

**ETCS Student Needs Initiative in support of the Strategic Plan
AY 2018 – 19 Functional Requirements
Potential Solutions identified at ETCS Convocation on 8-24-18**

Category 1: Feedback on academic performance and progress

FR: Understand the information that students need about academic feedback and support

- Talk to students who did not get the right feedback
- More use of blackboard learn
- Tell students you have ___ semesters to graduation
- Quick feedbacks on assessments tests/quiz projects
- Recommend all departments have FR seminar course
- Depts establish early feedback mechanisms in key courses to ensure students receive feedback early in sem
- Empathizing with students
- In a course, middle assessment and feedback
- Need a system to encourage some students to change major
- Give RUBRIC for assignments to set up expectations
- We need to collect and / integrate information to be able to provide feedback
- Intervene for students: Faculty report to Prof. Adv about drop in performance. They can set a meeting to let them know about tutoring and listen to students about any problems they can help with
- Every student who earns a D or below should be required to meet with an advisor to discuss what happens and the way ahead
- Use more of texts where students can practice taking quizzes and exams and get immediate feedback on their learning/performances
- Create a database with all student questions (like google docs) and provide standard answers to faculty staff and students
- creation of intervention team to work with students and identify primary problems
- add an option to the blackboard system that allows students to give comments or report a problem.
- Have students do CATs for midterm grades rs performance. Eg: write 1 min paper on how to improve performance

FR: Provide students the information and support they need to proactively manage their success

- Teach them how to prioritize
- Conduct workshops regarding how to manage, how to study, stress, time etc
- Identify and share expectations
- A 1-3 credit hour courses that teaches students evidence based practices of effective learning
- "Live Look" of student's academic "health" with easy to understand/interpret warnings
- Create first year experience course to provide information and resources
- MyBlueprint notes updated to fit student needs
- Next year request half of funds to pay mentors from SGA to expand LEAD Program
- Interim letter grades at a frequency of End-of-Month
- Publish course offering 2 years in advance (some courses offered every other year)
- Advising should be more horizontally oriented as opposed to vertical
- "Provide students information and support to pro-actively manage.
- Require advising for all students"
- Use blackboard to show grade % in real-time
- "Services to students to think outside the box - CS did it.
- CS has started email correspondence for students to get help. Students can email our CSSC and get assistance. Great for online students and students with busy schedule that cannot meet face to face back this summer"
- Link on websites in department for FAQs on different topics. Student submit questions and post answers that will benefit others put in topical order
- Collaborative events so students learn about other programs within the college
- Student updates by (ETCS, regularly sent) email that reminds students of deadlines and share upcoming ETCS events. Keeps contact going out to all students

FR: Provide feedback to students in a timely manner

- Hold faculty accountable - part of AFR/Merit pay
- Complete grading with thorough feedback within one week of due date
- Require midterm grading reporting
- Hire Teaching assistants or graders to help grading
- "Required midterm grades.
- Required use of blackboard for grades"
- Required grade posting on blackboard
- Automated immediate feedback as soon as problems are identified. (work to make identification faster too)
- Using blackboard and giving them real-time and onetime feedback. (understand the information)
- Sophomore/Junior/Senior students on probation or registration hold until they meet with their faculty advisor
- Use blackboard myGrade for quick feedback. Create an APP
- Feedback to students on their work as required in each course
- Send emails to students on their work as required in each course. Send emails (standard emails) to students if their performance is fair or post to see faculty
- Mandatory Advising with students about going into academic probation
- More consistent feedback or may be a streamlined method of feedback that is college-wide

FR: Intervene for students when academic performance drops in courses

- Online tutoring and Online coaching system
- Early Alert system
- Intrusive advising by both SSC and faculty advisors
- Send alerts through black board if student grades go below a certain point
- Create a red flag system where faculty can click a button to indicate low test scores or attendance or homework issue.
- Connect with students one month within semester who have/are currently earning a D or F in the course
- Meet with students early.
- Be encouraging
- ask what can be done
- Set standards in the syllabi and review each quarter of a semester / on monthly basis
- Somebody from student success center needs to track students record and inform his/her adviser if his/her performance is not good in other courses
- Intervene - POSS - "require" students to attend CSSC /email for assistance/ attend CASA or math lab for assistance
- Feedback on academic performances.
- Intervene for students when academic performance drops
- Require documentation on Blueprint, that professor has met at least once per semester with a struggling student

Category 2: Hands-on educational experiences such as co-ops, internships and projects

FR: Help students understand and experience their future profession/career

- Administrate internships at college level that university wide
- Have brunch for the college the week after school starts or by midterm - open 9-11. Have "coffee hour" in the lobby fri 9-11am. Students and faculty meet and talk
- Bring industry professors into classes to speak
- Incorporate teaching methods that help build skills that industry look in new recruits (eg working in teams, communication, critical thinking etc)
- faculty should interact with industry in their profession (TAP, etc projects) or if they can't, take help from the Dean's office on that
- Co-op and/or internship requirements
- Any educational experience helps to their future profession in any area
- help faculty implement hand-on experiences in their classes
- demo of working project seminar from the industry
- meet each co-op student in the faculty office near the end of each semester
- Industry panel to compare career panel choices
- Offer more credits for work experience, advertise it to the students
- able to establish relations or field trips for manufacturing courses
- Organize field trips to industry in same classes to expose students to industry
- upload students resume on the internal website for the employers to screen
- students open (encouraged) their projects to other students in pre-req courses
- Teach difference between collaborating, cooperating and cheating
- Hands-on courses are also experiences (not just out of class). Show on Schedule?
- if possible introduce field trips to visit industry / establishments that are related to the student field of study
- Add co-op presentation into particular classes
- Invite industrial professional to give one lecture in the course you are teaching
- "Introduce projects in most of our courses if not all.
- Introduce video clips/animation that illustrates the concepts we are teaching our students.
- Get students involved in industry sponsored projects

FR: Facilitate student-to-student collaboration

- Service Learning Projects
- Students from 2 classes on Projects
- EPICS
- More group projects
- faculty partnerships to bring classes together for project
- Online training for faculty from PWL on EPICS
- Living-learning community events
- Learning communities with joined classes
- College or dept level student organizations
- peer mentoring student group projects
- Have one room for professional orgs for students. Students can hang out, organize activities and get to feel a part of the group
- Interested freshman shadow an existing co-op students , to find out about the company and how co-op works
- Interactive participation in courses (not just projects/works that is external to course time)
- EPICS
- Service Learning and Community events
- Project team in each class and present to the class
- EPICS
- Or Come here!
- facilitate student-to-student collaboration by investing to support student organizations in ETCS
- having cool activities for students in the ETCS building by various st

FR: Integrate student work experiences in the curriculum

- Adopt DSB's passport point program (or case/ ETCS)
- Invite Industry review of curriculum
- Academic program embedded in industry
- Adopt PWL's EPIC program
- After co-op / intern positions - have the student present in the lunch& Learn or in 1 hr seminar class and tell of experience
- Provide opportunities for co-op experience for credit.
- Survey from recent grads- what were you missing in your educations when you entered the workforce. Employers surprised you did not know
- give credits to internships not just to co-op similar to business schools
- Internship/co-op fair. CS does guest lectures which provides students opportunity to meet up industry, ask question more often. Require attendance.

FR: Help students make good career decisions

- 6-week industry experience built into a class - may be new class
- Student Internships. Library of Research, Experience from student internships
- Academic advising help students identify their strengths, interests, skills needed and courses to take.
- generate data on what majors and careers give good salary and employs
- Motivation - news, workshops and conferences, Course--relevant--Careers
- get more practitioners into freshman and sophomore classes
- ETCS career counselor embedded in our college
- Freshman seminar within each major. Help with career fairs, opportunities early on)

FR: Investigate experiences / practices / opportunities relevant to work in region

- Industry involvement in courses, helping to describe applicability of material and identify gaps
- Develop a new class focused on experiencing profession with 4-6 week assignment in industry
- More of Lunch+Learn type events to have students see careers
- collect a list of industry project that fit for a course project in the semester

Category 3: Course schedules and course schedule availability

FR: Publish course offerings for 1 ½ years in advance for all ETCS programs, graduate and undergraduate

- Plan for how to deliver to schedule in the face of uncertainty (faculty availability, enrollment and space)
- Just do it, but for 4 years in advance for undergraduates and 2 years for graduates. Prevent class cancellation of grad classes. Also ensure student-course don't overlap
- Even currently advance info is available for at least a year, but students are not (generally) aware of this. need to publicize the webpage
- Course "clusters" that provide flow/stages of learning all scheduled in a pre-defined sequence
- provide seed funds for the collaborative study of the faculty (composition) with the information of offering probability alternatives
- publicizing electives (the ones that are not regularly offered) on the website that they will be offered in so-and so semester
- publish course offerings 2-4 years in advance for undergraduate program
- departments publish semester primary courses are offered and the rotation of electives
- consider student and faculty need for time of classes
- any time conflict in a student's class schedule of a semester needs to be approved and the two instructors involved
- Easy to state, but hard to do because the students will hold the department accountable. It will become a headache for chairs. Instead use current enrollments to predict future enrollments
- Academic advising can help students to know which courses might help them to achieve their career goals
- A website and database system to deduct course conflicts and view course offerings for students
- Early schedule is published without promise. Students want to know how available all courses are (pre-reqs+gen-ed+required) that are not ETCS courses 1.5 years in advance
- We need more incentives to retain faculty. Turn over makes it impossible to plan for 1.5 years of course offerings

Category 4: Relationships with faculty and other college personnel

FR: Encourage open dialog and empathy between students and faculty and staff

- Faculty + Student mixers
- Teach us how to work with students in need and not just "how to register for services somewhere
- Create bulletin board of faculty led events that students could participate in so that they are aware
- Create a student group service-building relationships between students, faculty and staff as they help with events and requests like campus visits from pre-college group
- Organize a faculty student convocation each semester
- create an organization that would involve student faculty and staff
- Get to know faculty events throughout the year
- Support lunch together for student faculty meeting. Use lunch time for feedback and dialog
- Meeting with dean, student faculty and staff. Provide pizza. Open sessions on Monday @ noon
- Implement Lunch with faculty mentor. Faculty can receive a voucher to meet-and-eat with the student one-to-one
- Seminars with topics and delivered by students, attended by faculty
- more personal/horizontal relationship between students/faculty
- Space (proper) for student organization
- Research seminars. Lunch+Learn services
- More open houses for interactions between faculty member and students in student housing
- Discourage negative undermining of faculty against each other. Especially when outside people are brought into the negativism
- faculty staff training workshop focused on empathy
- "Open door" hours on faculty time sheet just like office hours but has not to be related to courses.
- Monthly meetings/get-togethers for faculty and students within department
- Create assignments that require student faculty engagement
- Research with faculty
- During freshman orientation have day for them to meet their advisors

Category 5: Relationships with industry representatives

FR: Build strong relationships of students with their profession and relevant local industry

- Informal / regular gathering of professional alumni, faculty and students
- Student tours in industry partners - Tour local businesses
- Company visits scheduled + in classes as relevant
- Encourage industry reps to be speaker either at classes or in symposiums in our lobby
- closer connection of student organization with the parent organization(professional) EX:IEEE, SME
- build on the solid co-op program
- Continue to build the guidance counselor, lunch Learn events. Make them concise and short. Answer their questions and not provide just what they need to know.
- provide class field trips to individual companies
- Faculty doing consulting work for students, instead of taking remuneration ask for student internship opportunities in those companies
- Faculty doing research work for the local companies and students aiding them in data collection process at the site
- "mentor-mentor
- industrial - student"
- "Lunch + Learn activities
- open house at the local industry
- faculty student visit industry"
- If we as faculty build string relationships with the industry ourselves, we can be a better bridge to industry for our students
- Starts with ETCS building strong relationships, Improve and expand relationships with Industry
- Student activity day (like JA) hosted by facility or industry
- Information, Access and planning Co-Op. Idea : Website/ Tools
- Invite industry partners to become active members to keep engaged in lectures, Guest Speeches, fairs etc
- Improve industry engagement with Lead Mentor Program. Market their participation to provide them with extra incentives
- Chapter groups by Industry
- Invite guest speakers to class
- guest lecture from industry for every course
- organize 1 day workshops in the weekends in cooperation with the industry
- smoothing the way the faculty can have an onsite visits from industries for their courses
- Bring industry professionals into class to speak. Each professor should have a network. Hold the professor accountable
- Invite industry professional to give task in your class

Category 6: Academic Advising

FR: Offer standardized advising that uses best practices to meet student needs (roadmap)

- Use Central Advising all students go to
- Printout of roadmap if you need this then ---> If you have not done this then Simplified diagram
- Advising roadmap published for all to view
- Flowchart to show all the courses and the semesters of offering
- Have FAQ on advising covered on website
- Engage senior students in advising process as they can offer ideas about best practices
- disseminate succinct messages regarding those best practices weekly/monthly short blurbs
- Ensure that all who are in an advising capacity are actually providing quality advising. If not why? If they simply dislike advising - should they even be required to do so?
- Databases of best practices and standard work for advising
- Advising checklist for meeting with students
- Establish a corps of paid peer advisors for course selection and sequencing
- Develop Manual for advisors
- Standardized flowchart that can be incorporated into Blueprint
- Have an early alert mechanism, to let advisors know when a student is at "" dropping from school
- Create a true student success center for 1st year advising in 1 location
- Hold professors accountable for their advising. Surveys each semester evaluating students of perceived value.
- Assure that there is always an academic advisor available, Mon-Fri : 8am - 3 pm, (not all three out at the same time)
- Come up with a flow process chart on standardized advising practice (chart should be simple and clear)