Educating Our Parkland Students in the 21st Century

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Midge Siem   Sarah Grison

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PARKLAND COLLEGE

Our goals today..

- Learn the characteristics of incoming college students

- Discuss how we can support our Parkland Students
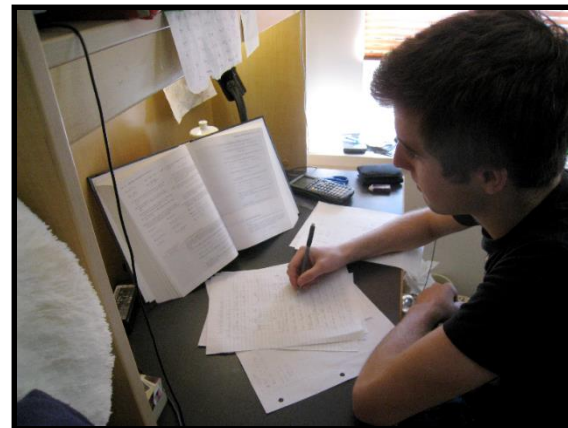
- Come away with ideas and tools for implementing <u>now</u>!

What are your goals for today?
Please take a minute and think about what you hope to achieve this morning!

What are the characteristics of incoming college students in the United States?

What proportion of all high school seniors in the United States are "proficient" in reading?

A. 21%

B. 37%

C. 52.3%

D. 71.8%

What are the characteristics of incoming college students in the United States?

What proportion of all high school seniors in the United States are "proficient" in reading?
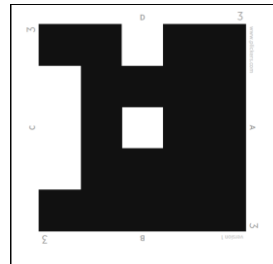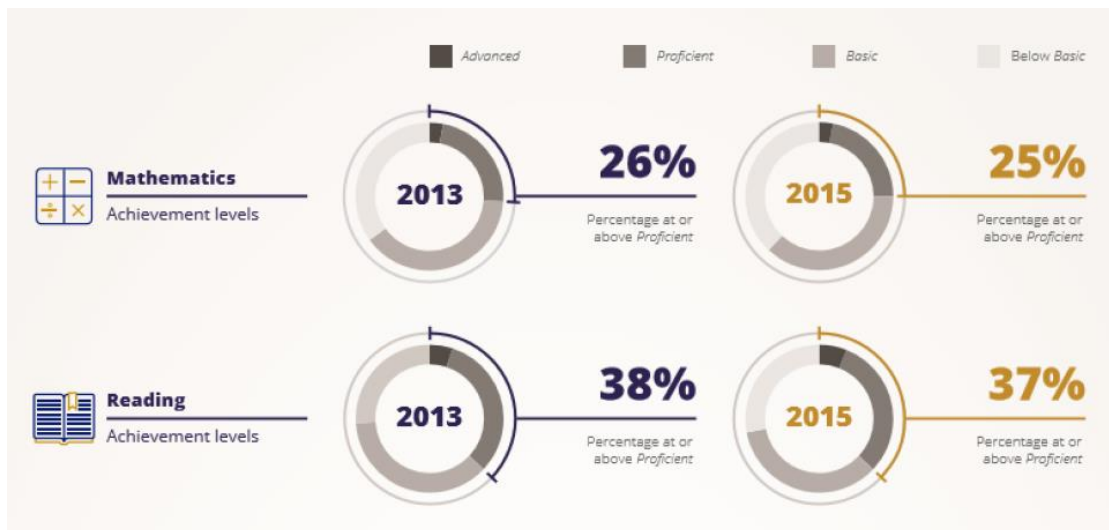
A. 21%

B. 37%

C. 52.3%

D. 71.8%

Using Plickers or another student response method increases attendance and participation
www.plickers.com

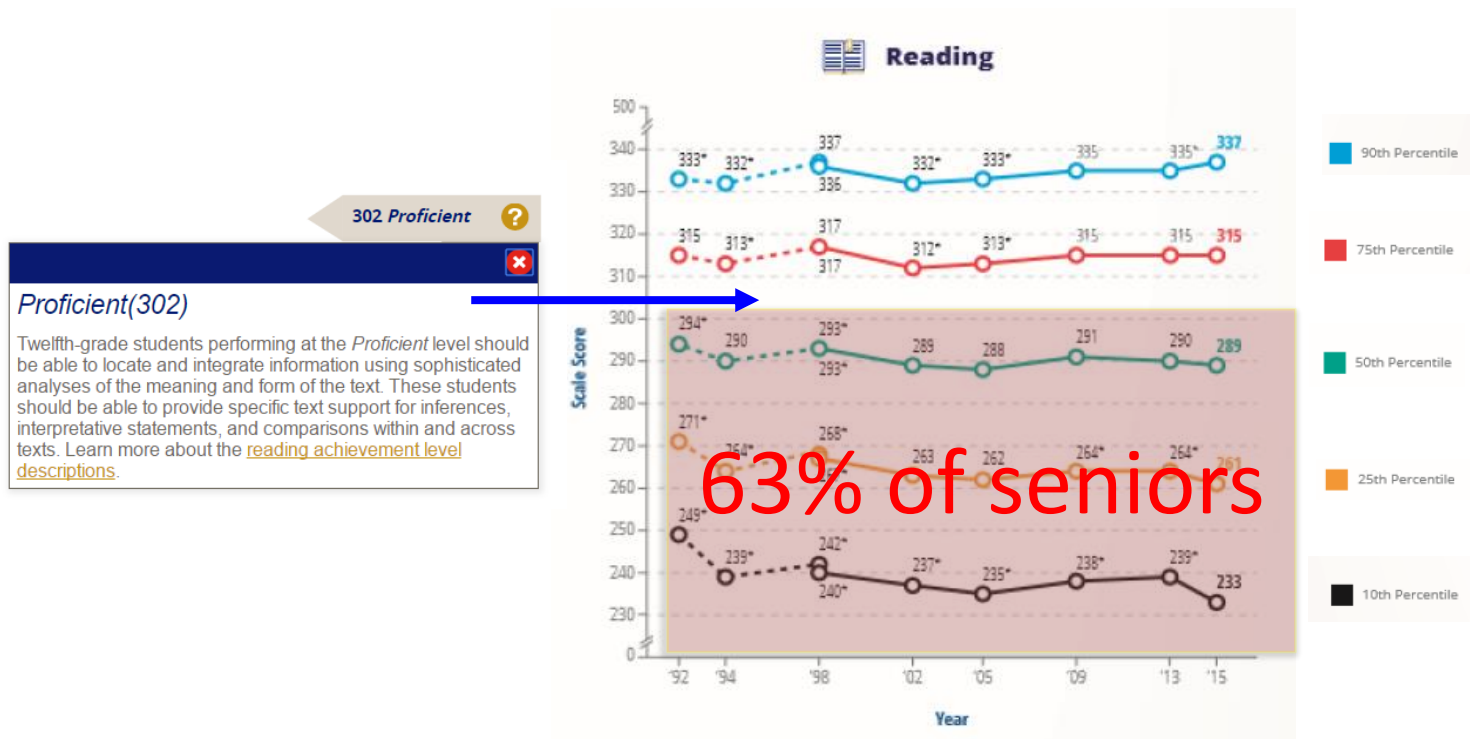# High-school seniors are not college ready

- Nation's Report Card (2015) shows the <u>majority</u> of high school seniors are NOT college ready:

- ✓ 75% of seniors are NOT proficient in math
- ✓ 63% of seniors are NOT proficient in reading
- ✓ Proficiency in writing and other domains was also analyzed

<u>Click here to see the National Assessment of Educational Progress, Report Card, 2015</u>

Reading proficiency of high-school seniors

Let's close more closely at 63% of seniors who are NOT proficient in reading….
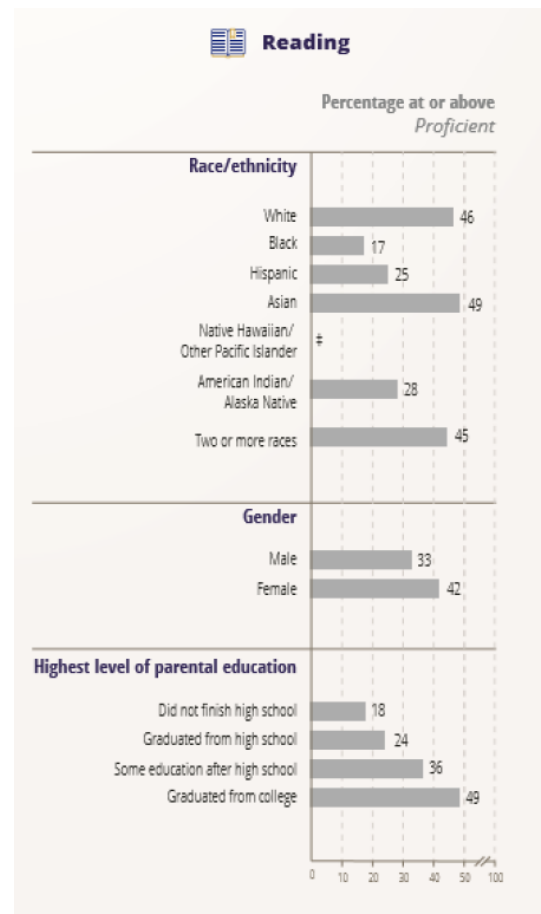

National Assessment of Educational Progress, Report Card, 2015

Certain students are more at-risk for underpreparedness

- Same report shows that minority and first-generation college students are <u>most at risk for</u> being unprepared for college:
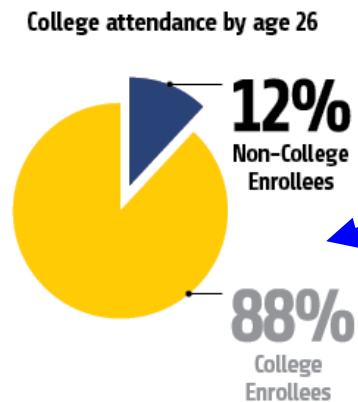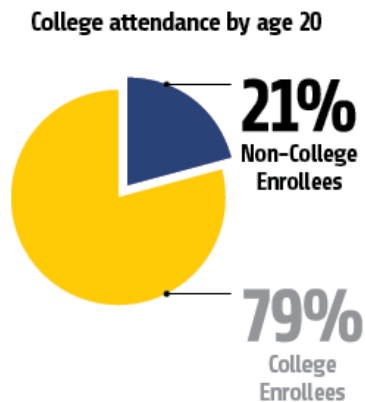 - ✓ 41% - 83% of minority students are NOT proficient in reading
  - ✓ 76% - 82 % of first-generation college students are NOT proficient in reading
  - ✓ Data are similar for math

📖📄 **Reading**

Percentage at or above
Proficient

Race/ethnicity

White	46
Black	17
Hispanic	25
Asian	49
Native Hawaiian/ Other Pacific Islander	‡
American Indian/ Alaska Native	28
Two or more races	45

Gender

Male	33
Female	42

Highest level of parental education

Did not finish high school	18
Graduated from high school	24
Some education after high school	36
Graduated from college	49

0 10 20 30 40 50 100

Click here to see the National Assessment of Educational Progress, Report Card, 2015

And yet…Most students go to college

- Analyses in 2012 for students graduating in 2004 show that most high school graduates enroll in college
  - ✓ 79% enrolled within 2 years of graduating high school
  - ✓ 88% enrolled within 8 years of graduating high school

College attendance by age 20

21% Non-College Enrollees

79% College Enrollees

College attendance by age 26

12% Non-College Enrollees

88% College Enrollees

This means there is a very large pool of at-risk college students

Click here to see the Center for Public Education's 2014 analyses of the U.S. Department of Education's National Center for Education Statistics (NCES) Education Longitudinal Study (ELS, 2002)
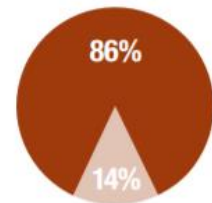
Most are tracked into development classes

- CCCSE (2016) studied 70, 000 students at 150 schools
  - ✓ 86% believe they are academically prepared for college
  - ✓ Yet, 68% of students place into developmental classes

  Click here to access the Center for Community College Student Engagement, 2016 National Report

Most Students Believe They Are Academically Prepared

I am prepared academically to succeed at this college.

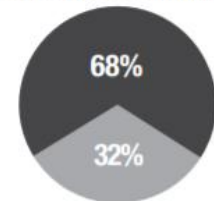Agree/Strongly agree (n=54,292)

WHO ARE THESE RESPONDENTS?
Entering students who responded to the *SENSE* 2014 Promising Practices items *(N=63,266)*

86%

14%

Neutral/Disagree/Strongly disagree (n=8,974)

Yet 68% of Students Take Developmental Education

Percentage of community college students who take at least one developmental education class
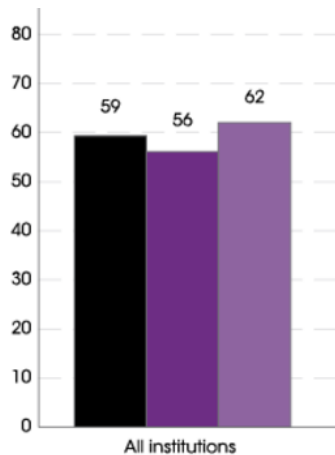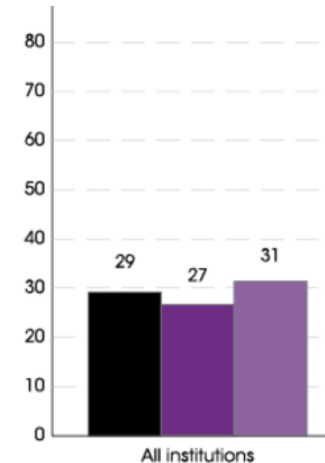
Take at least one developmental class

Source: Jaggars, S., & Stacey, G.W. (2014, January). What we know about developmental education outcomes. Retrieved from Community College Research Center website: http://ccrc.tc.columbia. edu/media/k2/attachments/what-we-know-about-developmental-education-outcomes.pdf

68%

32%

Do not take any developmental classes

Many students do not finish college

Only 59 % of 1st time, full-time college students graduate from 4-year schools in 6 years

Just 29 % of 1st time, full-time college students graduate from 2-year schools in 3 years

Discussion Time!

1. What is an educated student - what should they know and be able to do?

2. What is the purpose of general education for all of our students - both career and transfer?

Discussion Time!

- Discuss your GLO.
- Share what an assignment or activity that you use to teach the GLO.
- How do you know if students learned?

GENERAL LEARNING OUTCOMES

At the conclusion of their certificate, degree or program, all Parkland students will have taken courses that assess the following outcomes.

COMMUNICATION
demonstrate their ability to read, write, listen, and speak effectively

CREATIVITY
demonstrate their ability to develop and design, perform, and/or interpret images, materials, and/or ideas in innovative ways

CRITICAL THINKING AND INFORMATION LITERACY
demonstrate their ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively

REASONING AND INQUIRY
demonstrate their ability to solve problems using deductive reasoning and logic, quantitative reasoning, or the scientific method

TECHNOLOGY
demonstrate their ability to evaluate, select, and appropriately use current and emerging tools

GLOBAL AWARENESS AND ETHICAL REASONING
demonstrate their understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic, and professional decisions

General education for all of our students can support development of needed skills

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We should focus on developing three key sets of skills

Academic

- ✓ Reading
- ✓ Math
- ✓ Writing
- ✓ Verbal communication
- ✓ Higher thought
- ✓ And more

Personal

- ✓ Growth mindset
- ✓ Scheduling
- ✓ Sleep habits
- ✓ Stress management
- ✓ Interpersonal relations
- ✓ Mental health (anxiety & depression)
- ✓ And more

Professional

- ✓ Advising
- ✓ 10 key skills employers want
- ✓ Long-term goals
- ✓ Motivation
- ✓ Linking course content with jobs
- ✓ Internships & volunteering
- ✓ And more

Developing general education skills   improves professional skills

10 Key Skills Employers Want

Keep these skills and qualities in mind as you create your resumé and approach today's competitive job market:

1. **Communication skills** that demonstrate verbal, written and listening abilities.
2. **Computer aptitude** based on the level required for the position being filled.
3. **Team-spirit** which involves working cooperatively with a variety of people and treating others with respect.
4. **Basic math and reading skills.**
5. **Interpersonal skills** allowing you to relate to diverse co-workers and manage conflicts.
6. **Organizational skills** so that you can plan & complete multiple tasks in a timely fashion.
7. **Problem-solving skills** including the ability to think critically, and to identify and solve problems.
8. **Flexibility and adaptability** to handle change in the workplace.
9. **Personal traits** such as a positive attitude, motivation, integrity, honesty, and leadership potential.
10. **Dependability and a strong work ethic!**

Visit the Career Center (room U238) for assistance with resumés, interviewing, career guidance, and occupational information.

PARKLAND COLLEGE CAREER CENTER

www.parkland.edu/careercenter

Phone
217.351.2536
Fax
217.351.2882

Hours:
Monday - Friday
8a.m. - 5p.m.

2400 W. Bradley Ave.
Champaign, IL 61821
Room U238

Marketing Study Abroad Skills to Employers

1. Take note before you go. In addition to all of your travel prep make a list of what you hope to get out of your experience abroad. Think about how you will be able to relate your experiences to a potential employer.

2. Employers are looking for much more than technical skills in new hires. They need employees to be able to:

- Be adaptable
- Make decisions and solve problems
- Obtain and process information
- Plan, organize, and prioritize work
- Verbally communicate with people inside and outside the organization
- Work effectively in group settings with a diverse population

3. It's not just hard skills you'll likely learn abroad. Qualities gained that you may want to consider including on your resume or in an interview:

- Appreciation of diversity
- Flexibility
- Independence
- Patience
- Self-confidence
- Self-reliance

4. When you return, think about your experiences as they relate to the skills and qualities listed above.

- How did you apply familiar concepts to unfamiliar situations?
- What were some experiences abroad where you had to be flexible and adaptable?
- How did you manage language barriers?
- What problems did you run into and how did you go about solving them?

5. Mention your study abroad experience in the second paragraph of your cover letter.

6. On your resume, your study abroad experience is usually listed under your education heading (where, what school, dates).

7. You can incorporate the skills learned into your qualifications summary on your resume.

8. Make a list of stories and examples that clearly illustrate the skills and traits you listed on your resume so that you can give specific examples in an interview.

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Best practice is to encourage _active_ processes

- Meta-analysis by Dunlosky, et al. (2013) examined the effectiveness of 10 learning techniques

- The most effective techniques required more ACTIVE processing:
  - ✓ Distributed practice
  - ✓ Practice testing
  - ✓ Elaborative interrogation
  - ✓ Self-explanation

Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

John Dunlosky[1], Katherine A. Rawson[1], Elizabeth J. Marsh[2], Mitchell J. Nathan[3], and Daniel T. Willingham[4]

[1]Department of Psychology, Kent State University; [2]Department of Psychology and Neuroscience, Duke University; [3]Department of Educational Psychology, Department of Curriculum & Instruction, and Department of Psychology, University of Wisconsin–Madison; and [4]Department of Psychology, University of Virginia

Table 4. Utility Assessment and Ratings of Generalizability for Each of the Learning Techniques

Technique	Utility	Learners	Materials	Criterion tasks	Issues for implementation	Educational contexts
Elaborative interrogation	Moderate	P-I	P	I	P	I
Self-explanation	Moderate	P-I	P	P-I	Q	I
Summarization	Low	Q	P-I	Q	Q	I
Highlighting	Low	Q	Q	N	P	N
The keyword mnemonic	Low	Q	Q	Q-I	Q	Q-I
Imagery use for text learning	Low	Q	Q	Q-I	P	I
Rereading	Low	I	P	Q-I	P	I
Practice testing	High	P-I	P	P	P	P
Distributed practice	High	P-I	P	P-I	P	P-I
Interleaved practice	Moderate	I	Q	P-I	P	P-I

Note: A positive (P) rating indicates that available evidence demonstrates efficacy of a learning technique with respect to a given variable or issue. A negative (N) rating indicates that a technique is largely ineffective for a given variable. A qualified (Q) rating indicates that the technique yielded positive effects under some conditions (or in some groups) but not others. An insufficient (I) rating indicates that there is insufficient evidence to support a definitive assessment for one or more factors for a given variable or issue.

Our students (wrongly) think rereading, highlighting and summarizing work best
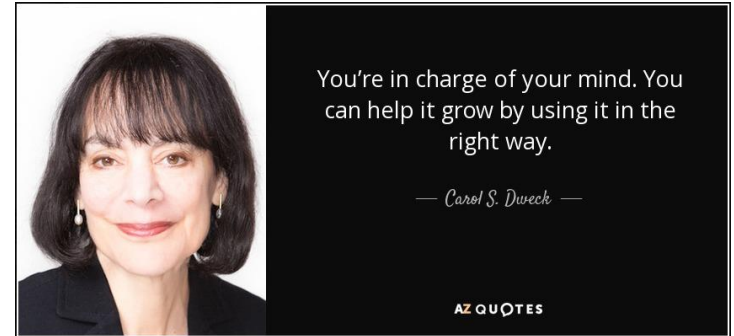
Our goals today..

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- Come away with ideas and tools for implementing <u>now</u>!

Did we reach our goals?
Let us know on the evaluation sheet please!

Thank you for your excellent work!

- We look forward to working with you to support our Parkland Students!

- Look out for information from CETL about more opportunities to support student needs!

- Any questions or thoughts? Please feel free to email us:

  - jweishar@parkland.edu

  - pverstrat@parkland.edu

  - mseim@parkland.edu

  - sgrison@parkland.edu

You're in charge of your mind. You can help it grow by using it in the right way.

— Carol S. Dweck —

AZ QUOTES

Growth Mindset, Friday, 8/18, 9 am, D116

CETL Open Hours
Mondays: 12-3 pm
Tuesdays: TBD
Wednesdays: 12-3 pm
Thursdays: TBD
Fridays: TBD