<u>BUILDING A COMMUNITY OF SCHOLARS</u>

We build a community of scholars by providing a comprehensive curriculum that is not only informed by the diversity of disciplinary expertise of the faculty, but also by the varied educational objectives of the students matriculating through the curriculum. A community of scholars honors a range of learning styles and pedagogies. It embraces students where they begin and moves them through strategic sequences of instruction and student services to meet their goals. A community of scholars makes no distinction among a developmental learner, a career technical student, or a transfer student, but rather finds meaning at the nexus of student intention and access. A community of scholars conceives of the student as a change agent and an active participant in the college's social, academic, and community life.

Goal 1: Provide collaborative learning & interactive enrichment opportunities outside the classroom. Measured by level of participation in study centers, calendar events, learning communities.

Ranking   1 (12)
               2 (0)
               3 (2)

BRAINSTORM!
- providing space, resources or time for various scholarship activities
- student/student study support areas, materials, strategies (cram-o-rama)
- provide activities specific to evening students at Middlefield
- students with families okay to bring the kiddies—yeah!!—activities just for shorties
- Debates about current events
- Day Care Connection—DeAnza
- platform for sharing works, lectures, ideas—exposition for student/faculty/staff work—place to share best practices—encourage faculty scholarship both publicly and among ourselves

- Scholarship in action (field trips, demos, out of the box activities that show work within the field)
- Make things available through multiple media
- Give students locations and venues to share the results of their work and learning with the community
- Daytime Faculty lecture series
- Brown bag lunches around scholarly topic (topical salon/Socratic café)
- Discipline-specific collaborative learning opportunities and spaces
- Build attachments to the academic community by hosting a small orientation program in a discipline to establish a mentoring "info" (faculty involvement, --- link to college (20 students and instructor with shared interests)

Goal 2: Improve student success by providing faculty training & planning opportunities across disciplines to aid the inclusion of the following in our courses: Basic Skills, Learning Styles, Cultural Considerations

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Ranking   1 (2)

               2 (12)

               3 (1)

               4 (1)

BRAINSTORM!
- Faculty interaction promotion talking across disciplines
- International learning styles standards training
- Faculty staff development and support
- Faculty staff professional development
- Short course development
- International learning styles/faculty
- Improve placement and boost skills—stay on track and move quickly up
- Promote faculty interaction
- Break silos among faculty between areas (transfer, basic skills, cwe)
- Efficient/effective class schedules to help students graduate/transfer

- Cross curriculum interaction
- Integration of events/courses among departments (faculty & staff)

Goal 3: Enhance early alert system to provide students & faculty tools needed for the rescue of floundering students. Tools should include counseling, tutoring, financial assistance, daycare. Measure—student success

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Ranking   1 (0)

               2 (1)

               3 (9)

BRAINSTORM!

- Appropriate Interventions
- Fixing what's broken
- Financial access for college to offer all of what we need—new sources of revenue.

When you think about Building a Community of Scholars, what core activities do you feel the college should pursue to meet this initiative? For purposes of this survey, please focus on your top 7 activities.

Activity 1

> Write a description without the banality
> Identify instructional technology tools that faculty can leverage to automate customized instruction
> for students based on their unique learning needs.
> professional development for faculty
> Practical experience in the field doing scholarly work
> Incorporate Basic Skills and Job Skills into our CTE programs
> Shared first year experience where students can form community, ie: make friends, go to common classes etc
> Health Education focusing on wellness activities
> Teaching
> Training for faculty in differentiation
> Fast Track to innovation-Interdisciplinary programs/ curriculum which is fluid and open to the rapid change and innovation taking place in the world around us.
> Encourage and reward collaboration around effective teaching strategies within a department and division
> Develop curriculum that encourage learning as an end rather than as a means to an end
> Staff development flex days where colleagues can share ideas and methods, "best practices"
> An Interim grading process that alerts staff of students who are off course, i.e., grades after month 1 and 2
> Implement the Basic Skills concept presented at Roundtable last spring
> Note: rather than conceiving of the students as "change agents," I would support long-standing institutional consistency.
> Help students to think independently and to treat the ideas of others with respect.
> outreach
> soical networks
> Examining and redoing the entire job performance evaluations to make it less about firing someone and more about improving the learning environment and level of excellence.
> Understanding teaching styles and learning styles as a matrix of compatibility
> ongoing excellence in teaching-maintain PDL activities and financial support for PGA
> Provide support services such as tutoring and writing assistance to help students achieve their goals.
> more oportunities for faculty/staff to come together to hold discussions about teaching and learning (formal & informal)
> A clear step by step matriculation process
> Every student, faculty and staff member should read (or re-read) the Student Code of Conduct.
> Bring faculty together with English instructors to develop written exercises for class and improve support materials for courses. Ideally, done as a one or two day retreat. Similar to the old WAC (writing across the curriculum) program.
> There needs to be a stronger emphasis on students being prepared for the college classroom, which means they should pass their english and math classes before engaging in other courses.
> Honoring and placing more focus on the students whose goals are NOT transfer to a 4-year college/university
> focus on success initiatives in and out of the classroom
> more research on achievement gap, especially focusing on African American and Latino students
> Offer more activities and life skills workshops on campus.
> The continued importance of balancing our FT/PT ratio which is highly skewed
> katie, sorry. this isn't the kind of thing i'm willing to pay attention to when i have students to see in office hours,
> counseling students as they enter college to help organize their education plan
> Time/place created for faculty to share their work in the specialization.
> Ensure current and new hires are creative and maintain intellectual and progamatic innovation
> more dialogue within divisions

- > Building collegiality among divisions
- > Making sure that transfer students can complete what they need in two years.
- > Make publications of student and faculty works more visible on campus
  Refocus the instructional labs and tutorial services to ease access to service and provide linked services.

  Student Responses:
  Enhance Communication with College Rep
  Bring Local Business Leaders to campus (multiple responses)
  Enhance communication with college rep
  Exchange program
  More events for career preparation, exchange ideas
  Promote the use of Library, PSME, media and tutorial centers (multiple responses)
  Increase interactions in classes as to assure student's learning interest
  More interaction with actual universities
  Team building on campus between different departments, students and faculty (multiple responses)
  Have online study group scheduling calendar open to all students
  Provide different teaching styles (more than just lecture/notes based)
  Have archivals projects for the different classes
  Incorporated resources from higher education (Stanford) with FH students
  More foreign culture and language classes
  Group study/mentor program
  Inviting speakers on campus to speak about the reality we face as a student
  Keep the writing center open
  Encourage communication among professors and students
  An indoor athletic center
  Inviting speakers to campus for students at large
- > Promotion for Intramurals Board

Activity 2
- > Eliminate agenda-driven courses like Women's Studies
  Guide faculty in the effective use of these instructional technology tools for increasing student
- > success.
- > all college lectures for faculty and staff
- > Critically assessing scholarly work
  Make sure all classified employees have an opportunity and are encouraged to further their
- > education
  One stop tutoring/ learning center that encompasses ALL the tutoring programs on campus such
- > as Pass The Torch, PSME center, Writing Center, ALLD tutoring.
- > Building curriculum that works for students
- > Training for faculty, staff and administrators in understanding learning styles/issues
- > Insure that the PRCouncil acts upon information that is data driven
  Provide more professional development trainings on campus- bring in guest speakers and "experts"
- > to help us with our current goals
- > Create curriculum that is taught across disciplines
- > attend On Course workshops -- very rejuvenating!
  Teachers and students should take the LCI or similar tool to alert teachers to students' learning
- > styles compared to their own and visa versa
- > Implement an integrated Science, Technology, Engineering & Mathematics (STEM) program
- > Continued History/Heritage Month celebrations
- > Help students to work together to change unjust rules or false ideas.
- > classroom and equipment needs that allow the student to learn
- > outreach to underrepresented students
  Raise the level of dialogue on a few key themes. Or create theme or mission-based communities of
- > scholars.
  Instructors maintaining an attitude of learning by continuing to grow in their professional content
- > area or other areas
- > maintaining small class sizes and fair teaching loads to maximize faculty-student interaction

> Provide enough available counselors so that students can assess their interests and skils, align them within the context of their personal lives and develop a plan for accomplishing them.
> campus wide discussion of college policies and procedures
> Smaller learning groups
> Every student, faculty and staff member should read (or re-read) the Academic Honor Code.
> Bring faculty together with Math instructors to develop math exercises for class, evaluate math advisories for course and improve support materials for courses. Ideally, done as a one or two day retreat.
> Multidisciplinary courses should be offered. For example: combine a biology and a math course (to create a 10 unit course) that helps students to see real world applications of concepts
> programs such as student government, honors institute, student clubs should actively recruit from underrepresented (i.e., career a.a. degree/vocational students
> research why certain groups are not succeeding at Foothill (conduct focus groups, surveys, of students, faculty and staff)
> widely publish student success data
> Conduct student surveys and forums for students to convey what their needs are in regards to retention.
> More overall support for part-time faculty
> grading to do, classes to prepare for, and assignments and classroom activities to plan.
> promote involvement of students in various aspects of campus life
> Students get recognition for excellence in their specialities and act as mentors to other students.
> Ensure contributions from all constiuencies and stakeholders
> mentoring of new students
> Improving professional development activities
> Ensure that success in basic skills classes can transition to a transfer path.
> Recognize that basic skills are essential to every course and encourage faculty not directly involved to incorporate basic skills best practices in their teaching.

> Student Responses:
> Set up web page to increase access to transfer info (multiple responses)
> More affordable text books through different programs
> Be-A-Tutor program
> More food and motivation speakers
> Promote the use of counselors (multiple responses)
> More academic competition (multiple responses)
> More motivational lectures from Junior transfer students
> Better food choices (multiple choices)
> Study groups
> Foothill College Cultural trips
> Create weekly social activities to get students involved
> Put English classes as our best interests to improve International Students' English skills
> Require Archival research for advanced critical thinking and writing classes
> Add more helpers in the writing center and marketing it!
> Educating students on concerning and urgent matters via banners, flyers, media (multiple responses)
> Extra credit points to students who go to the writing center
> More transfer agreements with universities
> Website with transfer requirements of private universities in California

>

Activity 3
> Teach Civics, not so-called "social science"
> Develop guides and tools for instructional use of embedded assessment, authentic assessment, personal learning environments (PLEs), and the latest research on effective student assessment.
> courses for students in research methods
> Thinking of the student first when deciding about policies
> Survey students regarding their perceptions of existing opportunities to participate in social, academic and community

> Opportunities for faculty to work across departments and divisions to generate curriculum and for professional growth.
> Support cross disciplinary efforts- for example, learning communities, service learning opportunities, or possibly student-led symposiums
> Develop curriculum that emphasizes non-traditional methods of instruction
> Sustained support for learning communities
> Throw out sage on the stage stand and deliver for more guide on the side facilitating from teachers
> Provide tracks and course sequence that permit class scheduling of most common pathways
> Monthly on-campus visiting speaker/panel presentation
> Help every student to overcome barriers to success--be they personal challenges or societal.
> tutors and student assistants
> student centered learning
> Educate employees and students on what constitutes a scholar - invite everyone to join.
> Students and instructors developing new levels of respect for one another
> more academic advisors, specific to divisions, that are focused on student retention and success
> provide the curriculum that students need, which means reassessing our curricular offerings and offering more sections of the courses students really need (e.g. more ENGL 1A and less literature). Faculty may have to sacrifice teaching some sections of the special interests in which they have a passion in order to better serve students.
> for credit courses/seminars for faculty on learning styles and pedagogies
> Provide support services to help students succeed in school
> Guest speakers from the college community and the real-world community should be invited to discuss/showcase their expertise not just at noontime but during evenings and at Middlefield Campus.
> Bring faculty together to develop critical thinking exercises for class and improve support materials for courses. Ideally, done as a one or two day retreat.
> Offer more faculty workshops on teaching pedagogy and different classroom techniques.
> instituting new campus-wide activities targeted at these (see 1 AND 2) students, and that would give them more support
> remove barriers to learning
> conduct cultural competence workshops and classes for administrators, faculty and staff
> Student services such as the tutorial center, writing centers, counseling, EOPS need to be supported (rather than cut)
> good luck.
> have all curricula emphasize basic skills
> Training for writing curriculum
> Promote new ideas and innovation, not people. Reward measurable professional developement and growth
> weekly staff/faculty lectures
> Better communication between the different divisions on campus.
> Have instructional faculty and counselors work more closely to identify student needs and fill gaps.

Student Responses:
More honors forums (multiple responses)
Teacher assistant
More lively campus events (documentaries, speakers)
Encourage students to organize peer to peer study groups (multiple responses)
Assistance from instructors (multiple responses)
Study skills workshops
Writing center publishes student work for the community (multiple responses)
Environmental projects
Have conferences motivational speakers and free food for student nourishment
Provide more awareness for career opportunities
Invite renowned scholars to teach how to do research
Transfer center should hold more events and improve marketing
Physical education
> More scholarships

Be A Tutor program

> Begin a dress code to get the kids' minds on their studies
> Introduce embedded assessment, authentic assessment, ePortfolios, personal learning environments (PLEs), and the latest research on effective student assessment to faculty who are unfamiliar with these.
> learning communities across disciplines
> Program showcase - a campus-wide open house of sorts where students can drop in and learn about FH offerings
> Timely and appropriate feedback must be provided to divisions and department regarding program reviews, SLOAC, and resource requests
> Encourage and support the evaluation of sequencing of courses- faculty needs more incentive to help address "gaps" within a sequence and revise current practices and/or curriculum
> Sustained support for programs that help underrepresented students, such as Pass the Torch
> Zero tolerance for any suggestion of religious, sexual, social, racial disharmony from teachers and students
> Provide faculty mentors and tracking of student (lack of) success
> College-wide "book-of-the-quarter"
> working with four universities to help flow the student to their schools
> experiential classroom opportunities
> Create a library of expertise and books on mission-based communities of scholars.
> Students demonstrating mastery of content by tutoring, coaching, mentoring peers through learning experiences
> strong mental health services and financial aid outreach for our unique student body during this sensitive time
> Engaging the campus community in dialogue about building a community of scholars-but not on Fridays when many folks are off campus. Consider the college hour as one viable option.
> or development workshops on learning styles and pedagogies (a campus "on-course" workshop would be great)
> Classified staff should make the campus community aware of the depth and breadth of their academic/scholarly pedigrees (it's not just faculty who are educated)
> Develop on line courses that fascilitate sharing and teaching among faculty. For example, teaching stratagies in biology: 24-36 instructors with varying levels of experience are the students. Each "student" develops a 30-60 minute presentation on a topic of their choice. Each student critiques every presentation. Each student leaves the class with 24 to 36 well developed presentations on the topics presented by theri class mates.
> We should have a biology learning center or at least multiple staffed hours available for biology students to study - we have a PSME center and a writing center.
> focus on the cultural competence of the institution -spend time educating the commege community on
> Making the college more student-friendly environment (rather than a commuter campus)
> patrick morriss
> schedule pre-requisite courses quarterly
> College wide event to recognize honor roll students
> Examine scheduling and other trends that may impact the success rates of populations.

Student Responses:
> Transfer center should hold more events and improve marketing

> Engage faculty in collaborative development of online course content that can be freely shared using an open license.
> faculty inquiry groups in effective practices
> Students need appropriate resources to enable them to have the time to be active participants. (possible in this budget crisis?)
> Support more trainings related to differentiating instruction, learning a student's "zone of proximal development" and other strategies that can improve an instructors effectiveness across all "levels" of student
> Some element of light heartedness in interactions with students and fellow staff. School is exciting

and fun
- > Remediation alternatives for underprepared students
- > blending of older students and new students ti enrich the learning experience
- > non-academic enrichment classes
- > Have fun!
- > Intellectual exchange of ideas situated in a relaxed, but academically respectful dialogue among the community members
- > more civic-minded (and mandatory) GE course offerings that incorporate service learning, community outreach, and a deeper connection to the enviroment
- > Acknowledging the stress of change on the community and slowing down with all the new changes as much as possible (new President, many new VPs and Deans, new Chancellor, impending layoffs, budgets constraints all add up to an environment in which folks need some time to adjust before additional changes, philosophies are welcomed).
- > some type of mentor program for the students (assign each full-time student a staff or faculty mentor)
- > Breakfast, lunch or tea seminar series presenting information regarding learning styles, cultural differences and other topics that have an effect on both how we learn and how we teach. Include a wide range of topics (e.g., how we pronounce names that are common in different parts of the world, how the brain works, how long it takes and what happens when we move information from short to long term memory, what 10 things are most helpful for students that have _____ - fill in the blank with a syndrome, learning style, handicap, etc)
- > Maybe there could be a set of courses in different disciplines (with intructor agreement) that use similar teaching approaches (for example: courses in different disciplines that include projects involving information literacy)
- > articulate the research findings through community activities such as brown bag lunches, speakers, debates, student programming
- > Free mini-workshops to students regarding college success (rather than taking it as a 1 unit course)

Activity 6
- > Explore the feasibility of rolling registration with courses scheduled to begin every 6 weeks.
- > student research grants
- > Break down division and departmental barriers, "ownership" of facilities, equipment needed by students.
- > Provide logistical support for events that invite students from various backgrounds to work on a campus projects and/or presentations or performances
- > Follow some of the On Course tenets for student success - in the classroom and campus activities - promote student personal responsibility; motivation; self-management; interdependence
- > Freshman Orientation and a full year of Freshman Experience
- > apply learning to life
- > Publishing and showcasing student work that excels in quality, academic rigor, beauty, and/or social responsibility
- > Support the campus community by promoting the wellness of members and encouraging them to have healthy lives away from the office. (Exclusive of the flu shot memos coming from the District Office). Members of the campus commuity willbe better equipped to meet the challenges ahead if they are well-rested and have healthy lives away from the office. We need to ramp down a bit and encourage folks not to expect colleagues to respond to email late at night or on weekends.We should model the lifestyles that we encourage our students to live.
- > Develop open learning spaces where students, tutors and teachers can come together to complete homework, do hands on work with lab mateials, discuss confusing/challenging course topics - Similar to the math lab in PSME.
- > There really should be a more integrated and well developed service learning program. Service learning has been well documented to help students relate concepts to the real world, explore new career choices and to make a difference.
- > Emphasis on the importance of diverse student populations (particularly helping those who are struggling)

Activity 7
- > Provide a formal process for students to evaluate fully online courses.
- > linking students will researchers in industry and universities

> Encourage students to become more involved in issues-based organizing on campus- go beyond cultural heritage months
> Help students with value clarification. Help them understand how a college education can help them achieve their goals
> Provide multiple pathways fro stduents that are not sure of options or their potential
> Developing an attitude akin to "Are you helping me be the best I can be?"
> With so much emphasis on basic skills students, we need to invest in additional activities to support our highly motivated and higher-achieving students by supporting transfer services, honors programs, and creating a culture of success and transfer. We need to try harder to live up to the reputation that we promote so well.
> Lecture series similar to the author and astronomy series, but for different disciplines. Include an opportunity for students to present original work (research, writing, art, etc)

Goal 1

> To provide students with flexible and convenient scheduling options for certificate and degree completion.
> creating the habits of mind of scholarship in faculty and students
> Providing real-life experience as a scholar
> To provide a comprehensive curriculum for the CTE student
> creating a climate conducive to learning and learning communities formed by students
> to reduce the incidences of chronic diseases such as obesity,depression,diabetes,heart disease etc
> Provide opportunities for all FH students to participate in activities that extend beyond the classroom
> Insure that our students enter the world with the ability to navigate and succeed in our rapidly changing infomation economy.
> Increase support for professional development: pedagogy, assessment and collaborations within a discipline
> Students should have a variety of learning experiences while attending Foothill
> To reduce the achivement gap among underrepresented students
> Keeping students on track throughout a quarter - throughout their time at Foothill
> Greatly improve the number of basic skills math students taht complete a college level math course
> Accessibility (course availability, campus activity options)
> establish a strong social network which supports current students and attracts new students
> Create several mission-based communities of scholars based on relevant topics of interest.
> Increase faculty professional development for improved teaching and learning (i.e., pedagogically, technologically, content)
> nuture, encourage, and allow time/money for faculty to be in the forefront of quality teaching and learning
> To develop a strategically designed curriculum schedule that provides students with the courses they need to achieve their academic and professional goals.
> Reduce to achievement gap amound underrepresented students.
> To bridge the learning to a higher level for 1st generation college students
> To be any sort of community, members must agree to ground rules. At Foothill, the Student Code of Conduct and Academic Honor Code are part of these ground rules and therfore must be read and understood by all community members.
> Increase use of basic skills in all our courses and especially in GE courses. (1-3)
> Students will understand that material learned in all courses is relevant to their lives and not just course material.
> To demonstrate the college commitment to the non-transferring and/or underrepresented students at Foothill
> To reduce the achievement gap between asian and caucasian students and african american and Latino students
> reduce achievement gap among underrepresented students
> Focus on student success outside of the classroom
> Better support for faculty (FT and PT)

- > To increase the number of students who meet their educational goals (whether transfer, degree, certificate).
- > Have all students see themselves as learners and strive to be educated citizens.
- > Rigorous, thoughtful hiring practices
- > inspire students
- > Close the achievement gap among online students
- > Create an environment at Foothill that fosters and promotes the artifacts of student and faculty scholarship
- > Provide students with basic skills training and support across all disciplines.

Goal 2

- > To provide fair and effective assessment of student performance.
- > encouraging multi-disciplinary collaboration in learning communties
- > Applying experiences in group settings
- > To include our entire community in the term 'Building A Community of Scholars'
- > Inclusion of students from all backgrounds and learning styles
- > Compensate faculty who are re-creating and/or re-assessing programs or sequencing of classes in order to improve upon current practices
- > To inspire faculty to learn from each other
- > A community of learners vs. a community of scholars. Scholars is too elitist sounding though I use it all the time in my classroom. I'm not sure my basic skills students realte to the word yet.
- > Become the CalTech of Bay Area Community Colleges, in particular STEM students
- > Flexibility (online/in-person courses, day/evening/weekend courses, etc.)
- > give students opportunities
- > Demonstrate student achievement in academic subjects by showcasing their excellent work in a public forum.
- > educate the whole mind of a student in terms of stress-reduction, healthy lifestyles, and mental health counseling
- > To ensure that Foothill College has adequate student support services to increase retention and serve a wide variety of student needs (e.g. athletes, DSPS, foster students, ESL, international students, transfer).
- > Have faculty/staff relay consistent messages to students about college policies
- > Expose students to a variety of potential careers and professional pursuits through the use of presentations by faculty experts and real-world experts at a variety of times and locals.
- > Increase student success in multiple disciplines (4-6)
- > Better support will lead to increased student success.
- > To offer new programs targeted at helping those students succeed academically
- > To create and build a climate where all students and staff feel welcome, acknowledged and are provided opportunities for success
- > Focus on student retention
- > More student support
- > To increase the number of activities in which students can engage.
- > That our community of faculty, staff, adminstrators and students share in the joy of creativity and learning.
- > Diversity of perspectives, politics and opinions; diversity of course offerings and scheduling.
- > lead new students to illumination
- > Improve transfer rates among underrepresented groups
- > Focus on reducing the achievement gap.

Goal 3

- > To provide students with meaningful, viable, and confidential opportunities to provide faculty with formative and summative feedback about instructional quality.
- > connecting students with scholars outside of campus
- > Presenting the scholarship to the class
- > Increase outreach of community organizations and/or leadership to develop student-led events involving relevant issues and community needs
- > Interactive teaching
- > Provide the educational atmosphere where students achieve their potential.
- > Consistency and Predictability (simple and clear course, certificate, and degree

paths/requirements)
> Students and teachers determine identify their learning styles and compatible teaching styles.

mandate that students embrace some level of civic engagement before transfer versus the current
> rigor of content coverage
> To increase transfer of underrepresented students.

To inform the campus community that its classified staff are not only professionals at their jobs,
> but the majority hold college degrees, including advanced degrees.

Increase team building across disciplines and possibly fascilitate development of learning
> communities. (1-5,7)
> To increase communication and collaboration of faculty across disciplines.

That our curriculum meets all state standards while serving our diverse students with a clear
> pathway to success.
> Encourage and promoate demostratred compliance to this initiative
> lead faculty and staff to illumination
> Make professional development a core part of the community

Create opportunities within workforce programs for students to simultaneously work towards a
> degree.