

The Road to Success in Virginia Project (RSVP) 2018 Pilot

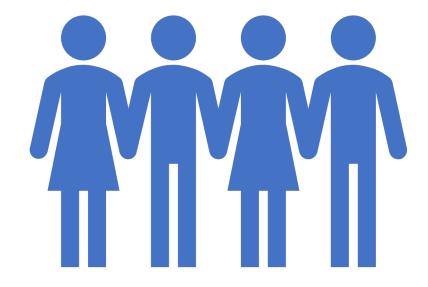
Motivation & Persistence in Adult Education & Training

Getting to Know You

Get to know your partner.

- What is their name?
- Where do they work?
- What are their primary roles at work?
- What is their favorite part about working with students?

Be prepared to introduce them to the larger group.



By the end of today we will be able to

- Understand and discuss challenges and supports for student persistence for adults in community colleges.
- Identify instances when we can use motivational interviewing strategies to enhance student motivation and persistence.
- Utilize the Degree Qualifications Profile and the findings from the New England Persistence Project to design programmatic changes and interventions to bolster student retention.

Objectives

Throughout the day,

- Apply everything we discuss to YOUR context make it personal;
- Think about instances when the strategies and approaches we learn about today will work with your learners;
- Think about instances when you have <u>already used</u> <u>these</u> and consider how they went and how the outcomes could have changed using a different approach; and
- **Identify next steps** for implementing these strategies for motivation and persistence in your programs.

What do we want to do today?

Discussion

Why do people stop out of or quit education and training programs?

Why don't people come back to education and training?

Why do people come back to education and training?

Why do people stay in education and training programs?

What is Motivational Interviewing?

...is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.

M.I. Definitions

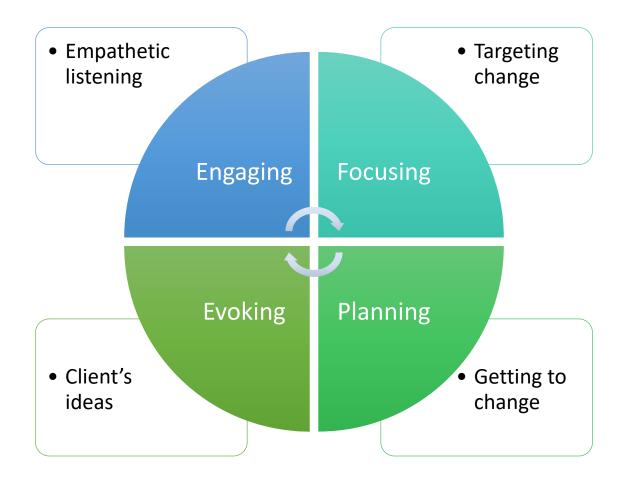
= form of **collaborative conversation** for strengthening a person's own motivation and commitment to change

= a **person-centered counseling style** for addressing the common problem of ambivalence about change by paying particular attention to the language of change (from Carl Rogers)

= It is designed to strengthen an individual's motivation for and movement toward a specific goal by eliciting and exploring the **person's own reasons for change** within an atmosphere of acceptance and compassion (technical therapeutic definition)

Key Principles of M.I.





The four M.I. Processes

Activity on Making Change: Yay or Nay



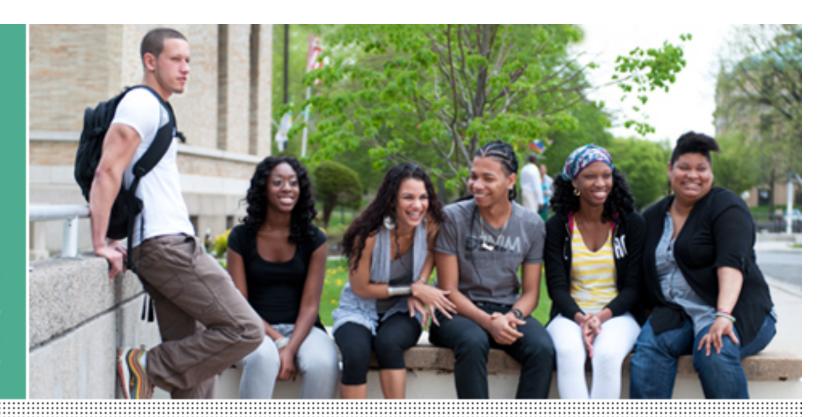
Person A. Identify and briefly describe a change that you are considering, something you are thinking about changing in your life, but have not definitely decided.

It will be something you feel two ways about. It might be a change that would be "good for you," that you "should" make for some reason, but have been putting off.

Yay or Nay

Person B: Advocate for change

Person C: Naysayer for change



FUTURE

Transition: Applying M.I. to Student Interactions & Programmatic Change

Student Persistence in Community Colleges

Nakajima, Dembo, & Mossler. *Community College Journal.* (2012)

Career goals and self-efficacy did not appear to correlate with higher levels of persistence.

Faculty-related experiences, satisfaction with faculty interaction, and regularly faculty-student contact all had positive influences on student persistence.

Student-faculty interaction and **cumulative GPA** had the highest correlations with student persistence of all variables, including socioeconomic status, race, and age.

Because many community college students are commuters, working, and older, recommendations include targeting student-faculty interactions in the classroom since this is often the only place where students and faculty meet.

Persistence Strategies

- Intake and orientation
- Instruction
- Counseling & peer support
- Re-engagement

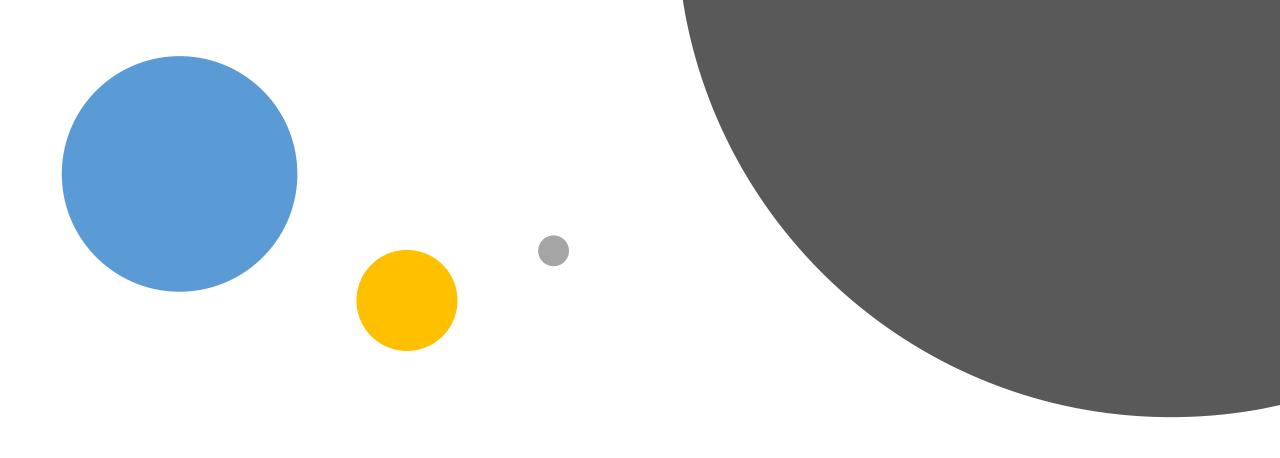
Persistence in Adult Education: The New England Learner Persistence Project, 2009

By Adults' Affective Needs

- Sense of belonging and community
- Clarity of purpose
- Agency
- Competence
- Relevance
- Stability

Category of Program Activity	Attendance Rate Change	Completion Rate Change
Intake & Orientation	+14%	+18%
Instruction	+16%	+22%
Counseling & Peer Support	+7%	+25%
Re-Engagement	Average of 22 students per program	Average of 30 additional independent study hours

Quantitative Findings by Program Activity



Sample Action Items for each Persistence Strategy

Intake & Orientation

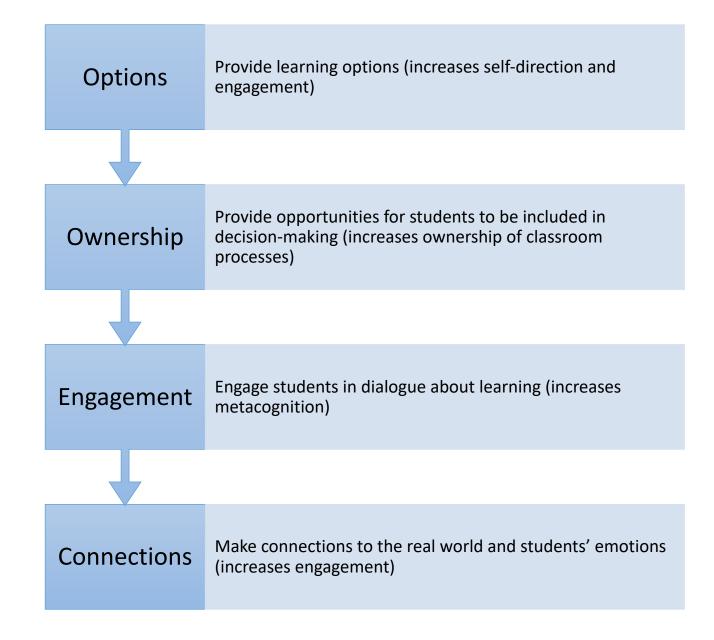
- Make the first interaction one that welcomes students and builds community.
- Offer clear and accessible information (for more informed decisions about learning)
- Involve students in orienting peers (increases understanding of the program and increases confidence and self-efficacy of peer leaders)
- Build student cohorts
- Help students identify goals and make decisions about their learning (increases understanding and selfdirection of learning)

Incorporating M.I.

Elicit, Provide, Elicit

"There are a number of questions that I will need to ask you after awhile, but first I would like to know what brings you here today and how you hope we may be able to help you."

Instruction



Counseling & Peer Support

- Discuss persistence, learning, and aspirations (broadens aspirations and increases selfefficacy)
 - Provide individualized counseling and follow-up with students (increases articulation of student needs)
 - Involve students in mentoring peers (increases motivation to pursue learning)
- Institute managed enrollment (increases engagement and productivity)
- Offer tutoring (increases motivation to pursue learning)

Reengagement Offer study options to at-risk or stopped-out students (increases motivation to reach graduation)

Others?

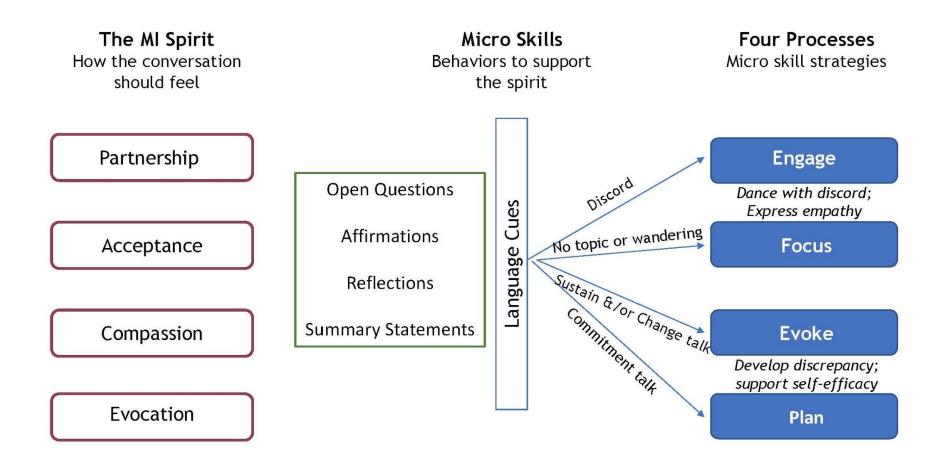
Summary: Major themes



- Build agency and motivation through
 - Relevance
 - Opportunities to lead and mentor others
 - More information to direct their own learning
 - Structured support through counseling and goal-setting
 - Structured support through tutoring
- What other strategies have you used that would help build student agency and motivation?

Honing in on Student-Faculty
Interactions:
Motivational Interviewing for
Persistence and Retention

Motivational Interviewing (MI) Overview





- You would think having a heart attack would provide enough incentive for a person to quit smoking, exercise, and change their diet.
- You would think that a person who had spent their entire working career as a laborer would be excited to receive other training when their disability brought them to vocational rehabilitation.
- You would think that when faced with an excellent job opportunity a person would jump at the chance.

....but it doesn't always work this way.



Old Habits to New Habits: Changing the Way We Talk with Students

Underlying assumptions of Motivational Interviewing

- Autonomy motivates
- Ambivalence is normal
- Hope matters
- Eliciting is more effective than imparting
- Less is better
- Resistance is instructive

12 Roadblocks to Listening

- 1. Ordering, directing, or commanding
- 2. Warning or threatening
- 3. Giving advice, making suggestions, or providing solutions
- 4. Persuading with logic, arguing, or lecturing
- 5. Moralizing, preaching, or telling clients what they "should" do
- 6. Disagreeing, judging, criticizing, or blaming
- 7. Agreeing, approving, or praising
- 8. Shaming, ridiculing, or labeling
- 9. Interpreting or analyzing
- 10. Reassuring, sympathizing, or consoling
- 11. Questioning or probing
- 12. Withdrawing, distracting, humoring, or changing the subject

- Open-ended questions
- Affirmations
- Reflective Listening
- Summarizing

Using Our OARS, the Strategies of M.I.

- "What brings you here today?"
- "How has this problem affected your day-to-day life?
- "How do you hope your life might be different 5 years from now?"

Open Ended Questions

Real Play: Forming Open Ended Questions

Work with a partner and use only closeended questions (yes/no) to gather as much information as possible about one of the topics on the Handout.

Then try the conversation again with open-ended questions.



Participant Centered Learning Activity Open Ended Questions

OPEN ENDED QUESTIONS:

- Give you a longer answer with lots of useful information
- · Ask the person to think and reflect
- Give you opinions and feelings valuable stuff!
- · Hand control of the conversation to the respondent
- · Make your job easier and more enjoyable because you ask fewer questions

CLOSED QUESTIONS:

- Give you just the facts
- Are easy and quick to answer (usually "yes' or "no")
- Keep control of the conversation with the questioner
- Require you to work a lot harder
- Keep your focus on your next question, instead of what the person is saying

Closed	Open Ended	
It's great weather, isn't it?	What did you do on your holidays?	
Where do you live?	How do you keep focused on your work?	
What time is it?	Tell me more about your project at work	

THE ACTIVITY: Forming open-ended questions

Work with a partner and ask a closed ended question about the person's (choose one: their weekend, children, vacation, first bicycle, dog or cat, etc...or think of something on your own...) keep asking closed ended questions about the topic until you hear me call time. The goal is to gather as much information as possible.

Now try it again using open ended questions.

When I call time- stop. We will hear a sample of how this went. Discuss with larger group what worked and what was challenging.

Affirmations

- Statements and gestures that recognize client strengths and acknowledge behaviors that lead in the direction of positive change, no matter how big or small.
- Build confidence in one's ability to change.
- Must be genuine and congruent.

Examples

- I appreciate that you are willing to meet with me today.
- You are clearly a very resourceful person.
- You handled yourself really well in that situation.
- That's a good suggestion.
- If I were in your shoes, I don't know if I could have managed nearly so well.
- I've enjoyed talking with you today.

Real Play: Affirmations

Recognizing the Power of Affirmations

 Reflect on a time when you received a deeply meaningful compliment from someone you trusted and respected.

Mining for Affirmations

- What strengths do our learners bring to the classroom with them?
- What questions could we ask to elicit this strength from them?
- Think of an affirmation you might offer in response to this strength.

Reflective Statements

- Mirror what patient is saying
- States what patient means
- Shows collaboration and equity
- Should be done frequently try to offer two reflections for every question you ask

- Sounds like...
- You're saying that...
- You're feeling like...
- For you, it's a matter of...
- From your point of view...
- You believe...
- You're not terribly happy about...
- It's really important to you that...
- What I heard you say was...

Reflective Statements: Real Play

Speaker (Choose One):

- Something I feel two ways about (diet/exercise)
- How I felt growing up at home
- What I'd like to do over the next five years

Listener

Respond with ONLY reflective statements

Summary Statements

Collecting

 Gathering together what the client has said

Linking

Making connections

Transitional

Preparing to shift focus

Speed Dating

Find someone you haven't talked with and stand opposite them. Talk for 60 second.

TALKER: Who, what, why the community college?

LISTENER: Hear their story. NO questions.

AT 60 seconds have the listener offer a reflective summary.

Switch places.

Dodge and Empathy

DODGE

Sustain Talk & Discord

- Sustain talk is focused on the target behavior or change and reflects one side of ambivalence.
- Discord is a signal of disharmony in the collaborative relationship
 an opportunity to reflect and refocus
 - "You don't understand me."
 - "Who are you to tell me what to do?"

EMPATHY

Double-sided Reflection

- Wrong way: What keeps you from doing this? Why can't you____? How could you want to go back to being unemployed?
- Double-sided reflection (Yes, but...)
 - Reflect both sides of ambivalence
 - Replace the word "but" with "and"
 - Reflect sustain talk first and END with change talk.

Recognizing and Eliciting Change Talk

Change Talk

DARN (Preparatory)

- Desire I want to...
- Ability *I can...*
- Reasons I should because...
- Need I must.... I need to...

CATs (Mobilizing)

- Commitment I might....,I'll try....I will
- Activation I'm ready to....
- Taking Steps I will...

D: Why do you **want** to make this change?

A: How might you be **able** to do it?

R: What is one good **reason** for making the change?

N: Why do you **need** to make this change?

C: What do you **intend** or **plan** to do?

A: What are you **ready** or **willing** to do?

T: What have you already done?

- 1. I've got to quit smoking.
- 2. I wish I could.
- 3. I'll think it over.
- 4. I'm sure I'd feel a lot better if I did.
- 5. I don't know how I'd relax without a cigarette.
- 6. I swear I'm going to do it this time.
- 7. I want to be around to see my grandkids.
- 8. It really is bad for you, I know.
- 9. More and more of the people I know are trying to quit.
- 10. I'll try.

Change Talk

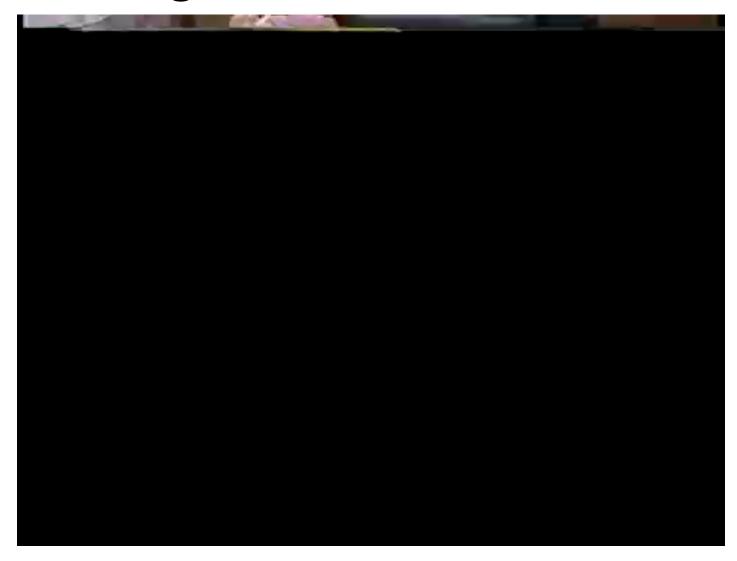
Active Listening Class



Active Listening in Action, Part I



Active Listening in Action, Part II



Bringing It All Back to Retention & Credentialing

Pulling It All Together: The Degree Qualifications Profile (DQP)

The DQP

- Shows what students show know and be able to do through progressively higher levels of postsecondary study, namely the associate, bachelor's, and master's degrees.
- Emphasizes the degree and NOT the field of study.
- Includes demonstrable proficiencies that every graduate at a given level ought to know and be able to do.
- Provides a qualitative set of important learning outcomes, not quantitative measures, such as numbers of credits and grade-point averages, as the basis for awarding degrees.

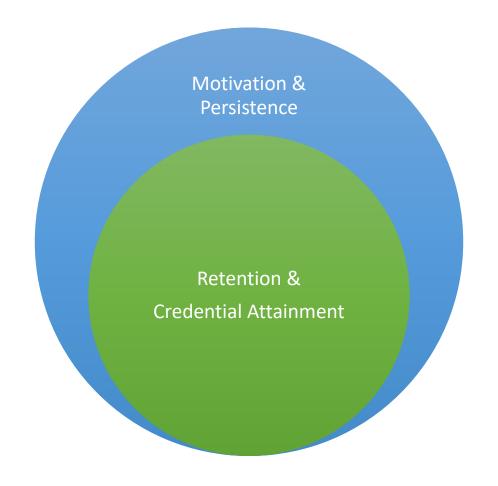
The Lumina Foundation, 2014

	Specialized Knowledge	Broad & Integrative Knowledge	Applied & Collaborative Learning	Civic & Global Learning	Institution-specific Emphases
Analytic inquiry					
Use of information resources					
Engaging diverse perspectives					
Ethical reasoning					
Quantitative Fluency					
Communicative fluency					
Program-specific skills					

The DQP Matrix: Degree-level proficiencies & Intellectual Skills

Intellectual Skills	1	2	4	5
	Using the grid and descriptions in the DQP packet, fill in the skills and/or knowledge that students need (and may struggle with) for your assigned column. The descriptions for Intellectual Skills are listed as number 3 in the packet.			
	What supports are available to help students strengthen these skills? If no or few supports are available, what would be valuable supports and practices to help students? Refer to the New England Persistence Study and the research on community college persistence for ideas.			supports and

The DQP Matrix: Activity



Make a Plan