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 now!

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%
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Using Plickers or another student response method increases attendance and participation

[www.plickers.com](http://www.plickers.com)
High-school seniors are not college ready

Nation’s Report Card (2015) shows the majority 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

Click here to see the National Assessment of Educational Progress, Report Card, 2015
Let’s close more closely at 63% of seniors who are NOT proficient in reading....
Certain students are more at-risk for underpreparedness

- Same report shows that minority and first-generation college students are most at risk for 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

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

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
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

Click here to see the news on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2015–16, Graduation Rates component.
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 education for all of our students can support development of needed skills

**GENERAL LEARNING OUTCOMES**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>demonstrate their ability to read, write, listen, and speak effectively</td>
</tr>
<tr>
<td><strong>CREATIVITY</strong></td>
<td>demonstrate their ability to develop and design, perform, and/or interpret images, materials, and/or ideas in innovative ways</td>
</tr>
<tr>
<td><strong>CRITICAL THINKING AND INFORMATION LITERACY</strong></td>
<td>demonstrate their ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively</td>
</tr>
<tr>
<td><strong>REASONING AND INQUIRY</strong></td>
<td>demonstrate their ability to solve problems using deductive reasoning and logic, quantitative reasoning, or the scientific method</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>demonstrate their ability to evaluate, select, and appropriately use current and emerging tools</td>
</tr>
<tr>
<td><strong>GLOBAL AWARENESS AND ETHICAL REASONING</strong></td>
<td>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</td>
</tr>
</tbody>
</table>
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 resume 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 resumes, interviewing, career guidance, and occupational information.

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
   - 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.

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

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

---

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

<table>
<thead>
<tr>
<th>Technique</th>
<th>Utility</th>
<th>Learners</th>
<th>Materials</th>
<th>Criterion tasks</th>
<th>Issues for implementation</th>
<th>Educational contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaborative interrogation</td>
<td>Moderate</td>
<td>P-I</td>
<td>P</td>
<td>I</td>
<td>P</td>
<td>I</td>
</tr>
<tr>
<td>Self-explanation</td>
<td>Moderate</td>
<td>P-I</td>
<td>P</td>
<td>P-I</td>
<td>Q</td>
<td>I</td>
</tr>
<tr>
<td>Summarization</td>
<td>Low</td>
<td>Q-J</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>I</td>
</tr>
<tr>
<td>Highlighting</td>
<td>Low</td>
<td>Q-J</td>
<td>Q</td>
<td>N</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>The keyword mnemonic</td>
<td>Low</td>
<td>Q-J</td>
<td>Q</td>
<td>Q-I</td>
<td>Q</td>
<td>Q-I</td>
</tr>
<tr>
<td>Imagery use for text learning</td>
<td>Low</td>
<td>Q-J</td>
<td>Q</td>
<td>Q-I</td>
<td>P</td>
<td>I</td>
</tr>
<tr>
<td>Rereading</td>
<td>Low</td>
<td>P-I</td>
<td>Q-I</td>
<td>P</td>
<td>P</td>
<td>I</td>
</tr>
<tr>
<td>Practice testing</td>
<td>High</td>
<td>P-I</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Distributed practice</td>
<td>High</td>
<td>P-I</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Interleaved practice</td>
<td>Moderate</td>
<td>I</td>
<td>Q</td>
<td>P-I</td>
<td>P</td>
<td>P-I</td>
</tr>
</tbody>
</table>

*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 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 now!

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

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

<table>
<thead>
<tr>
<th>CETL Open Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays: 12-3 pm</td>
</tr>
<tr>
<td>Tuesdays: TBD</td>
</tr>
<tr>
<td>Wednesdays: 12-3 pm</td>
</tr>
<tr>
<td>Thursdays: TBD</td>
</tr>
<tr>
<td>Fridays: TBD</td>
</tr>
</tbody>
</table>