

Workshop: Promoting LIFG Student Success at RRCC

Facilitator: Jon A. Leydens, Colorado School of Mines
August 13, 2015

Web Activity

1) After reading the list of potential obstacles to LIFG student success below, brainstorm at least 3-5 additional ones.

living off campus; having to work full or part time; having insufficient time to develop relationships with peers, staff, faculty; lacking effective academic preparation; lacking knowledge of available resources to boost learning; holding low academic expectations for oneself; lacking in one or more of the four capitals; lacking family support; lacking home peer network support; holding mostly extrinsic motivations for success (e.g., increase financial gain), overgeneralizing about academic self-efficacy after initial low grades; having to provide care for family members; spending more time commuting to class; being older than classmates; misunderstanding the role of a college student (what “an engaged student” looks like); [add more below].

2) In groups of 3-4 and using the white boards, brainstorm a web that accentuates key **potential interconnections** among these obstacles. When you present your web to the rest of us, please emphasize—perhaps using a different marker color—which **solutions or approaches** you brainstormed this morning that get the most mileage; that is, which approaches potentially address multiple obstacles. Also, distinguish between approaches that are *within your control* as a faculty member (what you can do in the classroom, in office hours, etc.) vs. what is *outside your control* (how much financial aid a student receives, etc.).

3) How might this web activity help you strengthen the strategies and approaches for improving LIFG student success that we discussed earlier in the workshop? Which solutions are most likely to augment belonging certainty and help build one or more of the four capitals?