


Overview of Unprepared Students

Growing numbers of underprepared, unprepared, and/or at-risk students...



Myth or Reality?

3

What do you think? Let's vote.

Voting .

A True

B False

C

D

What do you think? True or False

\_\_\_ 1. ACT testing results showed that **49%** of high school graduates do not have the reading skills needed for college success.

\_\_\_ 2. At 4-year colleges, 15% of first-time students require at least *1 year* of remedial courses.

5

What do you think? True or False

\_\_\_ 3. Once admitted to college, 55% of the students who have to take at least one remedial class will go on to obtain a degree or certificate within 8 years of enrollment.

6

### Unprepared and/or At-Risk Students



What do you see in the classroom?

Characteristics &/or Behaviors <sub>7</sub>

### Write-Pair-Share

3 x 5 card or 1/2 sheet of paper

Name	Date
Answer or thoughts here.....	



Signal for attention

What do you see in the classroom? <sub>8</sub>

### Seven Risk Factors That Threaten Persistence & Graduation from College

1. Being Academically underprepared for college-level work
2. Not entering college directly after high school
3. Attending college part-time
4. Being a single parent
5. Being financially independent (relying on own income)
6. Caring for children at home
7. Working more than 30 hours per week
8. Being a first-generation college student\* <sub>9</sub>

### What to do?



No Magical Solutions

No Quick Fixes <sub>10</sub>

### Philosophical Foundations



- It is never too late
- Commitment and time are required
- Struggle (possibly pain) is involved
- Responsibility for goals & dreams goes to...\*
- "Never do for the students what they can do for themselves" <sub>11</sub>



It ain't nothing to find no starting place in the world. You just start from where you find yourself.

--August Wilson  
1945-2005 <sub>12</sub>

## Chapter 1

As educators, we have an obligation to all of our students....

...we must use a myriad of actions that will provide  
..... real opportunities for success.

...If we don't, we are simply **setting these students up for failure** and,

... **only pretending ...that we are providing opportunities** (p. 4).

13



**Faculty (that is YOU)  
Make the  
Difference!**

Community of Learners: *Sharing A Mission*

**First week of class...**

**Reach Out**

**Begin with a detail and explicit syllabus**

15

## SYLLABUS:

✕ **Course Objectives = LEARNING OUTCOMES**

✕ **Defining Roles & Expectations**

✕ **Clarifying how students will be graded**

Learning Outcomes:

Paint the Picture

**What...**

**Why?**

**How this will be useful?**



17

Learning Outcomes

**Relevancy**



18

## Syllabus Checklist



(In the Appendix)

19

## Essential Beginnings:

- Setting the Scene: Welcome message
- YOUR enthusiasm
- Your interest the students

20

The First Principle for “Good Practices in Undergraduate Education”:

### 1) Encourages Faculty-Student Contact

\*By Chickering, A., & Gamson, Z. (1987)

21

## LEARN YOUR Student’s NAMES. . .

Let’s share strategies on how to ACCOMPLISH THIS TASK



NAME PLATES

Using Office Hours for “Interviews”

22

2nd Principle for Good Practice in Undergraduate Education...

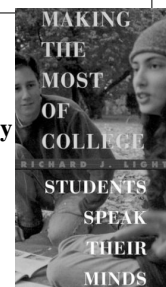
- 1) Encourages Faculty-Student Contact
- 2) Encourages Cooperation Among Students

\*By Chickering, A., & Gamson, Z. (1987)

“Speed Dating”

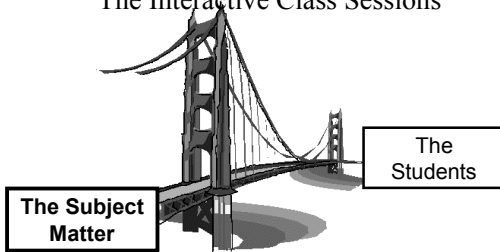
## Four major reasons for academic Difficulty:

- 1) Poor Management of Time
- 2) Continue to organize (and study) the same way as they did in high school
- 3) Selection of courses
- 4) They studied alone...



Author, Richard J. Light (pgs. 36-49)

## Learner-Centered Teaching & The Interactive Class Sessions



Keep a constant eye on both ends of the bridge.

25

## High Expectations



- All participate
- Put expectations on your syllabus
- “Respect”--how we will treat each other
- Responsibilities & “Preparation” for class meetings

26

Actions of individual faculty members  
*improve* the chances of success...

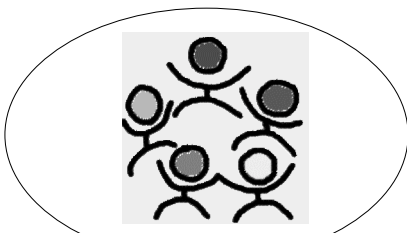
“regardless of individuals’ prior academic history...  
When professors **treated the students as academically capable** and held them to high standards” in an environment of **respect and integration**, students--all students, even those who were admitted as underachieving or unprepared students—**achieve an increased level of performance.** Blose (1999).

## Ask for a Commitment!



Bain (2004) notes This is a practice among the “Best Teachers”

## Engagement = Academic Discourse



**THE GOAL:**  
Developing in your class or in the program,  
a “Community of Learners”

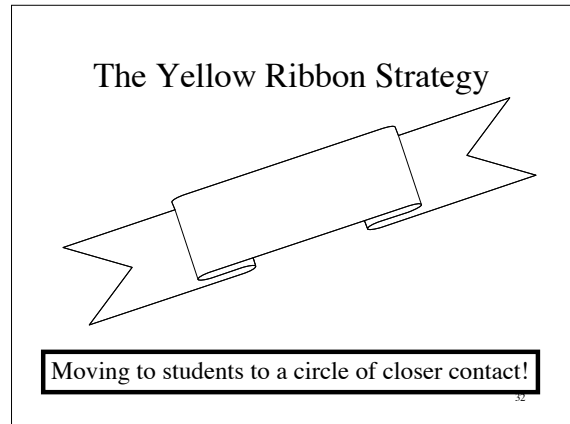
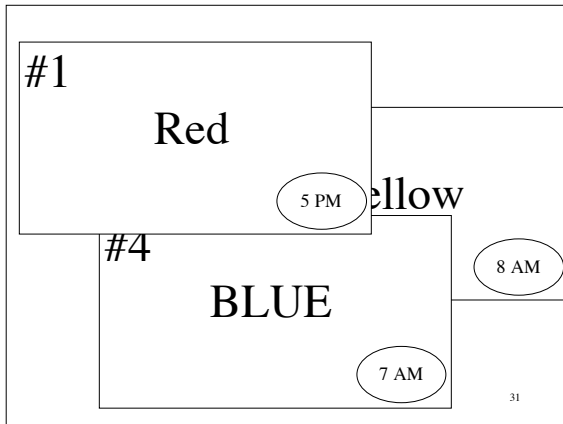
Setting up student groups . . .

NAME PLATES

#1  
color



**STRATEGIES TO ACCOMPLISH  
THIS TASK**



**Ground Rules for Groups:**

- Random-Selection of groups
- Keep groups small--three to four people is best--(never more than four).
- TIME ALL ACTIVITIES (have a timer and/or a bell: keep to the time--even if all groups aren't done.
- Individual accountability is a *must*.

The number "33" is in the bottom right corner.

**THE LECTURE**

A cartoon illustration of a professor with a mustache, wearing a suit and tie, pointing at a chalkboard. The chalkboard has the text "Check it out" written on it.

Video Clip from *Declining By Degrees*

The number "34" is in the bottom right corner.

**20 MINUTE LIMIT**

A cartoon illustration of a clock with a face, arms, and legs, appearing to be running. Next to it is a diamond-shaped road sign that says "CHANGE AHEAD".

Interactive

The number "35" is in the bottom right corner.

**Voting .**

A diagram showing four overlapping rectangular boxes labeled A, B, C, and D. Box A contains the word "True", and box B contains the word "False".

Write-Pair-Share  
& SQUARE

The number "36" is in the bottom right corner.

**Increasing Attendance .**

Learn your students names

Help students learn their classmates names

**Require a respectful classroom atmosphere**

Reward Student Engagement with a point (grade value)

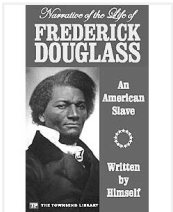
37

**Think-Pair-Share**  
(or write-pair-share)

As you design, plan, and prepare for your courses, what actions can you incorporate?

What other actions or steps have you used?  
Please Share with neighbor.

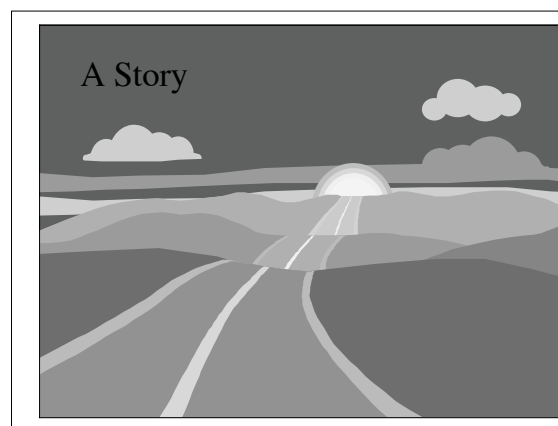
38



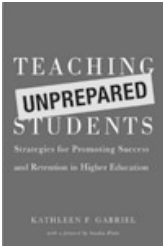
**Challenge**

If there is no struggle, there is no progress.

39



Thank you for having me and for participating in today's opening session.



*Kathleen F. Gabriel*

41