Supporting Students’ Acquisition of Non-Cognitive and Metacognitive Success Behaviors In and Out of the Classroom

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1. We will share how PCCPathways has embedded non-cognitive and metacognitive practices throughout their program.

2. We will demonstrate how PCC has expanded these practices across other campus sectors.

3. Participants will identify current resources, gaps, and goals for their own institutions.

Workshop Goals
Non-Cognitive and Metacognitive

Work with 2 or 3 other people around you to brainstorm a working definition of non-cognitive and metacognitive skills and behaviors.
Things You’ll Be Working On

AFFECTIVE DOMAIN

SOCIAL DIMENSION

| GOT | NEED |

PERSONAL DIMENSION

| GOT | NEED |

COGNITIVE DIMENSION

| GOT | NEED |

KNOWLEDGE-BUILDING DIMENSION

| GOT | NEED |

METACOGNITION

COGNITIVE DOMAIN

[Image of students working in a classroom setting]
PCC Pathways

**Information Session**
- Personal: Career Interest Assessment
- Social: Community building based on career cluster
- Knowledge Building: Career Exploration, Cognitive: Beginning Educational Planning/Goal Setting

**Summer Jam**
- Personal: Own transition to college, career choices
- Social: Connecting collaboratively, building student success network
- Knowledge Building: Resources on campus
- Cognitive: Research on majors and careers

**College 1**
- Personal: Ongoing reflection and ePortfolio, personal inquiry
- Social: Collaborative research projects; shared intellectual experiences
- Knowledge Building: Systems and behaviors that increase success
- Cognitive: Scaffolded learning opportunities the build to products

**Coaching**
- Personal: Support for college-going identity
- Social: Mentoring
- Knowledge Building: Additional support resources and successful college-going behaviors
- Cognitive: Further development of goal-setting and problem-solving strategies

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**Metacognition**
Ongoing support for monitoring and controlling of thoughts, decisions, and actions through direct teaching of the components of metacognition and scaffolded practice of metacognitive habits including guided reflection, metacognitive logs, and think alouds.
INFORMATION SESSIONS
Info Session: Ed-planning with RA

1. Students introduced to their Career Cluster (meta major)
2. Engage with key texts necessary to create their abbreviated education plan
3. Introduce metacognitive routines that students will practice throughout the program
4. Address all 4 dimensions of learning framework
Info Session
RA Dimensions

Social Dimension
Community building based on career cluster

Personal Dimension
Career Interest Assessment

Cognitive Dimension
Beginning Educational Planning/Goal Setting

Knowledge Building Dimension
Career Exploration

Metacognition
Students begin to engage in metacognitive routines in the course selection process.
SUMMER JAM
Key Jam Elements

1. 4-day no cost, no credit college orientation
2. Interactive, project-based curriculum
3. Integration of career and major exploration with campus resources
4. Practice of college going behaviors
5. Engagement with peer leaders and success coaches
Summer Jam
RA Dimensions

Social Dimension
Connecting; collaborating; building student success network

Personal Dimension
Individualized transition to college; Career and major choices

Cognitive Dimension
Career/major research; Goal-setting/Help-seeking Formulating college identity

Knowledge Building Dimension
Resources on campus; Financial Literacy Classroom expectations

Metacognition
Peer mentors, success coaches, and counselors engage students in metacognitive routines to build their self-efficacy as they transition to college.
Jam Video
COLLEGE 1: First Year Seminar
Key **College 1 Elements**

1. Three-unit UC/CSU transferable course
2. Required professional learning for interdisciplinary faculty
3. Undergraduate research/common read
4. College success behaviors; critical reading; metacognition; information literacy
College 1
RA Dimensions

Social Dimension
Collaborative research projects
Shared intellectual experiences

Personal Dimension
Ongoing reflection and ePortfolio
Personal inquiry

Cognitive Dimension
Applying concepts to course work
Problem-solving skills

Knowledge Building Dimension
Reading strategies
Success behaviors
Research skills

Metacognition
Metacognitive routines are reinforced throughout the course and focused on application to other college experiences. Through the ePortfolio students intentionally connect metacognitive routines to their other courses.
ePortfolio Sample
Alissa Kurdoghlian

Pasadena City College student proudly showcasing my work and projects

https://portfolium.com/AlissaKurdoghli
This is all a work in progress and all these things are equally important to me, but the main thing I want to start with is figuring out what I want to do with my life. This starts with picking a major, choosing what college I want to go to, then picking a career. Once I find something I’m so passionate about that I want to spend the rest of my life doing then I believe everything will start falling into place the way I want them to. Like mentioned before I want to become more organized and studious simply to better my work ethic and my attitude as a person. I want to figure out what I want to do with my life so I won’t waste time doing things I’m not supposed to do and actually have my priorities straight. I want to become successful so I can live my life to the fullest and give my family the life they deserve before it’s too late. I want to have a good social life because I want to never forget what’s most important to me and that’s family and friends. My obstacles have always been my laziness, shyness, fear of failure, and definitely money. I think starting off fresh in PCC and getting my priorities straight here is what is going to help me grow past these obstacles. I’m excited to see what the future has in store for me as corny as that sounds.
Poster Conference Video
SUCCESS COACHING
Key Success Coaching Elements

1. Graduate students in counseling, education, or related field
2. Mentor and coach for developing college identity
3. Liaison to student services
Success Coaching
RA Dimensions

**Social Dimension**
- Mentoring

**Cognitive Dimension**
- Further development of goal-setting and problem-solving strategies

**Personal Dimension**
- Support for college-going identity

**Knowledge Building Dimension**
- Additional support resources and successful college-going behaviors

**Metacognition**

Coaches guide students through their one-on-one or group sessions to reflect on their decision-making process in the context of their work, school, and life. Students reflect on how their decisions affect the big picture and choose strategies to overcome obstacles.
STUDENT SUCCESS CENTERS

Purpose

The purpose of Student Success Centers is to create a nurturing and motivating learning environment through a metacognitive framework which supports the development of successful learning behaviors and skills through an integrated network of support.
Phase 1 centers

SUPPORT COMPONENTS

- Academic Support Assistants
- Success Coaches
- Counselors
- Tutors
- Faculty Lead

LAC
- 1 Academic Support Assistants
- 1 Success Coaches
- 0 Counselors
- 0 Tutors
- 0 Faculty Lead

COMPUTER LEARNING CENTER
- 0 Academic Support Assistants
- 0 Success Coaches
- 0 Counselors
- 0 Tutors
- 0 Faculty Lead

LIBRARY
- 0 Academic Support Assistants
- 0 Success Coaches
- 1 Counselors
- 0 Tutors
- 0 Faculty Lead

MATH RESOURCE CENTER
- 0 Academic Support Assistants
- 1 Success Coaches
- 0 Counselors
- 1 Tutors
- 0 Faculty Lead

NATURAL SCIENCE
- 0 Academic Support Assistants
- 0 Success Coaches
- 0 Counselors
- 0 Tutors
- 0 Faculty Lead

MESA
- 0 Academic Support Assistants
- 0 Success Coaches
- 0 Counselors
- 1 Tutors
- 0 Faculty Lead

SOCIAL SCIENCE
- 0 Academic Support Assistants
- 0 Success Coaches
- 0 Counselors
- 1 Tutors
- 0 Faculty Lead

ATHLETIC ZONE
- 0 Academic Support Assistants
- 0 Success Coaches
- 0 Counselors
- 1 Tutors
- 0 Faculty Lead
Where we build Non-Cognitive and Metacognitive Support across campus:

**Professional Development**

- Tutor Training
- Coach Training
- Instructor and Counselor
- Professional Learning
- New Faculty Seminar
- College 1 Institute
Things You’ll Be Working On
Action Plan
Pathways Evaluation
Jam Qualitative Data

“Students indicated that one of the main advantages of the summer jams was meeting new people and making friends. They felt like this was an important step in the transition from high school to college.”

--Pathways Focus Group Report
College 1 Qualitative Data

“the class itself was a friendly and relaxed environment. A number of students in all programs felt College 1 helped them develop their time management skills. A fair number of students across the programs also enjoyed reading Southland.”

--Pathways Focus Group Report
Staff Qualitative Data

“Students were generally positive about their experiences with Pathway staff, whether they were called counselors or coaches. Students felt comfortable with them and often reported friendly, personal relationships. They found staff to be welcoming, accessible, helpful, and understanding.”

--Pathways Focus Group Report
Persistence by Race – 2012-2013 Cohorts

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<th>1st Year to 2nd Year</th>
<th>2nd Year to 3rd Year</th>
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<tr>
<td>Pathways Latino</td>
<td>81%</td>
<td>60%</td>
</tr>
<tr>
<td>Non-Pathways Latino</td>
<td>69%</td>
<td>50%</td>
</tr>
<tr>
<td>Pathways African Am</td>
<td>37%</td>
<td>27%</td>
</tr>
<tr>
<td>Non-Pathways African Am</td>
<td>26%</td>
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UCLA, Social Research Methodology Group, 2015
## Transfer Status – 2012-2013 Cohorts

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<th>Transfer-Prepared</th>
<th>Transfer-Ready</th>
<th>Total Students</th>
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<td>Non-Pathways</td>
<td>Pathways</td>
<td>Non-Pathways</td>
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<tr>
<td>Latino</td>
<td>30%</td>
<td>9%</td>
<td>15.2%</td>
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<tr>
<td>African American</td>
<td>16.7%</td>
<td>3.1%</td>
<td>2.4%</td>
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<tr>
<td>Overall</td>
<td>42.6%</td>
<td>16.7%</td>
<td>24%</td>
<td>10%</td>
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</table>
Next Steps

• Measure impact of RA for each program component
• Ongoing professional development
• Increased scale up to all entering students
Question Generation
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