



MAKING YOUR MARK

Mindmap

Improved student motivation, confidence, engagement, retention

High-Performance College and Career Success

Develop the motivation and skills to achieve high-performance college and career success

The Key Elements

- + The First Impression
- + Student-Centered
- + Program-Based
- + Faculty-Driven
- + Compulsory
- + Core Curriculum

The Method

- + Relationship Building
- + Educational/Career Vision
- + High-Performance Change
- + College and Career Success Skills

The Learning Objectives

- + Connect with what motivates students:
 - educational and career vision, success skills, relationship building
- + Paint a clear picture of their education and career journey
- + Outline the skills necessary to be successful at college and workplace
- + Provide supportive student success resources, including *Making Your Mark*
- + Strengthen college success and self-management skills
- + Build relationships with faculty and students in program group

The Day 1 Seminar Design

- + Welcome
- + Program Seminar Kit
- + Faculty Panel
- + Career Vision
- + Relationship Building
- + Core Competencies Profile
- + Program of Studies
- + High-Performance Change
- + Academic/Career Success Skills
- + Making Your Mark
- + Me Inc & the 8 Cornerstones
- + Day 1 First Impressions Feedback

The First Impressions Feedback

- + Day 1 Feedback
- + Report to Program Faculty within 48 hours

The Process

- + First Contact
- + Executive Team Buy In
 - VP Academic, VP Student Services, Dir of Professional Development

Awareness Training (Stage 1)

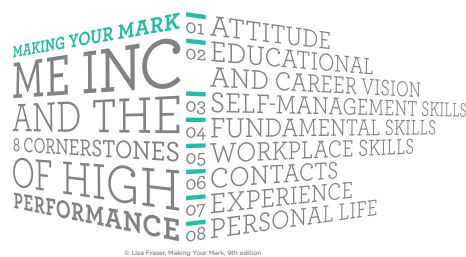
- Academic Council, Management Team, Student Success Committee
- Pilot Programs

Faculty Training (Stage 2)

- The Right Start to College Certification
- Participant Feedback Report
- Implementation: The Right Start to College
- Day 1, All Day, All First Year Students

Review, Renew, Recharge (Stage 3)

- Best Practices in Student Motivation
- Day 1 to Graduation
- Program/Faculty Lead Hand Management



Capture Student Motivation

- + Positive, Professional Atmosphere
- + Great 1st Impression
- + Professional in Training Partnership
- + Ease Anxiety and Fears
- + Get to Know Classmates and Faculty
- + Introduce Learning Community
- + Educational and Career Vision
- + High-Performance Change
- + Self-Management Skills
- + College and Career Success Skills
- + Making Your Mark
- + Communication/Feedback

Factors in Student Motivation, the #1 Factor in Retention

$SM = P[C4+FI+FU+QC+QT+SS] \times SM$

- + Partnership:
 - Students, Faculty, Student Services, Support Staff, Management, Student Association, Industry, Advisory Committees, Alumni, Family
- + Care & Communication
 - Do you know me?
- + Capable
 - Building Competencies
- + Career
 - Me Inc & 8 Cornerstones
- + Coaching Confidence
- + First Impression
 - Day 1
 - Right Start to College Seminar
 - Core Curriculum
- + Follow-up
 - Day 2 to Graduation
- + Quality Curriculum
 - Skill Profile
 - Core Competencies
 - Learning Outcomes
 - Program of Studies
 - Experiential Learning
- + Quality Teaching
- + Student Services
- + Student Self-Management
 - The #1 Factor in Educational and Career Success

Career Vision and Relationship Building are the #1 and #2 Factors in Student Motivation

Student Motivation

Student Confidence

Day 1 + Retention Results

"If students can REBOOT their computers, what would it be like, if they could REBOOT their mindset for high-performance learning and careers?" – Don Fraser

REBOOT 101 for All Students

The 10 Steps to High-Performance Learning and Careers

"How to Double Your Potential Brainpower in 60 Minutes"

Don Fraser, Professor, Durham College (Ret.); Making Your Mark Seminars

Previously presented CACUSS Webinar, November 2015

"Motivating; Inspiring; High-Performance Learning; Physical activities; Interactive; Meeting new people; The atmosphere; Person to person; Informal; Positive; Fun; Made us think; Flow; Kept our attention (139)

Overall Rating: 3.2 out of 4 (n362) - North Carolina Wesleyan College

"Really changed the way I think about school and my problems. That they can be solved"

Overall Rating: 3.24 out of 4 (n766) - University of Waterloo, Student

"It was extremely motivating and inspirational. This is definitely a workshop applicable to all."

Overall Rating: 3.84 out of 4 (n41) - York University, Academic Advisor

"YES! Let's implement this approach; Train all sectors"

Overall Rating: 3.95 out of 4 (n26) - St. Clair College, Dean

"Best speaker ever. Thank you so much!!!"

Overall Rating: 3.61 out of 4 (n97) - A. Villasta, Durham College Student

Join Don Fraser in this dynamic keynote. Launch your college year with a new mindset that connects to a high-performance career. REBOOT 101 your past approach to learning with The 10 STEPS to HIGH-PERFORMANCE LEARNING and CAREERS.

- + Tap into the potential of your 86 billion brain neurons that we all possess to learn smarter, not harder.
- + Drive: The Surprising Truth About What Motivates All Us by Daniel Pink
- + Develop your strengths: purpose, motivation, behaviour change, physiology, sleep, relationships, immediate hook to Me Inc and The 8 Cornerstones of High-Performance Careers, and active learning.
- + Customize your best self-management system.
- + Commit to the ONE CHANGE that can lead you to extraordinary results.
- + Understand the Domino Effect of one major change.

Bio

Don Fraser is one of North America's leading authorities on student success and retention. Don was a professor at Durham College for 30 years and a visiting professor for Central Michigan University and OISE at the University of Toronto. Don has delivered student success, student motivation and high-performance learning seminars to over 60,000 college staff and students at educational conferences and at over 400 colleges.

Recent presentations

CACUSS Webinar, November 2015;

2015 Niagara College, Career Launch; North Carolina Wesleyan College; U of Waterloo
Durham College/VOIT Student-Athlete Seminar; 2015 NCSRMR:

2016 NACADA Region 5, Toronto Conference;

2016 VOIT Student Life Retreat, Seneca College, Faculty Welcome Back

2016 National Conference on Student Recruiting, Marketing and Retention, Dallas, TX

2016 University of Waterloo, Orientation; Niagara College, Career Launch

2016 Western University Orientation, Dual Enrollment Keynote and Staff Workshop;

2016 Durham College/VOIT Student-Athletes, Sport Management, Business/Marketing

2016 STARLINK (140 P.D. Partner Colleges) and Brookhaven College, Dallas, Texas

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INNOVATION ABSTRACTS

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GETTING THEM EXCITED THE FIRST DAY

"Get them so excited the first day that they can't wait to come back for the second" is our motto at Confederation College! Rather than bringing students in the first day of class to tell them about the textbook, when their tests are scheduled, and what we will cover in the course, faculty spend a day hosting an orientation that will help students become better connected with the college and each other.

Our Mission

To better accomplish the college mission of providing excellent, accessible, learner-centered education, we have:

- prepared a collegewide extended student orientation plan
- created a Student Success Team
- implemented a broad range of integrated student services that reflect the diversity of our learners' needs.

Confederation College has a strong student union body that traditionally has offered great social events to new and returning students, but the college has decided to be and do more. A collegewide Student Success Committee was created to look at what we were doing to help students connect with their programs, the faculty, and each other. Committee members included students, student leaders, faculty members, administrators, and representatives from the local school boards.

We identified the best practices currently being implemented in selected programs. Focus groups, organized and led by some of the college's marketing students, met to discuss and describe the ideal environment for student success. Students participating in the focus groups were asked about what they would like to gain from an orientation; 50% responded that they were interested especially in establishing "a bond with classmates."

We learned that students were particularly anxious on the first day of class. Some of the most common

questions they asked of themselves on that first day included :

- Do I know anyone who is sitting next to me?
- Who is teaching me—what is she/he like?
- Do I have what it takes to be successful in this class?
- Am I going to fit in?
- Am I going to develop good friendships?

Working toward identifying appropriate responses to these questions, we created a Student Motivation Program, with these objectives in mind:

- Establish a strong student/program relationship. A faculty panel would conduct a "meet and greet" exercise to help students connect with their professors and come to understand better why each of the courses they would take is important in the program.
- Introduce students to career opportunities. Students would meet graduates and employers to identify the opportunities and demands of their career choice.
- Connect students with each other and with their faculty. We would schedule various social events—e.g., a welcome BBQ—where students could mingle with first-year and senior students, faculty, support staff, and administrators. Food and beverage would be provided to make the social event even more inviting and informal.
- Assist students in becoming aware of the location and services available to them. The Student Union would produce a video using student representatives to "show and tell" learners about what was available to them.
- Obtain feedback from students about their first impressions. Each program would collect feedback regarding students' impressions and suggestions that could be used to improve programs, environments, and the like.

Implementing a Student Success Initiative

We began by inviting the coordinators of all programs to a session where they were introduced to the



idea of developing a motivation plan that would support students throughout the year. Best Practices currently being implemented in a number of programs were showcased and discussed. Everyone left the session with a sample plan, and each was asked to submit a plan before leaving for summer vacation. Their individual plans were to include activities, scheduled over the semester, that would accomplish the the Student Success Team's objectives.

When the faculty returned from summer vacations, they met to share and review their plans. It was decided that no regular classes would be held the first day of the semester. Rather, all college programs would begin by helping students make important connections within their new environment. Class discussions would shift from the more traditional overviews of course outlines and textbooks to discussions and exercises focusing on "how to be successful." Icebreakers and team-building exercises would be used to create a new atmosphere in the classroom. The faculty in one program area took the team-building activities outdoors and engaged learners in having fun while developing some new skills—e.g., students learned to juggle multiple objects, simultaneously learning the importance of successfully juggling the different aspects of their lives while going to college. In another program, faculty took group photos and later posted the pictures on bulletin boards around campus. Some faculty invited a number of their alumni to have lunch with the students and talk about their experiences after they graduated from Confederation College. In others, first-year students met with second- and third-year students. The idea was to get people talking, laughing, learning about their new environment, and feeling comfortable!

Some programs handed out booklets of information, including tips about how to survive college, take notes, prepare for exams, write reports and assignments, and study. Faculty spoke about the value of a college education. In one exercise, they asked students to calculate their potential lifetime earnings, comparing the potential earnings of a high school graduate and a college graduate in today's markets. This exercise generated some lively discussions and further convinced students that, indeed, they had made the right choice in enrolling in college.

Results

From our 2002 Student Satisfaction Survey, we learned:

- Ninety-four percent of students surveyed said YES, our college staff were friendly and welcoming! This was an increase of 11% over the previous year.

- Ninety percent said they felt that they had made the RIGHT CHOICE, up 8% over the previous year.
- Ninety-two percent believed they would complete their program successfully, up 19% over previous years.

Among other comments, our learners shared these thoughts about their first-day sessions:

- "I definitely feel more at ease with my choice."
- "I liked listening to graduates and learning about what's been happening to them."
- "We got to know our teachers on a more personal level."
- "Comfortable atmosphere, free food, and I learned to juggle!"
- "I got to know people!"
- "I am excited about my program!"
- "I look forward to this semester—it sounds like a fun, yet challenging (in a good way), program."
- "I like the atmosphere of friendliness."

From our learners' enthusiastic responses, we learned about some adjustments we needed to make for 2003. We believe that we are on to something that is working! Our learners now begin their college experience feeling confident that they have made the right choice and excited about the semester!

Alice Reinke, Karen Kemp, Rod Somppi, Paul Johnson, *Curriculum and Technology Planning Team*

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Correction: *Innovation Abstracts*, Vol. XXVI, No. 15, "Getting Them Excited The First Day". The authors wish to acknowledge that the Student Success project described in their article was based on a "train-the-trainer" staff development seminar, "The Right Start to College: Student Motivation Day 1 to Graduation"—a seminar provided by Don Fraser, Professor at Durham College (CN). Lisa Fraser is the author of *Making Your Mark* and the materials for the student workshops.