

Student Success Act 2012 Flex Activity SP2013

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"
- Send students to Transfer Center to start career exploration
 - Start exploring online Academic Programs, then to catalog
- See the same counselor
- 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—educates 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 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 arm instruction on what to do.
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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—how can you NOT afford to get to them when they are 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