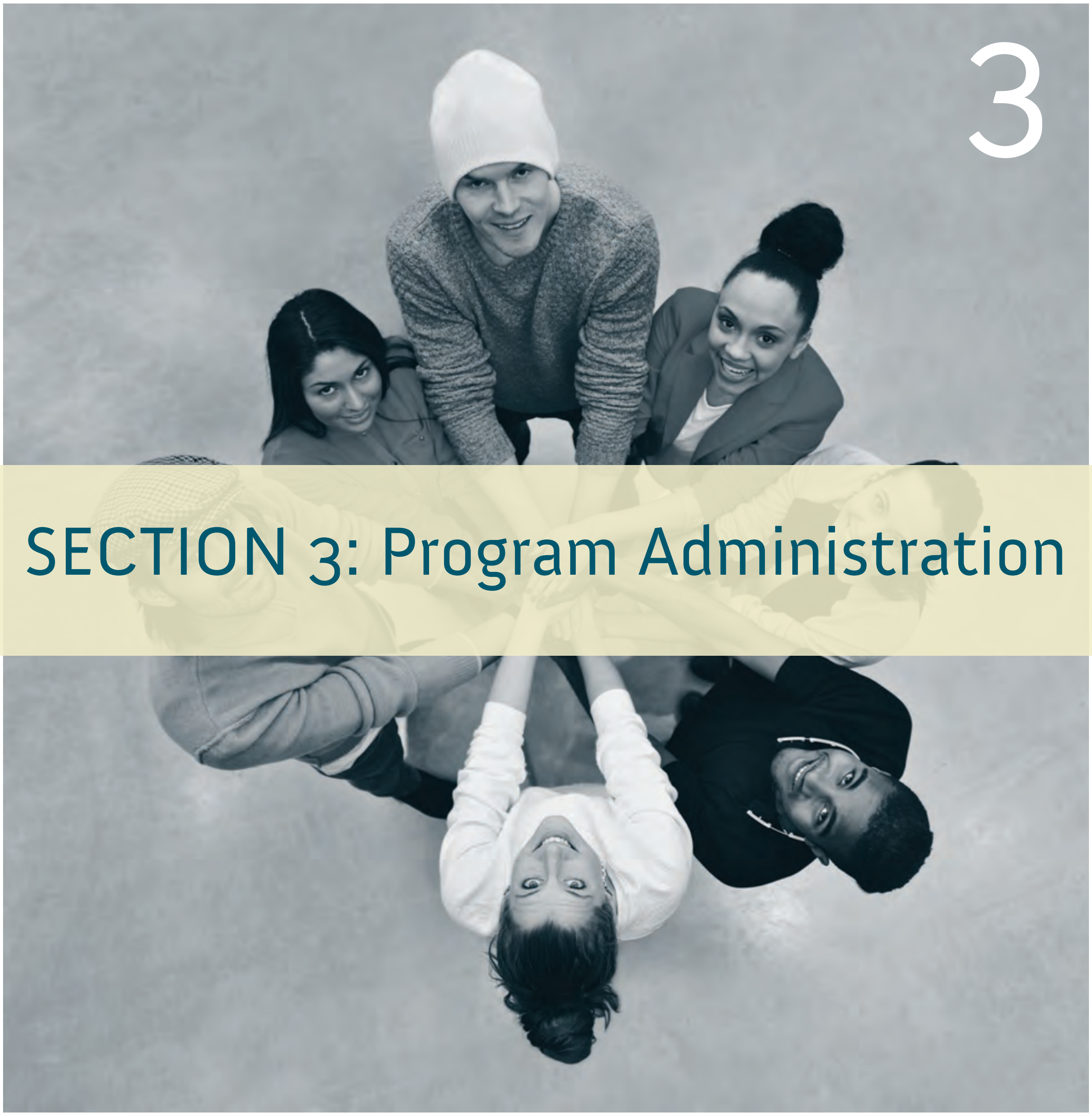
Campus Compact

Meaningful Connections: Service-Learning, Peer Advocacy & Student Success

3

SECTION 3: Program Administration



A Resource Guide for Integrating the Connect2Complete Approach into Developmental Education Courses

Planning & Launching a C2C Program

ASSESSING INSTITUTIONAL READINESS FOR C2C

This section provides a description of key elements that indicate institutional readiness for C2C implementation, all of which colleges will need to assess, as well as characteristics of robust C2C programs.

Colleges able to implement C2C effectively and more quickly will have higher levels of the following elements of institutional readiness:

- Experience with, and resources for, implementing service-learning and peer support/mentoring.
- Existing strategic plans and mission statements that support both service-learning and peer advocacy. For example, on one pilot campus, C2C philosophy corresponds with the philosophy of the Student Success Center—a view of students as resources and assets in their own education—and the college's educational mission. At another campus, C2C is part of an institution-wide initiative and a new strategic plan to expand experiential learning (including service-learning).
- A history of offering accessible and high-quality professional development opportunities for faculty—including developmental education faculty, whether adjunct or not.
- Active, campus-wide student success initiatives, where C2C program implementation will coincide with efforts to adopt student-centered practices (including service, experiential learning, and peer mentoring) that involve both academic and non-academic units in service-learning activities.
- Champions across campus, at all levels, at the outset of program development—including senior-level buy-in from Academic and Student Affairs, as well as units such as Institutional Research.
- Existing and effective communication pathways across campus units.
- A reasonable capacity for meaningful data collection, analysis, and use (often associated with longevity as an Achieving the Dream school). For example, on one pilot campus, administrators developed a system to track C2C students by credit completion; on another, administrators used data to convince faculty of positive outcomes of C2C and other student-centered efforts.

Robust C2C programs share the following characteristics:

- *They approach design and implementation from a "learning perspective,"* continually revising programs based on experience and identifying and solving both macro and micro problems. They are resilient and resourceful during transitions and challenges, applying lessons learned to revise the model and building grassroots and senior-level support for the program from both academic and non-academic campus units. They establish open, direct lines of communication in multiple directions, from faculty to C2C staff to peer advocates, so that those involved can adjust the program as they go. They seek feedback and input from different stakeholders, taking action based on that feedback and input, and give individuals a choice as to how and to what extent they want to be involved.
- *They have strong senior campus leaders who view C2C as an effective retention strategy.* For example, on one campus, the new president discussed service-learning in his inaugural address and highlighted C2C in his first annual report. On another, the president involved the community in the strategic planning process, which led to the inclusion of civic engagement in the college's mission statement and service-learning as a strategy for student success. On several campuses, presidents met regularly with peer advocates to learn about the impact of the program on campus culture.

- *They increase faculty engagement by capitalizing on peer-to-peer learning and providing strong support.* C2C faculty act as ambassadors to other faculty, sharing their enthusiasm about integrating peer advocacy and service-learning into their courses. One faculty member noted that what attracted him to C2C was having seen service-learning in other classes, including the availability of C2C staff support. A staff member at one campus said that a goal is to be strategic about "finding faculty who are willing to teach other faculty" and about "expanding to other courses, such as intermediate math, pre stats, and writing classes."

These building blocks for success are not easy or simple to put in place. In cases where a college's commitment to or experience with community engagement or peer advocacy is lacking, it is important to build that support before jumping into C2C. (See Faculty Learning Communities on p. 72 for an approach to developing faculty capacity for C2C). The complexity of the C2C program means that certain levels of expertise and buy-in need to exist to ensure program quality.

STEPS FOR LAUNCHING C2C

Once administrators have assessed institutional readiness for C2C and determined that the appropriate support systems are in place, the steps for launching the program involve information gathering, planning, and ongoing work to manage implementation.

1. Information Gathering

Gathering information about the context of developmental education at the college and in the state is important for being able to design effective approaches to C2C implementation. Learn about the following:

- Current developmental education reform initiatives on the campus.
- The demands on developmental education faculty resulting from these reform initiatives and other requirements.
- Current and impending state policy and climate around developmental education that affect the college.

2. Program Planning

Begin the planning process by creating a C2C design team. The team should include students, faculty, academic and student affairs administrators (vice presidents, deans, department chairs), community engagement and student success professionals, and financial aid staff (to determine Federal Work-Study possibilities for peer advocate pay).

The goal of the design team is to share knowledge and explore how best to design and support the C2C program. Work with your design team to develop a logic model that shows the theory and assumptions underlying the program and links these with short- and long-term outcomes and program activities. (See Appendix 3-1: Developing Logic Models for a detailed guide to this process.)

As the design team develops the C2C logic model, the following decision points can be used to determine the strategies/activities portion of the logic model:

- What the program's purpose is, and which students/classes should be served.
- How to integrate the program into existing college structures and initiatives and leverage and repurpose existing resources.
- Where to house the program.

- What additional funds are needed, if any.
- How to staff the program.
- How to structure the program—Is the peer advocate role in the classroom standardized across all courses, decentralized (left to faculty and peer advocate pairs), or a hybrid of these approaches?
- How to recruit, train, support, and incentivize faculty to work with peer advocates and incorporate service-learning into courses.
- How to recruit, train, support, and incentivize peer advocates.
- How to match faculty with peer advocates.
- How to celebrate and recognize faculty, peer advocates, and C2C students.
- How to support C2C students after participation in the first C2C semester.
- How to evaluate the overall program to facilitate ongoing program improvement.
- How to evaluate student/faculty/peer advocate outcomes.

3. Program Implementation

Implementation does not end with the start of the program. Steps to successful implementation include those that occur before, during, and after the term. These steps are summarized below; the sections that follow offer detailed information and resources to help with the implementation process.

To do before start of the term:

- Develop necessary program materials such as program descriptions, recruitment and training materials, and manuals for faculty, peer advocates, and campus and community partners.
- Identify methods to compensate peer advocates and faculty.
- Recruit and train interested faculty.
- Work with faculty to identify campus/community partners for service-learning activities.
- Recruit peer advocates and complete the application and hiring process.
- Conduct peer advocate orientation (retreat-style).
- Match faculty with peer advocates.
- Support faculty and peer advocates to plan the semester together.
- Develop a plan for training peer advocates.

To do during the term:

- Support faculty and peer advocate pairs.
- Provide ongoing faculty professional development focused on service-learning.
- Conduct ongoing formal training and support for peer advocates.
- Conduct mid-term evaluations: faculty evaluation of peer advocates, peer advocate evaluation of faculty, self-evaluations, C2C student evaluation of peer advocates, and community/campus partner evaluations.
- Begin partnering peer advocates with faculty for the next term. This is aided by early registration incentives for peer advocates that allow them to determine their schedules, a requirement for matching them with faculty.

To do at end of the term:

- Celebrate and recognize C2C students, faculty, peer advocates, and campus/community partners.
- Conduct end-of-semester evaluations: faculty evaluation of peer advocates, peer advocate evaluation of faculty, self-evaluations, C2C student evaluation of peer advocates, and campus/community partner evaluations.
- Conduct overall program evaluation for continual improvement with all key stakeholders (peer advocates, C2C students, faculty, administrators, staff, campus/community partners).
- Conduct an outreach/awareness campaign about opportunities for C2C students to stay engaged with the C2C community beyond their first term.

C2C PROGRAM LOCATION & STAFFING

This section explores options for where to house C2C on campus and how to approach staffing. A case study from Owens Community College illustrates a way to bring C2C to campus with little to no outside funding by leveraging existing service-learning staff and structuring the civic engagement office around the central components of C2C: service-learning across the curriculum (with a focus on developmental education courses) and student leadership. Sample materials from Campus Compact include a C2C program coordinator job description and a sample budget.

Program Location

C2C programs may be located in a variety of campus offices and units. Programs are typically housed in service-learning, civic engagement, or student success centers. They may also be housed in developmental education, English, or math departments. Joint leadership from Academic and Student Affairs extends program reach and credibility among key campus constituencies.

When a Center for Civic Engagement/Service-Learning exists, C2C folds nicely into the mission of the center and adds a focus on developmental education (a key curricular pathway for the majority of community college students), student leadership, and student success. At a time when college leadership cares deeply about student retention, connecting the Civic Engagement Center with student success can help to position the center more prominently.

Staffing for C2C

Service-learning, civic engagement, youth development, leadership development, and faculty development are key knowledge and experience areas for C2C staff. To scale the program, the equivalent of one full-time position at a minimum is needed. If C2C is integrated with other college initiatives such as service-learning, student success, or developmental education reform, the position may be combined with other responsibilities. Responsibilities may also be coordinated among a few staff members with the right mix of skills, such as a staff person in the Center for Civic Engagement and a faculty member who receives a course release to take on a leadership role in C2C program development and faculty recruitment and training.

In selecting C2C staff, pilot colleges focused on strengths like program management, people skills, and visioning. For example, one C2C program coordinator is a faculty member who takes a “community building, grass-roots” approach to developing the program, creates opportunities for academic and other offices to be involved in service-learning, and advertises the service-learning office as a service to faculty. Another’s mix of skills includes the ability to create a shared vision and common language, the capacity to see what needs to happen operationally to keep the program running smoothly, and proficiency in engaging with students, faculty, and other key staff.

Case Study from Owens Community College

ADMINISTERING & STAFFING C2C

By Krista Kiessling, Owens Community College

Background

In 2010, Owens Community College began a deliberate process of building a culture of community service on campus. Historically, individual students and faculty members had taken part in service-learning and community-engaged learning activities, but little structural support existed to support these efforts. Faculty coordinated community partner placements on their own and did not collaborate with other faculty or administration. In 2011, the need for service-learning support became evident, and the college funded a part-time Director of Service-Learning to work with faculty across disciplines in implementing relevant and meaningful academic service-learning. The Director of Service-Learning began the work, as most colleges do, with the more advanced courses.

During the spring of 2012, a learning communities task force began gathering information and planning for integrating curricula in the first-year developmental education courses. Service-learning was considered as a teaching and learning method that could integrate coursework across disciplines and increase retention rates among first-year students.

C2C–Service-Learning Partnership

As learning communities began to experience the benefits of service-learning, Owens Community College was accepted as a recipient of C2C pilot funding and explored implementation strategies. Several campus stakeholders came together to develop the future of C2C. Professional staff from Academic Affairs and Student Affairs strategized to leverage existing programs and resources.

The Director of Service-Learning—a position that by then had become full time—took on the responsibility of C2C program leadership and coordination. She was assigned to coordinate campus and community partnerships, train faculty and peer advocates, work with faculty to develop projects linked to course outcomes, and seek sustainable funding sources for ongoing programming. The college made the strategic decision to have the Director of Service-Learning coordinate C2C to leverage an institutionalized position that would continue for the foreseeable future.

The college used the central components of C2C as the organizational framework for what is now called the Center for Service-Learning, Civic Engagement, and Leadership. If not for C2C, the center would not have focused service-learning efforts on incoming first-year students. However, by doing so, the college positioned itself to bring the retention strategies of service-learning and peer advocacy to their most vulnerable student populations while establishing a culture of service that extends beyond the first year through students' college trajectory. (See C2C Program Brochure – Owens Community College in Appendix II.)

Campus Compact-Created SAMPLE MATERIAL

CONNECT2COMPLETE PROGRAM COORDINATOR JOB DESCRIPTION

Position Title: Connect2Complete (C2C) Program Coordinator
Unit/Department: Academic Affairs—Center for Civic Engagement

A. General Function

The C2C Program Coordinator is responsible for the organization, planning, implementation, and management of the Connect2Complete (C2C) program. C2C is a program that integrates service-learning and peer advocates into developmental education courses designed to support underprepared students in getting ready for college-level coursework. Peer advocates are enrolled college students who, in addition to serving as service-learning leaders, are mentors, advocates, and advisors to their peers in developmental education courses.

This strategy of integrating service-learning and peer advocacy enables students to connect in meaningful ways with their peers and instructors and to see the relevance of their coursework in the real world—on their campus and in their communities. The C2C strategy encourages academic, personal, and spiritual development; development of social networks; and development of students' cultural identity and critical civic consciousness– all key factors for student persistence.

B. Duties and Responsibilities

Activity	% of Time
1. Organize and lead a C2C design team to provide guidance on program implementation and evaluation. The C2C design team should include faculty, Academic and Student Affairs administrators (vice presidents, deans, department chairs), community engagement and student success professionals, and students.	15%
2. Work with staff at the Center for Civic Engagement, faculty, faculty liaisons to the Center for Teaching & Learning, Academic Affairs administrators, and others to recruit, train, and provide ongoing professional development opportunities for developmental education faculty members.	15%
3. Design and implement peer advocate recruitment and application processes.	10%
4. Work with faculty and staff to design and implement a peer advocate training program or credit-bearing course to prepare peer advocates for their work.	15%
5. Manage the matching of peer advocates with faculty and support faculty-peer advocate relationships.	10%
6. Provide support and supervision to peer advocates.	25%
7. Work with Institutional Research to support program evaluation	5%
8. Report to and work closely with supervisor to monitor program operations and budget to ensure that programmatic goals are being met.	5%

NOTE: The C2C Coordinator may also be campus civic engagement staff. If this is the case, this person will also identify and support relationships with campus and community partners.

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C. Minimum Education & Experience

- Master's degree in relevant field with a minimum of five years' experience in higher education.
- Experience with program development and management.
- Experience working in a multi-ethnic and multi-cultural environment.
- Experience working with students with a youth development framework.
- Experience as an instructor in higher education preferred.
- Experience providing faculty professional development focused on civic engagement/service-learning preferred.

D. Knowledge, Skills, & Personal Attributes

- Knowledge of youth development and leadership principles.
- Knowledge of service-learning pedagogy and civic engagement and social justice frameworks.
- Knowledge of curriculum development and assessment.
- Excellent organization, interpersonal, and communication skills.
- Ability to coordinate meetings, manage multiple priorities, meet deadlines, and prepare and manage budgets and reports.
- Ability to effectively work with deans, faculty, and staff.
- A sense of humor and a passion for working with students.

Campus Compact-Created *SAMPLE MATERIAL*

C2C ANNUAL PROGRAM BUDGET

Note: Program components may be funded by repurposing existing infrastructure, staff or funds.

COST CATEGORY	AMOUNT
Personnel	
FTE Program Coordinator	$45K – 65K + benefits (depending on experience/cost of living)
Faculty stipends (for faculty helping to introduce the program to and/or train other faculty)	$8K – 15K (amount can be reduced if the college can provide teaching release time—for details, see Faculty Compensation & Benefits, p. 72)
Peer advocate pay	$0 – This assumes the college leverages Federal Work-Study, Ed Awards, and/or existing scholarship funds (see Peer Advocate Compensation, Incentives, & Benefits, p. 83)

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COST CATEGORY	AMOUNT
Materials & Supplies	
Food for recognition events, trainings, orientations	$1K
Miscellaneous supplies (e.g., certificates of recognition, medallions, peer advocate gear)	$4K
Printing & Publications	
Training materials/manuals/brochures/flyers	$2K
Travel/Accommodations/Conferences	
Faculty professional development travel/accommodations	$4K
Vans for C2C student travel to community partner sites	$1K

Additional Costs for the "Ideal" C2C Program

Materials & Supplies:
Texts for leadership/peer advocate training course

Travel:
Peer advocate/faculty/C2C student travel/accommodations for conferences
Peer advocate and faculty travel/accommodations for retreat-style orientation

Working with Faculty

FACULTY RECRUITMENT

The key to faculty recruitment is ensuring that those doing the recruiting have credibility with faculty members. Peers (other faculty), faculty liaisons from Centers for Teaching and Learning or Centers for Civic Engagement, administrators from Academic Affairs, or those with personal relationships with specific faculty typically have the most success recruiting faculty for C2C.

In order to reach students most at risk for non-completion, colleges may examine institutional data and identify English and/or math developmental education courses with historically low pass rates and recruit faculty teaching those courses. They may also decide to recruit faculty teaching college success courses required of students enrolled in the developmental education program. Regardless of the method, faculty identified to participate must demonstrate a strong desire to work with peer advocates and integrate service-learning into their curriculum.

Effective Strategies for Recruiting Faculty

Effective recruitment starts with giving faculty decision-making authority and making a strong case for the ability of C2C to help students succeed. Specific strategies include:

- Involve faculty in devising the C2C model from the start to increase their participation, buy-in, and ownership.
- Offer options for faculty involvement in C2C, such as giving them choices about ways to participate and to deploy peer advocates. This gives them the flexibility to integrate service-learning and peer

advocacy into their courses incrementally or to tailor service-learning experiences in ways that make sense for them. For example, faculty may:

> Integrate C2C into an existing learning communities course,

> Partner with another faculty member to create integrated service-learning assignments for students in both courses, or

> Work with a peer advocate and faculty liaison to develop their capacity to integrate service-learning into the course over time.

- Create structured opportunities for faculty already involved in C2C to recruit their colleagues, such as through professional development activities at faculty development days, brown-bag lunches, service-learning demonstrations, and department meetings.
- Frame C2C as a strategy for student success and share with faculty the C2C theory of change (see p. 6) and data on the effectiveness of the C2C strategy. As one C2C faculty member put it: "Every professor's goal is for students to connect and complete. … If they see C2C as a way to do this, they will consider getting involved." Another noted, "Reading about and reflecting on an issue, combined with a related service- learning project, is educationally effective."

A Word of Caution

Developmental education faculty have been under increasing pressure to redesign curricula and delivery approaches and cover more and more content. This has resulted in "initiative fatigue," with faculty feeling that they have little time for trying innovations such as service-learning or working with a peer advocate. When recruiting faculty, it is important to approach them with an understanding of the challenges and pressures they face, while conveying that the benefits of C2C to students and faculty alike make it a worthwhile pursuit.

FACULTY SUPPORT

Faculty will come to C2C with varying levels of experience with service-learning and peer advocacy. Consider thinking about faculty development on a continuum that faculty members move along as their experience deepens. Faculty more experienced with service-learning develop projects that arise through deep relationships with community/campus partners and are woven throughout the semester. Similarly, faculty who have experience working with students as leaders in the classroom will seamlessly integrate peer advocates into meaningful service-learning and mentoring classroom activities.

Regardless, faculty will need a base level of knowledge about service-learning and peer advocacy in order to integrate C2C in the classroom with rigor. The C2C program coordinator works with faculty to ensure they understand the overarching purpose of the peer advocate in the classroom and to share strategies for faculty and peer advocates to develop successful partnerships. In coordination with the C2C program coordinator, faculty receive training and resources around service-learning pedagogy from a campus-based service-learning faculty liaison/Civic Engagement Center staff member.

Training & Professional Development

Promising practices from the C2C pilot for supporting C2C faculty training and development include:

- Provide pre-packaged service-learning experiences such as tutoring and on-campus service-learning opportunities through food banks and gardens (see Service-Learning in Developmental Education: Faculty-Developed Course Examples in Section 2) to help developmental education faculty ease into incorporating service-learning in their courses.

- Provide service-learning and reflection manuals, online resources, a directory of faculty involved in service-learning at the college, and a place to post service-learning activities.
- Integrate faculty into peer advocate orientation retreats to support community building between faculty and peer advocates and to support faculty professional development around service-learning and peer advocacy.
- Bring C2C faculty together through regularly scheduled luncheons and symposiums for faculty and campus/community partners to build a sense of camaraderie and encourage learning exchanges.
- Encourage faculty to function as conduits to service-learning professional development opportunities such as in-service presentations, brown-bag lunches, faculty and department meetings, book club discussions on civic engagement topics, service-learning activities, and presentations with peer advocates that involve sharing syllabi and student work.
- Support and encourage faculty attendance at local, state, or national conferences including professional development opportunities offered by Campus Compact.

Case Study from Edmonds Community College

FACULTY TRAINING & SUPPORT FOR C2C

By Daniel Griesbach, Edmonds Community College

All faculty members participating in Edmonds Community College's (EdCC) C2C program were called faculty fellows. (See C2C Faculty Fellows Brochure – Edmonds Community College in Appendix II.) Training and support for C2C faculty fellows had several components: a training retreat, regular meetings, one-on-one support, and professional conferences.

Training Retreat

The C2C program provided an overnight retreat for C2C staff, faculty fellows, and peer advocates. C2C faculty, program staff, and peer advocates from a fellow Washington state C2C campus, Big Bend Community College, joined the retreat as well. (See Peer Advocate and Faculty Training Retreat Agenda – Edmonds Community College in Appendix II.) The retreat provided two days of training and activities in these areas:

- Building community among and between faculty fellows and peer advocates
- Understanding the C2C mission
- Mentoring techniques and leadership and learning styles
- Separate breakout sessions for C2C faculty fellows and peer advocates, including professional development for faculty focused on service-learning
- Group reflection

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Meetings

At the beginning of each term, Edmonds Community College held a "meet and greet" among faculty fellows and peer advocates to get to know one another, discuss the goals for the program, and to match each peer advocate to a faculty fellow in whose classrooms the peer advocate would be working.

The C2C program coordinator arranged meetings throughout the term attended by all faculty fellows, C2C program staff, and staff from the Center for Service-Learning to share information about service-learning projects, develop new projects, and strategize around difficulties.

One-on-one Support

One-on-one support with the C2C project director, a faculty member with deep service-learning expertise, was offered to faculty fellows both on request and on an ongoing basis with the Open Lab. The Open Lab was a place for C2C students to meet with their peer advocate, both in seeking individual help and in working on structured group activities, as well as for the peer advocates to work together. Faculty fellows also used this space for collaborating with other faculty, C2C coordinators, and peer advocates in developing service-learning projects.

Professional Conferences

Faculty fellows were supported in attending and presenting at professional conferences, including Continuums of Service, Curriculum for the Bioregion, and a C2C Summit organized by Washington Campus Compact.

Faculty Learning Communities

While workshops and one-time meetings can introduce faculty to new concepts and provide important learning opportunities, faculty learning communities can provide forums for deeper, ongoing learning to support a continuum of progress over a period of 6–12 months. C2C faculty learning communities could be used to support faculty new to service-learning to prepare them for involvement in C2C and/or to deepen practice for those already involved in C2C.

A topic-based faculty learning community involves a small group of faculty (8 to 12) engaging in an active, collaborative program focused on enhancing teaching and learning around a specific topic, such as service-learning. Ideally this group meets for one to two seminars and activities each month. Participants typically select a focus course or project to try out innovations and assess resulting student learning. They prepare a course or project mini-portfolio to show the results, engage in seminars and retreats, work with student associates, and present project results on campus and at conferences.

Evidence shows that faculty learning communities increase faculty interest in teaching and learning and provide safety and support for faculty to investigate, attempt, assess, and adopt new methods. For the most comprehensive website on faculty learning communities, see http://www.units.miamioh.edu/flc/.

FACULTY COMPENSATION & BENEFITS

Because faculty on most campuses are already stretched thin, asking them to take on additional work—even work that is beneficial both to them and to students—is much easier if they have incentives to do so. Faculty incentives can come in the form of both compensation and non-monetary benefits.

Faculty Compensation

Funds should be allocated to compensate faculty (adjuncts and full-time) for time committed to formal C2C-related curriculum development, faculty mentoring, and professional development activities. Compensation can take one or more of these forms:

- Stipends for developing peer advocate leadership development courses.
- Stipends for professional development/training/participation in faculty learning community programs focused on service-learning and peer advocacy.
- Stipends for faculty-to-faculty mentoring arrangements (i.e., individuals who have the knowledge and are well positioned to support other faculty), both for service-learning and peer advocate work.
- Course release time or stipends to take on leadership roles in C2C program development and faculty recruitment/training.

Non-Monetary Benefits

Non-monetary benefits include both campus support and recognition and the less tangible benefits of satisfaction and improved effectiveness:

- Structural support for participation in a program that connects instructors, peer advocates, C2C students, and campus or community partners.
- Opportunity to collaborate with colleagues and students across disciplines.
- Opportunities to publish applied research used to address campus/community needs.
- Opportunities to participate in professional development.
- Advancement toward tenure and promotion goals (when guidelines exist that reward engaged scholarship and teaching that uses service-learning pedagogy).
- Recognition and awards for faculty involved in service-learning and peer advocate work.
- Encouragement by chairs, deans, and the president.
- Knowledge that the teaching experience is rewarding and effective when students are motivated to do well, collaborate with their peers, and develop a connection with their instructor.

Working with Peer Advocates

PEER ADVOCATE RECRUITMENT & HIRING

The Recruitment Process

Peer advocate recruitment strategies are designed to attract academically successful students, especially former C2C students, who demonstrate leadership potential. The majority of peer advocates participating in C2C during the pilot phase were first-generation college goers who, like the C2C students, had struggled with their identity as college students and had been able to overcome such challenges when they arrived on campus. Many had been C2C students themselves. All were in good academic standing.

Following are recruitment tips for finding and reaching peer advocates. A “√” indicates an especially promising practice.

Sources of peer advocates:

- √ Previous C2C students. Recruitment efforts should involve developing the capacity of C2C students to take on the peer advocate role. This retention-based recruitment approach focuses on developing leadership and creating a sense of belonging among C2C students over the course of several semesters, while creating a pathway to the peer advocate role.
- √ Former exemplary students of C2C faculty.
- Students who have completed service-learning courses or are service-learning student leaders.
- Leaders of clubs/student government.
- Students studying in human services fields.
- Scholarship students required to do service.

Outreach methods:

- √ Referrals from faculty, staff, and peer advocates who are knowledgeable about the program and alert to potential peer advocate candidates.
- Job postings in the Financial Aid Office's Work-Study jobs bulletin.
- Advertising through student newspapers, job fair tables, and flyers.
- Listing of peer advocate leadership development classes in course schedule.
- Word of mouth.

The Application Process

Structuring the application process to reflect a professional tone encourages applicants and hirees to view the peer advocate role as a professional job. This process requires several steps, including the creation of application materials (with samples provided below):

- Create a formal job description (see sample).
- Create an application form (see sample).
- Require at least one faculty letter of recommendation.
- Conduct interviews by committee to emulate an academic interview and include peer advocates, C2C students, and faculty (see sample).
- Create an agreement form (see sample) and review it carefully with peer advocates before they begin.

Campus Compact-Created *SAMPLE MATERIAL*

C2C PEER ADVOCATE JOB DESCRIPTION

The peer advocate position is designed for students with an interest in supporting and guiding developmental education students in their acclimation to college life in terms of academic, personal, social, and civic development. Peer advocates are matched with a developmental education or college success instructor and serve as leaders of service-learning and mentors, advisors, and advocates within and beyond the classroom. Peer advocates are supported by the C2C program

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coordinator, faculty, and other peer advocates. To develop leadership skills and address challenges, peer advocates are expected to participate in an orientation and weekly trainings/meetings.

A. Duties and Responsibilities

The peer advocate is expected to support developmental education students (C2C students) in the following areas:

- Coordinate, lead, and promote service-learning and reflection activities with support from the course instructor and C2C staff.
- Connect and orient C2C students to services and resources on and off campus.
- Guide C2C students in developing relationships with peers, faculty, and advisors.
- Mentor C2C students to develop college know-how and a college-staying identity and to clarify goals.
- Help C2C students develop time management, stress management, goal setting, study, and leadership skills.
- Model positive behaviors of a college student.
- Connect C2C students to educational, civic, and social activities on and off campus.
- Support C2C students in self-reflection and self-discovery.
- Serve as the "go-to" person for C2C students; listen to and empathize with the new student experience.

Peer advocates carry out the above work in the following ways:

- Meet with the C2C course faculty member to plan the semester and set goals for themselves and for C2C students.
- Meet with campus and/or community partners to arrange service projects as needed.
- Attend course sessions in accordance with program and faculty expectations to facilitate service-learning and reflection activities, community-building activities, and skills workshops and to make announcements about college activities and semester benchmarks.
- Meet with C2C students before and/or after C2C course sessions, and at other times as needed. Peer advocates may hold office hours.
- Proactively reach out to C2C students and be available by phone, text, email, and social media.
- Returning peer advocates may take a leadership role in supporting and training new peer advocates.

B. Qualifications

Peer advocates are enrolled students who have completed at least one semester at the college. Requirements include:

- Good academic standing, with a minimum GPA of __ . [Determined by the individual college, but suggested between 2.25 and 2.75.]
- Maintenance of the minimum GPA while in the position.

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- Enrollment for a minimum of __credits while serving as a peer advocate.
- Availability for __ hours/week and ability to commit to the role for a minimum of two semesters.
- Desire to help students succeed.
- Strong interpersonal skills and the ability to connect with students from diverse backgrounds.
- Demonstrated leadership potential and a willingness to grow as a leader, model leadership, and develop leadership in others.
- Desire to collaborate with faculty, staff, and peers and to integrate constructive feedback from other peer advocates, faculty, and staff.
- Excellent written and spoken communication skills.
- Willingness to engage in self-reflection and personal development.

In selecting peer advocates, the C2C program prioritizes students who:

- Were formerly C2C students who demonstrate leadership potential, and
- Who have overcome obstacles similar to those C2C students face.

C. Benefits

- Experience supporting peers and participating in service projects.
- Development of work habits and leadership skills.
- Connections with and mentorship from faculty, other peer advocates, and staff.
- Opportunities for self-reflection and growth.
- Preparation for careers, especially in human services.
- Engagement in own academic program completion.

D. Compensation & Other Incentives

- Financial incentives such as Federal Work-Study funds, AmeriCorps Education Award, scholarship, or hourly pay.
- Comprehensive training and practice of service-learning, mentorship, leadership, and college success skills.
- Early registration.
- Transcript notations for service completed.
- Faculty references.
- Opportunities to participate in or present at professional conferences.
- Recognition at award ceremonies and graduation.
- Access to campus resources (such as laptops, stipends for books, meals, printing, etc.).
- Resume building.
- Free peer advocate gear (e.g., shirts).

Campus Compact-Created *SAMPLE MATERIAL*

PEER ADVOCATE APPLICATION FORM

Basic Student Information

Name: ____

Student ID number: ____

Preferred phone number: (_______)_________-______________________

Email address: ____

Home address: ____

____

Major(s): ____

____

Minor(s): ____

Number of semesters completed: _______

Number of credits enrolled for semester serving as a peer advocate: _______

Cumulative GPA: _______

Questions

Please type a one- to two-paragraph response to each question on a separate sheet.

1. What experiences have you had before and during your time in college that relate to your interest in the peer advocate position? Why are you interested in the peer advocate position?
2. What goals do you have for yourself while in college, and what are your career goals?

Resume

Please provide a resume.

References

Please provide two references, including at least one from a professor.

Transcript

Please attach an official transcript to this application.

Campus Compact-Created *SAMPLE MATERIAL*

PEER ADVOCATE INTERVIEW QUESTIONS

Choose from among the following questions:

1. Tell us more about your background and work/school/life experiences and how they relate to your interest in the peer advocate position.
2. What qualities do you have that you believe would make you an effective peer advocate?
3. What experience do you have with service or civic activities, if any?
4. Describe a time you have been in a leadership role.
5. A large part of the peer advocate position requires a professional working relationship with faculty. Please talk about a positive working relationship you have maintained with a faculty member or mentor.
6. What is your style of connecting with others? What experience do you have working with others different from yourself in terms of race/ethnicity, religion, sexual orientation, gender identity, age, class, etc.?
7. Describe a project, either at school or work, in which you had to collaborate with others. How did you accomplish the task? What were the challenges you encountered in working with a group? How did you overcome these challenges?
8. This position requires a high level of professionalism. What does the word "professionalism" mean to you, and why is it important?
9. What are some organizational techniques or tools you use to manage your time, coursework, work schedule, and other commitments?
10. What challenges do you think the C2C students you would work with might encounter at college?
11. If you could go back and give advice to yourself on managing your first weeks of college, what would you say?
12. If a student came to you with a crisis (e.g. verbal, physical, or sexual assault, suicidal thoughts), what would you do? Would you try to handle the situation yourself or would you reach out to someone else? If the latter, who (a specific person or an on- or off-campus resource) would you reach out to and why?
13. What kinds of programs, events, or activities would you want to create or get your students involved with?
14. Do you have a preference for the type of course/instructor you would want to be matched with as a peer advocate (particular learning communities, courses, professors, etc.)?
15. What do you hope to gain as a peer advocate?
16. [Restate the non-negotiable criteria. Confirm that the applicant meets criteria related to GPA, minimum number of credits enrolled for term that s/he would serve as a peer advocate, and availability in terms of weekly hours and minimum number of terms.]
17. Do you have any questions for us?

Campus Compact-Created *SAMPLE MATERIAL*

PEER ADVOCATE AGREEMENT FORM

I, ____, understand that in order to be a C2C peer advocate in good standing I will agree to do the following (*please read and initial the following statements*):

Academic Expectations:

_______ Maintain __ credit hours while I work as a peer advocate.

_______ Maintain a minimum ___ GPA while I work as a peer advocate.

Peer Advocate Expectations:

_______ I will respect C2C students' cultural backgrounds and personal value systems.

_______ I will respect the autonomy, freedom, and development of C2C students and focus on what is in the best interests of the C2C students I work with.

_______ I will establish an understanding with C2C students that my role is to help them develop skills and strategies to succeed rather than doing their work for them.

_______ I will ask my C2C students for feedback on how I can best support them.

_______ I will consult with the C2C program coordinator or appropriate staff when faced with a dilemma that I am unsure how to handle or that requires expertise that I do not have.

_______ I will participate in all required peer advocate trainings and meetings.

_______ I will be punctual and keep appointments.

_______ I will work the hours required of this position and commit to the minimum number of terms.

Ethical and Legal Guidelines:

_______ I will keep confidential all information about C2C students, except in situations where there is a threat of harm to themselves or others.

_______ I will abide by college policies and the college's Student Code of Conduct.

Behavior Subject to Dismissal:

_______ Failure to follow the terms of this agreement.

_______ Failure to follow appropriate communication practices, either in person or in public forums (e.g., sexual innuendo, insensitive comments or jokes).

_______A romantic or sexual relationship with a C2C student.

By signing this statement, I understand that I am making a commitment to the C2C program and to the C2C students. I agree to embrace the C2C mission and to represent myself on and off campus as a leader and role model. I agree to follow all requirements, guidelines, and expectations specified above, and understand that if I fail to meet these requirements, I will be dismissed from my position.

Continued on the following page >

Student Name (Print)	Student ID Number
Student Signature	Date

PEER ADVOCATE ORIENTATION & TRAINING

Orientation and training are essential to ensuring that peer advocates understand their role fully. Both orientation and training involve hands-on activities, including role-playing, community-building activities, small-group discussions, and service-learning activities.

Orientation

Campuses should require a pre-term (if possible) or beginning-of-term peer advocate orientation. Orientations serve the purpose of front-loading critical programmatic, peer advocacy, and service-learning topics. Orientation is typically held retreat-style off campus for a full day or over several days. Orientation activities may model activities that peer advocates later implement in their C2C classes with faculty support. Returning peer advocates can play a leadership role, helping to plan and facilitate the orientation and sharing their experiences.

Peer advocate orientation topics include, but are not limited, to:

- C2C program overview, including why service-learning and peer advocacy are important for developmental education students in particular.
- Peer advocate roles, responsibilities, and code of ethics.
- Campus policies and procedures relevant to peer advocate work.
- C2C paperwork (timesheets, reflection journal, activity logs, goals).
- Balancing school and peer advocate responsibilities.
- Team building.
- Hands-on activities and role-plays focused on effective mentoring strategies.
- Cultural competency/valuing diversity/stereotype threat.
- Group service project, with reflection.
- Issues students are likely to face at the start of the term and ways to support students in addressing these issues.

Training

In the C2C pilot phase, colleges developed home-grown leadership programs and revised trainings based on what they learned from experience, on feedback from peer advocates, or on a need to align with changes in program design. Training can take the form of a free, required credit-bearing course, or weekly non-credit meetings and skill-development sessions with the C2C program coordinator or other staff.

Colleges may draw on existing campus leadership programs (e.g., Phi Theta Kappa honor society, leadership certificate programs) or off-campus professional development opportunities where there is alignment with peer advocate training needs. Colleges that do not require a credit-bearing course may encourage peer advocates to enroll in and pay for credit-bearing leadership courses offered to all students that complement the more specific peer advocate training.

Peer advocate leadership training topics include, but are not limited, to:

- Theories of leadership.
- Cultural competency.
- Service-learning and civic engagement 101.
- Lesson planning and facilitation skills.
- Facilitation skills for service reflection.
- Understanding how to create respectful, inclusive learning environments.
- Learning styles and multiple intelligences.
- Building rapport with faculty.
- "College knowledge."
- Understanding campus resources:
  - Bring in presenters from groups such as financial aid, career services, advising, academic support centers, library, counseling services, student support centers, student clubs, and disability support services.
  - Suggested additional activity: Organize an online and in-person scavenger hunt as a fun way to introduce peer advocates to campus resources.
- Community/team-building exercises.
- Communication and mentoring skills.
- Relationship building, time management, stress management, study skills, test-taking strategies, goal setting.
- Strategizing and role-playing focused on mentoring challenges and problem-solving.
- Boundaries and ethics guidelines.

A critical additional area of training for both peer advocates and C2C students addresses social, emotional, and cognitive developmental skills needed for college success. This includes helping them develop a college-staying identity, self-efficacy, positive motivational beliefs, and self-regulation skills. See Appendix 3-2, Peer Advocate Training: Sample Lessons for Improving Student Success, for examples of lessons that peer advocates can both benefit from themselves and use with their C2C students to help them succeed.

In addition to topics for peer advocate training, it's important to think about training approaches that will have the greatest impact. Among the strategies for training peer advocates that both enhance their work and benefit them personally are:

- Having new peer advocates shadow experienced peer advocates for a semester.
- Creating systems for peer advocates to observe each other and provide feedback through formal summaries and reflections.
- Including faculty in orientation and/or training sessions for relationship building and program planning purposes.
- Giving peer advocates opportunities to develop or co-develop in-class activities and service-learning experiences with faculty, staff, or other peer advocates.

- Emphasizing skills needed for careers as well as for peer advocate roles, such as communication, managerial, and problem-solving skills.
- Regularly asking peer advocates for feedback about their experiences and input about how to improve the training.
- Providing additional leadership opportunities through campus-wide events.

PEER ADVOCATE SUPPORT, SUPERVISION, & CELEBRATION

Support & Supervision

Peer advocates benefit from active supervision by the program coordinator and formalized support systems in the form of resources and opportunities for sharing and learning among peer advocates:

- Regularly scheduled meetings integrated into the training schedule that are reserved for consultation among peers and staff, such as discussing role-related issues, troubleshooting problems, and sharing advice.
- A process for implementing and reviewing weekly tracking forms for documenting and reflecting on support of C2C students and activities.
- Service-learning and peer advocacy manuals that help peer advocates organize service-learning projects, oversee reflection activities, and carry out their role as mentors and advisors to C2C students.
- Ready-made team-building, service-learning, and student success activities for use in class to motivate C2C students and break down barriers between them.
- Opportunities to attend/present at local, state, or national conferences.
- Guidance in connecting experience as a peer advocate to future career goals.

These quotes attest to the important source of support peer advocates are for each other:

- “You can pick up another peer advocate when they’re struggling and they can pick you up.”
- “We got to know each other and made a connection… We had great conversations about life and leadership. We all became good friends… It’s like we are a happy family.”
- “I had no support at home. Now I have this support team that I didn’t know existed. And the support leads to bravery to do what you thought you couldn’t do… You find the self you didn’t think you had.”

Central to effective peer advocate supervision and support is the recognition that peer advocates are also college students. Colleges should explicitly acknowledge the implications of this dual role by helping peer advocates balance their own workloads and by encouraging self-awareness among peer advocates. For example, peer advocates may need a reminder to seek help when their C2C responsibilities interfere with their obligations as students. Guidelines to help peer advocates manage their dual roles as mentors and students include limiting peer advocates to serving one C2C class per term, not allowing a peer advocate to take more than five courses, and having C2C staff check in regularly with peer advocates taking three or more courses to see how they are managing.

Community building is a key strategy for supporting and enhancing peer advocates’ effectiveness. Campuses can create welcoming spaces for peer advocates to gather for shared activities and eating. The weekly meetings/training sessions are also important for facilitating connections and building relationships among peer advocates.

An added benefit of community building is that peer advocates can leverage their relationships to develop strategies for improving the program. For example, during the pilot phase, peer advocates on one campus developed a "tag team" approach to supporting C2C students. They introduced students to other peer advocates who were not assigned to their class, so that the students would feel comfortable talking with any peer advocate available during office hours. On another campus, peer advocates collaborated to create group service-learning projects for multiple classes at a local elementary school.

Celebration

Celebrating accomplishments is a good way to motivate peer advocates, recognize personal and program achievements, and share successful practices. It's important to note that celebrations should also extend to participating students, faculty members, campus/community partners, and others on campus as well as to peer advocates. Examples of celebrations include college-wide and in-class events:

- **College-wide celebration.** An end-of-term C2C breakfast/lunch/dinner celebration attended by C2C students, peer advocates, faculty, staff, and campus/community partners will ideally also include the college president and/or upper administration. Recognition awards can be given to all peer advocates and faculty. Special achievement awards (e.g., "peer advocate of the semester" and "faculty of the semester" awards) may also be given. Graduating peer advocates should receive special recognition. Student and faculty speakers can share their experiences to highlight successes and areas that may need further work.
- **In-class service-learning celebration.** A celebration within the C2C course should include C2C students, peer advocates, faculty, staff, and campus/community partners. Students and peer advocates can present on service projects and receive awards and/or letters of recognition for their contributions. If desired, peer advocates and students can share potluck dishes connected to service projects.

PEER ADVOCATE COMPENSATION, INCENTIVES, & BENEFITS

Incentives for peer advocates include tangible assets such as compensation and course credit as well as other benefits.

Compensation

Serving as an effective peer advocate requires significant time, a student's most valuable resource. Over 80% of community college students are employed, and for most of these students, having a job while in school is not a choice.[1] To make it possible for all students to consider the peer advocate role—particularly those in economically challenging circumstances, who are likely to have experiences in common with the C2C students—C2C programs should offer compensation to peer advocates in one or more of these forms:

- **Federal Work-Study funds** (see http://www2.ed.gov/programs/fws). Repurposing Federal Work-Study (FWS) dollars is perhaps the most dependable way to compensate peer advocates. To gain access to FWS funds, C2C program coordinators or administrators will need to be strong advocates and work to educate financial aid staff about C2C. This may require utilizing C2C champions in positions of power at the college. C2C staff can remind financial aid staff that peer advocate positions provide meaningful training and skill development opportunities that other positions may not. C2C pilot colleges varied in their willingness to release FWS positions. Pilot colleges that granted FWS slots for C2C were successful at developing relationships with financial aid staff and persisting despite initial rebuffs. Once FWS slots have been allotted to C2C, the C2C program coordinator will need to work with the Financial Aid

1. The Forum for Youth Investment. (2011, November). *When working works: Employment and postsecondary success* (Ready 21, Credentialed by 26 Series, #4). Washington, DC: The Forum for Youth Investment.

Office to develop a system for recruiting students on a timeline that works for both financial aid and the C2C program.

- **Campus scholarships.** Many colleges offer student scholarships that require service hours. These students may fulfill their service requirement by serving as peer advocates.
- **Wages for students without Work-Study.** Colleges may raise funds through grants, student government funds, or student activity fees to compensate peer advocates when Federal Work-Study is not an option. Compensation should be at minimum wage or above.
- **AmeriCorps Education Awards** (see http://www.nationalservice.gov/resources/edaward). Available through some colleges or some Campus Compact state affiliates, these awards are put toward student tuition costs in exchange for 300 hours of service over the course of a semester.

Leadership Development Course Credit

A leadership course will be viewed as an incentive for peer advocates only if the course is free. One college made the course free through a volunteer teaching contract with the C2C program coordinator who taught the leadership course. A few used grant funds to pay tuition on a limited basis.

In some states, students are penalized for taking additional elective courses, so additional credits may be a deterrent rather than an incentive. It is also important to consider developing a class that is transferable to other institutions. Before developing a credit-bearing leadership course, inquire about state policies and learn from students about whether and how a credit-bearing course can be an incentive.

Additional Incentives

Other incentives for peer advocates include training and leadership development opportunities as well as resources and recognition that can help both during and after college:

- Comprehensive training in service-learning, mentorship, leadership, and college success skills.
- Early registration.
- Transcript notations for service completed.
- Faculty references.
- Opportunities to participate in or present at professional conferences.
- Recognition at award ceremonies and graduation.
- Access to campus resources (such as laptops, stipends for books, meals, printing, etc.).
- Resume building.
- Employment opportunities with community partners.
- Free peer advocate gear (e.g., shirts).

Benefits

Students derive many personal benefits from becoming peer advocates:

- The experience of supporting peers and others through the peer advocate role and service projects.
- Development of work habits and leadership skills through modeling and practicing the same skills they are sharing with students.
- Connections with and mentorship from students, other peer advocates, faculty, and staff.
- Opportunities for self-reflection and personal growth.

- Preparation for careers, especially in human services.
- Increased persistence. (Even without the benefit of greater connectedness to the campus and the community, studies reveal that working 15–20 hours a week can have a positive impact on the performance of full-time students.)

APPENDIX 3-1. Developing Logic Models

Developed by Susan Lanspery and Cathy Burack, Center for Youth and Communities, Brandeis University. Used by permission of the authors.

OVERVIEW

Developing and using a logic model is an effective method for planning a program or initiative and charting its progress. A logic model shows the theory and assumptions underlying a program and links these with short and long-term outcomes and program activities. It is a picture of how a program is expected to work and how desired outcomes are to be achieved. A logic model can also serve as an excellent education and management tool as well as a platform for self-evaluation and continuous improvement.

The approach used in this document is drawn from the *W.K. Kellogg Foundation Evaluation Handbook.*[2] Other approaches to logic modeling, including different terms and somewhat different processes, are included in the Resources section that follows this discussion.

INTRODUCING LOGIC MODELS: BENEFITS OF THE PROCESS & THE PRODUCT

A logic model is a picture of how your initiative will work: what you will do (strategies/activities), with whom, why, and with what result. It is also an opportunity to clarify your assumptions about what you are doing and why. A logic model may also be called a theory of change.

A logic model should include a logical chain of activities and outcomes—"If we do X, then Y should happen." For example: *If diversity and inclusion are infused in new student orientation, students will be more likely to expect and contribute to a more inclusive climate.*

The logic model asks:

- What is the problem to be addressed?
- Who will be served through your initiative?
- What are your assumptions about how and why your initiative will work?
- What strategies/activities will you use?
- What outcomes do you expect?
- How will you measure success?
- What long-term impacts do you hope to achieve?

Benefits of the *process* of creating a logic model:

- Clarifies thinking and uncovers different understandings about what you are doing and why.

2. Curnan, S. P., & LaCava, L. (Eds.). (2004). *W.K Kellogg Foundation evaluation handbook.* Available at http://cyc.brandeis.edu/pdfs/reports/EvaluationHandbook.pdf

- Enables you to think systematically about what your initiative is trying to accomplish and the steps you will take to reach your goals.
- Makes it easier to identify gaps and avoid mismatches across categories.
- May lead to consideration of new ideas.
- Helps focus complex work.
- Helps decide what outcomes are important to track—a starting point for evaluation.
- Creates shared understanding and ownership and thus builds partnership and improves communication.

Benefits of having a logic model *product:*

- Aids in planning, implementation, and management.
- Shows cause-and-effect relationships between strategies and outcomes—especially important in complex initiatives when there are other influences on the outcomes you want to achieve. A well-connected logic model can help you see whether your initiative is having an impact.
- Makes it easy to share a project description with others.
- Supports accountability, evaluation, reporting, and replication.

STEPS TO CREATING A LOGIC MODEL

Following is a guide to the key elements of the logic model approach covered in this document:

Name of Initiative Problem Statement: What is the problem the initiative will address?					
For Whom	**Assumptions**	**Strategies/ Activities**	**Outcomes**	**Measures of Success**	**Long-Term Impacts**
Target group(s) for the initiative	What you know, think, and/or believe about what's needed and will work	Activities needed to achieve desired outcomes	Reasonably measurable year-by-year changes in policies, practices, or target group(s)	Information needed to show whether outcomes have been achieved and initiative is successful	Ultimate or long-term outcomes for initiative

The elements in the chart above combine to produce a guide for program development.

The following chart shows an effective sequence for building your logic model (although the process overall is likely to be more iterative than linear).

Name of Initiative Problem Statement: What is the problem the initiative will address? **1**					
For Whom	**Assumptions**	**Strategies/ Activities**	**Outcomes**	**Measures of Success**	**Long-Term Impacts**
Target group(s) for the initiative **2**	What you know, think, and/or believe about what's needed and will work **7**	Activities needed to achieve desired outcomes **5**	Reasonably measurable year-by-year changes in policies, practices, or target group(s) **4**	Information needed to show whether outcomes have been achieved and initiative is successful **6**	Ultimate or long-term outcomes for initiative **3**

First, bring key stakeholders together; then:

1. Define the *problem* you will address.
2. Determine the *individuals or group(s) you will target.*
3. State expected *long-term impacts.* Work backwards to the next step.
4. Decide on *outcomes* you want to achieve.
5. Ask, "If we want to achieve these outcomes, what *strategies* should we use?"
6. Ask, "If we are *successful,* how will we know it?"
7. Ask, "What *assumptions* underlie our approach?" Beliefs about how and why change happens are usually easier to articulate after the rest of the logic model is largely filled in. Stakeholders may hold different beliefs about what is necessary or what will work.

STRATEGIES VS. OUTCOMES VS. MEASURES OF SUCCESS: EXAMPLES

Strategies are what you DO and *outcomes* are what CHANGES because of what you do. *Measures of success* are evidence that the desired change has occurred. Remember: not everything that is measurable is meaningful; and not everything that is meaningful is easily measurable. There may be tradeoffs between obtaining the most meaningful results and collecting data at reasonable cost and with reasonable effort.

STRATEGIES ⇨	OUTCOMES ⇨	MEASURES OF SUCCESS
What you do	What changes	How you know
Increase professional development opportunities to help faculty apply best practices in inclusive teaching.	More faculty members apply inclusive teaching principles systematically and explicitly; students from all backgrounds have experiences that are more positive.	Faculty report applying inclusive teaching principles more often. Students from all backgrounds report higher levels of comfort in their classes.

Continued on the following page >

STRATEGIES ⇨	OUTCOMES ⇨	MEASURES OF SUCCESS
What you do	What changes	How you know
Collect and analyze data (including from students) regarding efforts to recruit and retain a more diverse student body.	Revise student recruitment and retention strategies based on lessons learned from data analysis.	Diversity of applicants and enrolled students increases.
Analyze diversity of campus workforce, retention rates, and reasons for voluntary/involuntary staff/faculty terminations.	Revise staff recruitment and retention/support strategies based on lessons learned from data analysis.	Diversity of faculty/staff increases and retention rates increase.

Questions to ask as you work on your logic model[3]:

- Will the planned strategies really lead to the expected outcomes?
- Are all target groups, strategies, and outcomes included?
- Do you have enough resources to do what you're planning?
- Does each outcome have a strategy that will lead to it?
- Does each strategy lead to one or more outcomes?
- Are the outcomes really outcomes, not strategies/activities?
- Are the outcomes reasonably measurable?
- Are all stakeholders in agreement about the logic model?

Final hints:

- Focus on being outcome-driven, not activity-driven. Start with outcomes.
- The elements (assumptions, strategies and activities, and outcomes) should be logically aligned.
- Revisit and revise periodically. These are living documents. Some strategies will work; others may not. Initial assumptions may be incorrect.
- Aim for 1-2 pages (but it's acceptable to develop a multiple-page logic model at first).
- You can use a logic model to develop more detailed action and/or strategic plans.
- The process is as important as the product: Engage all stakeholders in developing the logic model and use it as an education tool to build awareness and deepen understanding.

RECOMMENDED RESOURCES REGARDING LOGIC MODELS

The following websites offer further information on various approaches to developing and using logic models.

We have already referred to the following (footnote 2):
*W.K. Kellogg Foundation Evaluation Handboo*k (2004), edited by Susan P. Curnan and Lisa LaCava.
http://cyc.brandeis.edu/pdfs/reports/EvaluationHandbook.pdf

3. Adapted from Porteous, N. L., Sheldrick, B. J., & Stewart, P. J. (2002). Introducing program teams to logic models: facilitating the learning process. *The Canadian Journal of Program Evaluation,* 17(3), 113-141.

For an online tutorial about developing a logic model using a different framework and terms than are used in this document:
Greg, Erik. Usable Knowledge LLC. http://www.usablellc.net

For a detailed guide that also uses a different framework and terms and provides helpful advice:
Innovation Network, "Logic Model Workbook." www.innonet.org/client_docs/File/logic_model_workbook.pdf

For a detailed article about logic model development with a somewhat complex but well-thought-out framework:
Renault, V., Fawcett, S., Milstein, B., & Chapel, T., *The Community Tool Box. Developing a Logic Model or Theory of Change.* http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main

For more detailed reading about developing logic models:
Creating program logic models, from Knowlton, L. W., & Phillips, C.C. (2013).
The logic model guidebook: Better strategies for great results. Thousand Oaks, CA: Sage Publications.
http://www.sagepub.com/upm-data/23938_Chapter_3___Creating_Program_Logic_Models.pdf

APPENDIX 3-2. Peer Advocate Training: Sample Lessons for Improving Student Success

Developed by Mandy Savitz-Romer and Suzanne M. Bouffard, based on their book Ready, Willing and Able: A Developmental Approach to College Access and Success *(2012). Used by permission of the authors.*

Note: These lessons do not provide a comprehensive guide to the training of peer advocates. They are included here to illustrate an in-depth training approach around key social, emotional, and cognitive developmental skills critical to student success. Colleges may have existing approaches to training peer mentors and student leaders; these lessons can complement those or be integrated with additional training sessions created for peer advocates.

These lessons model activities for training peer advocates that are also intended for use by faculty and peer advocates with C2c students. For the activities, "Instructor" may therefore refer to a faculty member/staff instructing peer advocates or a peer advocate instructing C2C students. Similarly "students" may refer to peer advocates or C2C students receiving training.

LESSON 1: IDENTITY & COLLEGE PERSISTENCE

Objectives

- Peer advocates will reflect on aspects of their identity that influence their college experiences.
- Peer advocates will understand how these aspects of identity were shaped before and during college.
- Peer advocates will understand the importance of integrating different dimensions of identity.
- Peer advocates will understand the role that identity plays in college and life success.
- Peer advocates will be able to help C2C students reflect on their identities, develop self-narratives, and understand how these aspects of identity influence their college decisions and experiences.

Brief Instruction: How Identity Affects the College Experience

Identity overview. Identity is a concept that is often not fully understood. Broadly speaking, identity refers to how we answer the question, "Who am I?" But it's a more complex concept than many people realize.

SECTION 3: PROGRAM ADMINISTRATION

When we ask people to describe their identities, they often respond with aspects pertaining to their gender, race, or religion—that is, linking themselves with certain groups to which they feel they belong. These group affiliations are important components of identity, but identity is shaped by many factors. Following is a useful framework for understanding the factors that shape our identities:

- Groups in which we are members (e.g., racial, ethnic, gender).
- Individual characteristics (e.g., interests, self-concept, and personality traits).
- The roles we play (e.g., as students, friends, siblings, employees).

The role of identity in college success. Identity influences college success in many ways. Perhaps one of the clearest ways is through college-going, and subsequently college-staying, identity— which research suggests makes students more likely to complete college. College-going or college-staying identity refers to a student's belief that being a college student is both consistent with and central to his or her sense of self. In part this means believing that being a college student—and a college graduate—fits with other aspects of that person's identity. Students who have strong college-going and college-staying identities tend to engage in academic and social decisions and behaviors that make them likely to finish college.

Having a college-staying identity may sound simple, but in fact it can be quite complex. When students transition to college, they are engaging in a larger process of identity development that influences everything in their lives. They are grappling with questions such as, "What's important to me?," "Who do I want to be in this new context?," "Where do I fit in?," and "What do I want to do with my life?" Because this larger identity development process is taking place during students' first year in college, it's important to help them form a college-staying identity *as part of* answering these broader questions about themselves.

We want to help C2C students develop a college-staying identity as one aspect of their overall identity exploration and to understand how being a college-goer fits within their view of themselves. This is crucial so we don't inadvertently create or reinforce conflicts and incongruence between college-going and other aspects of their identities—something we frequently see among college-goers, especially those who are first-generation college students or who are taking paths different from many of their friends.

- Some students may see two aspects of their identity as being in conflict with one another—for example, being good at math and being a girl; having strong academic competence and being socially oriented. Identifying this potential source of conflict may help students reconcile these aspects of their identity.
- Some conflicts have additional dimensions that students may need help with; for example, students may identify more with being an employee than with being a student, which may have implications for time management as well as identity.

Identity reflection. Activities and conversations that foster self-awareness and reflection are incredibly valuable, including those that help students see and reconcile competing beliefs and values and identity conflicts. This can be eye-opening for students because identity development often operates subconsciously. It's helpful, therefore, to create opportunities for bringing components of identity "into the light" to think about what they are, how they were formed, and what they mean.

Thinking about where the dimensions of our identities come from can help to surface parts of our identities about which we are not always conscious. Think for a moment about the sources that have helped to shape your identity. Perhaps some dimensions of your identity were inherited through birth while others were shaped by family experiences, such as the way that religion is often transmitted through family expectations and experiences. Other dimensions were probably chosen, such as being a Democrat or a feminist. Still others are shaped through our experiences and the meaning we make of them. This is particularly true in the case of self-concept and the roles we play, which develop through our interactions with others, perceptions of self, and learned experiences.

Another reason these conversations are important is that even when we know how people identify themselves, it's difficult to know how they make meaning of different identities. Two students might share the same attribute but interpret it in different ways. For example, being an immigrant is important to many students' identities. But being an immigrant can mean very different things to different people—and have different implications for their college path. For some students, the most salient aspect of their immigrant identity may be a strong regard for education, shaped by their parents' struggles to provide a better life for them. This would likely strengthen their college-going identity. For undocumented immigrants, this component of their identity might highlight their limited postsecondary opportunities and decrease their college-going identities.

Separating identity narratives. Because identity dimensions and their meaning vary for everyone, peer advocates should resist the temptation to use themselves as models. On the one hand, it's important for peer advocates to understand their own identities so that they know what they bring to the conversation and what shapes their perspectives. At the same time, it's important that they be able to separate their own narratives from those of their C2C students. For peer advocates, separating their own lived experience from their C2C students' will make it easier to provide space for students to do their own identity exploration and reflection.

Activity: Understanding Identity

Materials:

1. 3 large post-it papers (can use 6 if the class is large)
2. Small individual post-it notes

This activity uses large post-its to showcase student input. It is structured to allow students to move around the class to gain insight into the differences among their classmates.

Give students a stack of small post-it notes and ask them to scribe different dimensions of their identity using the three categories introduced in the overview. Meanwhile, hang large post-its on the walls with the heading of each category: Groups in which we are members (e.g., racial, ethnic, gender); Individual characteristics (e.g., interests, self-concept, personality traits); and the roles we play (e.g., student, employee, sibling, boyfriend, daughter). Remind students to write only one dimension per post-it and not put their name on it.

As students finish, have them affix their post-it notes on the large post-it papers on the wall. Then ask them to circulate and consider what themes they discover when looking across the large post-its. Depending on the size of the class, the instructor can engage students in a large-group discussion or break students into pairs or small groups to discuss the results.

Discussion Questions

1. What aspects of your own identity feel most salient? Does this change? How? Where?
2. Can you imagine ways to help your C2C student reflect on aspects of his/her identity and what they mean to him/her?
3. Are there aspects of your identity that could potentially be in conflict with one another? Or, if not conflict, perhaps do not support one another? Which ones, and why? Are there ways to reconcile any conflicts?

Reflection & Application

1. Can you think of any examples of how aspects of your identity have helped you succeed in college so far when things were difficult? Or, can you think of any examples of how conflicts among different aspects of your identity made it more difficult for you to succeed?

2. Now that we have talked about the role of identity in college staying and fleshed out the idea of one's identity, will you think or act differently in your own life? Will you interact differently with the C2C students?
3. How will today's lesson help you work with your C2C students?

LESSON 2: SELF-CONCEPT & COLLEGE SUCCESS

Objectives

- Peer advocates will understand the role that self-efficacy and possible selves play in college and life success.
- Peer advocates will develop personal asset maps and "possible me trees."
- Peer advocates will learn how to help C2C students create personal asset maps and "possible me trees."
- Peer advocates will reflect on their own self-efficacy and possible selves.
- Peer advocates will be able to lead discussions with C2C students about self-efficacy and possible selves.

Brief Instruction: How Self-Concept Affects Success

<u>1. Self-Efficacy</u>

Self-efficacy overview. In order to succeed, we all need to set clear, positive goals for ourselves. But those goals aren't enough. We need to believe that we can succeed. Psychologists refer to this belief in our ability to succeed as *self-efficacy.* Self-efficacy is not a global belief. Most people have high levels of self-efficacy for some things but not others.

For example, you might have a high level of self-efficacy in your ability to connect with other students and help them navigate college administrative structures, but not in your ability to help them learn Spanish. These differences influence our actions. In this case, for example, you are likely to sign up to be a peer advocate but probably not to be a Spanish tutor.

Self-efficacy and academic success. Self-efficacy is related to academic and career success because our belief that we can make positive things happen inspires us to take action. High levels of self-efficacy make us more likely to take on challenging tasks. The outcomes of these tasks then help us to reflect on our self-efficacy and either reinforce or reduce it.

For example, if you believe you can succeed in math, you will be more likely to take challenging math classes and think about careers in math. You'll also be more likely to give those courses your best effort and to stick with them when they get tough. The feedback, including grades and comments, that you receive will give you information on which to evaluate and re-evaluate your self-efficacy in math. If you do well in your courses, you will feel increasingly efficacious and take on even more math-related challenges. But if you consistently do poorly, your level of self-efficacy will likely decrease and you might begin to think about other course and career options.

Self-efficacy vs. self-competence. It's important to have self-efficacy, not just self-competence (a belief that we are good at something). Self-competence can be helpful because it can help us see ourselves positively and get motivated to take action. But self-competence alone can lead us to become complacent and not try our hardest. It can also make us overly focused on proving that we are good at something, which can make us afraid to try new things or avoid doing things that we're not sure we're good at.

Self-efficacy influencers. Four primary factors influence self-efficacy in a given area:

- Mastery of experience—seeing ourselves being successful in that area.
- Vicarious learning—seeing other people being successful in that area.
- Social persuasion—hearing other people tell us that we can be successful in that area.
- Affective state—being in a positive state of mind that helps us to judge ourselves accurately and think in a clear-headed way.

Developing self-efficacy. Because self-efficacy plays a role in whether we pursue certain activities and ultimately whether we succeed, it's important to develop self-efficacy in some or even many areas of our lives and our college careers. One way to do this is to ask for and reflect on specific feedback about what we are doing well and how we can improve so that we can think clearly and constructively about how to build on our successes and how to improve in areas in which we are not as strong.

2. Possible Selves

Ourselves in the future. People have many ways of thinking about themselves in the future, including who they hope to become, expect to become, and fear becoming. Some psychologists refer to these representations of ourselves in the future as possible selves. We all have many different kinds of possible selves and many different visions of who we could become (for better or worse), from the satisfied future self to the doctor future self to the physically fit future self to the lonely future self or the unemployed future self.

Possible selves as motivators. Thinking about our future selves in these ways can motivate us to action. For example, a hoped-for self as a doctor might encourage you to work hard and apply to medical school. A feared future self can also motivate you; for example, envisioning yourself as being underemployed and sleeping on friends' couches for the rest of your life might encourage you to work a little harder, retake a class, or stay in college even when you begin thinking about giving up.

Often, one possible self is enough to motivate us. But sometimes, especially when things are really tough, it takes the combination of a hoped for and a feared self to get us to our goals. The balance of these two kinds of possible selves is important. If we are focused only on our feared selves, we may become frustrated or distressed, or we may miss the opportunity to shape a future career or other goal that we are excited about and inspired for.

Activity: Strength-based Asset Mapping

Each student will have the opportunity to bring to light his or her own assets and personal resources through the process of individual asset mapping. The focus of this activity is on the positive attributes one possesses, which may be a shift for students if they are more accustomed to thinking of their negative attributes. There is no single right way to do an asset map, but here is one way to get started.

Ask students to use a set of domains or categories to map their resources, strengths, qualities, self-efficacy, and other attributes they believe are positive. Any set of domains can be used; some possible options include:

- Different roles students play (student, friend, partner, child, sibling, employee).
- Various contexts (classroom, athletic field/course, social arena).
- Skill areas (writing, public speaking, leading others, math, meeting new people, games, directions, sports; health related behaviors).

For this exercise, use a worksheet to allow students to map their assets individually. You may want to list a set of domains on the board and ask students to use plain paper, or create a worksheet for them to use.

Once students have completed their worksheets, ask them to pair up and share their maps. Pairs may use the discussion questions provided below or simply share their maps. Alternatively, the instructor may choose to use the discussion questions to guide a larger group discussion. Or, use a hybrid and begin with small groups and then shift to the larger group.

The process of mapping (or surveying) assets can be done individually or publicly. One way to do this publically (if the students know one another well) is to for each student to give his or her map to someone else and invite that person to identify some of the student's assets as well.

Discussion Questions

1. In what area(s) of your life do you have the most self-efficacy? Choose one. How have mastery of experience, vicarious learning, social persuasion, and/or affective state influenced your self-efficacy in that area?
2. How can you apply your self-efficacy in these areas to strengthening your college experience (e.g., to inform your choices about courses and majors, to remind you of your strengths and ability to succeed at difficult tasks, to reinforce your work habits)?
3. In what part(s) of your college experience so far do you have the least self-efficacy (e.g., a certain subject area, time management, social relationships)? What opportunities do mastery of experience, vicarious learning, social persuasion, or affective state provide for you to improve your self-efficacy in those areas?
4. Who do you hope you'll be in the future? What does that vision inspire you to do? Who do you fear you might become? How can you make use of those fears without them overwhelming or distracting you? Can your hopes and fears work together in a helpful way?

Reflection & Application

1. Can you think of any examples of how high levels of self-efficacy have helped you succeed in college so far when things were difficult? Can you think of any examples of how low levels of self-efficacy made it more difficult for you to succeed?
2. Now that we have talked about the role of self-efficacy in success, will you think or act differently in your own life? Will you interact differently with your C2C students?
3. Was it easy or difficult to identify positive things about yourself? Why or why not? In what ways do you think that your C2C student may find this easy/difficult?
4. Do you plan to use the framework of possible selves to help you think about yourself and your college experience, and if so, how?
5. How will today's lesson help you work with your C2C students?

LESSON 3: MOTIVATION & GOALS FOR GETTING TO GRADUATION

Objectives

- Peer advocates will understand the difference between extrinsic and intrinsic goals and learn about internalized regulation.
- Peer advocates will learn the importance of why students set goals and how to help them set mastery goals.

- Peer advocates will learn strategies for supporting C2C students' positive motivational beliefs.

Brief Instruction: How Motivation Works

Motivation myths. There are some widely held misconceptions about how motivation works. Without a better understanding, it is difficult to help others develop the motivation to want to be in and stay in college. Two common misconceptions are:

- Motivation is not something you can "give" to another person.
- Motivation is binary—that is, people have it or they don't. In fact, everyone is motivated by something, but what exactly it is varies quite a lot.

Motivation and goals. Motivation consists of having the beliefs, goals, and behaviors necessary to reach one's goal. In this context, to help another person become motivated is to support him/her in developing the belief systems, setting appropriate goals, and engaging in the kinds of behaviors that are conducive to staying in college.

- Goal-setting plays a central role in motivation. Goals are what drive people to act, from the big long-term goals, like getting a college degree, to basic everyday goals like doing homework that are often so ingrained that we don't think of them as goals. More specifically, the reasons that people set goals influence whether they will be able to stay motivated towards reaching them.
- Having goals alone will not ensure that a person can achieve them. The WHY behind our goals is an important indicator of whether or not one is able to persist towards achieving something, even something like staying in college.

Intrinsic and extrinsic rewards. Goals are typically influenced by intrinsic and extrinsic rewards. When a person is influenced by intrinsic rewards, she is more likely to do something because of its inherent enjoyment or pleasure. When a person sets a goal driven by extrinsic rewards, she is doing so for the purpose of receiving external rewards, such as money or prizes, or even high grades or prestige.

- Research suggests that when students set college-going or college-staying goals that are driven by intrinsic rewards, they may be more likely to succeed in the long term; they are more likely to take risks, take on bigger challenges, retain information, perform well, and persist through obstacles when driven by intrinsic motivation.
- Helping college students to identify the intrinsic rewards of being in college, or even doing well in college, is an important step towards supporting their motivational beliefs and goal systems.

Internalized regulation. This is a third kind of motivation that falls somewhere between intrinsic and extrinsic rewards. This type of motivation describes the kind of reward you receive when you do not necessarily find a task intrinsically rewarding, but you believe in its importance for reaching a goal. For example, while a college student may not find a meeting with a professor during office hours to be intrinsically rewarding, she may fully understand its importance in helping her learn the material she needs to excel in her chosen career.

Factors to keep in mind:

- Helping people develop the kinds of motivation that will enable them to reach their goals requires that they develop a balance of intrinsic and extrinsic goals.
- One challenge in higher education is that very often students enroll in college primarily for extrinsic rewards. These rewards include the promise of a higher salary and satisfying other peoples' expectations (peers, parents).
- Helping students develop or identify the intrinsic reasons for going to and staying in college means helping them develop internalized, personal reasons for being there. This includes emphasizing learning for its own sake.

- While students' reasons for coming to college may have started with extrinsic motivators, they can certainly be expanded to include intrinsic ones as well, especially if supported by peers and mentors.

Activity: Identifying Motivators

An important part of setting the kinds of goals that support success is becoming aware of when a goal is influenced by an intrinsic or extrinsic reward. This is not always a conscious process. Therefore, helping college students become reflective about different rewards systems is a good first step toward understanding their influence and how to strike a balance between them.

This activity introduces students to the different types of motivation (intrinsic, extrinsic, and internalized regulation) that exist in their everyday lives. While not focused specifically on college going/staying, this activity provides a foundation for discussion questions that shift students' attention to how these motivators relate to college going/staying. Each student will have the opportunity to identify the kinds of intrinsic and extrinsic motivators that influence their behaviors and goals.

Using a plain piece of paper, ask students to brainstorm how they spent the last 3 days, listing all the academic, social, and other things they've done, leaving a space below each item. Ask students to be as concrete as possible; for example, rather than listing, "Going out with friends," they should list "Went to a movie with friends;" If they list "studying," they should instead list "Studied for math exam" or "Read 15 pages of biology homework." Students may come up with a lot of items, such as eating, playing basketball, talking to family members, watching TV, studying for a biology test, sleeping, praying, meditating, checking Facebook, working, volunteering, etc.

Once each student has a relatively robust list, ask students to complete the following sentence under each item on their list: "I did this activity because…"

Students might include some of the following answers:

- It is enjoyable, interesting, fun
- It satisfies psychological needs (autonomy, competence, independence)
- It provides me with a tangible reward (money, a grade, etc.)

Once students have had a chance to go through their list, ask the class to share the activities that they did for extrinsic reasons—that is, for external rewards or incentives. Then do the same for intrinsic rewards/incentives, followed by internalized regulation. This will enable students to see the difference between these different kinds of incentives.

Discussion Questions

1. Is it possible to engage in something for more than one reason? Are there activities on your list that you identified as being driven by an extrinsic reward but might also be driven by an intrinsic one?
2. Can you think of any examples of how certain activities came to be influenced by internalized regulation? In other words, how did they come to be valued intrinsically, even if not completely enjoyable for their own sake?
3. What are the reasons you came to college? Were these driven by intrinsic or extrinsic rewards?
4. Is it possible that there are other intrinsic rewards that you experience by being here, or that you get by staying in college?

Reflection & Application

1. Now that we have discussed the various kinds of incentives that are behind our own college going and staying, can you think of other reasons why some students are driven to attend college?
2. With this new information, will you interact differently when trying to build your C2C students' motivation?
3. What are some ways you can help your C2C students to identify intrinsic reasons for staying in college, or doing well while here?

LESSON 4: SELF-REGULATION TO TURN COLLEGE GOALS INTO ACTION

Objectives

- Peer advocates will understand the role that self-regulation plays in college persistence and success.
- Peer advocates will learn strategies for supporting C2C students' self-regulation.
- Peer advocates will learn how to help C2C students engage in "mental contrasting" and in planning multiple routes for achieving their educational goals.
- Peer advocates will be able to help C2C students assess their self-regulation strengths and challenges and support them in increasing self-regulation.

Brief Instruction: Self-Regulation Skills

Self-regulation overview. Self-regulation is a person's ability to manage his or her thoughts, emotions, and behaviors in the service of attaining goals. Self-regulation helps people get from envisioning specific goals to making them a reality.

Self-regulation skills are linked with a part of the brain called the prefrontal cortex that controls executive functioning. Executive functioning is like the air traffic control system for the brain—it allows us to take in multiple points of information, coordinate them, and manage multiple complex tasks at the same time.

Factors to keep in mind:

- Self-regulation encompasses many specific skills, including the ability to focus attention, plan, delay gratification, solve complex problems, self-reflect, and shift strategies when necessary.
- Self-regulation skills can be taught and developed at any age.

Self-regulation and college success. Self-regulation skills are essential for academic achievement because they allow people to pay attention, remember important information, and engage in activities like planning and organizing time. These abilities allow us to take in information, retain it, and apply it. Self-regulation skills can also influence college persistence in other ways beyond supporting academic achievement. For example, they can help students complete paperwork on time, manage deadlines, make and carry out plans for financing their education, and make clear choices about their futures.

One of the self-regulation skills most important for college success is the ability to envision multiple routes to a goal as well as potential obstacles and how to overcome them. Some researchers refer to this as cognitive flexibility or set shifting. Gabriele Oettingen (2014) has proposed a strategy called mental contrasting, in which people envision the future, including both their goals and the challenges that they need to address in order to get to those goals.

Because these skills can be challenging, it is very helpful for students to have peers, mentors, faculty, and other significant people who help them stay focused on the long-term goal by:

- Providing frequent reminders about that goal.
- Helping them find interesting and satisfying parts of the experience in the short-term to keep them engaged.
- Encouraging them to break long-term goals into sub-goals so that they can see progress on an ongoing basis.
- Helping them envision multiple routes to the ultimate goal and making plans for how to overcome potential obstacles.

Meta-cognition. One of the processes that enables self-regulatory skills is meta-cognition, or the process of thinking about one's thoughts. Meta-cognition allows people to be aware of and thoughtful about how they are approaching their decisions and actions and to create or select strategies best suited to their needs and situations. It also allows them evaluate the outcomes of their decisions and actions and to use that information to revise their approaches in the future.

Meta-cognition is a big part of Zimmerman's (1990) cycle of self-regulated learning, a strategy that involves the following phases:

- Forethought—goal setting and planning.
- Performance control—observing one's own behavior while engaging in goal-oriented strategies.
- Self-reflection—evaluating the experience and making judgments about what worked and what didn't to inform future experiences.

Activity: Mental Contrasting

One self-regulation skill that helps students stay on the path to college completion is the ability to envision potential obstacles and to make plans for overcoming them. Researcher Gabriele Oettingen (2014) describes one strategy for doing this as mental contrasting. This process involves envisioning future goals in the context of current realities, including challenges and needs—in other words, envisioning both the positive and potentially negative sides of their situations. Doing so allows students to identify obstacles and strategies for overcoming them even before the obstacles actually materialize. The balance between positive routes to the goal and potential challenges is important to keep students from "dwelling" or becoming discouraged.

For this activity, ask students to list one concrete educational sub-goal on a piece of paper at the far right (such as passing chemistry class or completing all of the requirements for a nursing degree). Next ask them to identify 1-3 potential obstacles that might get in the way of that goal and list them down the left-hand side of the paper.

For each potential obstacle, ask students to create a specific strategy for overcoming it. These may be listed as "if-then" statements: For example, "If the chemistry class I need for certification is not offered next semester, then I will speak to my academic advisor about substituting another course to meet the requirement." Have students list these strategies between the obstacles and the goal and draw a pathway toward success across the paper.

As an optional debrief from this activity, have pairs or groups of students brainstorm about the kinds of obstacles and strategies they identified and share ideas about how to navigate common challenges in the process of completing college.

Discussion Questions

1. What are your long-term educational and/or career goals? Choose one or two and break them into sub-goals. What are those sub-goals and how can they help you achieve your long-term goals (e.g., by helping you stay focused, appreciate your progress, make money to help you finance your long-term goals, etc.)?
2. Completing college sometimes requires delaying short-term gratification or putting off immediate desires. What are those immediate desires that you are putting off? How does delaying them help you achieve the long-term educational goals you described? What reminders, visual aids, and other strategies can you use to help you delay gratification and reach those goals? How can you enlist the support of your peers and mentors?
3. Name two or three self-regulation skills that are strengths of yours (e.g., planning, time management, focus, self-reflection). How are those skills helping you in your college education, and how can you build on them even more? Now name one self-regulation skill that is challenging for you. How can you improve it to help you reach your educational or career goals? What specifically can you do this semester to improve this skill? What kind of help will you need?

Reflection & Application

1. What resources are available at your college or university to help you with skills like planning, time management, and studying (e.g., through the student support office, life skills courses, peer advisors)? Make a specific plan for reaching out to utilize those resources to help you build the skills you need most.
2. After you complete an assignment, take a test, or finish a course, do you take the time to reflect on how well you did, why, and how you can improve in the future? Think of an example of a time when this kind of reflective thinking helped you, OR think about an upcoming opportunity to use this kind of thinking.
3. How can you use the cycle of self-regulated learning in your classes?

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