Embedded Learning Communities: Empowering Student Achievement and Success

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Pirate Academic Success Center

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Student Academic Success Services
Session Goals

1. Discover how embedding learning communities within a learning center supports student success.

2. Learn the LC Success model, theoretical framework, and the role academic coaching, mentoring, tutoring, and learning center involvement plays in supporting the success of LC students.

3. Acquire program guidelines for campus implementation.
Pirate Academic Success Center
Success Learning Communities
TrACE Transfer Program
Gear Up NC
STEPP Program
Connect for Success
Pirate Academic Success Center

- Tutoring Services
- Study Skills Coaching
- Skill Building Workshops
- Academic Coaching
- Study Groups
What do students need to feel like they belong on your campus?
What we know about the first year in college

• All transitioning students are “at risk”
• Need connection and feel belonging to be successful
• Must learn self-advocacy skills
• Need to build healthy academic and social balance
• Confirm their major and career direction
• Establish positive peer relationships
Student Success Framework
Theoretical Framework
Strayhorn (2012) Sense of Belonging Model

“Perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g. faculty, peers)”

(Strayhorn, 2012, p.112).
Role of Sense of Belonging

If you feel like you belong, you can succeed.
What is a learning community?

• A group of students who share common academic goals and attitudes
• Share common coursework
• Meet regularly to collaborate on classwork, social activities or service

At ECU:

Living Learning Community—students who live together in the residence halls

Success Learning Community—non-residential community of students
LC Design

SUCCESS LC

- Skill Building
- Peer Success Coaching
- Tutoring & Study Groups
- Common Courses
- Early Alerts
- Accountability
- Service

ECU
Academic Skills Building

- Study Skills Coaching
- Skills Workshops
- Individualized meetings
- Study Hall
- Freshmen Seminar
- Spring Academic Recovery

ECU
Peer Academic Coaching

• Peer Success Coaches are trained to meet one on one with students to discuss their academic progress and study skills Fall and Spring semesters.

<table>
<thead>
<tr>
<th>Time Management</th>
<th>Organization</th>
<th>Graphic Organizer Use</th>
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</thead>
<tbody>
<tr>
<td>Learning Styles</td>
<td>Goal Setting</td>
<td>Textbook Reading and Note Taking</td>
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<tr>
<td>Registration Help</td>
<td>Study Techniques/Preparing for Finals</td>
<td>GPA Calculations</td>
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</table>
Academic Coaching

“Mentoring is beneficial to mentees because we are able to share our own experiences and struggles with them and give them support and guidance needed to help them succeed.”

– Tyler Bayless-Edwards

“Mentoring is important for incoming freshmen and students on academic warning because we give them the tools necessary to thrive as a student. They also get to see that they have someone supporting them that’s on their team.”

– Arianna Safon
Tutoring & Study Groups

• Face to Face Appointments
• Digital Appointments
• Study Groups
• Test Reviews and Workshops
Common Coursework

- COAD 1000 Freshman Seminar, taught by SASS professional staff
- HLTH 1000
- KINE 1000
Early Alert Monitoring: ECU CONNECT

Instructor (Raiser)

SASS Support Team

Student (Receiver)
Accountability: Engagement Tracking

• Every visit is recorded using Accudemia
• Students maintain a record of activity each semester
• Activity records can be requested and reviewed
Service: Employment & Volunteer

- ALL students with federal work study are eligible to work at the PASC

- Job Duties:
  - Front Desk help
  - Workshop and study group check in
  - Technology support

Provides first employment opportunities
Relationships & Community
Develops leadership & workforce readiness skills
Establishes sense of belonging on campus
Amplifies student engagement
Team/ Common Mission
## Supporting Special Populations

<table>
<thead>
<tr>
<th>Gear Up NC</th>
<th>SASS Success cohort 1</th>
<th>SASS Success cohort 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 12 Specific high schools</td>
<td>• General Population</td>
<td>• Neurodiverse</td>
</tr>
<tr>
<td>• UNC system Grant</td>
<td>• Any Incoming Freshman</td>
<td>• HS supports</td>
</tr>
<tr>
<td></td>
<td>• Pell Grant</td>
<td>• Learning differences</td>
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<td></td>
<td>• Males</td>
<td></td>
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<td></td>
<td>• Marginalized student groups</td>
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<tr>
<td>Supporting Special Populations</td>
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<td><strong>Gear Up NC</strong>&lt;br&gt;Specific high schools</td>
<td><strong>SASS Success LC</strong>&lt;br&gt;General Population</td>
<td><strong>SASS Success LC</strong>&lt;br&gt;HS accommodations/supports</td>
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<td>Common Coursework:&lt;br&gt;COAD 1000, HLTH 1000, KINE 1000</td>
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<tr>
<td>Professional Staff coaching</td>
<td>Peer success coaching</td>
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</tr>
<tr>
<td>2 course sections = 40/50</td>
<td>2 course sections=40/50</td>
<td>2 course sections=30/35</td>
</tr>
<tr>
<td><strong>Programming Elements:</strong>&lt;br&gt;<strong>Fall Semester</strong>&lt;br&gt;Bootcamp, Saturday, 8/17&lt;br&gt;HS breakouts/welcome&lt;br&gt;Registration&lt;br&gt;Thanksgiving&lt;br&gt;Finals</td>
<td><strong>Spring Semester</strong>&lt;br&gt;ECU Excels&lt;br&gt;Mindset for Academic Success&lt;br&gt;Registration&lt;br&gt;Coaching&lt;br&gt;Study groups- Common courses&lt;br&gt;Engagement events</td>
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"Yes, mother, I told you I'm doing fine on my own at college... Hey, could you log on and find my schedule, order my books and call me when it's time for class?"
## Success LC Usage of Success Services

<table>
<thead>
<tr>
<th>Student Group</th>
<th># of Students using services</th>
<th>Fall Percentage of Service Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUCCESS LC 2023</td>
<td>33 students</td>
<td>89%</td>
</tr>
<tr>
<td>37 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUCCESS LC 2022</td>
<td>58 students</td>
<td>100%</td>
</tr>
<tr>
<td>58 students</td>
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</tbody>
</table>
## Gear Up NC

### Usage of Success Services

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<th>Fall Percentage of Service Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAR UP 2023 ALL</td>
<td>53 students</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>68 students</td>
<td></td>
</tr>
<tr>
<td>GEAR UP 2023 COAD</td>
<td>46 students</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>46 students</td>
<td></td>
</tr>
<tr>
<td>GEAR UP 2023 NO COAD</td>
<td>7 students</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEAR UP NC 2022 ALL</td>
<td>122 students</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>175 students</td>
<td></td>
</tr>
<tr>
<td>GEAR UP 2022 COAD</td>
<td>43 students</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>46 students</td>
<td></td>
</tr>
<tr>
<td>GEAR UP NC NO COAD</td>
<td>79 students</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>129 students</td>
<td></td>
</tr>
</tbody>
</table>
Academic standings as of the end of Spring 2022 are as followed:

- **47/54** are in Good Academic Standing (87%)
- **6/54** are on Academic Probation (11.1%)
- **1/54** is on Academic Warning (1.9%).
- The average cumulative GPA across all Learning Community students is a 2.869
- Males 2.592 and Females 3.059

### Fall 2022 Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th># of Students</th>
<th># of Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COAD Class</td>
<td>54</td>
<td>1,304</td>
</tr>
<tr>
<td>Success Coaching</td>
<td>54</td>
<td>547</td>
</tr>
<tr>
<td>Tutoring Services</td>
<td>50</td>
<td>349</td>
</tr>
<tr>
<td>Canvas Views</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Study Skills Appointments</td>
<td>9</td>
<td>89</td>
</tr>
<tr>
<td>Events (PASC Birthday Party, Halloween, Registration Help, Thanksgiving, Pi Day)</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td>Call Center Outreach</td>
<td>24</td>
<td>66</td>
</tr>
<tr>
<td>TrACE Support and Outreach</td>
<td>1</td>
<td>56</td>
</tr>
<tr>
<td>Study Hall</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td><strong>All LC Activity</strong></td>
<td><strong>54</strong></td>
<td><strong>2,483</strong></td>
</tr>
</tbody>
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Recruitment

Peer Enrollment Coaches

• Proactively assisting enrolling students.
• Provides students with guidance to help navigate institutional hurdles.
• Decreases Summer and Spring melt rates.
• Provides personalized enrollment with phone calls, email follow-up, orientation involvement and virtual help sessions.
• Offer Learning Community opportunity.
• Provides orientation outreach.

1. Admitted student events
2. Call Center
3. HS outreach
Things to Consider for Implementation

Campus Wide
• Assessing campus needs
• Campus Partners
• Admissions
• Faculty
• Identifying a space that can house the operation
• Funding

Operations
• Students vs. Professional staff
• Curriculum support
• Identifying mentoring model
• Recruitment and training
• Tracking engagement
Thank you!

Copies of this presentation will be on the Student Academic Success Services website:

https://academic-success.ecu.edu/success-research/

For more information about:

Neurodiversity and college students go to
https://libguides.ecu.edu/Neurodiversity

Early Alert Systems
https://libguides.ecu.edu/EarlyAlertWarningSystems