

Strategies for Creating a School-Wide College-Going Culture

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Institutional Introduction

- American University
- SUNY College at Oneonta
- Maya Angelou Public Charter School
- Trinity Washington University
- University of Southern California
- Pullias Center for Higher Education
- New LA Charter School
- Partnerships to Uplift Communities (PUC) Schools
- National Association for College Admission Counseling (NACAC)

Creating a Shared Understanding

Defining Culture and College-Going Culture



Immediately following definitions:

Town Hall Questions:

Given these definitions, what are the key terms that stand out?

What would you add?

Defining Culture

All organizations have a culture, including schools. A school's culture is immediately evident when one sets foot on campus. It shows in hallway decorations, the way students interact with others on campus and attitudes about the 'coolness' of academic success.

(Corwin & Tierney, 2007)

Defining Culture

*Conceptually, **culture** involves patterns of activity and their symbolic values. All organizations have unique ways of doing things; some patterns of behavior are more formalized than others... **Culture** gives people clues about an organization's norms and values. These clues help individuals decide how to act and what to do.*

(Corwin & Tierney, 2007)

Defining College-Going Culture

College culture in a high school cultivates aspirations and behaviors conducive to preparing for, applying to and enrolling in college.

(Corwin & Tierney, 2007)

[In such a culture,] students believe that college is for them and is not reserved for the exceptional few who triumph over adversity to rise above all others.

(Oakes, n.d.)

Defining College-Going Culture

*A strong **college culture** is tangible, pervasive and beneficial to students. It may be developed in a specialized section of a school... However, the ideal college culture should be inclusive and accessible to all students.*

(Corwin & Tierney, 2007)

Town Hall Questions

*Given these definitions,
what are the key terms that stand out?*

What would you add?

Key Terms

School Culture

- Immediately evident
- Student interactions
- Attitudes about academic success
- Patterns of behavior
- Organizational norms and values

College-Going Culture

- College aspirations
- Behavior in college preparation, application and enrollment processes
- Inclusive and accessible for all
- Tangible, pervasive, beneficial

Nine Critical Principles for a College-Going Culture

- College Talk
 - Clear Expectations
 - Information and Resources
 - Comprehensive Counseling Model
 - Testing and Curriculum
 - Faculty Involvement
 - Family Involvement
 - College Partnerships
 - Articulation
- (McClafferty & McDonough, 2002)

Commercial Break



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NACAC National Conference:

October 1-3 in San Diego, CA

Directing a Dynamic College Counseling Program:

September 30 – October 1 in San Diego, CA (Preconference Workshop)

Fundamentals of College Admission Counseling, 4th Edition

The fourth edition equips practitioners with core knowledge and skill-sets necessary to effectively assist students and families with postsecondary planning and college enrollment.



NACAC Webinar topics include:

- Reading a Financial Aid Award Letter
- Demystifying Community Colleges

Summer Academy topics include:

- Best Practices for Working with Parents in College Counseling
- Leadership and Advocacy
- Using Tools for Data Collection



www.nacacnet.org/events/SummerAcademy

Overview of Presentation

- **Theoretical Considerations**
 - Cultural Capital; Social Capital; Self-Authorship; and Self-Efficacy
- **Conceptual Considerations**
 - Interpretive Strategy; Pre-college Experiences; and College Knowledge
- **Practice Orientation**
 - Middle School; High School; and Work with Families
- **Open Forum**
- **Questions and Answers**
- **Closing Remarks**

Today's Challenge:

**To Keep You Attentive,
Informed, and Entertained**

Structure of Presentation

- *Direct Lecture*
 - Theoretical Considerations
 - Conceptual Considerations
 - Practice Orientation
- *Caucus Breaks*
 - Convene with Colleagues; Report Out
- *Town Hall Discussions*
 - Presenter Questions; Responses from the Audience

Section 1

Theoretical Considerations



Theoretical Considerations

Cultural Capital

Habitus—embodied cultural capital embedded and replicated within one's own familial and environmental context; represents accepted, reproduced and socialized norms informing action

(Bourdieu, 1986)

Theoretical Considerations

- Habitus represents a “system of dispositions which as a mediation between structures and practice... structures...[which] reproduce themselves by producing agents endowed with the system of predispositions” (Bourdieu, 1986)
- Habitus becomes akin to schema—fundamental building blocks of knowing or performing activities—as it is all one might know or understand, from which all else is established

Theoretical Considerations

Three facets:

- **Embodied**—*in the form of long-lasting dispositions of the mind and body*
- **Objectified**—*in the form of cultural goods*
- **Institutionalized**—*a form of objectification which must be set apart because, as will be seen in the case of education qualifications, it confers entirely original properties on the cultural capital which it is presumed to guarantee*

(Bourdieu, 1986)

Examples of Cultural Capital



Theoretical Considerations

An important perspective suggests the following:

Social capital is defined by its function. It is not a single entity but a variety of different entities...

(Coleman, 1990, p. S98)

From this perspective, functionality is informed by social structure and facilitation of action

(Coleman, 1988; 1990)

Theoretical Considerations

Social Capital

- Importance of affiliations
- Network Resources
- Expected Outcomes and Reciprocity

Social capital has been posited as a productive medium able to produce results otherwise unachievable without support of a network
(Coleman, 1990)

Examples of Social Capital



Theoretical Considerations

Social Capital: Norms of Obligation

Reciprocity—one person's involvement in a specified network obligates service or comparable service to other members

(Bourdieu, 1986)

Theoretical Considerations

Self-Authorship

- *Intrapersonal development* includes the manner in which student's acquire, articulate, and nurture the evolution of their identity
- *Interpersonal development* concentrates on the construction of relationships among students and members of the postsecondary environment; also considers maintenance of previously established relationships prior to college entry
- *Cognitive development* includes identity, which in-turn informs an individual's academic self-concept

(Baxter Magolda, 2005; King & Baxter Magolda, 2005)

Theoretical Considerations

Self-Efficacy

- *refers to people's assessments of their effectiveness, competence, and causal agency*
(Gecas, 1989)
- *an efficacy expectation is the conviction that one can successfully execute the behavior required to produce outcomes*
(Bandura, 1977)

Theoretical Considerations

- Counseling professionals might best serve students by assisting in their development of “competencies and expectations of personal effectiveness”

(Bandura, 1977)

- Educators might give as much attention to perceptions of competence as to demonstrated competency and performance
- Student-held beliefs, then, can be challenged, and aspirations might even be increased through dialogue, information and exposure

Town Hall Discussion



Town Hall Questions

How do we use these theoretical considerations to inform practice?

What are we currently doing that suggests alignment with cultural and social capital, self-authorship and/or self-efficacy frameworks?

Section 2

Conceptual Considerations



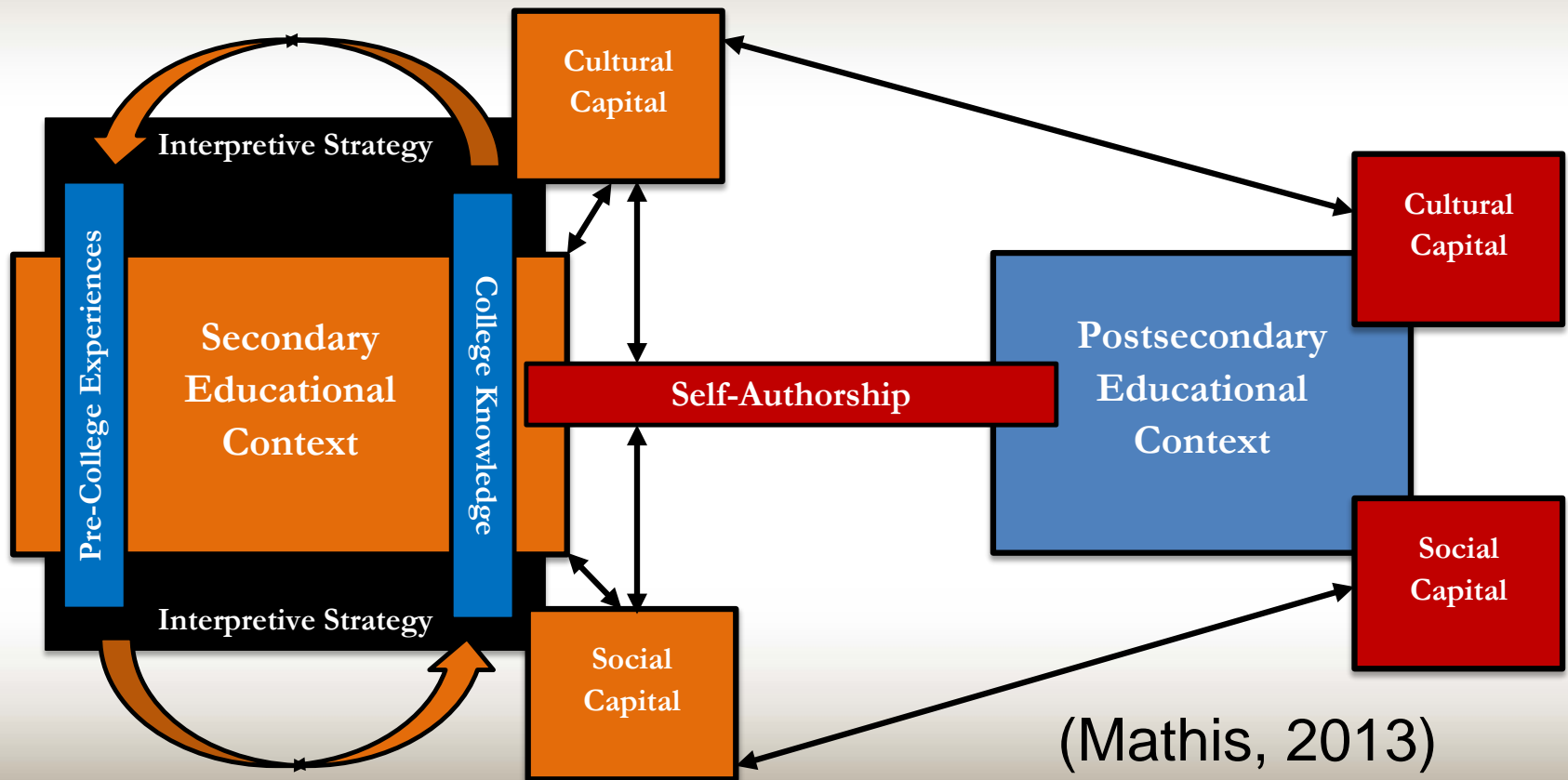
Conceptual Considerations

Nine Critical Principles for a College-Going Culture

- College Talk
- Clear Expectations
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- Comprehensive Counseling Model
- Testing and Curriculum
- Faculty Involvement
- Family Involvement
- College Partnerships
- Articulation (McClafferty & McDonough, 2002)

Conceptual Considerations

Collegiate Identity and Participation Model



Conceptual Considerations

Interpretive Strategy

- Leaders seek to construct meaning for stakeholders; such meaning surpasses what has been known as the norm, or expected outside of the walls of the organization
 - Shared meaning is articulated through metaphors and references
 - Leaders are able to create an accepted meaning and reality within the organization and the surrounding environment
- (Chaffee, 1985)

Conceptual Considerations

Interpretive Strategy

- Leaders influence not only the attitudes of existing and potential members, but the culture and desired behaviors within an organization

(Cauwenbergh & Cool, 1982)

- Leaders are required to create symbols, describe and model appropriate behaviors
- Elements of culture are communicated through narratives and metaphors created by leaders within the organization

(Chaffee, 1985a)

Conceptual Considerations

Pre-College Experiences

- Enrollment Choices
- Academic Preparation
- Aptitude & College Readiness
- Family & Peer Support
- Motivation to Learn
- Demographics- Race, Gender, Socioeconomic Status

(Kuh, et al., 2006)

Conceptual Considerations

College Knowledge

- Key Content Knowledge
 - Content awareness; Proficiency in reading and writing
- Academic Behaviors
 - Time Management; Study Skills; Note-taking; Communicating with faculty

(Conley, 2010)

Conceptual Considerations

College Knowledge

- Cognitive Strategies
 - Problem formation; Research; Interpretation; Communication; Precision and accuracy
- Contextual Skills and Knowledge
 - Culture, norms and traditions; Processes and resources

(Conley, 2010)

Caucus Break



Caucus Break: Conceptual Considerations

What are examples of practice, that link to the ideas presented? What are examples from the field?

- *Interpretive Strategy*
 - Creation of meaning; Use of metaphors and symbols
- *Pre-college Experiences*
 - Enrollment Choices; Academic Preparation; Aptitude; Family & Peer Support; Motivation to Learn; Demographics
- *College Knowledge*
 - Key Content Knowledge; Academic Behaviors; Cognitive Strategies; and Contextual Skills and Knowledge

Town Hall Discussion



Town Hall Questions

Given what you heard in caucus, what were some common practices?

How might we strengthen these practices?

How might we build capacity?

Section 3

Practice Orientation



Practice Orientation

Counselors who create a positive and productive counseling center will involve students—even the hesitant ones—and fully engage them. Students need to understand the steps in the process and to build the confidence they need to take them. The key is communication and making it easy for students to find the information they need.

(Sohmer, 2015)

Practice Orientation: General Ideas

- College Nights; College Fairs
- Campus Visits; Campus Tours
- Virtual College Fairs
- Following College Student Blogs/Vlogs
- College Essay Workshops/Writers' Workshops
- Acceptance Letter Walls/Meters
- Peer Counseling Models
- Web-based Portal for Counseling Resources

Practice Orientation: General Ideas

- Faculty Partnerships
- Cadre of Parent/Mentor Champions
- Summer Bridge/Academy (Underclassmen)
- Rising Senior Summit/Retreat
- Social/Service Greek Organizations
- Scholarship/Application Interview Mentors
- Outsourced Expertise
(Undocumented; Homeless; Military-Connected)

Practice Orientation: Middle School

- Goal Setting
- Investigating Interests
 - Personal and Professional
- College Knowledge Survey
- Earning Potential Activities/Research
- Matching Major and Degree with Career
- Know-Want-Learn Charts
 - For investigating colleges/universities

Practice Orientation: Middle School

- Self-Evaluations and College Trajectory
- Starting the College Search
 - Align with course scheduling for high school
- Group Sessions: Getting the most out of high school
- Time Management
- Financial Literacy

Practice Orientation: 9th Grade

College 101: The Road to College

- Goal Setting & High School Four Year Plan
- Investigating Career Options
- Understanding College: Institutional History and Type
- College Academic Experiences and Expected Behaviors
- Practicing Cognitive Strategies
- Awareness of Contextual Skills & Knowledge
- Résumé Building and Writing

Practice Orientation: 10th Grade

College 102: College Success and Beyond

- Goal Setting & High School Four Year Plan
- Investigating “College Fit”
- Understanding College: Applications and Essays
- Interviewing Alumni and Alumni Panels
- Practicing Cognitive Strategies
- Awareness of Contextual Skills & Knowledge
- Creating a Junior Year Plan and Initial College List
- Job Shadowing/Internships
- Résumé Building and Writing

Practice Orientation: 11th Grade

Junior Year Plan

- Goal Setting & High School Four Year Plan
- Self-Assessments and Reflective Exercises
- College Application and Essay Drafts
- Early Assessment and Placement Exams
- Academic Enrichment Exposure Activities
- Career Shadowing and Guest Lectures
- Etiquette for College Recruiter Correspondence
- Mock College and Scholarship Interviews
- Scholarship Search and Portfolio Presentations

Practice Orientation: 12th Grade

Senior Year Plan

- Goal Setting & High School Four Year Plan
- Individualized College Enrollment and Completion Plan
- College Application, Essay and Financial Aid Completion
- Career Shadowing and Guest Lectures
- Near-Peer Experiences: Activities and Presentations
- Scholarship Search and Portfolio Completion
- “Know Where to Go”: Campus-based Student Services
- College Readiness Inventory
- Senior Project and Presentation

Practice Orientation

Working with Families

- Early Awareness and Exposure Opportunities
- Parent Panels
- Import of *Fictive Kin*
- Support Parents as They Become Involved
- Provide Information About Visiting Colleges
- Network with Community Resources

Practice Orientation

When advising students, counselors impact college preparation by:

- 1. Providing an understanding of college and its importance;*
- 2. Structuring information and organizing activities that foster and support students' self-assessment and college aspirations*
- 3. Educating parents about their role in fostering and supporting college aspirations, setting college expectations and motivating students toward action*
- 4. Focusing the school on its college mission.*

(Hugo, 2015)

Creating a Multi-Cultural College-Going Culture

Students see college going as integral to their identities; they have the confidence and skills to negotiate college without sacrificing their own identity and connections with their home communities. They recognize that college is a pathway to careers that are valued in their families, peer groups, and local communities.

(Oakes, n.d.)

Caucus Break: Best Practices



Town Hall Discussion



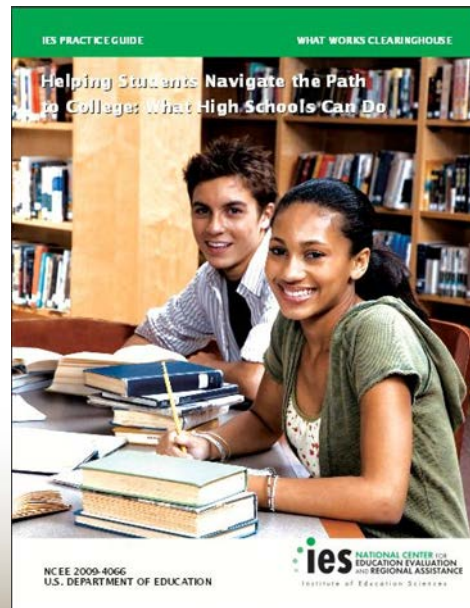
Town Hall Questions

What are common challenges to building and sustaining a college culture?

How can a school strengthen its college culture? What resources are needed?

What Works Clearinghouse (WWC)

Helping students navigate the path to college: What high schools can do



Practice Reflections: WWC

- Ensure that students understand what constitutes a college-ready curriculum
- Develop a four-year course trajectory with each 9th grader
- Identify existing assessments and data available to provide an estimate of college readiness
- Utilize performance data to identify and inform students about their academic proficiency

Practice Reflections: WWC

- Create an individualized plan for students who are not on track
- Provide mentoring for students by recent high school graduates, currently enrolled in college
- Facilitate relationships with peers planning to attend college; structured extracurricular activities
- Provide hands-on opportunities for students to explore different careers
- Ensure students prepare for, and take, the appropriate college entrance exams

Practice Reflections: WWC

- Assist students in their college search
- Coordinate college visits
- Assist students in completing college applications
- Organize workshops for parents and students focused on college affordability, scholarships, and financial aid processes
- Help students and parents complete financial aid forms prior to eligibility deadlines

Open Forum



Question and Answer



Closing Remarks



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