



43RD
ANNUAL
NADE
CONFERENCE

MARCH 6-9, 2019
ATLANTA, GA

Creating a Culture that Engages Students

Annette Cook
IDEA 2018



Who am I?

- Educator for 33 years, wife for 34 years, mom for 28 years
- Executive Assistant and Conference Manager for NADE and NITOP
- Educational Consultant and Trainer
- Associate Dean of Student Success, Director of the SOAR Institute (retired)
- Math and ORI instructor at SSCC
- Past President of ALADE and AlaMATYC
- Past VP of AMATYC and NADE
- High school and middle school math teacher



What I Believe

- I believe that all educators should be on a lifelong journey of learning so that in turn, we can inspire students to join us on the journey.
- I believe that students have the right to succeed.
- I believe that all students can learn given the support and direction needed, and that the level of support needed is as diverse as our students.
- I believe that in order to reach each new generation, educators must continually strive to learn more about how to engage and relate to students.



What I bring to the table

- My experience, studies, networking, and learning from others in the field
- Remember that what we do as educators is not about me and it's not about you. It's about students.



Who are you?

Faculty

Staff

Admini-
strators

Others



Think back through your college education.

Does an educator come to mind who made a **positive difference** in your life?

Take 1-2 minutes to share about that person with your group.



Underprepared and/or Underserved Students

are at every
level of
education,
and

most want
and
appreciate
help.

A Story: My Experience this Past Spring



Access, Opportunity, and Success **by Martha Casazza and Laura Bauer**

“Institutions have historically looked at students with the idea of transforming them, but have failed to look at themselves and how to effectively transform their own systems in order to better meet the needs of all students.”



Consider this:

As an institution, division,
department, and/or individual, does
your

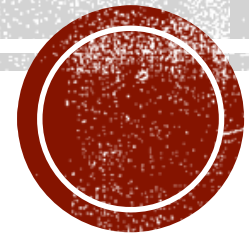
- Mindset
- Philosophy
- Culture

reflect that you are ready and willing
to help students?



MINDSET

Definition: the established set of attitudes held by someone



“Everyone should own this book.”
—CHIP HEATH & DAN HEATH, authors of *Made to Stick* and *Switch*

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

*parenting
*business
*school
*relationships

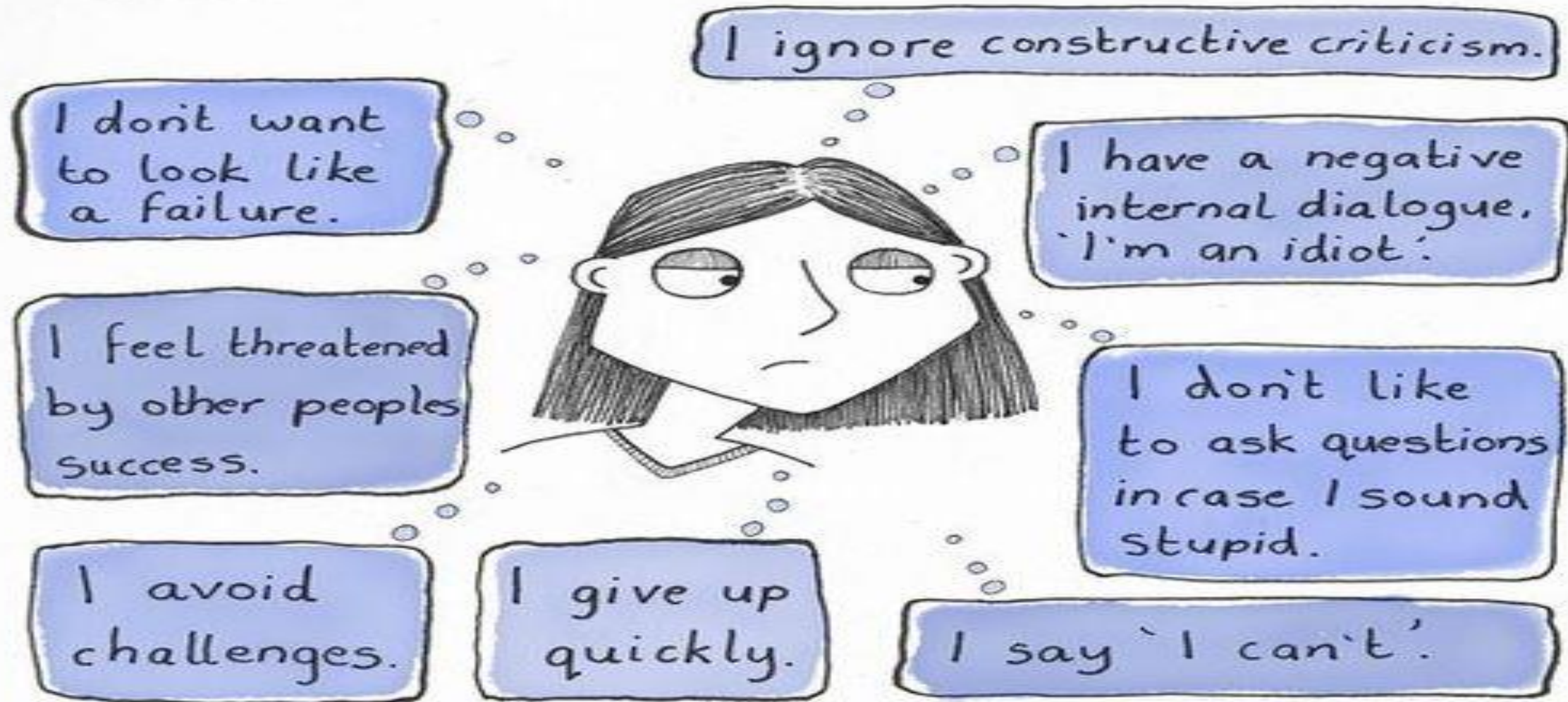
“Will prove to be
one of the most
influential books ever
about motivation.”
—PO BRONSON,
author of
NurtureShock

CAROL S. DWECK, Ph.D.

- Fixed or Growth mindset
- Integral factor in making changes of processes and procedures
- Important for educators and students

FIXED MINDSET

THE BELIEF THAT YOUR POTENTIAL WAS DETERMINED AT BIRTH.



Statements from College Employees

“That’s not my job.”

“This is college. Students should know what to expect.”

“Nobody helped me make it through college; why should I go above and beyond?”



GROWTH MINDSET

THE BELIEF THAT WE CAN WORK HARD AND IMPROVE.

I want to learn from criticism.

I am comfortable making mistakes.

I find lessons and inspiration in other people's success.

I have a positive internal dialogue eg. 'I am getting better!'

I say 'I can't do it yet!'

Creating^{the}
PATH TO
SUCCESS
in the Classroom

Teaching to Close the Graduation Gap for Minority,
First-Generation, and Academically
Unprepared Students

KATHLEEN F. GABRIEL

Foreword by Stephen Carroll

**My New
Favorite
Book
(professionally)**



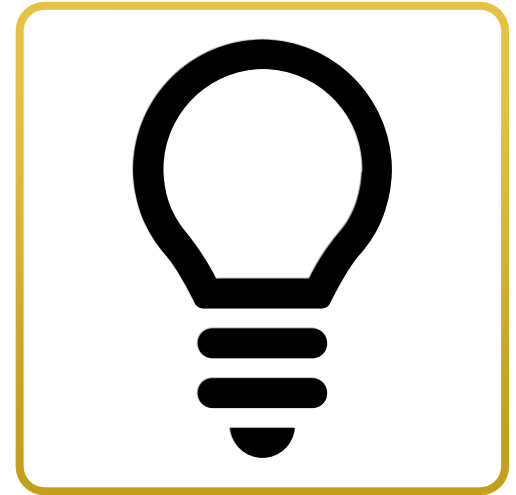
Classroom Example to Encourage a Growth Mindset

- Share an inspirational “Quote of the Week.”
- Here are examples of quotes from *Creating the Path to Success in the Classroom: Teaching to Close the Graduation Gap for Minority, First-Generation, and Academically Unprepared Students*



Thomas Edison (1847-1931)

“I have not failed. I’ve just found 10,000 ways that won’t work.”



Nelson Mandela (1918-2013)

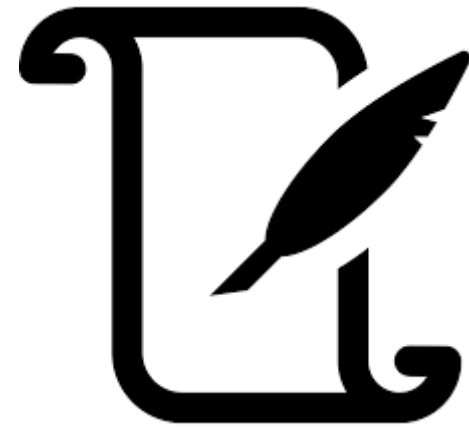


“Education is the most powerful weapon that we can use to change the world.”

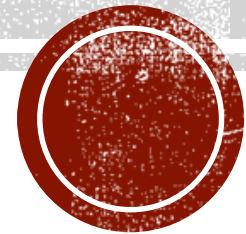


Harriet Beecher Stowe (1811-1896)

“When you get into a tight place and everything goes against you, till it seems as though you could not hold on a minute longer, never give up then, for that is just the place and time that the tide will turn.”



PHILOSOPHY



Developmental Education Principles

Dr. Hunter Boylan & Dr. Martha Casazza

1. Accept students where they are and move them as far as they can go.
2. Assume that all students have the potential for growth.
3. Facilitate transfer of knowledge to new learning situations.
4. Increase cognitive self-awareness.
5. Encourage students to gradually accept responsibility for their own learning.
6. Recognize that learning also includes affective development.
7. Envision all students as potential graduates.



Philosophy

- What do you personally believe in relation to your role?
- What does your department believe?
- What does your institution believe?
- Do your decisions and actions reflect those beliefs?



**Instructors:
what is your
primary
teaching
perspective?**

Information-Driven Perspective:

Transmitting information that students are responsible for learning

Learning-Driven Perspective:

To develop a deep and connected understanding on the part of students

Worth Quoting



**Father of Black
History Month**

“The mere imparting of information is not education. Above all things, the effort must result in making a man think and do for himself.”

**-- Carter G. Woodson
(1875-1950)**



The Curse of Expertise

- The more one knows about a topic, the harder it becomes to remember not knowing a topic and the effort required to learn that topic.
- Experts are overconfident in their ability to explain concepts (Fisher & Keil, 2015).
- Experts are poor at estimating the time and difficulty for novices to learn a concept (Hinds, 1999).

Simply having the expert knowledge is not enough to be able to teach others.

from *Creating the Path to Success in the Classroom*

- Teaching methods and faculty have a major impact on student success
- What happens in classroom has significant impact on student retention, persistence, and success



PERSISTENCE
MOTIVATION
PLEASANTTY
ENGAGEMENT
RISKE
OPENESS
CURIOSITY
WAK

Fostering Habits of Mind in Today's Students

A NEW APPROACH TO
DEVELOPMENTAL
EDUCATION

EDITED BY

Jennifer Fletcher, Adela Najarro
and Hetty Yelland

FOREWORD BY EMILY LARDNER



Habits of Mind

- Curiosity
- Openness
- Engagement
- Creativity
- Persistence
- Motivation
- Confidence
- Responsibility
- Flexibility
- Metacognition



Philosophy

“Many of our students have math or writing anxiety. Most are surprised by the amount of studying required outside of class. Few have regular routines or dedicated spaces for academic work. **These are not ‘deficits’ our students bring to college; they are data for making instructional decisions.”**

Fostering Habits of Mind in Today’s Students



Share specific examples

Stories INSPIRE others!

- Famous people
- Everyday people
- Other students

Share YOUR story with your students.

- Curiosity
- Openness
- Engagement
- Creativity
- Persistence
- Motivation
- Confidence
- Responsibility
- Flexibility
- Metacognition



Which is the MOST important ingredient for successful learning?

1. The intention and desire to learn
2. Paying close attention to the material as you study
3. Learning in a way that matches your personal Learning Style
4. The time you spend studying
5. What you think about while studying

from Dr. Stephen Chew



Implications for Learning

- Intention and motivation to learn are not sufficient. (#1)
 - Good intentions cannot overcome bad study strategies.
- Learning Styles...(#3)
- Attention and amount of study are necessary, but not sufficient. (#2 and #4)

from Dr. Stephen Chew



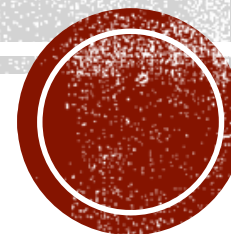
Implications for Learning

- The MOST important...
- **#5 – What you think about while studying**

from Dr. Stephen Chew

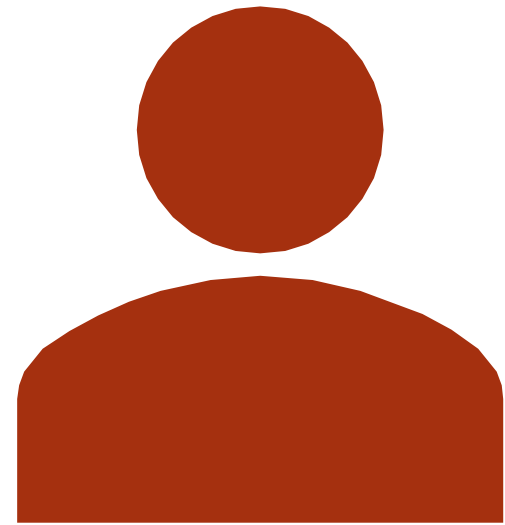


CULTURE



“Everybody on campus, is responsible for retention and student success.”

Creating a Path to Student Success in the Classroom



Faculty & Staff

Every day, we should **model** what we expect from our students.



Communication

We can't assume that students know fundamental college facts or know how to act in a college setting.

Expectations and General Information

- In classrooms
- In hallways/shared spaces
- In offices



Communicating to Create an Engaging Culture

College Knowledge

High School vs College

Community Resource List

Keys to Student Success

Student Success Seminars

Scholarships

I will discuss these more in my concurrent session.



No matter the setting, create a culture that is...

Supported by sound
educational
practice,

Engages all students,

Reaches students no
matter their skill level.



Discussion

- Discuss with those around you which one of these you believe most needs improvement at your institution. Then share ideas for how to address that need.

- **Mindset**
- **Philosophy**
- **Culture**



So why spend time discussing Mindset, Philosophy, and Culture?

To build a **team** of educators which
consistently provides an **environment** that
welcomes students, allows them to learn, and
use the resources provided to help them
succeed.



We must be willing...

To try and build **relationships** with students to show that we care about their success.



What do students say?

Two separate, national surveys on what matters the most for student success, at the top of the list:

- **Quality of teaching**
- **Caring faculty and staff**

Creating a Path to Student Success in the Classroom



Holistic Approach

We must work together!



Components of a Holistic Student Support Program

- Assessment of students' skills
- **Academic advising**
- Study strategies courses and workshops
- Group and individual tutoring
- Individualized instruction
- Learning assistance labs/centers

What Works, Hunter Boylan (2002)



ACADEMIC ADVISING:

The Key to Student Success

Edited by Terry O'Banion



Not an Easy Task

“Academic advising in the two-year college setting is challenging due to

- the heterogeneity of the student body,
- the variety and complexity of decisions students must make,
- and the frequent need for developmental programs of study to prepare students for collegiate work.”

Research shows that advising is...

- Most important student service provided
- Critical linchpin
- Second only to instruction in determining student success
- Consistently rated lowest student service in national surveys

Registration & Advising – They aren't the same thing!!!

Ongoing advising is better than advising only at peak times such as registration.

Advising should provide a “go-to” person for students.

MDRC Report, “Promising Reforms in Developmental Education” June 2017

- “The most successful program that MDRC has studied in 15 years of research on college reforms...provides students with comprehensive guidance from an advisor with a small caseload along with enhanced career services and tutoring...”



**Advising is
the
cornerstone
of retention.**

Program Model: SOAR Institute Navigators

- SOAR: Student Opportunities for Achievement and Resources
- Asked other institutions what they would do differently for developmental students
- “Need to add advising” mentioned at almost all site visits
- Research also showed need
- Prior to SOAR, students were not formally assigned to specific advisors



**“Without data,
you're just another
person with an
opinion.”**

~W. Edwards Deming



The SOAR Institute

- From the beginning of SOAR in fall 2011 through the summer of 2016, **81%** of students who met with Navigators after placement testing **enroll** in courses. According to the Community College Research Center (CCRC) website, the national average is 67%.



The SOAR Institute

- Semester-to-semester persistence rate for freshmen students working with a navigator averaged 74% from beginning to spring 2016.
- Fall 2016 to spring 2017 rate of persistence was 83%. This is considerably higher than the College's overall rate.

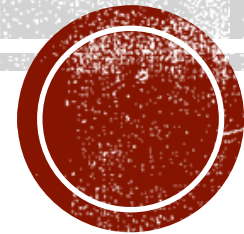


The SOAR Institute

First-time/Full-Time Cohort Retention Rates			
2010-2011 through 2015-2016			
	Initial Cohort	Students Retained	Retention Rate
2010-2011	923	497	54%
2011-2012	644	353	55%
2012-2013	855	500	58%
2013-2014	877	529	60%
2014-2015	718	445	62%
2015-2016	707	458	65%



Documenting, Tracking, Assessing



The Navigator Process

Step 1

Meet students immediately after placement testing

Step 2

Contact before registration

Step 3

Help with registration, if needed

Step 4

Initial interview

Step 5

Regular meetings



Documenting

- Student Profile
- Academic Plan
- Meeting with Professors
- Overall Goals
- Goals for Academic Success
- Next Steps



Student Profile

- Background Information
- Employment
- Family Commitments
- General Goals
- Study Habits
- Time Management
- Resources



Next Steps

- Details of next meeting
- Before my next appointment, I will do the following:




Tracking

Electronic documentation is a MUST!

- Automatic reminders of appointments
- Time in/out
- What was done
- Evaluation
- Use a systematic process to collect data consistently.





Gather data
monthly and
by semester.

Share the
data with
stakeholders.

Tracking



Assessing

- Review processes and procedures periodically.
- Ask students!!



So how does all of this fit together?

- Mindset
- Philosophy
- Culture
- Advising
- Building relationships

All of these lead to...



STUDENT SUCCESS



“Every student deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists they become the best they can be.”

--Rita F. Pierson

Contact Information

Annette Cook

Website: annettecook.net

Email: annettegcook@att.net

