SYMPOSIUM

Preparing Students for College

Facilitator: Wade Ellis

Abstract:

Over the last 25 years, colleges have instituted special programs for bringing in conditional admissions, for multiple reasons. This means that many schools have created programs to increase their first year and graduation success to match or exceed the current performance rates of the college. Five selected special programs will be highlighted and the overall discussion will identify the key reasons behind the success of these program and establish a set of performance criteria and potential measures for any program helping to prepare students for collegiate success.

Papers & Panelists:

Notes

Bringing College Preparation to High School

Author: Linda Rettig (Grand Valley State University)

With the higher numbers of first generation students entering college and with predictions of underrepresented populations become the majority in the United States, it will be critical to prepare students for college within high school. Most programs in existence today are short term and focus on applications to college and financial aid. Those of us in higher education know there is so much more than this. Many first generation students are in the underrepresented populations and many are also in the lower socioeconomic income bracket. A large percentage of these students attend school districts that are working on bare bones budgets and are unable to provide "extras" that the more affluent districts provide as a necessity in their schools. Something needs to be done to help these students make the transition to and be successful in college.

There are many articles written by faculty and explaining how underprepared students are for the rigor of college. Students find themselves in academic difficulty after the first semester. For some, it may be too late to turn things around but others seek resources. Two comments from students became the catalyst for the creation of Before College 101 and the curricula it represents. The comments were made in a learning skills class for students about to be dismissed, they remarked that no one had told them any of this. The second comment made shortly after was why didn't we learn any of this in high school. Is it the student's fault? The high school? It is no one's fault and instead of spending time on blame, it is time for action.

The creation of Before College 101 came about to help answer this urgent call for help. The first step was to create a junior year curriculum and textbook that would help prepare students for their educational life beyond high school. Not only was preparation key but the idea that yes they can attend college (with the ability and the drive). For some, college was never a dream. (College is any post-secondary school from a community college to trade/vocational schools to universities).

Current Implementation:

The textbook *The Next Step: Education Beyond High School* ©2014 has just finished its pilot class. Assessments will follow after these juniors graduate high school but the teacher has reported that at least one student has remarked that "wow, I never thought I could go to college!" The text is written to actively engage students and shifts the learning to the students. They will do various group work, individual assignments, present lessons and do research all with the purpose of preparing them for the college transition.

The three units of the book are broken up to focus on Future Directions, Academic Success Strategies and College Knowledge. Future Directions allows students to do college exploration to find out if this may be an option. The unit will have students explore and prepare for educational life after high school graduation. It discusses the many choices available to students and that only they will know for certain which one is the best for their future. Starting with a look at their possible future direction, students will discover how important a plan is to make their choice(s) a possibility.

Academic Success Strategies unit will focus on learning (or relearning) skills that bring academic success in high school and in college. Students are encouraged to incorporate these into their high school classes to not only start (hopefully for most they will continue or enhance) good habits but find that their success will increase. While not every concept will be new, students will begin to see how the skills tie to their future academic success. To achieve college success, students must have good academic skills and

strategies. Creating a mindset for success encourages students to seek resources, ask for help and stay positive. Knowing how to do research and having a good strategy are important success tools. Students will discover how to find reliable and valid internet sources and websites

The final unit, College Knowledge: Basic Preparation, begins by discussing that college is different than high school. In a very basic way this unit will walk students through college knowledge, college selection, admissions, and financial aid. It will then help them learn differences in high school and college from the classroom to social activities. Last, this unit will begin to help students begin to think about self-management as they prepare for senior year in high school. Understanding differences in high school and college will also help with the transition to college. Selecting a college is a very important concept and making sure the reasons for selection are the right ones are discussed. The costs of college are daunting so actually breaking down the costs and allowing students to see what costs can be and what can be reduced is an important tool in this unit. Students will have discussions on working and the effects it may have on their academics. Life outside of the classroom will be explored. Living in dorms and meeting new people are new experiences for many students. Discussing ways to do both and how to meet challenges that may occur are skills needed for college. How does a student get socially involved on campus? Are they ready to self-manage? This is the time when students will do their semester self-reflection assignment and revisit their goals from Unit One. After a post class survey, students will create their next steps that they will take in senior year.

BC 101 Future Directions

A senior year textbook is currently being written with a deeper focus on college life, the application process, financial aid and independence. It is the intent that workshops and seminars with begin in Freshman and Sophomore year so that students are thinking about college from their first steps into high school.

It is the hope that this summer will see the construction of a website to allow students, parents, and schools access to more in-depth materials and masters for later copies. There is a possibility of an electronic portfolio being used here which is extremely beneficial for the school districts who are unable to afford to provide this for all students.

Future expectations

An agreement with the pilot school district will provide assessments and follow-up with students. There is a hope to have some quantitative data but it is expected to have more qualitative. Assessments will be from the teacher and the students.

It is the goal to have at least 25% of the Michigan high schools, especially in the urban/rural areas, to have at least one junior class offered using this curriculum within the next three years. The ultimate goal is to hear from college students who have passed the class to share the impact of the class and how it has helped in their college transition.

Position Paper
BIG IDEA
Symposium: Preparing Students for College

Hinds CC Utica Campus STEM-UP Project

Author: Willie Perkins (Hinds Community College)

Abstract:

This concept paper will address the 5-year grant from NSF of taking students with the range of ACT math scores from 16-19 (with a few exception of both sides) and getting them STEM ready for successful transfer to 4-year institution STEM programs in regulation time. *This program has a full time coordinator that recruited students through working with high school teachers and counselors who also participated in the learning to learn algebra camp, which starts the program the following weeks after high school graduation*. The cohort size ranged from a low of 15 to a high of 30. These students and the STEM faculty of Utica used the Process Education philosophy throughout the educational experiences on the Utica campus. We will share the successes, struggles and discoveries made over these 5 years.

Learning to Learn (Algebra) Camp

Hinds-Utica desired to provide a pathway for underrepresented STEM students to help them successfully transition to a four-year college STEM program within the 2-year community college preparation of an AA degree. The target population for the program were traditional age Mississippi students coming from predominantly African-American targeted high schools whose ACT scores ranged from 17 to 21 with average of 17/18 and whose high school GPA was at least 3.0. The start-up of the program to create the culture and practices of STEM was the Learning to Learn Camp. The impact of the Learning to Learn Camp was on the culture of the STEM faculty and students to create a culture of success.

The vision of the camp is to develop the skills students will need to be successful in college and life; develop a mindset and ability to self-growth; and to become the person they desire to be. The LLC is a week long of intense learning starting early morning to late night facilitated through student-centered learning. The LLC introduce students to college life by preparing them academically to handle a STEM curriculum, mentally to deal with the various pressure students encounter during a semester, and socially to enhance interaction with faculty and student body. The LLC is designed with the Process Education philosophy in mind addressing key areas of mathematics that students have a difficulty processing and conceptual understanding in preparation to start college algebra in the fall semester. The LLC allows students to take risk and teaches them accountability of their own learning. Students work in teams throughout the duration of the camp and receive support from Utica STEM faculty and area high school STEM faculty who serve as coaches along with selected members of the previous cohort who serve as mentors for each team. The 5-day camp student would have experience a roller-coaster ride of extreme ups and downs that in the end they would have produce a 5-page self-growth paper describing their personal growth over the 5-days; a 20-page life vision portfolio, and 20 algebra activities from the Foundation of Algebra textbook. Students would have accelerated their math skills, reading ability, and developed an ownership of their own learning by the end of the week. Aside from the student growth, faculty participants and mentors have also shown growth in transiting from characteristics such as enabling and instructor-centered learning to holding students accountable for their learning and students-centered leaning environment. Students whom are accepted into the cohort and fully funded through the program must successfully achieve "*Superstar Merit*" from participating in the summer LLC.

Summer Courses – keying on critical preparation and moving students at least semester in advancement and getting them ready to perform as STEM students successfully

The LLC camp serves as an introductory tool to prepare students for success in the classroom and college life. After completion of the LLC, students are enrolled in eight (8) credit hours of college courses: Developmental Mathematics 1-2 (based on placement levels; however, any student who are college level ready are still placed in Developmental Mathematics-2 to ensure preparation for College Algebra), Computer Application, and Freshmen Orientation. The ultimate goal is to make students whom are not college ready and aid them in becoming college ready by providing them with the required developmental course and assistance they need to be successful. Students attend class daily and required tutorial. The LLC mentors serve as the tutors for the tutorial session with the guidance of the STEM coordinator and faculty. The summer courses last 4-weeks in which the STEM coordinator assess each participants status twice during the period using the SII which students utilized during the LLC. Students are accepted into the program once they have successfully completed the LLC and have a grade point average of 3.0 or higher in their respective courses. Throughout the 5-years duration of the grant, at least 90% of the participants complete and transition into the program starting the fall semester after completing the summer camp and school.

What support during the year to help the transition to college but also in preparation for successful transfer

A participant becomes a cohort member by successfully completing the LLC and achieving a GPA of 3.0 for the summer courses enrolled. Once participants meet the criteria, they are classified as a full-time member for the upcoming fall semester and receive support based on individuals needs that ranges from paid tuition, room and board, textbooks, and school supplies. Aside from financially support, the STEM coordinator have students set semester goals and expectation, and assess each student during the semester and provides feedback to the students to ensure they have a productive semester by maintaining a GPA of 2.5 or higher. Cohort members are required to due 10 hours a week of tutorial in which they can receive assistance from faculty or campus tutorial services in which members of the previous cohort tutor.

Notes

Hinds Community College SMACC Program

Author: Tom Kelly (Hinds Community College)

OVERVIEW

Over the years, few institutions had expended more fiscal, infrastructures or staffing assets to assist the unprepared students to achieve his or her educational goal than Hinds Community College. Recent innovative and successful programs such as SMACC, Academic Study Halls, and mentorships had added to already existing LLS study courses; Plato, Math, and Writing Labs; and focused placement efforts. It was evident that the college had made a concentrated effort to assist these students.

However, as these programs had been modified and/or added to, it became increasingly evident that an analysis of how these independent efforts could be made more cohesive, and therefore more effective, was needed. With the blessing of Dr. Clyde Muse, President of the College, a small study group of interested faculty was given the charge to coalesce the many disparate efforts into one cohesive program.

The efforts of the group focused upon melding existing programs into one directed, cohesive, and replicable first-semester program for underprepared students. The intent was not to produce new programs. Rather, the effort of the group was to insure that an unprepared student had a "pathway to success" that, if followed, focused all the College's efforts to assist the student. The study group's recommendation follows.

PROGRAM WORKING ASSUMPTIONS

The Key Insight: A Change in behavior was needed more than a change in programs—by the institution, faculty, staff, and students

The Philosophical Assumptions: It is assumed that underprepared students exhibit one or more of the following characteristics:

- Over the years many of these students develop behaviors that are detrimental to their success.
- Many have a mindset about learning which many times leads to avoidance of the "problem."
- Many have an attitude about negative results which leads them to justify their own actions while blaming the results on others.

AND Given constructive assistance to overcome these characteristics, most underprepared students can be successful in an educational setting.

SMACC CUMULATIVE STATISTICS

Students	Number	Campuses	Black	White	Male	Female	Ave. Age	Ave ACT
Hinds	14,000*	5	54%	38%	37%	63%	24	18.4

Full Time/First Time Developmental	6 Year Grad Rate	6 Year Grad Rate/Dev Students
67%	72%	34%

Students	Number	Black	White	Male	Female	Ave. Age	Ave ACT
SMACC	230	82%	13%	27%	73%	18.2	14.3

3.5 Year: Ret Rate (Grad/eligible to return academically/financially)	3.5 Grad Rate
92%	25%

POTENTIAL ISSUES NEEDING TO BE ADDRESSED

These decisions had to be made BEFORE we started:

1. True definition (revised?) of Transitional Student
2. Admission/Financial Aid Issues (How can institution help student resolve these issues during the first few weeks of the semester?)
3. Issue of Mandatory Requirement for program and courses
4. Course assignments—including study hall, Plato, Orientation, writing/math labs
5. Any revisions needed for Syllabi/description of courses
6. Faculty Load issues
7. How to deal with Non-Traditional Students
8. How to deal with Irregular Schedules
9. How to deal with "Fast Tract" student and the assigning of grades accordingly

ASSESSMENT TOOL

"How would we RATE ourselves on four core issues to change student/institutional behaviors?"

- Recognizing actions have consequences (helping students make good choices)
- Attendance is key to college success (less focus on student presence—more on student involvement)
- Taking responsibility for one's actions (reason/excuse the same result—better to minimize the results than argue the cause)
- Educate both faculty and students on what the keys to academic success are and how to change behavior for the best

KEYS TO SUCCESSFUL IMPLEMTATION OF SMACC PROGRAM PROCESS

FIND your key core issues/NOT random results

1. Focus on broad solutions to specific problems/NOT stopgap answers
2. START small with cohort of change agents
3. Be FLEXIBLE
4. Slowly INSTITUTIONALIZE changes
5. Institutionalize PROCESS to keep initiative going
6. Structure FUNDING SUPPORT and COURSE PROGRAMMING through NORMAL institutional procedures

BASIC STRUCTURE OF SMAC PROGRAM

Part A. The following actions required no Board Policy changes except for item 5.

1. SMACC students will be defined as any First Semester Student. (i.e. any student that is enrolled in and/or completed 0 hours credit) with placement in one of these levels (see attached):

   Group (A) ENG 0123, MAT 0123, REA 0133

   Group (B) ENG 0123, MAT 0123

   Group (C) REA 0133, MAT 0123

2. All students will be REQUIRED to enroll in the PRESET set of classes listed below

   Group (A) ENG 0113, MAT 0123, REA 0133, 7 hours of LLS classes (orientation, study skills, Plato Lab)

   Group (B) ENG 0123, MAT-0123, SOC-2113, HIS 2813, 7 hours of LLS classes (orientation, study skills, Plato Lab)

   Group (C) REA 0133, MAT 0123, ENG 1113, SOC 2113, 4 hours of LLS classes (orientation, study skills, Plato Lab)

3. All other students may enter the program voluntarily but will be required to participate in all required classes and activities as is required to enter the program.
4. All students enrolled in the SMACC Program will be required to participate in activities outside of class designed to assist them in acquiring and maintaining proper admission to the school, successfully acquiring financial aid, and maintaining satisfactory academic standing. Samples of the extra- curricula/support activities are listed below in Part B. .
5. All students enrolled in the SMACC Program MAY NOT have more than two NOA F's for the semester or they will be dropped from the program and their classes for the semester.

Part B.

The following statements are being provided for illustrative purposes only.

1. The four credit hour classes- LLS-1312 Orientation, ENG 0111/0121, Plato Lab, LLS-1151 Study Hall, and LLS 0123 Study Skills will be configured to incorporate financial aid, writing, math and student labs in a cogent, organized manner.
2. Outside activities such as 4-site, Learning- to – learning, housing orientation, single stop and mentoring activities will be made a part of the regular required classroom activities and/or assignments though the use of class assignments, extra credit, or required forums.
3. Classes will be grouped in cohorts of 5 faculty members each (those teaching the assigned classes.)
4. Each cohort of 20-25 students will be followed and mentored by one or more faculty and/or staff member.
5. SMACC faculty will be selected by the Academic Dean on the Raymond Campus with the approval of the appropriate chair.

Notes

Position Paper
BIG IDEA

Reflective Coaching during North Carolina Central University's Josephine Dobbs Clement Early College High School's Learning to Learn Camp: Helping Students Own Their Own Learning

Author: Josephine Harris (North Carolina Central University)

Symposium: *Preparing Students for College*

When Dr. Dan Apple, President of Pacific Crest/Process Education, challenged me during the 2015 Process Education Conference in Virginia, to become a coach in the upcoming Learning to Learn Camp at North Carolina Central University's Josephine Dobbs Clements Early College High School's Learning to Learn Camp, I asked him to give me time to reflect on the idea. My reflection lasted less than a day because the more I thought about the idea helping the one hundred and nine upcoming freshmen at the school become collegiate learners through Process Education, owning their own learning, my excitement and enthusiasm grew exponentially. So, as Dr. Dan told me to do if I decided to participate, I sent him an email stating, 'I'm in." From this point on, I was truly "in." I was determined to be the best coach possible in helping students own their own learning. What I learned during the camp resonates with me every time I teach my students at North Carolina Central University and supervise middle grade student teachers in schools and classrooms throughout North Carolina. I found myself, during the weeklong camp, facilitating students' learning by "getting out of their way so they could really own their own learning.

Leading up to the Learning to Learn Camp, Monday, July 27, 2015, to Friday, July 31, 2015, I literally made every effort to read all of the preparatory information and materials Dr. Dan sent to all coaches. I organized a notebook with all pertinent papers, notes, and self-made outlines to guide students' learning. I even attended both sessions with parents and students and coach training the Sunday before the start of camp. On Monday morning, the first day of the camp, I was armed and ready to carry out my duties as a coach. After being assigned not one but two teams of students to coach, with six to seven in each team, I began providing directions and procedures during each session including 'Building Learning Teams," "Expectation," "Becoming a Self-Grower," "Analyzing a Course Syllabus," "Math Skills," Creating a life Vision Portfolio," to "Analyzing the Learning Process Methodology.' By the end of day one, I reflected on the amount of coach talk versus student talk. I reflected on my notes and orientation sessions with Dr. Dan, I thought, "Am I really in?" Am I really moving students through the Process Education approach to owning their own learning?

Sequence days started with "Learning Community Time," followed by multiple opportunities for students to learn how to facilitate their own learning through a variety of team learning methodologies: using a reading log, time management, math skills, writing methodologies, personal development, developing educational plans, applying the learning process, assessing and revising in writing and multiple teaming building learning opportunities. By the conclusion of day two, I reflected on how well students in each team took control of their tasks and activities, once I provided an overview of expectations. As the week progressed, I began to realize how the students in each of the teams were really helping me with my coaching role. While I was trying to help them incorporate the Process Education approach to learning, they were helping me learn and reflect on how just how Process Education was already impacting their ability to take control of their own learning, increase their self-motivation, improve their self management, develop supportive relationships, create their own powerful behaviors and beliefs about themselves, maximize their learning, develop great emotional maturity, raise their self-esteem, enhance their writing skills, and improve their creative and critical thinking skills.

Each time I tried to offer ideas or suggestions during their team work, they would let me know, "we got it." Their "we got it" grew even more so throughout the week, until I found myself, checking in and staying near,

without interfering as long as they were on task. I used my checking in time and staying near time to reflect on what was occurring each day. As I reflected at the end of each day following Monday, I thought, "So this is what Dr. Dan had been telling us all along in our materials, coaches' tips, orientation and debriefing sessions. Thus, in my reflections I realized, through Process Education, moving students to own their own learning cannot be done holding their hands, telling them step-by-step what to do; giving them my ideas and not patiently waiting for them to generate their own; taking away opportunities for them to lead and guide their own learning opportunities.

Yes, I gave students ongoing feedback and assessment information about their performance; provided guidance and mentoring to each participant in order to improve selected learning skills, modeled, as necessary, the use of all tools and techniques; and, provided assistance in locating additional resources aligned with their personal and team goals. At the same time, I learned how to appropriately move aside and let students grow and embrace their own learning. I believe I fulfilled my role as a coach during ECHS' Learning to Learn Camp and walked away transformed about my whole ideology of facilitating students' learning. Yes. Dr. Dan, "I'm in."

Notes

Learning to Learn: Reasons to Begin Before Postsecondary Enrollment

Author: Teressa Taylor (North Carolina Central University)

Learning to learn is a key competency for lifelong learning. Learning to learn is one's ability to pursue and persist in learning, organize one's learning as a self-grower, through effective time management and information management, both individually and collaboratively (Mesaros, Mesarosova, & Mesarosova, 2012). The ability to become a lifelong learner involves the following five aspects: identity, knowledge, learning skills, context, and personal factors (Apple & Ellis, 2015). Awareness of being a lifelong learner and the five aspects of learning how to learn usually makes meaning during an individual's postsecondary experience. This concept paper ushers the notion of development during one's secondary educational experiences of middle and high school.

According to Amos (2013), by 2020, 65 percent of all jobs will require a postsecondary degree. Therefore, it becomes imperative for students to desire and excel with degree attainment. For students labeled as 'marginalized' (economically disadvantaged, students of color, English as second language speakers), college enrollment has not become a priority. According to the U.S. Census Bureau, only 57% of students between the ages of 18 and 24 from low-income families have aspirations to attend any institution of higher education (Perna, 2002). This percentage increases if one looks at the percentage of students graduating from high school who are not college ready, mostly from low-income families and minorities (Cooper, Paisley, & Phelps, 1998). Therefore, teaching students how to learn before high school graduation becomes crucial to the pursuit of a college degree and increase the social mobility of this student population. According to Thomas Friedman in *The World Is Flat* and quoted by Stephens (2013), "Being adaptable in a flat world, knowing how to 'learn how to learn,' will be one of the most important assets any worker can have." Globalization, Internationalism, and economic struggles make Friedman's statement a daily reminder of why educators must become facilitators of student learning.

In 2009, the U.S. Department of Education called for states to implement reforms that improve student preparation for college as a condition for Race to the Top funds and a strategy to accomplish this is providing students with college experiences before entry into a postsecondary institution (An, 2013). North Carolina Central University took heed to the call by partnering with Durham Public Schools implementing an early college high school on its campus and opens a middle school fall of 2017. The high school students begin college experiences during the ninth grade year along with their high school curriculum. By senior year of high school, students have completed high school requirements and take all college courses. Students establish their area of study and begin taking core content courses hoping to graduate high school with 60 or more credit hours. The middle school on the college campus exposes younger, more impressionable students to an environment in which postsecondary academics is the expectation and the norm. The middle school's purpose is to build the capacity for under-represented (marginalized) populations of students to attend higher education in pursuit of viable, high-demand career fields. These college experiences allow students to develop the following:

- Identify themselves as learners creating self-efficacy and student learning ownership.
- Build student's awareness of their learning style preferences to elevate their levels of learning.
- Develop their cognitive, social, and affective learning skills.
- Become active collaboratively learners, and
- Not allow past experiences or current environment dictate their futures.

Each of the five items of these college experiences corresponds to the Apple & Ellis (2015) aspects of a lifelong learner.

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