

# Student **KINECT**

## - The Connectors



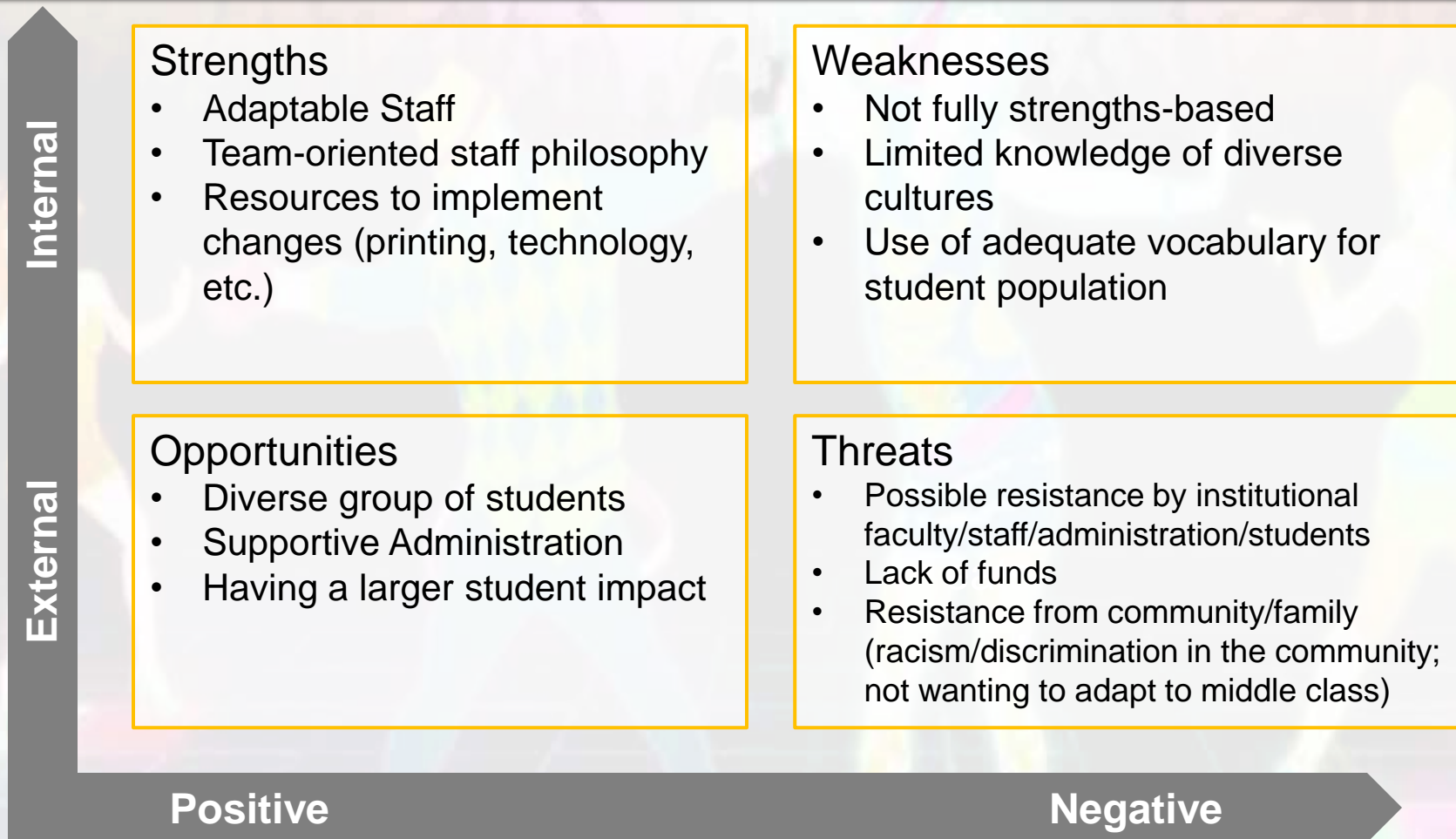
**Participant Retention Action Model  
SAEOPP Priority 3 Training**

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# Mission, Philosophy and Vision

- Foster communications and connections between diverse students to enhance participation in TRiO program activities.
- Provide education & assistance navigating the culture of higher education
- Students will utilize their strengths and resources in order to connect and become active members of their community.  
(Students will “jive and jel” with the institution 😊)

# Assessment: Using the SWOT to Identify the Problem/Issue



# Desired Outcomes

- **Increase student program participation by 25% after the first semester of implementation**



# Linking your program to the research



## Research

Identify research relating to the issues your group identified

## Program Model

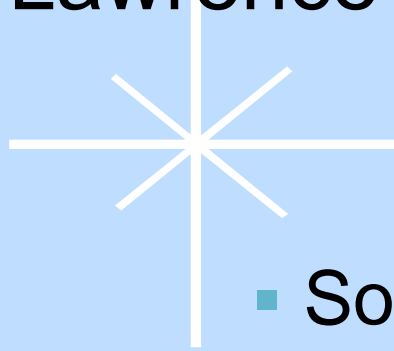
Identify a model presented during the training which incorporates the research

## Activities

What program activities would you implement based on the research & model selected

# Model

- Lawrence's Framework for Student Transition & Model for Student Success



- Social-cultural practice
- The transition into college is a cross-social cultural experience
- Help students develop/expand self-efficacy in a cross/multi-cultural context

# Research

- StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond, Donald Clifton, Anderson, and Schreiner
- A Framework for Understanding Poverty, Ruby Payne



# Research, continued

- <http://faculty.soe.syr.edu/vtinto/Files/old/EANspeech.pdf>
- [http://www.compact.org/wp-content/uploads/resources/downloads/Retention\\_Research\\_Brief.pdf](http://www.compact.org/wp-content/uploads/resources/downloads/Retention_Research_Brief.pdf)
- [http://voices.washingtonpost.com/college-inc/2010/03/five\\_ways\\_to\\_engage\\_students.html](http://voices.washingtonpost.com/college-inc/2010/03/five_ways_to_engage_students.html)
- <http://www.yorku.ca/retentn/rdata/Unmaskingtheeffects.pdf>
- [http://www.educ.uidaho.edu/bestpractices/commuter\\_home.html](http://www.educ.uidaho.edu/bestpractices/commuter_home.html)
- [http://www.nacada.ksu.edu/aat/nw30\\_3.htm#11](http://www.nacada.ksu.edu/aat/nw30_3.htm#11)



# Activities

- M*O*di*f*y our language/assess needs
  - Forms, brochures, fliers, interactions
- Identify student strengths
- Connect students
  - To each other, activities, services, support, community



# Resources

- Registers for Language  
(<http://www.genconnection.com/English/ap/LanguageRegisters.htm>)
- Using Strengths-Based Language  
(<http://www.behavioral.net/ME2/dirmond.asp>)
- Funds to purchase StrengthsQuest licenses/books, printing costs/ training for staff
- Access to computers for students
- Inter-collegiate support

# Staff Development

- StrengthsQuest training
- Poverty simulation exercise
- A Framework for Understanding Poverty training to “reframe” language
  - Instead of “**Success**”, “**Winning or Doing Your Best**”; Instead of “**Budget**,” use “**Spending Plan**”;
  - Instead of “**Education**,” “**Getting Control of Your Life**”; Instead of “**Workshops**,” use “**Meetings**”
  - Instead of “**Low Income**,” “**Modest Income**”



# Assessment/Evaluation



- Formative steps
  - Documenting attendance sign-ins
  - Student evaluation of activity – would they refer another student?
- Summative steps
  - Measure number of forms changed w/appropriate language
  - Measure number of students who complete “StrengthsQuest”
  - Measure increase in participation in all aspects of the program