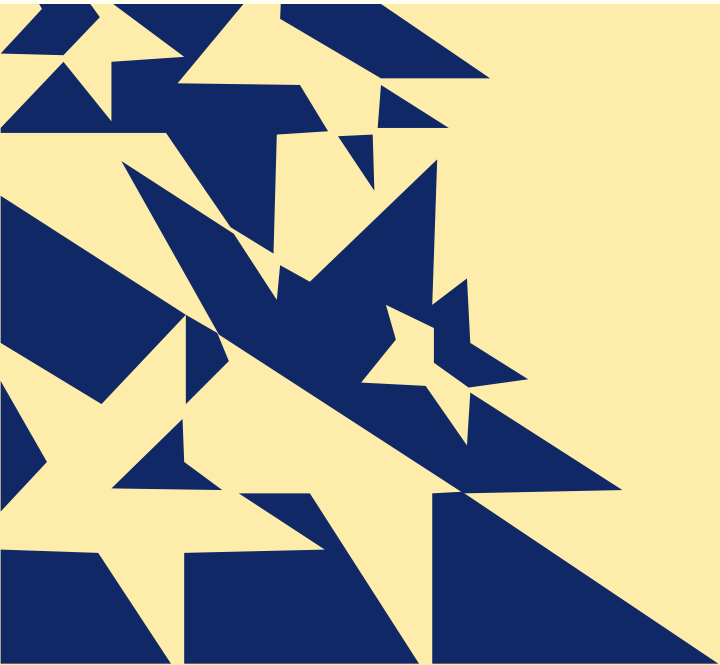


Freshman Culture Shock – Students Speak Out



Cleveland State University, August 2012

College, here I come!



Center for Community College Student Engagement

- *Quantitative*

- **CCSSE**

- **CCFSSE**

- **SENSE**

- *Qualitative*

- ***Initiative on Student Success / Starting Right***





Test Your CSU Student IQ!

% women?

% first generation?

% students of color?

% of students under 24 years old?



Test Your CSU Student IQ!

% women? 54%

% first generation? 53-58%

% students of color? 39%

% of students under 24 years old? 96%



90%

...of new students responding to the Survey of Entering Student Engagement say they believe they have the motivation to do what it takes to succeed in college.

Am I Ready for College?





85%

***...of new students responding to the
SENSE survey say they're
academically prepared for college.***

I think I'm ready...





At CSU:

43% of students need developmental
math

33% need developmental ***English***



Entering students are highly motivated, are committed to achieving their academic goals, and sincerely believe they will.



Yet during the first 3 weeks of college...

- 43% came to class unprepared at least once.
- More than one-quarter of students skipped class at least once.
- One-quarter did not turn in an assignment at least once.



Younger students are more likely to...

- ***Turn in an assignment late***
- ***Not turn in an assignment***
- ***Come to class unprepared***
- ***Skip class***



***Were you ready for college? They
know the answer...right away...***

The transition to college...



Were you ready for college?





25%

... of CSU students are placed on academic probation at the end of their first semester.

Big Dreams – Harsh Realities





13%

... of CSU students do not enroll in their first spring semester.



More than 30%

... of CSU students do not return for their second year.



- **Helping students succeed through the equivalent of the first semester (12–15 credit hours) can dramatically improve subsequent success rates.**



***David Conley, Distinguished Professor,
University of Oregon:***

“Nobody manages the transition very well. For most institutions of higher education, it isn't a transition at all. The student just shows up...there is very little process or systematic thought for what is going on for the student in terms of all the dimensions that are required to make that transition.”



Our Foundation for College Readiness

Redefining College Readiness,

David T. Conley (2007)

Students do not generally enter college with a work ethic that prepares them for instructor expectations or course requirements.

College readiness is the level of preparation a student needs to enroll and succeed in general education courses leading to a degree.



What is CSU doing well to help new students transition to college?

How do you know your strategies are working? What does your data say?



Cleveland State University

Engaged Learning



Measuring Student Engagement

...the amount of time and energy students invest in meaningful educational practices



***SENSE* Benchmarks for Effective Educational Practice**

- **Early Connections**
- **High Expectations & Aspirations**
- **Clear Academic Plan & Pathway**
- **Effective Track to College Readiness**
- **Engaged Learning**
- **Academic & Social Support Network**

SENSE Benchmarks:



Age:

18-24

25+

- *Early Connections* 51.3 vs. 51.9
- ***High expectations*** **48.0 vs. 57.2**
- *Academic Plan* 50.8 vs. 51.6
- *Track to College Readiness* 50.3 vs. 49.2
- ***Engaged Learning*** **49.3 vs. 52.8**
- *Academic & Social Support* 50.4 vs. 50.5



What we're learning about student engagement:

It's unlikely to happen by accident. It has to happen *by design...*

from the moment they arrive...

Welcome to college!



We wear them down...





***Students don't know what
they don't know...***

***but we think they
should...and behave as
though they do!***



I Have a Goal!

On the *SENSE* survey, entering students say...

79% want to obtain an associate degree.

73% want to transfer to a four-year institution.

59% want to complete a certificate program.

What's your goal?



I need a plan!



Someone who knows me...





The Heart of Student Success...

Teaching & Learning



The Challenge

How do we build on students' motivation and initial confidence and, at the same time, give students the tools they need (but may not know they need) to succeed?

Creating an on-ramp to college...



Creating an on-ramp to college...





***Challenges for students who
place into developmental
courses...***

Some are surprised...



Should I be in this class?





***Classroom practices that engage
students...***

and those that don't...

Engaged learning?



Engaged learning?



Could you repeat that?



A good class...



A good class





During the 1st 3 weeks of class...

**More than half (55%) of students
responding to the *SENSE* survey
said they received prompt feedback
about their performance**

once or NEVER

Do you know how you're doing?





I Need Help, But...

85% never met with a tutor.

94% never used online tutoring.

65% never went to the writing or math lab.

25% never asked an instructor for help.



*Younger community college students are **less likely** to....*

- *Go to a tutor or skill labs*
- *Discuss an assignment or grade with an instructor*
- *Ask an instructor for help*
- *Say they are getting prompt feedback from instructors about their progress – **they're looking for GRADES!***

In high school, I needed help...



In college I need help, but...





Some Observations about Entering College Students

- ***Students experience culture shock and academic shock.***
 - ***Students don't know what they don't know...but we expect them to!***
 - ***You have to ask to be told...but what if you don't know what to ask?***
-



What does this mean for CSU?

- ***Create an “on-ramp” to college life.***
- ***Streamline all processes and show students the relevance of what they’re doing– help them understand the “what” and the “why.”***
- ***Make everything more personal – show them we care!***
- ***If we know what students need – make it mandatory!***



What Helps New Students Transition to College?



A strong start

Clear, coherent pathways

Integrated support

High expectations and high support

Intensive student engagement

Design for scale

Professional Development

Some thoughts from students.





If I Ran the Zoo...

**One improvement that you believe
would have a significant impact on
improving entering student
success...**

for the college or my department

in my role



High Performing Colleges

***...make student engagement
inescapable!***

Inescapable...





For more information:

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Initiative on Student Success

**Center for Community College Student
Engagement (*CCCSE*)**

www.cccse.org



A strong start

Clear, coherent pathways

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Professional Development



The effectiveness of educational practice depends on...

- Specific design of the practice
- Quality of implementation

*Integration of the **combination** of practices
the college intentionally employs...
at scale!*



Promising Practices - Planning for Success

- **Assessment and Placement**
- **Academic Goal Setting and Planning**



Promising Practices – Initiating Success

- **Accelerated or Fast-Track Developmental Ed**
- **First-Year Experience**
- **Student Success Course**
- **Learning Community**



Promising Practices – Sustaining Success

- **Class Attendance**
- **Alert & Intervention**
- **Experiential Learning Beyond the Classroom**
- **Tutoring**
- **Supplemental Instruction**



Following the Rules to Choosing Responsibly

Guiding principle:

You will usually be told what to do and corrected if your behavior is out of line.

You're expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

Adapted from and courtesy of: Altshuler Learning Enhancement Center, Southern Methodist University, Copyright 2002.



Going to HS Classes to Succeeding in College Classes

Guiding principle:

You will usually be told in class what you need to learn from the assigned readings.

It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

Transition From High School to College



High School Teachers

College Professors

Guiding principle:

Teachers bear much of the responsibility for your learning.

You bear the responsibility for your learning.



Tests in HS

Tests in College

Guiding principle:

Mastery is usually seen as ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.

Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

Transition From High School to College



Grades in HS

Guiding principle:

Effort counts. Courses are usually structured to reward a “good faith effort.”

Grades in College

Results count. Though “good faith effort” is important in regard to the professor’s willingness to help you achieve good results, it will not substitute for results in the grading process.



What are the challenges that get in the way of implementing practices that help students transition to college? Bringing them to scale?

What could you implement tomorrow – low-hanging fruit?