

VERNON COLLEGE
FALL 2012 SEMESTER KICKOFF
CCSSE/SENSE DATA REVIEW PRESENTATION EXERCISE

One thing I will commit to doing during the first week of the fall 2012 semester to connect with students...

Making students feel welcome

- Engage with students to welcome them
- Smile and greet anyone who comes in
- Smile at them. Greet them "Hello, how are you?"
- Greet students, ask if they need assistance
- Get out of the office and mingle, asking if they need help
- Make eye contact and say hello to students on campus that I pass in the hall
- Make my students feel comfortable in class (not afraid or alone in their goals) and "break the ice"
- Calling students by their first name, making it a more personal contact
- Make them feel welcome
- I will greet any student I meet with a warm smile and ask them if they need help finding a class or any department.
- Be friendly
- Give encouragement
- Smile and say "hi, ya'll"
- Helpful and approachable in assisting with questions
- Greet ALL students I see
- Smile, welcome them
- Smile and welcome
- Email each one a welcome
- During the first week of the fall 2012 semester, I will work very hard to help students feel comfortable to ask for help when needed.
- Greet them, ask if they need help, smile
- More one-on-one contact
- Call each student by their name
- Let students know they are a person and not a number.
- Be friendly and helpful to students who are wandering the hallways looking for classes
- Be outside of office and greet and serve as a guide
- Get out of my office and take a walk to look for lost students and offer help
- Greet every student in my class
- Be helpful and make each student feel welcome
- Say "hello" and then asking "How was the registration process for you?"

Getting to know students

- Data sheets on college experience, major, hobbies, goals
- Learn names
- Learn the names of all my students on the first class day
- Learn everyone's name and one thing about them
- Make them tell me about themselves
- Learn every student's name and 1 fact about them
- Learn the students' names and home towns
- Learn names
- Eat lunch with students 1st three days
- Introduce myself and call students by name
- Determine how many are 1st semester students
- Discern how many are "non-traditional" students"

- I will learn all of their names
- Learn at least half of the class' names
- During the 1st week of the fall 2012 semester, I will learn students' names and ask what I can do to help.
- Learn their names
- During the first week of the fall term, I will raise questions about goals of education.
- Class activities: introductions, ice breakers, syllabus
- During the first week of the fall 2012 semester, I will learn a non-athlete's name
- Tell each other about ourselves
- Survey students in class about their amount of "outside" responsibilities and activities and group those with similar needs
- Spend the class period getting to know my students
- During the first week of the 2012 fall semester, I will give each student an opportunity to communicate their greater goal and my course's role in that goal.
- I will learn their goals.
- Be available to direct students or answer general questions
- Learn the names and faces of at least 10 new students
- Learn their names and call them by name
- Make sure I understand how to pronounce their name each time I call roll.
- I will start a new year, a new class of students, by learning each name and face of the person behind it. we will spend 12 months together, those faces, those people, and I. We will be engaged!
- I will learn some students names and call them by name during the semester
- Information sheets to learn names
- I will call students by name and ask how their classes are
- Ask students if he or she needs help
- Learn students' names
- Icebreaker session: introduce self then have students introduces themselves (names where they live, why they are attending the program)
- Visit the lounge/PASS Center/Library to see students
- Invite each students to get advice on...from me during 1st part of term
- Visit with SGA & Student Forum & Athletes

Helping students get to the right places

- Help the students know where their classes are
- Help the students know where the administrative offices are
- Direct any student that comes in my office who seems lost or needs assistance on where to begin or where to go
- Help at least one person find his/her way
- Direct traffic and assist students in finding their class in a cheerful friendly way
- Be helpful—help students locate rooms and buildings. Give out maps
- I will learn where more of the rooms are so I can help students find where they need to.
- Help students who need directions to classes or different buildings on campus
- I will go outside my office first thing in the morning to make sure students know where they are going and how to get to class.
- Give them info on where classes are
- To find out where each student can find help and the people that can help them
- During the first week of the fall term, I will ask students if they need help getting around campus
- Direct traffic.
- During the first week of the fall term, I will be present in the halls to give directions
- Help them find where they need to go by giving directions
- Give directions to those who look lost
- Always help my students find their way to classrooms
- Be there to show students where to go and the way around the campus

- Help them find classes
- Answer any questions they might have about the college
- Direct traffic at CCC
- Help with directions
- Get them to the right buildings
- Give directions to lost students...buildings, classrooms
- Help students find their way to their classes and help students figure out their class schedules if they are confused
- Help them locate their classes
- Help direct students the first week at Century City Campus
- Help direct them to where they want/need to go
- Help them find their classes
- I will learn the new room numbers and layout.

Helping students understand processes, workload, expectations

- Go over the requirements that students need to succeed with students
- Help students understand their responsibility to come to class prepared and participate in group discussion
- Review all course contents before starting class
- Housing orientation
- During the first week of the fall 2012 semester, I will explain my class absenteeism policy.
- During the first week of the fall 2012 semester, I will have an intensive orientation of the classes I am teaching.
- During the first week of the fall term, I will explain expectations for my class.
- Explain expectations in class
- Speak with students about financial aid and when to apply, what they need to be eligible
- Give a schedule for each day
- Make sure the students understand all of their assignments
- Go over all policies and practices for my program and go over Blackboard in detail to ensure students understand our online classes
- Explain policies clearly so they can understand
- Make sure all students know about VC e-mail accounts
- Make sure students visit my office during 1st two weeks
- Orientation for students on the first day of class—rules, attendance policy, grading system, intros for each person

Helping students get the support they need

- Help ADA and Eco disadvantaged students receive the help our program offers
- Make myself available—remind them
- Help the student receive the correct textbooks
- Work handing out student handbooks
- If I cannot help a student I will find out who can
- Continue to offer more information or guidance than is required of me. (Not just information about my department.)
- Offer encouragement “Good luck, you’ll do great.”
- Ask “Do you know what you need?”
- Encourage questions—b e available
- Be sure they know they can ask questions without being embarrassed or made to feel dumb
- Wish them luck
- Send motivational email
- Help students who call and need assistance from faculty and get them phone numbers and names of who they need to speak with
- Any student that needs help or questions, go out of my way to help then, and not ignore them

- Ask students if they feel they need more answers—have they got answers to their questions?
- Introduce myself to each dorm student
- Post the housing number for dorm students to call for help
- Help students move into dorm rooms
- During our nursing student orientation talk individual to several new students entering the program, introduce them to 2nd year students.
- Have even more patience with students that have no clue how to apply for admission, financial aid, counseling and guide them through our VC website, encourage them to learn to navigate for themselves
- My responsibility the first few weeks is to go out of my way to help when needed.
- More patience and have them know we care—they are important
- Put informative info on Student Updates
- Make sure all students I connect with/come in contact with understand that I am available and will do my best to help them
- Invite students to check out the program's Facebook page
- One-on-one, face-to-face feedback
- Speak to group (orientation), assign advisors, send email
- I will make sure that every student that I have knows every possible way to reach me and anyone else who can help them.
- Ask each student I wait on if they need any help at all with anything—I can and will help them
- Help someone/everyone with library services, how to find a book, check out, use computer
- Help with Blackboard and email
- Be proactive and available for students
- Be available for face-to-face interaction—encourage those struggling with online/technology by working with students outside of class, including meeting times for online only
- Ask questions
- Be more available and accessible in clinical setting
- Give my name so they can contact me if any help is needed—can help anytime
- Walk the hallways before 8:00 a.m., before classes begin, to see if any students need assistance. Get them used to seeing me at least 3 times a week
- Reach out to “lost and confused” students
- Ensure each student has classroom locations information, book store location and hours, and instructor contact information
- Bribe them to meet Bobbie White in the PASS Center—CANDY BAR!
- Listen more and make sure they know they can come to me with their concerns. Be more open.
- Make students aware of services offered by Vernon College
- Make sure to take enough time with each student who comes into the office making sure they fully understand
- Find out the answer if I don't know it
- Calm the angry student that demands to see the President
- Make sure to be more understanding and ask the students “do you have anything else I can help you with?”

Helping students get on the right track

- Make sure my students are enrolled in correct courses
- Visit with students during our schedule change times
- Make sure student athletes are registered in classes
- I will make sure all students have completed the process for becoming a student/athlete at Vernon College.
- Keeping track of students' syllabi and following up during study hall
- Point of contact—I will require all my students to come by my office in order to promote a sense of “this office is open to you”—a signature will be required (first grade)
- Help a student navigate Blackboard
- To help them to learn to communicate with each other

- During the first week of the fall term, I will make sure the students have the opportunity to succeed at some assignment so they will be motivated to succeed in the class.
- Hand out calendars and orientation handouts
- Make sure that each of my students knows where they are going and what they need to do to succeed at that time
- Follow up with each student at least once a week
- Check students' schedules to see if they are in the correct classes (not duplicates, at the right campus, etc.). If almost graduating, I will email them to make sure they are in the right classes to graduate
- Engage my students in class