**Day One – Goal Team Review and Recommendations**

**ENGAGEMENT**Be a best in class College for student and community engagement.

**C1. Increase student engagement**

* By 2016, have improve all CCSSE measured benchmarks to be at least to the 50th benchmark, with those over the 50th benchmark increasing by at least 2%.

1. Active and collaborative learning-teamwork

student to student engagement (cohorts)

2. Student effort (investment)

3. Academic challenge—rigor, institutional effectiveness

4. Student-faculty interaction-non academic

5. Support for learners-–a lot of care and taking care of the students (daycare), need more success of tutors

Application/Value of information

Experiences

Collaborative learning-group work

Book-in-common

Interdisciplinary studies

Space audit

Have community/business speakers in the classroom

Start with average with all the community colleges and then once there

**C2. Engage in service learning within our community**

Student involved in service learning activities

Service learning: incorporating community service projects in each class room, all activities intertwined; for example writing papers/essays/report regarding the service project; requires stretching in the academic side; participating in the community

* + Most of us do not know what the rest of our colleagues are involved in out in the community
  + Maybe create a database of activities and organizations; place in the portal (Improve Technology)
  + Implement service learning in the Communications Council
  + Incorporate CSP in the course descriptions in the catalog
  + Each department responsible and be accountable for participating in the community and reporting
  + Assist with staffing to facilitate more service learning among college employees
  + Professional Development, bring it back and share with colleagues
  + Can we require that as employees we go to three college events out in the community maybe as a requirement for professional development?
  + Cross training across departments?

Student participation in Phi Theta Kappa

**C3. Increase business and industry partnerships**

* + Engage in internships with our community partners
  + CWL has a scholarship program (paid internship) for the industrial maintenance to create a pipeline of workers from high school on up
  + Workforce will have business and industry partners to share

**Day One – Goal Team Data Review**

**Engagement - External**

**Activity Guidelines:**

**Data Review – Each goal team should review the data provided and answer the following questions:**

**1. What does the data show?**

Part-time students are less engaged than full-time students. Full time students are above the 50th percentile in all 5 benchmarks for CCSSEE, but we have decreased since 2010.

Male and females report about equal with each other with the females being slightly higher. Most hover around 50 percentile.

There is a huge gap between Black and white/nonhispanic with active and collaborative learning.

**2. What is the target for each stated goal/sub-goal and is it appropriate?**

We are comfortable

**3. Where are the gaps between where we are and where we want to be?**

Are the services available offered but they are not taking advantage of it? Or are the services not available.

Difference between verbage.

**4. What other data do you need?**

Have focus groups for students.

How to we incorporate diversity with service learning? Would it be in the choice of service learning? Type of service learning?

There are different types of diversity.

**Day One – Goal Team Data Review**

**ENGAGEMENT -Internal**

**Activity Guidelines:**

**Data Review – Each goal team should review the data provided and answer the following questions:**

1. **What does the data show?**
   1. **Less than full time are less engaged than full time students so full time students are more engaged**
   2. **Increasing slightly under support for learners**
   3. **Scores are high across the board for non-traditional students**
2. **What is the target for each stated goal/sub-goal and is it appropriate?**
   1. **Comfortable with goals currently set**
3. **Where are the gaps between where we are and where we want to be?**
   1. **Part time full time student**
   2. **Perception, verbiage?**
   3. **Diversity? Ethnicity, age, gender, monetary**

**4. What other data do you need?**

* **We need a comparison between modes of instruction?**
* **What is the method of delivery for part time students?**
* **Can we get more information; can we supplement the CCSE (Tony) more disaggregated data?**
* **Are there different disciplines where students are more engaged even part time?**
* **Is perception reality?**
* **Focus groups**
* **What teams/departments on campus are doing it very well?**

**Goal Team Meetings**

**Thursday, November 14, 2013**

**Activity Guidelines:** Goal Team Conversations: Each goal team should continue discussions on data and initiatives to address the gaps.

1. **Discuss what has been revealed in the data and potential initiatives to address the gaps in the data.**

**Professional Development**

**Professional Development on the Assessment Tool (CCSSE)**

**Core Revisions – Assessment might address some of these issues**

**Common writing**

**Common read**

**Engagement across the curriculum**

**Learning Community – Faculty and Students**

**Reporting Requirements**

**Service learning involvement (Faculty, Staff, and Students)**

1. **Identify additional data that may help in decision making**

**Day Two – Goal Team Conversations Continued**

Activity Description:

Goal Team Presentations and Discussion – Be prepared to share the list of initiatives with the large group. Use large post-its to write your initiatives on to post in the auditorium.

**C1. Increase student engagement**

* By 2016, have improve all CCSSE measured benchmarks to be at least to the 50th benchmark, with those over the 50th benchmark increasing by at least 2% (e.g. active and collaborative learning, student effort, support for learners, student-faculty interaction, academic challenge).

**Potential Initiatives**

1. **Professional Development on engagement activities-Each semester, offer 3-4 best practices for engagement teaching/learning strategies, chosen by department and mandate each faculty to implement and evaluate (maybe on faculty evaluations). (L9 & 10)**

1. **Engagement across the curriculum—**Embedding Learning Frameworks ideas in all courses and all departments. (I.E. Common writing, Common Read (L 4 &5)
2. **Learning Communities- to provide conversations, communication, and professional development on successful engaging strategies** (including modeling and defining CCSSE instrument, and adjunct support-Bringing them in and train and mentoring-support by funding this aspect). **(L10-3 & 4)**

Broaden our definition of engagement to all persons at the college (faculty and staff) and design ways to cross to staff (custodians police officer, departments, and faculty, child care)

1. **Require high-impact practices by department and to be monitored by departments**
2. **Improving internet capabilities (hardware, software, training for faculty) to engage students in both online and face to face courses in activities.**

**C2. Engage in service learning within our community**

1. **Create a communication forum for project based/service learning both in and out of the classroom (L-3)**
2. **Require departments to implement project based/service learning in specified courses (to be monitored by departments and reported to the forum) (L10-3)**

**C3. Increase business and industry partnerships**

1. **Invite and engage in community functions for community and students**
2. **Inviting businesses (i.e. Starbucks or Barnes and noble) for support for the college**
3. **Encourage and implement partnership/Internship**

Looking out how student clubs can help(CCSSE-Part-time students are less engaged than full-time students. There is a huge gap between Black and white/nonhispanic with active and collaborative learning.)

Students engage with content

Students engage with faculty

Students engage with staff

Students engage with community

Students transition from college responsibility to student responsibility to engage. We need to scaffold skills and lay underlying information to require higher thinking in upper level courses.

Course structure to allow for failure in low-stake situations rather than high-stakes situations.

Feedback within the first 3 weeks of school.

**Day Two – Review Challenges and Develop Final Initiatives**

Activity Guidelines:

Final Initiatives – Each goal team should refine its list of initiatives prioritize the list and answer each of the following for each initiative:

* Focus Questions (think big picture):
* What would it take to achieve the initiative?
  + What people-resources do we need?
  + What financial resources do we need?
    - All must have consensus—all agree on what is vital to the mission and goal.
    - Each objective should follow a verb-plus description.
    - All should begin with the words, "we must….“
    - Each should address a single issue.
    - Each should have an owner, the person (department) responsible for carrying out the strategy.
* C1.1—a comment was made about more money for professional development. Discussion about how there is money but some don’t know the process, but we need more to provide the excellence. Some staff need opportunities to go but cannot because of staffing issues and money issues.
* We can begin to implement right now. Funding is already in place. Information needs to be distributive in a way that is clear of how to access it. Cindy volunteers to help coordinate the college’s professional development. CWL can help with running the professional developments.
* An investigation about how to provide faculty development for adjunct. Look into online professional development, funding, on-campus, multi-institution professional developments.
* C1.2 Can be implemented now. Includes Learning Frameworks. Learning Frameworks instructor/director can help other departments see how to incorporate in disciplines and departments. Faculty evaluations can help to monitor the engagement activities. Department chairs and departments can look into best practices for the department
* 1.3 A person needs to coordinate the communications and communities. Communities would be responsible coordinating dates, meetings and information distributed. Communities and coordinator and investigate best learning strategies to be discussed and used. Departments need input.
* 1.4 This falls under 1.2 and has been combined with this goal
* 1.5 Budget constraints are in this goal with hardware and software issues. Director of e-learning and his department can help facilitate the training and professional development of best and engaging online practices
* C.2 and C.3 Director of student life would be responsible for implementing these goals with coordinating community resources and service learning opportunities. Department chairs can help facilitate the service learning problem-based learning activities
* The communication council can be the hub for departments and professors to report out these opportunities.
* C.3.1 We have job fairs what about a internship fair. Co-op ed coordinator (Tutoring & Disability services in charge of it). Money needed for SI (Student Instructors).