Enhancing Learning of First-Year Student-Athletes through Metacognitive Workshops

Dr. Tom Fish
Dean of Retention & QEP Director

better learning with metacognition
UC Institutional Profile

- UG residential enrollment – 1,366
- UG online program enrollment – 856
- Graduate enrollments – 9,005
- 26% of UG are first-generation college students
- Residential Population 52% male, 48% female
- Academic Profile of Fall 2017 Entering Students:
  - ACT composite of 22.2
  - 29% in top 25% of graduating class
  - High School GPA of 3.2 on a 4-point scale
  - 60+% Student-Athletes (NAIA)
  - ~30 Sports Teams

Programming History

- 2012-2013
  - Losing Ground with First-Year Retention
  - Growing Awareness of Challenges with Student-Athletes
- 2014
  - Revision of Incoming Student Advising, including Course Placement Guidelines
  - New Focus on Early Intervention Strategies
    - Surveys of First-Year Students
    - More Frequent Academic Updates
    - Sharing of Information through Referral System
Programming History

• 2015
  – Student Success Coordinator Office Established
  – Pilot Year for QEP Nurturing Metacognition in General Education Capstone Courses (continuing to present)
  – ACCESS Program for First-Year Student-Athletes

• 2016-present
  – Planning and Implementation of New FTF Orientation
  – Expanded Academic Support Services
  – Expanded Identification, Tracking, and Early Intervention with At-Risk Students

ACCESS

• Participants are empowered to be more efficient and effective in their studies by “accessing” metacognitive skills and habits they already employ in their athletic activities and applying these to their academic endeavors.

• Metacognitive workshops on cross-disciplinary study strategies are led by two graduate assistants assisted by tutors from the Academic Resource Center.
ACCESS

- ACCESS sessions significantly restructure the traditional co-curricular supplemental programming for student-athletes.
- ACCESS is mandated for first-time, first-year football team members and other targeted teams. (140-150 students this fall)
  - One-Hour sessions once per week
  - Each session begins with mini-workshop, including small group activity

ACCESS

- Mini-workshops draw upon elements of Bloom’s taxonomy to help students assess more accurately the intended outcomes of course materials and assignments.
- Students are mentored to align their study strategies and class performances to meet those intended outcomes.
- Other sessions strengthen reading comprehension through strategic interaction with text components, or nurture more efficient note-taking and note-processing.
Better Thinking with Metacognition

Think Well To Learn Well

GA's – Keely Peterson & Joe Rose
TA's – Rachel Biron, Kendall Bricking, Kelsey Bricking, Kelly Burkhead, Myah Fletcher, Alison Gade, Brian Gibbs, Chase Nelson, Alicia Ramsey
Director – Dr. Tom Fish

GA Office Hours: BENN 100/102 Monday-Thursday 11-1 pm

Program Expectations
1. ALWAYS be prepared with materials – Syllabus, textbook, notes, assignment requirements etc.
2. Be on time!
3. Remember, our academic workshop is for academics only.
4. Be respectful to all staff and TA’s!
5. Use your resources wisely: GA’s and TA’s are here for you!
6. Contact a GA if you cannot make your assigned workshop time.

Tentative Program Schedule and Topics

Week One – High school vs. College - Metacognitive Realities of College Classes
Week Two – Taking the Plunge with Deeper Questions – How to Think Like Your Professors
Week Three – Budgeting your Study Time
Week Four – Textbook Navigation - How to Read Textbooks More Efficiently
Week Five – Strategies for Taking (and Using) In-Class Notes
Week Six – Strategies for Preparation for Tests
Week Seven – Midterms / Fall Break – No Sessions - Visit GA’s during Office Hours!
Week Eight – Debriefing from Midterms: Looking Ahead
<table>
<thead>
<tr>
<th>When I study I need to:</th>
<th>Thinking skill I am using:</th>
<th>My professor is asking me to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Remember</td>
<td>Duplicate information</td>
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<tr>
<td>Define or list what the key term is.</td>
<td>Recall/recognize terms or ideas the same way I learned them.</td>
<td>I can reproduce info in the similar form as I learned it.</td>
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<tr>
<td>Explain</td>
<td>Understand</td>
<td>Provide rationales</td>
</tr>
<tr>
<td>Explain the reasoning why behind the ideas/ concepts</td>
<td>Explain and support concepts and principles</td>
<td>I can complete a problem or task with minimal direction.</td>
</tr>
<tr>
<td>Apply</td>
<td>Apply</td>
<td>Apply info to different situations</td>
</tr>
<tr>
<td>Know how to apply this information to a new or different situation or problem</td>
<td>Transfer information to a new task or concept.</td>
<td>I can complete a problem or task with minimal direction.</td>
</tr>
<tr>
<td>Compare/ Contrast</td>
<td>Analyze</td>
<td>Find distinctions in information</td>
</tr>
<tr>
<td>Analyze and distinguish similar processes and principles</td>
<td>Differentiate between comparable processes</td>
<td>I can differentiate and find distinctions.</td>
</tr>
<tr>
<td>Make Judgments</td>
<td>Evaluate</td>
<td>Reach conclusions</td>
</tr>
<tr>
<td>Evaluate and determine the best rationale, plan, or solution given info</td>
<td>Make judgements or personal conclusions with the information</td>
<td>I can make judgments after analyzing information.</td>
</tr>
<tr>
<td>Develop a Viewpoint</td>
<td>Create</td>
<td>Produce new information</td>
</tr>
<tr>
<td>Create the information in a unique way.</td>
<td>Construct new information from existing information</td>
<td>I can generate a new meaning to knowledge.</td>
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Why are Textbooks so Challenging?

- **Volume of Information**

- Requires readers to alternate thinking levels throughout reading.

- Readers must know the conditions under which to apply various thinking levels to respective segments of text.

Think Globally, Act Locally

- Two types of destinations:
  1. **Global Destinations** – the overarching course, subject or chapter learning outcomes.
     - Questions at the beginning or end of the chapter
  2. **Local Destinations** – the immediate learning outcomes that lead to the global destinations.
Think Locally, Act Globally

Think Globally, Act Locally
Retention Trends by Population
AY 2013-2017

- 2013
- 2014
- 2015
- 2016
- 2017

- Football
Fall GPA for FTF Populations
AY 2013-2017

Programmatic Challenges

- Annual Cycle of Staffing Changes
- Use of Workstudy for Tutors/TA’s
- Importance of Initial and On-Going Professional Development for GA’s and TA’s
- “Team” Effort by ACCESS Staff Essential
  – “It’s all about relationships.”
Programmatic Challenges

- Practice Calendar for Student-Athletes
- Competition with Other Co- and Extra-Curricular Activities
- Importance of Support by and Collaboration with Coaches

Programmatic Challenges

- Fall Semester Focus on First-Time, First-Year Students – Emphasis on Transition to Collegiate Expectation
- Spring Semester Emphasis?
  - Students returning for second round
  - Transfers
  - Upper-Level Students at risk
  - How to modify our “curriculum” . . .
    - Continued use of mini-workshops
    - Re-focusing activities and re-distribution of staffing to emphasize different disciplines on different evenings
Future Directions?

• Continue to Improve Professional Development regimen for GA’s and TA’s.

• Strengthen Professional Development Activities for all Academic Resource Center Peer Tutors around Implementing Metacognitive Mentoring within Content Tutoring.

• Enhance the Focus of Student Survival Workshops Embedded in Fall Orientation Groups.

Future Directions?

• Adapt Mini-Workshops into Asynchronous Online Resources Available to Any Student as Needed/Recommended.

• Target and Re-Focus Mini-Workshops as Discipline-Specific Supplemental Instruction Resources for Selected Courses in Both Online and Face-to-Face Formats.
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Questions?

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