



Learning from MOC: Success strategies for at-potential students

Los Positas College

Fall Flex Day

October 22, 2019



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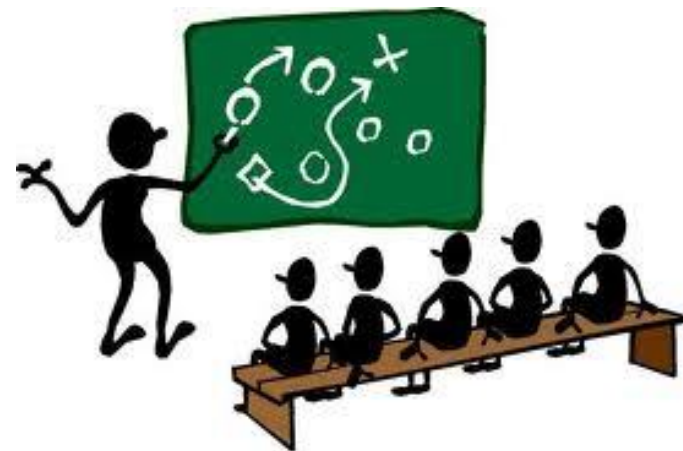
PART I

- **Conditioning is easy**
- **Mindsets**
 - 3 Pillars
 - Survival Mindset

PART II

- **Setting the stage**
 - Self-Assessment
 - MOC Research
- **Implications by Pillar**
- **Strategies by Pillar**
- **Ramp-Up Now**
- **Next Steps**
 - Culture Shift
 - PLCs

Game Plan





Conditioning is Easy

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- At-Risk is I
- Good News..... Conditioning is Easy



**Men
of
Color**

3 Pillars of Mind



**Common to successful MOC in
Online Higher Education
Programming**



MOC were more successful when:

They had **positive experiences** with educators, curriculum interactions, and academic support teams for services.



They have an intrinsic **commitment** to well defined **personal goals**.



They use their responsibility to those depending on them to meet their **obligations as a source of motivation** towards success.





Survival Mindset

**Does the WILL to survive
beat the SKILL to survive**



Breaking Down the Survival Mindset

- **School is a feminine domain** (Harper, 2010)
 - At-Risk males less likely to participate
- **Driven and Fed by** (Jensen, 2013)
 - Economics or Oppression of existence or beliefs
- **Economic Challenges cause Cognitive shifts** (Shah et. Al., 2012)
 - Decisions look poor
 - Wall of Protection
 - Not as vulnerable
 - Exercised so it is automatic
 - Can be a hiding place/ excuse
- **Don't Unconsciously Reinforce Survival**
 - You “aint” home...
 - Growth Mindset is the answer
 - Growth Mindset is a personal journey (Dweck, 2017)





PART II



Learning from MOC: Success strategies for at-potential students



A Few Questions (T or F)

- When a student asks for an extension on a long-standing due date because of a recent unexpected family emergency, it is evidence that they do not fully value the education experience.
- I often share stories and pictures from my family vacations and proud moments to connect with my at-risk students and show them what they can aspire to experience in their lives.
- I am a realist and have accepted that everyone is not college material.
- I have made myself available to my students in every way that I can possibly imagine. It is now my students' responsibility to contact me if they need help.
- Positive Reinforcement (PR) is a HUGE part of my teaching style. However, I believe that PR must be authentic and truly warranted. In order to prevent watering down the value of my PR, I make sure I only PR for things that I deem are significant.
- Motivational quotes, videos, and stories are great, but action speaks louder than words.



A Few Questions (Score Sheet)

# of True Responses	Implication
5	More than likely views things from a vantage point of privilege
4	Great faith in traditional beliefs... Extremely Culturally UNRESPONSIVE
3	Unwilling or afraid to ignore societal norms... Culturally UNRESPONSIVE
2	Empathetic and Aware of others, but unaware of how one's own implicit biases are influencing decisions Somewhat Culturally RESPONSIVE
1	Aware of inequities and implicit biases, makes conscientious decisions around the expectations they have set for others.... Culturally Responsive
0	Aware of inequities and implicit biases, makes conscientious decisions to create equity for all.... Extremely culturally RESPONSIVE

- **Conditioning is EASY**
- **At-Potential is LESS of a choice than we think**
 - **Self-Assessment**
 - **Survival Mindset**
 - **3 Pillars of Mind**

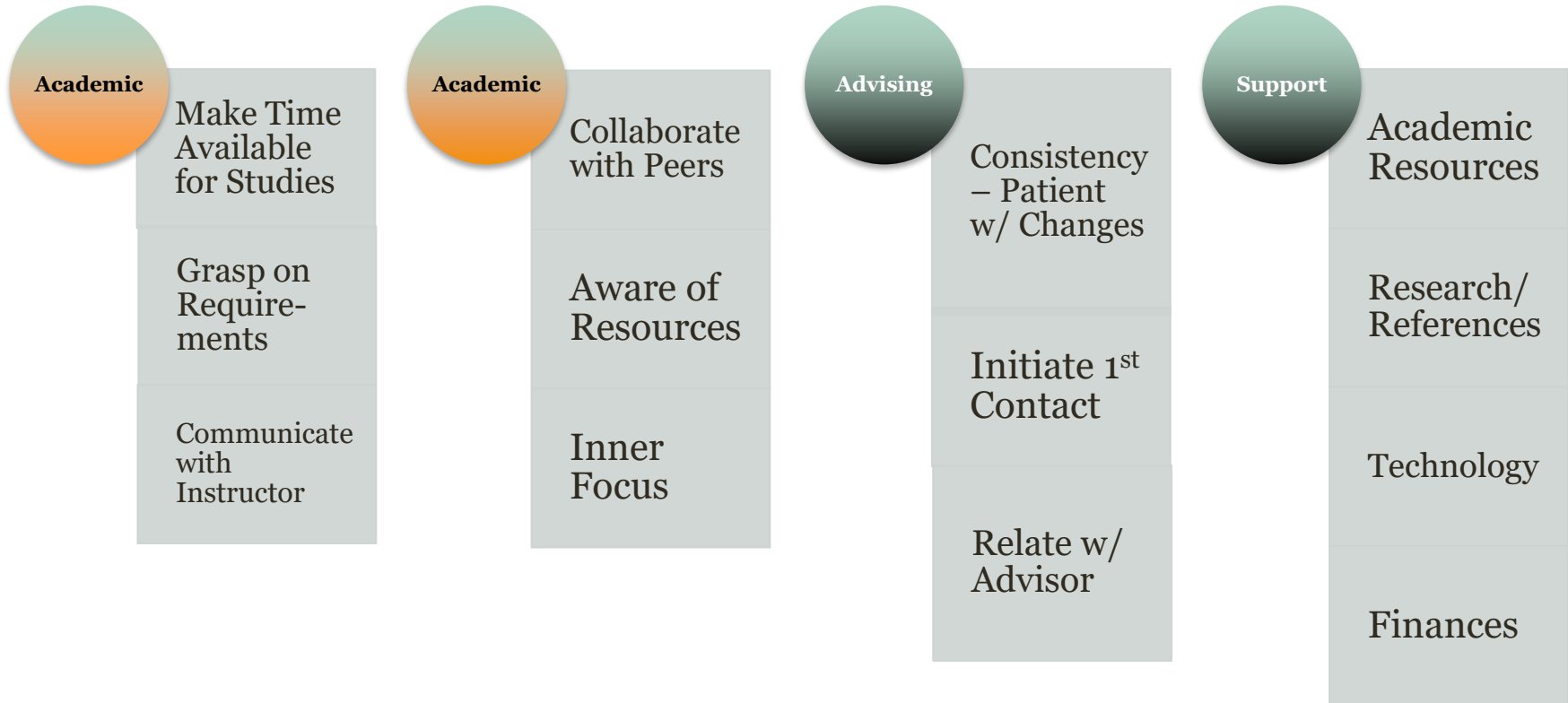
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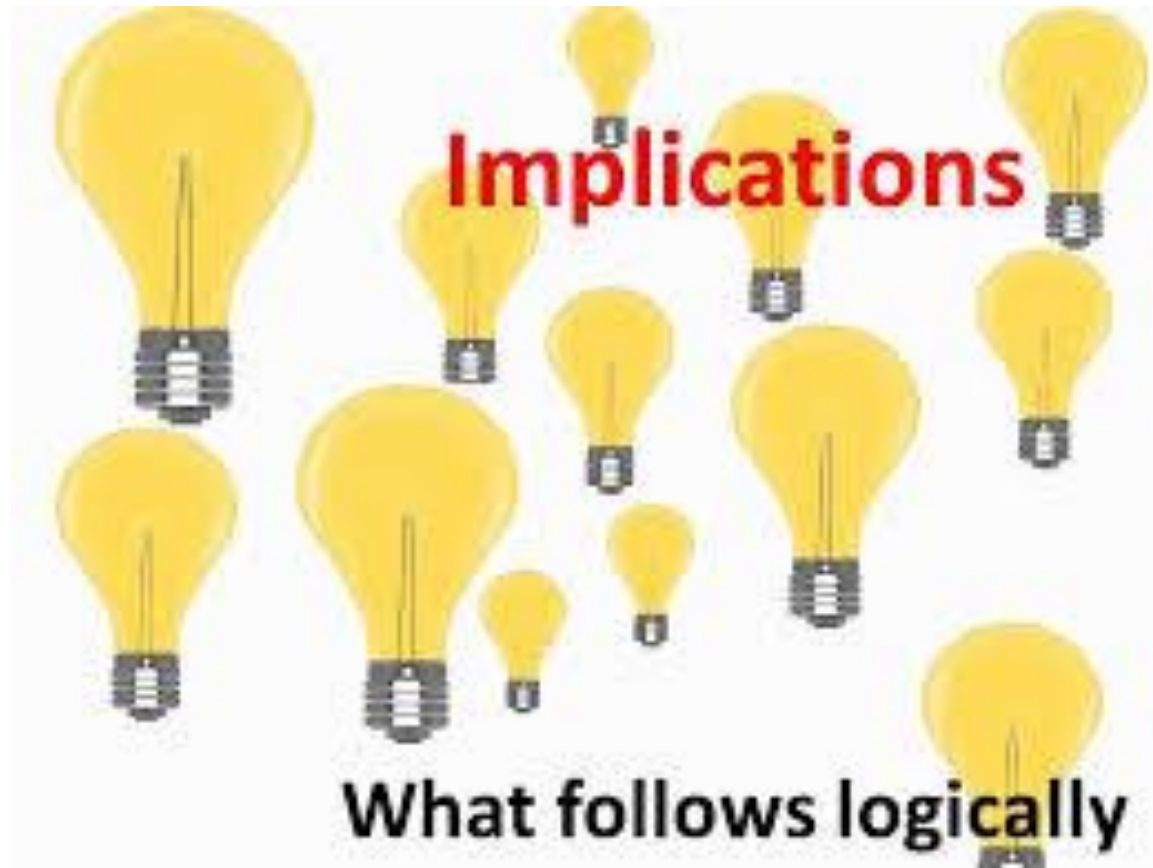


Strategies – Things Students Did To Be Successful





**Putting
the
Pieces
Together**





Broad Implications for Academics



- Counting the Costs (pillars 1, 2, 3)
- Matters of the Heart (*pillars 1, 2*)
- Connectivity (*pillar 1*)



Broad Implications for Advising

- Initiate Contact (pillars 1, 2)
- Personalize (*pillars 1, 2, 3*)
- Promote Inner Focus (pillars 2, 3)
- Connectivity (*pillar 1*)





Broad Implications for Support Services



- Publicize (pillars 1, 2)
- Access (*pillars 1, 2*)
- Ease of Use (pillars 1)



**5
for the
At-
Potential**

5





10 High Value Strategies for Serving At-Potential Students

Which of these ten are already in play at your institution?

1. Course at-a-glance videos, relaxed deadlines, 24/7 access, “I not F” (C) (1)
2. Accommodations for students who are familiar with the institution (1)
3. Scheduling cohort classes (1)
4. Provide motivational content, including online and offline strategies for at-potential students (1, 2)
5. Faculty and advisors provide interest content (1, 2)
6. Faculty and advisors provide aids for common student concerns (1)
7. Faculty and advisors provide services resources (1)

(1, 2, 3)



Top 5 Strategies for Serving At-Potential Students

- Course at-a-glance tables (pillars 1, 2)
- Accommodations: course introductory videos, relaxed deadlines, exemplars, access, “I not F” (*pillars 1, 2*)
- Scheduling cohorts (pillars 1, 2)
- Provide motivational quotes, personal messages, testimonials (pillars 2, 3)
- Faculty and advisors collaborate to welcome students to class (pillars 1, 2)





2
for
Take
Out
Please





2 *Ready to Go* Ramp-Up Strategies for Serving At-Potential Students



- Accommodations: course introductory videos, relaxed deadlines, exemplars, access, “I not F” (*pillars 1, 2*)
- Provide motivational quotes, personal messages, testimonials (*pillars 2, 3*)

Professional Learning



Community

**P
L
C
S**



PLCS



Professional Learning Communities (PLCs)



Intro to Professional Learning Communities (PLCs)

- Build Capacity
- Structure/Teamwork
- Shared vision
- Action Oriented
- Shared decision making
- Commitment to continuous improvement
- Leadership Development
- Results oriented





Typical Components of PLCs

- **Pieces of the PLC**

- Shared Mission & Vision
- Collective Commitments
- Trust
- Organizational structures
- Decision-making processes
- Inspect/expect
- Accountability

- **Scheduling / Frequency**

- What works best for all constituents
- Reach consensus

- **Modality**

- Zoom, Skype, Facetime, Face-to-face, etc.

- **Agenda**

- Focus driven

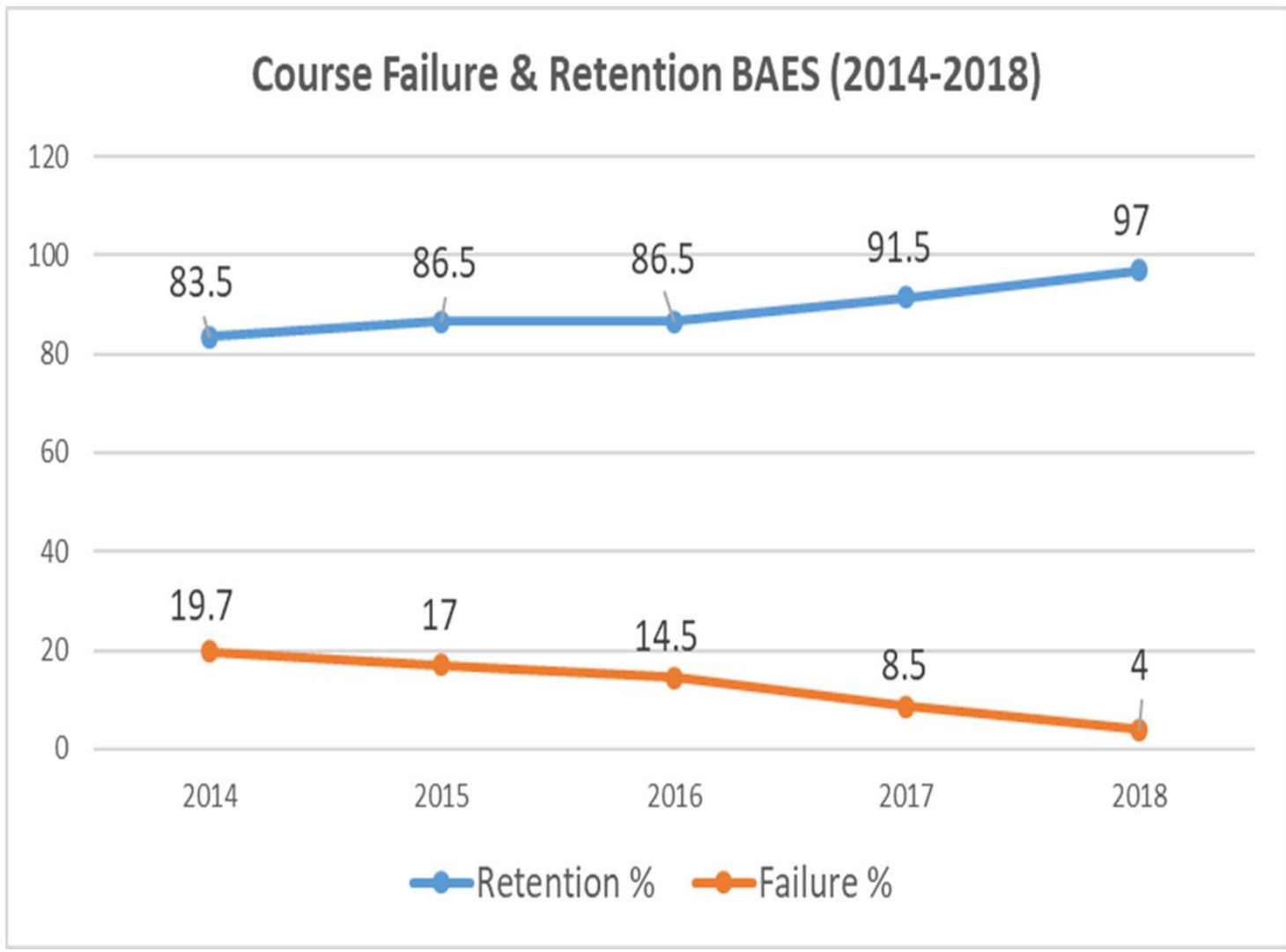


- Creating the Rules of the Game
 - We're on a Mission
 - What works and why it is working
 - What can the team agree to implement
 - Define boundaries
- MOU
 - Set expectations
 - Embed new culture into all communication
 - Revolve all PD around the new culture
 - Set yearly goals around the new culture
- Leaders building leaders
 - Provide the map and take turns driving
 - Share the load
- Trust equals positive results
 - The ingenuity of the team
 - The wisdom of the crowd





**The
Proof is
in the
Pudding**





Fish Bowl

- Sample mini PLC – **Academic Achievement and Student Retention**
- Process
 - Pick two random volunteers.
 - What do you do at your institution?
 - How do Academic Achievement and Student Retention impact your work?
 - What actions are necessary from your department to ensure that Academic Achievement and Student Retention increase?
 - Let's agree upon some actions or strategies.
 - Go have a discussion with your team.
 - NEXT PLC – HOW to get the whole team onboard with the new culture.





Generate a Plan

- Share PLC planning template
- Activity – Work together in a group to create a plan – (10 minutes)
 - Choose a Facilitator, Recorder, and Topic
 - Use the PLC Planning Template to outline your PLC
 - Make sure everyone on the team embraces the plan
- Report out – One group... (3 minutes)



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