

Personal Development – Melanie

Top Three:

1. Joining Clubs – Get involved (14)
 - a. Enhance abilities that arrived here with
 - b. Find their pathway
2. Healthy Lifestyle Workshop (11)
 - a. self-evaluation at the end of the workshop, track and refer as needed
 - b. foundational measure the use of physical and emotional principles and personal choices.
3. Demonstrate Computer Familiarity (11)

Finalists:

Faculty Mentoring (5)
Community and Industry Partners (4)
Pre and post assessment of ILO “exit interviews” (9)
Track graduate and transfer rates and link to critical thinking (9)
Offer writing center and tutorial services (6)
Transfer and degree programs (3)
Career Counseling, Workshop, and Center (4) (Cultivate habits that help them get/retain job/career)
Brainstorming:
Orientation video
Classes: P.E., Ethics, Yoga, credit for gym membership
Professions survey with SEP
Assess current knowledge –mandatory upon entry. Exit interview on completion or transfer readiness
Incorporate National Clearing House Data - Track grad and transfer rates for all students – linking to critical thinking, continual goals/objectives
Cafeteria – healthy choices
Veterans Programs
Student Activities
Health Services
Community Service/Community Presentations
What to do vs have to do
Community and Industry partnership
Expand performing arts opportunities
Expand cultural activities
Improve/expand opportunities for physical education and healthy lifestyle choices (facilities)
Peer mentoring/Conflict resolution

Personal Development – ILO Task Force

Top Three:

1. Matriculation (11)
 - a. SEPs
 - b. Counseling
 - c. Early Alert

2. Academic Support Centers (11)
 - a. Tutorial
 - b. Math
 - c. CTC
 - d. Writing
 - e. Transfer
3. Student Activities and Enrichment (7)
 - a. Intercultural activities and speakers

Finalists:

Model classroom behavior
Classroom activities and assignments
Other counseling
CCSSE
Budget – process allows
Brainstorm:
Placement Testing with Diagnostic Modules
Classroom Activities and Assignments
Career Center – Multiple spectrum of inventories
Ensure healthy cafeteria options
Monitor disciplinary referrals especially repeat offenders
Nurse/Brochures
P.E. Classes

Personal Development – Jim Mulligan

Top Three

1. Survey and/or Personal Follow-Up (Exit interview) (18)
2. Alumni Association (to conduct follow-up) (15)
3. Job Placement and Employment Rates (17)

Finalists

Pre/post exam (11)
Focus groups (11)

Communication Skills – Marie Byrd-Harris

Top Three

1. Interacting with students (13)
 - a. Calling on students in class
 - b. Discussion groups
 - c. Getting to students to ask/answer questions
 - d. Getting students to write on the Board
2. Rigorous curriculum (24)
3. SLO – Use data (18)

Finalists

Support Services (10)
Staff and Faculty Training and Team Building (2)
Brainstorming:
Curriculum – every class has a written verbal component
Office Hours with instructors
Centers (including veterans)
Mentoring program
Formal exit process that is applicable to major
 Business plan
 Portfolio
 Letters of reference
 Resume
 Interview (mock with campus personnel)
 Volunteer/Community Service
Job/Career Development
 Student Employment
In place
 Use of blackboard and email to teach about communication skills and technology
Need
 Fix website
 Universal websites for all campuses
 In-services for improving communication
Provide positive conflict resolution
Group discussion and reporting
Class presentations
Petition process

Communication Skills – Stephanie Curry

Top Three:

1. Graduation Survey (14)
2. Employment Rates for Graduates (11)
3. Reading and writing across the curriculum – students learning verbal and written skills across the disciplines. (9)

Finalists:

Advisory Committees
Persistence and success rates with speech and linguistics
Blackboard use and effectiveness
Participation in extracurricular activities
Success rates in industry exams
Class size
Reading comprehension
Soft skills deficiency

Brainstorm:

Listening to guest speakers
Interpreting articles and sharing findings with class
Reading comprehension from textbooks and written and verbal instructions
Presentations, exams, and research papers
Support Centers
Guidance Study courses
Peer review and learning
Beyond the Classroom
Technology to assist learning “working” “efficient”
Student success Camtasia videos
Student Employment
Transfer shock
Effectiveness of Blackboard Use
Mapping courses
Use rates of student support services
Advisory councils and committees
Signage on campus
Success/completion rates

- Industry exams
- Certificates
- Degree completion (bachelors and higher)

Global Literacy – Linda Carvalho Cooley

Top Three:

1. Community invited to participate
2. Field trips
3. Art on campus/gallery, mural

Finalists:

Cultural celebrations
Return SEED program
Portraits of success journal and/or student success stories
Displays on campus more available to community and each other
Community invited to participate
Expand service learning opportunities
Encourage student participation for events on and off campus
Speakers expand to other areas
Veterans services/Club services and activities

Brainstorm:

RC History/Web
More training for faculty and staff regarding cultural/religious sensitivity
Individual grant opportunities
Courses that address this ILO
 Assignments in courses
Implement an artist in residence program
Make sure we have our information translated into other languages
Host community events on campus
Assist student centers
Scholarships for specific groups
Veterans services
More art, use for ILO

Global Literacy – Randy Genera

Top Three:

1. Student Internships (13)
2. Seed and international programs (10)
3. Better publicizing (9)

Finalists:

Assignments in class/self-analysis (8)
Speaker series (6)
Portraits of Success Publications (1)
Exit Survey (1)

Brainstorm:

Faculty participation in career fairs
Identify cultural contributions to subject-matter
Input to advisory committee

Involve students in leadership activities
Students groups to promote leadership activities (ex. Ag, STEM, ASG)
Involve students in coordination of events that we hold on campus
Demonstrate sensitivity
Apply historical and contemporary issues
Exit surveys
Internship opportunities
Improved communication with the community
Course content
 Reading lists
 Self-analysis
Exposure to the wider world through speaker and events
Classroom expectations of appropriate behavior
Counseling exposing and connecting students to community service and volunteer opportunities
Art on campus
Community events brought on campus (ex. Blood Mobile, Walk for Life, Kids Day)
Film series, art gallery
Psych services at Madera and Oakhurst

Critical Thinking – Michelle Johnson

Top Three:

1. Employer interview
2. Alumni Office
3. Graduation/Completion Survey

Finalists:

Develop a phone app for surveys
Research papers
Social media
Web site navigation
Interview Employers – bring together and survey community
Individual Levels – how many times have they visited counseling, SEPs
Career assessment
Instructors need to have processes in place for students
Employment within field of interest
Success rates for online classes
Internships
Online discussions
Critical analysis of issues through debate

Brainstorm:

Justify answers through written communication
Utilizing library and tech journals
Team teaching
SLO T-test
Student Testimonials
SEPs
Students declare majors for AST AAT match BA/BS
Level of math at graduation
Standardized Tests: CBEST, etc
Provide occasional services to community as incentive to stay connected to RC for long term data collection

Critical Thinking – Eileen Apperson-Williams

Top Three:

1. Track students (who have finished their goal) with employers and transfer
2. Support critical thinking across the curriculum (must include collaboration and communication between programs)
3. Increase and enforce pre-requisites