Maximizing Impact on Student Success at Savannah State: It Takes the Whole Village!

Saundra Y. McGuire, Ph.D.
*Distinguished Alumna, Southern University Dept of Chemistry*
Ret. Assistant Vice Chancellor & Professor of Chemistry
*Director Emerita, Center for Academic Success*
Louisiana State University
Vision

...become the institution...where students maximize their potential in a nurturing environment that embraces social and intellectual diversity. The university will create an efficient, student-centered culture, responsive to the needs of its stakeholders, supportive of ideals and ethical verities, and loyal to its rich legacy and heritage.
Mission

Savannah State University, the oldest public historically black university in the State of Georgia, develops productive members of a global society through high quality instruction, scholarship, research, service and community involvement. The University fosters engaged learning and personal growth in a student-centered environment that celebrates the African American legacy while nurturing a diverse student body...
HOW Are HBCUs Still Relevant?
**HOW Are HBCUs Still Relevant?**

- HBCUs are still havens for the disadvantaged
- HBCUs make college more affordable
- HBCUs serve the community
- HBCUs are blazing STEM trails
- HBCUs create a supportive and nurturing learning environment

http://www.theedadvocate.org/5-reasons-hbcus-are-still-relevant/
My personal connection to HBCUs spans FIVE generations!

Leland College
Southern University & A&M College
Howard University
Alabama A & M University
Who is in the SSU Village?

- Academic Affairs & Departments
- Admissions & Financial Aid
- Students
- Physical Plant
- Alumni & Community
- Student Affairs

SAVANNAH STATE UNIVERSITY
Savannah State University is a Teaching and Learning Ecosystem

Ecosystem
A system formed by the interaction of a *community* of organisms with their environment*

*Teaching and Learning* Ecosystem
An *academic system* formed by the interaction of a *community* of students, faculty, staff and administrators within their campus environment

*Dictionary.com*
The SSU Ecosystem: SAVANNAH SMART

Seriously Impressive!
BUT, SSU can do better!

And SSU will rise to the challenge!

How Can SSU Increase the Numbers?
By Improving the Wellness of SSU Students

http://www.livewellwithmel.com/7-dimensions-wellness/
Seven Dimensions of Wellness*

- Emotional
- Spiritual
- Environmental
- Physical
- Social
- Intellectual
- Occupational

*http://wellness.ucr.edu/seven_dimensions.html
Emotional Wellness

The ability to understand ourselves and cope with the challenges life can bring. The ability to acknowledge and share feelings of anger, fear, sadness or stress; hope, love, joy and happiness in a productive manner contributes to our Emotional Wellness.
Who primarily addresses Emotional Wellness in the Savannah State Univ Community?
Spiritual Wellness

The ability to establish peace and harmony in our lives. The ability to develop congruency between values and actions and to realize a common purpose that binds creation together contributes to our Spiritual Wellness.
Who primarily addresses Spiritual Wellness in the Savannah State University Community?

Religious Organizations

Commissioned 2 Love

Wesley Fellowship
Environmental Wellness

The ability to recognize our own responsibility for the quality of the air, the water and the land that surrounds us. The ability to make a positive impact on the quality of our environment, be it our homes, our communities or our planet contributes to our Environmental Wellness.
Who primarily addresses Environmental Wellness in the SSU Community?

Physical Plant

Welcome to the University by the sea and the Physical Plant web site at Savannah State University. We hope that as you browse through this site, you find the information necessary to help us satisfy your needs. We are a division within the Business and Financial Affairs Department and report directly to the Vice President of Business and Financial Affairs. Our primary focus is to provide timely and professional services to the Savannah State campus community. Detailed information can be found throughout this web site emphasizing the many task that Physical Plant performs.

MISSION

Physical Plant's mission is to provide an attractive, inviting, safe and well-maintained campus environment that is conducive to excellence in education and has a positive impact on recruitment and retention of outstanding students, faculty and staff.
Physical Wellness

The ability to maintain a healthy quality of life that allows us to get through our daily activities without undue fatigue or physical stress. The ability to recognize that our behaviors have a significant impact on our wellness and adopting healthful habits (routine check ups, a balanced diet, exercise, etc.) while avoiding destructive habits (tobacco, drugs, alcohol, etc.) will lead to optimal Physical Wellness.
Who primarily addresses Physical Wellness in the Savannah State University Community?

University Recreation & Wellness

Mission Statement

The office of University Recreation and Wellness Programs (URW) is a vital piece to the overall mission of Savannah State University (SSU). With the lack of physical fitness classes on campus URW fills that needed void. URW's mission is to educate students, faculty & staff on the importance of wellness awareness by enhancing existing wellness activities and programs, implementing and creating new wellness activities on and off campus, and by challenging and encouraging campus community members to lead healthy lifestyles.
Social Wellness

The ability to relate to and connect with other people in our world. Our ability to establish and maintain positive relationships with family, friends and co-workers contributes to our Social Wellness.
Who primarily addresses Social Wellness in the Savannah State University Community?

Campus Life

The University offers a comprehensive array of organized and informal co-curricular activities including 75 student organizations, leadership workshops, 15 intramural activities, student publications and student internships. Student organizations and leadership workshops increase student involvement in campus governance, help students develop a greater understanding of the link between leadership and co-curricular activities on campus, help students become more purposeful in their academic pursuits, and apply institutional values of honesty, civility and respect for freedom of thought and expression.
Occupational Wellness

The ability to get personal fulfillment from our jobs or our chosen career fields while still maintaining balance in our lives. Our desire to contribute in our careers to make a positive impact on the organizations we work in and to society as a whole leads to Occupational Wellness.
Who primarily addresses Occupational Wellness in the SSU Community?

University Career Services

We provide services to all students and alumni seeking employment, graduate school information, cooperative education and internship opportunities. Career Services acts as a liaison between employers, academic programs and students. This office maintains placement files of students and alumni entering the work force or considering a career change. This home page serves as a resource center to help students explore career opportunities and effectively use the Career Services offices.

Tigerlink-Career Services Manager

TIGERlink is a database driven, web-based system that allows Employers and Partners of University to post Job Announcements, View Student’s Resumes, Register for Career Fairs and Information Sessions, Schedule Campus Visits, and much more. This system also allow Students to post their resumes, review and research organizations profiles, search and apply for employer opportunities.

Attention Students: Login Instructions has been sent to your University Issued Email Account.
The ability to **open our minds to new ideas and experiences** that can be applied to personal decisions, group interaction and community betterment. The **desire to learn new concepts, improve skills and seek challenges in pursuit of lifelong learning** contributes to our Intellectual Wellness.
Who addresses Intellectual Wellness in the Savannah State University Community?

Everyone Should!
University College/Center for Academic Success

Providing Quality Service to Every Student Every Day

The University System of Georgia designates Savannah State University as an “access institution.” As an access institution, the University is charged with providing an opportunity for individuals to earn a college degree who may have difficulty entering college because of various cultural, psychosocial and socio-economic issues, which have been shown to have a direct impact on their level of educational ability to attain a college degree.

The creation of University College (UC) at Savannah State University is predicated on the “access” component of the University’s mission. The focus of University College and the services provided by the University College/Center for Academic Success (CAS) are directly connected. These two entities together support the enrollment growth, retention and persistence goals of the University.

University College/University College/Center for Academic Success provides comprehensive academic support classes, services and resources specifically designed to enhance student academic achievement and success. Resources provided include specialized advisement, testing and tutoring services. UC/CAS assists students with developing a roadmap for success as they
Metacognition

The Key to Maximizing Student Learning at SSU!
Metacognition

The ability to:

- think about your own thinking
- be consciously aware of yourself as a problem solver
- monitor, plan, and control your mental processing (e.g. “Am I understanding this material, or just memorizing it?”)
- accurately judge your level of learning
- know what you know and what you don’t know

Data from UCLA Higher Education Research Institute (HERI First Year Student Survey – 2010 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>% who spent &lt; 6 hrs/wk on homework</th>
<th>% who graduated with an A average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>62.7</td>
<td>48.4</td>
</tr>
<tr>
<td>2011</td>
<td>60.5</td>
<td>49.7</td>
</tr>
<tr>
<td>2012</td>
<td>61.6</td>
<td>49.5</td>
</tr>
<tr>
<td>2013</td>
<td>58.6</td>
<td>52.8</td>
</tr>
<tr>
<td>2014</td>
<td>57.1</td>
<td>53.1</td>
</tr>
<tr>
<td>2015</td>
<td>55.2</td>
<td>58.7</td>
</tr>
</tbody>
</table>
How do you think most students would answer the following?

- What did most of your teachers in high school do the day before the test?
- What did they do during this activity?
- What grade would you have made on the test if you had gone to class only on the day before the test?
Faculty AND Staff Must Help Students Make the Transition to College

Help students identify and close “the gap”

current behavior ➔ current grades

MIND THE GAP

productive behavior ➔ desired grades
The Story of Two Students

- **Travis**, junior psychology student
  47, 52, **82, 86**  B in course

- **Dana**, first year physics student
  80, 54, **91, 97, 90 (final)**  A in course
Problem: Reading Comprehension

Solution: Preview text before reading*
Develop questions*
Read one paragraph at a time and paraphrase information

*Develop anticipatory set
Doing laundry

The procedure is actually quite simple. First you arrange items into different groups. Of course one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then, one can never tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole process will then have to be repeated. However, that is a part of life.

Bransford, 1979; p. 134-135; original study by Bransford & Johnson, 1972
The Solution to Travis’s Problem
SQ3R: A Critical Reading Strategy
To Increase Comprehension and Retention

- **Survey** (look at intro, summary, bold print, italicized words, etc.)
- **Question** (devise questions survey that you think the reading will answer)
- **Read** (one paragraph at a time)
- **Recite** (summarize in your own words)
- **Review** (each section and entire chapter)
Dana, first year physics student
80, 54, 91, 97, 90 (final)

Problem: Memorizing formulas and using www.cramster.com

Solution: Solve problems with no external aids and test mastery of concepts
The Solution to Dana’s Problem:

Homework system that can be taught

• Study information before looking at the problems/questions
• Work example problems (without looking at the solutions) until you get to the answer
• Check to see if answer is correct
• If answer is not correct, figure out where mistake was made, without consulting solution
• Work homework problems/answer questions as if taking a test
Why the Fast and Dramatic Increase?

It’s all about the *strategies*, and getting *them* to *engage their brains*!
Counting Vowels in 45 seconds

How accurate are you?

Count all the vowels
in the words on the next slide.
<table>
<thead>
<tr>
<th>Dollar Bill</th>
<th>Cat Lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dice</td>
<td>Bowling Pins</td>
</tr>
<tr>
<td>Tricycle</td>
<td>Football Team</td>
</tr>
<tr>
<td>Four-leaf Clover</td>
<td>Dozen Eggs</td>
</tr>
<tr>
<td>Hand</td>
<td>Unlucky Friday</td>
</tr>
<tr>
<td>Six-Pack</td>
<td>Valentine’s Day</td>
</tr>
<tr>
<td>Seven-Up</td>
<td>Quarter Hour</td>
</tr>
<tr>
<td>Octopus</td>
<td></td>
</tr>
</tbody>
</table>
How many *words* or *phrases* do you remember?
Let’s look at the words again...

What are they arranged according to?
Dollar Bill  Cat Lives
Dice        Bowling Pins
Tricycle    Football Team
Four-leaf Clover  Dozen Eggs
Hand        Unlucky Friday
Six-Pack    Valentine’s Day
Seven-Up    Quarter Hour
Octopus
NOW, how many words or phrases do you remember?
What were two major differences between the two attempts?

1. We knew what the task was

2. We knew how the information was organized
Bloom’s Taxonomy: Another Key Metacognitive Tool

When we teach students about Bloom’s Taxonomy...

They Get It!
Bloom’s Taxonomy

Remembering

- Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Understanding

- Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying

- Carrying out or using a procedure through executing, or implementing.

Analyzing

- Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure.

Evaluating

- Making judgments based on criteria and standards through checking and critiquing.

Creating

- Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.

http://www.odu.edu/educ/llschult/blooms_taxonomy.htm
How do you think students answered?

At what level of Bloom’s did you have to operate to make A’s or B’s in high school?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating
At what level of Bloom’s did you have to operate to make A’s and B’s in high school?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

How students answered (2014)
How do you think students answered?

At what level of Bloom’s do you think you’ll need to operate to make A’s in college courses?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating
At what level of Bloom’s do you think you’ll need to operate to make A’s in college?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

How students answered (in 2014)
How do we teach students to move higher on Bloom’s Taxonomy?

Teach them the Study Cycle*

*adapted from Frank Christ’s PLRS system
The Study Cycle

**Preview**
- **Preview before class** – Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you’d like the lecture to answer for you.

**Attend**
- **Attend class** – GO TO CLASS! Answer and ask questions and take meaningful notes.

**Review**
- **Review after class** – As soon after class as possible, read notes, fill in gaps and note any questions.

**Study**
- **Study** – Repetition is the key. Ask questions such as ‘why’, ‘how’, and ‘what if’.
  - Intense Study Sessions* - 3-5 short study sessions per day
  - Weekend Review – Read notes and material from the week to make connections

**Assess**
- **Assess your Learning** – Periodically perform reality checks
  - Am I using study methods that are effective?
  - Do I understand the material enough to teach it to others?

### Intense Study Sessions

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Set a Goal</td>
<td>1-2 min</td>
<td><strong>Decide what you want to accomplish in your study session</strong></td>
</tr>
<tr>
<td>2</td>
<td>Study with Focus</td>
<td>30-50 min</td>
<td><strong>Interact with material</strong> - organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.</td>
</tr>
<tr>
<td>3</td>
<td>Reward Yourself</td>
<td>10-15 min</td>
<td><strong>Take a break</strong> – call a friend, play a short game, get a snack</td>
</tr>
<tr>
<td>4</td>
<td>Review</td>
<td>5 min</td>
<td><strong>Go over what you just studied</strong></td>
</tr>
</tbody>
</table>

---

Center for Academic Success
B-31 Coates Hall • 225.578.2872 • www.cas.lsu.edu
You present the study cycle in a way that is not at all intimidating and *is actually motivating* because I can see just from reading about it and thinking about it how it's going to influence my efficiency in studying. You touch on each step of the study cycle in a way that is very clear and you also discuss the "intense study sessions" in a way that make it clear how important they are.
Addressing all seven of the wellness dimensions will improve the quality of life for the entire Savannah State University community.
<table>
<thead>
<tr>
<th>Date</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/04</td>
<td>Failed</td>
</tr>
<tr>
<td>10/04</td>
<td>Failed</td>
</tr>
<tr>
<td>11/04</td>
<td>Failed</td>
</tr>
<tr>
<td>12/04</td>
<td>Failed</td>
</tr>
<tr>
<td>1/05</td>
<td>Passed</td>
</tr>
<tr>
<td>2/05</td>
<td>Failed</td>
</tr>
<tr>
<td>3/05</td>
<td>Failed</td>
</tr>
<tr>
<td>4/05</td>
<td>Failed</td>
</tr>
<tr>
<td>10/05</td>
<td>Passed</td>
</tr>
<tr>
<td>11/05</td>
<td>Failed</td>
</tr>
<tr>
<td>12/05</td>
<td>Passed best in group</td>
</tr>
<tr>
<td>1/06</td>
<td>Passed</td>
</tr>
<tr>
<td>2/06</td>
<td>Passed</td>
</tr>
<tr>
<td>3/06</td>
<td>Failed</td>
</tr>
<tr>
<td>4/06</td>
<td>Passed last one!</td>
</tr>
<tr>
<td>5/06</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Began work with CAS and the Writing Center in October 2005.
Dr. Algernon Kelley, December 2009
Oct. 17, 2011

*Hello Dr. Kelley.* ... I am struggling at Xavier and I **REALLY** want to succeed, but everything I've tried seems to end with a "decent" grade. I'm not the type of person that settles for decent. What you preached during the time you were in Dr. Privett's class last week is still ringing in my head. I really want to know how you were able to do really well even despite your circumstances growing up. I was hoping you could mentor me and guide me down the path that will help me realize my true potential while here at Xavier. Honestly I want to do what you did, but I seriously can't find a way how to. Can I please set up a meeting with you as soon as you're available so I can learn how to get a handle on grades and classes?

Oct. 24, 2011

*Hey Dr. Kelley,* I made an 84 on my chemistry exam (compared to the 56 on my first one) using your method for 2 days (without prior intense studying). Thanks for pointing me in the right direction. I’ll come by your office Friday and talk to you about the test.

Nov 3, 2011

*Hey Dr. Kelley!* I have increased my Bio exam grade from a 76% to a 91.5% using your system. Ever since I started your study cycle program, my grades have significantly improved. I have honestly gained a sense of hope and confidence here at Xavier. **My family and I are really grateful that you have taken time to get me back on track.**
Conclusion

We can maximize our impact on the learning of all SSU students by:

- Addressing each of the seven dimensions of the wellness wheel
- Teaching students specific learning strategies and study skills that lead to deeper learning
- Actively engaging *everyone* in the Savannah State University Village in increasing student success!
Useful Websites

• http://www.gc.edu/gc/Student_Success_Center.asp
• http://www.gc.edu/gc/Tutoring_Services1.asp
• www.cas.lsu.edu
• www.howtostudy.org
• www.drearlbloch.com
• Searches on www.google.com
Additional References


• Ellis, David, 2014. *Becoming a Master Student*.*. Boston: Cengage Learning.


[http://academic.pg.cc.md.us/~wpeirce/MCCCTR/metacognition.htm](http://academic.pg.cc.md.md.us/~wpeirce/MCCCTR/metacognition.htm)

*Excellent student reference*
Why the Bumblebee CAN fly...