

World Café I (April 7, 2008)

Harbor College in 2013—Perhaps It Looks Like....
Harbor College is path to job, university, community
Happy Harbor returns
Students see value of education and individual classes
See clearly what students really need
Shift teaching to student learning
Two X students and faculty and staff
Common space in each building
A house to meet and get to know
Faculty lounge
Dorms allow to collaborate with CSU
Modern food court
A beautiful campus
Commitment to maintaining what we have and keep it clean
Satellite campuses
Safe and fun environment
Honor student success
Retention 98% / graduation rate 98%
Student power
Hit the target of what really matters = student success
Faculty empowered
New high-tech energized instructors
Health care and good pay for adjuncts
Escort service
Students placed in right place
Learning communities
Student and faculty orientation program
Refocus on workforce development
All students take basic skills or are prepared
People come from everywhere to Harbor College
Innovation Center
Increase CTE
Every student has a personal education plan
Greater involvement with feeder schools
Partner with local business and community
Planning and dollars drive academic resources
Assess for student success
Cut through red tape
Better person-to-person communication and dialogue

Revitalized systems
Turnaround time for business three months
Emergency funds
Registration is a breeze
Computer interaction
WiFi everywhere/technology enabled and for the disabled
Strong IT support
Online capacity

## What Makes Up The Foundation For Student Success

- Students who write, listen, critically think, speak, read, compute, and understand information literacy.
- Respect (for institution, self, each other)
- Personal responsibility (for decisions, for work)
- Self esteem—build self confidence—champion self (teach how)
- Patience and perspective
- Study skills (how to prepare; learning how to learn; self discipline and time management; being on time; understanding course syllabus)
- Social skills and etiquette (tolerance; acceptance; civility)
- They know how to collaborate in a diverse environment
- Know how to navigate the bureaucracy—go for help—self esteem
- How to ask defining questions
- Mental and physical wellness
- Realizing the value of education (goal, dreams, priorities, help for undecideds, passion)
- Ethical decision-making (own values; conscientiousness; integrity; values in society)
- Failure is not a dirty word—not afraid to take a risk, curious, celebrate
- Leadership and group skills
- Concentration skills; i.e., Focusing
- Problem-solving

## What Are Our (Harbor's) Opportunities To Build That Foundation?

- We are here—we can do something about all of these—all of this is our responsibility
- Safe, healthy, supportive environment—protect this at all costs
- Every interaction has to be individualized (skill level, learning style)
- Learning communities (interaction—creates community of learners)
- Mandatory orientation that deals with foundations—make it fun
- Teach people how to think / find their own answers
- Service learning (integrated learning opportunities)
- Creation of an Assess For Success Center (base line connect with resources)
- Check up/ check in process—how are you progressing?
- Teacher accountability—at institutional level as well—where to change things for students
- Graduate or peer mentorship
- Provision of support services
- Curriculum development across disciplines: integration of the basic skills in all our classes
- Market what we have

LA Harbor Community College "Open Space" Report

Topic/Issue	How can faculty and staff work together toward student success?
Topic Initiator	Lori Minor
Outcomes and Decisions	<p>Classified staff often feel a lack of respect from faculty (and administrators) as though the job they do is not as important.</p> <p>Classified staff often feel a lack of recognition and appreciation for the work they do.</p>
Next Steps	<p>Open communication between faculty and staff through forums with "open" and "safe" communication. The fear of retaliation is real. Classified need to feel comfortable in expressing their feelings.</p> <p>A show of appreciation (through verbal means) to classified staff for the work they do.</p> <p>Recognition that without all of the parts of the engine, the car won't run – a student may complete all of his classes but without classified processing grades, petitions, and diplomas – there have no degree.</p>

LA Harbor Community College "Open Space" Report

Topic/Issue	Establish Clear Expectations
Topic Initiator	Joachin Arias
Outcomes and Decisions	Set grading criteria. Show examples of graded assignments  Participate in learning communities.
Next Steps	

LA Harbor Community College "Open Space" Report

Topic/Issue	Teaching Communities
Topic Initiator	June Burlingame Smith
Outcomes and Decisions	<ol style="list-style-type: none"><li>1. Identify a cross disciplinary group of 6-8 teachers who want to form a teaching community.</li><li>2. Identify sources of funding for reassigned time and materials.</li></ol>
Next Steps	Start the process of identifying and interested group this fall and identify potential money sources. Draft a proposal in the spring semester.

LA Harbor Community College "Open Space" Report

Topic/Issue	Sport intra-murals to provide physical and mental well-being of all students.
Topic Initiator	Athletic Coaching staff
Outcomes and Decisions	<p>Create a program for the spring semester in the sports of Volleyball &amp; Basketball. Advertisement school wide to all registered students, faculty and staff members of Harbor College begins during the fall semester. It will provide leagues for men/women and co-ed teams. Individual sign-ups will be placed on a free agent list that teams can draw players from. The left over players will be placed on a team. A constitution will be devised for intra-murals rules. A Director will be in charge to organize each sport and league.</p> <p>Goal is to enhance the person on the campus. The well-being of a student, teacher or classified staff member makes the environment at Harbor College a better experience for the campus as a whole to improve learning of the essential skills.</p>
Next Steps	<ul style="list-style-type: none"> <li>• Establish a constitution</li> <li>• Find Directors</li> <li>• Create an Officiating Class</li> <li>• Advertise and set-up early registration</li> </ul>

LA Harbor Community College "Open Space" Report

Topic/Issue	<p>\$ Money and Funding</p> <ul style="list-style-type: none"> <li>• Faculty activities with students</li> <li>• Books</li> <li>• Basic Skills classes are offered for free</li> </ul> <p>Other Issues</p> <ul style="list-style-type: none"> <li>• \$ collecting data for assessment</li> <li>• Program Review work by Faculty</li> <li>• Tracking students once there out of Harbor</li> <li>• Improving teaching methods/learn/try new methods</li> <li>• \$ for work done above and beyond class assignments</li> </ul>
Topic Initiator	E2
Outcomes and Decisions	
Next Steps	

LA Harbor Community College "Open Space" Report

Topic/Issue	Faculty vs. Student responsibility in the learning process
Topic Initiator	Group F
Outcomes and Decisions	<p><b>Faculty responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Role model professional behaviors (i.e., start class on time, dress appropriately, be organized, etc.).</li> <li>• Inform students upfront of course outcomes and your expectations and consequences-effect on grade, etc.</li> <li>• Keep office hours.</li> <li>• Maintain high standards- students must demonstrate course outcomes and turn in assignments or they don't pass the course.</li> <li>• Address each step of the learning process-motivate, inform, process, give application exercises.</li> <li>• Keep material current.</li> <li>• Treat students with respect</li> <li>• Be informed of student services for referring students.</li> </ul> <p><b>Student responsibilities:</b> Come prepared to class.</p> <ul style="list-style-type: none"> <li>• Come to class on time.</li> <li>• Turn in assignments on time.</li> <li>• Ask questions if lack of understanding.</li> <li>• Inform instructor of any problems completing assignment in a timely manner.....Voice needs, so instructor can make appropriate referrals.</li> <li>• Responsible for demonstrating achievement of course outcomes through test scores, skill check off, performance...</li> </ul>
Next Steps	<ol style="list-style-type: none"> <li>1. Staff workshops on learning process.</li> <li>2. Group work which unites departments and create a culture of high expectations so that our students can be successful in the workforce.</li> <li>3. Discuss, encourage, and support instructors who are maintaining standards.</li> <li>4. Administration support of instructors who have to fail students, or who are enforcing standards.</li> </ol>

LA Harbor Community College "Open Space" Report

Topic/Issue	"Shoot the Breeze" Colloquium 12:05-12:35
Topic Initiator	Dr. Melanie Renfrew
Outcomes and Decisions	<p>Faculty and interns who chose this session were inspired viscerally by the scientific observation that, "The most progress and inspiration at meetings come at the break." Topics of discussion included what people did over the summer, how grieving for loss of a spouse is not usually over quickly, and may come as a surprise, that Dave Humphreys "really cares," and how faculty are an independent lot, so it is difficult to be a dean or VP "over" us, and expect us to perform in required ways for their jobs.</p> <p>Instructors need places to let conversation "flow out of our hearts," without being "cerebral." The structure of the exercise allowed for humor and honesty, "following one's passion" of the moment, and viscerally, when I saw them put out the salad and tortilla chips at 10:30, and we were encouraged to "do what we want," I felt, others might want to have relaxed conversation, too. We learn from each other when we share "what's going on," without fear of exposing our nonconformity or weakness, without fear of criticism.</p>
Next Steps	<p>Have more places on campus where faculty can meet and "shoot the breeze." * We are expected to perform at such high levels, that many of us need to relax, and feel accepted if we "share" that we have difficult or belligerent students who are giving us a hard time because <u>they</u> aren't trying. Also, I get hundreds of ideas all the time, like being "pregnant" with new ideas or things to try, and am not able to share things all the time in the idea stage, but sometimes it can be developed through another's feedback.</p> <p>*i.e., what Mark Wood was saying just now about his session.</p> <p>Dr. Spink is to be commended for her weekly Tuesday morning coffee sessions where people can do just this. (Some of us can't make it at that time.)</p>

LA Harbor Community College "Open Space" Report

Topic/Issue	Critical Thinking & Informational Literacy
Topic Initiator	Ellen Joiner
Outcomes and Decisions	<p>Critical Thinking must be taught across the curriculum beginning with instructors' teaching the textbook and how to access it. The same principle applies to student use of the Web and library information. This is not a job to be turned over to the library- everyone needs to teach these essential skills.</p> <p>Identify Information Competency as a Student Learning Outcome in each of our classes.</p> <p>Reinforcement/ overlap of critical thinking skills across the curriculum.</p> <p>Persistence! Critical thinking entails a freedom to think broadly about issues and to not be afraid of being "wrong." Convince students that they will not always find information immediately or get it right the first time.</p> <p>Encourage students to read journal articles with a healthy dose of skepticism. Use Skeptical Inquirer as a possible source to develop critical thinking.</p>
Next Steps	

LA Harbor Community College "Open Space" Report

Topic/Issue	Just what are the Essential Skills
Topic Initiator	Dave Humphreys
Outcomes and Decisions	<p>Critical Thinking—recognize bias  Open-minded / respect for new ideas  Information overload....How to skim through and get the essentials / evaluate the info.  Organize thoughts  Communication skills both written and verbal.  How to work in a group  Math reading / word problems  Integrate group work into syllabus</p>
Next Steps	<p>.5 or 1.0 unit add-on to reading course  Learning community—team English &amp; math  IT solution – teacher learning center...IT help for teachers.</p>

LA Harbor Community College "Open Space" Report

Topic/Issue	Student Activities and Social Support to foster student sense of community/belonging
Topic Initiator	Mica Murillo
Outcomes and Decisions	<ol style="list-style-type: none"> <li>1. Free hour w/ concerts, music, fairs             <ol style="list-style-type: none"> <li>a. student senate—planned activities</li> <li>b. 1 hour/ 12-1:00pm/ designated day</li> <li>c. Clubs, pep rallies—club to host event</li> <li>d. Tie in w/ 60<sup>th</sup> anniversary</li> <li>e. Launch in spring semester</li> </ol> </li> <li>2. Dept. sponsored events             <ol style="list-style-type: none"> <li>a. faculty gives participating students credit</li> </ol> </li> <li>3. Social support &amp; network             <ol style="list-style-type: none"> <li>a. student activity calendar on web page</li> <li>b. my space account</li> <li>c. yahoo group for students</li> <li>d. family day</li> <li>e. phone tree</li> <li>f. study groups</li> <li>g. pod casting</li> <li>h. mandatory to set aside on first day of classes for faculty to review available college resources</li> <li>i. dance and ice cream party</li> </ol> </li> <li>3. Increase <i>marketing</i> to recruit</li> </ol>
Next Steps	<p>Market Student Activities            Student give more input w/ schedule planning            Hire someone to assist Nina w/ facilitating Student Activities</p>

LA Harbor Community College "Open Space" Report

Topic/Issue	Supplemental Instruction Additional topic...Universal Design Learning Project (Kurzweil text to speech program)
Topic Initiator	Susan McMurray Sally Fasteau
Outcomes and Decisions	This is an excellent program that we had on campus between 2000 and 2004; instructors are interested in re-instating it.  This program teaches students the essential skills for being successful in "high risk classes"  2 <sup>nd</sup> topic: There are many questions about working with publishers...and getting better priced books for our students.
Next Steps	Secure funding. Sources mentioned were Basic Skills money and perhaps a new Title V grant. Getting the word out to the faculty about special programs like this one is essential.  Faculty are interested in finding out about these

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Topic/Issue	How to Motivate students to seek self improvement opportunities
Topic Initiator	Mark Wood
Outcomes and Decisions	<p>Help our student see themselves and their world in the future.            Ask students how they relate to their children.            How do You (our students) see yourself in five years?            How do we motivate students?            Personal accountability            Doing the same thing and expecting a different outcome.            Under achieving to get a passing grade</p>
Next Steps	<p>Ask students to answer how they impress the importance of education to their children.            Have students do their homework with their children.            Ask students what they need to know in order to achieve their goals.            Support the concept that an education is a work ion progress.            Mandatory ed plans and seeking of assistance for needs.            Making students aware of our multicultural society and the variety of needs.            Making students see the importance of student support.            Teach students to be independent thinkers.            Student choices of topics.            Reduce student wait times for services            Create warm comfortable environment            Steer students to their strengths            Open (no assessment) tutoring for students            Telephone follow-up calls to students            Mentoring            Use testimonials            Instructor access to Assessment</p>