AQIP Project Team on Cultural / Behavioral Readiness
Agenda for June 15, 2011

1. **Check-in:** "If you could go back in time to any point in history (or historical event) and see it in person, what would it be."

2. **"What are you hearing around campus?"**

3. **Notes / Communications**
   
   A. Notes from May 11th Meeting
   
   B. **Meeting notes re: May 18th** meeting with “Achieve the Dream” representatives — see Appendix A.
   
   C. **ATD Implementation re: Changes to Orientation in Proposal** — see Appendix B.

4. **New Business**
   
   A. **Review:** Plus/Delta Activity notes / details from 5/11/2011 meeting re: Develop an Improvement Theory — see Appendix C.
   
   B. **Step Four (continued): Further Develop an Improvement Theory**

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<td>Identify area for improvement</td>
<td>Define current situation</td>
<td>Analyze current situation</td>
<td><strong>Develop an improvement theory</strong></td>
<td>Implement best strategies</td>
<td>Monitor results</td>
<td>Adjust, standardize, or plan further</td>
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5. **Goals for Next Meeting**

6. **Set Next Meeting Time and Date**

7. **Adjournment**

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APPENDIX A

Notes for Meeting with "Achieve the Dream" Representatives

Notes for May 18, 2011

In Attendance: Robert Matthews, Steve Robinson, Brian Ivory, Eileen Bacchus, Rene Garcia.

1. Overview of Meeting:

- Robert, Brian and Steve reviewed the progress of this AQIP committee and reviewed the Document (and Appendices) "Define the Current Situation". The meeting lasted 80 minutes.

2. Questions / Issues Raised by ATD Representatives:

- **Course Syllabi** – encouraged idea for added civility statement in faculty syllabi

- **Outside of Class Behavior** – don’t limit this to just in-class behavior

- **Mott Middle College** – high school students are common on community colleges; these students need to learn and follow expectations of a college setting; encourage Mott to be more directive with MMC students and staff about behaviors; relationship between the two parties needs to be strengthened; encouraged Mott to look at Southwest CC in Los Angeles for possible ideas.

- **Code of Conduct vs. Something Less, Something More Positive** – talked about Team’s desire not to change/strengthen the code of conduct, but to encourage behaviors that don’t fall under the code of conduct (e.g., not walking seven people across in the hallway, not playing loud music with occasional profanity, etc.); discussed Team’s focus on the word “respect.” Eileen spoke about ‘a culture of learning’…

- **Full- and Part-time Training** – when training we mentioned to encourage faculty to include civility statements, to better educate students on appropriate behavior, and to handle incivility in the classroom, it was mentioned that part-time need to be fully included. One avenue is new part-time faculty orientations.

- **Are faculty and staff modeling the behaviors targeted in this effort?**

- **Marketing / Messaging** – when a “comprehensive” approach was mention, the ATD reps spoke about the work of the Team involving constant “messaging” and multiple exposures to students, faculty and staff regarding the desired
behaviors. This would include videos / vignettes, information screens, e-mails, and other avenues to “meet them where they are.” Also encouraged the use of student leaders to carry some messages to the students. Also, “too much exposure” is not a problem. “Educational Dynamics” was suggested as a website to review strategies for using multi-messaging approaches (this site includes helpful self-assessments as well that would be useful to students).

- Datatel Retention Alerts – use for academic reasons, but also cultural/behavioral purposes.

- Referral Mechanism – when University of Utah referral resource was mention, this idea was fully supported.

3. Update to ATD / Implementation Proposal:

- Review: looked over ATD Implementation Proposal that included a likely Team recommendation: expanding orientation to address cultural/behavioral readiness. Made changes to Steve’s draft based on discussion and knowledge of program area.
**Appendix B**

**Priority:** Increase Cultural/Behavioral Student Readiness

**Intervention Name:** Expand Orientation to Include a Cultural/Behavioral Readiness Component (Orientation to a Culture of Learning)

**Direct or Indirect Student Intervention:** Direct

**Start Date:** To Be Determined

**Type of Intervention (choose all applicable):**
- Advising
- Faculty Professional Development
- Student Support Services

**Specific Course Content Area (choose all applicable):** None

**Target Student Group (choose all applicable):**
- All incoming students

**Estimate Number of Students Enrolled or Otherwise Benefiting:** The approximate number of students impacted by this intervention will be equal to the number of new students in any given semester. Annually, this is estimated to be in the range of approximately 5,000 students per year.

**Do students have to satisfy certain criteria to take part in the intervention?** Yes (new students)

**Will special efforts be made to recruit students to take part in the intervention?** No

**Description:** The two most prevalent concerns uncovered among faculty, staff, and administration during our recent AQIP Action Project generation process were underprepared students (including developmental education, advising, and placement) and cultural/behavioral student readiness. Each of these topics was turned into an AQIP Action Project that will make recommendations based on ATD data. The cultural/behavioral readiness team has supplemented the ATD data with three extensive stakeholder surveys (students, faculty, and staff) on campus civility. This team is very close to making final recommendations; one of those recommendations is likely to be a civility component to new student orientation. It is expected that greater cultural/behavioral awareness of college systems and culture will increase student success, particularly in developmental and gateway courses.

**Way(s) the intervention will help close achievement gaps:**
To Be Determined
Measurable Yearly Goals:  
To Be Determined

*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): To Be Determined

Evaluation Plan Description: To Be Determined

*Evaluation Results Comparison (choose all applicable): To Be Determined

Plan to Scale Up: To Be Determined

Sustainability/Institutionalization Plan: To Be Determined

Communications Plan: To Be Determined

Internal and/or External Resources Needed: To Be Determined

Institutional Policy Changes Needed: To Be Determined

Anticipated Challenges: To Be Determined

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:  
To Be Determined
APPENDIX C

Areas for Improvement (from 5/11/11 discussion on items brainstormed on 4/6/11):

➢ Standardizing language in Syllabi. Some faculty have civility statements in their syllabi; the Team solicited examples of these. Perhaps push to create a standard statement that appears in all syllabi or provide suggestions for language to be included. Currently we work through the Divisions to get information included in faculty syllabi. Potential recommendation would be a campus-wide civility statement—perhaps include it in the syllabus template in the Faculty Resource Guide. VPAA to suggest a standard for all divisions. (Perhaps not recommend making it mandatory due to the number of items that are already included in faculty syllabi).

➢ Varying expectations among faculty regarding classroom management (increase PD opportunities). Some instructors might not have a problem with certain behavior (e.g. use of phones, etc.). Make sure students understand that different instructors/classrooms have different standards. Comments from faculty at the faculty meeting where this team presented (suggestions from the floor on managing classroom issues—these are documented).

➢ Absence of shared cultural value(s). Potential for a group/committee to generate a list of shared institutional values. Perhaps use the Health Sciences civility document as a model. A partial list of cultural/behavioral values

- Respect the process (i.e. do not attempt to circumvent the process/decision makers)
- Respect for people—peers, fellow students, faculty and staff.
- Respect for physical property (i.e. classroom spaces, equipment, trash, buildings, etc.)
- Respect for the person attending to your needs (i.e. service professionals at counters, on the telephone, etc.)
- Respect the fact that technology use is not appropriate everywhere.
- Respect for the institution. Behavior impacts the reputation of the institution and the value employers place on a degree.
- Respect for the learning environment and the learning process. Being prepared, not disrupting, etc. People share space. Appropriate language, etc. Entitlement.

➢ Respect for rules specific to the setting you are in.

➢ Ignorance of shared MCC (college setting) values
In services on handling difficult situations. CETL did “CARESTfrontations” or sessions on how to de-escalate conflict. Should also be a part of student orientation. Make these available on video—resources available to be used on-demand, as opposed to waiting for a workshop. Perhaps resources on the web or a bookshelf/library with resources.

Add suggestions about not taking courses with friends. Perhaps part of a tip sheet. Applies to orientation and advisors/counselors working with students.

Educate students on the role / duties of Public Safety as a sworn policing agency. People are often unaware of Public Safety as a resource until they are in a situation requiring involvement. Bolster the information provided during orientation.

Educate students on consequences of student behavior. Example of viewing inappropriate material on computers/devices; blasting volume on phones, etc. Awareness of a more specific knowledge of consequences for actions (i.e. suspension, etc.)

Judicial affairs officer. Look at bringing on a person whose primary responsibility is judicial affairs, convening intervention teams. Responsible for submitting materials that would communicate code of conduct, civility expectations, academic integrity, etc.

Inform students about availability of personal counseling. Often faculty are unaware of how counselors can come in and be the safety net for a student that they are concerned about (e.g. living arrangements, economics, etc.). Not uncommon for some students to become parents when they shouldn’t.

Printed referral resource sheet (similar to the University of Utah resource sheet). Educate employees about the appropriate place to send students; reduce the student stress from being sent all over the place.

Orientation materials targeted to 1st generation students / 1st semester students. Student Support Services Program—limited to 200 students who are first gen/disabled/low income. Bridge Program. 4 students at U Toledo—intensive 8-week overview of college rules & regulations; all 4 have been retained. This type or program directly targets students and involves awareness of the rules, discipline, integrity issues.

Perceptions of main campus vs. extension site—feeder system—decrease resistance to coming to main campus. More effort made to dispel the expectations that students can start and finish a degree at the off-campus locations.
Comprehensive plan to communicate shared cultural values – include staff/faculty/administration/students. If a group was to come together to develop shared values, an overarching and coordinated plan to communicate these values. Utilize new ways to reach out to students.

Include statement about dress in code of conduct and orientation – add a video. Or just provide images on “appropriate” and “not appropriate” dress. Goofus and Gallant. Communicate why college is a different setting.

Increase awareness of code of conduct. Using a mass e-mail (i.e. “Did you know?” e-mails about items in the code of conduct). Increase the visibility of the code of conduct on the MCC web site.

Students as peer role models. Could student clubs be a possibility?

Branding positive behavior messages via signs – videos, slogans, symbols created by students. InfoChannel programming as another avenue.

Core Cultural Values identified by a committee – interactional behaviors/values – modeled by employees (include in employee orientation)

Teach faculty/staff how to proactively de-escalate situations. CTL offerings; new faculty and staff orientation.