The Coaching Chronicles

Issue I Volume 29

I Bet You Didn't Know....

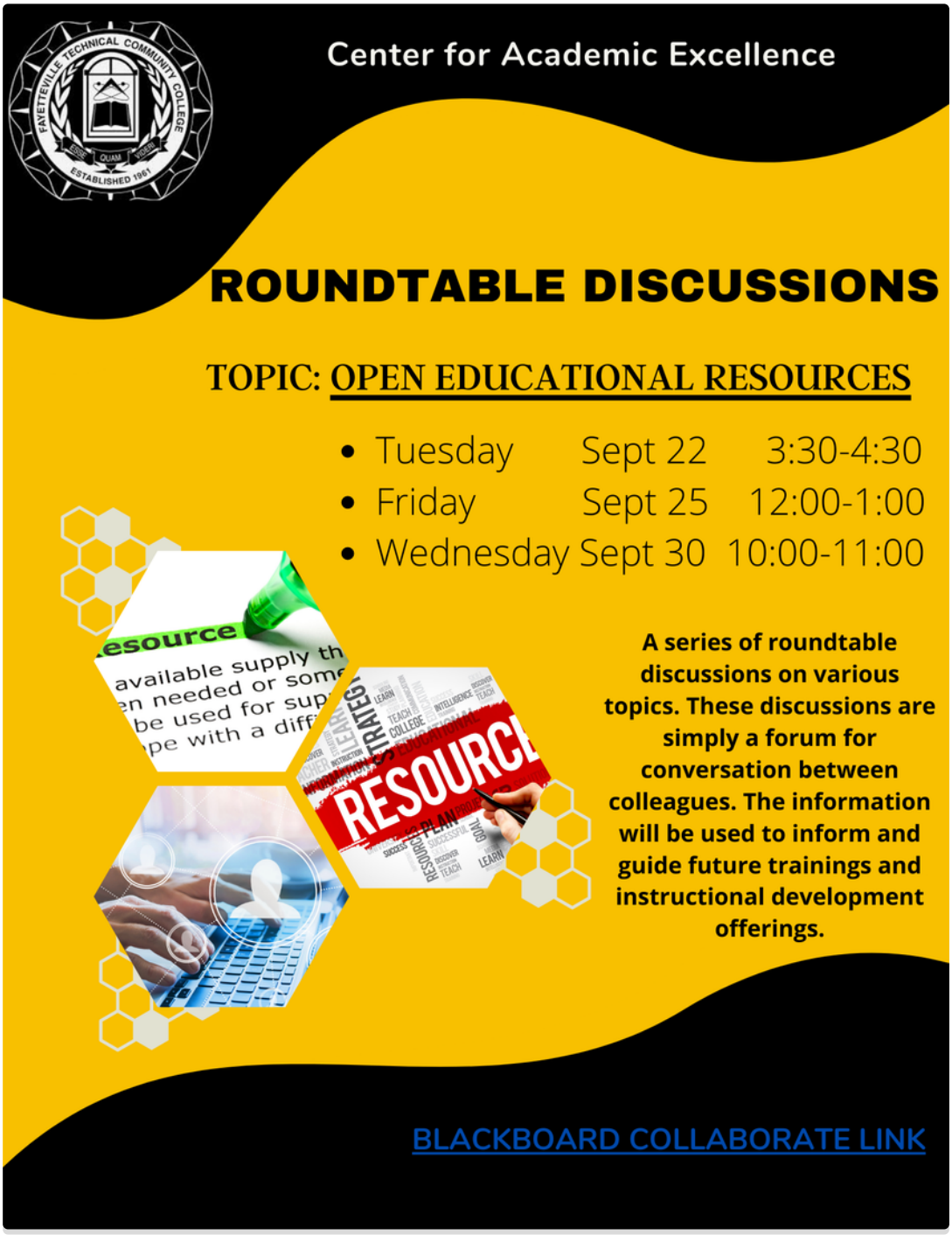
THE CENTER FOR ACADEMIC EXCELLENCE (CAE) ROUNDTABLE DISCUSSIONS ARE CONTINUING!

Our current topic is:

OPEN EDUCATIONAL RESOURCES (OER)

Tuesday September 22nd 3:30-4:30
Friday September 25th 12:00-1:00
Wednesday September 30th 10:00-11:00

Blackboard Collaborate Link



2020 COACHING CHRONICLES NEWSLETTERS

Click here to access all previous newsletters!

LEARNER SELF-RESPONSIBILITY

- **Involve Learners in Mutual Planning**
- **Involve Learners in Diagnosing their own Needs for Learning**
- **Involve Learners in Evaluating Their Learning**

10 RECOMMENDED STUDY PRACTICES:

"Make It Stick: The Science of Successful Learning" (article) includes a chart that lists "[t]en productive study activities" you can recommend to your students to help them become more active, engaged, and effective learners.

- This post could be a useful handout, insert in D2L, or link for your students.

1. Learn How to Study Effectively

- "Explain to students how learning works and what strategies are most effective."
- Many students are uncertain how to study/learn effectively and tend to over-rely on superficial and ineffective methods.
- See "Multilingual Study Guides and Strategies for Students" and "Helping Students Study for Learning."

2. Make Reading Active

- "Make reading a text or studying lecture notes active by periodically pausing to ask yourself questions, without looking for the answers, such as" [the following]:
- "What are the key ideas of today's lecture?"
- "What terms or ideas are new to me?"
- "How would I define the terms in my own words?"
- "How do the ideas relate to what I already know?"

3. Self-Quiz

- "Establish a self-quizzing study schedule that allows time to elapse between study sessions."
- "The questions at the end of each chapter, as well as online resources, serve as starting points for developing self-quiz questions."
- Study Stack, Quizlet, and other free, online gamified learning tools can be helpful complements for this practice.

4. Paraphrase/Summarize

- "Rewrite the lecture notes in your own words."
- "[M]ake sure to assess your understanding of the material as you go."
- "What do you know and what needs strengthening?"

5. Work Problems

- "Work on homework problems without using an example as a guide."
- "[S]olv[e] problems without the help of external aids."

- "Write out your responses to lecture learning objectives and study guides without looking at the lecture material."
- "If no study guide is provided, design your own."

7. Form a Study Group

- "Talk about the material in a study group."
- "[A]sk each other questions, and provide each other with feedback."

8. Use Visual Learning Tools

- "Organize what you are learning into a visual representation, such as a concept map, an outline, or picture."
- See "Visual Thinking Tools" and "Graphic Organizers" (includes a detailed list of when to use which kind of graphic organizer as well as a flowchart to help users decide which visual aid would be best).

9. Interleave

- "Interweave material from different lectures and sections of the course."
- "[T]hink about how the material fits together."
- "[H]ow is the material connected to the course learning objectives?"

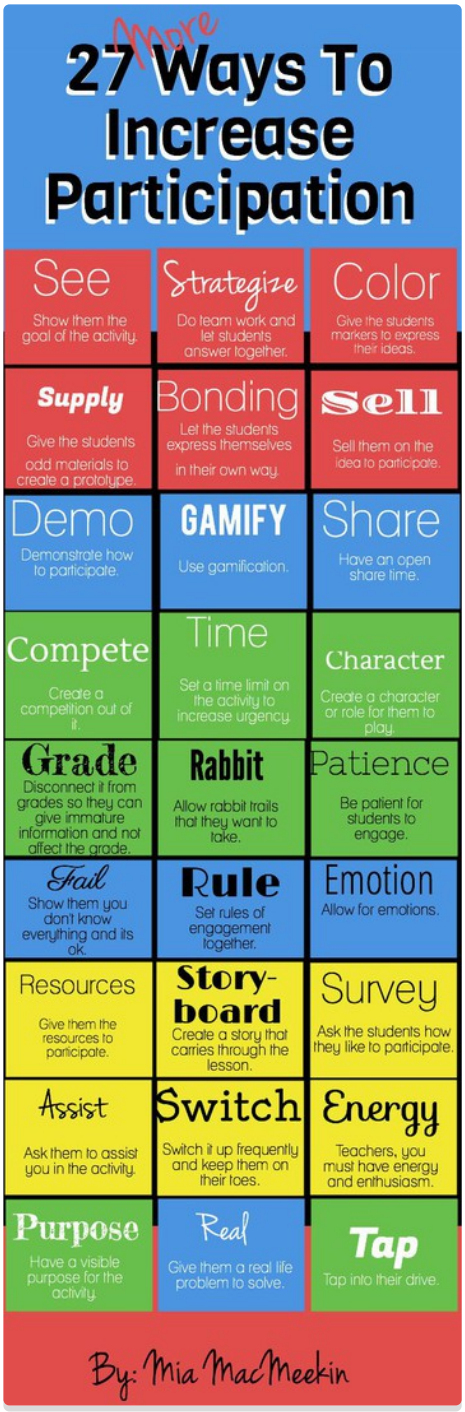
10. Journal/Blog

- "Keep a learning journal or blog. Some ideas of what to write about include" [the following]:
- "Write down key ideas from memory after each lecture session."
- "Reflect on what you learned the previous week."
- "Are there any concepts that are confusing to me?"
- "Tie what you are learning to happenings in your everyday life or what you see going on in the world around you."
- "Ask yourself – What new problems can I now explain or solve because of what I have learned?"

"3 Effective Ways to Engage Students"

How professors can improve... www.insidehighered.com

J. Mark McFadden offers advice on how you can change the temperature in your classroom without touching the thermostat.



FTCC C.A.R.E.S.

As part of the reaffirmation of accreditation process, every SACSCOC institution is required to develop a Quality Enhancement Plan (or QEP) which "identifies key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution."

The goal of FTCC's QEP is to improve student success by implementing focused career selection in concert with holistic advising for students enrolled at the College. ***FTCC C.A.R.E.S.*** (**C**oaching,

means to provide academic and non-academic support to students to improve retention, progression, and success.

After conducting a thorough literature review, holding focus groups and sending out surveys to all stakeholders, the QEP team established two Student Learning Outcomes (SLOs) designed to meet the overall goal of the QEP to support individual student goals as well as the College's mission:

- **Students will identify and select a career pathway based on their individual life goal.** Students often are unsure of which program matches their ultimate career goal, which complicates selecting a major prior to researching options. Typically, this leads students to change majors and use financial aid resources indiscriminately. During the admissions process success coaches will help students identify their interests and strengths and set personal goals prior to class registration, educate them on potential related careers and necessary credentials, and provide them with a pathway and necessary steps required to reach their life goal.
- **Students will demonstrate satisfactory academic progress towards their chosen pathway.** While students may start out on the correct path, they sometimes run into academic and non-academic issues that can lead to attrition. Through Civitas which uses predictive analytics with an early-alert advising system, and by measuring engagement touchpoints, success coaches, faculty advisors, and other team members will work together to make recommendations for appropriate support interventions.

What do you need to know?

- There are 6 success coaches who are each assigned to an academic division, Health, Public Service, Engineering and Applied Technology, Business, Computer Technologies, and College Transfer.
- The success coaches are working with a cohort of 300 first-time-in-college students this fall for a total of 50 students each. The students were chosen and assigned randomly and may or may not be in the coach's academic division.
- To date, the coaches have held online orientation sessions and workshops with their cohort students while maintaining contact with their academic divisions and helping their faculty with student issues such as attendance and missing assignments.
- Each of the 300 cohort students have completed a survey that asks them questions about their goals, their academic ability, access to the internet, transportation, other important questions regarding services that they may be interested in such as tutoring or child care assistance.
- In the near future, there will be a change in the admissions process. The deans have been working to create 8 pathways that will be listed on the FTCC application in lieu of the comprehensive list of over 200 degrees, diplomas, and certificates. Students will be able to choose a broad pathway, such as "Healthcare" that encompasses programs such as nursing and medical office administration. They can potentially explore both programs without committing to one which often leads to wasting time and financial aid resources and eventual withdrawal. This will coincide perfectly with the first Student Learning Outcome of the QEP.
- Also coming soon is a comprehensive advisor training program that will provide advisors with the tools to help their advisees beyond course selection and class scheduling.
- The QEP is a living document and as we collect data, we will tweak and adjust to ensure continuous improvement for student success. We are counting on all faculty, staff, and students to provide us with input, suggestions, and recommendations.

ONLINE TEACHING TOOLKIT - FREE!

Online Teaching Toolkit - Pre... acue.org

Supporting instructors transitioning to an online learning environment with resources and recommendations for immediate use, benefitting faculty & students.

YOUR FEEDBACK IS NEEDED!

The Center for Academic Excellence needs your input! Whether you have read the newsletters; had a coaching session; maybe even participated in the Coffee with the Coach Chat, YOUR INPUT IS NEEDED. Click the button above to submit your feedback.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Diversity, Equity, and Inclusion

Greetings,

Professional development about diversity, equity, and inclusion can be difficult to deliver in an engaging and participatory manner. Fortunately there are several faculty and staff, at our colleges, that serve as experts on these topics.

Register now for these exciting and informative workshops! Professional development certificates available. You will be sent the Zoom links after registering for the workshops.

Deficit Minded to Equity Mindedness: Fixing the Pond - Level I: This open, accepting, and interactive virtual workshop will explore how to transform from being deficit minded to actualizing more equity mindedness. Learn more about this workshop HERE. Use the link to register for Deficit Minded to Equity Minded on one of the available dates (Sept. 25, Oct. 12, Oct. 23, Nov. 12, or Nov. 20).

Courageous Conversations: This virtual workshop will support adults in having the conversations necessary to make progress on difficult subjects such as race, privilege, bias, stereotypes, and ethnicity. Learn more about this workshop HERE. Use the link to register for Courageous Conversations on one of the available dates (Oct. 19 or Nov. 23).

Helping Faculty Make the Most of Their Disaggregated Course Data: You will receive your disaggregated course data and learn how to interpret the messaging it contains. Learn more about this workshop HERE. Use the link to register for Helping Faculty Make the Most of Their Disaggregated Course Data on Sept. 23.

Strengthening Program Onboarding through Guided Pathways Post COVID: It is uncertain what the effects of the pandemic will be on enrollments. However, whether enrollments go up or down, guided pathways onboarding practices will become even more critical to student and college success in the wake of the Covid pandemic. Learn more about this workshop HERE. Use the link to register for Strengthening Program Onboarding through Guided Pathways Post COVID on Sept. 28. NOTE: participation is limited to 12 colleges – please signup once per college.

Recruitment, Retention and Success for Hispanic/Latinx Students: This 3 part series of Zoom Meetings will be facilitated by The College Foundation Inc. and NC Community Colleges. Learn more about this workshop HERE. Use the link to register for Recruitment, Retention and Success for Hispanic/Latinx Students on all three dates, Sept. 24, Oct. tbd, and Nov. 10.

Promising Practices for Faculty and Staff Serving LGBTQ Students: This workshop will highlight the research about LGBTQ students, LGBTQ Terminology, and Gloria Ladsen-Billing's work on equity. Learn more about this workshop HERE. Register here for Promising Practices for Faculty and Staff Serving LGBTQ Students on Oct. 1.

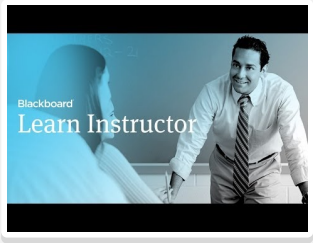
First Generation Student Focus: The First-Generation Seminar will focus on the unique needs of this marginalized population of students across North Carolina. Please join us to learn more about strategies to assist these students as well as upcoming events targeting this population. This seminar is the work of the First-Generation Advisory Committee. Learn more about this workshop HERE. Register here for First Generation Student Focus on Sept. 30.

Thank you,
Susan Barbitta
Executive Director, NC Student Success Center

barbittas@nccommunitycolleges.edu

BLACKBOARD HOW-TO VIDEOS

Not quite sure how to load something into Blackboard? Check out these videos for quick step by step instructions!



Instructors: Building Your Cou...

www.youtube.com

A set of short video tutorials that help instructors build online courses using Blackboard Learn.

COFFEE WITH THE COACH

When

Thursday, Sep. 24th, 10-11am

Where

Blackboard Collaborate

More information

Grab your coffee and join the Instructional Coaches for a morning chat. This is a great time to share ideas, pose questions and request resources.

https://us.bbcollab.com/guest/2b6df82b335a4511a1b167930b532682

SCHEDULE A COACHING SESSION

Do you have specific questions you want to have addressed? Would you like a one-on-one conversation with your Instructional Coach to get some ideas regarding instructional strategies?

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