



Promoting Student Success Through Your Syllabus

**LASC California Benchmarking
Project**



Goals of the California Benchmarking Project

- *Increase the number of students, particularly African-American and Latino students, who successfully complete their first transfer-level course after beginning college in the “basic skills” level courses*



Today's Facilitators

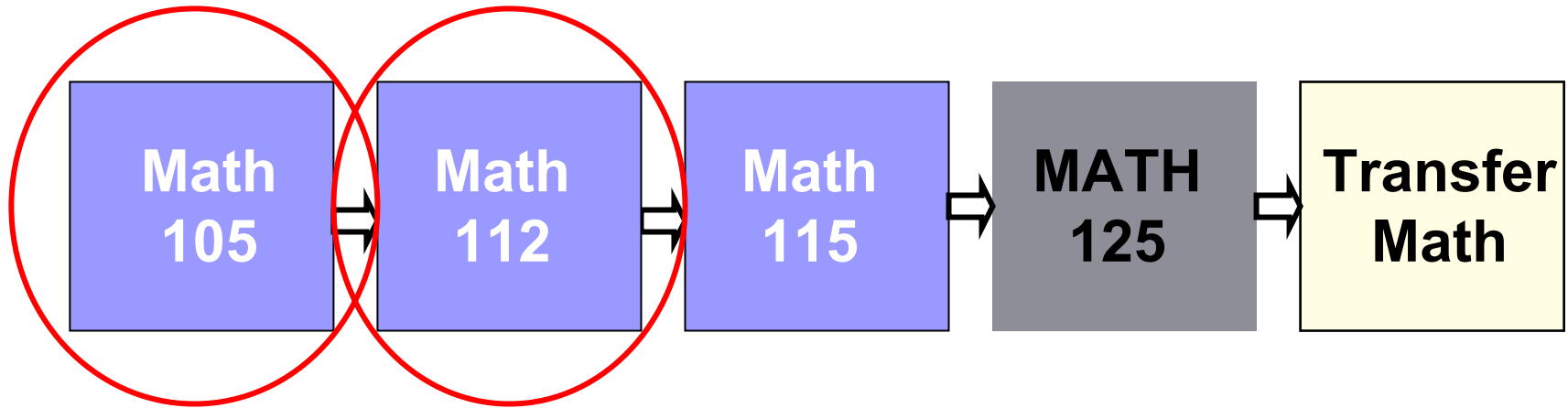
Los Angeles Southwest College

- Dr. Lernik Saakian, Chair of Mathematics
- Linda Larson-Singer, Articulation Officer and Counselor
- Dr. Dan Walden, Dean, Institutional Researcher

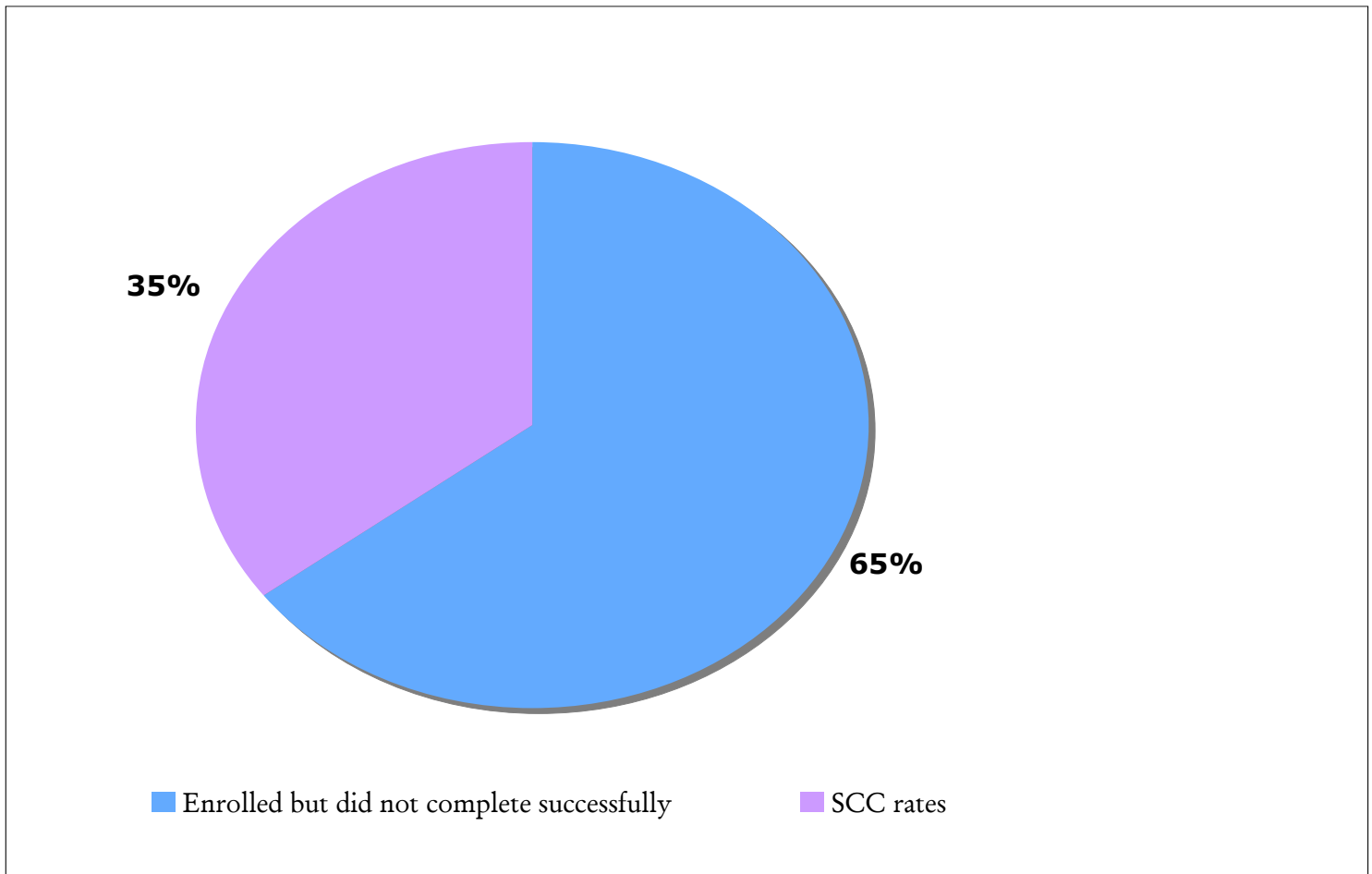
Center for Urban Education, University of Southern California

- Dr. Tara Watford, Senior Scholar & Research Associate

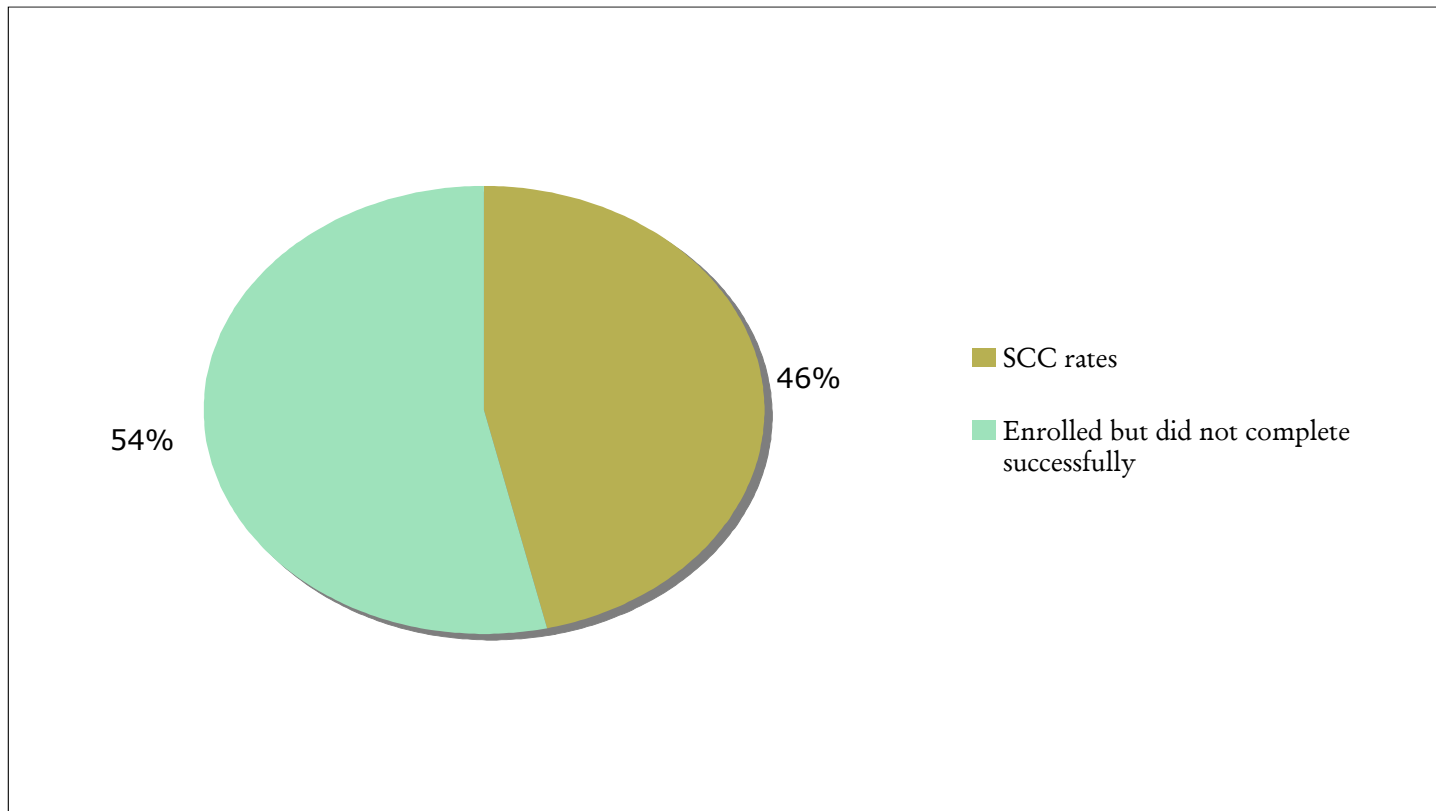
Baseline Data: Mathematics



African American Successful Course Completion Rates Math 105 & 112



Latina/o Successful Course Completion Rates Math 105 & 112





What the Data Tells Us

- We are not effective in assisting students to progress through math basic skills courses
- African Americans, our largest student population, have the lowest success rates



Workshop Learning Objectives

- Become aware of what your syllabus communicates to students -- explicitly and implicitly
- Understand how a syllabus can be used as a communication tool in your classroom to promote student success
- See your capability to make a difference in students' educational aspirations and achievement



Workshop Outcomes

- Develop syllabi templates that contain required information by LASC Academic Senate as well as information that grounds your instruction in a student-centered framework
- Set departmental standards for syllabi development



Student-Centered & Culturally Relevant Instruction Principles

- Communication of High Expectations
- Incorporation of Rigorous Learning Activities
- Consideration of Students' Academic Needs and Aspirations
- Provision of Multiple Resources for Academic Assistance
- Instructors commit to being agents of change



Exercise 1: Getting to Know Yours Students

What are your students'

-Goals?

-Prior schooling experiences?

-Additional responsibilities?

-Interests?

-Cultural Backgrounds?



Exercise 2: Syllabus from a Student's Point-of-View

- If you were a *student* and saw your syllabus on the first day of class, what would be your impressions or reactions about the course?
- What would be your impression of the *instructor*?



Exercise 3: Developing a Student-Centered Syllabus

- Teaching Philosophy
- Framework for Learning
- Classroom Assessment and Feedback
- Links to Supplemental Instruction / Tutorial Resources