • Increase opportunities for supplemental instruction • We have certain classes that have “assessment” assignments to provide info on all students’ performance
<p>Post it Talk 3 A supportive environment for all students, including guidance and college/career exploration</p>	<p>26</p>	<ul style="list-style-type: none"> • Career planning linked to advisory • Student services office which helps guide and mentor at-risk students • Re-evaluate academic advising process • Include counselor advisory, avoid ability night every house • A supporting environment for students is multicultural, non-judgmental and interactive • More knowledge of pre-reg's for their field of study • Eyes open to College – maybe campus visitation • Provide a location on campus such as student success center or other support areas where students feel comfortable entering + can learn information on a variety of services • Counselors available for guidance and answering questions and career explanations • A supportive environment is open, welcoming, resourceful, and responsive to students needs, questions and problems • Professional development across units- pan university messaging to students

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		<ul style="list-style-type: none"> • Move away from the rituals of the HS • Provide a strong counseling component with well trained staff • Assigning more advanced students as mentors. Daily walk in support appointments, networking groups. • Have counselors reach out to students in various settings on campus • Group advising academic & career • Get school community (teachers / students) involved that are not part of the program • Open door policy in student services to provide student support to enhance their academic experience resources provided to the satisfaction of the student. • Involve parents at an early stage • We have a mentoring program where current students plan freshmen student events, although orientation and other college events and receive internship credit and scholarship \$ • All campus staff is familiar with orientation process and students meet personally with advisors and financial aid staff every Qtr. • Have counselors work more closely with faculty. • Direct the program towards post-sec learning and if relevant employment (college knowledgeable) • Center for new direction, professional career university, resource center, tutoring • Assigning more advanced students as mentors, daily walk in support appointments, networking groups. • A well developed advisory / student success center on campus
<p>Post it Talk 4 A learning environment that is relevant by linking it to meaningful experiences impacting their future</p>	<p>20</p>	<ul style="list-style-type: none"> • Assign more out-of-class assignments (real-life) • Bringing in personal experiences related to work, make connections from learning to work expenditures • Exposure to research • Volunteering / community service • Teach student success @ college level • Develop the ability to <u>envision</u> the future • Teachers should ensure social + cultural relevance of their curriculum by studying different, populations + integrating it into curriculum • Learning theory + practice should incorporate child development theory which outlines clinical transitions + stages of development • Diverse curriculum that includes multiple learning styles: Auditory, kinesthetic, visual

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		<ul style="list-style-type: none"> • Provide workshops for faculty to assist them w/ course changes • Work integrated learning opportunities & credit programs • Create more classroom activities that promote application and problem solving strategies to help students learn • Hold student sessions to discuss student experiences that can impact course development • Experimental learning – in science learning • Education-to-career “internship” experience • Service learning programs tailored to the student community • Every student does at least one internship that is required before graduation • Experiential learning is incorporated into every class to some degree • Provide shadowing and/or internship opportunities • Peer mentoring is available to all students as well as peer tutoring to increase their academic success
<p>Post it Walk 5 A plan for the advancement from secondary to postsecondary education in a more thoughtful and successful manner</p>	<p>19</p>	<ul style="list-style-type: none"> • Stop requiring similar courses! Students should not repeat courses as Freshman in college • Allow students to have more flexibility in making transitions when they are ready. • Time + resource management • Learning strategies • Start college bound discussion prior to HS (by 6th grade at latest) • Share student’s plan with the university/college • “See Yourself There” A college program that brings underrepresented middle school youth to campus to experience college “Student for a Day” • Have students/parents get involved in “career mapping” from an early age (middle school) • Abolish sectors – they no longer serve a useful purpose – (e.g. HS/HE) • Planning for advancement to post secondary schools has to include focus groups with community stake holders • Use of placement tests early in High School so students and H.S. faculty see the needs of students • Summer institutes for new students • Start in at least the 5th grade to dialogue about college careers and what it takes to get there. • College Orientation for H.S. students to support the transition and preparation –BTI has a graduation prep program for all students • Advancement from secondary to postsecondary has to include an analysis of barriers to transitioning • Provide new opportunities for HS students to come on college campus

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	<ul style="list-style-type: none">• Early group academic activity pre-admission• College readiness program that begin in middle school introducing students to admissions process, fin aid, advisory, etc.• Mentor program linking college students to high school students
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