MIDDLESEX
Community College

SUCCESS STARTS HERE

Envision the possibilities!

Northeast Regional SI Conference 2019

SI and Community Building: The Bigger Picture

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Discussion Questions:

1) What are the most significant benefits that you can identify that **your students** gain from SI?

2) What are the most significant benefits that you can identify that **you** gain from SI?

3) What are the most significant benefits that you can identify that **your college** gains from SI?

https://youtu.be/BYJQLzxwRXo

"We are connected by the need to matter and the need to belong. The creation of environments that clearly indicate to all students that they matter will urge them to greater involvement...[making successful institutions] where students are motivated to learn, where their retention is high, where their institutional loyalty for the short-and long-term future is ensured (Schlossberg, Lynch and Chickering. 1989)."

Community Building:
Marginality Vs. Mattering

Marginality

- A sense of not fitting in can lead to self consciousness, irritability and depression. For some, these feelings can be permanent conditions.

- Feelings of marginality often occur when individuals take on new roles, especially when they are uncertain about what a new role entails.

From: https://sites.google.com/site/uscedco030/Home/theorist-pages/marginality-mattering-and-validation -theory-nancy-Schlossberg-laura-rendon/Schlossberg

Mattering (5 Aspects)

- Attention-the feeling that one is noticed.

- Importance-the belief that one is cared about.

- Ego Extension-the feeling that someone else will be proud of what one does or will sympathize with ones failure.

- Dependence-the feeling of feeling needed.

- Appreciation-the feeling that ones efforts are appreciated by others.

Persistence & Retention-SI

Vincent Tinto (1994, <u>Leaving College</u>) identifies three major sources of student departure:

- **academic difficulties**

- **the inability of individuals to resolve their education and occupational goals,**

- **their failure to become or remain incorporated in the intellectual and social life of the institution.**

- Tinto's "Model of Institutional Departure" states that, to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (co-curricular activities) and informal (peer-group interactions) social systems.

Vincent Tinto (2012, <u>Completing College</u>)

- Institutions should assess student experience and analyze patterns of student progression through the institution.

- Institutions should invest in long-term program development and ongoing assessment of program and institutional functioning.

- Institutions should align academic support to key first-year courses.

- Institutions should ensure that all first-year students have the experience of learning in community with others.

"The classroom is the building block upon which student retention is built and the pivot around which institutional action for student retention must be organized. But while institutions have invested for years in retention programs, they have yet to significantly reshape the college classroom. If we hope to make significant gains in retention and graduation, institutions must focus on the classrooms one to another in ways that provide students a coherent pathway that propels the acquisition of knowledge and skills students require for life after college. Lest we forget, the goal of retention is not only the students stay in college and graduate, but that they learn while doing so." Tinto (2012, Completing College)

Call to Action-Next Steps

1) How can you best <u>assess</u>, <u>document</u> and <u>communicate</u> the important role of SI on your campus?

- For <u>students</u>
- For <u>Faculty</u>
- For <u>SI Leaders</u>
- For <u>your college</u>

2) How can you best <u>plan</u> and advocate for the <u>growth and expansion</u> (scale) of SI on your campus?