WHAT DOES ATTITUDE HAVE TO DO WITH IT?

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OUTLINE

- Personal Growth and Enrichment (Institutional General Education Learning Outcome)
- Who are our students? To what extent are they prepared for the demands of college?
- What can we do as educators?
PERSONAL GROWTH AND ENRICHMENT

- One of the nine IGELOs

A) Accept responsibility for maintaining appropriate behavior in an academic setting and a mental attitude conducive to learning

B) Develop and evaluate life goals
WHY ARE WE HERE TODAY?

- Do you care about your students’ success?
- Do you have “college attitude” related challenges in your class?
- Do you think students should...
  - think critically and actively about the material?
  - have time management skills?
  - know about what’s offered on our campus (e.g., tutoring, clubs, workshops, resources)?
  - seek your help during office hours?
  - set and accomplish goals?
WHAT ARE SOME TECHNIQUES YOU’VE USED TO PROMOTE A MENTAL ATTITUDE CONDUCIVE TO LEARNING?
WHAT’S THE BIG DEAL?
WHAT ARE THE DIFFERENCES?
THE POPULATION AROUND EAST

- 50,000 households below the poverty line
- 22% of L.A. County residents didn’t receive a high school diploma
- 42% list a high school diploma as their highest level of education
1st-generation students

70% ELAC

30% national average
High School vs. College

What are they prepared for?
ENGLISH AND MATH LEVELS

- English Assessment Scores:
  - 15% English 101
  - 17% English 28
  - 15% English 26
  - 18% English 21
  - 21% Reading 20

- Math Assessment Scores:
  - 1% Math 261
  - 2% Math 260 & 241
  - 7% Math 227, 230, 245
  - 21% Math 125
  - 13% Math 115
  - 32% Math 110
  - 23% Math 105

9 Reading courses offered Fall ‘13
5 Math 105 courses offered Fall ‘13
TRADITIONAL VS. NON-TRADITIONAL STUDENTS
In “traditional” student homes, there is a narrative from one or more parent about how college is “accomplished.”

In 1st-generation homes, the parents are learning how to accomplish college along with the students.
**TEACHER/STUDENT CONTACT**

**HIGH SCHOOL**
- Teacher/student contact is closer and more frequent (5 days per week).
- Very little responsibility is placed on the student to attend class - they will attend class because they are already at school.

**COLLEGE**
- Faculty members are available during their office hours to address concerns.
- Students are responsible for meeting with their professors.
- Students must choose to attend class.
HIGH SCHOOL
- Students get stimulation to achieve or participate from parents, teachers, and counselors.
- Students’ freedom is limited. Parents will often help students out of crisis, if one occurs.

COLLEGE
- Students supply their own motivation towards their work and activities.
- Students have much more freedom. Students must accept responsibility for their own actions.
COUNSELING AND DEPENDENCE

HIGH SCHOOL
- Students can rely on parents, teachers and counselors to help make decisions and give advice.
- Students must abide by parents’ boundaries and restrictions.

COLLEGE
- Students rely on themselves; they see the results of making their own decisions. It is their responsibility to seek advice as needed.
- Students set their own restrictions.
VALUE JUDGMENTS

HIGH SCHOOL
Students often make value judgments based on parental values. Many of their value judgments are made for them.

COLLEGE
Students have the opportunity to develop their own opinions and values. To be successful, students must be willing to learn about and respect differences.
COMPETITION AND GRADES

HIGH SCHOOL
 Academic competition is not as strong
 Good grades can be obtained with minimum effort.

COLLEGE
 Academic competition is much stronger
 Minimum effort may produce poor grades.
 The student’s perception that he/she is giving maximum effort may not result in a top grade.
Where does it begin?

**HOW DO WE EMPOWER STUDENTS TO BE SUCCESSFUL?**
QUALITIES OF AN EFFECTIVE TEACHER

1. Prepared
2. Positive
3. High Expectations
4. Creative
5. Fair
6. Personal Touch
7. Develops a Sense of Belonging
8. Admits Mistakes
9. Sense of Humor
10. Gives Respect to Students
11. Forgiving
12. Compassionate
WORKSHOPS ON CAMPUS

- Career and Job Services: http://www.elac.edu/studentservices/jobplacement/index.htm
- Library Workshops: http://faculty.elac.edu/librarystudent/studentlogin.aspx
- Student Services: http://www.elac.edu/studentservices/transfercenter/docs/fall/workshops/Transfer_Success_Calendar_Fall2013.pdf
- Violence Intervention Center: http://elac.edu/studentservices/vit/index.htm
FALL 2013 ASSESSMENT

- We need one section per faculty member
- 2-3 times during the first month of school, tell students about workshops on campus
- Complete the rubric by listing the number of students who are in each category
- Turn in the rubric and workshop attendance sheets to SLO office