Faculty Feedback:

- Have a set of questions posted on the web
- ID academic goal & see a counselor for an ed plan
- Give extra credit for getting an Ed Plan
- Put info in syllabus and tell students to “go to the experts.”
- Actually walk students over to student service office, if possible, or phone the office.
- Send students to Transfer Center to start career exploration
  - Start exploring online Academic Programs, then to catalog
- See the same counselor. Make a full counseling appointment, not a five-minute check-in.
- Instructors talk to students about academic goals/majors in class; you have a captive audience
- Have students make video testimonials about career areas and specifics
- Require an office hour with faculty
- Hand papers back during office hours—educate students on how to go to an office hour.
- Talk about barriers/stigma
- Don’t do optional!
- Put a sign up—There is No Shame in Not Knowing
- Make the human connection in the classroom
- Rethink Orientation (RP Perspective, January 31, 2013)
  - Self-efficacy, affective levels, hope
- Mentoring vs. Tutoring—remove the stigma for some students
- Have students tell you what they do to be successful
- STARS has instituted early alert
- NY research—have contact with same person/mentor for all kinds of college info and “working the system”
- Faculty would like to volunteer during flex to be part of an orientation to Cabrillo—individual flex credit
- Have to train instruction on what to do.
- Joe McCullough workshop (STARS example—student involvement)
  - His session on Underground Instructional Practices—reset their affective engagement
  - Next workshop for students—March 21st
- Affective discussion with students
- Get ahead of the curve—the time to influence their lives for positive change is when they’re malleable
- Required CG courses with additions of new aspects into curriculum
- The politics of the SS Act includes the risk of excluding the disenfranchised through social and political changes