

Welcome to **Teaching + Learning Tuesdays**

April 21, 2015 | 2:30PM

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Teaching + Learning Tuesday

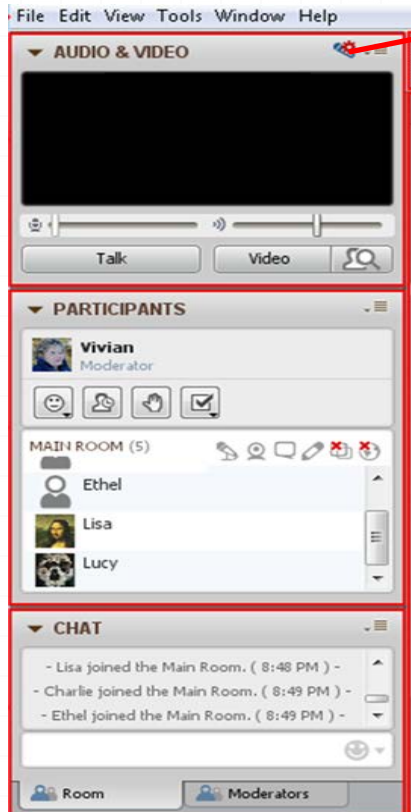
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AUDIO SETUP WIZARD

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2. Play the recorded audio message provided and adjust your speaker volume to a suitable level. (Follow the instructions given in the dialog box.)
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Twenty20: Focusing on Student Success and Retention One Student at a Time

Presenter:

Stephanie Winkler, JD

Disability Services Coordinator, Tri-County Technical College



Teaching + Learning Tuesday





**FOCUSING ON STUDENT SUCCESS AND
RETENTION ONE STUDENT AT A TIME**

Overview

- Discuss mentoring definitions and impact
- Review “how to” steps for creating a mentoring program
- The Twenty20 Program at Tri-County Technical College
 - Program set up
 - Pilot program
 - Lessons learned
 - Success stories

Mentoring Defined

- Common Characteristics
 - Learning partnership between experienced and inexperienced person
 - Emotional and Instrumental functions
 - Emotional: friendship, acceptance, support
 - Instrumental: information, coaching, advocacy, sponsorship
 - Relationship becomes more impactful over time
 - Nurturing
 - Provides support for goal setting and future planning

“The Role of Mentoring in College Access and Success”, Institute for Higher Education Policy, Spring 2011

Types of Mentoring

- Informal

- Naturally occurring relationships between students and parents, family, teachers, etc.
- General guidance and support
- Regular contact
- Short or long term
- Lasting positive impact
- Most common – 83% of mentoring relationships are considered informal

- Formal

- Structured and intentional approach
- Mentoring activities take place at regularly scheduled times over extended period of time
- Initiative is usually facilitated by program or program

“The Role of Mentoring in College Access and Success”, Institute for Higher Education Policy, Spring 2011

Impact of Mentoring

- Produces motivated students
- High-quality relationships
- Positive impact on persistence and academic achievement
- Created students prepared for professional careers
- Minority students are twice as likely to persist as non-mentored students (and higher GPA)
- First year mentored students are significantly more likely to return for a second year
- Mentored students develop skills and behaviors necessary to succeed professionally
- Retain students by providing meaningful involvement

“The Role of Mentoring in College Access and Success”, Institute for Higher Education Policy, Spring 2011

Steps to Planning, Implementing and Managing a Mentoring Program

1. Assess Need
2. Convene a planning or advisory board
3. Set program goals and objectives
4. Develop an evaluation plan
5. Create an infrastructure for your program
6. Assess your resources
7. Be knowledgeable about liability and confidentiality
8. Hold a mentor orientation meeting

Steps to Planning, Implementing and Managing a Mentoring Program (cont.)

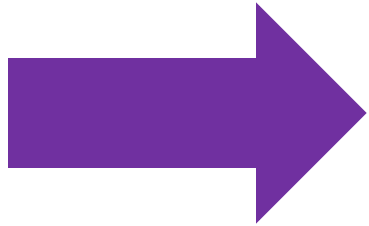
9. Not everyone makes a good mentor
10. Take care in selecting participants
11. Match pairs thoughtfully
12. Prepare young people for the program and involve their parents
13. Mentor training is crucial
14. Mentoring can be hard work!

“Best Practices in Campus-Based Mentoring”, Campus Connect, www.compact.org/resources/mentoring/3697/

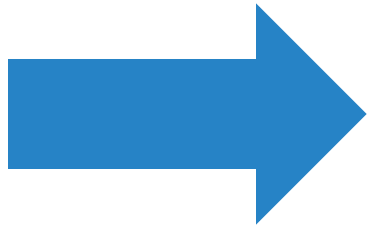
Tri-County Technical College

- Enrolls more than 9,000 student annually
- Over 70 major fields of study
- 3 campuses
- Commuter students only
 - No on-campus housing
- Incredibly diverse student population
 - Large University Transfer group (Bridge to Clemson)
 - Large group of student veterans (average of 225 per semester receiving GI Bill)

Strategic Plan Initiatives



Positioning and Equipping Students for Success



Embracing Personal Accountability for Students'
Learning

Tri-County's Twenty20 Program

- What made a difference for YOU?
- What made a difference in my college career
 - My mentor, Dr. Joe Dunn, Chair of the History & Politics Department at Converse College
 - Small, private 4 year institution
- Others at TCTC shared similar stories.

- How can you effectively mentor when there are 9,000 students?
- The Twenty20 was created!

Outcomes

- Create transformative student experiences, one student at a time
- Allow students to feel connected to the Tri-County community
- Create an atmosphere of relationship building between faculty/staff and our students
- Allow students to see that they have “a team of support who truly cares about their futures” –
Evelyn, mother of a Twenty20 student

Pilot Program

10 pilot mentors with diverse backgrounds

Mentors had approximately 20 students in a group

- Be a resource for students who need campus resources
- Remind students of important dates
- Host group events
- Encourage participation in other campus activities
- Be available for office hours and/or appointments

Wanted to test program in smaller groups and research any adjustments that may be needed

Mentor Selection

Diverse group of faculty / staff

- Gender
- Race
- Age
- Faculty/Staff ratio
- Background
- Interests
- Personalities
- Skill sets



Budget Planning

Group Activities

- Each mentor was give a budget of \$250 to host events, activities

Mentors who completed requirements were eligible for \$500 bonus

- Most mentors said they would participate even without bonus

Promotional Items

- Pen & Highlighters
- “Coming Soon” and “Kick Off Celebration” t-shirts

Mentor Training

- How can you be a good mentor?
 - Have an open-door policy
 - Repeatedly spending lots of time and care in non-efficient ways
 - Spend time just chatting
 - Share meal together
 - Introduce them to people who might be useful to them
 - How close you get is a matter of personal style.
 - But remember – Thoughtful sustained mentoring does NOT happen quickly.
 - A good mentor will tell you when he/she doesn't know the answer but will suggest someone else to ask.

“The Difference Mentoring Makes.”, The Chronicle of Higher Education, July 25, 2014.

Mentor Training

- Informational Workshop
 - Provided ideas for group activities
 - Encouraged office hours
 - Encouraged mentors to use 20/20 hindsight
 - Reviewed College Resources
 - REACH
 - Student Life & Counseling
 - Career Services
 - Disability Services
 - Tutoring Center
 - Reviewed College Policies
 - Business Office
 - Purchasing Guidelines
 - Involved HR office to assist with bonus guidelines and supervisor approval



Student Participant Selection

Considered MANY options

- First-Generation
- Late registrants
- SmarterMeasure data
- Previous GPA
- Comprehensive Studies
- COMPASS scores

Use your institutional data to identify areas of need

Have Admissions office make nominations

Should students sign-up or just be placed in a group?

Methods of Assigning Groups

Hobbies & Interests

Random

Intended Major

Students enrolled in specific courses together

Common characteristics (student veterans)

Highlight of Events

- Kick off Celebration with motivational speaker and lunch
- Denver Downs Corn Maze
- Ice Skating
- Drop Ins with Food and Desserts
- Hosted “How to Get Organized Workshop” with SC Dept. of Education
- Fishing & Sporting Events
- Trip to Dave & Busters
- Bowling

Kick Off Celebration



Lessons Learned from Pilot

Our December survey revealed several areas where improvement was needed:

Students need more opportunities to connect with mentors

- Conflicting schedules was cited as reason for missing events

Recruiting process needs to be fine-tuned

- Use SmarterMeasure to identify student who need “an external locus of control” and assign them to a Twenty20 mentor as an academic advisor

Moving Forward

Train Mentors to be academic advisors

- Creates more interaction and opportunities to connect
- Creates “guaranteed” opportunities to connect

Each mentor will plan 2 group events per semester

- Creates more opportunities to connect

Recruiting will be more targeted, based on SmarterMeasure results

Success Stories

- Student was going to withdraw from college over gas prices. Mentor helped him find classes in his major at Easley. Student transitioned and is doing well at Easley.
- Bonding with a mentor over the sudden loss of a parent
- Twenty20 has improved interaction between faculty and students
- “Neat to see students interacting with each other and offering study support.”
- Student with a 0.75 GPA at end of Fall. Same student has a at end of Spring. His mom thanked us for showing him “the benefit of having such a wonderful support team that cared enough about his future, to come alongside him and go to bat for him”

“I cannot believe the turnaround he has made and the change in his efforts and attitude have been an answer to many years of prayer. He has shown us that he really does want to get a college education.

-- Evelyn, mother of Twenty20 student

Success Stories

- Soffion was a non-traditional student, entered college at age 44
- Immediately saw the benefit of the Twenty20 program and signed up
- Mentor said “I’m here if you need me” and meant it!
- Mentor connected Soffion with tutoring resources, was available to talk, provide encouragement
- “Tri-County is family to me”
- Mentor says “The Twenty20 is exactly what I need to be doing.”
- Mutual relationship of education, encouragement, and support.



Final Advice

- Mentoring is a powerful (and inexpensive) way to improve student success and retention!
- Create small groups so people can make a difference and see results.
- Choose mentors who are student-centered but not necessarily those faculty/staff members who already serve on every committee.
- Focus on diversity when choosing mentors
- Pay special attention to managing the expectation of your mentors!
- Train mentors to be aware of resources and be willing to sit and chat
- Require mentors host multiple events (and not all of them during finals week!)
- Capture success stories, no matter how “small”

Join us Tuesday, May 26, 2015 for the next TLT
webinar!

Topic: Student Orientation

Teaching + Learning Tuesdays

For upcoming and recorded sessions, visit www.sctechsystem.edu/tlt



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