Addressing Non-cognitive Skills for Student Success

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Agenda

- Introduction to Stark State College
- Criteria for Accreditation
- Background and structure of the pilot
- Initial outcomes of our pilot
- Questions

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Stark State College

- Main Campus located in North Canton, Ohio
  - Additional locations in Akron, Downtown Canton, and others throughout Stark and Summit Counties
- 2-Year public institution
- 4th Largest community college in Ohio
  - Over 14,000 students
  - Average age of 24
  - 72% part-time students
  - 200 FT Faculty, 360 Adjunct Faculty
- Accredited by the Higher Learning Commission
  - Part of the AQIP Pathway since 2005
  - Currently on the Open Pathway

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Core Criteria Alignment

3.B.: The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

- 3.B.3.: The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

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Core Component Alignment

3.B.: In the revised assignment, students explore topics such as procrastination and growth mindset.

- Carry to other classes

- Affect approach to future careers and life

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Core Component Alignment Continued

- **3.C.: The institution has the faculty and staff needed for effective, high-quality programs and student services.**

- 3.C.2.: The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

- 3.C.5.: The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

- 3.C.6.: Instructors are accessible for student inquiry.

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Core Component Alignment Continued

3.C.: Faculty-driven initiative

- Annual professional development
  - Train faculty on new assignment approach
  - Discuss best practices in the courses
  - All faculty have input opportunities

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Core Component Alignment Continued

3.D.: The institution provides support for student learning and resources for effective teaching.

- 3.D.1.: The institution provides student support services suited to the needs of its student populations.

- 3.D.2.: The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

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Core Component Alignment Continued

3.D.: Writing Center Assistants are embedded in Writing Workshop.

- Annual professional development includes Writing Center staff.

- Various topics addressed include learning support to address academic needs.

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Enhancing Student Success

Co-Requisites – College Composition and Writing Workshop

- ENG124 College Composition – Freshman Composition course required by all degrees.

- ENG024 Writing Workshop – Co-requisite course. Student placement:
    - 0-3 Writeplacer
    - 0-15 ACT

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Writing Workshop Class Structure

Meets twice a week directly after Composition with the same instructor

Day 1:

- Review or preview Composition lessons

Day 2:

- Individual student-instructor conferences and
- Writing groups facilitated by Writing Center assistant

Grade breakdown

- 50% Participation
- 50% Weekly Workshop Notes (WWN)

Writing Workshop Notes (WWN)

1. What did you discuss in writing group, peer workshop, and/or a conference with your instructor this week? What did you take away from these interactions? Explain.

2. In your own words explain what you learned this week about writing. How did you apply what you learned to your current writing assignment? Explain.

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Historic Pass Rates for ENG024 Writing Workshop

Subject/Term	A	B	C	D	F	W	Grand Total	Total FW	Pct. FW	Total Pass	Pass Rate
ENG024	204	72	40	48	145	75	585	221	38.0%	364	62.5%
SU19	6	3	1		3	2	15	5	33.0%	10	67.0%
F19	72	34	17	13	49	19	204	68	33.0%	136	67.0%
SP20	36	9	6	12	30	12	105	42	40.0%	63	60.0%
SU20	16	5	1	1	8	4	35	12	34.0%	23	66.0%
F20	48	14	10	11	29	20	132	49	37.0%	82	62.0%
SP21	26	7	5	12	26	18	94	44	47.0%	50	53.0%

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Historic Pass Rates for ENG124 College Composition

Subject/Term	A	B	C	D	F	W	Grand Total	Total FW	Pct. FW	Total Pass	Pass Rate
ENG124	1,087	938	379	140	764	445	3,753	1,209	32.0%	2,544	68.0%
SU19	64	33	13	8	21	21	160	42	26.0%	118	74.0%
F19	396	353	134	42	230	118	1,273	348	27.0%	925	73.0%
SP20	176	141	70	24	129	85	625	214	34.0%	411	66.0%
SU20	56	54	7	3	31	24	175	55	31.0%	120	69.0%
F20	256	260	99	42	219	115	991	334	34.0%	657	66.0%
SP21	139	97	56	21	134	82	529	216	41.0%	313	59.0%

New Approach to WWN Pilot

- Declining pass rates

- Substance to assignments

- How to best help students

- Inspiration from
    - Motivate Lab GPS (**G**rowth Mindset, **P**urpose & Relevance, **S**ense of Belonging) Workshop
    - ACUE Effective Online Teaching course inspiration

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New Approach to WWN Pilot

- Foreground noncognitive & metacognitive skills
- Create a greater sense of belonging, especially during Covid-induced remote learning
- Focus on equity issues

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Examples of assignments

1. Watch [Michelle Obama's video](#) to first-generation college students. What are her four pieces of advice? What commitments can you make to yourself to heed at least one of her tips this semester? (For example, where can you find extra help or resources?)

2. Read [this article](#) about how much time you should plan to spend each week on online classes. Then [go to this site](#), complete the survey and formula in numbers 1 and 2 and come up with a schedule that will work for you.

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Examples of assignments

1. Watch [this short video that defines growth mindset](). In your own words, explain some of the differences between growth mindset and fixed mindset. Write about a time when you had either a fixed mindset or a growth mindset: what were the circumstances, what factors were involved in your having that mindset, and what was the outcome?

1. Now, watch [this short video on developing and embracing a growth mindset](). In your own words, explain how the idea of *"yet"* fits into the growth mindset. Make a plan here for how you will commit to a growth mindset this semester regarding writing.

What worked

WWN topics students said had the greatest impact on their performance in Comp:

- Time management/scheduling
- Growth mindset
- Procrastination
- Learning from failure

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What didn't work

Surprisingly, students found WWN that focused more specifically on Composition assignments to have the least impact on their performance in Composition.

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Survey Feedback from Students

"The only one I can think of that helped me and stuck with me is the ==growth and fixed mindsets==. I was interesting to learn and helped me understand why I think the way I do. This helped me get through this class by me trying to develop a growth mindset. As I thought this way from time to time it did make this class easier to go through even if I slipped by to my fixed mindset from time to time. It mostly helped me on my essays since I am not a fan at writing, it made it easier by letting myself know that writing takes time and is not done in one day."

Survey Feedback from Students

"I especially liked some of the ==ted talks==, but not all of them. My favorite one was about how we can break down large tasks into small manageable parts."

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Results – Assignment Pass Rates

Summer 2021 Pilot Comparison

Summer 2020   58%

Summer 2021   100%

Spring 2021 Pilot Comparison

Spring 2020   67%; 89%

Spring 2021   70%; 100%

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Questions?

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