

The Millersville Scholars Program

Creating Successful Transitions to College
for At-Risk Students



Presenters

- Dr. Douglas Zander, Associate Provost for Enrollment Management
- Ms. Nakia Mack, Director of Pre-College Programs
- Dr. Caleb Corkery, Associate Professor and Assistant Department Chair, English
- Dr. Lisa Shibley, Assistant VP, Institutional Assessment & Planning



Underrepresented Students (URMs)

- Low Income, 1st Generation
- 2/3 of persons living in poverty come from racial/ethnic minority backgrounds (US Census)
- Fastest growing segment of population is low income and minority (Pew Institute, 2008)
 - Least likely to attend, succeed in college
 - 75% attend 2-yr and/or tech schools



General Persistence Theory: Characteristics of Success

- **Individual**
 - **At least 2/3 of degree completion rates are attributable to student input characteristics rather than institutional effects (Astin, 2003)**
 - **i.e., grades, Board scores, race, gender, and SES**
- **Institutional**
 - **Outreach programs that enhance student engagement socially and academically**
- **External**
 - **Family support, illness, personal mentor**



Current Models – Access, little Success

- Access into college
- Focus on remediation
- Development of key skills through support services



Access vs. Success

Access

- **60% increase in college-going among low-income students since 1970**

Success

- **35.3% African American**
- **31.5% Native American**
- **48.7% Asian**
- **39.2% Latino(a)**
- **50.8% White**



Ethical Dilemma

- Should we admit students who are likely at risk as non-completers in the name of increasing diversity?
- Are all students realizing true educational benefits of diverse campus communities, or are some students paying a high price for institutional ideals?



Theoretical Perspectives

- Adjustment to PWI - Rozema and Weldy (1993), Obiakor and Harris-Obiakor (1997), Holmes (2001), et al
- Identity -- (Holmes, et al, 2001)
- Values; CET – Horvat and O’Conner (2006)
- Backlash (Resentment, Stereotype Threat, Victimization) – D’Souza (1995), C. Steele (1991), S. Steele (1999)



Theoretical Perspectives

- Resilience (Griffin and Allen, 2006)
 - Problem solvers, face challenges, strong belief in overcoming adversity, see themselves as masters of their own destiny, goal oriented, have people who believe in them and encourage them
 - Innate, but also can be fostered



Retention

Keys to Success:

- Learn for Learning Sake (Welch and Hodges, 1997; Aviles, 2008)
- Identity consistent with scholarship and academic success (Chickering and Reisser, 1993)
- Commitment to educational goals & institution (Tinto, 1993)

Principles to get us there:

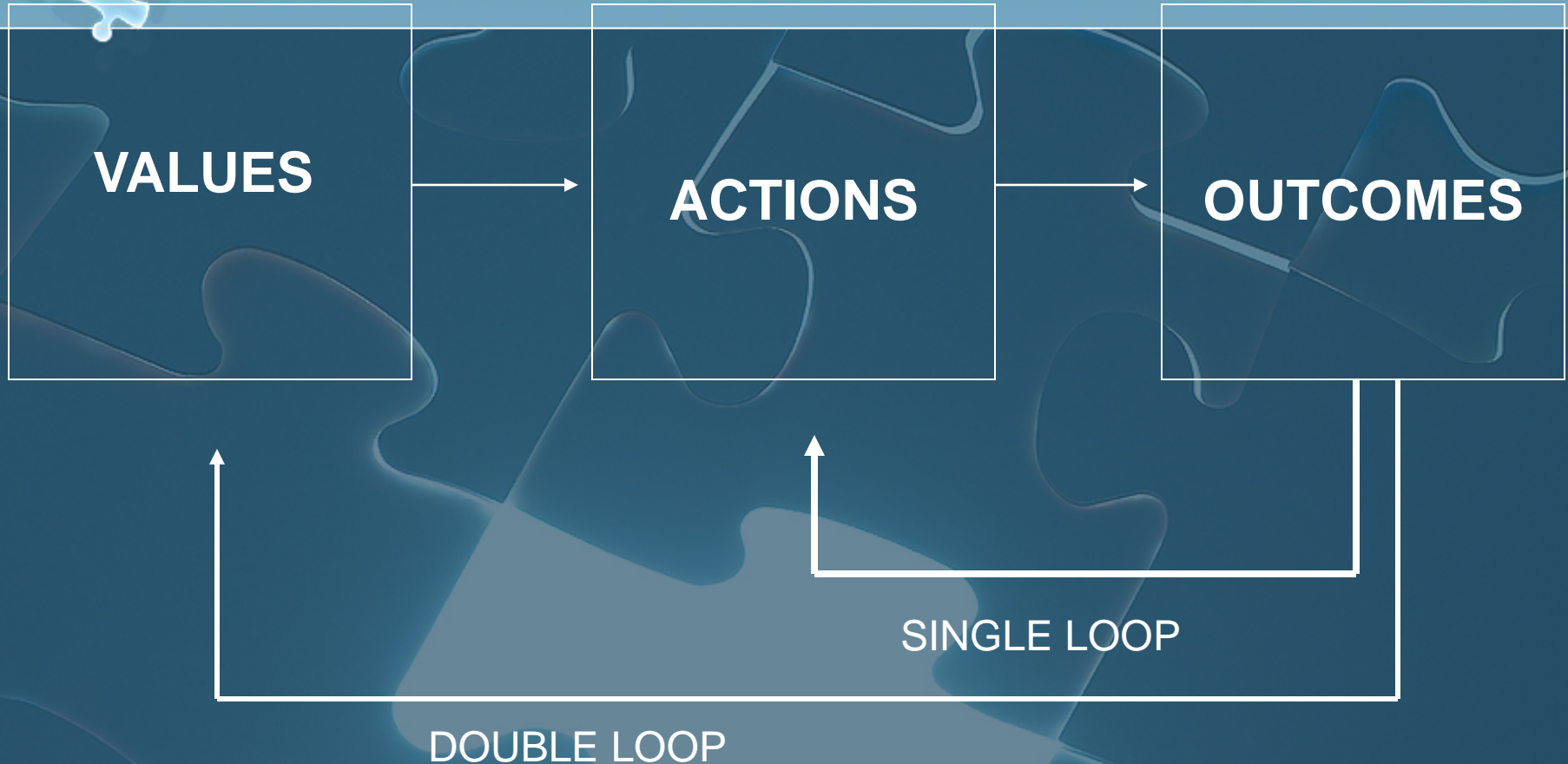
- Fostering Resilience (Griffin and Allen, 2006; Zander, 2008)
- Transformation through Values Clarification & Realignment
- Raise Beliefs and Expectations



Literature on Values

- Values are a social product that become internalized (Krathwohl, Bloom, & Masia, 1964)
- Lack of clarity leads to lack of motivation, poor decisions, dissatisfaction (Brown & Crace, 1996).
- Male ethnic minorities and male students from low SES backgrounds sometimes adopt a contrary identity that leads to contempt for doing well in school (Ogbu, 1987)

*Argyris (1990)



CONCEPTUAL FRAMEWORK



EDUCATION

- Choose social activities over academic
- In consistent class attendance
- No interest in support activities
- Do Not Complete Required Readings
- Do Not Participate In Class Discussion

- Low Grades
- No gained knowledge
- Academic Probation
- Possibility of Not Graduating

SINGLE LOOP

DOUBLE LOOP



Big Picture Retention

Campus Culture



Shapes Values



Informs Beliefs



Transforms Behaviors



New Considerations

- Programs focus on transformation the individual from inside out
- Consider engagement in learning
- Modeling behaviors that lead success
- Creating a desire for the outcomes that those behaviors produce
- Desires = Values

The 3 Components

Develop Commitment to educational goals (Tinto, 1993)

Learn to work collaboratively through group orientated study (Garner and Reissman, 1994)

Transition into college level work; build confidence and self efficacy (Kowal & Shaw, 1998)

Embrace a scholarship ethos (Welch & Hodges, 1997)

Intentionally work to develop an identity consistent with scholarship and academic success in a collegial environment (Chickering and Reisser, 1993).

College orientation – develop the social capital needed to work through systems on campus, understand services and support mechanisms, and gain access to university administration and staff (Walpole, 2003; Stratton, 1998)

Develop key life skills such as living in community, adhering to policy, and reduce anxiety living in new environment (Stratton, 1998)

Academic Component

Interpersonal Component

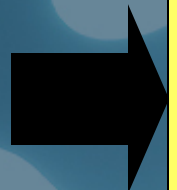
Residential Component

Institutional Integration Model (Tinto, 1993)

Academic Integration

Social Integration

Student Success





Inputs: Admissions Process

Screening for Non-Cognitive Attributes

- Positive Self-Concept
- Realistic Self-Appraisal
- Handling Systemic Challenges
- Focused on Long-term Goals
- Mentorship
- Leadership
- Service
- Knowledge Acquired in a Field



Nakia Mack

The Pre-Scholar Institute Journey

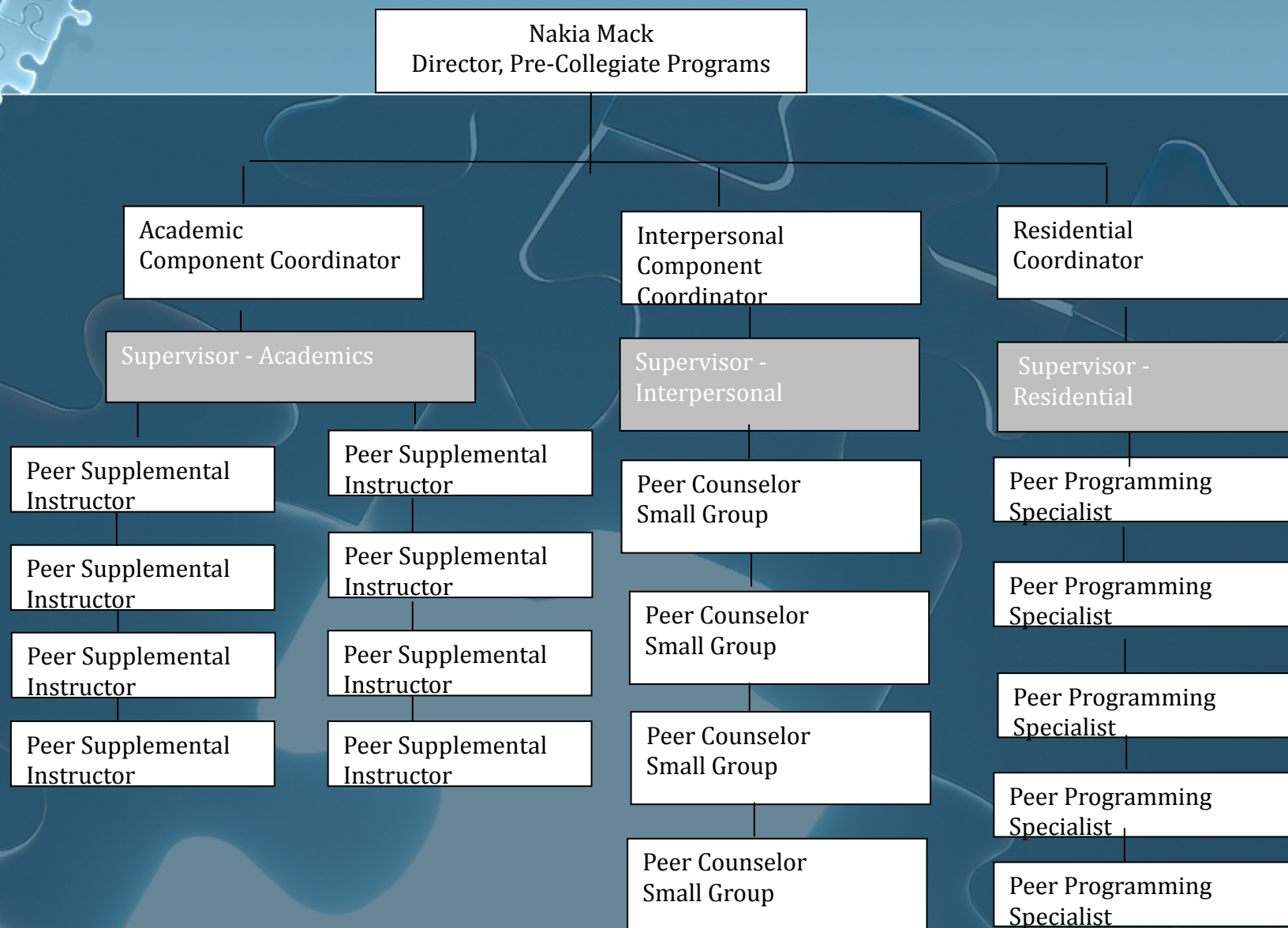
Defining our purpose through
Shared Experience, Strength, and Hope



Pre-Scholars Institute

- Intense, rigorous, experience
- Transforming
- Uncompromising Standards
- Very high Expectations
- Extremely High Level of Support
- Educating the whole student

Pre-Scholars Summer Institute Organizational Chart



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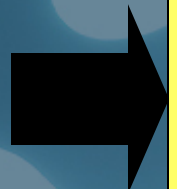
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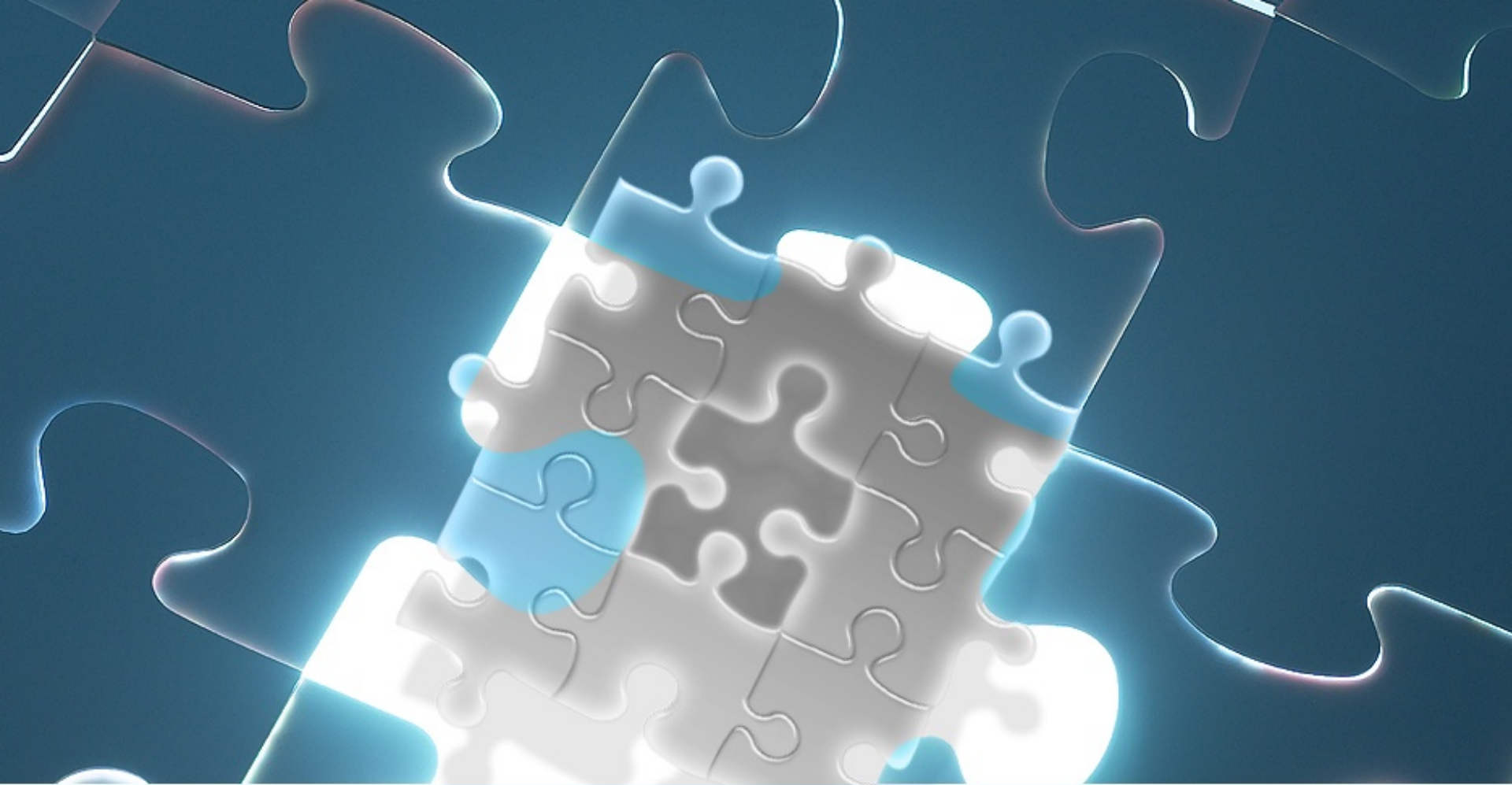
Daily Schedule

Time	Activity	Component
7:00 – 7:45	Communal Breakfast	Interpersonal Component
8:00 – 12:15	Academic Workshops <ul style="list-style-type: none">•Reading Comprehension•Writing•Math	Academic Component
12:30 –1:15	Communal Lunch	Interpersonal Component
1:30 - 2:45	Exposure Activity	Interpersonal Component
3:00 – 4:00	Small Group Session	Interpersonal Component
4:15 – 5:15	Leadership Forum	Interpersonal Component
5:30 – 6:15	Communal Dinner	Interpersonal Component
6:30 – 8:15	Structured Study	Academic Component
8:30 – 9:00	Residence Hall Meeting	Residential Component
9:00 – 11:00	Constructive Opportunities	Residential Component



Academic Year

- Successful completion of summer is a precondition for fall admission
- Structure and support continues in the fall and into spring (Living/Learning Community; Outreach)
- Program continues to evolve based on new research and experience.



Confidence-Building Pedagogy: WRITING

Caleb Corkery



Central Problem Pedagogy Addresses

- Pressure to pick up academic literacies
 - The social markings associated with “slang” versus “proper” usages amplify stakes in classroom.
 - Sense of inadequacy using one’s home language.
 - Distance to “sounding smart” is intimidating.
 - Discouragement can lead to pattern of failure.



Confidence-building Philosophy

- Relieve pressure of difference between home and school literacies.
 - All writing (expression) is valuable in process of developing a message.
 - All messages are adaptable to different audiences.
 - We spend our lives learning new literacies, so students can pick up this one.



Writing Classroom Pedagogies

- Develop expressive and structured writing simultaneously
 - Provide opportunities for free-writing and journaling in conjunction with formal writing.
 - Present formal writing through structures to imitate.
 - Student's expression forced into new linguistic patterns.
 - Easy access to "sounding academic."
 - Build formal structures into expressive writing.



Structured Imitations

- Train students to imitate various linguistic and rhetorical patterns.
 - I often think how diverse popular music is today: music of love, music of prejudice, music of fantasy.
 - I often imagine the places I would love to visit: exotic places, crowded places, wild places.
- Students learn the relationship between elements in a sentence.
- They feel how punctuation creates a rhythm to the chunks of information.



Example Sentence Imitations

- As a dutiful father and faithful American, I took my family this summer to Disney World, a plastic and concrete heap of trash I hope never to see again.
- Nobody understands our car, a 1990 Toyota Camry, the way I do, since I have been driving it for the past 10 years.



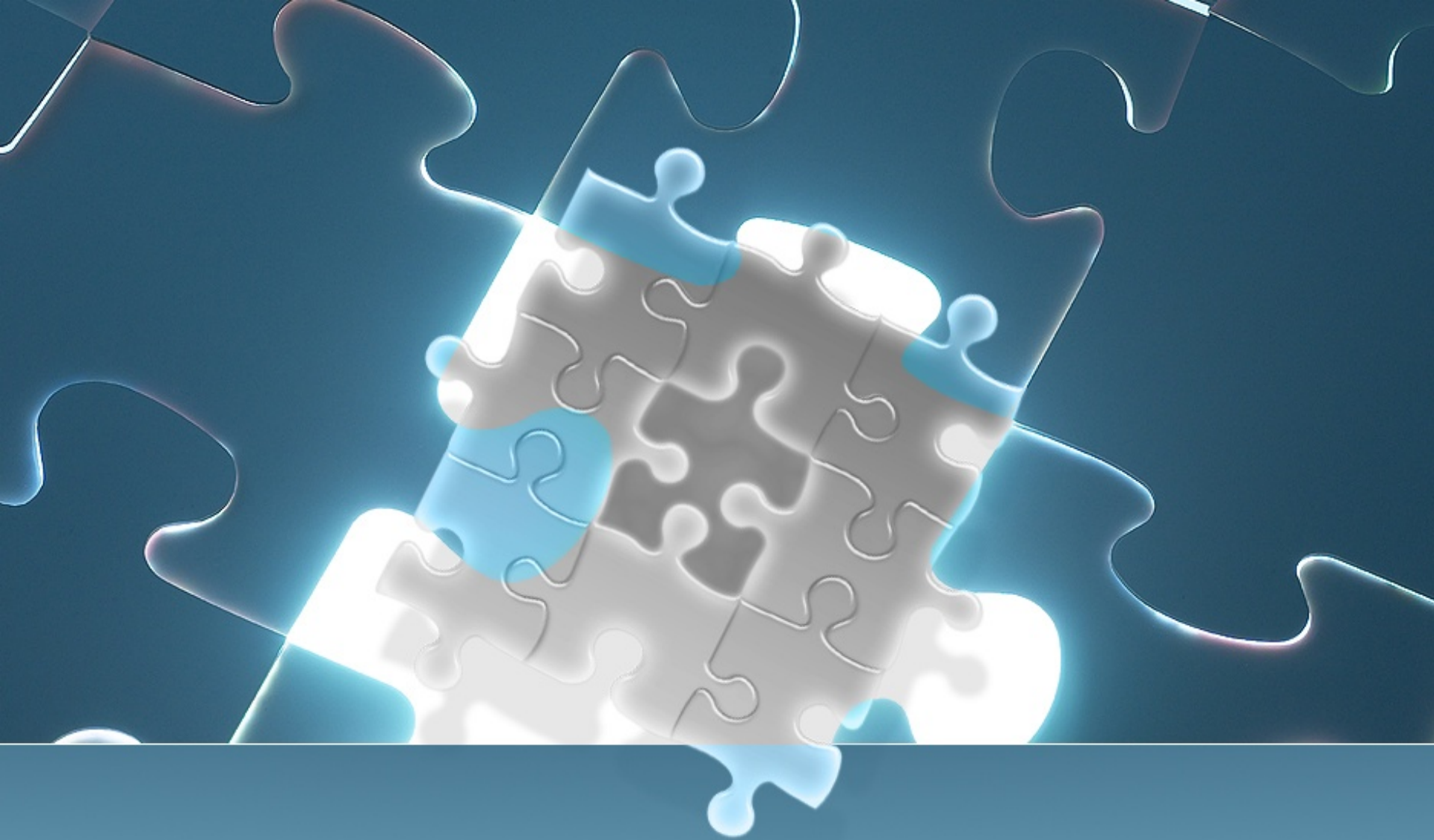
Example Paragraph Imitations

- After reading this Doris Goodwin article, students summarize it using the following pattern:
 - As a _____, Lincoln _____.
While others _____, Lincoln _____.
Though Lincoln _____,
his rivals _____. Lincoln was _____,
so _____.
People typically see Lincoln as _____,
but actually he _____. Doris Goodwin,
author of "The Genius of Abraham Lincoln," conveys the
idea that our sixteenth president was _____.



Summary of Pedagogy

- Sounding “smart” using such structures, students become confident they can access the language of the educated group they aspire to be among.
- These lessons can apply to various writing assignments, reinforcing the value of their own expression and its adaptability to academic audiences.



Assessment of Outputs & Outcomes

Lisa R. Shibley

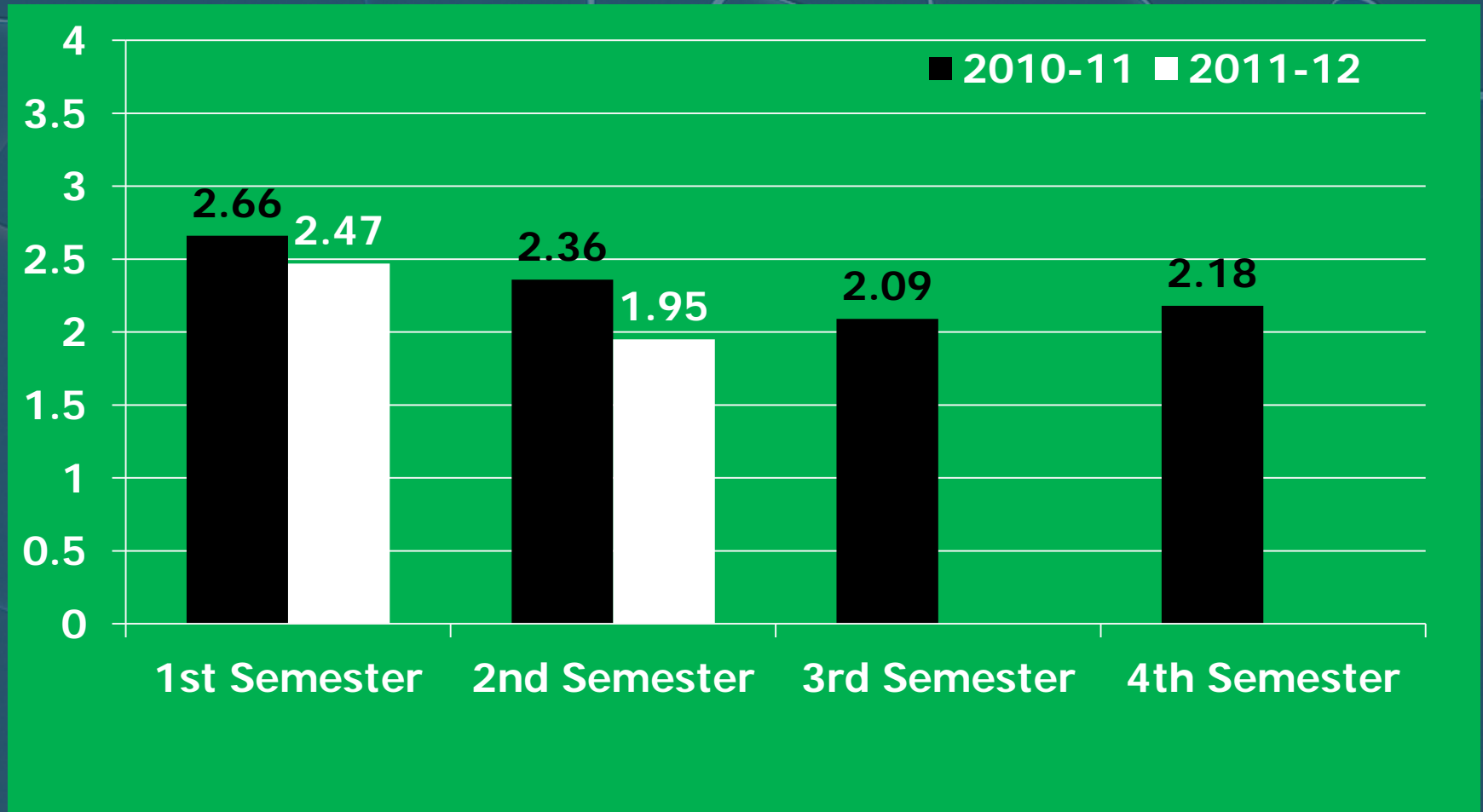


Assessment: Outputs & Outcomes

- **Outputs: Student Success Plan**
 - Semester Tracking GPA's and Credit Hours earned
 - Retention & Graduate Rates
- **Outcomes: Student Learning Outcomes**
 - 11 outcomes: Strategies identified
 - Clarifying Values, Critical Reasoning, Need for Cognition, Academic Motivation

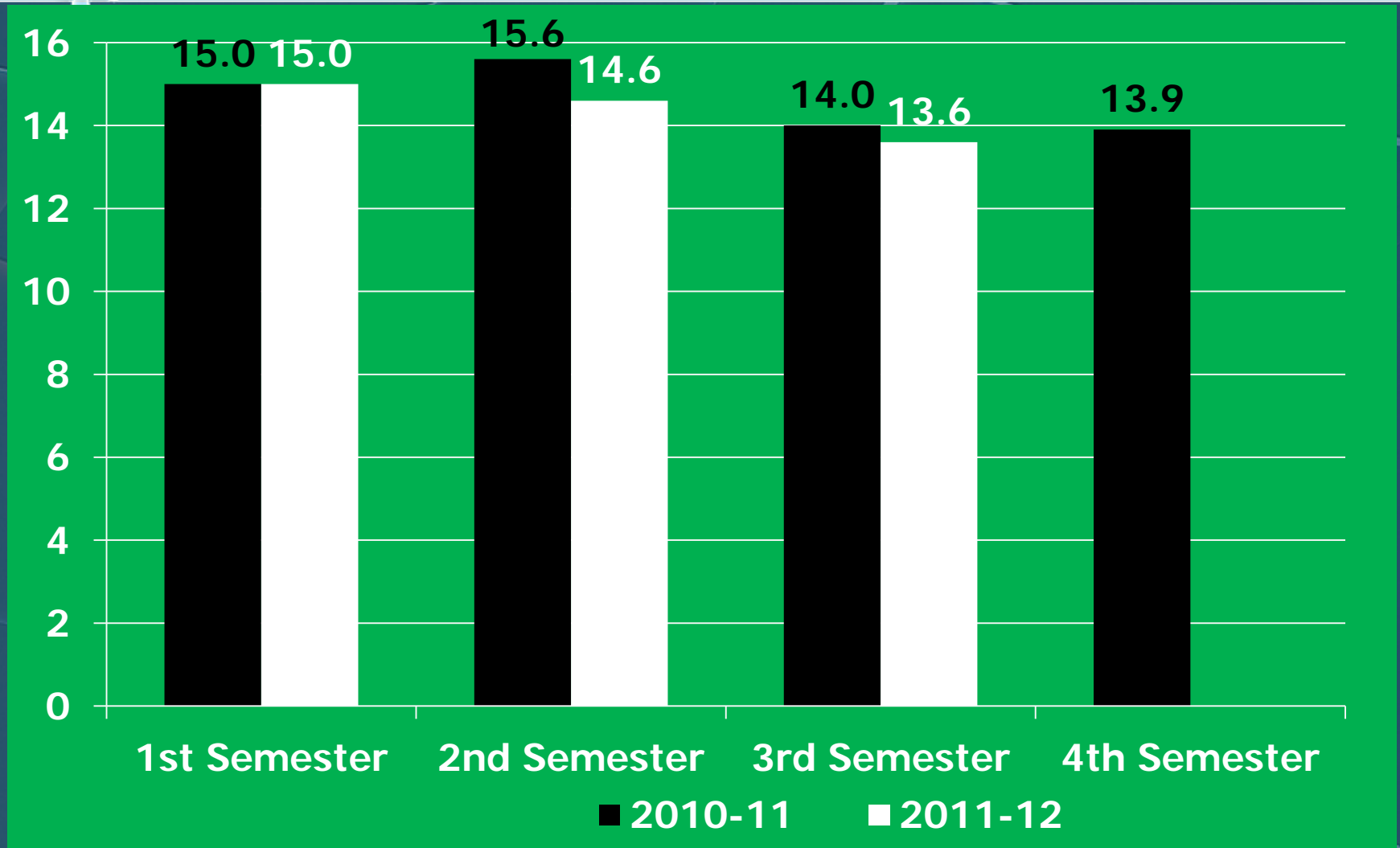


MSP Student Success: Semester GPA



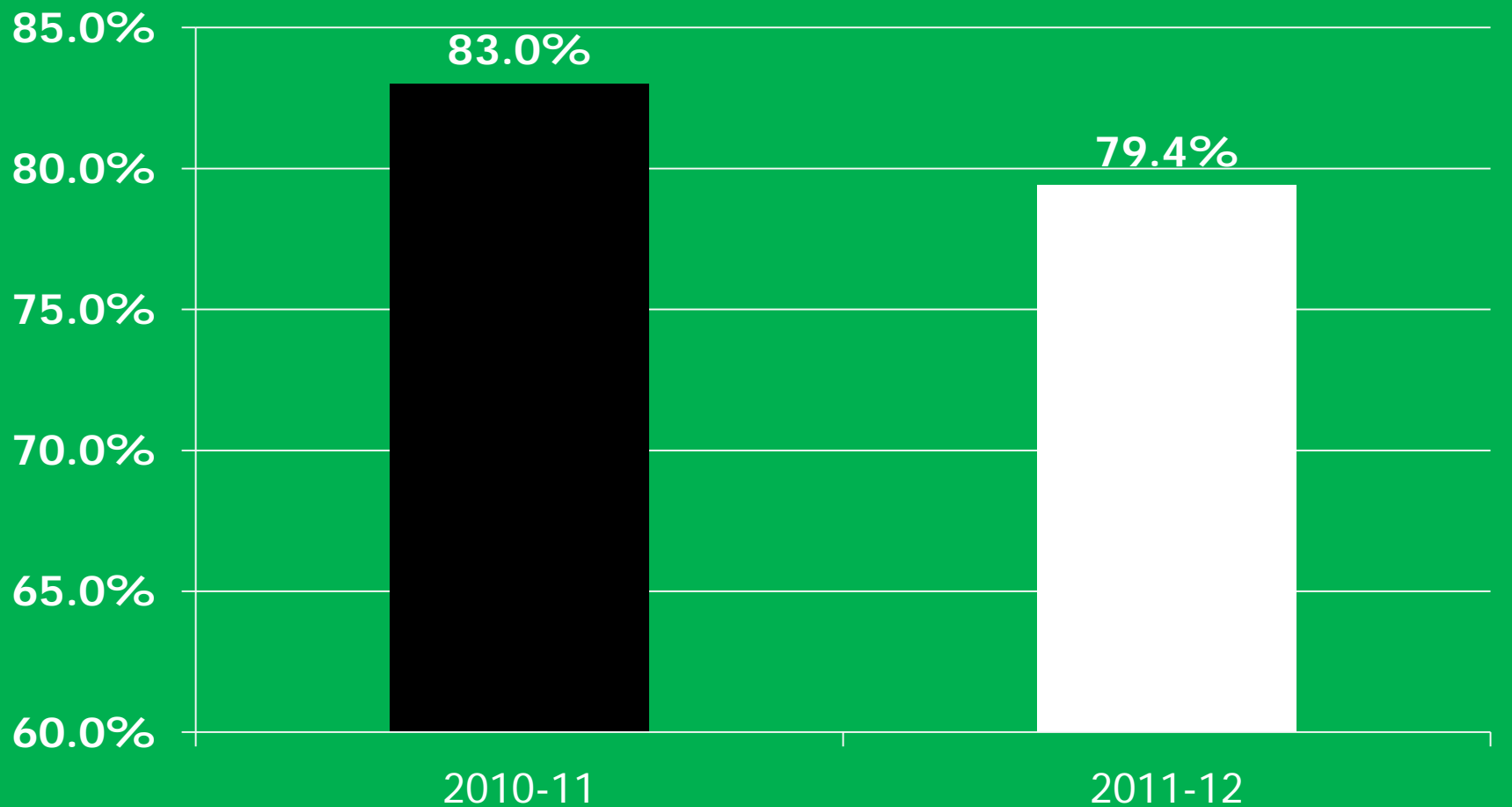


MSP Student Success: Credits Earned





MSP Student Success: 2nd Year Persistence





Student Learning Outcomes Assessment

- Outcomes: Student Learning Outcomes
 - Compared MSP students at pre- post Summer Institute
 - Compared to regular admit students
 - Compared first-semester to second semester
- Information shared with administrators, staff, and faculty



Student Learning Outcomes

- **Critical Thinking (CAAP)**
- **Need for Cognition**
- **Academic Motivation**
- **Positive Attitude towards Literacy**
- **Socially Responsible Leadership**
- **Psychological Well-Being**
- **Diversity**



MSP Admits Compared to Regular Admits PRIOR to the Summer Institute Program

Compared to Regular Admits:

Outcomes

- Need for Cognition
- Academic Motivation
- Positive Attitude towards Literacy
- Socially Responsible Leadership
- Psychological Well-Being
- Diversity

- Fall 2010 MSP students scored significantly higher on all but one outcome (psychological well-being)
- Fall 2011 MSP students scored significantly higher on all outcomes prior to intervention than regularly admitted students.



MSP PRE and POST the Summer Institute Program

After the PSSI,
perceptions increased:

- Academic motivation
- Socially Responsible Leadership

Outcomes:

- Need for Cognition
- Academic Motivation
- Positive Attitude towards Literacy
- Socially Responsible Leadership
- Psychological Well-Being
- Diversity

After the PSSI,
perceptions decreased:

- Comfort with Differences (subscale of diversity measure)



MSP PSSI students Fall to Spring Changes 2010 Cohort

Increased performance:

- Critical Thinking

Outcomes:

- Need for Cognition
- Academic Motivation
- Positive Attitude towards Literacy
- Socially Responsible Leadership
- Psychological Well-Being
- Diversity

Decreased perceptions:

- Academic Motivation
- Socially Responsible Leadership
- Psychological Well-Being
- Diversity



Outcomes Correlated with Student Success

Outcomes correlated with Fall 2010 Grades:

- A weak positive correlation with Psychological Well-Being subscale, "Environmental Mastery"
- A weak positive correlation with Psychological Well-Being subscale, "Self-Acceptance"

Outcomes correlated with Fall 2010 Credits Earned:

- A weak negative correlation with Psychological Well-Being subscale, "Autonomy"



Questions?