Speaker 1: [00:00](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=0.13) Thank you to everybody who took the time to listen to this podcast and hear what we have to say.

Liesel Reinhart: [00:09](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=9.55) Welcome to the Magic Mountie Podcast. This is a podcast that's dedicated to helping faculty and other college employees as they try and navigate the challenging fabric of serving students, especially at Mt. San Antonio College, but everyone's welcome.

Christina Barsi: [00:28](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=28.93) Hey there. It's Christina Barsi again. Your co-producer and cohost of the podcast and this week we're sharing the workshop that has become a regular offering at the Mt Sac Faculty seminar. It focuses on the factors that influence a student's decision to keep attending class or to drop. This workshop actually won a statewide award from the four CSN Institute for Institutional Innovation and Professional Development. And participants often say they took away immediate ideas for their own classroom after attending. So let's listen in with Liesel Rienhart and four Mt. SAC students who will introduce themselves for a session entitled why we drop.

Liesel Reinhart: [01:13](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=73.04) Okay, so I'm Liesel Reinhart. I have been here 22 years as of this fall. I was a member of the first ever class of the new faculty seminar. Before that, they just gave you a bagel, a key and said good luck. So we've really tried to improve it over the years and we're continuing to refine it. And one of the things we find is the most popular thing we do for professional development is talk to students. We teach students, we see students all the time. We recognize these four people who are up here as students. They look like students. They're young. They're not yet exhausted from sitting in a conference room all day. They're full of life. I think that all of you, are all campus employees also student employees?

Abby: [01:55](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=115.96) Yes.

Liesel Reinhart: [01:56](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=116.75) So they're also student employees here on campus, but we often don't talk to them about our work. We just teach them, we don't talk to them about teaching and we have found that talking to them about teaching is a really great lens into how to improve. They've got really great ideas. We just don't ask them often enough. So a couple of years ago we thought we would develop a program that would help us get started with these first week or two of the semester a little bit better and we came up with this name.

Liesel Reinhart: [02:24](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=144.41) I think a student suggested it. Why we drop. Why do students drop, where do they go? Because we know, they drop out. You can look at the parking lots and they're really busy the first two weeks and then they're not. Where do they go there? Not just parking and taking the bus, I'm pretty sure. There are things that happen in those first two weeks that make a difference, not just in the life of the student in your class, but in the career of a student who may not just drop your class, but may drop college, may drop their goal, may miss out on an opportunity. And so today we're going to talk to some students who have wonderfully volunteered to come in and share with us some of their stories and experiences to give us that little peek into why maybe they dropped or didn't drop a class. So let's start by having them introduce themselves and tell us what their major is. We'll start down on the end.

Abby: [03:11](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=191.56) Hi. My name is [Abigail Angel Monegu Ativalu, but you can call me Abby. My major is sociology.

Liesel Reinhart: [03:19](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=199.3) What's the best class you've ever had?

Abby: [03:21](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=201.07) The one that I just took this past summer. I really liked speech, so...

Javier: [03:27](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=207.03) My name is Francisco Javier Losunasias. But you can call me Javy. My major is sociology. And you said my favorite class? Or do I have to answer that?

Liesel Reinhart: [03:37](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=217.36) Yeah. What's your favorite class so far?

Javier: [03:39](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=219.29) I'm not sure, but I think it's going to be my history 40 class that I'm going to take this fall.

Liesel Reinhart: [03:43](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=223.91) Well the anticipation level is high. So far we have two people who've not set a class in their major. I'm just pointing that out.

Cathy: [03:54](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=234.04) Hello. My name is Catherine Reynosa Saldanya but you can call me Cathy following in the pattern of everyone else. My major is Latin American studies and the favorite class I've taken, I can't choose. So I'm going to say History 40, which is History of the Mexican American, and astronomy, I really liked astronomy.

Alex: [04:11](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=251.95) Hello everyone, so following their prompt. My name is Alejandro Torres Alloresmain you can call me Alex. My major is sociology, and my favorite class, Poly Science One with Simon Curtis and yeah, I really like that class.

Liesel Reinhart: [04:28](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=268.79) Anybody else feel like Alex should just be the new host of the Magic Mountie Podcast immediately? So let's start in and dive into some questions and anybody who wants to can answer these. So my first question for you is, was there ever ... Think back to your first semester, your very first class you ever took at Mt. SAC, what were your feelings as you walked in that day to your first ever college class? What was going through your head?

Alex: [04:51](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=291.04) To be honest with you. I kinda like was still, I feel like I was still dealing with the whole imposter syndrome. It's like I couldn't believe one of the fact that I graduated high school. So I'm a former foster youth, so it's one of the things that I was shoved down my throat, just the fact that there's so few foster youth that even graduate high school and so it's like come to see me and in a college classroom and just wow, all right yeah I'm working towards a degree somewhere or, yeah, for something. And I just felt like I really didn't belong, I felt really uneasy. I felt really anxious about what was gonna happen, I didn't feel ready. And also I felt alone a little bit. I guess you can say and I had just that daunting fear over me. It was just something that I took a little bit for me to shake off.

Cathy: [05:31](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=331.95) So I started at Mt. SAC through the summer bridge program. So I started with a large group of students, who were just graduated from high school and I had some weird feelings. I was scared. I thought that college professors were like some very strict people and they were gonna kick me out of their class because a lot of my high school teachers had said, "Well, they are here and they know that you're only in college because you want to be in college. You don't have to go, it's choice and so they know that and they're not going to take you seriously if you just show up to their class and try to act foolish and stuff."

Cathy: [06:06](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=366.62) So I was really, really scared. I thought I was going to get kicked out of the class for doing the smallest thing. Then I was kind of disappointed that I had to be here at the beginning when I started at Mt. SAC because I really wanted to go to Cal Poly but I couldn't afford to go to Cal Poly so I had to kind of settle with Mt. SAC. But that's kind of changed now from taking classes and meeting people and having different opportunities and experiences here. I realize this was probably the best choice because I also came in not knowing what I wanted to do. I thought my major was graphic design and then I completely changed it to Latin American studies. I came in really, really confused.

Liesel Reinhart: [06:42](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=402.2) Can you tell me about a teacher who for any of you who let you know that you could talk to that teacher?

Abby: [06:48](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=408.21) My speech professor, she was very, very understanding and I love how during the class intercession that she was very open to this idea of vulnerability and just seeing the beauty of it and every afternoon we would tell our neighbor like you're worthy of love and belonging kind of thing. And I thought it was weird at first, but then as time grew, we grew closer with our classmates and we got to see another side of them through their class presentations, their speeches. And I really liked that. So I got to chat with her on her office hours, which was something that I did not do before based on another experience of my first time being at office hours.

Liesel Reinhart: [07:31](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=451.61) Oh, we want to know.

Abby: [07:32](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=452.73) Oh, okay. So I did a drop this class and it was my first time going to office hours. I had something going on at home and I couldn't make it to class and I wanted to know what to do. So I went to office hours, it was my first time and I was a little scared at first. So I opened her door and I was like, "Hi, I missed class, I just wanted to know what my grade is or what I missed or I can do anything." And so she basically was like, "Why did you miss class?" And I said, because I have some family issues. I live all the way out in Orange County. I couldn't find a ride. And so she said, she basically was like, minimalizing my situation. She was saying, "Well sometimes you need to suck it up to your family calling you names."

Abby: [08:20](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=500.88) And she basically said, "Well, so there has to be a time where you need to grow up and kind of, carry that because school is more important." And so I said, "Okay, okay." So then she said, don't miss any more classes. So then, after that I was scared to miss anymore classes. But then when I did miss another class, I dropped it out of fear. But that's what traumatized me from going to office hours.

Liesel Reinhart: [08:48](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=528.88) Let's talk about a class where you thought about dropping but maybe stayed or just definitely stayed, you showed up for class, you weren't sure if you were going to take it and you're like, "Yes." What happened on the first day that makes you go, "Yes." And you leave there and you're like, "I gotta buy a trapper keeper, I need to get a new notebook." That's an old joke for some of us. But really makes you go, "Ah ah, yes." And you call your friends, "You're like, oh, I had a cool teacher, I had a cool class." What happens on those days when you've had that experience?

Javier: [09:19](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=559.64) So usually when I have that experience is when the professor says something about themselves. So I personally, this one time or this and this happened to a friend and I'll, I'll tell you guys about my experience because, my friend was like really shy participating. She hated raising her hand and she always sat at the back of class. But literally when the class began, the professor was like, he did talk about participating and they're like, "Back when I was in college, back when I was in high school, participating was one of the hardest things for me. I was always the shy student, the student who never wanted to talk. And it wasn't until I graduated with the bachelor's ... " Or something that they learned that they needed to participate more actively. So if you don't feel comfortable enough to participate right now, it's okay". Just to say like that, that it's okay to not participate because you have that shyness because they've went through it.

Javier: [10:07](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=607.08) They went through the exact same thing, that sharing. They showed you how vulnerable they were at one time because they know that the same time, you might be feeling that as well. But another time when I felt like this is a class that I'm really gonna enjoy. Or this is the professor that's down with it, was in my political science class actually. DACA had just rescinded which was a huge thing for me because I do have DACA. Literally the professor at the beginning of class was like, "All right, we're gonna stop everything. This is what happened with DACA". They talked about what being undocumented is, what DREAMERS are. They literally created the space to talk about and answer any questions that we had about it, even if you weren't a DREAMER. And I was just like, damn, you don't have to do that. You took the time, you took the effort because you know this was a big problem. You knew that this was something that was affecting everybody and in some type of way. That was awesome.

Alex: [10:57](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=657.24) I had that with one of my math classes. I suck at math, like numbers and letters. Ever since the alphabet decided to jump in with the number scale, math has just been so much harder. Like it's weird. So basically what happened was, I was supposed to take this 71 class and I'm hearing all of these stories about how so many people don't pass this Algebra class. I was like, I don't need to hear that, people are like, I already don't feel I'm gonna pass it. And you know, I show up into it and the professor, he does something and it just shook my world. But when he did it, he was telling us about, just like first day is always like explain the syllabus and the layout of the class, and we got straight into the lesson the first day too and whatnot.

Alex: [11:44](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=704.28) And so every time there's something that he wants highlighted on a test or if it's up and coming, you should memorize it. He does this thing and it's just like, excuse me while I do this, he was like "Ding ding ding, okay folks, this is going to be on the test. I need you all to memorize this." And just the fact that he did that, I'm like, wow, that is so much like effort, emphasis, energy. It's totally me. Just the fact that he was able to in a way cater to my ADD when it comes to stuff like that. It was just amazing.

Alex: [12:15](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=735.43) And also, especially at the fact that, I would come and talk to him after a little bit. Every once in a while he was like a completely different person. It was more of like, I was actually talking to an old friend or something like that who's very open, friendly and everything and just the fact that he was putting in that effort, that time and energy, it just made me feel like I should probably start looking at this book more, if he's doing all of this stuff to help me, I should probably help myself as well. And it's just felt more of a sense of me being able to do something to pass the class because he's doing all of these things for me.

Liesel Reinhart: [12:48](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=768.72) Can you do that one more time? I want to hear the sound one more time.

Alex: [12:50](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=770.93) "Ding, ding, ding, okay folks, keep this one ready for the test."

Cathy: [12:55](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=775.45) So I think for me it was a speech 1A class of public speaking. So I like to speak in front of ... While I don't say I'd like to do it, but it's I can do it, but I had to take the class for a grade and so I was so nervous to take it and then we show up to the class and everyone's like, "Oh man, my counselor said I have to take this class and I don't like to speak in public." And I was really, really nervous. So our professor comes in and she just goes up in front of the class and she just starts talking to us and having conversations and she just kinda like asks people questions like, "Oh, what's your favorite color?" or "What's your favorite food?" And then we just answer. So wow, she's just coming in here and she makes it like a relaxed environment. So I wasn't as nervous.

Alex: [13:38](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=818.35) Back when I was still a nursing major. One of the classes that we needed to take, in order to get onto that or continue on that pathway was chem 10, which is chemistry for allied majors and what not. And again, I was taking it in the summer, but my schedule was from 7:30 all the way to 4:00, I was either in lecture lab and whatnot. And this was four days out of the week. I was pretty, everybody was pretty tired and even by the third day you could totally tell people were just like, coffee wasn't enough. My red bulls weren't kicking in at all and I was just "Ah, I'm gonna die in this chair." But he noticed that and he did something very ... He did a couple of things very unexpected to try and get our attention. He ran into the cabinet, he just kind of got everybody's attention somehow and it just, I don't know, I was slowly falling asleep in my chair and I just like, glance over and I just see him run towards the cabinet but all we hear is a loud boom and whatnot.

Alex: [14:37](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=877.35) And then he's just like, "Everybody awake yet?" And everybody just looks around and I'm like, man, our professor is crazy and it's just he always talks about how he went to Harvey Mudd and now people were doing things over there and whatnot. And that he was just like the one that was always separated because of how different he was and I'm just like, you know what, you own your difference. That's why I'm still in this class right now, running on two hours of sleep. And so it's just I don't remember another time where he looked a lot more athletic than I gave him credit for. And just like from a standing position, he just jumps up on the desk and the front of the classroom just as the class is starting to fall asleep again.

Alex: [15:18](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=918.81) That was the one problem with our class, we were always tired. He didn't get upset about it. I found that just it's the most interesting part. He felt like he really did understand, it's not our fault. And at the end of the day, yeah, we're pushing ourselves to stay up and when I do all of the homework, do all their research projects and the papers and everything, so it was just the least he did was at least not get upset and not take it personally at the fact that we were falling asleep or looking very drained in the middle of his lectures. He kind of use it as a chance to one be funny, wake us up. And then if anything, I feel like he made us a little bit more of a community because we're all sharing laughs. We were sharing these dumb moments. So yeah.

Liesel Reinhart: [15:59](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=959.48) That's awesome. I want to have everybody out here feel free, you can ask a couple of questions. Yes. I'm going to repeat what you say, so it goes to the mic, but ask them. How important is it for an instructor to be relatable to the students themselves?

Alex: [16:13](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=973.35) I think that the vast majority of professors that I have at least in my experience that I've been able to, I've had established good relationships with were people that have taken the time to be like, "Hey, some of my experiences or like I went through X Y and Z and that matches your abc and something like that." And it's just like creating that relationship aside from the whole student, teacher or student professor, it's more of somebody that is more of I guess a mentor because at the end of the day, that's what I think a lot of these professors and that's their second purpose too. It's to mentor the students that they come in through their doors. As soon as I come in asking questions, sometimes it's just not only about their life, I mean not only about their class but about their life as well.

Javier: [16:57](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1017) I think Alex has a really good point. I think it is always, you get to on a different level of connection with a professor who looks like you who's walked the same path you have. And in a way we all have because we've all went through school. I've realized that I'm either, even though it is important to be relatable, it also helps to just have a, I don't know a ... I don't want to say empathy or sympathy because I don't want no pity party, but just to show the fact that you understand or that you do care and I'm going to go to the fact that again, I'm a DREAMER ,when DACA rescinded, the whole English department got together and they asked for a couple of gym students to come and talk about their experience because they want to know how to best support their students and how I was thinking what the heck.

Javier: [17:44](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1064.32) I was like, "The whole department wants to know this, why do they want to know this." And how is this like, you don't have to do something like that over the top like that. I'm like, yeah, that was amazing. I feel like that hit me really quick that hit me really close to home because when DACA rescinded, it felt like somebody took away my future. It felt like I had all this. Okay. First of all, I hated, well I didn't hate, but I wasn't too fond about education in high school. Once I came to Mt. SAC I realized that it was the path I was able to take, it was something that I could make a good future out of and something that I should do. So I started to work hard. But when that happened it felt like somebody was like, "Oh no, you can't have that anymore."

Javier: [18:23](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1103.72) And I was just like, "What?" it broke me down so far I wanted to ... I felt like I was a kid pretending to be like a superhero or pretending to play a game. It was all about this, it's all imagination, this thing, education and that day, I didn't want to get up in the morning. I had class, it was September 5th, I remember I had class and I was like, "Why, why should I go to class?" There's literally no reason anymore for me to try and do something here. So I just covered myself with my sheets and I just tried to go back to sleep and I was like, no, I should do something. I shouldn't just spend the day here all alone. I live alone, I live with my brother.

Javier: [19:03](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1143.09) But I came to school and I was shown support from the DREAM program. But to show that, a professor or a group of professors knew that this was a big thing for me without even knowing who I was, that really showed something, that really showed that they had heart. If it is cool for somebody to look brown and be teaching me is just as awesome I think for somebody to not look like me and be like, "You know what? I might not look like you, but I get you."

Liesel Reinhart: [19:31](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1171.84) You have field trips in your classes and do you like those when you leave the classroom, anybody ever leave your classroom to do anything?

Javier: [19:37](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1177.62) Yes.

Lisa Rinehart: [19:39](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1179.44) I only see one Yes.

Javier: [19:41](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1181.13) No, we left the class. I was in my Bio One class and we left the classroom to go to the nature preserve reservoir-

Cathy: [19:50](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1190.18) The Wildlife sanctuary.

Javier: [19:51](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1191.27) Sanctuary. We went to the wildlife sanctuary. That's when we got out of class and the question was like, why did I like this?

Lisa Rinehart: [19:58](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1198.69) Did you like it?

Javier: [19:59](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1199.5) Oh yeah. Okay. Okay. I loved it because as soon as we touched upon this subject about trees and stuff and we went to the nature, I mean to the wildlife sanctuary. She talked about how they wanted to take away acres from it and how her and a bunch of the other bio professors and other science from the science or STEM professors went out and marched and tried to protest to keep it, because it's such an important thing. It's within her, Oh, first of all we were outside the classroom so we got to experience it firsthand. What it is like and all that. So that's always amazing. But it was the passions, she showed for. It was what hit me. I learned the best when the professor, whoever is teaching them, and she was super passionate about it when it's just like oh, there's just so much energy and stuff like that. And it was just like man, I don't know. That's what I feels like it hits the most.

Liesel Reinhart: [20:52](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1252.31) Let's take one more questions, go ahead.

Speaker 2: [20:53](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1253.88) Yeah, I just wanted to know how similar you feel like your experiences are or your thoughts by education compared to those of your peers?

Abby: [21:00](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1260.68) Compared, I would say we each represent kind of our own set of community I guess. So being a Pacific islander, I can represent and speak for those. So education to us it's more of a taking this opportunity to take care of our families and so families is very heavy on our part and plays a big role in why we're in education. And the hard part with that is there's not much of us in community colleges because we're too busy taking care of our families. And so it's hard to balance that spectrum of family and what does it mean to be there for our family, does it mean to work or does it mean to increase our advance in higher education?

Javier: [21:46](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1306.85) I think Abby is right. I think we do represent each of our communities. I represent obviously the DREAMER community and I know for a fact a large number of us have huge pressure on their shoulders because the fact of immigrating to this country means that your parents left everything that they know. They left their home, their language, they left a whole world for you. And it's now up to you to make it worth it. It's even bigger on me because I'm the youngest and everybody else didn't do education. Yeah, I definitely think I can speak for a lot of my community.

Cathy: [22:21](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1341.75) So I feel like what we share about why students drop classes and what goes on in office hours might represent what other students go through. I've had several classmates, have the same feeling like, "Oh, the professor when he speaks, he sounds very condescending and sarcastic." And another student will say, "Yeah, yeah, I feel like he's just talking down on us and he just doesn't believe that we can pass this class." So when I speak to certain students in my classes, I feel like a lot of them have similar feelings and a lot of reasons why we drop classes are reasons why most students drop classes, like personal things going on at home or you might have taken too many things on your schedule and realize that it's just too much to handle, so.

Alex: [23:05](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1385.21) I think that, our opinions on it don't vary much in this just in the sense that we've all had difficulties when it comes to certain aspects about classes and everything. I myself from the foster youth or the foster and probationary population that we have here, a bunch of the experiences that they've shared as well has been experiences that I've heard amongst some of my friends, my peers and some of, even the students that I've worked with, so I don't think that, yeah there might be unique stories and situations here and there, but for the overall I guess message of it was pretty well versed in the sense of how it is that we described certain different difficulties.

Liesel Reinhart: [23:45](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1425.53) I'm going to jump in too, we've done this panel now. I think this is our third one, maybe fourth one, at least three or four. And I would say that we hear a lot of the same stories regardless of who the students are. I mean the same points tend to come up. They're fairly consistent. I agree that there are probably unique stories out there that aren't represented here in this particular room. But talking to students, we get both the commonalities and then we also remember that every student has a story that we need to hear individually.

Liesel Reinhart: [24:14](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1454.54) Okay. Last thing. In addition to what the students are sharing with us today, share with you some research and some thoughts that others have had about what we can do early in the semester. And I think you'll see that's very consistent with a lot of things they're saying. So on the very first day for our faculty, here's some tips. One, be early. A big part of that is that sometimes the students who are nervous or who have questions or doubts, they roam in a little early, right? They're checking it out, they're thinking about it. I've always felt that the "maybe I'm going to take this class" students do tend to come a little early. Or the ones who might still need to add it are roaming around.

Liesel Reinhart: [24:55](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1495.72) Also, just a quick note about students who need to add. This has come up before in the past and it didn't come up today. Sometimes we don't treat them the best. I've heard teachers be quite rude to students who are trying to add as though those students are somehow incompetent or don't care because they didn't get enrolled at the right time. And there's a number of reasons why students might be needing to add late.

Liesel Reinhart: [25:17](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1517.32) Maybe their other class was canceled at the last minute for low enrollment. Right? Maybe their other college's class was. And they've had to come over to Mt. SAC for the first time. Their financial aid didn't fund. I mean, okay, so I mean to just treat a student who's trying to add your class as though they are less than the student who is sitting in a chair enrolled is a mistake right off the bat. In fact, they're the student who's trying to add your class, who has hope, right? So they are a really special person, right? You don't want to crush their hope. Not only may they not get your class, but they may give up on getting someone else's class.

Liesel Reinhart: [25:51](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1551.93) We might not be able to give them a seat, but we can encourage them and tell them we're on their side, right? And at least say, "Yes, I wish I could add you. Here's what we're gonna do, right? I'm going to give you some tools. I'm going to give you some resources. I'm going to try and make this work if I can. And at most, I'm going to really respect what you're trying to do." Playing music. Having some music on in your classroom is one of the simplest things you can do and like when you walk in, if you hear, how would you feel if you heard music when you walked in a classroom?

Alex: [26:18](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1578.54) I'd feel so much better. I really would.

Liesel Reinhart: [26:21](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1581.52) I often will put up Spotify and the students who are early, say to somebody, "who do you like? Give me an artist "and I'll let them program it or even come up and like DJ it, somebody is like, "You got it." And I'm like, "Hey, nothing explicit." They're like, "Okay." And suddenly somebody has got a role in the class too like they're DJ in the class and they're "Who's got suggestions?" And they're walking into a really fun warm space. It's super easy. Re-think the room set up, especially on the first day, do you need to be in rows, right? I mean, is that necessary? What if you came in and people were in pods already, groups of four? That's going to make students talk to each other rather than sit silently and face forward. You can put the class in a circle.

Liesel Reinhart: [27:01](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1621.33) You can even push all the chairs up against the wall, right? Or take people out of the class when you're doing things that don't require a syllabus yet, that don't require power point yet. Maybe you're not even in the classroom. Maybe you'll figure out a way to move that around. Greeting and welcome students as they arrive, begin conversations. Start making connections. How weird is it that a teacher is up there doing this and students are walking in and the room is just silent? I mean, you need to be prepared and when you open up that classroom, you're the host. It's like it's a party at your house and you don't just let guests come into your house, if the party starts at seven and people arrive early, you don't just say, they come in and they're over there and you don't talk to them until seven. Right? And then the guests are all there and then at seven you are like, "Hi, welcome to my house."

Speaker 3: [27:44](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1664.37) So awkward.

Liesel Reinhart: [27:44](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1664.44) Right, right? Of course. Sure. I mean, you're going to greet them and welcome them and hope they're comfortable and, "Do you need anything?" Right? It's the opportunity when they come in one at a time to build relationships, then they're not a mass of people and to talk with them why they're there, to have that little moment of connection. Find out if they're in the right class for one, right, but ask them questions about themselves and always try and find a way to say, I'm glad you're here or welcome. This is going to be fun. You can do this. I'm on your side. Some kind of affirming message is the least we can offer people just like we would at our house. Don't give them wine. I don't really want you to go too far.

Liesel Reinhart: [28:25](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1705.68) Right, but welcome them to your home, your hospitality in your classroom. Do some advanced work on name pronunciations. I'm not going to talk too much about this because we are going to talk about preferred names at 3:00, but I do think one of the quickest ways you can other-ize a student is to not know how to pronounce some people's names and know how to pronounce others. Right? Because some names you're going to look at and will be familiar to. Okay, I'm hearing some snaps. Okay, so you can do a little homework. You get your students names, you've got them now, right? You've got to find some people in your life who can help you figure out how to pronounce these names and you can imagine when a student's here and you're like "Judy, Tom, ah, Javai?." You're already seeing so much about that student when you mispronounce their name, that you have a different connection with them than you do to the other student.

Liesel Reinhart: [29:17](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1757.66) It's so meaningful. So the other option is, don't try to pronounce their names, ask them, write them down, get clarification. But I mean you can do a lot of work. So on that first day you're just flipping through these names and suddenly you're saying, I care equally about you, I've taken the time to get to know you. I'm seeing, I'm getting nods. I'm getting snaps. I'm so excited. I already said be kind to those trying to add. Be willing to share your story, this already came up. By the way, you can post videos on canvas, you could make a little video on your phone and send it out to students. Tell them your story or just tell them in class. I think it's great. I've asked teachers, we did an exercise last year to tell the students your biggest academic failure.

Liesel Reinhart: [29:58](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1798.86) They were amazing, right? And they're like, "what's your big...", "Oh!" and they all would tell this story and implicit in it is, but I overcame it and now I'm a teacher. Right. And I think sharing your fallibility, your biggest screw ups with your students is so helpful. They're already seeing you as like this and that makes it very hard for them to sometimes have the humility to share their vulnerabilities. But if you open the door to that and you make it okay to be fallible, it's fine. I think I wanted to be the perfect teacher and I felt like my credibility was contingent on my perfection. And only later did I find that no, my image is contingent on my perfection. My effectiveness as a teacher is contingent on my honesty, authenticity and vulnerability. Demonstrate enthusiasm for the subject matter, for sure. You love your subject, fire it up, what's the thing the guy said again?

Alex: [30:51](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1851.67) "Ding, ding, ding okay folks."

Liesel Reinhart: [30:54](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1854.4) That worked for me. Establish ground rules and norms in a fun way, right? Try not to, "Here are my rules blah blah blah." Are there some creative ways you can figure out what the class norms are? We have some suggestions in a minute. Engage students about differences between high school and college learning. I think in the fall. This is really helpful. You said you had some impressions yourself, right? About like, "Oh, this is college. It's going to be ah." I think you could actually, you can use the knowledge of your returning students to help new students. So sometimes it's just about facilitating, anybody here at their first time ever and had a class in college? You don't have to raise your hand, but okay. So for those of you who are back, and you've been here, any tips or advice and then let them talk to each other.

Liesel Reinhart: [31:38](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1898.33) Right? Facilitate the discussion, and help them. Oh just some little differences and let them tell each other and then you can also tell them to, if you are new or and you want to talk about that, I'll help you with it, but remind them that a lot more is on them, right? There's going to be a lot less handholding. Oh, office lab or bookstore field trip. I'll be back later this semester to talk to you about leaving the classroom, but a field trip is really a good idea to your office hours, I do this. I do 30 second office hour appointments on the first day. The students line up in the hall, I give them something else to do to interview each other while they're doing this and they come and I sit down at my desk and one at a time they come in and we have a 30 second appointment and so they know where my office is.

Liesel Reinhart: [32:24](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1944.15) I make them ask me a question. They see where my office is. I invite them to come by, I welcome them, and I invite them to come back and I tell them that this is a space that's for us and that I want to see them again. And so they've all been in the chair, in my office on day one. It takes no time at all, and meanwhile the rest of them are doing some activity while they're standing in line talking to each other. You can also take them to the bookstore if they'd ... A lot of them don't have the book. "Let's go. Let's go over to the bookstore. You don't have to buy it right now, but I want to show you where it is. Let's just get out of the class, let's go to the library together, I'll show you where it is."

Liesel Reinhart: [32:56](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=1976.65) A couple potentially problematic things they've mentioned a few. We've already talked about these. Emphasizing fear and punishments. Thinking that your class is the only thing of value going on in their lives. Don't let students go early because there's nothing else to do the first day. I guarantee there is. There's relationships to be built, there's community to be built. I have this thing where teachers will tell me I don't have time to do these things in my class, and they're always the ones who let students go after 20 or 30 minutes on day one. You do, it's day one, right? Yeah. They're stressed out. They don't want to learn anything. That's not what you do on day one. You build relationships, you do activities, you do a field trip, you talk to them, you play a board game, you bring in some food.

Liesel Reinhart: [33:37](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2017.15) You teach each other how to juggle, whatever. You bond them to each other, you, the classroom. You establish trust. You tell stories, you do those kinds of things day one and don't let them go early. Make them feel that this is exciting and valuable. They don't really want to go early. They will tell you they do, but what they really want is to be excited and to be valued. They went through a lot to get here, right? They're not brought here kicking and screaming. Why are we letting them go early? Right. And if they do want to be let go early, it's because they haven't yet had a class that lit their match so light their match, building trust.

Lisa Rinehart: [34:12](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2052.75) Ask each student to take a selfie with you on day one. This is kind of fun so that you know who they are and so you can share it, have them each do an email reflection, give them a prompt and ask them each to send you an email reflection after the first day of class that tells you how they liked the class, any special needs or accommodations that they might need. Issues that they might have, just to tell you how they're doing and how they feel about how class is going to go. Now you've opened up a direct email chain with each individual student and you can just send back something short. Saying, "Thank you so much. It's great having you in class. I look forward to getting to know you. Let's keep talking about this." Just something short, and you can get through them in about an hour or two over the weekend and they will all send it to you right away, but it's just a chance to make a connection if you don't have time. And then teaching them how to- I do think it's worth it to take some time on day one, remind students how to take notes or teach them how or have another student do it. "Who here is great at taking notes? Get up in the front of the class. You got three minutes. Remind everybody how to take good notes." Teach students how to be late and how to be absent. What do you do if you're late and you're absent? A lot of times students don't know. There are ways we're all late and absent. We all have mechanisms for handling that, right? They don't necessarily know that, so what should they do? Help them, talk openly about how to study and the approximate time it's needed. And again, have students suggest tips to one another. Provide examples for format guides, web resources, writing assignments and presentations often will say things like, Oh, you need a journal entry or research paper report or a short essay. Those are not universal's, so you need to let them know exactly what you mean by those.

Liesel Reinhart: [35:51](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2151.01) Incentivise students to attend things like a library resource workshop or other outside resources so that they get the support they need and finally create forward action. You need to help them move towards success, so give them something specific to do. For instance, to get them reading. Make sure they bought the book, have them just search for one word in the first chapter that you know is there and have them count the number of times that word is in the chapter and then maybe you have an award at the second class for every student who gets the number correct and makes sure they have the book to have just counted the number of times a word is in it, but they've engaged with the book. If they are having anxiety about reading, if they are not sure what their engagement with the text is, they can count the number of times a word appears in the book and now you've opened the door to get them reading and accessing the book.

Liesel Reinhart: [36:40](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2200.69) I think that's a cool way and there's lots of other ways in which you can creatively get them to take a little forward action on the first day without overwhelming them. Any last comments from over here? What did you like the most that you would like to see in your class?

Javier: [36:53](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2213.64) Just because one of the things that I did know that I do notice or have noticed about the different classes is just for example, like the honors classes, they're generally smaller and they're never really in the rows at the class starts off and they're in more of that format, what we saw in that picture of the oval, those group setting. And when I just, I guess make it a little bit easier to facilitate discussions, now and also connect with your fellow classmates more.

Cathy: [37:16](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2236.8) I really liked the selfie one, I've never heard of that before. I'd really like to email my professor a selfie that way. Like I have their email in my record of emails and then I can send them more pictures so they know who I am and that was pretty cool.

Alex: [37:30](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2250.4) I definitely liked the food one, because there is anything you're going to learn about students here at Mt. SAC is that we're broke and we're hungry. The name one, names I feel like are super important. Even if you can't pronounce them as long as you give it your best shot, I feel like that's something worth your while.

Abby: [37:45](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2265.05) No doubt the music one. I love music. It'll bring up a kind of a common ground to all of us as students and in classrooms.

Lisa Rinehart: [37:54](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2274.78) Aren't they awesome. Thank them so much.

Abby: [37:55](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2275.82) Thanks so much.

Liesel Reinhart: [37:56](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2276.03) We really appreciate it. Thank you so much.

Liesel Reinhart: [38:03](https://www.rev.com/transcript-editor/Edit?token=m8NnPMwOhv3FTXm3tsaWo0daT9o8b6ec-EqKCq_WJ0_9_COTMagqgCaF1dYivqjL303JWBUX_2X7x483twF2p5m79pA&loadFrom=DocumentDeeplink&ts=2283.16) Hey thanks so much for joining us for the Magic Mountie Podcast. We love your likes, we love your shares and we love your comments. So please engage with our community, download from wherever you love to get your podcasts, iTunes, Google. Rate my professor we're there and we want you to be back with us next week. Remember, any opinions that are expressed in this podcast do not necessarily represent Mount San Antonio College or any of its agents. We'll see you next time.