Supporting Students Beyond the First Year

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Kennesaw State University
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

Physical Environment

“Non-Cognitive” Factors

Strategic Learning Skills
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.”

BELONGING RESEARCH


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.
<table>
<thead>
<tr>
<th>EXEMPLARY</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>NEEDS IMPROVEMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>Identity</strong></td>
<td>Articulates and substantiates analyses multiple insights into one’s own identity as a student in the process of transition into college.</td>
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<td>Insightfully evaluates how her/his previous experiences with education have shaped current perceptions about education and recognizes shifts in self-identification.</td>
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<td><strong>Mindset</strong></td>
<td>Investigates several 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.</td>
<td>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.</td>
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<td>Language choices reflect focus on areas under one’s own control (internal attribution).</td>
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<td><strong>University Culture</strong></td>
<td>Language “nicely” demonstrates mastery of formal policies and university “lingo” critical for academic success.</td>
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<td><strong>Degree and Career</strong></td>
<td>Demonstrates several clear and purposeful paths 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.</td>
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<td>Articulates how degree and career align to establish an emerging professional identity.</td>
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<td>Articulates several purposeful initiatives undertaken to establish balance between academic, social, personal, physical and emotional/spiritual values.</td>
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<td>Meaningfully demonstrates how belongingness is a multifaceted process that changes over time as assumptions are challenged and new experiences arise.</td>
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<td>Envisions a future self as a college graduate with personally meaningful professional goals.</td>
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ACADEMIC AND SOCIAL BELONGING “SCORECARD”

- Identify Formation
- Mindset
- University Culture
- Degree and Career Development
- Well-being
### EG: ACADEMIC AND SOCIAL BELONGING “SCORECARD”

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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