

# **Academic Skill Issues Facing College Students That All Advisors Should Know**

**Advisors Networking for Student  
Success 2014 Conference**

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# Personal History Background

## Academic Administration

- University At Buffalo CPMC Programs
- Univ. Cincinnati College of Medicine
- Univ. Cincinnati Learning Center
- Cincinnati Public Schools – Reading Specialist

## Faculty Experience

- University at Buffalo
- University of Cincinnati
- Northern Kentucky University
- Wilmington College

# Discussion Outline

- The Importance of a Strong First Semester
- The Barriers In Making The Transition From High School To College,
- Study Skills Every College Student Must Know, and
- Student Skills, Habits, and Behaviors That Affect College Performance.
- What students should do to prepare for and get into graduate school.

# Sample Online Data Sources

- Chronicle of Higher Education
  - <http://Chronicle.com/>
- Diverse Issues In Higher Ed
  - <http://www.diverseeducation.com/>
- Inside Higher Education
  - <http://www.insidehighered.com/>
- Educational Policy Institute
  - <http://educationalpolicy.org/>
- Education Trust College Results
  - <http://www.collegeresults.org/>
- Post Secondary Educational Opportunity Newsletter

# Good Retention Starts By Avoiding A Poor 1st Semester

- **Consequences**
- **Academic Support Services**
- **Student Skills**
- **Study Skills**

# Differences Between High School & College Culture

- Memory vs. Higher Levels of Cognitive Learning
- Different Faculty Incentives and Motivators
- Norm vs. Criterion Referenced Assessment
- Everybody Is Smart (No Big Fish In Small Ponds)
- Work Expectations
- Self Responsibility
- Low Tolerance for Academic Dishonesty

# Consequences

## 1<sup>st</sup> Semester GPA 1.00

<i>Subsequent Semester Averages</i>		<u>2.00</u>	<u>2.20</u>	<u>2.50</u>
		NEW GPA	NEW GPA	NEW GPA
2nd Semester	15 hrs	1.50	1.60	1.75
3rd Semester	15 hrs	1.66	1.80	2.00
4th Semester	15 hrs	1.75	1.90	2.25
5th Semester	15 hrs	1.80	1.96	2.50
6th Semester	15 hrs	1.83	2.00	2.75

# Poor First Semester Impact Consequences

- **1) Loss of financial aid**
- **2) Prohibition from extra curricular activities**
- **3) No high impact enhancement activities, internships and placements, Summer Jobs, Study abroad,**
- **4) Referral to Attorney General, Continuing education blocked (not even loans).**

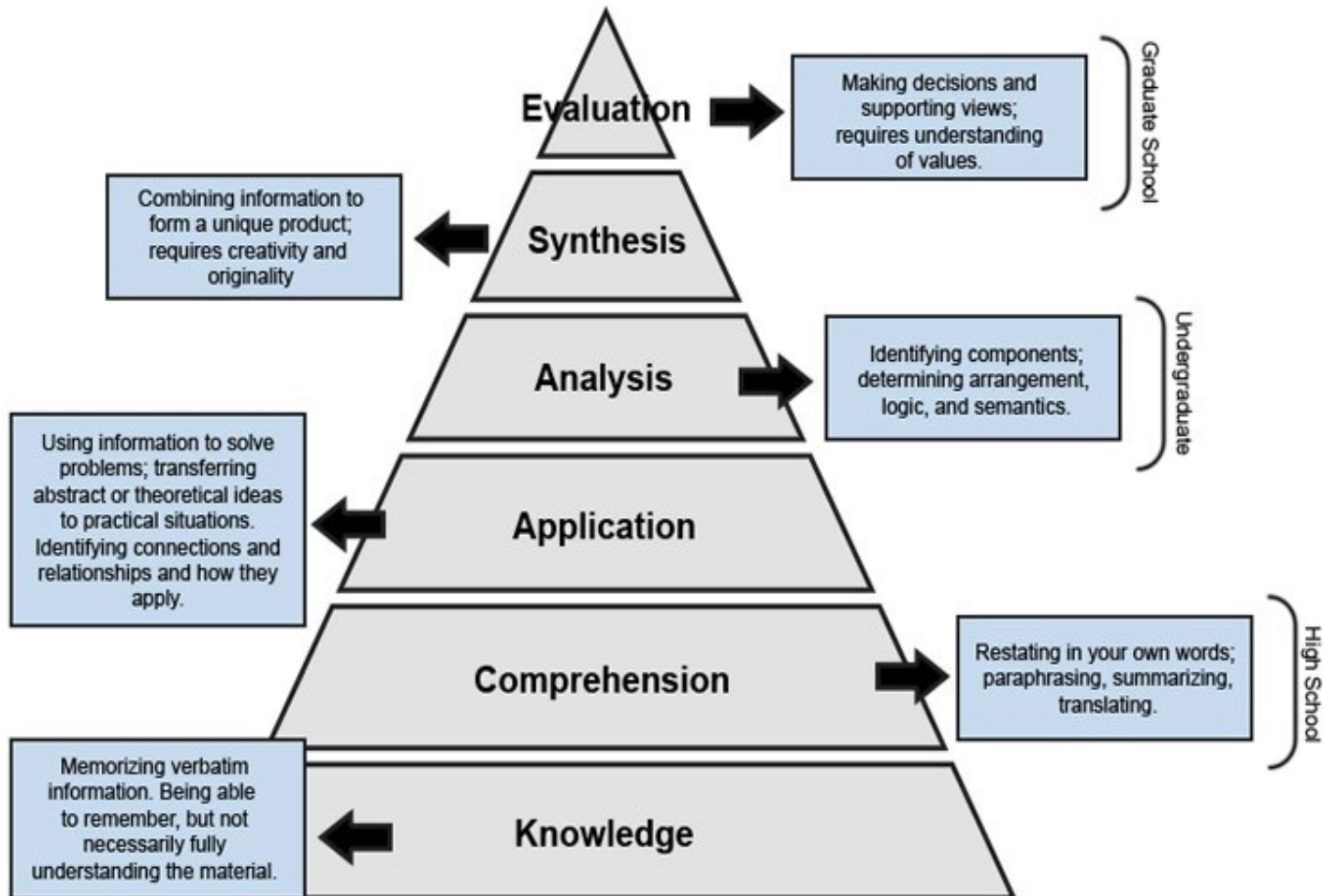


# Academic Support Services

- Orientation & Registration
- Summer Bridge Programs
- Academic Advising
- Counseling
- Mentoring
- Tutoring
- Financial-Credit Counseling & Advisement
- Academic Monitoring & Academic Action

# Bloom's Taxonomy

## Bloom's Taxonomy



# Bloom's Taxonomy

## Bloom's Digital Taxonomy

Key Terms

Creating

Verbs

**Designing, constructing, planning, producing, inventing, devising, making,** programming, filming, animating, blogging video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Evaluating

Verbs

**Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring,** blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Analysing

Verbs

**Comparing, organising, deconstructing Attributing, outlining, finding, structuring, integrating,** mashing, linking, validating, reverse engineering, cracking, media clipping

Applying

Verbs

**Implementing, carrying out, using, executing,** running, loading, playing operating, hacking, uploading, sharing, editing

Understanding

Verbs

**Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying,** advanced searches, Boolean searches, blog journaling, twittering, categorising, tagging, commenting, annotating subscribing.

Remembering

Verbs

**Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding,** bullet pointing, highlighting bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

## HOTS Higher Order Thinking Skills

## LOTS Lower Order Thinking Skills

### COMMUNICATION SPECTRUM

*Collaborating*

*Moderating*

*Negotiating*

*Debating*

*Commenting*

*Net meeting  
Skyping  
video conferencing*

*Reviewing*

*Questioning*

*Replying*

*Posting & Blogging*

*Networking*

*Contributing*

*Chatting*

*e-mailing*

*Twittering/Microblogging*

*Instant messaging*

*Texting*

**Syzygy**

# **Study Skills and Student Skills**

# Study Skills

- Textbook Reading
- Textbook Note Taking
- Classroom Note Taking
  - Listening, Focus & Concentration
  - Attention Span
  - Memory And Forgetting
- Scheduling, Time & Task Management

# Study Skills

- Test-taking
  - Objective/Multiple Choice
  - Essay
  - Test Preparation
- Study Groups

# Good Student Skills

- Aware of Early Impressions
- Purposely Developed Habits & Skills
- Shows Up On Time
- Comes Prepared
- Sits In Front Row
- Attentive-Appears Awake & Alert
- Participates



# Good Student Skills

- Joins a Study Group
- Sits On Front Row
- Studies the Syllabus
- Goes To Office Hours
- Finds a Mentor - Adjust Perception
- Gets a Tutor - Adjust Perception

# Most Important Good Student Skill

## **Don't Diss The Professor**

- Come On Time
- Come Prepared
- Be Attentive
- Ask Questions
- You Are Not Anonymous Anywhere
- No early exit preparations

# IMPORTANT DO's

- Sit On Front Row
- Study Syllabus Carefully
- Learn The Professor's Name
- Go To Office Hours
- Make A Schedule
- Study With A Group
- Use All Available Resources And Services

# IMPORTANT DON'Ts

- Don't Diss The Professor
- Don't Wait Until Last Minute If You Have A Problem
- Don't Cheat Intentionally or by Mistake
- Don't Go Out Of Your Way To Look Dumb

# Faculty Relations

# Faculty References

QUESTIONS  
&  
ANSWERS

<b>Screen</b>	<b>Paper</b>	<b>Comprehension</b>	<b>Reader profile</b>
100 wpm	110 wpm	50%	Insufficient
200 wpm	240 wpm	60%	Average reader
300 wpm	400 wpm	80%	Good reader
700 wpm	1000 wpm	85%	Excellent, accomplished reader

Research shows that reading is around 25% slower from a computer screen than from paper. This difference generally increases with increasing reading speed. Thus you may slightly increase your results to find your speed when reading from paper.





**You can read this entire sentence  
in nothing more than a flash.**

**You can read this entire sentence  
in nothing more than a flash.**

**Actually you can read this one too.**

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uesdnatnrd waht I was rdgnieg. The  
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Aoccdrnig to rscheearch at Cmabrigde  
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was ipmorantt!