One More Student

Session 1: What tools can help teachers be successful in keeping students?

Workshop series by First Year Experience and Center for Excellence in Teaching & Learning
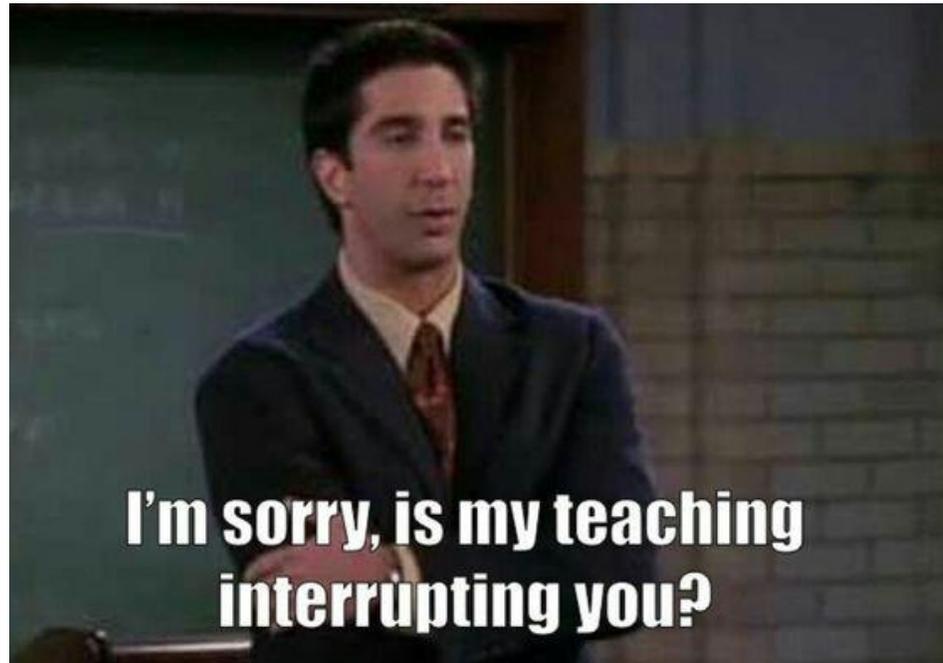
Charles Larenas
Dan Ryan
Sarah Grison

Have you ever thought any of these? (Be honest!)

Click here to watch "What teachers say in their heads"!

Our goal is to discuss how we can keep one more student by:

- Understanding who our students are, including their needs and challenges

- Discussing the best ways to support our students

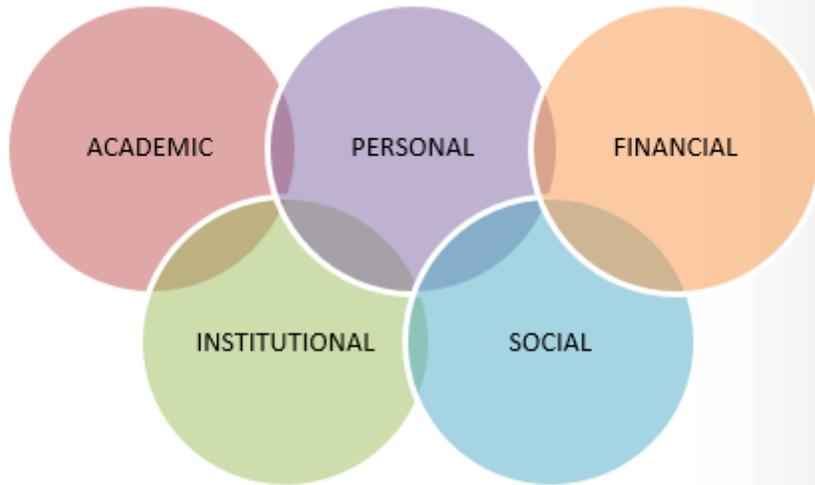- Coming away with practical teaching tools to support student retention and success

Now we want to know who you are and what your goals are!

What are the challenges to keeping One More Student?

ANATOMY OF A PARKLAND STUDENT
FIVE DOMAINS OF STUDENT LIFE

ACADEMIC PERSONAL FINANCIAL
INSTITUTIONAL SOCIAL

Click here to access the PPT slideshow on the Anatomy of a Parkland Student. And click here for the handout on the challenges Parkland students face.

- 15% come to class often/very often without completing assignments
- 40% care for dependents living with them
- 25% work more than 30 hours per week
- 31% are self-financing their education
- 75% do not participate in college-sponsored activities
- 70% said Parkland does not help them with non-academic issues

How are we supporting our students?

Let's give ourselves a 1 through 5 for each item depending on how frequently we do each behavior.

Always do this	Frequently do this	Sometimes do this	Rarely do this	Never do this
5	4	3	2	1

1. Accessible _____
2. Approachable _____
3. Encourages and cares for students _____
4. Flexible/open-minded _____
5. Good listener _____
6. Happy/positive attitude/humorous _____
7. Develops rapport _____
8. Understanding _____

    TOTAL _____

TOPICAL ARTICLES

The Teacher Behaviors Checklist: Factor Analysis of Its Utility for Evaluating Teaching

Jared Keeley, Dale Smith, and William Buskist
Auburn University

We converted the Teacher Behaviors Checklist (TBC; Buskist, Sikorski, Buckley, & Saville, 2002) to an evaluative instrument to assess teaching by adding specific instructions and a Likert-type scale. Factor analysis of the modified TBC produced 2 subscales: caring and supportive and professional competency and communication skills. Further psychometric analysis suggested the instrument possessed excellent construct validity and reliability, underscoring its potential as a tool for assessing teaching. This instrument clearly identifies specific target teaching behaviors that instructors can alter to attempt to improve their teaching effectiveness.

the community college (Schaeffer, Epting, Zinn, & Buskist, 2003) and baccalaureate levels (Wann, 2001).

Based on the success of the TBC in identifying undergraduate and faculty perspectives on the qualities and corresponding behaviors of effective teachers, we examined the TBC's utility as an instrument for assessing teaching. Because the TBC is a behaviorally based scale, its potential for formative evaluative purposes is of particular interest to instructors wishing to improve their teaching. If a teacher receives poor ratings on a specific characteristic, he or she can attempt to make improvements in behaviors reflective of that characteristic.

Research on master teachers, especially studies aimed at

Study 1

[Click here](#) to access the Teacher Behavior Checklist by Keely et al.

How are we supporting our students?

▶ Turn on your clicker on the bottom button.

▶ Click in your TOTAL score by pressing A - E on your clicker!

Always do these actions	Frequently do these actions	Sometimes do these actions	Rarely do these actions	Never do these actions
40-35	43-29	28-22	21-15	14-8
A	B	C	D	E

What do all of these questions have in common?
Might you be interested in giving your students this survey?
Click here to get an editable Word version of the full survey!

What these have in common is that they all reflect best practice!

The Seven Principles of Good Undergraduate Education

1. Encourages contact between students and faculty

2. Develops reciprocity and cooperation among students.

3. Encourages active learning.

4. Gives prompt feedback.

5. Emphasizes time on task.

6. Communicates high expectations.

7. Respects diverse talents and ways of learning.

Seven Principles For Good Practice in Undergraduate Education
by Arthur W. Chickering and Zelda F. Gamson

Arthur Chickering is Distinguished Professor of Higher Education at Memphis State University. On leave from the Directorship of the Center for the Study of Higher Education at Memphis State, he is Visiting Professor at George Mason University. Zelda Gamson is a sociologist who holds appointments at the John W. McCormack Institute of Public Affairs at the University of Massachusetts-Boston and in the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses-so rolls the drum-fire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks.

There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends.

Click here to access the *Seven Principles of Good Undergradate Education*, by Chickering & Gamson

And research suggests that retention and success depends on <u>faculty contact</u>

Retaining Students in Classes: Putting Theory into Everyday Practice:

- ► Getting to know your students

- ► Letting them know you care about them as individuals and learners

- ► Beginning building connections with students

- ► Setting a positive tone & focus on student success

- ► Involving students and create a sense of community

- ► Determining students' goals and objectives

- ► Being respectful of and flexible about students' other responsibilities

Retaining Students in Classes:
Putting Theory into Everyday Practice
by Laura Saret, EdD
Professor, Computer Technologies and Information Systems
(Oakton Community College)

Retention Theory:
Why Students Do Not Persist in Community College Courses

"Students who have frequent contact with faculty members in and out of class during their college years are more satisfied with their educational experiences, are less likely to drop out, and perceive themselves to have learned more than students who have less faculty contact." (K. Patricia Cross, 1998)

<u>Click here</u> to access
Retaining Students in Classes, by Saret

But in practice, what specific actions can we take to encourage contact with our students?

Let's chat about this for a few minutes and come up with ideas!

More ideas on how to encourage contact with our students!

▶ Send a "hello" email before the start of the term

▶ Ask them to complete a demographic sheet at the start of class

▶ Make "contract" about NO withdrawal unless they speak to teacher

▶ On the syllabus change "office hours" to "student hours"

▶ Make an advising meeting as a part of the grade – even for online classes

▶ Create a course "check-list" spelling out exactly what students will need to do to succeed

▶ Be the first person in the classroom and the last one to leave

▶ Do not let students "slide." Contact any student who misses multiple class meetings or assignments. In online classes, make videos of yourself at the start or for each week so they can know you!

▶ In online classes, communicate early, often and require responses from students

▶ Respond to student inquiries in a set timeline and stick to it.

▶ Become a lifeline for them (more about this in Workshop #2!)

Click to get a sample demographic sheet for Psy101

Click to get a sample "contract" statement

Introduction to Psychology: Course Orientation & Study Skills In-Class Activities

Your name: _____ Date: _____ Points: ____ points earned

Task: As we go through class please complete each section about the course and how to study to do well.

Goals: The goals are to help you: 1. Understand how the course is structured and the expectations, Learn how to succeed in the class by using great study skills, and 3. Discuss these ideas with your classmates.

Assessment: Participation points based on: 1. completeness of answers, 2. accuracy of answers, 3. thoughtfulness of responses and application, and 4. writing in full sentences, with good spelling and grammar, using your own words.

Part A. Getting to Know You!

1. Name: _____ 2. Preferred name to use in class: _____

3. Preferred gender pronoun(s) (he/she, they, etc.): _____

4. Where are you from (country, town, high school)?: _____

5. Are you interested in psychology? If so, why? _____

6. What transfer credits, degree, or certificate are you trying to earn? _____

7. What academic skills are you good at? _____

t yourself! (It helps me remember you!)

Course Contract

By registering for History 109, I recognize that I am entering into a community of people brought together by the common goal of attaining an education at Parkland College. To that end, I will help to maintain an open and civil classroom experience for myself and my peers. I agree to the following course rules:

1. All work must be my own. Plagiarism or other forms of cheating will result in a grade of F for the course and a report to the Dean of Students for further action.

2. All work must be submitted on time. Late work will not be accepted.

3. Class begins on time. If I arrive at the classroom after the door has been closed I will not attempt to enter.

4. My cell phone will be turned off and out of sight for the class period.

5. If I have need for an accommodation based on ADA or Title IX, I will obtain the proper documentation provided by Parkland College.

6. This is a college course and I understand that the content of this class may touch on materials that are controversial or even offensive to some people. Furthermore, I understand that while the vigorous and free debate of ideas is encouraged, rude or demeaning behavior will not be tolerated. Lastly, if for any reason, I need to drop this course, I will see Dr. Walwik before doing so.

Name:_____

Signature:_____

What success have we had at Parkland using these types of approaches?

- Impact of FYE

- I Connect

- PAT

- One More Student – Financial Impact

Kodie and other students do an activity in Sarah's FYE101 class

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- Certainly retaining one student for each faculty member (or staff member) would help both our retention rates (and possibly completion) as well as the financial bottom line. The concept of each of us as Parkland employees helping to retain and recruit students has been mentioned in various forums. I am not sure a specific dollar value has been associated with it. But, an in-district student taking 30 hours over year would generate nearly $5,000/year in tuition & fees (30 * $164 = $4,920). So, if 200 employees each retained (or recruited) one student you would generate approximately $1,000,000 in tuition & fees (200 * $5,000). -Chris Randles

What other approaches can improve student retention and success?

▶ Check out the rest of the One More Student workshop series

- ▶ Attendance at 2+ workshops is needed to teach FYE101 for 2017-18

- ▶ **Session Two:** Intrusive Advising - Is There Such a Thing as Intrusive Teaching? (April 20, 12-1)

- ▶ **Session Three:** Is There Such a Thing as an Exciting Lecture? (April 27, 12-1)

- ▶ **Session Four:** How Do We Get Students to Come Back? (May 4, 12-1)

- ▶ **ALTERNATE OPTION:** Four-Hour Workshop of all sessions (May 19, 9-2)

Are you considering attending another workshop?
Might you want to teach FYE?

Our goal today is to get out of that mode, so we can:

- ▶ Understand who our students are, including their needs and challenges

- ▶ Discuss the best ways to support our students

- ▶ Come away with practical teaching tools to support student retention and success

What do you think?
Did we reach our goals for the day?
Please fill in the evaluation about the workshop!

Thank you for your willingness to support our students!

▶ [Click here](#) to get access to this presentation!

▶ Any questions or thoughts?

▶ Please feel free to email us at:

clarenas@parkland.edu

dryan@parkland.edu

sgrison@parkland.edu

▶ We look forward to continuing to work with you in the future!