



Supporting Students Beyond the First Year

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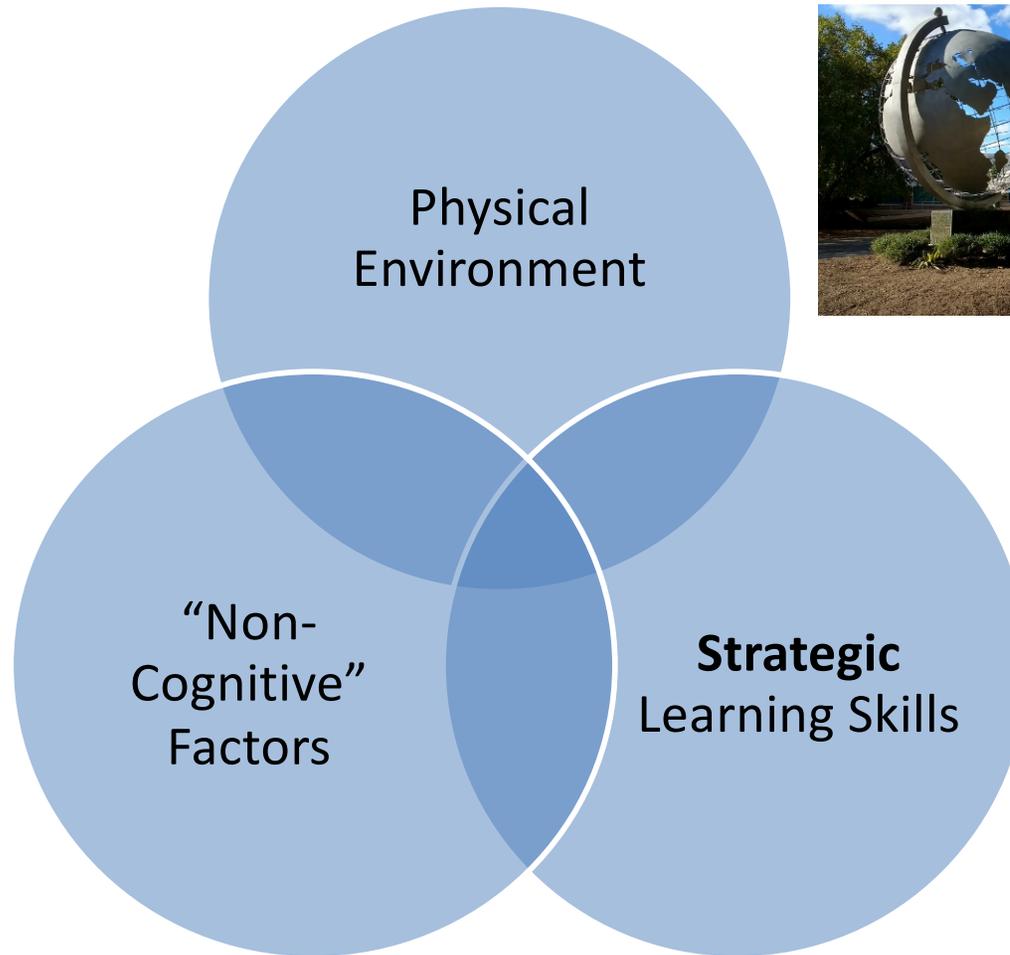
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SESSION GOALS

- Review key components to student success during transitions throughout college.
- Share successes and *prospective guidelines* for future work at Kennesaw State University.
- Discuss components of a “transition curriculum” appropriate for your institution.

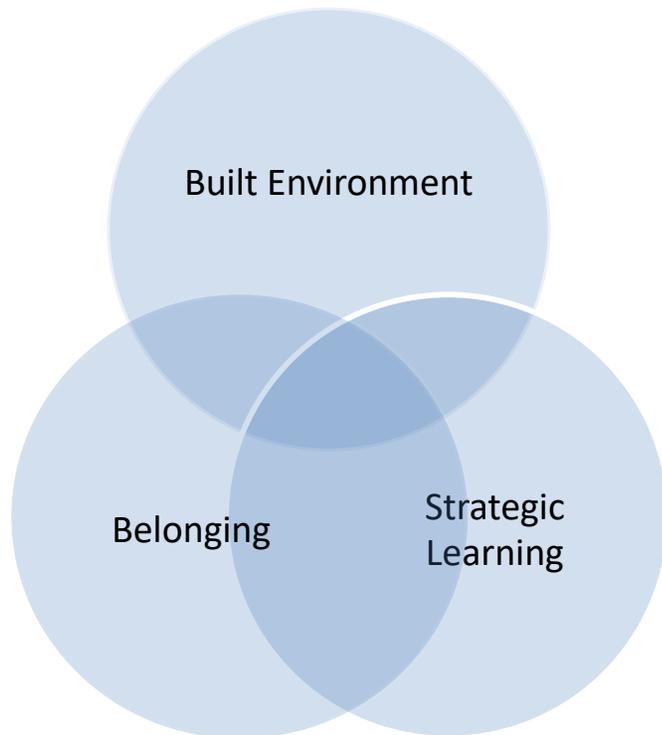
KEY FACTORS FOR STUDENT SUCCESS



- Belonging
- Mindset
- Grit

- Metacognition in Context

A FRAMEWORK FOR SUCCESSFUL TRANSITIONS



- Guided by Research-Based Benchmarks via Rubrics
- Curriculum (First-Year, Sophomore Seminars, Senior Seminar)
- Program Initiatives (Student Affairs and Res Life)
- Financial Incentives for Students



BELONGING INTERVENTIONS FOR ALL STAGES



“... small” social-psychological interventions—typically **brief exercises that do not teach academic content but instead target students’ thoughts, feelings, and beliefs in and about school**—have had striking effects on educational achievement even over months and years.”

Yeager, D. S., & Walton, G. M. (2011). Social-Psychological Interventions in Education. *Review of Educational Research*, 81(2).

BELONGING RESEARCH

Strayhorn, T. L. (2012). *College Students' Sense of Belonging : A Key to Educational Success for All Students*. Hoboken: Routledge.

Yeager, D. S., & Walton, G. M. (2011). *Social-Psychological Interventions in Education. Review of Educational Research, 81(2), 267–301.*

Walton, G. M., & Cohen, G. L. (2007). A question of belonging: race, social fit, and achievement. *Journal of Personality and Social Psychology, 92(1), 82–96.*

Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002). Investigating “Sense of Belonging” in First-Year College Students. *Journal of College Student Retention: Research, Theory & Practice, 4(3), 227–256.*

CULTIVATING BELONGING

“Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers, and they feel like they fit in at school. They are not worried about being .. a stereotype and are confident that they are seen as a person of value.”

Carissa Romero (2015), “What We Know About Belonging from Scientific Research” from the Mindset Scholar’s Network at the Center for Advanced Study in the Behavioral Sciences at Stanford University.

ACADEMIC AND SOCIAL BELONGING RUBRIC (KSU)

	EXEMPLARY	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Identity	<p>Articulates <u>and substantially analyzes</u> multiple insights into one's own identity as a student in the process of transition into college.</p> <p><u>Insightfully evaluates</u> how her/his previous experiences with education have shaped current perceptions about education and recognizes shifts in self-identification.</p>	<p>Articulates multiple insights into one's own identity as a student in the process of transition into college.</p> <p>Describes how her/his previous experiences with education have shaped current perceptions about education and recognizes shifts in self-identification.</p>	<p>Articulates an insight into one's own identity as a student in the process of transition into college.</p> <p>Describes how an experience with education has shaped current perceptions about education and/or recognizes shifts in self-identification.</p>	<p>Provides little insight into one's own identity as a student in the process of transition into college.</p> <p>Minimally describes how an experience with education has shaped current perceptions about education.</p>
Mindset	<p><u>Investigates several</u> challenges or setbacks in the transition to college, determines them to be common and surmountable and, thus, that early struggles need not predict a permanent lack of belonging or potential.</p> <p>Language choices reflect focus on <u>areas under one's own control</u> (internal attribution).</p>	<p>Reviews some challenges or setbacks in the transition to college as common and surmountable and, thus, that early struggles need not predict a permanent lack of belonging or potential.</p> <p>Language choices reflect mixture of focus on areas under one's own control (internal attribution) and out of one's control (external attribution).</p>	<p>Identifies some challenges or setbacks in the transition to college as common and surmountable and, thus, that early struggles may not predict a permanent lack of belonging or potential.</p> <p>Language choices reflect focus largely on areas out of one's control (external attribution).</p>	<p>Identifies challenges or setbacks in the transition to college as insurmountable and, thus, that early struggles indicate a perception of permanent lack of belonging or potential.</p> <p>Language choices only reflect on areas out of one's control (external attribution).</p>
University Culture	<p><i>Language:</i> Demonstrates <u>mastery</u> of formal policies and university "lingo" critical for academic success.</p> <p><i>Campus Connections:</i> Demonstrates <u>willingness</u> to navigate to campus buildings, transportation resources, and seek out academic support resources.</p> <p><i>Student Groups:</i> Identifies <u>and joins</u> student organizations that align with academic and personal goals.</p> <p><i>Technology:</i> Demonstrates <u>fluency</u> with essential technologies: D2L, OwlExpress, DegreeWorks, and Handshake.</p> <p><i>Financial Awareness:</i> <u>Articulates a complete understanding</u> of how and when personal financial aid is disbursed, how fees are calculated and used, and how to seek and apply for scholarships.</p>	<p><i>Language:</i> Demonstrates awareness of formal policies and university "lingo" critical for academic success.</p> <p><i>Campus Connections:</i> Demonstrates ability to navigate to campus buildings, transportation resources, and seek out academic support resources.</p> <p><i>Student Groups:</i> Identifies student organizations that align with academic and personal goals or joins student organizations that only align with personal goals.</p> <p><i>Technology:</i> Demonstrates familiarity with essential technologies: D2L, OwlExpress, DegreeWorks, and/or Handshake.</p> <p><i>Financial Awareness:</i> Articulates awareness of personal financial aid process, how fees are used, and/or how to seek out scholarships.</p>	<p><i>Language:</i> Demonstrates awareness of some formal policies and university "lingo" critical for academic success.</p> <p><i>Campus Connections:</i> Demonstrates minimal awareness in or willingness to navigate to campus buildings, transportation resources, and academic support resources.</p> <p><i>Student Groups:</i> Identifies a student organization that aligns with an academic or personal goal.</p> <p><i>Technology:</i> Demonstrates minimal familiarity with essential technologies: D2L, OwlExpress, DegreeWorks, or Handshake.</p> <p><i>Financial Awareness:</i> Articulates little awareness of personal financial aid process, how fees are used, and how to seek out scholarships.</p>	<p><i>Language:</i> Demonstrates lack of awareness of many formal policies and university "lingo" critical for academic success.</p> <p><i>Campus Connections:</i> Demonstrates little awareness and/or willingness to navigate to campus buildings, transportation resources, and academic support resources.</p> <p><i>Student Groups:</i> Identifies a student organization but does not align it with an academic or personal goal.</p> <p><i>Technology:</i> Demonstrates little to no awareness of how to use D2L, OwlExpress, DegreeWorks, or Handshake.</p> <p><i>Financial Awareness:</i> Shows no awareness of personal financial aid process, how fees are used, and/or how to seek out scholarships.</p>
Degree and Career	<p>Demonstrates <u>several clear and purposeful paths</u> to degree completion in a timely fashion based on personal areas of interest and future goals; path includes thoughtful integration of curricular and co-curricular opportunities.</p> <p>Articulates how degree and career align to establish an emerging professional identity.</p>	<p>Demonstrates a clear and purposeful path to degree completion in a timely fashion based on personal areas of interest and future goals; path includes thoughtful integration of curricular and co-curricular opportunities.</p> <p>Articulates how degree and career align.</p>	<p>Demonstrates a path to degree completion in a timely fashion based on personal areas of interest and future goals; path includes curricular and co-curricular opportunities.</p> <p>Minimally articulates how degree and career align.</p>	<p>Does not demonstrate a clear path to degree completion in a timely fashion based on personal areas of interest and future goals; path includes little to no curricular and co-curricular opportunities.</p> <p>Degree and career plans poorly aligned.</p>
Wellness	<p>Articulates several purposeful <u>initiatives undertaken to establish balance</u> between academic, social, personal, physical and emotional/spiritual values.</p>	<p>Articulates several purposeful initiatives undertaken between academic, social, personal, physical and emotional/spiritual values; does not assess achievement of balance.</p>	<p>Articulates an initiative undertaken between academic, social, personal, physical and emotional/spiritual values; does not assess achievement of balance.</p>	<p>Minimally describes an initiative undertaken between academic, social, personal, physical and emotional/spiritual values; does not assess achievement of balance.</p>
Reflectiveness	<p><u>Insightfully</u> articulates how non-cognitive factors impact personal and professional success.</p> <p><u>Meaningfully</u> demonstrates how belongingness is a <u>multifaceted</u> process that changes over time as assumptions are challenged and new experiences arise.</p> <p>Envisions a future self as a college graduate with <u>personally meaningful</u> professional goals.</p>	<p>Articulates how non-cognitive factors impact personal and professional success.</p> <p>Demonstrates how belongingness is a process that changes over time as assumptions are challenged and new experiences arise.</p> <p>Envisions a future self as a college graduate with professional goals.</p>	<p>Articulates how a non-cognitive factor impacts personal and professional success.</p> <p>Demonstrates how belongingness is a process that changes over time but does not fully analyze it.</p> <p>Envisions a future self as a college graduate.</p>	<p>Does not articulate how non-cognitive factors impact personal and professional success.</p> <p>Demonstrates how belongingness is a process that is largely fixed.</p> <p>Does not have a clear picture of self as a college graduate.</p>

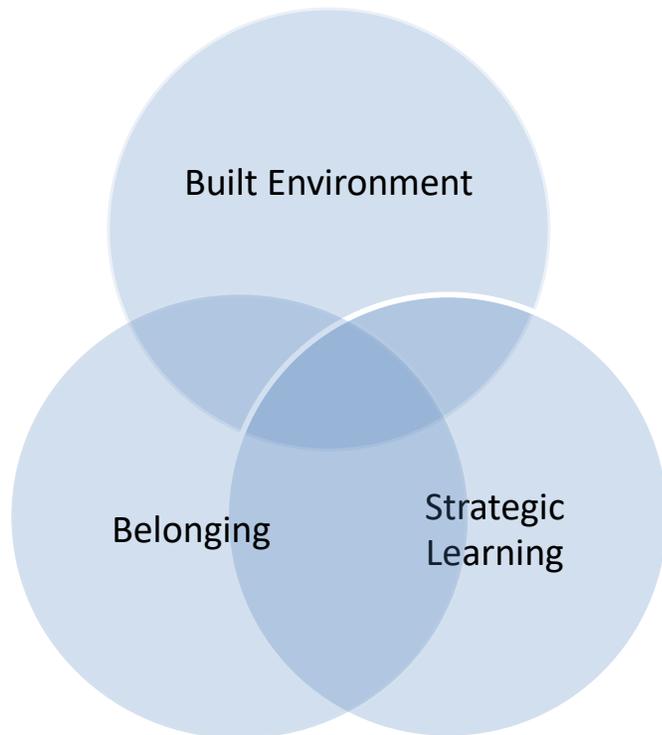
ACADEMIC AND SOCIAL BELONGING “SCORECARD”

- Identify Formation
- Mindset
- University Culture
- Degree and Career Development
- Well-being

EG: ACADEMIC AND SOCIAL BELONGING “SCORECARD”

	EXEMPLARY
Identity	<p>Articulates <u>and substantially analyzes</u> multiple insights into one’s own identity as a student in the process of transition into college.</p> <p><u>Insightfully evaluates</u> how her/his previous experiences with education have shaped current perceptions about education and recognizes shifts in self-identification.</p>
Mindset	<p><u>Investigates several</u> challenges or setbacks in the transition to college, determines them to be common and surmountable and, thus, that early struggles need not predict a permanent lack of belonging or potential.</p> <p>Language choices reflect focus on <u>areas under one’s own control</u> (internal attribution).</p>

HOLISTIC STRATEGIC SUPPORT AFTER YEAR 1



- Transition Specialists (GSU)
- Discipline-Specific Cocurricular Maps (TAMU)
- “Second Chance” for Off-Pace Students (Purdue)
- Financial Incentives for Completion (CA Student Success Completion Grant)

BOTTOM LINE

- **Intervene early**
- **Intervene continuously**