

Culture, Color, and Community: A Visionary Pathway to College Success

Abstract:

A student has many choices to consider when entering college, but are their decisions sustainable for them or where does Real World Experiences meet Research Based Strategies?

All academic stars are vital to paving the way and advancing college persistence, but so are the folks who work directly with students and families. For example, stars open and illuminate the pathway, but it is those guiding students and families through the pathway that motivates movement and influences success.

It is vital for campuses to look within and set up a procedural process that not only makes a student pathway clearer, but shines sunlight and starlight when their career and education pathways seem dark.

Purpose:

Evidence-based practices for effective academic advising in higher education. A theoretical framework that employs a student's personal background and experiences in the Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (1994).

4 Key Learning Objectives

1. To know and understand the Social Cognitive Career Theory.
2. To create procedures that incorporate the necessary skills and abilities to modify and apply SCCT effectively in serving students on their career and educational pathways.
3. To create an Academic Development Plan (ADP).
4. To create a campus specific Academic Advising Protocol.

Resources/Materials: <https://mohican.com/services/education-and-career-services/ecs-resources/ecs-higher-education-resources/>

Activity:

Black-Eyed Pea – Divide peas into snack bags (0, 1, 2, and 3). Prepare enough bags for 10% of the expected audience. **For example**, if the audience has seating for 30 participants prepare 3 snack bags each of 0, 1, 2, and 3 and put them all in a bag and mix them up.

Start the presentation go around and ask the group

When ready to start the activity ask the audience; what does black-eyed peas symbolize, other than the hip hop group of the 1990s? The correct response is that blacked-eyed peas are associated with a mystical and mythical power to bring good luck. As with college success comes the need for some genuine good luck, so in this bag I have snack bags for 12 participants to pull out a bag to find out what kind of luck they selected, which will result in selecting either zero, 1, 2, or 3 black-eyed peas.

After the 12 participants select and not before inform the participants that once you say "Go", the goal is for each participant to go around and see how many peas they can get from the other participants. From this point allow the activity to organically proceed as the participants work through problem solving as individuals and/or as a group.

Once you sense that the engagement is slowing down or time is running out bring everyone back together and as the facilitator provide a brief overview of the activity results (How did the participants problem solve?) before asking the audience members to reflect (What things came to mind?) on the activity as a either an activity participant or audience member.

Procedures:

Once you start the YouTube video it will play automatically. The video is 12:46 in length and will be longer if you pause **Slide 3** after each question asked for Culture, Color, and Community to engage the audience on their input then restart to hear a response for each. After the video is done, take the time for reflection with the audience. Ask if they have any questions, thoughts, or ideas to advance academic advising on college campuses or have any examples from their own experience that worked or did not work for them. Maybe start with your own examples to motivate audience discussion.