



Students in Transition

CONFERENCE REPORT

OCTOBER 19-21, 2013

This report includes excerpts from materials gathered and professional development sessions attended by the College Success Center staff at various conferences during summer and fall 2013.

The College Success Center initiative is part of a 5-year Title-III Strengthening Institutions Program, grant-funded project from the U.S. Department of Education.

Regular project updates may be found online at www.cccc.edu/t3.

Innovative First-Year Academic Programs

This session focused on the FYE program at Transylvania University. The FYE course is not a bridge program, but focuses primarily on a common reader with emphasis on developing critical thinking and critical reading skills. The course is also interdisciplinary. Students take a College Learning Assessment during the summer, so that

students are able to be identified as at-risk students before the semester and the FYE course begins. The FYE program is NOT an extended orientation. Students still have an orientation over the summer they must attend. Academic Advising is also built into the FYE curriculum, where the stu-

dents are first engaged in group advising, then meet with their instructor to complete the class registration process.



Creating a Student-Centered Advising Program That Works

Madisonville Community College found that its students were not getting the most out of their experience at the college. They realized they needed to make drastic changes. The college implemented an FYE program that was comprised of Orientation and better advising. Students

attended a 2-hour orientation session during the summer.

During that session, they made a follow-up appointment to come the next week to meet their advisor one-on-one to register for classes and talk about goal setting. In order to attend New Student Orientation, the student must have submitted SAT/ACT scores or taken their placement tests prior to. The college offered over 35 sessions

over the summer for their initial Orientation dates.

Advisors were short handed, but received a stipend for coming in over the summer for advising.

This isn't a model that would necessarily work at all community colleges. However, they saw their Orientation attendance increase to over 75% for First time incoming students.

CONNECT TO SUCCESS!



Ingredients to Retain & Graduate Multicultural Males

Wayne Jackson is the Director of Multicultural Academic and Support Services at the University of Central Florida. He has worked several years assisting multicultural males to be successful in and outside of the classroom. He works very closely with the Brother 2 Brother (B2B) program.

Jackson's main focus was to develop social clusters/ peer groups in which any males could participate and to involve the males in leadership experiences and help aid

them in the need for belonging to something. Multicultural males need more of a family influence, and it is our jobs as educators to help fill that void and be the support system for these students to become more successful.

Jackson developed a program at UCF called *Lunch and Learn*, where the males in the program had to ask staff and faculty members to lunch. During the lunch they were able to establish a relationship on campus that may not have occurred

in any other setting. In doing this, students are able to gain a better understanding of those around them and gain positive relationships that can influence. The faculty/staff are able to work with students one-on-one and gain a new perspective of what it is like to be a college student and develop meaningful relationships.

CAS Standards for Transfer Students

The CAS Standards for Transfer Student Programs and Services include "must" statements and guidelines to promote exceptional approaches to working with transfer students. This session was great for how to better understand the guidelines that we should be imple-

menting for our students. The session was more geared towards 4 year institutions, but the information could be easily applied to a community college.

For a hard copy of the CAS Standards, contact the College Success Center at x7485 or visit the webpage at: <http://www.cas.edu>.



Council for the
Advancement of
Standards in Higher Education

Successful Strategies to Increase Academic Success and Retention of African American Males in Higher Education

Genesis Steele and Keith J. Ware II of St. Louis Community College run an African American Male Initiative (AAMI), founded in 2008 through a 2 year grant for predominantly Black Institutions from the Department of Education.

AAMI's programming is designed to address the needs of African American male students, with an emphasis on positive outcomes in the areas of retention, academic success, and increased enrollment. They accomplish this by providing a variety of services, including:

- Specialized Orientation
- Peer and Community Mentorship
- Tutoring
- Specialized workshops and Seminars
- Stipends for participants and peer mentors
- Staff Development Activities
- Early Alert Academic Monitoring (Starfish)
- Portable Laptop Computer Labs
- Selected Textbook availability

The aspect of AAMI that I was really blown away by was the peer mentorship program. Participants may choose to become a peer mentor in their second year. As a peer mentor they are obligated to meet with their mentees twice a month. Their role is really to be a sounding board for mentees feelings, fears, and frustrations, as well as a champion of their goals and ambitions. Peer mentors and mentees are paid a modest stipend for their time. This empowerment of students helping other students has made a big difference to the program, and earned them a lot of "buy-in" from hard to recruit students.

Another great aspect of the program is something they call a "rap session". This session is led by the campus coordinator. It is an opportunity for any African American male student, not just AAMI participants, to air out their feelings and concerns. The coordina-

tor and peer mentors facilitate the discussion toward possible solutions and resources. I think it's great that students can get their feelings off of their chest, see that other students feel the same way as them, all in a safe and monitored environment where opportunities and resources are highlighted.

For more information visit www.aamistl.com



Sustaining Authenticity, Wholeness, and Self-Renewal



Mary Stuart Hunter, Betsy O. Barefoot, and John N. Gardner lead a roundtable discussion with conference attendees designed to encourage reflection and discussion about the institutional environments in which we work. Each participant was encouraged to consider 2 sets of questions privately, then engage in conversation with their tablemates around a set of small group topics. The session was very moving given that we work in high-paced environments that do not often allow for reflection. The group topics are listed below. Take the time to answer these questions for yourself.

GROUP TOPICS

1. In your institutional life and work, can you think of specific times or situation in which you have experienced a clash between your personal values and institutional values and practices? Give specific examples of times or occasions in which you felt compelled to compromise your values and beliefs.
2. What kind of collegial behavior or administrative policies general value conflicts for you or create inauthentic behavior?
3. In what ways are the believes and values of your department or institution incongruent with your own?
4. Are there times when your interactions with students have offered opportunities to discuss issues of spirituality, authenticity, and wholeness? How have you reacted to the opportunities
5. Does your institution provide safe structures or opportunities to discuss for the sharing of values? Would the process used for this session facilitate such sharing on your home campus?

Successful Strategies for Student Success-Noel-Levitz Report

In addition to engaging in concurrent sessions at the conference, there were opportunities to engage with vendors and corporate sponsors. One vendor at the conference was Noel-Levitz.

Noel-Levitz is higher education consulting firm that helps colleges and universities assess their enrollment and student support services. I read through several of their materials including the Learning and Study Strategies Inventory (LASSI), brochures on online course readiness and other study skills, and a national report on enrollment management trends. To the right is a sample from that report.

As you can see, the College Success Center provides #2, #3, #6, #7 and #8 on this list. We have the potential to make an incredible impact on persistence and retention here at CCC. We are well on our way thanks to the hard work of our staff and faculty!

[Click here for the full report](#)

Top 10 most effective strategies and tactics by institution type

Below are the 10 items respondents most frequently rated “very effective” among 37 strategies and tactics that were measured for their usage and effectiveness. For complete findings, please see the Appendix.

Rank*	Four-year private	Four-year public	Two-year public
1.	Academic support program or services	Honors programs for academically advanced students	Tutoring
2.	Programs designed specifically for first-year students ¹	Programs designed specifically for first-year students ¹	Academic support program or services
3.	Giving students practical work experiences in their intended major to apply their learning ²	Academic support program or services	Honors programs for academically advanced students
4.	Honors programs for academically advanced students	Providing supplementary instruction	Mandatory advising by professional staff, one-on-one
5.	Tutoring	Learning communities	Giving students practical work experiences in their intended major to apply their learning ²
6.	Advising by professional staff, one-on-one	Mandatory advising by professional staff, one-on-one	Programs designed specifically for students of color
7.	Mandatory advising by professional staff, one-on-one	Giving students practical work experiences in their intended major to apply their learning ²	Programs designed specifically for first-year students ¹
8.	Early-alert and intervention system	Tutoring	Advising by professional staff, one-on-one
9.	Advising specifically for students approaching graduation to ensure they are on track	Programs designed specifically for students who are at risk academically	Mandatory faculty advising, one-on-one
10.	Programs designed specifically for students who are at risk academically	Programs designed specifically for international students	Programs designed specifically for veterans

Bold indicates practices that were *not* being used by more than a quarter of institutions within the sector (please see Appendix for details). Of the practices shown above, the following six were shared across sectors: academic support program or services; programs designed specifically for first-year students; honors programs for academically advanced students; giving students practical work experiences in their intended major to apply their learning; tutoring; and mandatory, one-on-one advising by professional staff.



Impacting *hope*

ADDRESSING THE NEEDS OF INDIVIDUAL STUDENTS AND
PLANTING THE SEEDS FOR A SUCCESSFUL FUTURE.

A growing (but still small) body of research is finding that students with high levels of hope achieve higher grades and graduate at higher rates than those with lower levels, and that the presence of hope in a student is a better predictor of grades and class ranking than standardized test scores.

What is Hope Theory and How does it Impact Student Success?

Most lay people consider hope to be an affective phenomenon—an emotion experienced when all practical ways of achieving a desired end have been exhausted. This notion is evident in phrases such as, ‘cross your fingers and hope for the best,’ and ‘at least we still have hope,’ both of which one might utter when feeling particularly incapable of achieving important goals through one’s own efforts. In contrast, just over a decade ago, C. R. Snyder and members of his University of Kansas Hope Laboratory (1991) reconceptualized hope, not as a passive emotional phenomenon that occurs only in the darkest mo-

ments, but as a process through which individuals actively pursue their goals.

In this context, hope is conceptualized as a goal-directed cognitive process. Specifically, Snyder, Harris et al. (1991) defined hope as, “a cognitive set that is based on a reciprocally derived sense of successful agency (goal-directed determination) and pathways (planning to meet goals)” (p. 572). As such, hopeful thinking always includes three components: goals, pathways thinking, and agency thinking.



Graduation Rate of High-Hope vs. Low-Hope Students

Hope: A student's ability to envision and initiate his or her success.

Students with high hope  56.50%

Students with low hope  40.27%

Overall rate  53.80%

Sample tracked 215 students at a Midwestern state university.

Source: *Journal of Educational Psychology*

Designed by Lauren Rouppas

STUDENT WATCH

In one study at a Midwestern state university, hopeful students graduated at rates 16 percent higher than non-hopeful students. Another, at Indiana University-Purdue University Indianapolis, found that the presence of hope in first-semester law students there better predicted academic success than did ACT or LSAT scores. One study found that high-hope people experience less anxiety in general and in specific relation to test-taking situations. A longitudinal study of more than 100 students at two British universities found that hope was a better predictor of academic success than intelligence, personality or previous scholarly achievement.



How can we impact student hope levels?

Researchers are trying to figure out the next question: Can higher education use this to students' advantage?

University who went through 90-minute "interventions" focused on increasing hope were more likely to have made progress toward their goals after a month.

During the hour-and-a-half session, researchers tested students' initial hope levels, then spent time teaching them what hope is and how to think in more helpful ways. In a goal-mapping exercise, for instance, a student writes a goal – any goal – on the right-hand side of a piece of paper. Across the page, he or she writes three necessary steps to achieving that goal, along with one obstacle (and potential solution) that could occur with each step. Finally, students consider what it will take to stay motivated.

After that, students might go through a structured daydreaming exercise, in which they spend 20 minutes with their eyes closed, visualizing what they've just mapped out.

"The question that we're asking is, 'Can you take people regardless of their natural level and raise it to a higher level?' and the answer seems to be 'yes.' A tentative 'yes,'" said David B. Feldman, the Santa Clara University associate professor of counseling psychology who conducted the study. "They start to get excited about the goal, because they've seen themselves accomplish it."

How does one "enhance hope," exactly? It is innate, to an extent, correlating with high optimism, self-esteem and perceived control and problem-solving abilities. But it can also be learned: train a student to visualize their goals, to see how they'll achieve them, even when obstacles arise, and hope will follow, some experts say.

Some research on college students has found promising short-term results. In one study, 96 students at a California uni-

HOLISTIC DEVELOPMENT

Students develop as "whole persons"

- **Intellectual**—skills for acquiring and communicating knowledge, learning how to learn, and how to think deeply
- **Emotional**—skills for understanding, controlling, and expressing emotions
- **Social**—enhancing the quality and depth of interpersonal relationships, leadership skills, and civic engagement
- **Ethical**—formulating a clear value system that guides life choices and demonstrates personal character
- **Physical**—acquiring & applying knowledge about the human body to prevent disease, maintain wellness, and promote peak performance
- **Spiritual**—appreciating the search for personal meaning, the purpose of human existence, and questions that transcend the material or physical world

Sources & Recommended Reading:

Cuseo, J. *Student Success: Definition, outcomes, principles and practices* [PDF document]. Retrieved from <http://www.indstate.edu/studentsuccess/pdf/Defining%20Student%20Success.pdf>

Feldman, D. B., Rand, K. L., Shorey, H. S., & Snyder, C. R. (2002, June). Hopeful Choices: A school counselor's guide to hope theory. *Professional School Counseling*, 5(5), 298-307. Retrieved from http://snm.qums.behdasht.gov.ir/uploads/Hope_Theory_for_School_Counselors.pdf

Grasgreen, A. (2012, July 6). Here's hoping. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2012/07/06/researchers-apply-hope-theory-boost-college-student-success>

New Literature Available in the College Success Center

- Academic Advising: A Comprehensive Handbook
- Accepted! 50 Successful College Admission Essays
- The Appreciative Advising Revolution
- Challenging and Supporting the First-Year Student

....and more!

Contact Torry Reynolds at x7473 or treynolds@ccc.edu if you are interested in borrowing any of the student affairs literature for your professional development needs!



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