

Who are our Students?

Facilitated by Dr. Amber Racchini, Acting Assistant Vice Provost for the University College and Allison Baker, Assistant Director for Student Transition and Outreach
August 31, 2022. 3:45 – 5:00 p.m. Zoom.

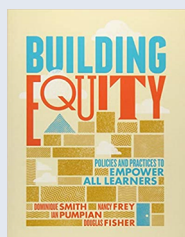
Learn the demographics of our incoming students and campus resources for support along with an introduction to forming a teaching circle.

Featured Materials



PESI Publishing & Media. (2017). RETHiNK Card Deck Mindful Conversation Starters: 56 Questions to Encourage Compassion, Shift Perspective & Build Connection.

Summary: These conversation cards are meant to get people thinking and talking about who they are, what they like, and how they interact with the world around them and are a great way to connect your classroom and get discussion started.



Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). Building equity: Policies and practices to empower all learners. ASCD.

Summary: Building Equity, introduces the School Equity Taxonomy, a new model to clarify the structural and interpersonal components of an equitable and excellent schooling experience, and the School Equity Audit, a survey-based tool to help school and teacher leaders uncover equity-related issues and organize their efforts to better address, physical integration, social-emotional engagement, opportunity to learn, Instructional excellence and engaged and inspired learners

Books

Gabriel, K., & Carroll, S. (2018). Creating the Path to Success in the Classroom : Teaching to Close the Graduation Gap for Minority, First-Generation, and Academically Unprepared Students. (1st ed.)
ebook

https://sshelco-primo.hosted.exlibrisgroup.com/permalink/f/1g49mer/01SSHELCO_IUP_ALMA51273744060003564

Summary: At a time when the numbers of underrepresented students - working adults, minority, first-generation, low-income, and international students - is increasing, this book, addresses that lack of specific guidance by providing faculty with additional evidence-based instructional practices geared toward reaching all the students in their classrooms, including those from groups that traditionally have been the least successful, while maintaining high standards and expectations.

Journal Articles

Melzer, D., & Grant, R. (2016). Investigating differences in personality traits and academic needs among prepared and underprepared first-year college students. *Journal of College Student Development*, 57(1), 99-103.

https://sshelco-primo.hosted.exlibrisgroup.com/permalink/f/202aau/TN_cdi_proquest_journals_1770054821

Summary: This article shares examines the underprepared student's personality traits and needs arguing that focusing on these characteristics will illuminate a path toward effective teaching and engagement techniques.

Tinto, V. (2017). Through the eyes of students. *Journal of College Student Retention: Research, Theory & Practice*, 19(3), 254-269.

https://sshelco-primo.hosted.exlibrisgroup.com/permalink/f/202aau/TN_cdi_crossref_primary_10_1177_1521025115621917

Summary: For years, our prevailing view of student retention has been shaped by theories that view student retention through the lens of institutional action and ask what institutions can do to retain their students. Students, however, do not seek to be retained. They seek to persist. The two perspectives, though necessarily related, are not the same. Their interests are different. While the institution's interest is to increase the proportion of their students who graduate from the institution, the student's interest is to complete a degree often without regard to the institution in which it is earned. Although there has been much written from the former point of view, much less has been written from the latter. This article seeks to address this imbalance by laying out a conceptual model of student institutional persistence as seen through the eyes of students. Having done so, the article asks what such a model implies about institutional action to promote student persistence.

Internet Resources

Marist College. (2022). The 2021 Marist Mindset List for the Class of 2025. Marist Mindset List.

<https://www.marist.edu/mindset-list>

Summary: The Mindset List, aka the "always/never" list, is a compilation of key points about incoming college students. Created at Beloit College in 1998 to reflect the world view of entering first year students—and to help faculty understand incoming classes—the list started with the members of the class of 2002, born in 1980. In 2019, the list moved to Marist, becoming the Marist Mindset List. The list is widely considered a cultural touchstone. Data for class of 2026 will be found on same site soon.

Startz, D. (2022). First-generation college students face unique challenges on campus and off. *Brown Center Chalkboard*.

<https://www.brookings.edu/blog/brown-center-chalkboard/2022/04/25/first-generation-college-students-face-unique-challenges/>

Summary This post provides some basic, data-based facts about these students from the Beginning Postsecondary Students Longitudinal Survey conducted by the National Center for Education Statistics and includes some discussion of evidence and reminders that "first-gen" and "low-income" are not synonymous labels for college students.

Spitalniak, L. (2022). Faculty focus on belonging can improve student experiences and grades. *HigherEd DIVE*.

<https://www.highereddive.com/news/faculty-focus-on-belonging-can-improve-student-experiences-and-grades-repo/627111/>

Summary: Students report increased positive learning experiences in classrooms where faculty members worked to make them feel they belong.

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