

Group Discussion Reports from December Division Meeting:

At the December meeting, the faculty and staff in attendance broke out into groups to discuss Retention and Success rates in the Division (data from Spring '13 – Spring '14). Groups were asked to jot down ideas to increase retention and success and also include requests for data that would help further the discussion.

Group A

1. Class evaluations each semester and data distribution
2. Data by course not just department
3. Demographic data on students to prepare class materials
4. Evaluate students' academic needs prior to scheduled courses
5. Live vs. online classes need to be evaluated for retention and success by course and demographics of students
6. Why students are taking the courses – ex. Nursing degree vs. “just interested”
7. Students could benefit from a mandatory exit interview before dropping out and that data should go to faculty (suggested drop down box for reasons on the drop screen). Also, great data for MJC, financial planning, and accreditation

Group B

1. Data: real success rates (dropped students are different from those who stay and fail...gives opportunity to recognize students who have particular issues)
2. Data that shows differences between single, doubles, online, etc. that indicates success in these different delivery modes
3. How do we measure relationships?

Group C

1. Advise counselors not to send unprepared students to our classes
2. Develop a mission statement that consists of three words so everyone knows our MJC mission. For example, Disney's mission is safety, courtesy, show, efficiency. This is simple to remember and each person working with Disney knows these keys to success.
3. Hire Disney to train us to deliver these elements of success on our campus.
4. Bring back student assistants to serve students in our classrooms.
5. Promote welcome techniques to students feel seen, heard and believe that they matter.
6. Empower students to report problems in class that impede their learning.
7. Develop an evaluation process at all levels that goes deeper and provides support for improvement.
8. Make incomplete easier to give so students can succeed the following semester if a life circumstance prevents success.