Accelerating Academic Success 101

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Professional Development
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THE UNIVERSITY OF TEXAS AT AUSTIN
WHAT STARTS HERE CHANGES THE WORLD

WORKSHOP GOALS

after this workshop you will be able to:

- identify the problem OnRamps is working on and the solution OnRamps is trying to solve
- identify dimensions of college success
- Big Ideas for accelerating college success (Conceptual Framework)
- select real, research-based strategies for accelerating student success
- identify resources for learning more about this domain

Problems and Solutions

[redacted]

Bishop Gorman High school
College Preparatory
1801 Maryland Parkway, Las Vegas, Nevada

REL4:	Religion	A+	4.25
BIO4:	Anatomy and Physiology	A+	4.25
SP4:	AP SPANISH	A+	5.25
HIS4:	AP GOVT	A	4.0
MATH:	PRE-Calculus	A	4.0
ENG4:	AP ENG LIT	A+	5.25
MISC:	Technology	A+	4.0
YB:	Yearbook	P	1.0
PE:	Weight Lifting	A+	4.0

*Athlete

[redacted]

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University of Nevada Reno
Reno, NV

ENG 201	Honors English Literature	B
Math 126	Algebra and Trig	C-
Spanish	Spanish 201	A
Political Science	Honors Intro to Political Science	B-
Core	Western Civilization	B-

Problem: Misalignment in ways of thinking and doing in high school and college

Learning approach

High School

Rewarded for

- *Surface Learning:* motivated to get by
- *Strategic Learning:* motivated to get an A

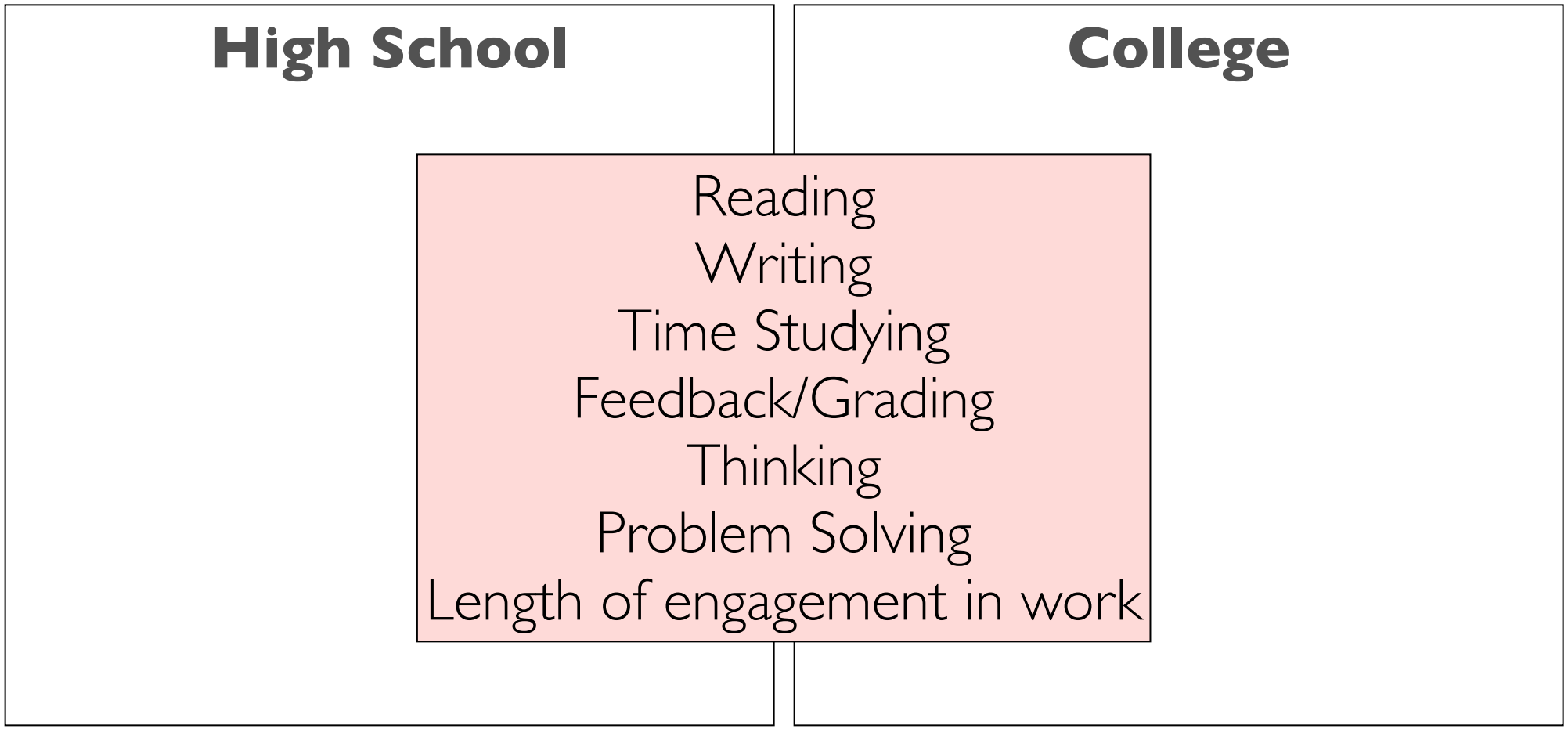
College

Rewarded for

- *Deeper Learning:* motivated to develop mastery

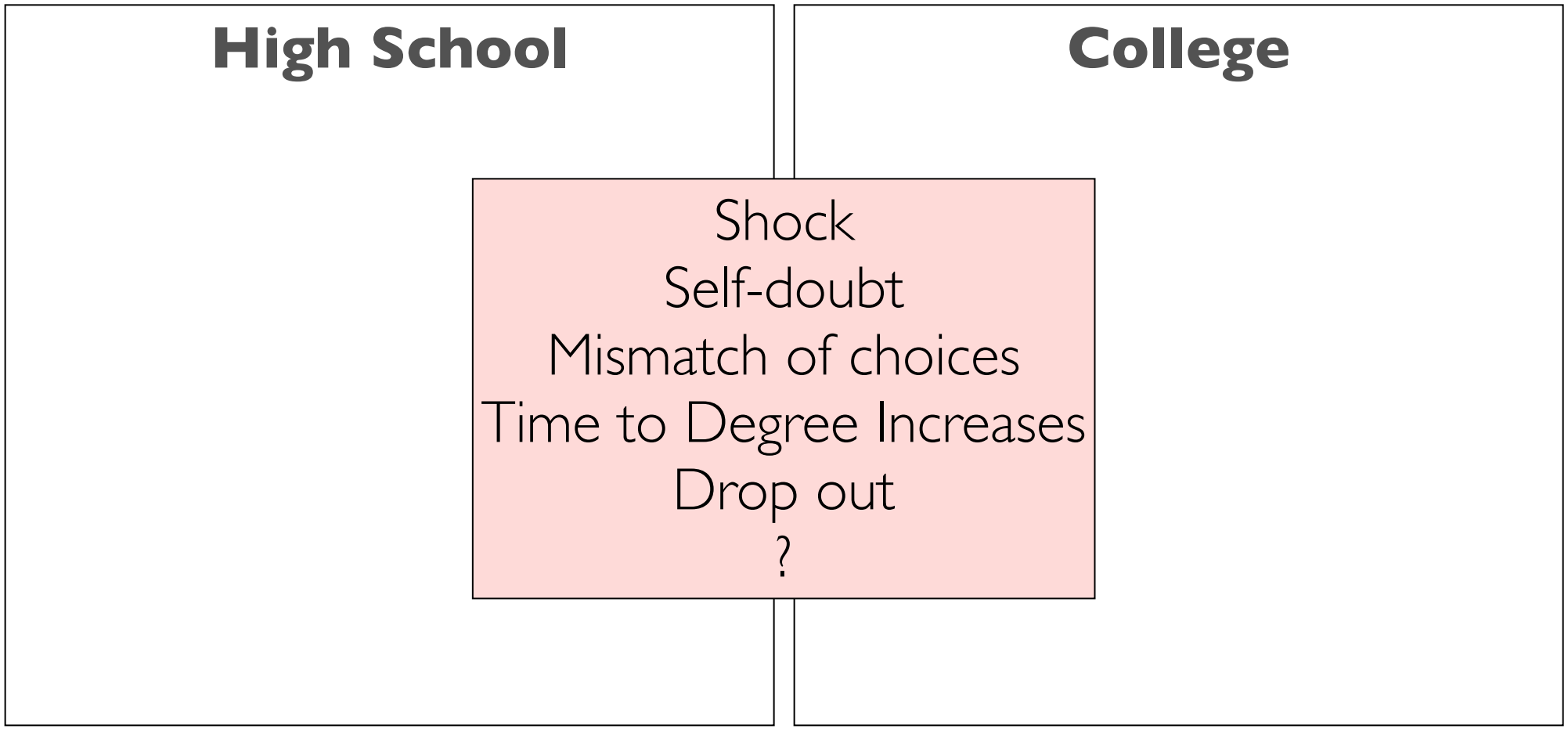
Misalignment in ways of thinking and and doing in high school and college

Other Differences



Misalignment in ways of thinking and and doing in high school and college

Consequences of Misalignment for Students



Misalignment in ways of thinking and and doing in high school and college

College Reflection

What do you wish you would have done in high school to accelerate your college experience?

College Reflection

"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."

UT Sophomore, Engineering

*Excerpted from DEDP Project , PI Dr. Cassandre Alvarado

College Reflection: Students

- I wish I would have learned that procrastination and anxiety are very bad. My study skills aren't that great because high school was too easy for me. I could write a major paper the night before it was due and end up with the highest grade.

- 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.

- Developed better time management skills, gotten into physical shape, and payed more attention in class/learned how to study

- 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

*Excerpted from DEDP Project , PI Dr. Cassandre Alvarado

College Reflection: Faculty

- Intellectual and historical curiosity, the ability to read carefully, the ability to make connections between/among diverse ideas.

- I expect them to have intellectual curiosity about the world and society, to be able to pose questions about the unknown or the uncertain, and to be able to express themselves with a certain degree of clarity.

- 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.

- Need a lot of support coming to terms with challenging text, can't be explicit about what in the text they didn't understand. Not used to looking beneath surfaces; don't know they can have subjective confrontation with what's around them.

*Excerpted from DEDP Project , PI Dr. Cassandre Alvarado

Differences in Content

High School	College
Emphasizes development of content knowledge	Requires higher order cognitive and foundational skills

Misalignment in ways of thinking and and doing in high school and college

Problem: misalignment in ways of thinking and doing in high school and college, which has consequences for students, colleges, disciplines, workforce

OnRamps Solution: accelerate students in their first year (***versus*** remediate them).

Dimensions of College Success

Dimensions of College Success

Content Knowledge	Key Cognitive Skills	Foundational Skills
ELA Math Science Social Sciences	Intellectual Curiosity Reasoning Problem Solving Academic Behaviors Work Habits Academic Integrity	Reading, Writing, Researching, across the curriculum Use of Data Technology

Dimensions of College Success

Key Cognitive Skills

- **Intellectual Curiosity:** Demonstrate willingness to take intellectual risks by investigating novel, controversial, or unpopular opinions or conclusions.
- **Reasoning:** Identify counter examples to disprove a conclusion.
- **Problem Solving:** Apply previously learned knowledge to new situations.
- **Academic Behaviors:** Persevere to complete and master tasks.
- **Work Habits:** Complete work with minimal supervision, seeking assistance accordingly.
- **Academic Integrity:** Evaluate sources for quality of content, validity, credibility, and relevance.

Dimensions of College Success

	Expert	Intermediate	Novice
Content Knowledge			
Key Cognitive Skills			
Foundational Skills			

Big Ideas about Accelerating Success

(Conceptual FrameworK

Big Ideas about Accelerating Student Success

College readiness is **not a binary**, it is a spectrum - students need targeted feedback to improve areas where they are weak

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Big Ideas about Accelerating Student Success

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College readiness is **not only about content**, indeed it may be more about ways of thinking--students need opportunities to develop cognitive strategies in addition to content knowledge

College success is **not static**, even for kids who aren't expert in every dimension, but we can accelerate them through directed effort

Instructional Design Tips

Tips for Instructional Design

Grading - have options for teachers to give college level AND high school level grades

Tips for Instructional Design

Sustained engagement - assignments that take more than 1 hour to complete

Tips for Instructional Design

SandBoxes

- *Experimentation* - practice multiple solutions/drafts/ideas in response to prompts

- *Knowledge transfer* - practice apply knowledge to new situations

- *Metacognition* - practice developing awareness

- *Organizing and Networking Knowledge* - practice finding connections in knowledge across multiple disciplines

- *Collaboration - normalize the experience of constantly interacting with peers about subject matter*

Tips for Instructional Design

Goal setting - help students recognize their ability to set and achieve goals (when the motivation is right)

Tips for Instructional Design

Readings - give students practice with doing heavy amounts of readings

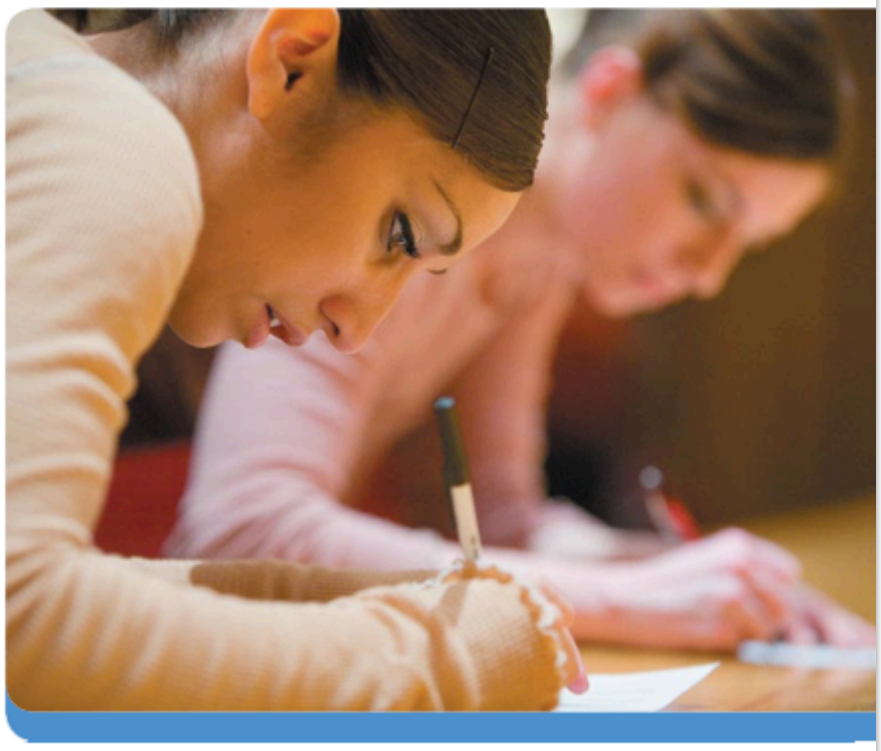
Tips for Instructional Design

Study skills - give students practice developing study methods that will help them retain knowledge

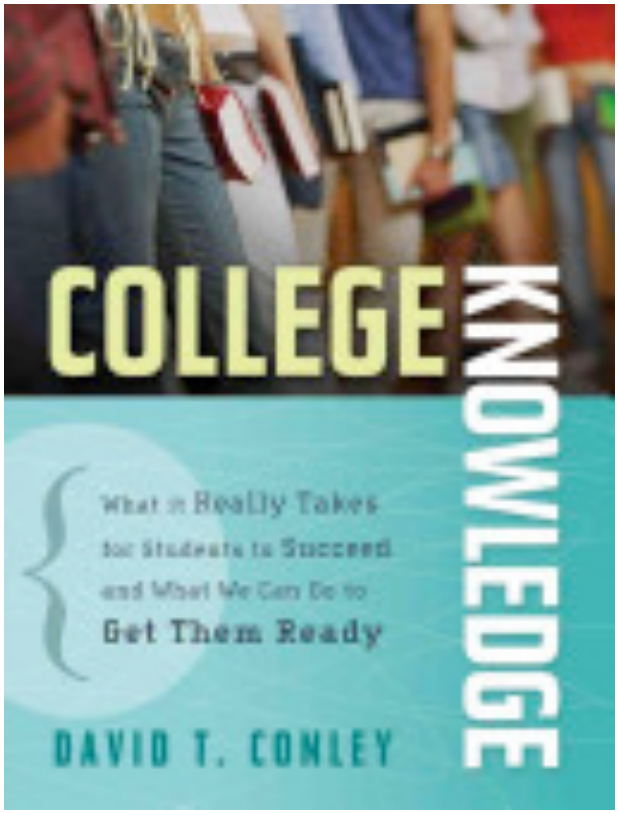
Resources for Learning More

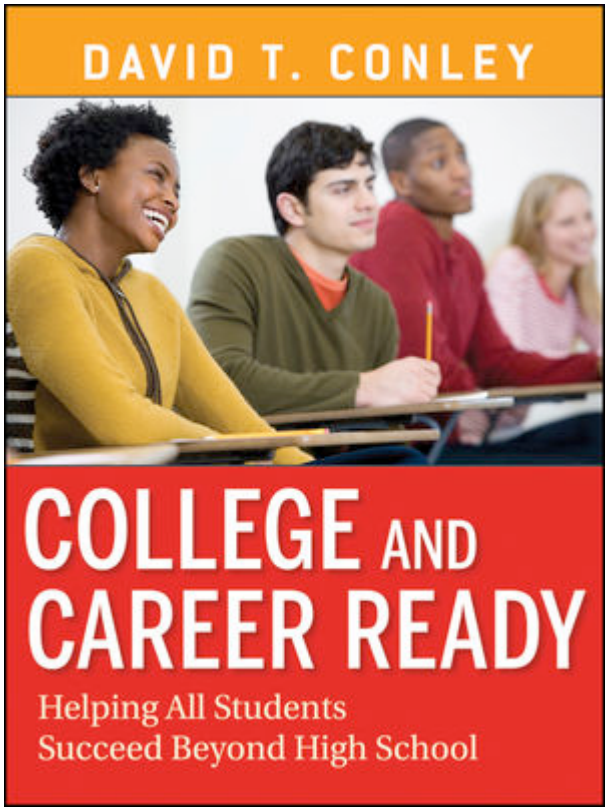
Resources

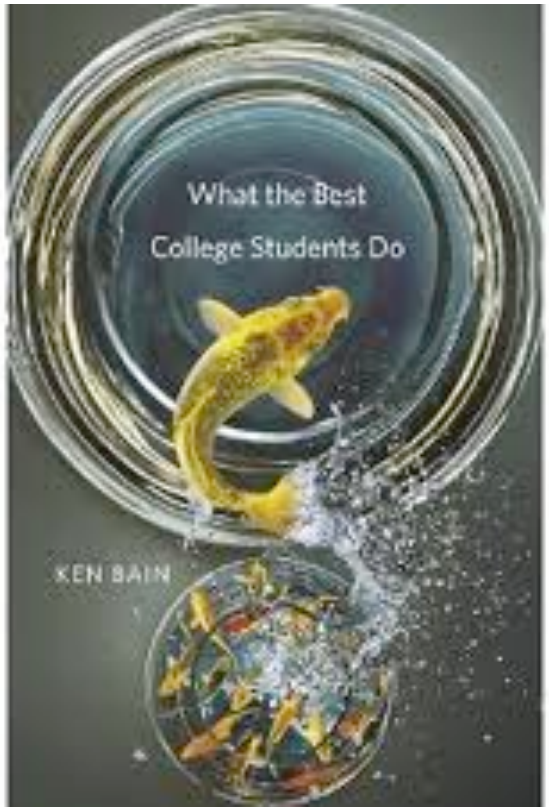
Texas College and Career Readiness Standards



Resources


COLLEGE KNOWLEDGE
What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready
DAVID T. CONLEY


DAVID T. CONLEY
COLLEGE AND CAREER READY
Helping All Students Succeed Beyond High School


What the Best College Students Do
KEN BAIN

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http://scholar.harvard.edu/julieschell