

# FROM STUDENT READINESS TO SUCCEED TO STUDENT SUCCESS IN COLLEGE

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Cambridge, MA

**Programa Para La  
Innovación Enseñanza**





# The universal problem of higher education



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**Students**



## The universal problem of higher education

**Students' lack of  
readiness to succeed  
limits their success**

# Perspectives on student readiness to succeed from around the world

- A veces [estudiantes] tienen una base muy débil cuando vienen a la universidad desde la secundaria, eso es lo más difícil, el bajo nivel académico que los estudiantes tienen cuando llegan a la universidad, son egresados de la secundaria, ya han pasado por la educación básica y secundaria. Cuando les das un texto y les preguntas qué piensan, qué te pueden decir, cuál es su opinión, qué quitarían. Eso es el obstáculo más grande: los procesos escritos y orales de comprensión, interpretación y razonamiento con los cuales llegan a nuestra institución.
- [Mi desafío principal] con respecto al nivel general y específicamente al nivel del tema, o sea, a veces los estudiantes no tienen el nivel o las competencias necesarios para que puedan asimilar, y entonces tienes que crear un nivel, una nivelación para ellos, y eso quita tiempo y también no tienes suficiente tiempo para hacer seguimiento, preparación, aplicación, supervisión de tareas que cada tema requiere...
- Piensan que estudiar matemática es solamente tomar una hoja de papel, una goma, un bolígrafo, y eso es todo. Así es. Piensan que eso es cómo se estudia la matemática. Y hay otras maneras [de abordar el tema de matemática]

# One Minute Paper



What does students' readiness to succeed look like in your classroom or at your institution?

# What is student success?



- What does student success look like in your classroom or institution?

# Consequences of ignoring readiness



- ❑ Student success is limited
- ❑ Lack of retention in courses and programs
- ❑ Inauthentic learning cycle continues
- ❑ Institutions waste scarce resources
- ❑ Faculty waste scarce resources
- ❑ Economic growth is slowed
- ❑ Students never reach their highest potential



# Goals for today



After taking this seminar you will be able to:

- Define readiness to succeed
- Know that the four steps for addressing student readiness to succeed in your own classroom or institution are signaling, diagnosing, transmitting, and intervening

# Defining college readiness

## El nivel de habilidad de sus estudiantes Muy debil or debil



# Defining college readiness

## El nivel de habilidad de sus estudiantes Muy debil or debil



Student readiness is not only about content knowledge

Self Knowledge

College Knowledge

Content Knowledge

Academic Skills

Habits of Mind

# Self Knowledge



- A holistic and developing view of the self
  - Self-awareness
  - Self-monitoring
  - Self-control
  - Self-efficacy
  - Identity development

# Self Knowledge



- What kind of self-knowledge do your students need?

# College Knowledge



- Formal and informal information necessary for navigating
- Deadlines, timelines, routines
- Awareness of the structure of the higher ed system and the university
- Conventions of interactions in the college context
- Human relations skills to cope with the system expectations

# College Knowledge



- Example
  - Student misconceptions of what is cheating



# Academic Skills



- Study skills
- Perseverance
- Time management
- Critical reading

# Academic Skills



Dear Dr. Alvarado,

- Acabo de reunirme con una de mis estudiantes a causa de sus ausencias y la falta de terminar su trabajo a tiempo en mi clase. He tratado de conseguir que venga para poder hablar con ella y finalmente nos reunimos en mi oficina esta semana. [La estudiante] llega 15-20-30 minutos tarde para una clase de 50 minutos y a veces ni siquiera viene a clase. Está atrasada con 3 papers; estaba ausente para 2 presentaciones en el aula. Lo que más me preocupa es que su calificación en mi clase está sufriendo por razones de gestión de su tiempo. Estoy escribiendo principalmente porque ella necesita la ayuda que alguien de tu oficina la puede ofrecer con respecto a su gestión de tiempo y los requisitos del curso.

# Content Knowledge



- Writing
- Research
- Core Subject Content

# Habits of Mind



- Intellectual openness
- Inquisitiveness
- Analysis
- Reasoning, argumentation, proof
- Interpretation
- Precision and accuracy
- Critical thinking about content
- Creative thinking

# Readiness Reflection

	<b>1 – Not present or poorly developed</b>	<b>2- Developing Evidence of some competency in dimension</b>	<b>3 – Expert Complete mastery of this dimension</b>
Self knowledge			
College knowledge			
Academic skills			
Content knowledge			
Habits of mind			

Think about your life as a student in your first year of university. How did you rate in each of these areas?

## Key Characteristics of Readiness to Succeed

- Readiness is NOT a binary.

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- Students fall on a spectrum of readiness in EACH course.

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- Readiness is NOT a binary.
- Students fall on a spectrum of readiness in EACH course.
- Success is not only a matter of mastery of content knowledge, other dimensions may be equally if not more important.




# Coffee break



How do we fix the universal problem of student readiness?

**Fix the students, they are broken**



# How do we fix the universal problem of student readiness?

**Fix the students, they are broken**

**One step is to fix the way students learn**

# Signaling



- What is the first principle of learning in the How Learning Works Framework discussed by Susan Ambrose?
  
- 1. How students organize knowledge influences how they learn and apply what they know
- 2. Students' motivation determines, directs and sustains what they do to learn
- 3. Students' prior knowledge can help or hinder their learning
- 4. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

# Signaling

- Telling students exactly what you expect.
- Make explicit on the syllabus the prior knowledge and skills expectations and learning goals for your course in all dimensions, *not just content knowledge*
- Example A: A prerequisite for English 101 – No, out of Math 101, you need to know how to do x
- Example B: You need to be able to read 100 pages a week.
- Example C: Make learning goals explicit

# Signaling



- Example A: A prerequisite for Math 102 is Math 101— No, out of Math 101, you need to know how to do X
- Example B: You need to be able to read 100 pages a week.
- Example C: Make learning goals explicit

# Signaling



Case Example: Course 101 – Syllabus

Prior Knowledge Expectations

You should know that...

Prior Skills Expectations

You should be able to do...

Learning Goals

After taking this course you will be able to do...

# Diagnosing



- Figuring out where students fall along the readiness spectrum
- Looking for gaps in their knowledge or places where readiness outside of content impacts their learning



# Diagnosing



- Baseline diagnostics in the first two weeks
- In-class formative evaluations (ConceptTests, JiTT, One Minute Papers, Grading Exercises/Rubrics (self, peer, expert assessments, Homework
- Baseline evaluation of of 13 performance tasks for competency in college readiness

# Diagnosing



- Case example
  - Academic risk-study

# Transmitting



- The bridge between diagnosing and intervening
- Transmission is almost always about content, need transmission that is more than right/wrong why right, why wrong.
- Diagnosing is too often a one way street

# Transmitting



- Case Example: Tutoring
  - You need help with your writing go see a writing tutor
    - Why doesn't this work? Because the student doesn't understand why they need a writing tutor
    - Could be another issue

# Intervening



- Structures that intervene across the spectrum
  - ▣ Instructional interventions
    - Research-based pedagogies
    - Early warning systems
  - ▣ Institutional interventions
    - Learning communities
    - Tutoring
    - Academic coaching
    - Co-curricular involvement

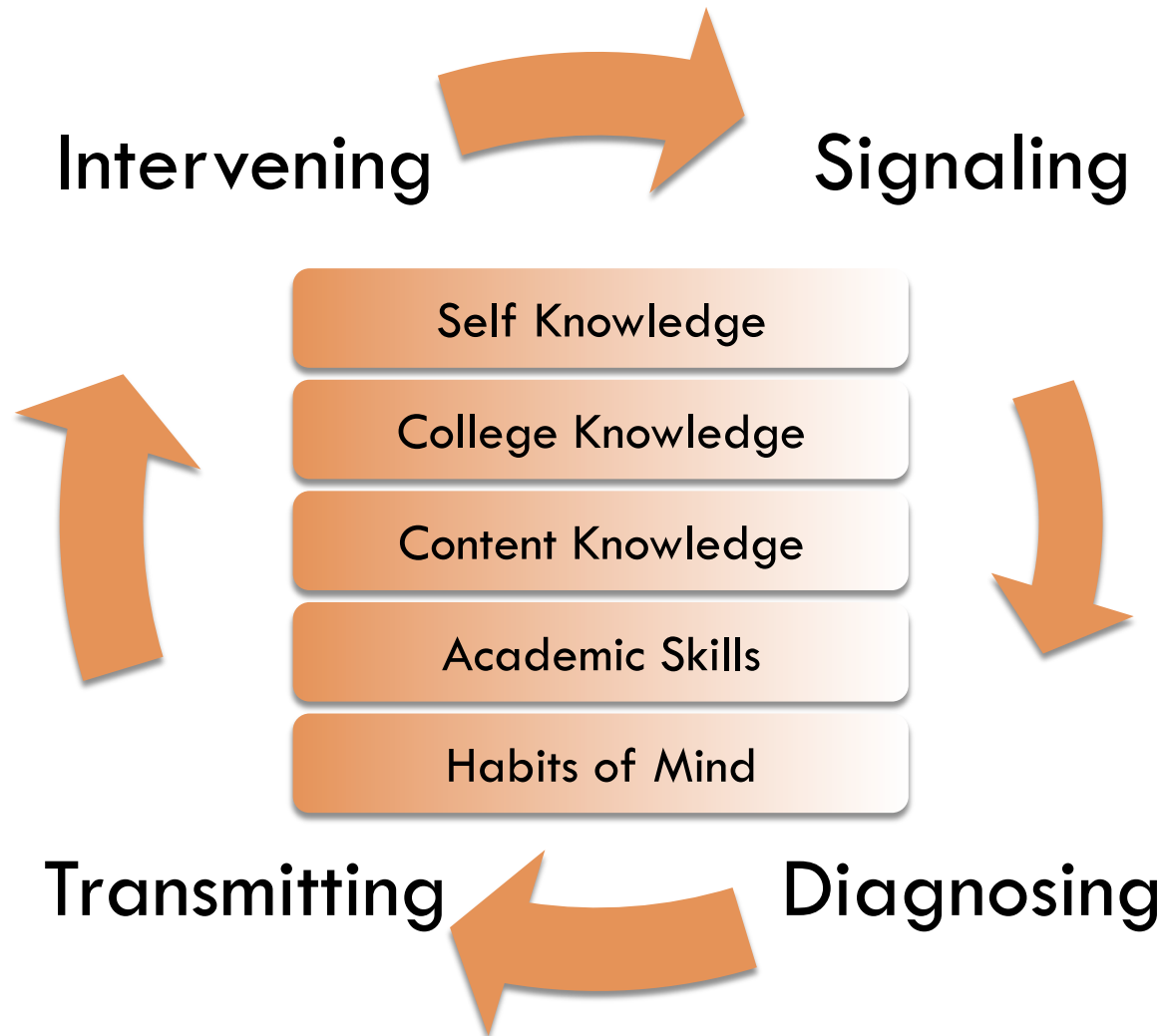
# Readiness retrieval



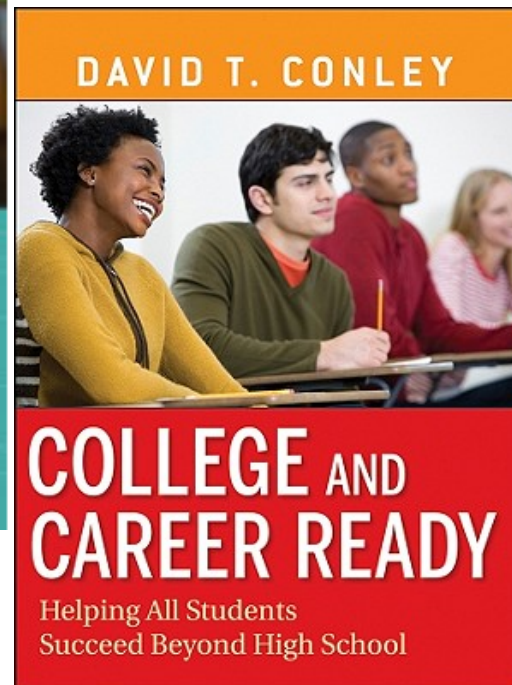
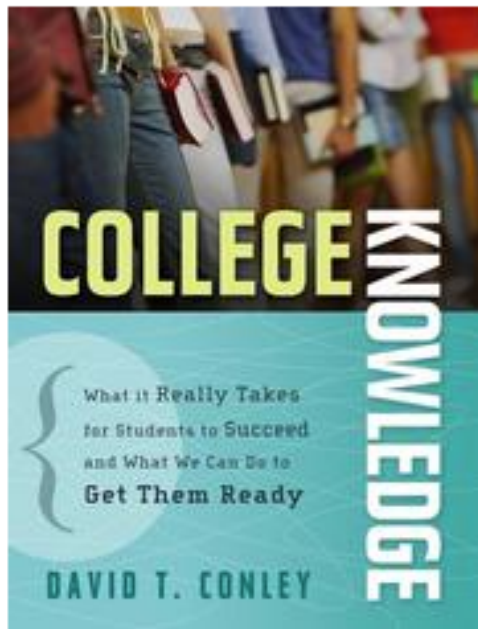
Part 1: Write a definition of college student readiness to succeed in your own words (or draw a graphic), include the key characteristics of readiness

Part 2: List the four ways of addressing issues of readiness to succeed you can draw on in your work

# Framework for ensuring student success in college



# References and resources





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<http://bit.ly/readinesstosucceed>

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