



# **STRONG WORKFORCE FACULTY INSTITUTE: RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS**

An institute hosted by the San Diego-Imperial Regional Consortium

## **Printed or PDF Version of the Online Form: For Reference Only**

This document is a resource for participants of the Strong Workforce Faculty Institute—a professional learning opportunity for faculty in the San Diego and Imperial Counties Community Colleges. Participants of the Institute are expected to complete an online form, which includes investigative research and reflection questions as well as prompts for an in-classroom action plan. Faculty may use this printed or PDF version of the online form as a reference to review the questions in advance.

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## Online Form Instructions

Make sure that you have reliable internet before you begin the online form. Please use a laptop or tablet to view and complete the online form. The format and layout will not populate properly on a cellphone. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

As a participant of the Strong Workforce Faculty Institute, you will work collaboratively with researchers and deans assigned to the Institute to better understand, and connect with, your students. Institute participants are expected to complete an online form, which has two parts:

- 1) investigative research and reflection
- 2) an action plan to implement your ideas in the classroom

The investigative research consists of quantitative and qualitative questions about your courses and students. You will fill out each section to the best of your ability, using data/information provided by your institution's researchers and your own knowledge of your courses/students. These are Sections I through IV of the online form.

The action plan is what you plan to change in the classroom based on what you have learned during the investigative research. You will determine your own timeline and activities in the action plan, after consulting your dean and researchers. This is Section V of the online form.

Prior to each section's due date, **you are expected to meet with the dean and researcher(s) assigned to the Institute from your college.** Consult your dean and researcher(s) for more information (time, date, location) about the monthly meetings. If you cannot attend the scheduled meeting, then make arrangements with your dean and researcher(s) to review your responses for the section at a different date.

The following timeline outlines the milestones for the Institute:

Due Date	Milestone
Feb 28, 2020	First (kickoff) in-person professional learning event
Mar 31, 2020	Section I due
Apr 30, 2020	Section II and Section III due
May 29, 2020	Section IV due
Jul 31, 2020	Section V due
Sep 25, 2020	Second in-person professional learning event

Faculty, researchers and deans are expected to continue their collaboration beyond the second in-person professional learning event on September 25, 2020. Your college may have internal deadlines in addition to the ones listed above. Consult your dean and researcher(s) for more information.

As you fill out the online form, please keep the goals of the Faculty Institute in mind:

- Foster strong collaboration and engagement among faculty, researchers, and deans
- Encourage self-reflection, inquiry, and research-based decision-making
- Inspire teaching and learning from a culturally inclusive perspective

**The information you provide in the online form will not be shared publicly.** The only people who have access to the form are you, your assigned dean and researcher(s), the Regional Consortium, and the San Diego-Imperial Center of Excellence for Labor Market Research.

The form will automatically save your responses as you click through the forward and backward arrows. If you need help with the online form, contact [sandiego-imperial@coecc.net](mailto:sandiego-imperial@coecc.net).

## Section I: Enrollment, Retention, and Success

### INSTRUCTIONS:

1. Prior to starting this section, you must meet with your institutional researcher(s) to determine what course data is available for you to analyze.
2. In this section, you will be asked to provide the demographic breakdown of students who enrolled, retained and succeeded in one course that you previously taught.
3. Your college's overall student demographic breakdown is provided as an example of how to fill in the fields.
4. You may use data from one section or multiple sections of the course you choose to analyze. The timeframe in which data is collected or is available for your course may not necessarily match the timeframe for the data provided for your college. For example, you may use only one term's worth of data or three years' worth of data in your responses. **The purpose of this exercise is to not compare "apples to apples," but to reflect on trends that you see in your course.**
5. You may choose to repeat this exercise/section with other courses that you teach; however, **for the purpose of this online form, you are expected to provide information for only one (1) course.** Any other analysis should be done outside of this form.
6. You do not need to include the number of students (n=) that you use to calculate your percentages. You may keep track of those numbers in a separate spreadsheet.
7. If there is not enough data for your course(s), enter "N/A."
8. You are encouraged to talk to your fellow faculty, researchers, and deans as you complete this form; however, you are responsible for writing your own responses.
9. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

### ENROLLMENT RATES BY DEMOGRAPHIC

1. For each demographic below (i.e., race/ethnicity, gender, age group), what percentage of students enrolled in your course(s) fall into each category?

As you fill in the tables below with your percentages, **please keep in mind which demographics in your course are higher or lower compared to your overall college.**

Race/Ethnicity	% of Students Enrolled in Your Course(s)	Community College Overall (Example)
African American	%	5%
American Indian/Alaska Native	%	0%
Asian	%	12%
Filipino/a	%	7%
Hispanic	%	28%
Pacific Islander	%	1%
Two or More Races	%	6%
White	%	37%
Other, unreported or N/A	%	3%

Gender	% of Students Enrolled in Your Course(s)	Community College Overall (Example)
Male	%	55%
Female	%	45%
Other, unreported, or N/A	%	N/A

Age Group	% of Students Enrolled in Your Course(s)	Community College Overall (Example)
19 or younger	%	20%
20-24	%	32%
25-29	%	18%
30-34	%	10%
35-39	%	6%
40 and older	%	13%
Other, unreported or N/A	%	N/A

2. Looking at the demographic breakdown of students enrolled in your course(s) compared to the students at your college, please answer the following open-ended questions. Please note that these questions are intended for you to share your observations. There are no right or wrong answers.

- a. What enrollment trends do you see among the different demographics? Are there any ethnic/racial groups at your institution that are not enrolled in your course? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

- b. After analyzing your course enrollments, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

- c. Are you interested in increasing the enrollment of a specific demographic? If so, what information, support, or training would you need to help you increase that demographic's enrollment rates? What would be your next steps?

### COURSE RETENTION RATES BY DEMOGRAPHIC

3. For each demographic below, **what percentage of students enrolled in your course(s) did not withdraw and received a valid grade** (i.e., course retention rate)? A valid grade is typically any grade A-F.

As you fill in the tables below with your percentages, please keep in mind which demographics in your course are higher or lower compared to your overall college.

Race/Ethnicity	% of Students Enrolled in Your Course(s) Who Did Not Withdraw and Received a Valid Grade (Course Retention Rate)	Community College Overall (Example Course Retention Rate)
African American	%	85%
American Indian/Alaska Native	%	91%
Asian	%	91%
Filipino/a	%	89%
Hispanic	%	88%
Pacific Islander	%	88%
Two or More Races	%	89%
White	%	91%
Other, unreported or N/A	%	92%

Gender	% of Students Enrolled in Your Course(s) Who Did Not Withdraw and Received a Valid Grade (Course Retention Rate)	Community College Overall (Example Course Retention Rate)
Male	%	89%
Female	%	90%
Other, unreported, or N/A	%	N/A

Age Group	% of Students Enrolled in Your Course(s) Who Did Not Withdraw and Received a Valid Grade (Course Retention Rate)	Community College Overall (Example Course Retention Rate)
19 or younger	%	91%
20-24	%	88%
25-29	%	89%
30-34	%	90%
35-39	%	91%
40 and older	%	91%
Other, unreported or N/A	%	N/A

4. Looking at the course retention rates of students enrolled in your course compared to the students at your college, please answer the following open-ended questions. Please note that these questions are intended for you to share your observations. There are no right or wrong answers.

- a. What retention trends do you see among the different demographics? Do you notice any similarities among the students who retained or withdrew? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

- b. After analyzing your course retention rates, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

- c. Are you interested in increasing the retention rates of a specific demographic? If so, what information, support, or training would you need to help you increase that demographic's retention rates? What would be your next steps?

**COURSE SUCCESS RATES BY DEMOGRAPHIC**

5. For each demographic below, **what percentage of students enrolled in your course(s) earned a passing or satisfactory grade** (i.e., course success rate)? A passing grade is typically any grade A-C or “pass.”

As you fill in the tables below with your percentages, please keep in mind which demographics in your course are higher or lower compared to your overall college.

Race/Ethnicity	% of Students Enrolled in Your Course(s) Who Earned a Passing Grade (Course Success Rate)	Community College Overall (Example Course Success Rate)
African American	%	65%
American Indian/Alaska Native	%	81%
Asian	%	82%
Filipino/a	%	77%
Hispanic	%	72%
Pacific Islander	%	83%
Two or More Races	%	75%
White	%	81%
Other, unreported or N/A	%	N/A

Gender	% of Students Enrolled in Your Course(s) Who Earned a Passing Grade (Course Success Rate)	Community College Overall (Example Course Success Rate)
Male	%	76%
Female	%	78%
Other, unreported, or N/A	%	N/A

Age Group	% of Students Enrolled in Your Course(s) that Earned a Passing Grade (Course Success Rate)	Community College Overall (Example Course Success Rate)
19 or younger	%	76%
20-24	%	72%
25-29	%	77%
30-34	%	81%
35-39	%	83%
40 and older	%	85%
Other, unreported or N/A	%	N/A

6. Looking at the course retention and success rates of students enrolled in your course compared to your college overall, please answer the following open-ended questions. Please note that these questions are intended for you to share your observations. There are no right or wrong answers.

- a. What is your grade distribution across the different demographics? In other words, what demographics are getting A's, B's, and C's in your course? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

- b. Do you have any demographics with a high retention rate, but low success rate? Conversely, do you have any demographics with a low retention rate, but high success rate? If so, why do you think these trends exist?

- c. After analyzing your course retention and success rates, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions?

- d. Are you interested in increasing the course success rates of a specific demographic? If so, what information, support, or training would you need to help you increase that demographic's success rates? What would be your next steps?

## LONGITUDINAL ANALYSIS (IF APPLICABLE)

### INSTRUCTIONS:

1. In this part of the section, you will review enrollment, retention, and success for courses that you have taught for more than one term.
2. Prior to starting, you must meet with your institutional researcher(s) to determine what course data is available for you to analyze.
3. If you have **not** taught more than one term, then enter "N/A" for all questions in this part of the section.
4. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

1. Do you see differences in enrollments, course retention, and course success/completion due to your **course format** (e.g., fully on campus/in-person, fully online, or hybrid)? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

2. Do you see differences in enrollments, course retention, and course success/completion due to **different terms**? For example, do your courses have higher attendance in the spring term compared to the fall term? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

3. Do you see differences in enrollments, course retention, and course success/completion when the course is offered in the evening versus in the morning versus in the afternoon? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

4. Do you see differences in enrollments, course retention, and course success/completion depending on **different course lengths** (e.g., 4-week intersession, 6 weeks, 8 weeks, 12 weeks, 16 weeks, 18+ weeks)? Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?

## Section II: Student Engagement and Characteristics

### INSTRUCTIONS:

1. In this part of Section II, you will be asked to reflect on how you engage with your students in general.
2. You do not need data or research to answer these questions.
3. Select the answer that is closest to your own practices.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

### STUDENT ENGAGEMENT

1. How do you generally engage with your students **before** the first day of class? Select the answer that is closest to your own practice.
  - a. I allow students to access the learning system (e.g., Blackboard, Canvas) so they can review course materials, but I do not send them an email before the first day of class.
  - b. I email students a welcome letter, course website, syllabus, and other logistics.
  - c. I email students an assignment, which is due on/before the first day of class.
  - d. I do not communicate with students prior to the first day of class.
  - e. Other, please specify: \_\_\_\_\_
2. How do you generally engage with your students **during** the first day of class? Select the answer that is closest to your own practice.
  - a. I provide an orientation of the class (e.g., review the syllabus, set course expectations).
  - b. I ask students to introduce themselves and/or do icebreakers, and then I provide an orientation of the class.
  - c. I provide an orientation of the class and then I start teaching the material (i.e., dive into the course material).
  - d. Other, please specify: \_\_\_\_\_
3. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the Institute—and share how you engage with students prior and during the first day of class. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?
4. How do you get to know, or connect with, students enrolled in your course? Select the answer that is closest to your own practice.
  - a. I give my students a survey to respond to about their interests, why they enrolled in my course, etc.
  - b. I have one-on-one conversations with my students.
  - c. I have my students submit a reflection essay or an assignment about their intent, background, etc.
  - d. I get to know them during the icebreakers in class.
  - e. Other, please specify: \_\_\_\_\_
5. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the Institute—and share how you connect with students. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

**INSTRUCTIONS:**

1. In this part of Section II, you will be asked to reflect on the *types* of students you previously taught.
2. Take time to reflect and answer each question to the best of your ability.
3. You and/or your institution may have captured information about student characteristics, but you do not necessarily need data or research to answer these questions.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

**STUDENT CHARACTERISTICS**

1. Have you ever taught students with any of the following characteristics? Select "Yes," "No," or "I don't know/data not available."

	Yes ↓ No I don't know/data not available
Students who have part- or full-time jobs	
Students who depend on third-party or public transportation	↓
English-language learners	↓
Students with disabilities	↓
First-generation students	↓
Homeless students	↓
Single parents	↓
Veterans	↓
Students who are currently, or were previously, in the foster care system	↓
Out-of-county residents (e.g., Mexico)	↓
Economically disadvantaged students	↓
Students who receive(d) financial aid	↓
Students who participated in Extended Opportunity Programs and Services (EOPS)	↓

2. A. How do you find out about your students' backgrounds or characteristics (above)? What methods or strategies do you use to learn more about your students beyond what they do in the classroom?

B. If you selected "No" or "I don't know/data not available" for **all** student characteristics above, what next steps could you take to get to know your students beyond what they do in the classroom?

3. A. For each characteristic that you selected "Yes" for (above), what methods or strategies do you apply in the classroom to retain these types of students or to help them complete your course? What could you do more or less of?

B. If you selected "No" or "I don't know/data not available" for **all** student characteristics above, what methods or strategies do you apply in the classroom that could help these types of students with course retention or completion?

4. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the Institute—and share how you learn about your students' backgrounds and how your methods and strategies may help these types of students with course retention and completion. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

5. After reflecting on your student engagement practices, what follow-up questions do you have? What else would you like to know about your students? What next steps could you take to obtain the answers to your questions? What information, training, or support would you need to complete your next steps?

## Section III: Course Materials

### INSTRUCTIONS:

1. Now that you reviewed student demographics and characteristics—Section I and Section II, respectively—this section will ask you to reflect on the language used in your course materials, specifically the syllabus.
2. Please have a recent syllabus in hand as you reflect and answer each question.
3. You do not need data or research to answer these questions.
4. You may choose to repeat this exercise/section for other materials in your course (e.g., assignments); however, **for the purpose of this online form, you are only expected to provide information about your syllabus.**
5. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
6. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

With your syllabus (or someone else's syllabus) in hand, please answer the following questions as objectively as possible:

1. *First impression:* How are you, as the reader, greeted? What are the first messages students might receive from this document? How does the document make you feel (e.g., overwhelmed, empowered, tired, excited, confused)?

2. *Message:* From your point of view as the reader, is the purpose/goal of the document well-articulated? What needs to be clarified, elaborated, or illustrated to help students understand? Does the document add more clarity or is it likely to make students feel overwhelmed?

3. *Language:* What technical or "specialized" language is used? Is there limited academic jargon or does the student need a glossary to understand the contents?

4. *Tone:* How would you describe the tone of the document? Is it respectful, encouraging, and supportive? Is it motivational and non-threatening? Does the tone convey a sense of belonging? How do you think students might respond to the tone?

5. *Resources:* Does the document share additional contact information or resources if the student has questions or needs additional help? Does the document convey a willingness to help students succeed?

6. *Assumptions*: Does the document make assumptions about what students should know? Does it convey high expectations for students?

7. *Disproportionate impact*: How might one student group benefit from this document over another?

8. *Conclusion and follow-up*: How does the document conclude? Are there any “next steps”? Are expected actions clearly communicated? What questions are left unanswered?

*(These prompts were adopted from the Center for Urban Education at the University of Southern California Rossier School of Education. Student Equity Planning Institute. 2019.)*

9. Now, with **your** syllabus in hand, to what extent do you agree or disagree with the following statements?

My syllabus...	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Conveys the message of a welcoming academic environment for: <ul style="list-style-type: none"> <li>• students of any demographic (e.g., gender, ethnicity/race, age)</li> <li>• students with any characteristic (e.g., dependent on public transportation)</li> </ul>						
Has a caring and encouraging tone that encourages students of any demographic or characteristic to participate in the course.						
Validates that all students have the potential to successfully complete the course.						
Articulates the message that the instructor will play an active role in the student’s success in the course.						

10. Is there language in your syllabus that you plan to revise after this exercise? Why or why not? What next steps could you take to revise your syllabus or other course material? What information, training, or support would you need to complete your next steps?

## Section IV: Classroom Policies and Assessments

### INSTRUCTIONS:

1. In this part of the section, you will be asked to reflect on your classroom policies and assessments.
2. You do not need data or research to answer questions in this part of the section.
3. Select the answer that is closest to your own practices.
4. You are encouraged to discuss your answers with your peers, researchers, and deans. In fact, some questions will ask you to engage with your fellow faculty members. However, **you are responsible for writing your own responses.**
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

### CLASSROOM POLICIES

1. How do you **initially** respond when a student is absent? Select the answer that is closest to your own practice.
  - a. I mark them as absent
  - b. I ask them if they would like to withdraw from the class
  - c. I contact the student or ask them directly why they were absent
  - d. I deduct points from their overall grade
  - e. I do nothing / I do not penalize them
  - f. Other, please specify: \_\_\_\_\_
2. How do you respond when a student is **consistently** absent? Select the answer that is closest to your own practice.
  - a. I mark them as absent
  - b. I ask them if they would like to withdraw from the class
  - c. I contact the student or ask them directly why they were absent
  - d. I deduct points from their overall grade
  - e. I do nothing / I do not penalize them
  - f. Other, please specify: \_\_\_\_\_
3. How do you **initially** respond when a student is late to class? Select the answer that is closest to your own practice.
  - a. I mark them as absent
  - b. I ask them if they would like to withdraw from the class
  - c. I deny entry to prevent disruption to the class (e.g., lock the doors)
  - d. I invite them to participate in the current class activity
  - e. I do nothing / I do not penalize them
  - f. I deduct points from their overall grade
  - g. Other, please specify: \_\_\_\_\_
4. How do you respond when students are **consistently** late to class? Select the answer that is closest to your own practice.
  - a. I mark them as absent
  - b. I ask them if they would like to withdraw from the class
  - c. I deny entry to prevent disruption to the class (e.g., lock the doors)
  - d. I invite them to participate in the current class activity
  - e. I do nothing / I do not penalize them
  - f. I deduct points from their overall grade
  - g. Other, please specify: \_\_\_\_\_

5. How do you **initially** respond to students who do not finish assignments completely or on time? Select the answer that is closest to your own practice.
- a. I talk to them and determine if I should give them an extension
  - b. I do not accept the assignment and give them no points
  - c. I accept the assignment but take points off the grade (i.e., late penalty)
  - d. I ask them if they would like to withdraw from the class
  - e. Other, please specify: \_\_\_\_\_
6. How do you respond to students who **consistently** do not finish assignments completely or on time? Select the answer that is closest to your own practice.
- a. I talk to them and determine if I should give them an extension
  - b. I do not accept the assignment and give them no points
  - c. I accept the assignment but take points off the grade (i.e., late penalty)
  - d. I ask them if they would like to withdraw from the class
  - e. Other, please specify: \_\_\_\_\_
7. How do you **initially** respond to students who do not successfully pass an exam (or another major assessment)? Select the answer that is closest to your own practice.
- a. I talk to them and determine if they should retake the exam
  - b. I give them the grade based on their performance
  - c. I ask them if they would like to withdraw from the class
  - d. Other, please specify: \_\_\_\_\_
8. How do you respond to students who **consistently** do not successfully pass an exam (or another major assessment)? Select the answer that is closest to your own practice.
- a. I talk to them and determine if they should retake the assessment
  - b. I give them the grade based on their performance
  - c. I ask them if they would like to withdraw from the class
  - d. Other, please specify: \_\_\_\_\_
9. Pick one (or more) fellow faculty member(s)—preferably a peer who is also participating in the Institute—and share your attendance, tardiness, and assessment policies. What do you do similarly or differently? Are there any ideas that you would adopt? Why or why not?

10. Thinking about the different student demographics and characteristics you explored in Section I and Section II, respectively, are your classroom policies conducive to the success of these types of students? Why or why not?

**INSTRUCTIONS:**

1. In this part of the section, you will reflect on the timing of your assessments with the number of students remaining in your class throughout the term.
2. Refer to one course section to answer these questions. You and/or your institution may have captured data on student attendance.
3. You may repeat this exercise with other course sections to determine if trends exist; however, **for the purpose of this online form, you are only expected to provide information about one section.**
4. You are encouraged to discuss your answers with your fellow faculty, researchers, and deans. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

**ASSESSMENT ANALYSIS**

1. What assessments do you incorporate in your class to capture your students' progress? Populate the table below with the assessment type (e.g., quizzes, team projects, homework assignments, exams, essays), the weight of each assessment (e.g., 50% of total grade), and the number of times that assessment is given in a term.

Assessment Type	Weight of Each Assessment	Number of Assessments

2. If the above question does not apply to you, please explain your assessment strategy and how you determine students' grades.

3. Fill out the table with the timing of your assessments and the number of students who remain in your class during that week. An example is provided below.

*Example Assessment Timeline*

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Assessment</b>	Assign ment #1	Assign ment #2		Midterm		Assign ment #3	Final project	Final exam
<b>Number of Students Remaining in the Course</b>	30	29	29	29	26	21	20	20

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Assessment</b>								
<b>Number of Students Remaining in the Course</b>								

5. Do you see trends regarding the timing of student drop outs and due dates of major assessments?  
 Are you surprised by any of these trends, or are they what you expected? Why do you think these trends exist?  
 Are there any adjustments that you can make to major assessments to improve student retention? Why or why not?

## Section V: Action Plan

### INSTRUCTIONS:

1. Now that you completed the investigative research and reflection questions of the online form (Section I through Section IV), this section will ask you to develop an action plan in your classroom.
2. Think about what you are able to accomplish specifically in your own classroom.
3. You can refer to your answers in the previous sections (using the printed version of this online form) to help you answer this section's questions.
4. You are encouraged to discuss this section with your fellow faculty, researchers, and deans as you complete this form. However, you are responsible for writing your own responses.
5. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

### 1. Statement of Need

Based on what you learned in Section I through Section IV of this online form, what challenge(s) or issue(s) would you like to address with your action plan?

*Example answer: "Based on Section I, I found that female students have lower retention rates than male students in my course. I would like to increase the retention rate of my female students from 50% to 65%."*

### 2. Proposed Action Plan

Based on what you learned in Section I through Section IV, what intervention do you plan to apply in the classroom to improve the retention and success rates of your students?

For example:

- a) Did you find any enrollment, retention, and success trends that you would like to address in your action plan (Section I)?
- b) Are there student engagement and/or teaching and learning strategies that you would like to experiment in your classroom to better connect with your students (Section II)?
- c) Is there a need for you to revise your syllabus and other course materials to incorporate equity-minded language (Section III)?
- d) Are there changes you would like to make in your classroom tardiness, attendance, and assessment policies that would increase the retention and success of students from any background (Section IV)?



5. **Alignment with Other Initiatives**

How will your action plan align with other initiatives at your colleges (e.g., Guided Pathways, integrated/equity plan, college master plan)?

If you are unfamiliar with other initiatives occurring at your college, consult your dean.

6. **Risks**

What risks may complicate the execution of your action plan? What solutions can help minimize potential risks?

7. **Sustainability Plan**

How do you plan to sustain your action plan or intervention?

Do you plan to review results after the first implementation, adjust your action plan accordingly, and implement the intervention again at another time?

What types of information, training, or support would you need to sustain your action plan or intervention?