

Meeting Needs of the Evolving Student by Adapting Academic Support Services to the “New Majority” Campus

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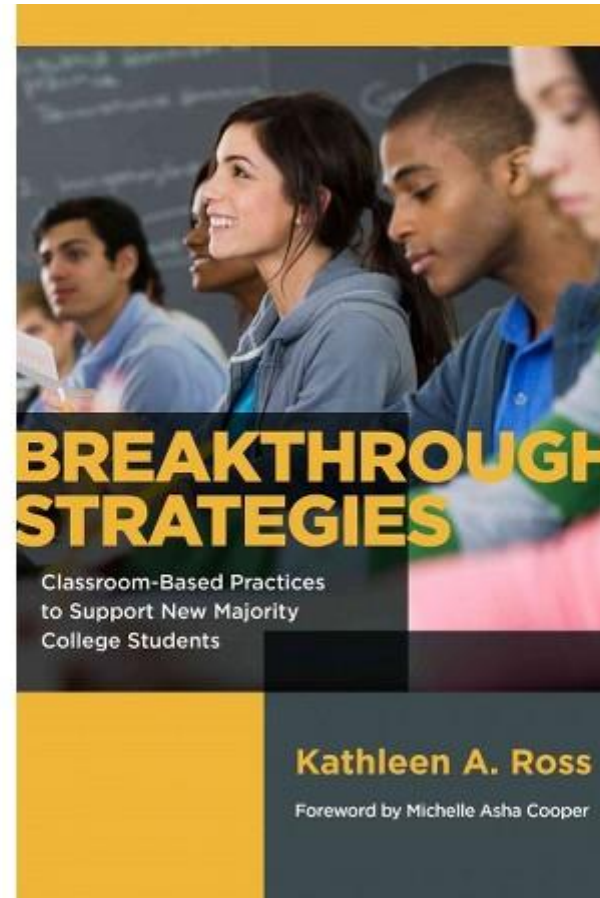
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Presentation Objectives

- ▶ Explain our roles at Villa Maria College
- ▶ Define “New Majority” student group
- ▶ Highlight ways the Student Success Center has been modified at Villa Maria College to meet the needs of the “New Majority” student.
- ▶ Participants will conduct an inventory of their own office and brainstorm ways to adapt to the “New Majority” student.

What is the “New Majority” student?

- ▶ First Generation
- ▶ Low-income
- ▶ Non-white
- ▶ Colleges need to:
 - ▶ Implement different strategies to engage
 - ▶ Promote a sense of belonging
 - ▶ Develop academic confidence
 - ▶ Help envision how academics can help with students’ futures to be successful



What is Villa Maria College?



- ▶ Founded by the Felician Sisters
- ▶ Located in Cheektowaga, NY
- ▶ Current enrollment of about 600 students
- ▶ Recently transitioned from students enrolling to mostly associates degree programs, to enrolling in bachelor's degree programs.
- ▶ Campus diversity (non-white students) has increased 18% since 2010
- ▶ Has an open door and rolling admissions process.
- ▶ Most students commute, but some live in off-campus Collegiate Village.
- ▶ Villa's visionary plan positions Villa to be the premiere student-centered college in Western New York.

Why was a drastic change necessary at Villa Maria?

- ▶ Transitioning from high school to college is challenging for every student, especially underprepared students.
- ▶ Academia has a different language and culture that many students have not been exposed too.
- ▶ First generation college students have very limited exposure to what to expect in college.
- ▶ Majority of underprepared and first generation college students don't have support network (academic and/or social support).
- ▶ Each student has different needs and reasons why they attend college; individual attention from an advisor can help students address their individual needs and challenges.

Changes the Student Success Center has Catalyzed

- ▶ Centralized advising model for first-year students
- ▶ Academic support services:
 - ▶ enhanced tutoring
 - ▶ supplemental instruction program
 - ▶ embedded tutoring initiative
- ▶ Mentorship Program for first year students
- ▶ Academic Recovery Program for students on academic probation
- ▶ Social Work services
- ▶ Villa Success Roundtable Series

Recent Results

- ▶ 7.7% increase in retention of first year students
- ▶ 17% increase of first year students in good academic standing
- ▶ 4% increase of passing grades for English 101 course after eliminating development courses and supporting ENG 101 with Supplement Instruction
- ▶ 4% - 8% increase in passing grades (C and above) for 100 level studio courses supported with embedded tutors

The Self-Determination Theory used as a framework to guide SSC services

► Relatedness

- relatedness is associated with a student feeling that the teacher respects and values the student. Also, students who feel respected, valued, and connected, experience a sense of belonging

► Competence

- need for competence focuses on feeling competent to meet the challenge of the activity and the experience of effectively enacted behavior

► Autonomy

- refers to person's experience of choice and behavior as volitional and self-endorsed (not just perception)

Using the theory as a guiding framework the SSC staff focuses on building strong relationships with students as well as increasing their competence about college education (academic and non-academic) by incorporating autonomy supportive advising.

Traditional support services...

- ▶ Gatekeeper at campus offices
- ▶ Offices may not have a welcoming atmosphere
- ▶ Students responsible for making appointments and navigating different offices independently
- ▶ If students miss an appointment or are late— they need to reschedule
- ▶ Loss of privileges if you don't come or show to meetings
- ▶ Mandated

Targeted Ways we Build Trustful Relationships

- ▶ Before the Semester Starts
 - ▶ Schedule “getting to know you” appointments
 - ▶ Inviting students to the Villa Success Roundtable Series
 - ▶ Presence during orientation—sitting at tables and breaking bread with students—not at an informational table
- ▶ Throughout the Semester
 - ▶ Presence between classes in the hallways
 - ▶ Targeted praise and encouragement
 - ▶ Work on academic and social skills with students
 - ▶ Sending encouraging emails (periodically throughout the semester)

Visibility in Areas of the College Outside Our Offices

- Presentations during accepted student day/orientation; FYE experience classes; select 101 classes



We do not target a specific population

- ▶ Honors students
- ▶ Say Yes
- ▶ “Under prepared”
- ▶ Non-traditional learners



Food available for everyone



**COME ENJOY
COOKIES &
COFFEE WITH US!**

**JANUARY 24TH, 25TH, & 26TH
IN THE**

STUDENT SUCCESS CENTER!

We'd like to invite you to enjoy cookies and coffee in the Student Success Center. We will be providing cookies and coffee beginning at 10:00 am and will continue throughout the day (while supplies last) on January 24th, 25th, & 26th.

Hope to see you there!

Come join us!
**Free cookies
& coffee**

**Student
Success
Center**

**Tues. Jan. 24th
Wed. Jan. 25th
Thurs. Jan. 26th**

**10:00 am - ?
(While supplies
last!!!)**



Office has open access- there is no
“gatekeeper”



Absence of “Mandatory”

Quarter Term Meeting

During the Quarter Term meeting students will get to know their academic coach, share information about what their goals are in college, review feedback reports written by their instructors, and develop a plan of action to continue for the duration of the semester.

How can the student prepare?	What will the student leave with?
<ul style="list-style-type: none">• Record the meeting time and come to the meeting• Bring any questions or concerns about classes or program• Have an open mind• Bring syllabi for each class	<ul style="list-style-type: none">• Knowledge of feedback from instructors in each class• Knowledge of how to communicate with their instructor.• When needed, an exploration of the appropriateness of their chosen area of study will be discussed.• When needed, a referral to tutoring or another campus office.• When needed, assistance on how to access Villa email.• Affirmation of one strategy or campus resource to continue using.• At least one strategy or campus resource to start using right away

We help Develop Academic Self Confidence

- ▶ Quarter Term, Midterm and Registration (First Semester)
- ▶ Quarter Term and Midterm (Second Semester)
- ▶ Fall 2015- students met with us an average of 3.8 times
- ▶ Spring 2016- students met with us an average of 1.66 times

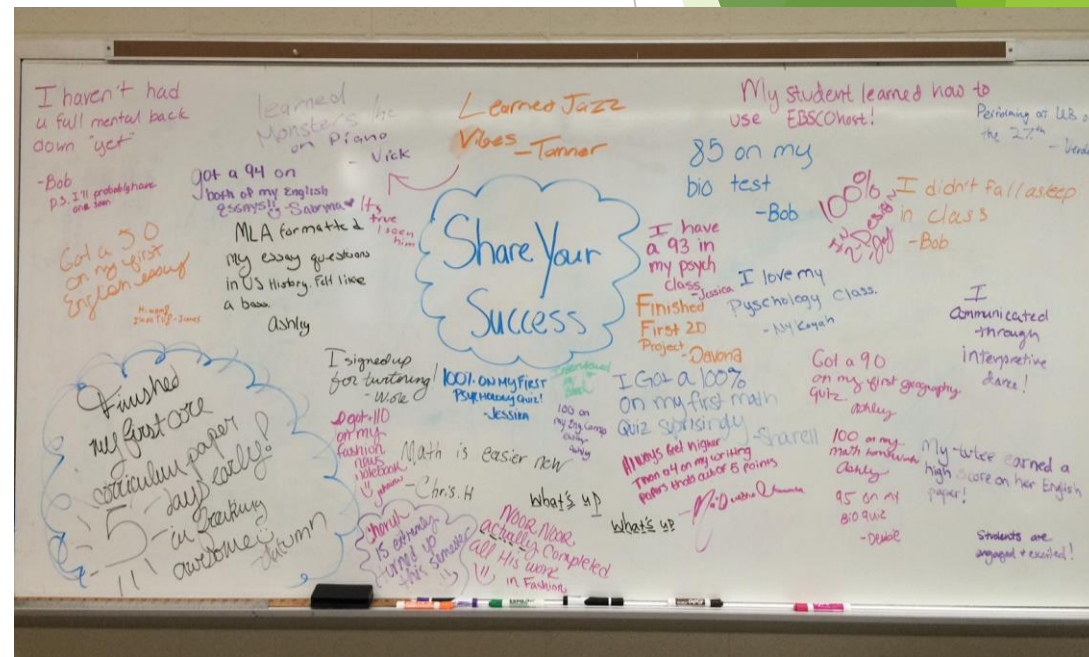
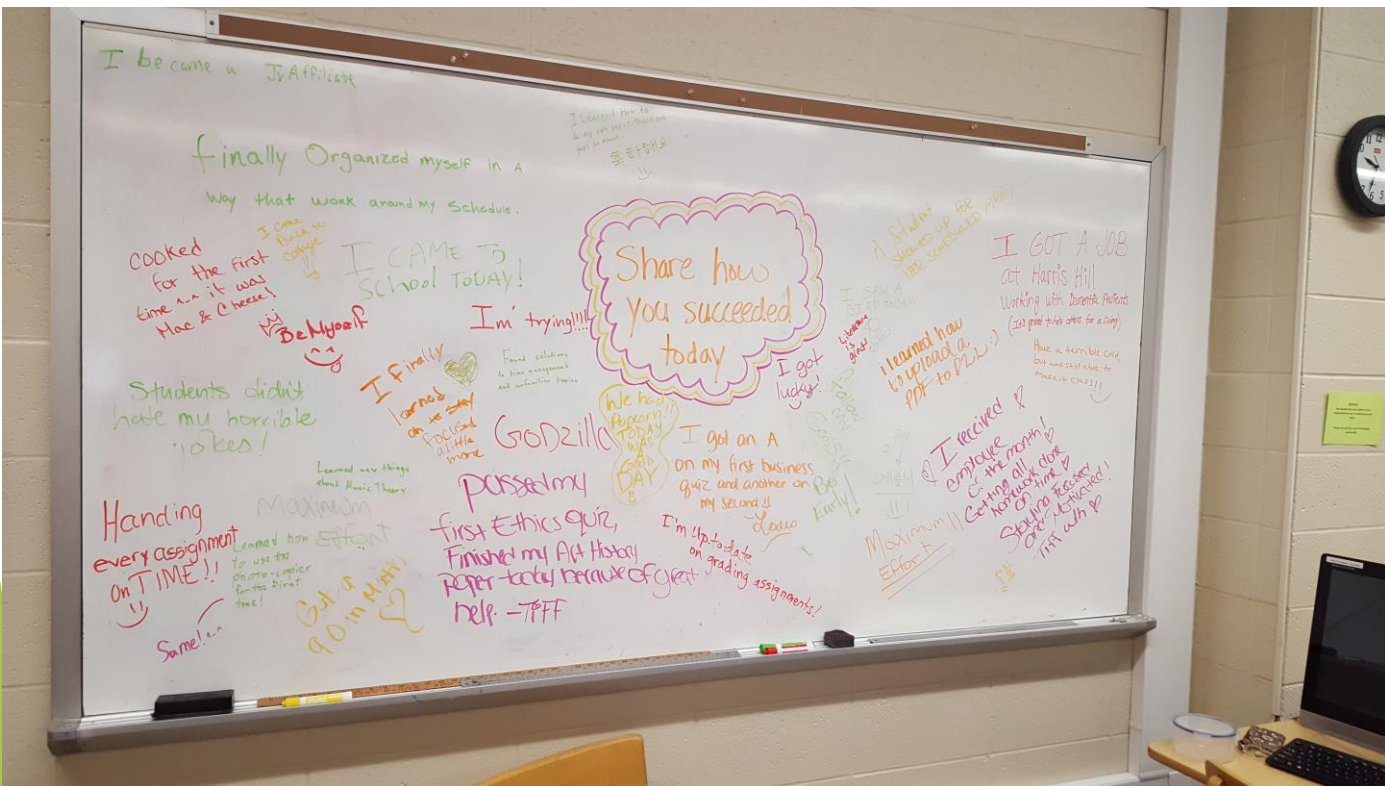
2014-2015			
semester		number of advising sessions with First Year students	total number of advising sessions per student
fall	109	239	2.19
spring	105	209	1.99

2015-2016			
semester	number of First Year students	number of advising sessions with First Year students	total number of advising sessions per student
fall	137	521	3.80
spring	162	269	1.66

SSC Supply Closet



Utilize Intrinsic Rewards; No punishments



Approachable atmosphere

“It was a lot easier to take the first steps into classes and college because of the available guidance at this school.”

“I never feel alone. They are always there for me and do their best to help me with whatever it is I am having trouble with.”

“They were friendly and took their time with each individual. They wanted to get to know each person on a personal level.”

“The best part about being advised by The Student Success Center was that they remind me and helped me that I still have a chance and they have faith in me and encouraged me to have faith in myself.”

“My advisor is very understanding and kind. She always went above and beyond my expectations and was glad to help.”

“My advisor was great, she encouraged me to do the best that I could even with the things going on in my personal life. Even though she won’t be my advisor anymore I will defiantly keep in touch with her.”

“She was always there to support me.”

“She really helped me adjust to college and all its demands.”

Mentorship program

- ▶ “The best part of the mentorship program has been developing relationships with some of my mentees throughout the year and helping them stay focused.”
- ▶ “I feel like at least in some small way I was able to directly help our students. Obviously, what we do at the college is all for them - without them we have no purpose. But this was a more specific and rewarding way of seeing the fruits of faculty, staff, and student labor.”
- ▶ “You get to know some of the students in a way that you may not have in the course of your job. In fact, you sometimes get to meet their friends as well and it’s really a nice way to connect with them.”
- ▶ “I feel that in some small way I was able to provide some emotional support to my mentee.”
- ▶ “I really like connecting with the students.”
- ▶ “I want to help the students succeed.”
- ▶ “I loved my mentor she was super sweet and always said hi.”
- ▶ “My mentor always told me how proud she is of me and it really gives me a sense of ownership of my work and self-pride. She kept me driven and excited to continue with my major.”
- ▶ “My mentor was always there for me and will continue to be my mentor even after the mentorship program ends.”
- ▶ “It helps students if they need someone to talk to, and it’s a bit of guidance in their first year.”
- ▶ “Everyone has questions or issues with school, life, and mentors are always here for you.”
- ▶ “I would highly recommend going into this program because it will be a great opportunity to meet someone new.”

How do we get the campus to buy into us?

- ▶ We participate in committees that involve our office
- ▶ We invite other offices to be part of our decision making processes
- ▶ Regular communication and meetings with department faculty about advising for their program
- ▶ We ask faculty for peer tutor recommendation
- ▶ Adjunct faculty is welcomed to work/meet with their students in our space
- ▶ Close collaboration with Admissions office to help us connect with students

Exercise - share examples of how you support student's basic psychological needs

► Relatedness

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► Autonomy

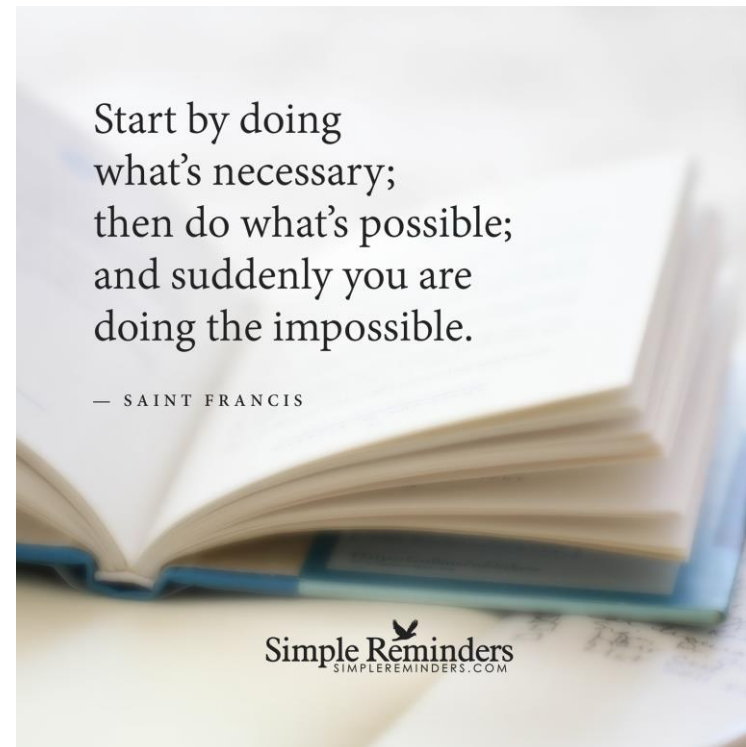
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How do you meet the needs of the “New Majority” in your office?

- ▶ What are the barriers to access your office? Are they necessary?
- ▶ What happens when students are late or miss appointments?
- ▶ What intimidates you about your office?
- ▶ What intimidates students about your office?
- ▶ What intimidates faculty and other staff about your office?
- ▶ What is the most important thing to know about your student?
- ▶ Do you ask questions of students, or tell students what they should do?
- ▶ What are the types of questions you ask to students?
- ▶ What do you do when a student needs to connect with another office?
- ▶ What is your level of interaction with faculty?
- ▶ What is your level of interaction with other support services?
- ▶ How often are you invited to a classroom to meet students?

What are some ways you can meet the need of the “new majority”?

- ▶ What is ***possible*** for you to implement now?
- ▶ What is ***probable*** for you to implement in the near future?
- ▶ What is the ***potential*** for you to implement within a few years?



References

- Niemen, C. P., & Ryan, R. M. (2009). Autonomy, competence and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, 7(2), 133-144. Retrieved from <http://www.selfdeterminationtheory.org>
- Ross, K. A. (2016). *Breakthrough strategies: Classroom-based practices to support new majority college students*. Cambridge, MA: Harvard Education Press.