

## Learning Council Gap Analysis Results

### 1. Students do not know what to expect before stepping on campus

<b>(1K) Knowledge gap</b>	<b>(1M) Motivational gap</b>	<b>(1O) Organizational gap</b>
Wide range of prior academic success	Unidentified goals	Outreach to community
1 <sup>st</sup> Generation Students (No role model)	Fear of failure	Student mentors
Lack of study skills	Take ownership of learning process	Study groups
Undiagnosed learning disability	Feeling lack of connection with instructor and/or classmates	Life-school balance is unrealistic
Lack of technology experience/ access	Easily distracted	Identify learning style
Work ethic		Unaware of student resources
		Orientation to academic success

## 2. How to make students accountable for their education

<b>(2K) Knowledge</b>	<b>(2M) Motivational</b>	<b>(2O) Organizational</b>
Lack of preparation in K-12	Students taking minimal (if any) ownership of their education	Financial aid process contributes to apathetic student behavior
Lack of understanding of the Higher- Ed process/requirements	Making them accountable by having their Ed plan set up prior to registration/counselor contact	Get them excited about getting educated
Develop Ed plans/ Degree Works		Forge strong connections/relations with big name companies

## 3. Lack of connection to campus life

<b>(3K) Knowledge</b>	<b>(3M) Motivational</b>	<b>(3O) Organizational</b>
Lack of faculty information: services, policies, support	Cultural barriers	Lack of orientation for everyone (students)
Lack of group to identify with	Self-worth	Orientation course: navigate college life, policies, support
Families don't want them to go to school	Lack of feedback from instructors	No faculty orientation
Students who don't belong to specific group		

**4. Students do not know what it means to be successful or how to be**

<b>(4K) Knowledge</b>	<b>(4M) Motivational</b>	<b>(4O) Organizational</b>
No clear understanding of the rigor of college	Not realizing the importance of college education	Explicitly make students aware of support services
Unaware of opportunities to be successful	Make use of support services	Facilitate carpools/study groups/etc. to help students succeed outside of campus
Don't understand need for support outside of college	Organize resources, family, time, etc. so life and education can coexist	Mandatory orientation
Understand real life consequences of not being proficient in career	Get student to see examples from real world	

**5. Why do ESL students struggle to succeed?**

<b>(5K) Knowledge</b>	<b>(5M) Motivational</b>	<b>(5O) Organizational</b>
Reading fluency	Overwhelming work and reading	Prioritizing
Previous educational level	Making poor choices	Teaching how to read
Motivation		One to one (or few) learning
Taking notes		
Identifying main points		

## 6. Balancing physical, mental, social, and work well being to get the most out of education

<b>(6K) Knowledge</b>	<b>(6M) Motivational</b>	<b>(6O) Organizational</b>
How to manage stress	Fear as motivation of over-performing	Is there a vision for self-care?
Can prevention help?	Fear of consequences	Environment and self-care (blog, room, open space)
Role models for students	Being noticed	Good practices: exercise, meditation, college hour
Diet/health	More wellness=more productivity	Play (open, love-based, open heart)
What people really need to do their jobs	Myth: were in control when/if we overwork	Health rewards lacking
	Not wanting stressful feelings to arise when time for self care	Lack of time

## 7. Why do students have difficulty connecting with peers and/or student staff?

<b>(7K) Knowledge</b>	<b>(7M) Motivational</b>	<b>(7O) Organizational</b>
Lack of knowledge of clubs and student activities	Work schedule	No college hours/place to meet
Language barriers/communication difficulties	Family, personal obligations	Instructor office hours and locations
Cultural differences	Intimidated to speak with staff	Not all classes provide/require interactive opportunities
Don't know what to ask or who to ask	Shy	No greet desk or central source of information
	Feel different from others	Fewer services in evenings and offsite
	Financial difficulties	Lack of outreach by clubs
		Lack of student oriented spaces in the major buildings

### 8. Working students have a difficult time connecting with other students

<b>(8K) Knowledge</b>	<b>(8M) Motivational</b>	<b>(8O) Organizational</b>
Lack of contact information of peers	Uncomfortable with “the other”	Teacher strategies may promote isolation
Do students know about Facebook pages	Not having access to services on campus may discourage students	Missing classes due to work
Lack of knowledge of employment rights	Economically driven	Computer lab and library access past a certain time of the day
		Club organized on the issue of working
		Outside group work required to do outside of class

### 9. Student isolation

<b>(9K) Knowledge</b>	<b>(9M) Motivational</b>	<b>(9O) Organizational</b>
Unaware of campus surroundings/services	Alleviate disinterest	Identify resources
Information overload	Promote professional development	Creating centralized unity (especially offsite)
Making priorities	Lack of confidence in student population	Implement mandatory attendance at orientations for adjunct faculty
Language barriers for students prevent efficient flow of information	“What is in it for me?”	Making student orientation mandatory for registration.
	Understanding the process one takes to attain their goals	
	Encourage welcoming environment between students and faculty in classroom	

**10. There are barriers to student success for students even before they set foot on campus:**

<b>(10K) Knowledge</b>	<b>(10M) Motivational</b>	<b>(10O) Organizational</b>
Awareness of barriers	Fear of failure	Lack of connection to campus
Fear of the unknown	Why am I here	Address through orientation, workshops
Severity of barrier (mental illness, poverty, abuse, learning disability, etc.)	Lack of goals or life experience	Address through skills analysis assessment
Referral sources give inaccurate information	Student is confused	Inconsistent information throughout the campus
Unrealistic expectations		Requirement to see counselor
Info about what departments are open/closed and services		

**11. Peer mentoring:**

<b>(11K) Knowledge</b>	<b>(11M) Motivational</b>	<b>(11O) Organizational</b>
Seeking peer mentoring is thought of as added work	Lack of awareness of peer mentoring	Community building in the classrooms and on campus
Unsure of the definition of peer mentoring	No commitment to seek peer mentoring	Not enough time
Unaware of benefits	Lack of communication with students and clubs	Thought of as a punishment
Do not know value of participating in an academic community	No confidence	Larger groups are intimidating
Lack of information	Fear of rejection, being labeled, etc.	
Unaware of expectations		

**12. Not enough faculty members take advantage of professional development opportunities:**

<b>(12K) Knowledge</b>	<b>(12M) Motivational</b>	<b>(12O) Organizational</b>
Unaware of opportunities	Not relevant	Exposure to other ideas/speakers
Employee networking	Secure inspirational/motivational concepts	Funding
	Proactive approach to disseminate information	Offer activities at other sites and online
	Build energy	Student feedback
		Opening faculty resource center to all staff
		Community Ed courses (reinstate free classes)

**13. Students are unaware of their learning styles:**

<b>(13K) Knowledge</b>	<b>(13M) Motivational</b>	<b>(13O) Organizational</b>
Different learning styles	Unaware of pros/cons	Instruction tends to be visual and oral
Students don't know their LS	Student welcomes LS identified	Assessment follow through (GUID 557/558)
Some students know how to evaluate their LS	Student may not want to share identified LS	Assessment of LS to be included with English and Math assessment
Institutional message all the time, consistency from all	Self discipline	Not informed at the beginning
	Lack of motivation for assessment resources	