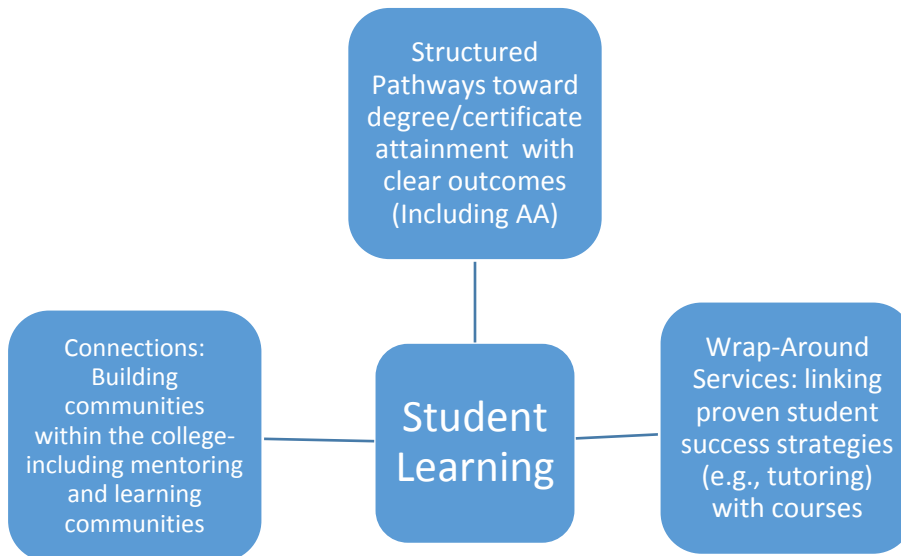


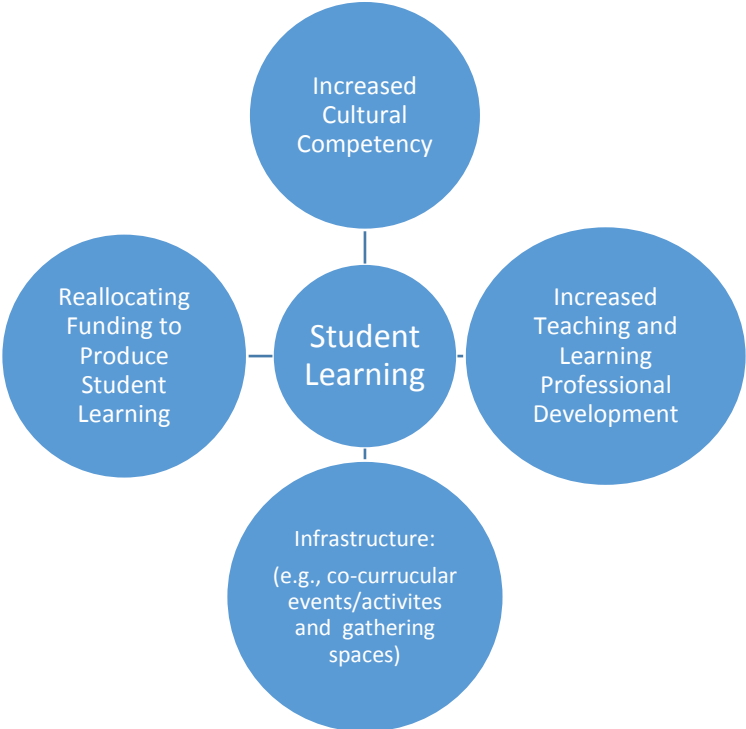
# Engagement to Learn

The two charts below identify the major themes that emerged from the college-wide engagement to learn discussions. Many specific ideas were put forth, relating to one or more of these major themes. The first chart identifies what students need to truly engage in their learning, especially for Clark College's students. The second chart identifies the resources and capacity that the institution must provide to produce engaged student learning.

**Chart 1: Engaging Students to Learn**



**Chart 2: Resources and Capacity Needed to Engage Students to Learn:**



Major themes identified:

- Student Support Services
- Effective Teaching and learning approaches
  - Service learning
  - I-Best
  - Learning communities
  - Intensive math review
  - Supplemental instruction
  - Multiple learning methods and modalities
  - College 101
- 
- Non-traditional educational methods - questions
  - Can we look at class size
  - Class length
  - Back-to-back courses
  - Package scheduling
  -
- Structured pathway of Wrap Around Services and Instruction that is mandatory
  - Examples to come
- Innovative teaching and learning
  - Cohort models for everyone
  - Restructure remediation
  - Interdisciplinary classes
  - Experiential learning and active learning
- Student tools
- Expand academic and student success services
- College Life
- Facilities and College Systems
- Professional Development
- Funding
- Expand Advising and Financial Aid
- Creation and integration of student affairs and instruction
- Increased faculty training and support/hiring
- Cultural competency – increase
- Improve part-time to fulltime ratio
- Study areas/learning spaces
- Curricular changes – class flipping
- Testing assessment – increase testing and assessment – initiative effectiveness assessment
- Mandatory and not optional
- Connections build community
- Clear pathways
- Engagement happens:
  - In the classroom

- By the student in their interactions with the College community
- By the College administration and their reaching out to students
- When there is a one on one conversation or relationship at the onset, either during registration or assessment, if everything is done online, we will lose some students that are potentially at risk.
- Engagement is about **Community**
- Such "high-impact practices"—in those cases, fast-track remediation and mandatory study-skills courses— and “assessment and placement, orientation, first-year experiences, academic goal setting and planning, class-attendance policies, tutoring, supplemental instruction, learning communities, experiential learning beyond the classroom, and alert and intervention systems”. Emphasis on “mandatory” orientation and intervention was stressed.
- Engagement in an introductory course (like College 101) gives skills and tools so students know how to be successful in school and they want to implement those new skills and tools