

PICKING OUT THE BEST PIECES...

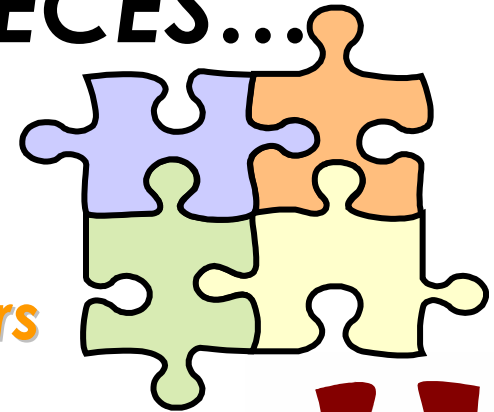
Populations

Programs



**Joyce Monte, Macomb
Community College**

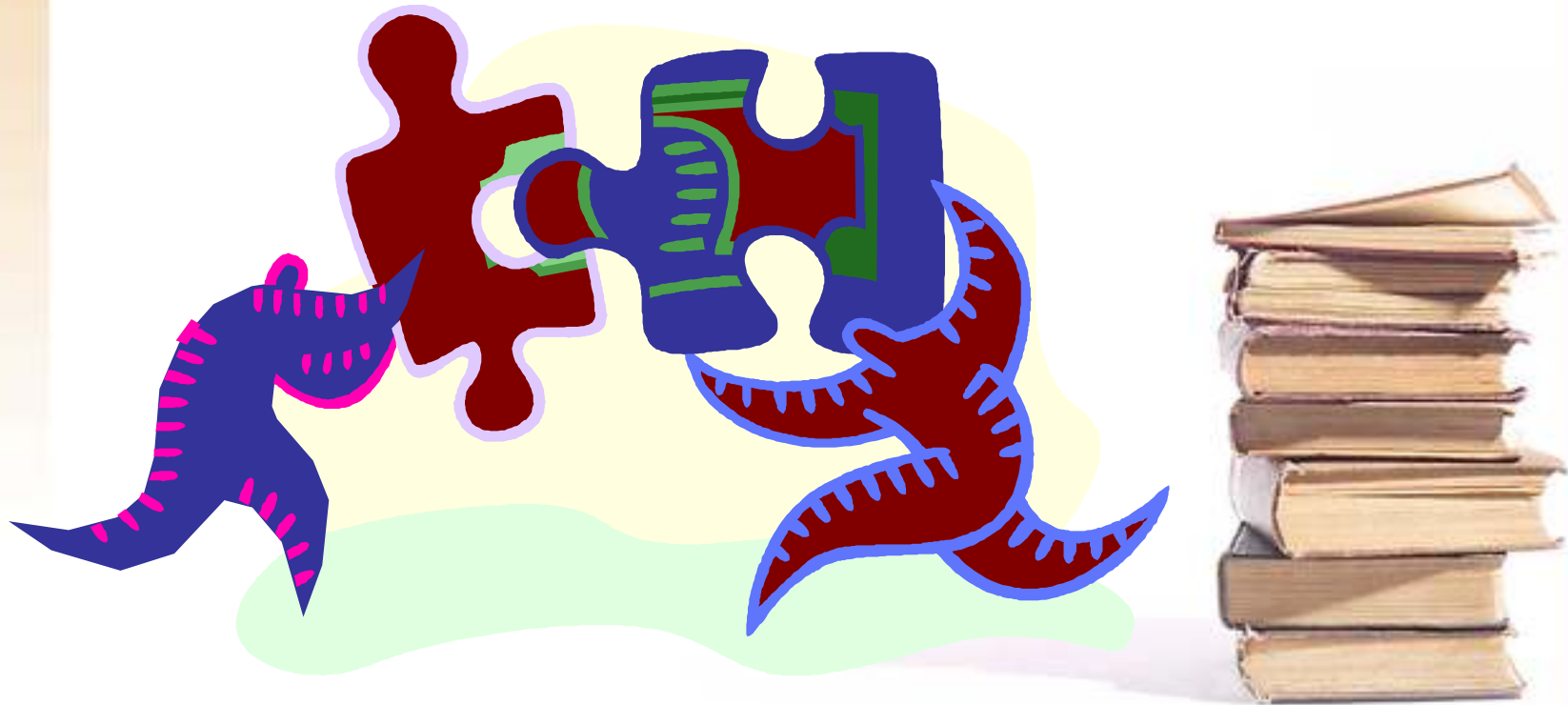
Pointers



**Jackie McKee, Central
Michigan University**

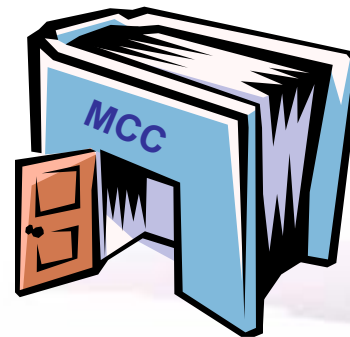


MCC + CMU



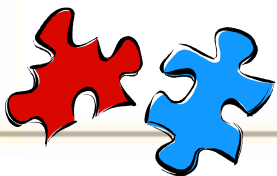
MACOMB COMMUNITY COLLEGE

- **Mission of the College**
- **Open Door Policy**
- **Assessment**



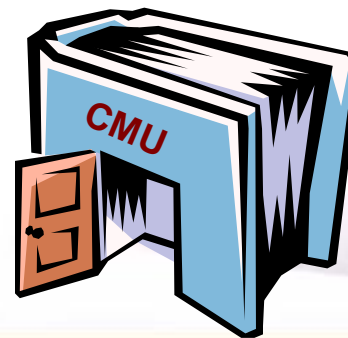
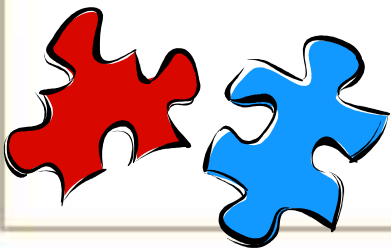
Who comes to Macomb?

- **Based on Fall 2004 Enrollment of 20,989:**
- **30% are under 20**
- **34% are under 20-24**
- **30% are 25-44**
- **6% are 45 and older**



CENTRAL MICHIGAN UNIVERSITY

- **Off-Campus Programs**
- **Non-traditional**
- **Degree Completion**



Who Comes to CMU?

Based on Spring 2006 enrollment of 27,452

On Campus: 20,202

Off Campus: 7,250

- Undergraduate 2,052
- Graduate 5,198

» **Age groups:**

18 – 24 - 9.3 %
25 – 29 - 14.9 %
30 – 34 - 17.1 %
35 – 39 - 16.0%
45 – 49 - 11.8%
50 – 69 - 11.6 %

Mean Age **37.3**



THE UNIVERSITY CENTER

- **CENTRAL MICHIGAN UNIVERSITY**
 - **FERRIS STATE UNIVERSITY**
 - **LAWRENCE TECHNOLOGICAL UNIVERSITY**
 - **OAKLAND UNIVERSITY**
 - **ROCHESTER COLLEGE**
 - **UNIVERSITY OF DETROIT MERCY**
 - **WALSH COLLEGE**
 - **WAYNE STATE UNIVERSITY**
-
- *Colleges are “transfer friendly”*
 - *Scheduling is convenient for working adults*
 - *Advisors are on site*
 - *Support services are on campus:
computer labs, library services*



The Future isn't what it used to be!

From: One job for a lifetime

To: Several jobs, wages and benefits vary

Vital skills: job-seeking, presentation, networking , financial mgt.

From: complete training before job, then become an expert

To: Lifelong continuous learning in order to maintain career expertise

Vital skills: Information accessing & analysis, reading comprehension, general learning ability

From: Most employment being quite individual-focused

To: being team focused

Vital skills: Listening, cooperative, conflict resolution

From: Managers who solve problems/make decision & workers who follow directions

To: Managers and workers who make decisions and solve problems in dynamic roles

Vital skills: Problem-solving, decision making

From: Most people in a job working for someone else

To: Equal numbers of self-employed and those working for someone else

Vital skills: entrepreneurship skills, personal mgt., planning

From: a local marketplace

To: a global marketplace

Vital skills: Telecommunications, multiple languages, adaptability





Careers on the Move



Management

Accounting

Finance

Health

Wellness

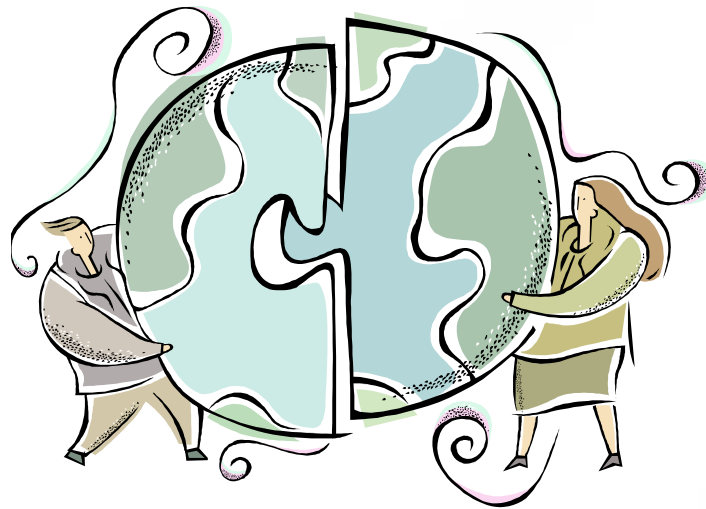
Exercise Science

Education

Engineering

Computer Science

POPULATIONS



THREE GROUPS:

1) RETURNING ADULT STUDENT

2) UNDERPREPARED STUDENT

3) DISPLACED WORKER



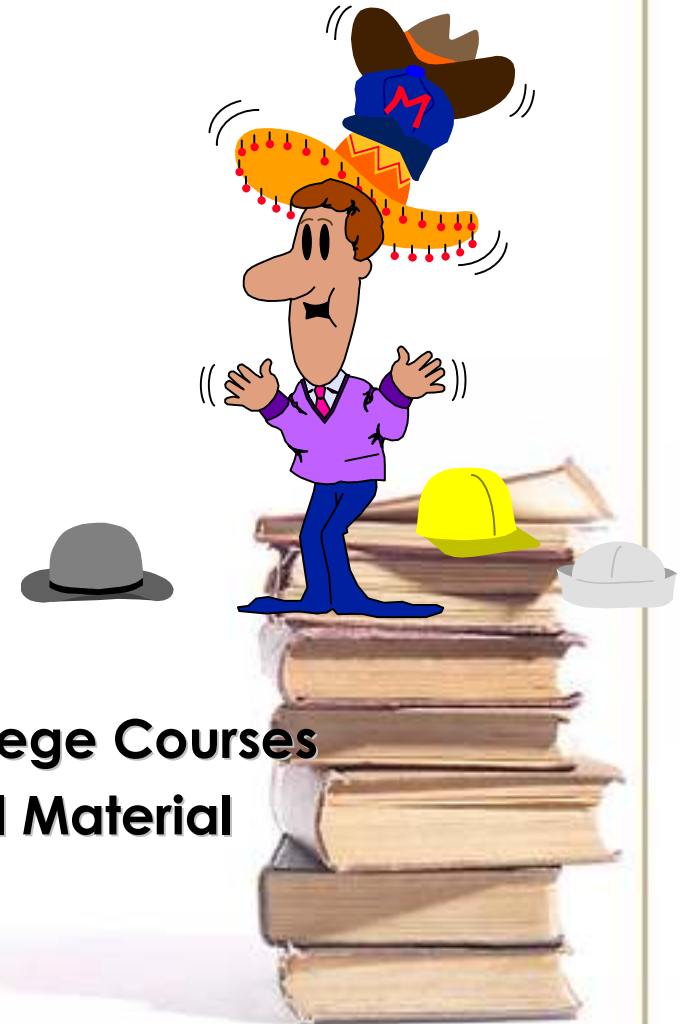
ACT 2003 Statistics for entering freshmen

- 41% who are entering the community college are below college level in *at least one basic skill*
- 29% of all entering freshmen are below college level skill in *at least one basic skill*

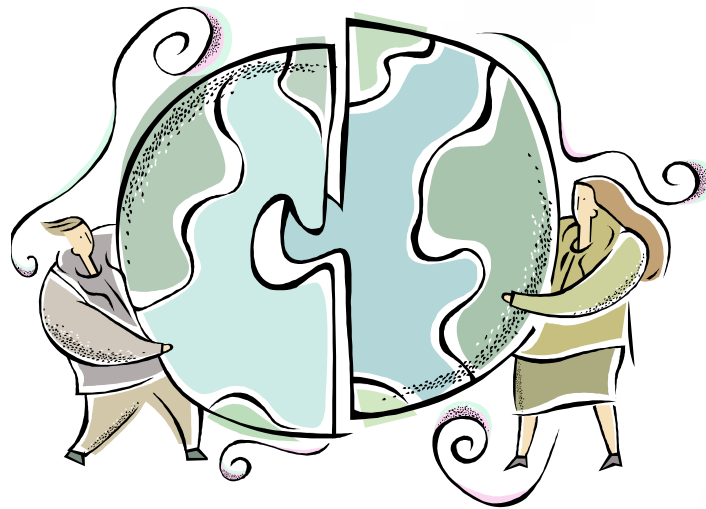


How do we help students who...

- **Feel Disconnected from College**
- **Lack Goals**
- **Have Work Pressures**
- **Are Socially Immature**
- **Have Family Obligations**
- **Take Too Many Classes**
- **Are Unprepared for Demands of College Courses**
- **Are Underprepared for College Level Material**



Programs



Conditions for Student Success

1) High Expectations

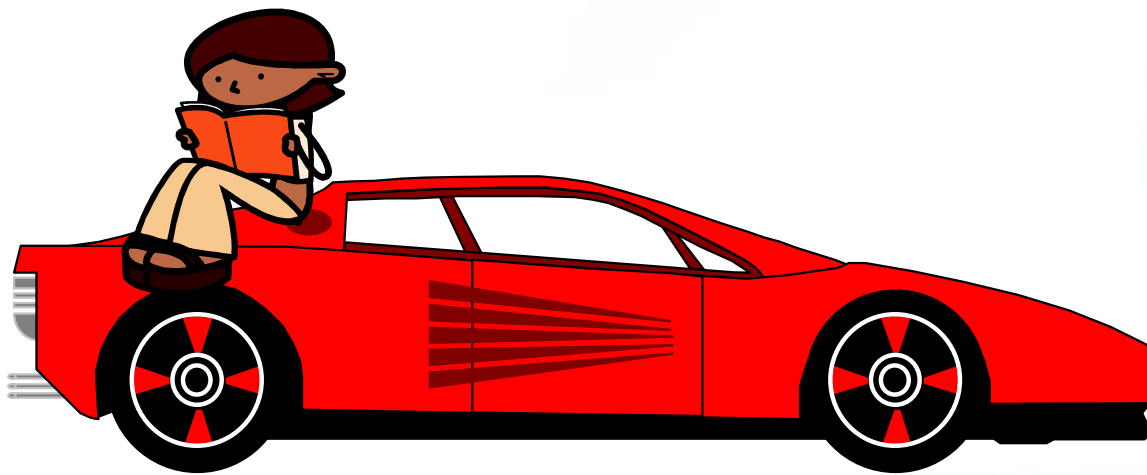
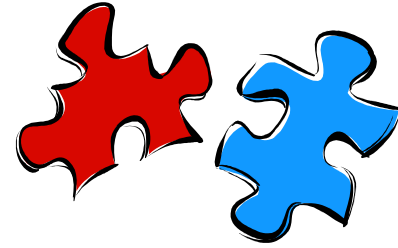
2) Support

3) Involvement

The more students learn the more likely they are to stay in school.



Student learning drives student retention



Effective retention programs require High Standards plus...

1. Commitment to Students by the Institution

***Directing energies to helping students
further their own needs and interests***

Vincent Tinto



2. Commitment to Learning by the Institution

Effective programs don't leave learning to chance but are proactive through activities that heighten the likelihood that learning will take place.

Vincent Tinto



3. A Developed Social and Intellectual Community

Effective programs reach out to make contact with students in order to establish personal bonds among students and between students, faculty, and staff members of the institution.



Vincent Tinto



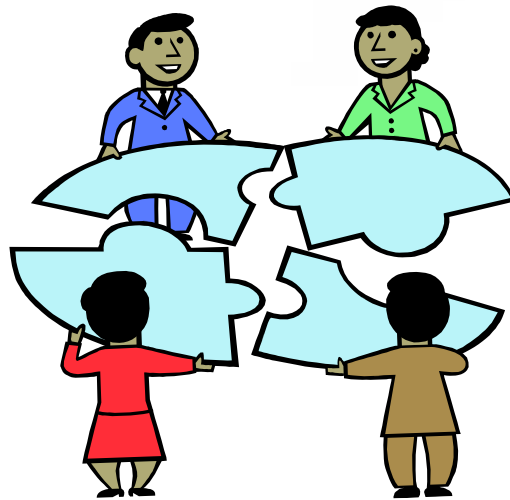
EXEMPLARY PROGRAMS

- ***SUPPLEMENTAL INSTRUCTION (SI)***
- ***NATIONAL ASSOCIATION OF SELF-INSTRUCTION LANGUAGE PROGRAMS (NASILP)***
- ***LEARNING COMMUNITIES***



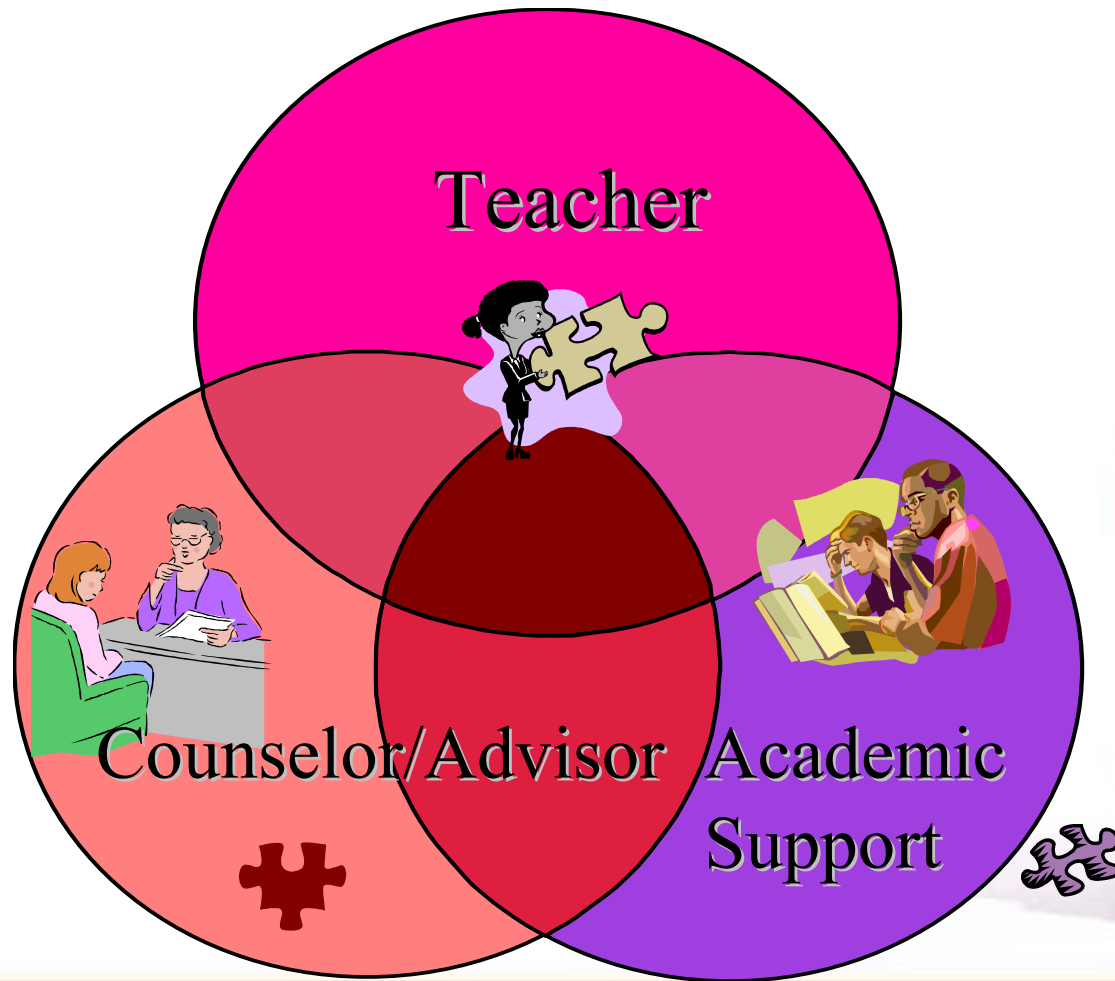
PROJECT FRAMEWORK

- **LEARNING COMMUNITIES HAD A SOUND THEORETICAL BASE**
- **OUR PROJECT TOOK THE BEST PIECES OF EXEMPLARY PROGRAMS**



A MODEL FOR RETENTION

a student-centered support system



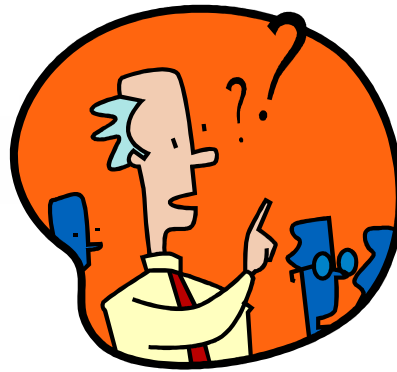
It has already been demonstrated that when divisions within the institution work together, good things happen!

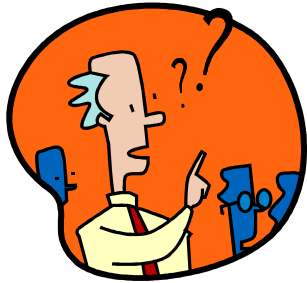


Our next steps...



**We asked MCC teachers and students
what *support / services would be
helpful to students?***





...the Teachers said:

- **Timely Motivational Chats**
- **Time Management Skills**
- **How to Study This Text Book Session**
- **Exam Clinics**
- **Study Groups**
- **Supplemental Instruction (SI)**
- **Presentation by Successful Peers**
- **Job & Transfer Information**



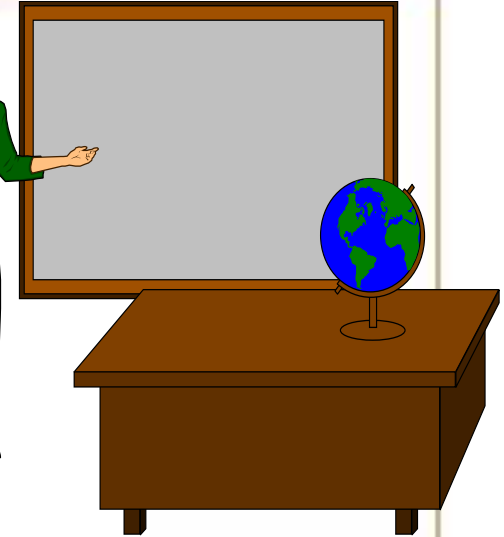
...the Students said:



- **How to Study the Text Book for this Class**
- **Help in Choosing Classes**
- **Transfer Information**
- **Future Job Information**
- **Interest Inventory and Interpretation**
- **Test Preparation Workshop**
- **Help in Forming Study Groups**
- **On-Campus Activity Information**



Teacher Opportunities...



- **Participate in Early Intervention**
- **Share Syllabus and other course information**
- **Provide Worksheets and Handouts**
- **Delegate class time for Counseling /support service visits to classroom**



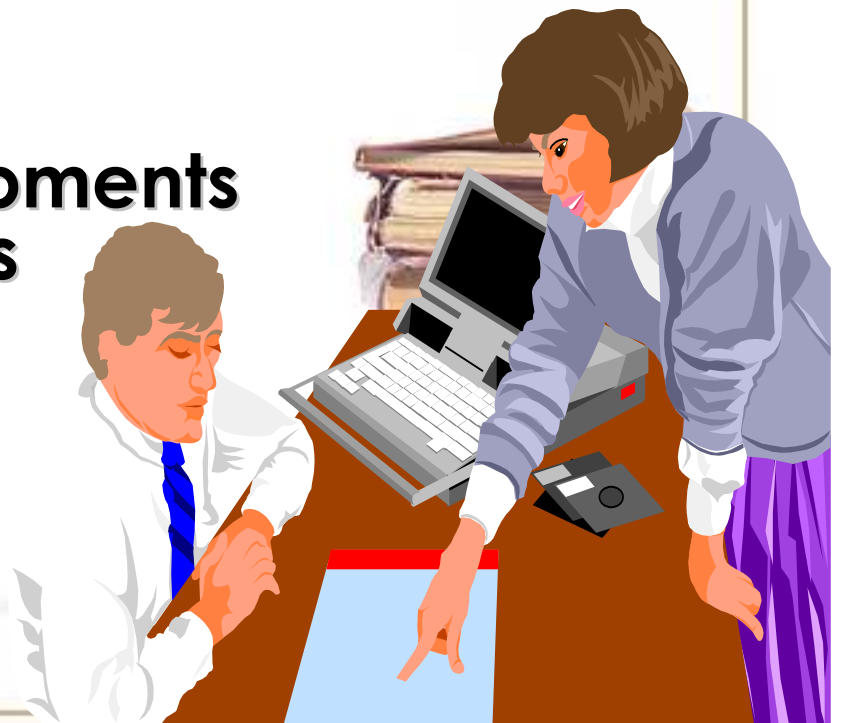
Academic Support Opportunities...

- Supplemental Instruction
- Tutor-led Group Study
- Self-Instructed Group Study
- Exam Review Workshops
- Supplemental Materials



Counselor/Advisor Support Opportunities...

- **Motivational & Goal Setting Ideas**
- **Transfer Information**
- **Job & Career Developments
Study Skills Workshops**
- **Interest Inventories**





Learning Communities

- A RETENTION STRATEGY**
- A STUDENT SUPPORT SYSTEM**
- A PROACTIVE APPROACH**



**The Learning Communities
experiment integrated existing
resources and student services to
meet expressed student needs and
delivered these services *where
students are.***





Winning Activities

- Ice Breakers
- Group Study
- Library Tours
- Counselor Visits
- Reserve Materials
- Test Taking Skills
- Internet Demos
- Counselors in Bldgs

- Food
- Class Profile
- CPAS Information
- Career Development
- Learning Center Visits
- Phone Follow-ups
- Pre-tests on Reserve
- Course Study Skills
- Technology support



Prize Results



Fewer Drops

Better Attendance

Less Late Work

Higher Grades

More Prepared

Student Insights

Personal Responsibility

Cohesiveness / Camaraderie

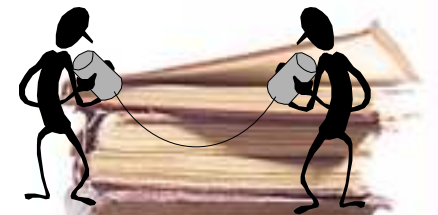
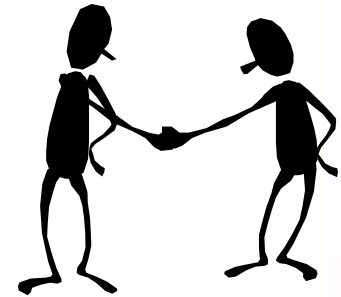
Improved Communication

Warmth



SERENDIPITY

- IMPROVED RELATIONSHIPS BETWEEN DIVISIONS
- BETTER DISSEMINATION OF INFORMATION
- INNOVATIVE TEACHING AND COUNSELING



...This is my first year as a college student, and it was very reassuring to have the feeling that the faculty did actually care about the students performance.

...I would hope the faculty plans to make this project permanent. I also would like to add that every time I went to my English class I left more motivated, even for my other classes.

**Deanna Tiensivu
ENG 121 AN**



I can tell that my students felt special that they had their own advisor and I know a number of them met with him outside of class.

**Joe Allen, Instructor
BIO 100**



I have had a great impression of the learning environment, at Macomb. The teachers and counseling staff care about their students and want them to succeed. The over-all community is very positive and helpful.

student evaluations



I found that the learning community and center was very helpful. It was easy to get notes and handouts that were needed & the people were friendly and helpful. All in all, it was an asset to my learning experience.

student evaluations



I think it was pretty cool to be in a learning community class.

... the fact that the teacher as well as the rest of the faculty involved cared so much about us and our grades was great.

student evaluations



I have had a great impression of the learning environment, at Macomb. The teachers and counseling staff care about their students and want them to succeed. The over-all community is very positive and helpful.

student evaluations



It appears from my observation that when the counselor and tutor visit the classes on a regular basis, the class is much more responsive and motivated to utilize their services.

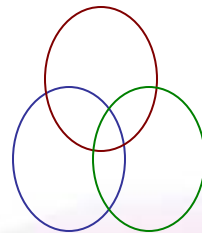
**Harry Buhallis, Instructor
DST 125**



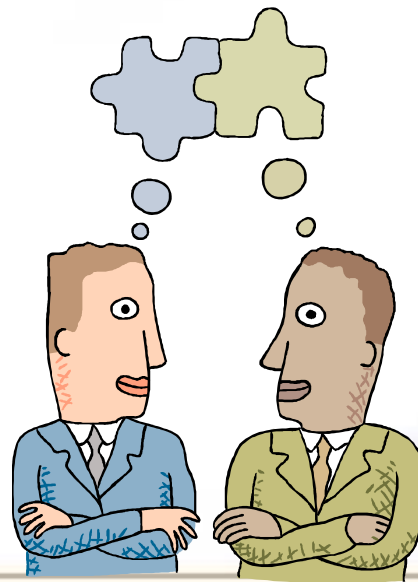
Last week financial aid made 61 student contacts and this week 71 program updates were made in J building. Faculty support was outstanding in this effort.

Actually credit should go to the cooperative effort here in the building. This is a learning community in the true sense.

Dale Rustoni, Counselor



***The Learning Community
became
a community of learners***



The Learning Community created

a community of colleagues



PRACTICAL POINTERS



I CAN'T CHANGE THE WORLD

***I MUST MEET STUDENTS WHERE
THEY ARE AND HELP THEM TO
GO WHERE THEY WANT TO GO.***

Dr. Gordon Blush
MTA Conference
October 23, 1992



Background Principles

Common sense and educational research remind us that:

- ▶ Students who have a career or academic *goal* are more likely to reach that goal and experience greater academic success.
- ▶ Students who feel a *connection* to an institution tend to be successful and are retained.
- ▶ Student support is most effective if delivered where students gather, i.e. the *classroom* and academic buildings.

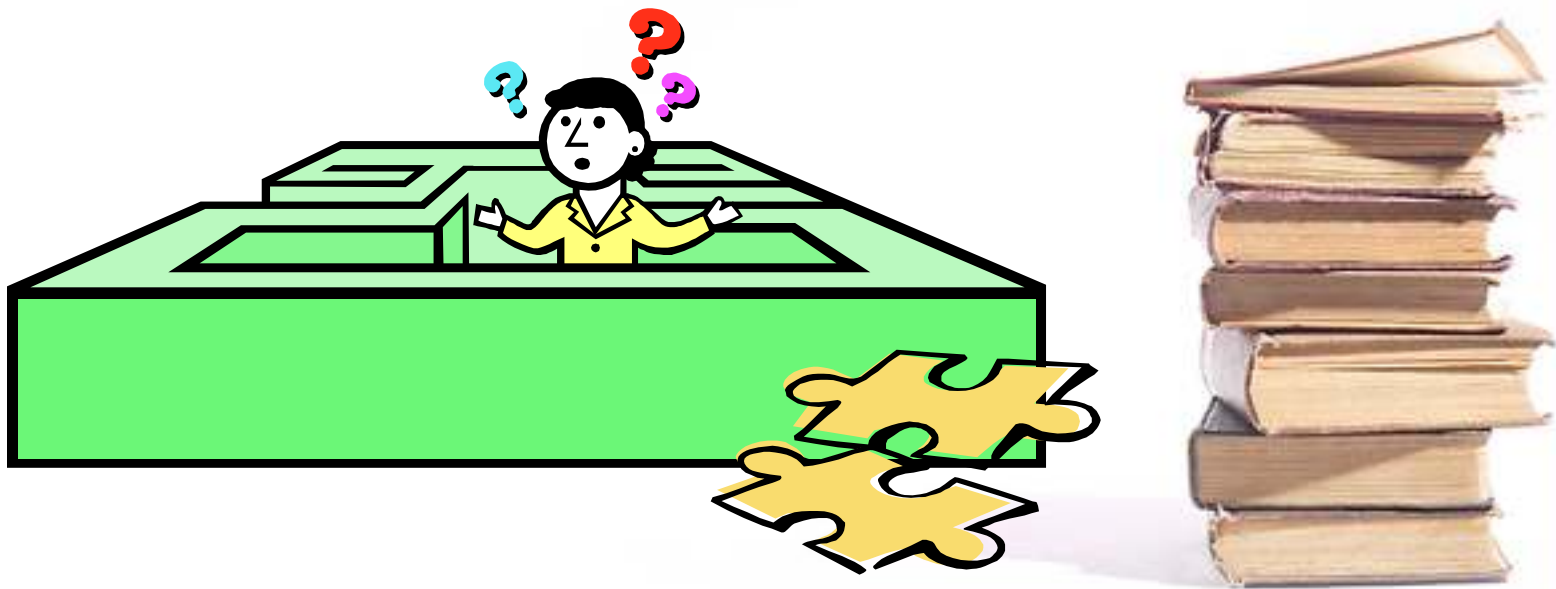


Just remember...

- **LEARNING COMMUNITIES HAS A SOUND THEORETICAL BASE**
- **LEARNING COMMUNITIES TAKES THE BEST OF EXEMPLARY PROGRAMS AND ADAPTS THEM TO ANY EDUCATIONAL CULTURE**



Where do you start???



Obtain administrative support!

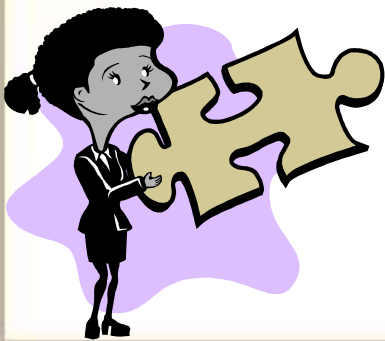
- **SEEK...**
 - Big shots blessings
 - Provosts permissions
 - Deans directions
 - Directors decrees



Create a partnership with a classroom teacher!

- **FACE...**

- Fragile faculty
- Troublesome teachers
- Intimidating instructors



Convince students to participate!

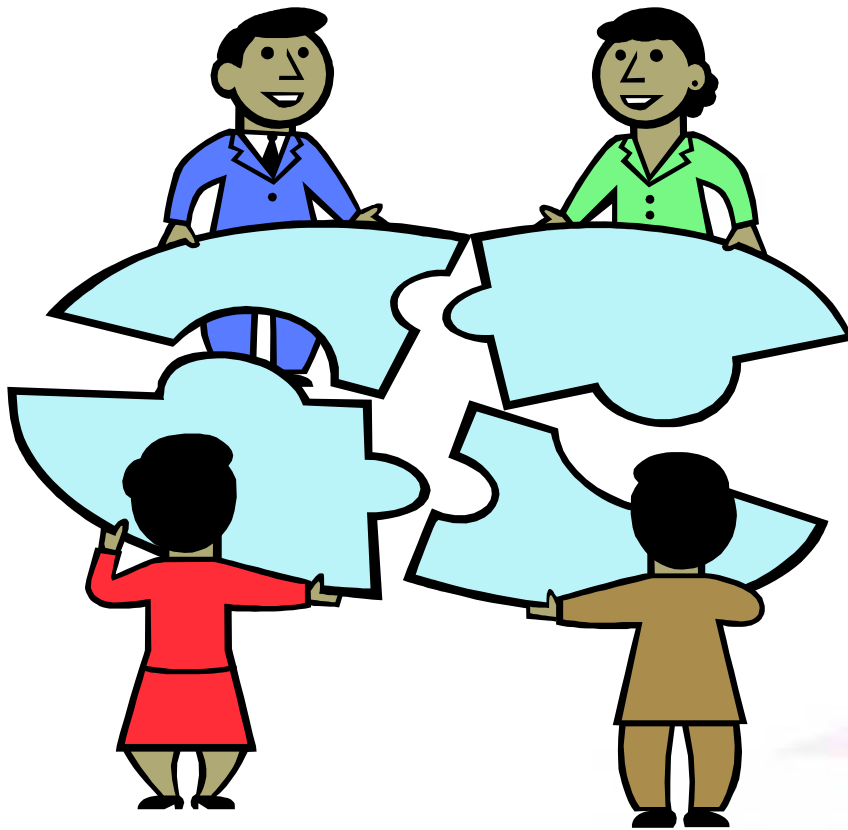
SCHMOOZE...

- Leery Learners
- Suspicious Students
- Cantankerous Classmates



Warning!

- Be a buddy, not a bully!



YOU can make the difference!

- ✓ **Connect with a faculty member**
- ✓ **Coach students how to interact with instructors**
- ✓ **Coach students how to engage other students**
- ✓ **Promote social support**
 - **Learning Groups**
 - **Mentoring**
 - **Career Clusters**
- ✓ **Create a network of services to take to the classroom (financial aid, etc.)**
- ✓ **Be available in classroom buildings (faculty tend to stop by also)**
- ✓ **Visit classrooms**
- ✓ **Schedule for success (time restraints and appropriate loads-insurance requirement)**



Small Wins



Use the resources available first



Look for opportunities (grants, volunteers, team teaching, guest speakers)



Be creative! Use your own ideas to build a learning community.



There is a vitality, a life force, an energy, a quickening which is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and it will be lost. The world will not have it.

--Martha Graham

as quoted by Robert W. Smith in [Chinese Boxing, Masters and Methods](#)





helping individuals to
grow as persons while
learning as students
Al Menlo

*Thank you
for coming!*

