

What's Next? Getting “Student Ready” in College Math, English and Beyond

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Dev ed reform is about expanding college access



"Once again, we're boarding only our Élite Premium passengers at this time. Thank you."

Getting Student Ready

- Enhancing academic supports
- Attending to non-academic needs
- Cultivating excellence in teaching

**What academic supports
are available? Who
accesses them? How do
we get them closer to the
classroom?**

Non-Academic Needs

- Stereotype threat
- Sense of belonging
- Math anxiety
- Self-efficacy
- Growth/fixed mindset
- Help-seeking behavior

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Apprehension to engagement in the classroom: perceptions of Black males in the community college

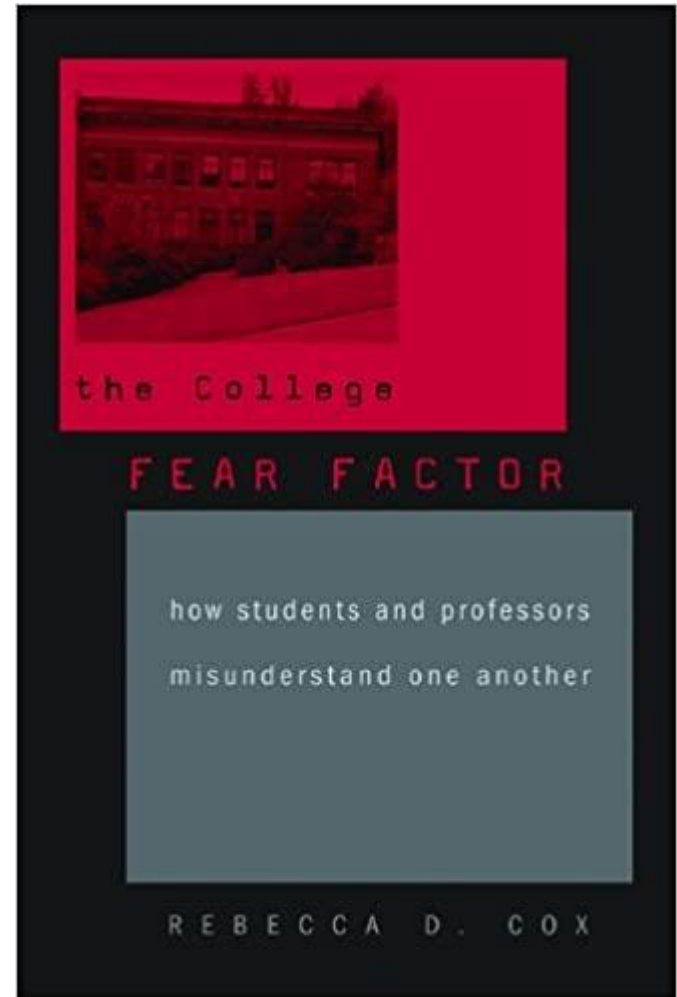
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This study presents selected findings drawn from a larger investigation of Black male students in the community college. In the larger study, qualitative interviews were conducted with 28 Black males attending a public two-year college in the southwestern United States. The focus of the larger study was on identifying factors which, from the perspectives of students, affected their academic success. Academic success referred primarily to students' grade point averages or achievement and secondarily to continuation towards students' self-proclaimed collegiate goals. A large portion of Black male participants in this study indicated that academic disengagement served to negatively affect their achievement in the community college. Students discussed academic disengagement as a reluctance to fully engage as active agents in their own academic development through necessary interactions.

Keywords: Black; males; community college



**What does teaching
excellence look like
in higher education?**



Transparent Assignment Design

1. Purpose
2. Task
3. Criteria for Success

<https://tilthighered.com/>

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The social, economic, and political forces framing contemporary higher education in the United States have largely discouraged undergraduate teaching improvement, rather than supported it.

Policies and Practices
to Support Undergraduate
Teaching Improvement



Aaron M. Pallas, Anna Neumann,
and Corbin M. Campbell



Small Groups

1. Introductions: your name, title, and something unique about your college
2. Discuss three questions
3. Record big ideas on your group's Google slide
4. Come back to share at 9:55am

Discussion Questions

1. At your college, what do you see happening in college-level math and English to support students with academic and non-academic needs? In other departments?
2. How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic and non-academic support?
3. In your role, what can you do to help your college get “student ready”?

Thanks!

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