

# FACULTY STRATEGIES FOR STUDENT SUCCESS HANDBOOK

Dear Faculty,

According to the Legislative Analyst's Office (2016), three quarters of first time students are underprepared--"students [who] did not fully master skills during prior schooling...[or] mastered skills in past but have forgotten them... [or] mastered skills but did not perform well on assessment." And we all know that "Unprepared Students Are Less Likely to Graduate...complete degrees, certificates, or transfer outcomes." We also know that offering numerous basic skills courses doesn't solve this dilemma and that instead it exacerbates it!

Thankfully, we do know what works: support services such as tutoring, as well as college strategies courses and supplemental coursework. But not all students take advantage of these services. So, for many students individual faculty members have the biggest impact on their success, which means that it is up to each of us, each faculty and staff member, to ensure that our students get the skills, support, and services they need to be able to succeed in college-level courses.

The purpose of this handbook is to offer strategies and resources to help you do this, realizing that these strategies and resources will help *all* of your students thrive in your classes and at Moorpark College. Included here are highlights from well-known high impact practices, such as Habits of Mind, Oncourse, Reading Apprenticeship, etc. We also include links to helpful websites and a reading list that our Faculty Inquiry Group has been reading and discussing over the past few years on this topic.

Please let us know how we can help you and which information you found useful! We plan to continually update this handbook, so your feedback helps!

# STRATEGY #1

## GROWTH MINDSET

Did you know that just believing that we can learn actually helps us learn? Carol Dweck has found a strong correlation between student learning and "growth mindset."



### THREE EASY THINGS YOU CAN DO:



1. **Introduce** your students to the concept: take a quiz on their own mindset at [mindsetworks.com](http://mindsetworks.com) or watch Carol Dweck's Ted Talks
2. Require students to **reflect** on their work progress and study habits so they can figure out strategies that help them grow. Assign a paragraph, create a quick questionnaire, etc. following tests and other work.
3. **Praise effort, strategy, and reflection** instead of just intelligence or high grades. And when someone says "I don't understand" you can respond with a simple word: **"yet."**

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tutoring and resources  
for students and  
faculty

# STRATEGY #2

## HABITS OF MIND

What do your students do when confronted with challenging material? What can you do to help them? Incorporate the Habits of Mind!



Costa and Kallick have described those habits that effective thinkers use, especially when confronted with difficult tasks, commenting that “The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it.”

### THREE EASY THINGS YOU CAN DO:



1. **Tell** your students about the 16 habits: you can find them at <https://www.edutopia.org/blog/habits-of-mind-terrell-heick>

2. **Choose** habits important to your discipline or class, and integrate them into your lessons/activities. Is it **persistence?** **thinking flexibly?** **innovation?** **finding humor?** These are all habits of mind! Be explicit to your students that these are successful habits important to your field.

3. **Share** stories with your students how you may have mastered or struggled with one or more of these habits!

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for more information and workshops on Habits of Mind, go to [3CSN.org](http://3CSN.org)

# STRATEGY #3

## GETTING EXTRA HELP

**i** Often, students want assistance , but they don't know where to find it. You are their primary referral system!

### THREE EASY THINGS YOU CAN DO:



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for more information on  
adding learning modules to  
your course,  
see <http://ccconlineed.org/faculty-resources/underprepared-student-resources/>

1. Share the Student Services Syllabus with your students, or go online to show them the **Services for Students Tab at the MC Website**. Invite one of these services to do a brief presentation in your class.
2. **Add links to helpful resources** to your course site! These might include links to the TLC or to Khan Academy videos, or to ACCESS or the Health Center--anything you think will help them to succeed in your class! Then, remind students that the links are there and refer as needed.
3. If you do suggest to your students that they visit the learning center, **please hit "Refer All Students"** on your class rosters!

# STRATEGY #4 PERSEVERANCE

Research shows that students who have "grit" are more likely to succeed in your class. However, grit is kind of hard to teach, so what do we do?

## THREE EASY THINGS YOU CAN DO:



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for more information  
on resilience, read "How to  
Teach Kids Resilience" in the  
Atlantic: <https://www.theatlantic.com/magazine/archive/2016/06/how-kids-really-succeed/480744/>

- 1. Learn** about perseverance!  
Farrington has found "four key beliefs that, when embraced by students, seem to contribute... to their tendency to persevere: "*I belong in this academic community. My ability and competence grow with my effort. I can succeed at this. This work has value for me*"
- 2. Build** curriculum and activities that encourage these beliefs in your students!
- 3. Create** challenging, meaningful activities: "belonging isn't enough...For a student to truly feel motivated...he also has to perceive that he is doing work that is challenging, rigorous, and meaningful."

# STRATEGY #5: READING

When we model how to read texts, students gain access to those skills and those readings. According to WestEd, research reveals significant student **i**gains when teachers embed reading best practices into their courses.

## THREE EASY THINGS YOU CAN DO:



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for more information on Think  
Alouds,  
see [https://rtc.instructure.com/  
courses/1056743/pages/think-  
alouds](https://rtc.instructure.com/courses/1056743/pages/think-alouds)

1. **Do a "Think Aloud" activity** where you read a sample text in your discipline and show your students how you read it. We read things differently in different disciplines, so show your students how to read in your discipline!
2. **Encourage students to Read with a Pen** (underlining, circling, commenting, etc.)
3. **Take part in Reading Apprenticeship workshops, offered by 3CSN**

# STRATEGY #6: METACOGNITION



Metacognition is "thinking about one's thinking...it refers to the processes used to plan, monitor, and assess one's understanding and performance" (Vanderbilt University Center for Teaching). Metacognitive activities in the college classroom create student awareness of their strengths and weaknesses as learners, writers, readers, test-takers and thinkers.

## THREE EASY THINGS YOU CAN DO:



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Here is a presentation on  
metacognition: [https://cs302-  
www.cs.wisc.edu/wp/wp-  
content/uploads/2017/02/Metaco-  
gnition.pdf](https://cs302-www.cs.wisc.edu/wp/wp-content/uploads/2017/02/Metacognition.pdf)

Also, read *Teaching Students  
How to Learn* by Sandra Yancy  
McGuire

1. Encourage students to create questions for discussion or exam review from the readings or class notes. Have them solve problems without samples or solutions.
2. Ask students to annotate exam responses: consider what feedback they would want, what advice they would give themselves, and where they think they need to improve.
3. Have students complete an anonymous reflection at the end of class to evaluate if students are still confused or have mastered concepts presented in class.

# STRATEGY #7 STUDYING VS. LEARNING

In the book *Teach Students How to Learn*, McGuire explains that many students are in "study mode" not "learn mode." Moving students up Bloom's taxonomy (from knowledge and comprehension towards analysis and evaluation) helps them *learn* the material, not just study it.



## THREE EASY THINGS YOU CAN DO:



1. Have students articulate the difference between "studying" and "learning" and discuss with their peers.

2. Ask your students, *Would you prepare more to make an A on a test or teach the material to the class?*

3. Have students teach the **material**--to pretend audiences, real ones, etc. It is the best way to learn and not just study!

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For more information on teaching students to learn, go to <https://styluspub.presswarehouse.com/titles/teachstudentshowtolearn.aspx>



# STRATEGY #8: STUDYING FOR AND TAKING TESTS

**i** Many students don't know how to prepare for or take tests. According to a recent study, "students don't plan, but even when professors require them to plan, half don't know how."

## THREE EASY THINGS YOU CAN DO:




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for more information on  
CORE,  
see <http://effectiveu.umn.edu/test-ace/core-learning-system>

1. Teach your students about CORE: **Collect, Organize, Rehearse, and Evaluate**
2. Take a few minutes to **show** students the best way to collect information (notetaking, for example) and organize that information in your class/discipline. Show students how to rehearse (review) material and how to evaluate how well they know it (self test)
3. Create opportunities for students to form **study groups** and practice quizzing (much more effective than simply reviewing notes)

# STRATEGY #9: SELF-CARE

As most teachers know, skills gaps alone don't lead to student failure--it is often the stresses of life, lack of sleep, or neglecting healthy living that can impede student success. In the TED Talk "'Igniting a Self-Care Revolution,' therapist Lori Moffett asserts that we are better enabled to fulfill our responsibilities when our physical and psychological needs are met." 

## THREE EASY THINGS YOU CAN DO:



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For more information on helping students practice self-care, go to the Pasadena City College self-care webpage: <https://pasadena.edu/campus-life/personal-counseling/self-care/successful-students.php>

1. Model self-care yourself: share with students how you make time to eat right, meditate, exercise, etc.
2. Have students practice or plan for self-care, especially with upcoming tests or big projects. Refer them to the MC Student Health Center and all the great resources they have, including Mindfulness Training!
3. Ask students to share with each other during small group activities how they take care of their well-being as part of their school success.

# STRATEGY #10: RESILIENCE

Resilience and grit are non-cognitive skills that influence student success. The idea that educators should be teaching grit and self-control along with academic instruction has caught the attention of educational researchers.



## THREE EASY THINGS YOU CAN DO:



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For more information on  
helping students practice  
resilience:

<https://www.theatlantic.com/magazine/archive/2016/06/how-kids-really-succeed/480744/>

1. Help students have a sense of belonging, independence, and growth at Moorpark College by directing them to resources that support their mental and emotional health.
2. Encourage students to take advantage of the resources available at the Health Center: <http://www.moorparkcollege.edu/departments/student-services/healthcenter/our-services>
3. Create opportunities for students to reflect on their progress in the class and towards their academic and personal goals.

# FACULTY INQUIRY GROUP READING LIST

1. ***Creating Significant Learning Experiences*** by L. Dee Fink
2. ***Teaching with your Mouth Shut*** by Donald Finkel
3. ***Visible Learning for Teachers*** by John Hattie
4. ***The Skillful Teacher*** by Stephen Brookfield
5. ***What the Best College Teachers Do*** by Ken Bain
6. ***Most Likely to Succeed*** by Tony Wagner
7. ***On Course*** textbook by Skip Downing
8. ***Small Teaching*** by James Lang
9. ***Teach Students How to Learn*** by Sandra Yancy McGuire
10. ***Pedagogy of the Oppressed*** by Paulo Friere
11. ***To My Professor*** by Michigan State University
12. ***The Courage to Teach*** by Parker Palmer



to join the FIG, contact Beth  
Gillis-Smith and Tracy  
Tennenhouse

# RESOURCES

## 1. Embedding Foundational Modules into your Canvas Page:

<http://ccconlineed.org/faculty-resources/underprepared-student-resources/>

## 2. How to Study and Reading Apprenticeship Resources:

<https://styluspub.presswarehouse.com/titles/teachstudentshowtolearn.aspx>

[https://www.youtube.com/watch?v=yr-z\\_Ni6w8o](https://www.youtube.com/watch?v=yr-z_Ni6w8o)

## 3. Self Care and Time Management Sites:

<https://pasadena.edu/campus-life/personal-counseling/self-care/successful-students.php>

## 4. Notetaking and Studying Skills:

<http://effectiveu.umn.edu/test-ace/core-learning-system>

## 5. Links to MC student services and

information: <https://www.moorparkcollege.edu/departments/student-services>

# RESOURCES, CONT'D.

6. Carol Dweck Growth Mindset and Angela Duckworth Grit TED talks:  
Ted.com

7. Habits of Mind: <https://www.edutopia.org/blog/habits-of-mind-terrell-heick>

8. Metacognition: <https://cs302-www.cs.wisc.edu/wp/wp-content/uploads/2017/02/Metacognition.pdf>

9. Resilience Article and What Makes a Great Teacher Article:  
<https://www.theatlantic.com/magazine/archive/2010/01/what-makes-a-great-teacher/307841/>

<https://www.theatlantic.com/magazine/archive/2016/06/how-kids-really-succeed/480744/>

10. OnCourse resources: <http://oncourseworkshop.com/>