

# UNLOCKING THE SECRETS TO STUDENT SUCCESS: REAL STRATEGIES FOR YOUR CLASSROOM

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**Programa Para La  
Innovación Enseñanza**

 **LASPAU**  
*Affiliated with Harvard University*



Which of the following gives you the most concern as a faculty member?

1. Too many students drop out
2. Too many students fail classes
3. Students take too long to graduate
4. Students don't remember anything
5. Students are not prepared to succeed in my class



# The universal problem of higher education



# The universal problem of higher education

**Students**



## The universal problem of higher education

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

# One Minute Paper



What does student success look like in your classroom?

# What is student success?



- Retention

- Keeping a student continuously enrolled in your school from first year until they graduate

- In a timely manner, with limited repetition and stopping out

# And why care about retention?



- ▣ When students are not retained there are significant financial, social and institutional costs



## Why is it so hard to retain students?

1. Parents do not emphasize the importance of education
2. Students are not motivated to learn
3. Students do not know how to study
4. Students do not know how to manage their time
5. Students have poor math and reading and writing abilities

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# Readiness



- Students come in with such different levels of readiness, standardized teaching doesn't fit.
- How can you customize your teaching to address different levels of student readiness?

## Why aren't our students ready?


Write down the three most important things students need in order to succeed college.

# Goals for today



After taking this seminar you will be able to:

- Understand the dimensions of readiness that contribute to student success
- Identify classroom strategies that can improve retention and student motivation and diminish repetition



“I would have learned more skills like guitar-playing so I could woo the girls, and maybe studied harder for my advanced classes, also for the same reason.”

*Sophomore, Engineering*

# Student perceptions of readiness



- I wish I would have been tested more on theories and ideas. I feel that in high school we are taught more to memorize. College is not about memorization. It's about understanding.
- I wish I would have been more informed about the whole college experience. Also, wish I would have known how crucial it is to study and be responsible once one is on his/her own.

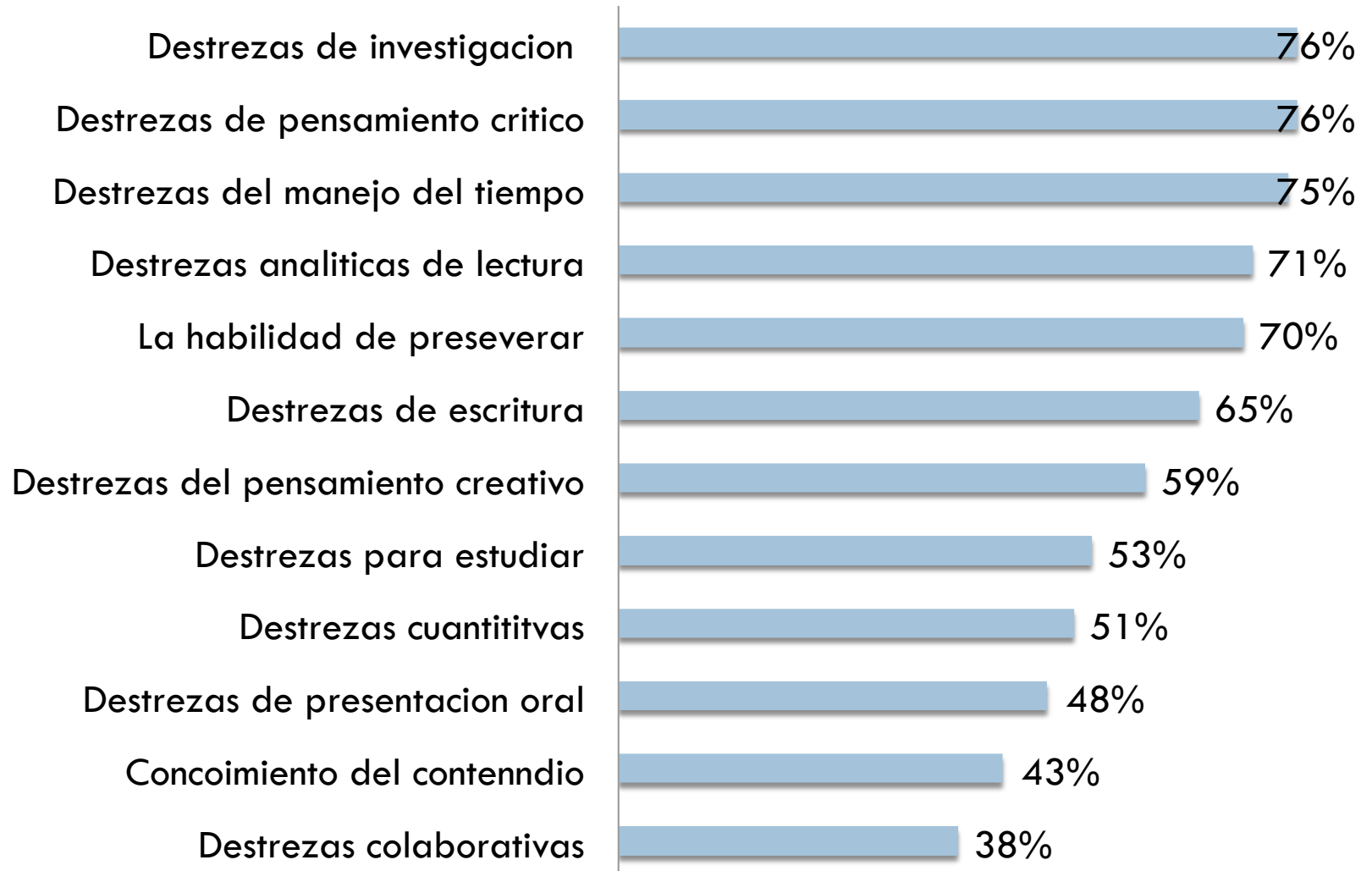
# Faculty Perceptions of Readiness



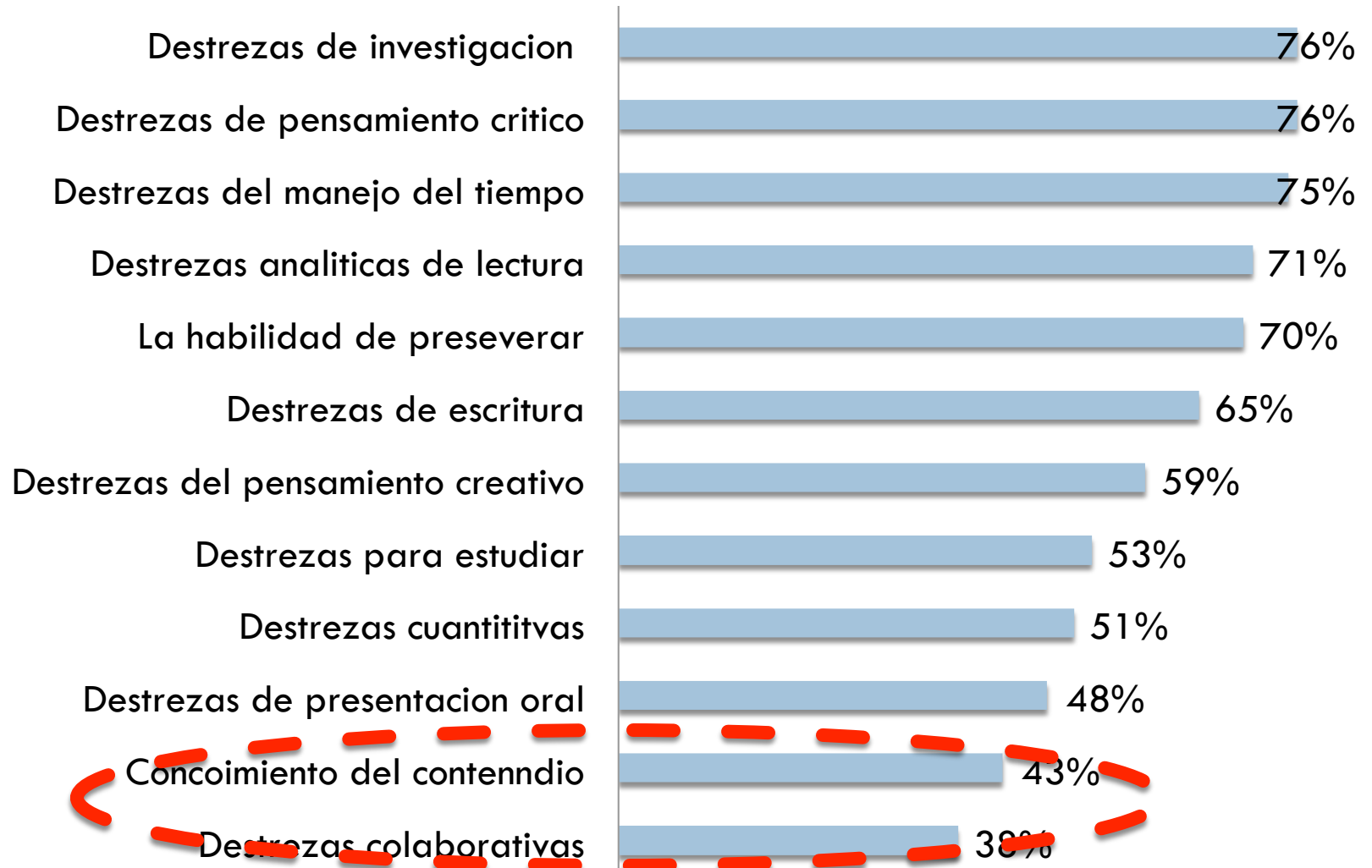
- Intellectual and historical curiosity, the ability to read carefully, the ability to make connections between/ among diverse ideas.
- Some time management and responsibility, as well as basic grammar and sentence structure abilities. I did not expect any area knowledge or advanced research skills.



# International perceptions of readiness



# Defining college readiness



# Main Message



Student readiness is not only about  
content knowledge

# Main Message



Student readiness is not only about content knowledge

Self Knowledge

College Knowledge

Academic Skills

Habits of Mind

Content Knowledge

# 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

# Academic Skills



- Study skills
- Perseverance
- Time management
- Critical reading



# Habits of Mind



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

# Content Knowledge



- Core Subject Content
- Writing
- Research

# Readiness Reflection

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

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

# Break





Which of the following is not a dimension of readiness?

1. College knowledge
2. Financial knowledge
3. Content knowledge
4. Academic Skills
5. Habits of Mind




# 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 systems that support students across the dimensions of readiness

Write down the three most important things for students to learn in college?

# A framework for student success



- Signaling
- Diagnosing
- Transmitting
- Intervening

# Signaling



- *Telling students exactly what you expect*
- *Making those expectations explicit for the institution and the classroom*

# Signaling



Students' prior knowledge can help  
or hinder their learning

# Signaling



- Classroom Signals

- Make explicit on the syllabus the prior knowledge and skills expectations and learning goals for your course in all dimensions, *not just content knowledge*

# Diagnosing



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



# Diagnosing



- Classroom 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

# Transmitting



- *The bridge between diagnosing and intervening*
- *Diagnosing is too often a one way street*

# Transmitting



## □ Classroom Transmitting

Transmission is almost always about content, need transmission that is more than right/wrong why right, why wrong.

### □ 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

# Intervening



- *Creating systems to address the dimensions of readiness BEFORE students are in a crisis situation*
- *Policies and procedures that empower intervention for the students*
- *Structuring intervention across the spectrum of readiness*

# Classroom interventions



- ▣ Research-based pedagogies that build readiness skills and abilities
- ▣ Authentic Assessments
- ▣ Modular or customized learning

# Readiness retrieval



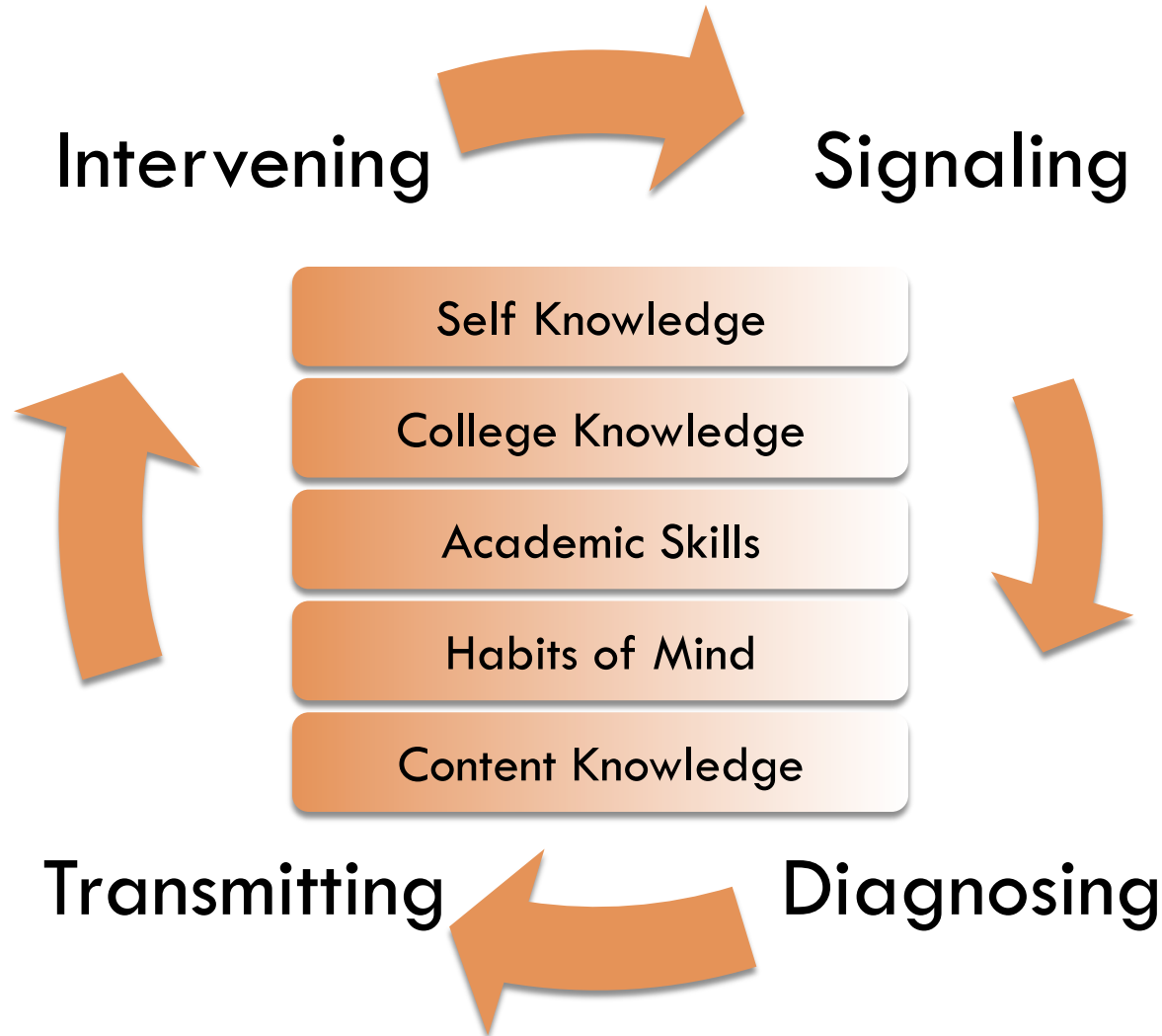
Part 1: Write a definition of college student readiness to succeed in your own words (or draw a graphic), include the key characteristics of readiness

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

If an institution requires faculty members to list prior knowledge expectations on their syllabus, this is an example of which aspect of the success framework?

1. Signaling
2. Diagnosing
3. Transmitting
4. Intervening

# Framework for student success in college





# One Minute Paper



What is one thing that you can do to improve retention when you return to your campus?

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