









Vision

...become the institution...where ***students maximize their potential in a nurturing environment*** that embraces social and intellectual diversity. The university will create an efficient, student-centered culture, responsive to the needs of its stakeholders, supportive of ideals and ethical verities, and **loyal to its rich legacy and heritage**



Mission

Savannah State University, the oldest public historically black university in the State of Georgia, develops **productive members of a global society through high quality instruction, scholarship, research, service and community involvement.** The University fosters engaged learning and personal growth in a *student-centered environment that celebrates the African American legacy* while nurturing a diverse student body...

HOW Are HBCUs Still Relevant?



HOW* Are HBCUs Still Relevant?

- **HBCUs are still havens for the disadvantaged**
- **HBCUs make college more affordable**
- **HBCUs serve the community**
- **HBCUs are blazing STEM trails**
- **HBCUs create a supportive and nurturing learning environment**



My personal connection to HBCUs spans FIVE generations!

Leland College

Southern University & A&M College

Howard University

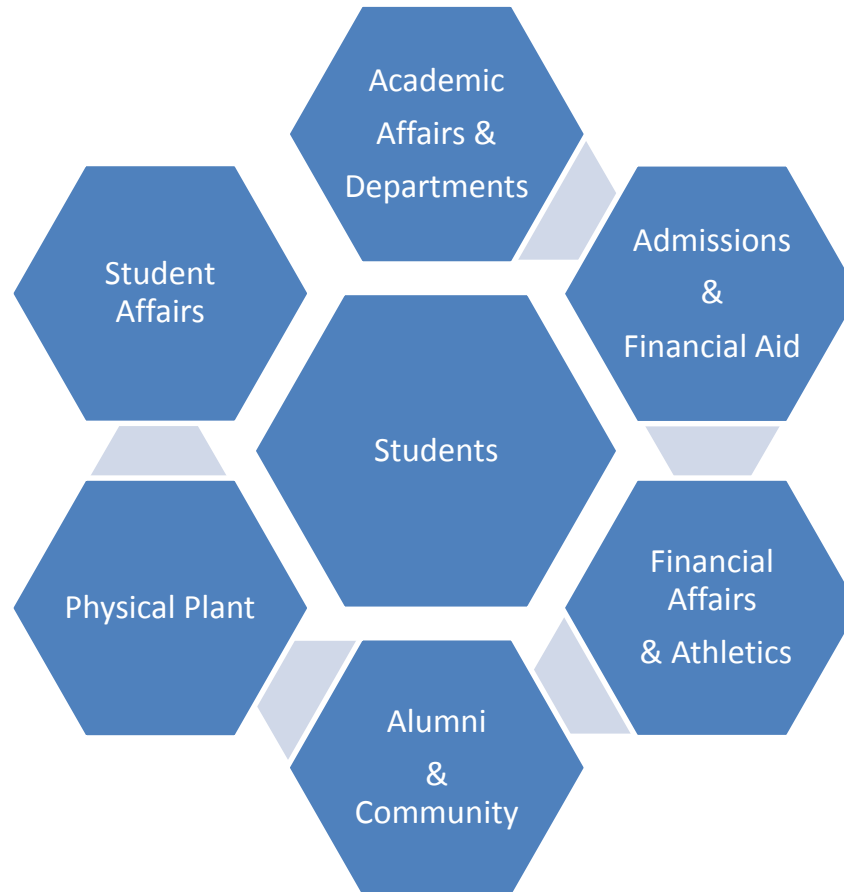
Alabama A & M University





SAVANNAH
STATE UNIVERSITY

Who is in the SSU Village?



Savannah State University is a Teaching and Learning Ecosystem

Ecosystem

A system formed by the interaction of a *community* of organisms with their environment*

***Teaching and Learning* Ecosystem**

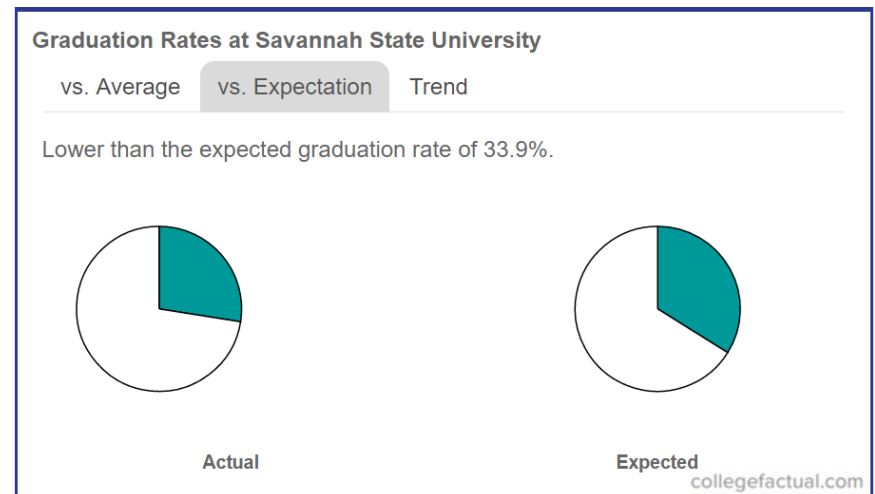
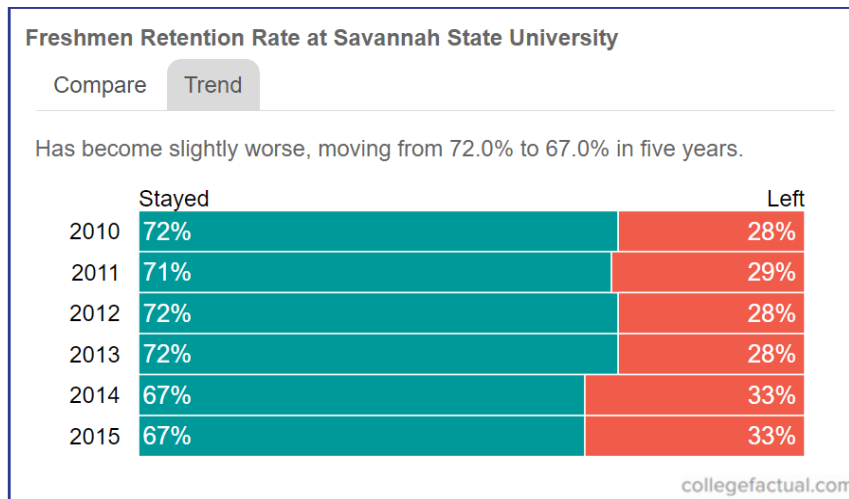
An *academic system* formed by the interaction of a *community* of students, faculty, staff and administrators within their campus environment

The SSU Ecosystem: **SAVANNAH SMART**



Seriously Impressive!

BUT, SSU can do better!



And SSU *will* rise to the challenge!

<http://www.collegefactual.com/colleges/savannah-state-university/academic-life/graduation-and-retention/>

How Can SSU Increase the Numbers? By Improving the Wellness of SSU Students



Seven Dimensions of Wellness*



- Emotional
- Spiritual
- Environmental
- Physical
- Social
- Intellectual
- Occupational

*http://wellness.ucr.edu/seven_dimensions.html

Emotional Wellness

The ability to **understand ourselves and cope with the challenges life can bring.** The ability to acknowledge and share feelings of anger, fear, sadness or stress; hope, love, joy and happiness in a productive manner contributes to our Emotional Wellness.

Who *primarily* addresses Emotional Wellness in the Savannah State Univ Community?



Search people, places, events and topics



[ABOUT SSU](#)

[ADMISSIONS](#)

[ACADEMICS](#)

[ATHLETICS](#)

[CAMPUS LIFE](#)

[Prospective Students](#)

[Current Students](#)

[Alumni](#)

[Donors](#)



[Home](#) / [Student Affairs](#) / [Counseling Center](#) / [Counseling Center](#)

COUNSELING CENTER

Counseling Center

Spiritual Wellness

The ability to **establish peace and harmony in our lives**. The ability to develop congruency between values and actions and to realize a common purpose that binds creation together contributes to our Spiritual Wellness.

Who *primarily* addresses Spiritual Wellness in the Savannah State University Community?

Religious Organizations

Commissioned 2 Love

Wesley Fellowship

GREATER IMPACT

CAMPUS MOVEMENT @ SAVANNAH STATE UNIVERSITY

HOME

ABOUT

EVENTS

CONNECT



Environmental Wellness

The ability to **recognize our own responsibility for the quality of the air, the water and the land that surrounds us.** The ability to **make a positive impact on the quality of our environment,** be it our homes, our communities or our planet contributes to our Environmental Wellness.

Who *primarily* addresses Environmental Wellness in the SSU Community?



[ABOUT SSU](#)

[ADMISSIONS](#)

[ACADEMICS](#)

[ATHLETICS](#)

[CAMPUS LIFE](#)

[Prospective Students](#)

[Current Students](#)

[Alumni](#)

[Donors](#)

[Home / Faculty & Staff / Physical Plant](#)

PHYSICAL PLANT

[About Us](#)

[Plant Administration](#)

[Maintenance](#)

[MAINTENANCE REQUESTS](#)

[KEY REQUESTS](#)

[Policies and Procedures](#)

[SSU Design Standards](#)

Physical Plant

Welcome to the University by the sea and the Physical Plant web site at Savannah State University. We hope that as you browse through this site, you find the information necessary to help us satisfy your needs. We are a division within the Business and Financial Affairs Department and report directly to the Vice President of Business and Financial Affairs. Our primary focus is to provide timely and professional services to the Savannah State campus community. Detailed information can be found throughout this web site emphasizing the many task that Physical Plant performs.

MISSION

Physical Plant's mission is to provide an attractive, inviting, safe and well-maintained campus environment that is conducive to excellence in education and has a positive impact on recruitment and retention of outstanding students, faculty and staff.

Physical Wellness

The ability to **maintain a healthy quality of life** that allows us to get through our daily activities without undue fatigue or physical stress. The ability **to recognize that our behaviors have a significant impact on our wellness and adopting healthful habits** (routine check ups, a balanced diet, exercise, etc.) while **avoiding destructive habits** (tobacco, drugs, alcohol, etc.) will lead to optimal Physical Wellness.

Who *primarily* addresses Physical Wellness in the Savannah State University Community?



Search people, places, events and topics



[ABOUT SSU](#)

[ADMISSIONS](#)

[ACADEMICS](#)

[ATHLETICS](#)

[CAMPUS LIFE](#)

[Prospective Students](#)

[Current Students](#)

[Alumni](#)

[Donors](#)



[Home](#) / [Student Affairs](#) / [Sports & Wellness](#) / [University Recreation & Wellness](#)

SPORTS & WELLNESS

[Fitness & Wellness](#)

[Staff Members](#)

[Facilities](#)

[Forms](#)

University Recreation & Wellness

Mission Statement

The office of University Recreation and Wellness Programs (URW) is a vital piece to the overall mission of Savannah State University (SSU). With the lack of physical fitness classes on campus URW fills that needed void. URW's mission is to educate students, faculty & staff on the importance of wellness awareness by enhancing existing wellness activities and programs, implementing and creating new wellness activities on and off campus, and by challenging and encouraging campus

Social Wellness

The ability to **relate to and connect with other people in our world**. Our ability to **establish and maintain positive relationships** with family, friends and co-workers contributes to our Social Wellness.

Who *primarily* addresses Social Wellness in the Savannah State University Community?



- ABOUT SSU
- ADMISSIONS
- ACADEMICS
- ATHLETICS
- CAMPUS LIFE

- Prospective Students
- Current Students
- Alumni
- Donors



[Home](#) / [Campus Life](#)

CAMPUS LIFE

[Department of Safety & Security](#)

[Tiger's Roar](#)

[WHCJ 90.3 FM](#)

[Clubs & Organization](#)

[Veterans Affairs](#)

[Counseling Center](#)

Campus Life

The University offers a comprehensive array of organized and informal co-curricular activities including 75 student organizations, leadership workshops, 15 intramural activities, student publications and student internships. Student organizations and leadership workshops increase student involvement in campus governance, help students develop a greater understanding of the link between leadership and co-curricular activities on campus, help students become more purposeful in their academic pursuits, and apply institutional values of honesty, civility and respect for freedom of thought and expression.

Occupational Wellness

The ability to get **personal fulfillment from our jobs or our chosen career fields while still maintaining balance in our lives.** Our desire to contribute in our careers to make a positive impact on the organizations we work in and to society as a whole leads to Occupational Wellness.

Who *primarily* addresses Occupational Wellness in the SSU Community?



Search people, places, events and topics



[ABOUT SSU](#)

[ADMISSIONS](#)

[ACADEMICS](#)

[ATHLETICS](#)

[CAMPUS LIFE](#)

[Prospective Students](#)

[Current Students](#)

[Alumni](#)

[Donors](#)

[Home](#) / [Student Affairs](#) / [Career Services](#) / [University Career Services](#)

CAREER SERVICES

[Career Resource Guide](#)

[Cooperative Education](#)

[Internship Program](#)

[Other Career Resources](#)

[Services Available](#)

[Bright.com](#)

[Jobs in Savannah](#)

[TIGERlink](#)

[Georgia Internship Network \(GAIN\)](#)

University Career Services

We provide services to all students and alumni seeking employment, graduate school information, cooperative education and internship opportunities. Career Services acts as a liaison between employers, academic programs and students. This office maintains placement files of students and alumni entering the work force or considering a career change. This home page serves as a resource center to help students explore career opportunities and effectively use the Career Services offices.



[Tigerlink-Career Services Manager](#)

TIGERlink is a database driven, web-based system that allows Employers and Partners of University to post Job Announcements, View Student's Resumes, Register for Career Fairs and Information Sessions, Schedule Campus Visits, and much more. This system also allow **Students** to post their resumes, review and research organizations profiles, search and apply for employer opportunities.

Attention Students: Login Instructions has been sent to your University Issued Email Account.

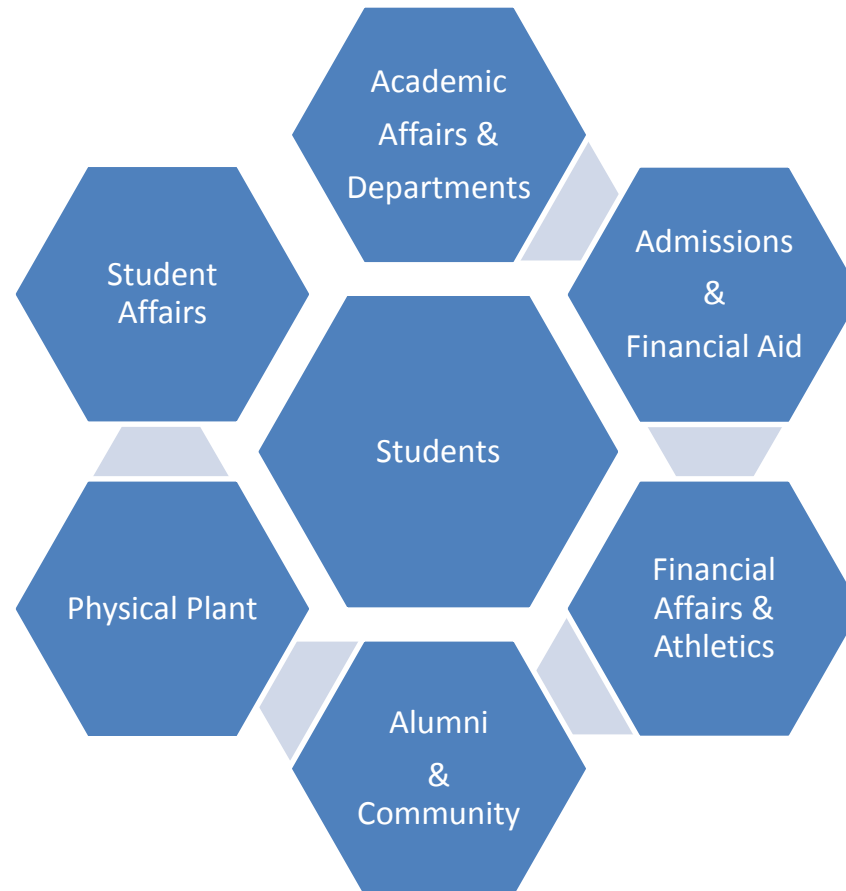


Intellectual Wellness

The ability to **open our minds to new ideas and experiences** that can be applied to personal decisions, group interaction and community betterment. The **desire to learn new concepts, improve skills and seek challenges in pursuit of *lifelong learning*** contributes to our Intellectual Wellness.

Who addresses Intellectual Wellness in the Savannah State University Community?

Everyone Should!



Who Plays a Key Role in Intellectual Wellness in the Savannah State University Community?

[ABOUT SSU](#)[ADMISSIONS](#)[ACADEMICS](#)[ATHLETICS](#)[CAMPUS LIFE](#)[Prospective Students](#)[Current Students](#)[Alumni](#)[Donors](#)

[Home](#) / [University College/Center for Academic Success](#) / [Center for Academic Success](#)

CENTER FOR ACADEMIC SUCCESS

[Director's Welcome](#)[Academic Advising](#)[First-Year Experience](#)[Tutorial Services](#)[Testing](#)[Faculty & Staff](#)

University College/Center for Academic Success

Providing Quality Service to Every Student Every Day

The University System of Georgia designates Savannah State University as an “access institution.” As an access institution, the University is charged with providing an opportunity for individuals to earn a college degree who may have difficulty entering college because of various cultural, psychosocial and socio-economic issues, which have been shown to have a direct impact on their level of educational ability to attain a college degree.

The creation of **University College** (UC) at Savannah State University is predicated on the “access” component of the University’s mission. The focus of University College and the services provided by the University College/Center for Academic Success (CAS) are directly connected. These two entities together support the enrollment growth, retention and persistence goals of the University.

University College/University College/Center for Academic Success provides comprehensive academic support classes, services and resources specifically designed to enhance student academic achievement and success. Resources provided include specialized advisement, testing and tutoring services. UC/CAS assists students with developing a roadmap for success as they

Metacognition



**The Key to Maximizing
Student Learning at SSU!**

Metacognition

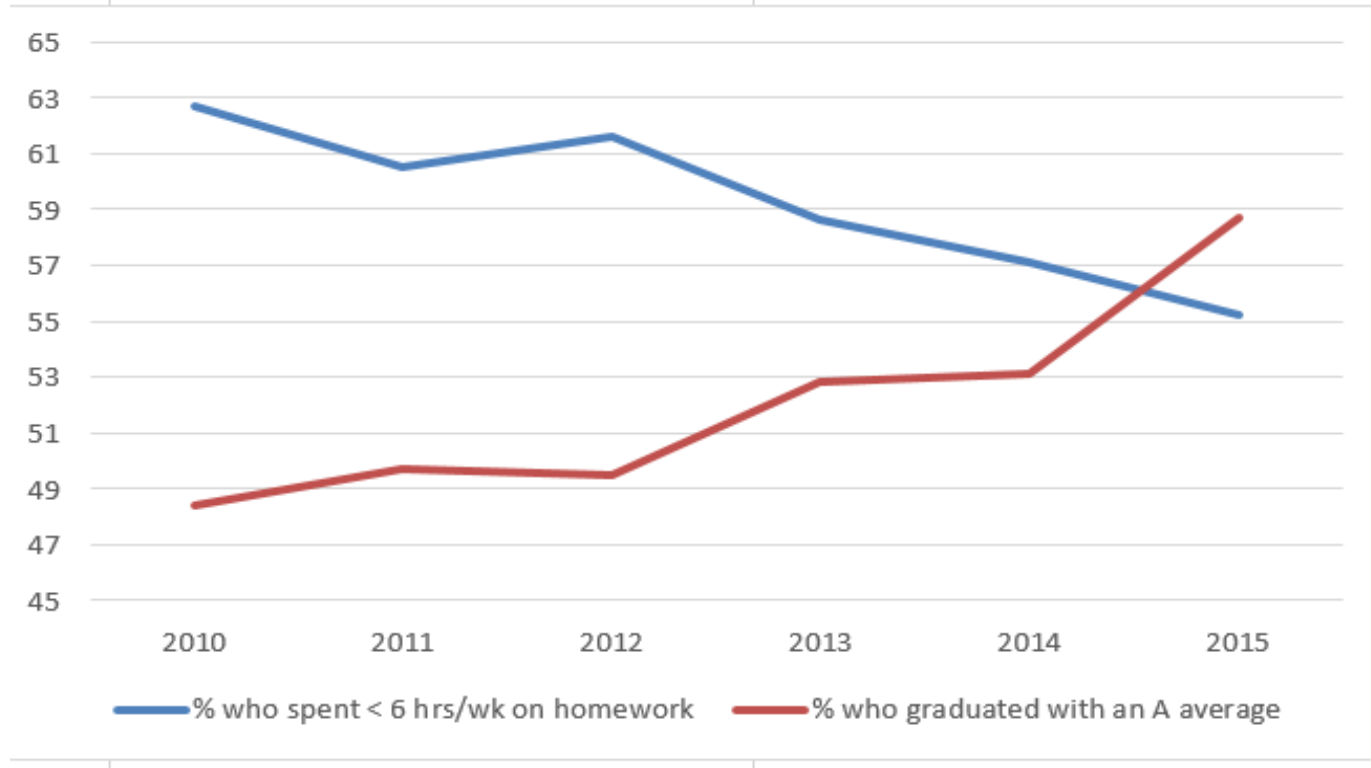
The ability to:

- think about your own thinking
- be consciously aware of yourself as a problem solver
- monitor, plan, and control your mental processing (e.g. “Am I *understanding* this material, or just *memorizing* it?”)
- accurately judge your level of learning
- know what you know and what you don’t know

Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence* (pp.231-236). Hillsdale, NJ: Erlbaum

Data from UCLA Higher Education Research Institute (HERI) First Year Student Survey – 2010 - 2015

	% who spent < 6 hrs/wk on homework	% who graduated with an A average
2010	62.7	48.4
2011	60.5	49.7
2012	61.6	49.5
2013	58.6	52.8
2014	57.1	53.1
2015	55.2	58.7



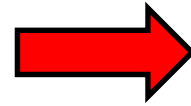
How do you think most students would answer the following?

- What did most of your teachers in high school do the *day before the test*?
 - What did they *do* during this activity?
 - What grade would you have made on the test if you had gone to class *only* on the day before the test?
-

Faculty AND Staff Must *Help Students Make the Transition to College*

Help students identify and close “the gap”

current behavior



current grades



productive behavior



desired grades

The Story of Two Students

- **Travis**, *junior psychology student*
47, 52, 82, 86 B in course
- **Dana**, *first year physics student*
80, 54, 91, 97, 90 (final) A in course

Travis, *junior psychology student*
47, 52, 82, 86



Problem: Reading Comprehension

Solution: Preview text before reading*
Develop questions*
Read one paragraph at a time
and paraphrase information

*Develop anticipatory set

Doing laundry

The procedure is actually quite simple. First you arrange items into different groups. Of course one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then, one can never tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole process will then have to be repeated. However, that is a part of life.

The Solution to Travis's Problem

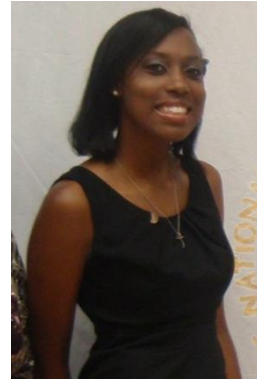
SQ3R: A Critical Reading Strategy

To Increase Comprehension and Retention

- **Survey** (look at intro, summary, bold print, italicized words, etc.)
- **Question** (devise questions survey that you think the reading will answer)
- **Read** (one paragraph at a time)
- **Recite** (summarize in your own words)
- **Review** (each section and entire chapter)

Dana, *first year physics student*

80, 54, 91, 97, 90 (final)



Problem: Memorizing formulas and using
www.cramster.com

Solution: Solve problems with no external
aids and test mastery of concepts

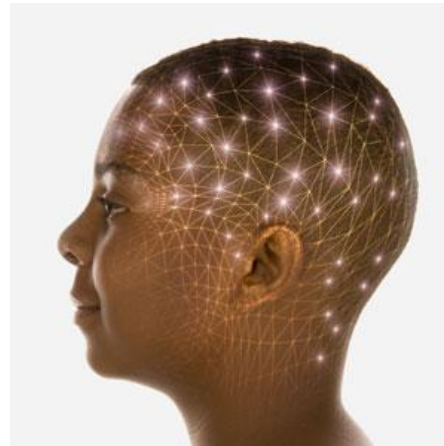
The Solution to Dana's Problem:

Homework system that can be taught

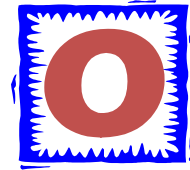
- Study information before looking at the problems/questions
- Work example problems (without looking at the solutions) until you get to the answer
- Check to see if answer is correct
- If answer is not correct, figure out where mistake was made, without consulting solution
- Work homework problems/answer questions as if taking a test

Why the Fast and Dramatic Increase?

It's all about the *strategies*, and getting *them* to *engage their brains!*



Counting Vowels in 45 seconds



How accurate are you?

*Count all the vowels
in the words on the next slide.*

Dollar Bill

Dice

Tricycle

Four-leaf Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

Football Team

Dozen Eggs

Unlucky Friday

Valentine's Day

Quarter Hour

**How many *words* or *phrases*
do you remember?**

Let's look at the words again...

**What are they arranged
according to?**

Dollar Bill

Dice

Tricycle

Four-leaf Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

Football Team

Dozen Eggs

Unlucky Friday

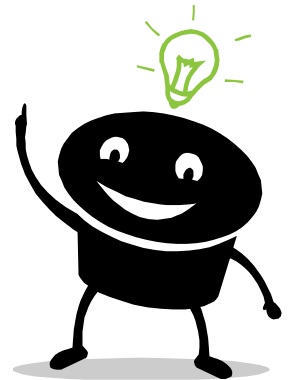
Valentine's Day

Quarter Hour

**NOW, how many words or phrases
do you remember?**

What were two major *differences* between the two attempts?

- 1. We knew what the task was**
- 2. We knew how the information was organized**



Bloom's Taxonomy: Another Key Metacognitive Tool

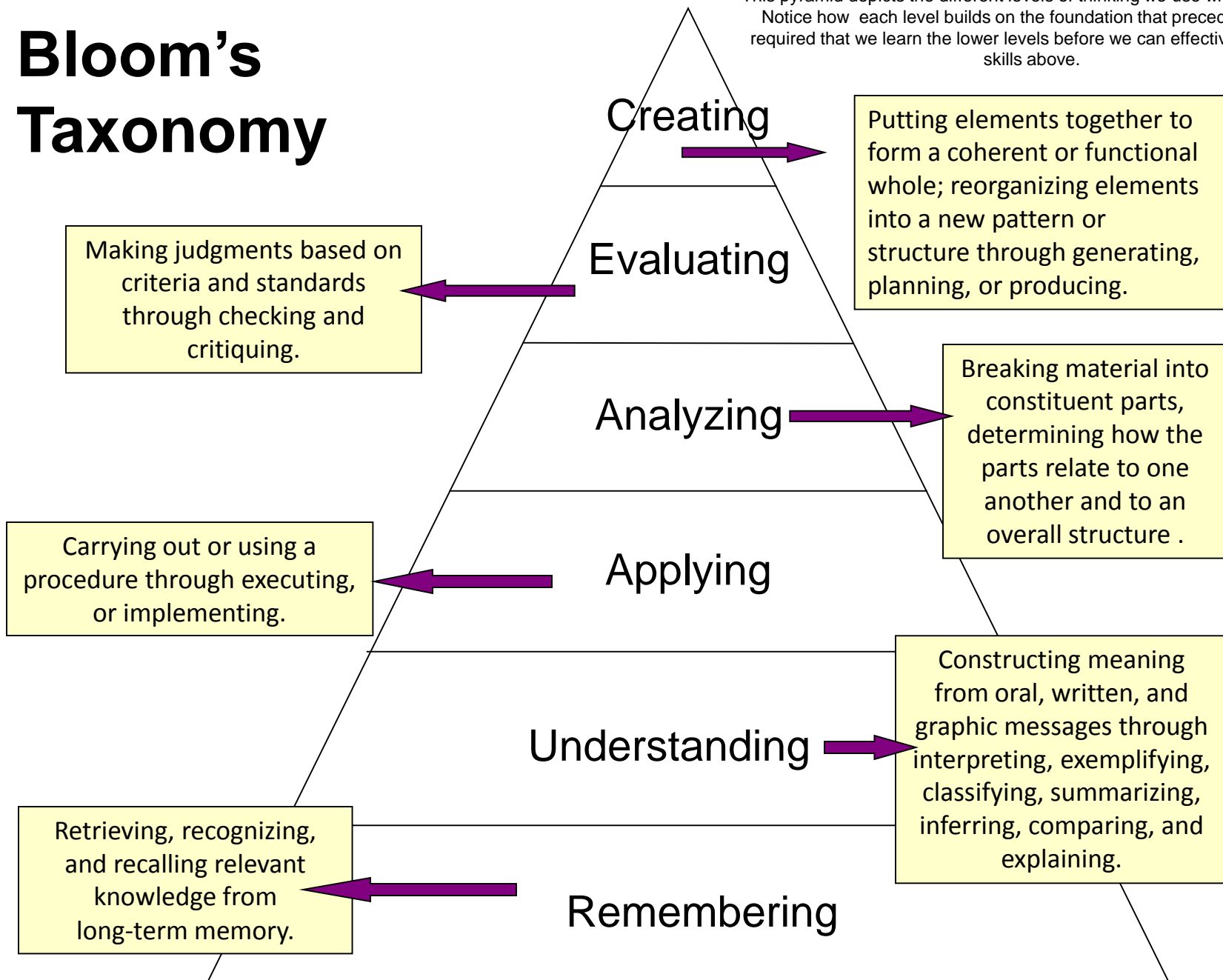
When we teach students
about Bloom's Taxonomy...

They Get It!



Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.



How do you think students answered?

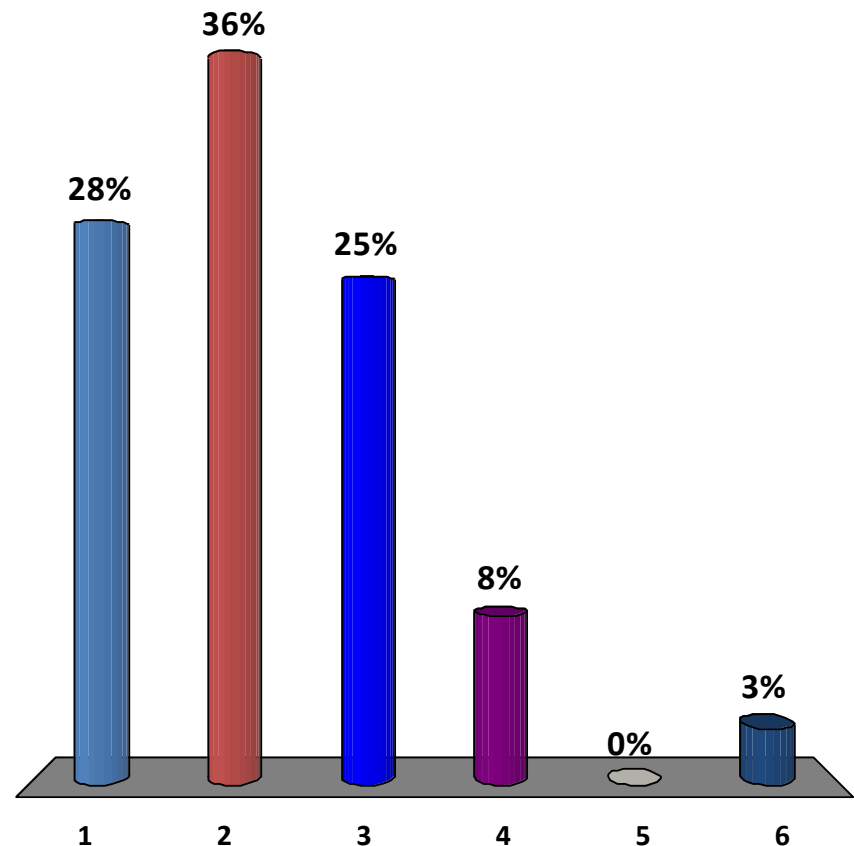
At what level of Bloom's did you have to operate to make A's or B's in high school?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

How students answered (2014)

At what level of Bloom's did you have to operate to make A's and B's in high school?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



How do you think students answered?

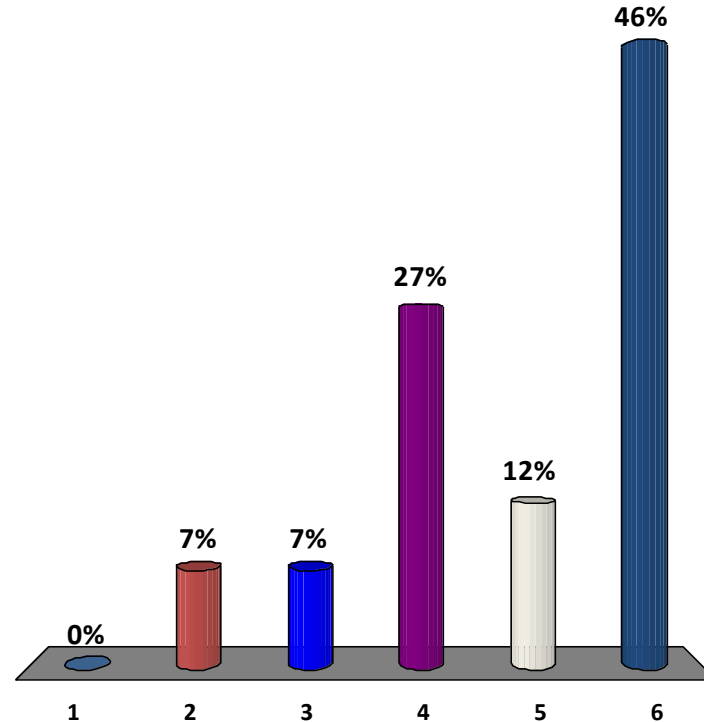
At what level of Bloom's do you think you'll need to operate to make A's in college courses?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

How students answered (in 2014)

At what level of Bloom's do you think you'll need to operate to make A's in college?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



How do we teach students to move *higher* on Bloom's Taxonomy?



Teach them the Study Cycle*

**adapted from Frank Christ's PLRS system*

Preview

Preview before class – Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you'd like the lecture to answer for you.

Attend

Attend class – **GO TO CLASS!** Answer and ask questions and take meaningful notes.

Review

Review after class – As soon after class as possible, read notes, fill in gaps and note any questions.

Study

Study – Repetition is the key. Ask questions such as 'why', 'how', and 'what if'.

- Intense Study Sessions* - 3-5 short study sessions per day
- Weekend Review – Read notes and material from the week to make connections

Assess

Assess your Learning – Periodically perform reality checks

- Am I using study methods that are effective?
- Do I understand the material enough to teach it to others?

Intense Study Sessions

1	Set a Goal	1-2 min	Decide what you want to accomplish in your study session
2	Study with Focus	30-50 min	Interact with material- organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
3	Reward Yourself	10-15 min	Take a break – call a friend, play a short game, get a snack
4	Review	5 min	Go over what you just studied

Student Comment

About the Study Cycle

You present the study cycle in a way that is not at all intimidating and **is actually *motivating* because I can see just from reading about it and thinking about it how it's going to influence my efficiency in studying.** You touch on each step of the study cycle in a way that is very clear and you also discuss the "intense study sessions" in a way that make it clear how important they are.

Email received 12/21/2016

Addressing all seven of the wellness dimensions
will improve the quality of life for the entire
Savannah State University community



LSU Analytical Chemistry Graduate Student's Cumulative Exam Record

<u>2004 – 2005</u>			<u>2005 – 2006</u>	
9/04	Failed		10/05	Passed
10/04	Failed		11/05	Failed
11/04	Failed	Began work with CAS and the Writing Center in October 2005	12/05	Passed best in group
12/04	Failed		1/06	Passed
1/05	Passed		2/06	Passed
2/05	Failed		3/06	Failed
3/05	Failed		4/06	Passed last one!
4/05	Failed		5/06	N/A



Dr. Algernon Kelley, December 2009

From a Xavier University student to Dr. Kelley in Fall 2011

Oct. 17, 2011

Hello Dr. Kelley. ... I am struggling at Xavier and I REALLY want to succeed, but everything I've tried seems to end with a "decent" grade. I'm not the type of person that settles for decent. What you preached during the time you were in Dr. Privett's class last week is still ringing in my head. I really want to know how you were able to do really well even despite your circumstances growing up. I was hoping you could mentor me and guide me down the path that will help me realize my true potential while here at Xavier. Honestly I want to do what you did, but I seriously can't find a way how to. Can I please set up a meeting with you as soon as you're available so I can learn how to get a handle grades and classes?

Oct. 24, 2011

Hey Dr. Kelley, I made an 84 on my chemistry exam (compared to the 56 on my first one) using your method for 2 days (without prior intense studying). Thanks for pointing me in the right direction. I'll come by your office Friday and talk to you about the test.

Nov 3, 2011

Hey Dr. Kelley! I have increased my Bio exam grade from a 76% to a 91.5% using your system. Ever since I started your study cycle program, my grades have significantly improved. I have honestly gained a sense of hope and confidence here at Xavier. ***My family and I are really grateful that you have taken time to get me back on track.***

Conclusion

We can maximize our impact on the learning of all SSU students by:

- Addressing each of the seven dimensions of the wellness wheel
- Teaching students specific learning strategies and study skills that lead to deeper learning
- Actively engaging *everyone* in the Savannah State University Village in increasing student success!



Useful Websites

- [http://www.gc.edu/gc/Student Success Center.asp](http://www.gc.edu/gc/Student_Success_Center.asp)
- [http://www.gc.edu/gc/Tutoring Services1.asp](http://www.gc.edu/gc/Tutoring_Services1.asp)
- www.cas.lsu.edu
- www.howtostudy.org
- www.drearlbloch.com
- Searches on www.google.com

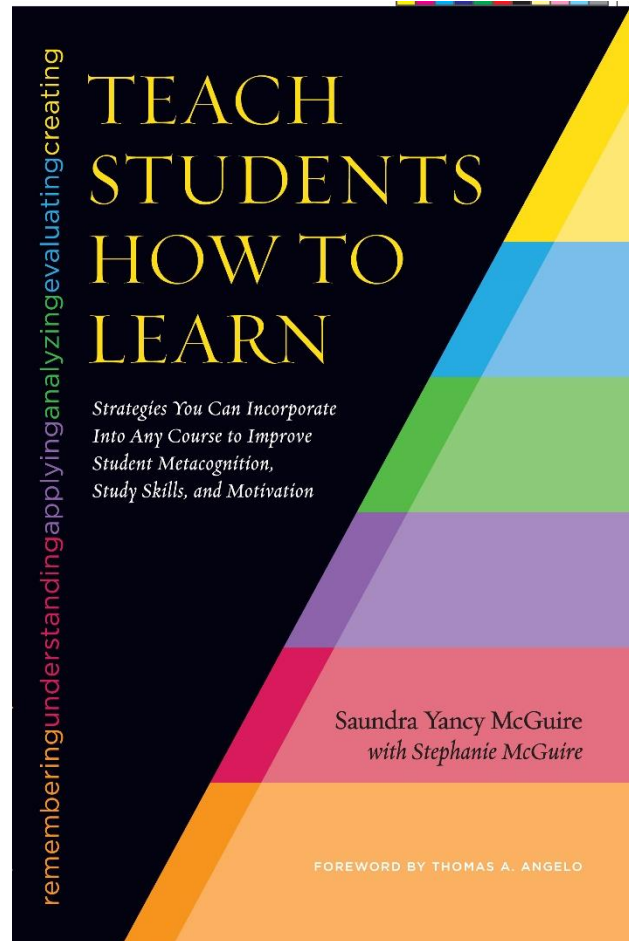
Additional References

- Bruer, John T. , 2000. *Schools For Thought: A Science of Learning in the Classroom*. MIT Press.
- Bransford, J.D., Brown, A.L., Cocking, R.R. (Eds.), 2000. *How people learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.
- Christ, F. L., 1997. *Seven Steps to Better Management of Your Study Time*. Clearwater, FL: H & H Publishing
- Cromley, Jennifer, 2000. *Learning to Think, Learning to Learn: What the Science of Thinking and Learning Has to Offer Adult Education*. Washington, DC: National Institute for Literacy.
- Ellis, David, 2014. *Becoming a Master Student**. Boston: Cengage Learning.
- Hoffman, Roald and Sandra Y. McGuire. (2010). Learning and Teaching Strategies. *American Scientist* , vol. 98, pp. 378-382.
- Nilson, Linda, 2004. *Teaching at Its Best: A Research-Based Resource for College Instructors*. Bolton, MA: Anker Publishing Company.
- Pierce, William, 2004. *Metacognition: Study Strategies, Monitoring, and Motivation*.

<http://academic.pg.cc.md.us/~wpeirce/MCCCTR/metacognition.htm>

*Excellent student reference

A New Reference



McGuire, S.Y. (2015). *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*. Sterling, VA: Stylus

Why the Bumblebee CAN fly...

