

All About Student Success

Building Relationships on Campus for Student Success

Winter 2016

Letter From the Manager

Welcome to Winter Term and Happy 2017!

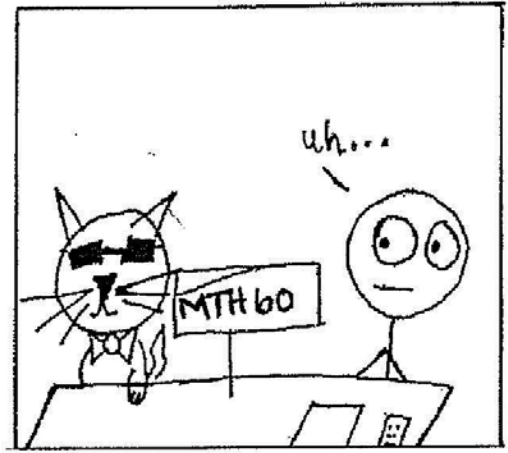
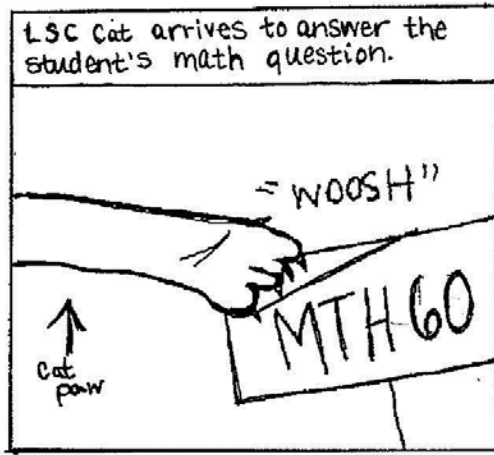
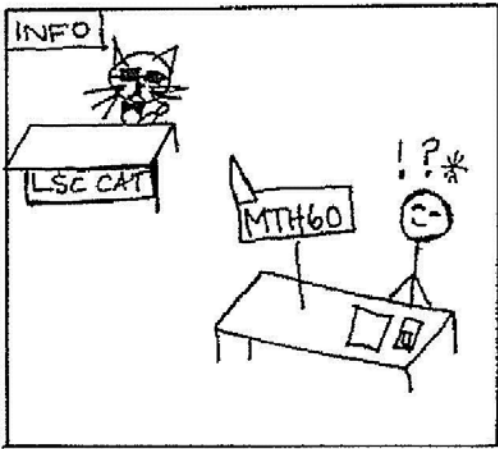
This time of year has always been one of my favorites – not just for the holiday fun and relaxation that comes with winter break, but also for what a new year signifies. For many, the New Year provides a chance to start over and create resolutions for a healthier, happier life. For us in AVID|Learning Success Center, the New Year means new students to serve through our Winter Bridge program and a refocusing on the goals we set before the school year even started. One goal that continues to influence and drive the work that we do can be found in the relationships that we form with students. Year after year, we strive to make the students who use our services feel

welcome and like they belong at MHCC. This sense of belonging often translates to increased student use of our resources and ultimately, it often equals student success. For this winter newsletter, I wanted to share a resource that continues to influence and guide our department's support of students: ***The Seven Universal Principles of Student Success*** by Dr. Joe Cuseo, who is a long-time AVID Educational Consultant and AVID advocate. I have added MHCC specific information to each principle, and I hope you find this information useful in learning more about the services we offer as you begin this term.

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Personal Validation

Whether it is a warm welcome as students walk through the door in the AVID Center, or a sincere word of encouragement from staff members in the drop-in tutoring area, we strive daily to make our students feel welcome in our areas and to show them that there are staff and faculty on campus who care deeply about their success. One relatively easy way we show personal validation in AVID|LSC is through learning student names as quickly as possible, so we can address the student properly. This works wonders for accountability of the student (they can't hide if we know their names) and generates a sense of belonging in our areas.

Self-Efficacy

Self-Efficacy is one of the more critical life skills that we work on with students. It is the belief that with effort and hard work, anything is possible; that you have control over the outcomes of your life. Also known as growth mindset, grit, or the "I" and "D" in AVID's *Advancement Via Individual Determination*, these traits represent the intrinsic motivation to show up, work hard, and to continue that work even when it gets tough and even when there are setbacks. We work with students on self-efficacy during Summer Bridge, even before their term starts and we explain the power of "yet" to students—while they may not feel like they are a good writer or they fear that college isn't for them, we encourage them to reframe and consider that they aren't good writers...yet. Or, they aren't acclimated to college...yet. All it takes is work and internal drive to get from the "yet" to the "now."

Personal Meaning

In many ways, personal meaning goes hand in hand with personal validation – as students get to know staff on the third floor and become more comfortable sharing about themselves and their life, we are able to establish and grow a meaningful connection, which can translate to the student's connection to MHCC. The more connected a student is in their coursework, with their own personal goals, and with campus resources and support, the more they are able to see the value and meaning of higher education and persist when times get tough.

Active Involvement

Working at a commuter campus like MHCC makes active involvement something that we are constantly reiterating as important to students and one thing that we could always improve on. Any connection a student can make both *inside* and *outside* the classroom only increases student success; therefore, we constantly promote our Student Success Series workshops as well as campus events, clubs, and organizations that any student (and even their families) can be a part of.

Social Integration

Where we see social integration really flourish in AVID|LSC is within our Learning Communities, which focus on students taking developmental education coursework. Even before the term starts, students receive an email welcoming them to their Learning Community. Then throughout the term, they have opportunities to engage with their classmates and instructors in a meaningful and collaborative way – they create a family of learners, who support each other, learn from each other, and experience the highs and lows of college together.

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Personal Reflection

Reflection is one of the tenants of AVID and an important practice for our students to learn and embrace. In addition, it is a large part of the HD100C – College Success curriculum within our Learning Communities. Many tools for reflection, including Learning Logs and 3-2-1 Summary Sheets can be found on the portal under **Student Services > AVID > Instructor or Student Resources**.

Self-Awareness

The final universal principle to student success presented by Dr. Cuseo focuses in on the student's relationship with themselves and how aware they are of their own habits, barriers, work ethic, and organizational strategies, etc. Self-Awareness can also be described as metacognition or thinking about thinking, which is a skill that can be fostered by working with our Learning Specialists or completing a writing support intake form, which requires students to ex-

plain what they have worked on and what exactly they are seeking support with.

Seven Universal Principles to Student Success presented by Dr. Joe Cuseo to the Kentucky Student Success Summit in Louisville, KY on April 2, 2012.

—Lauren Smith



Student Spotlight: Armando Cano Canul

Armando Cano Canul is a regular in the AVID Center; his good nature and humor make him a positive presence for both staff and students. Armando is particularly fond of the help he gets in writing. He says getting help with his writing makes him “more aware” of his writing and what he is supposed to be accomplishing within the assignments. While he is currently a General Studies major at MHCC with an intended graduation of Spring 2018, he loves writing, literature, and history. He wants to combine the love of these three subjects to pursue a BA in English.

Currently, Armando works at McDonalds where he jokes that, “I am feeding America one Big Mac at a time.” He says working with people is a challenge, from his co-workers to the public, but he is learning patience and understanding, specifically for his co-workers who face some obstacles. He says it makes him sad that “many of the people I work with have no goals. They are comfortable where they are, working at McDonalds.” Armando said he is not a “comfortable” person. He has always wanted more. He sees himself as a very driven person. “I think I got it from my father,” he says.

His father is a nursery manager who taught him to “make a goal, reach it, and then set another one.” Before Armando and his twin brother, Jorge, were born, Armando’s father emigrated to the U.S. from Mexico in 1986, and after he worked hard to become established and stable, Armando’s mother followed in 1992. Armando and Jorge were born in 1995, and were raised in Estacada, “in the woods,” Armando jokes. Like his father, Armando is driven, and with his work ethic and positive attitude, he is bound to succeed in anything he does!

Tech Tips

By: Lance Lannigan



MHCC computers are shrinking

Some staff workstations have already been upgraded to mini computers, and we'll likely see more and more of these on campus as time passes. Above you can see the evolution of workstation models at MHCC. These mini computers, made by Intel, are popular for their size, virtually silent cooling system, I5 or I7 processors, and fast, quiet solid state hard drives. They're so small, IT mounts the computer on the back of a monitor.

Office 2016 upgrade

Many MHCC students and staff have installed Office 2013 for Windows and Office 2016 for Mac on their home devices for free through our college's agreement with Microsoft. Since the end of December, though, Windows users can now install the newer Office 2016 on personal devices. I've updated directions for installing Office 2016 at www.mhcc.edu/officeinstall, adding more information about what to do before the install, distinguishing between student and staff log ins, and providing brief information about how the Mac install differs from the Windows install. In terms of on campus computers, IT is busily upgrading MHCC. Computer labs are the first priority for Office 2016 for the start of Winter term with staff computers slated to be upgraded next.

Some of the new features in Office 2016? More emphasis on sharing files and sharing work through online tools, improved searching for program features and help through a "Tell me . . ." box, Sway as a wholly online alternative to PowerPoint geared towards the web and mobile devices, smarter menus, which present you with folders and files you've previously accessed, a Clutter feature in Outlook which analyzes your work and seeks to quickly move low priority messages out of your Inbox, and a click-to-run feature, which reduces the time to download, install, and run Office software.

Did you Know?

MHCC has a new student support program—the Student Success Program helps first-generation, low-income, or underrepresented students enroll and persist in college through one-on-one ongoing support from a Student Success Specialist. Besides from academic and career guidance, there are some financial benefits to the program as well.

Questions? Contact Audrey Fisher, AVID Student Success Specialist at Audrey.fisher@mhcc.edu or 503-491-7376

Staff Spotlight: Lori Sullivan

Lori Sullivan, lead tutor in math and economics, once hated math. The distance between hating it and loving it, as she does now, has made all the difference for her as a person. Today, it makes all the difference for her students too.

After Lori dropped out of school in the seventh grade in Las Vegas, her parents intended to home-school her, but never did. They were both too busy with their jobs. Lori stayed home. Later, at MHCC, she placed into Math 60, and immediately felt, “I don’t know anything.”

But her teacher referred her to the Learning Success Center, and specifically to math Learning Specialist Tim Bradley. With Tim and with the math content tutors, she quickly felt encouraged and underway. She liked the math teaching method at MHCC also. In class, at tables with other students to workshop problems, she began to unlearn her shyness and discover she had ideas to contribute.

As an accounting major, she only needed to complete Math 65. But she found herself opting to take Math 95 “just for fun.” Then with her “A” from that course in hand, she intended, once again, to stop, but a friend encouraged her to do Math 111. The fun continued, served up by faculty members John Spindor and Tambi Boyle, and supported by a variety of math tutors.

Even after completing an Associate’s in accounting/business, she wanted more math, and continued taking every math class at MHCC through Calculus 4. When she transferred to PSU for her BA, she was a math major, which she will complete winter term.

Along the way, while still an MHCC student, she was also encouraged to become a math tutor. LSC tutors Torm Kelsey-Green and Rob Sotin recognized her abilities to explain things clearly and be a guide for others. Still, Lori hesitated. She was suffering from depression at the time, and couldn’t sleep well or focus. She lost her confidence and floundered in class. But she took the tutoring job and soon realized that, along with her supportive husband and two loving border collies, it was tutoring that was bringing her back to life.



Students tell her, “I can’t learn this.” She answers, “I never went to high school, and I struggled through every one of my math classes at MHCC. But the struggle is good. It means you’re trying and you’re learning. No one is born knowing how to walk. You fall and pick yourself up again.” She has their attention.

She keeps it through humor and grace, making math as fun for them as she knows it can be. She knows that if they don’t discover how to enjoy math, they can’t learn. So she keeps positive: “You got 90% of the problem right. That’s great! Mistakes? No problem. Let’s learn how to fix those.” And she knows her own smile is contagious. At the end of some sessions, her students high-five her.

She’s thinking ahead now to the future students. After her B.A., and beginning next year, Lori aims for an M.A. in teaching and a career as a high school teacher. “I will be a great teacher,” she promises. Her commitment is deep. “All of the students I have tutored have been major positive influences in my life,” she says. “I try to be one for them.”

Contact Us

We'd love to hear your comments, questions, or success stories about using our services!

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LSC website.