

## STRATEGIES FOR COLLEGE SUCCESS

Strategies for Achievement EPL 259 ©2008 by WEDLC



Bruce W. Tuckman, Ph. D.

## The Walter E. Dennis Learning Center

- Second floor of the Younkin Success Center
- Mission: Making success happen!
- Enhancing study skills



## EPL 259: Learning and Motivation Strategies

*A credit-bearing and letter-graded course*

### SYLLABUS:

Module 1: Learning and Motivation Strategies

Module 2: The Keys to Achievement

Module 3: Procrastination: The Thief of Time

Module 4: Believing in Yourself: Self-Confidence

Module 5: Taking Responsibility: It's Up to You

Module 6: Active Listening

Module 7: Active Reading

Module 8: Preparing for Exams

Module 9: Using Critical Thinking to Prepare Papers and Speeches

Module 10: Resilience: Managing Your Life in School

Final Exam

## The Four Strategies for Achievement

- Take Reasonable Risk
- Take Responsibility for Your Outcomes
- Search the Environment for Information
- Use Feedback

## TAKE REASONABLE RISK



- ✓ **BITE-SIZED PIECES**
  - ✓ Break tasks into small, manageable steps
- ✓ **GO FOR GOAL**
  - ✓ Set goals that are challenging but attainable

## TAKE RESPONSIBILITY FOR YOUR OUTCOMES

- ✓ **THINK POSITIVE**
  - ✓ Believe in your own effort and capability
- ✓ **PLAN!**
  - ✓ Build a plan



## SEARCH THE ENVIRONMENT FOR INFORMATION



- ✓ **JUST ASK**
  - ✓ Ask questions
- ✓ **VISUALIZE IT**
  - ✓ Build models

## USE FEEDBACK

- ✓ **KEEP TRACK**
  - ✓ Monitor your actions
- ✓ **TELL YOURSELF**
  - ✓ Give yourself instructions



## Typical Student Problem Areas

- 1) Procrastination
- 2) Building Confidence/Responsibility
- 3) Learning from Lecture/Text
- 4) Test Preparation
- 5) Managing Your Life

## Rationalizations for Procrastinating

- ⦿ "I work better under pressure."
- ⦿ "I don't know how to do it."
- ⦿ "I don't want to do it."
- ⦿ "It doesn't matter if I delay."
- ⦿ "I'm not in the mood."
- ⦿ "I can pull it off at the last minute."



## Procrastination Busting

- ⦿ **TAKE REASONABLE RISK**
  - > Make challenging, yet attainable, GOALS
  - > Break tasks into BITE-SIZED PIECES
- ⦿ **TAKE RESPONSIBILITY FOR YOUR OUTCOMES**
  - > THINK POSITIVE about your ability to get started
  - > PLAN a *to-do checklist*
- ⦿ **SEARCH THE ENVIRONMENT FOR INFORMATION**
  - > ASK QUESTIONS
  - > VISUALIZE accomplishing your goals
- ⦿ **USE FEEDBACK**
  - > TELL YOURSELF to get to work (or else!)
  - > KEEP TRACK of how you spend your time

## REAL Reasons for Procrastinating



- ⦿ **LACK OF SELF-CONFIDENCE**
- ⦿ **LOW FRUSTRATION TOLERANCE**
- ⦿ **HOSTILITY**

## Asking Questions to Actively Read & Listen

- ◎ **Ask questions to be active!**

- > Information in lectures and textbooks are the “answers”
- > Be active to find the corresponding “questions” to unlock meaning (**Jeopardy**)
- > Your questions as potential test questions



## Preparing for Tests

- ◎ **ASK QUESTIONS**

- > Note cards
- > Q&A Outlines

- ◎ **ORGANIZE AND VISUALIZE INFORMATION**

- > CC Webcharts
- > Skeleton Key Diagrams

- ◎ **SEARCH THE ENVIRONMENT FOR INFORMATION**

- > Find resources

- ◎ **THINK POSITIVELY**

- > Positive self-talk

## You Live in a MENTAL World Largely of Your Own Making

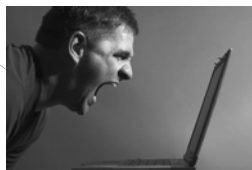


## Managing Your Life

- ◎ **KEEP TRACK** of your behavior and the conditions under which it occurs
- ◎ **GO FOR GOAL:** set intermediate goals
  - > Create motivating incentives
- ◎ **TELL YOURSELF** what to do in a consistent and persistent way
- ◎ **PLAN** some slack into your program of self control (don't regard a slip as a reason to quit)

## DON'T Believe This:

**EXTERNAL EVENTS**  
act on  
**PERSONAL WEAKNESSES**  
to produce  
**EMOTIONAL AND BEHAVIORAL PROBLEMS**



## DO Believe This:

**SELF-REGULATING STRATEGIES**  
enhance  
**PERSONAL ADAPTATION**  
to produce  
**SUCCESSFUL COPING**



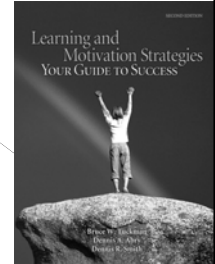
## The Instructional Model: ADAPT

- Active *D*iscovery  
And *P*articipation  
thru *T*echnology  
(Tuckman, 2002)
- Enables students to use the strategies, receive feedback, and transfer the strategies to other situations



## How Does ADAPT Work?

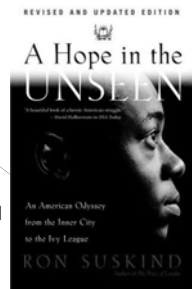
- Regular class attendance is required
- An instructor is present to provide individualized assistance
- New content is provided in the course textbook:
  - Tuckman, Abry, & Smith (2008). *Learning & Motivation Strategies: Your Guide to Success* (2nd ed)
- Class time is spent doing over 200 assignments (in manageable chunks) on the web and receiving feedback



## How Does ADAPT Work?

A secondary text, *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League*, not only provides a diversity feature, but also enables students to:

- Improve their critical reading skills, and
- Apply the strategies



## Critical Instructional Features of ADAPT

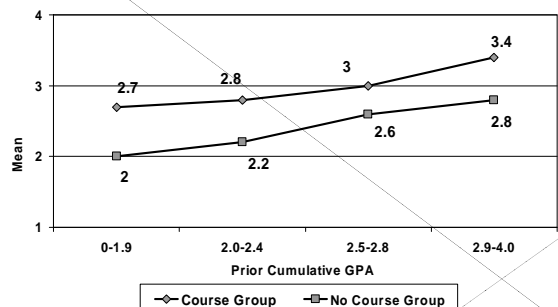
- Provide structure (to help students **TAKE RESPONSIBILITY**)
  - Deadlines
  - Clear expectations
  - Performance requirements
  - Grading rubrics
- Provide opportunities to practice, perform, receive and **USE FEEDBACK**
- Break everything down into **BITE-SIZED PIECES** to present **REASONABLE RISK**
- ASK QUESTIONS** of students
  - Encourage students to ask questions of themselves, as well

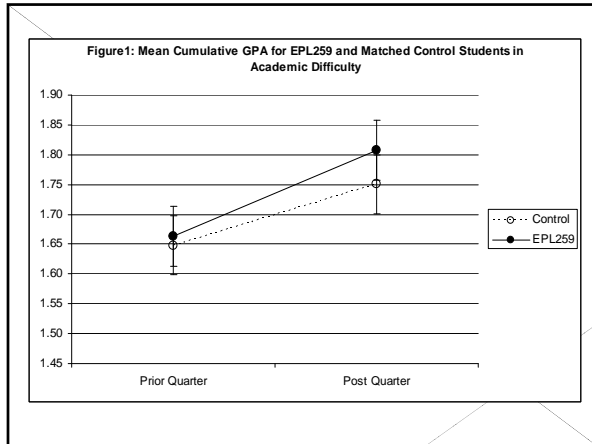
## What is the Effect of Learning and Motivation Strategies on Students' Academic Performance?

The following slides show graphical data that demonstrate the effect of LMS upon students.

Course-takers make significantly greater GPA and retention gains than closely matched non-takers.

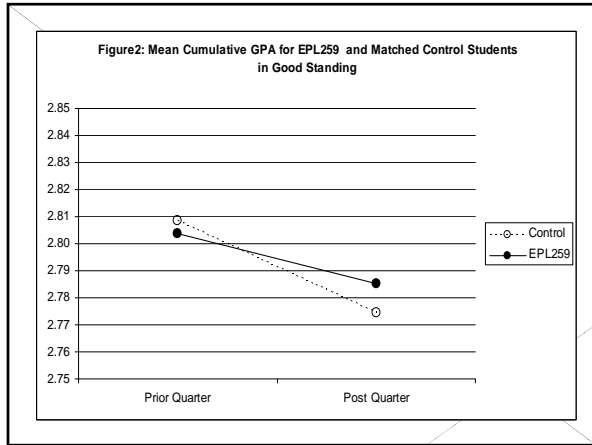
## Quarter GPA





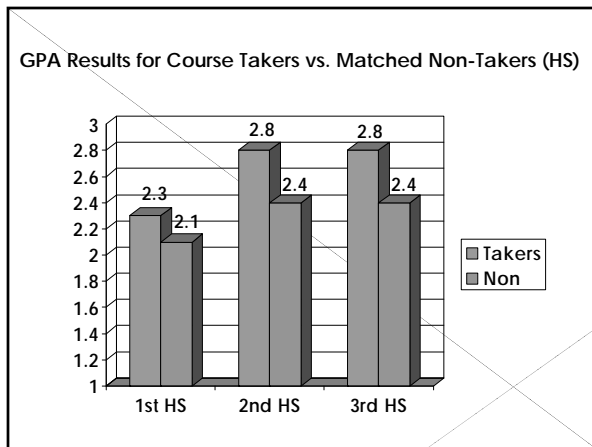
**Repeated Measures Analysis of Variance of GPA for Students in Academic Difficulty: Cohorts Taking EPL 259 Between Spring 1998 through Spring 2007 (N = 337)**

Source	F	P
Student (Group Gender)	6.33	0.000
Group	1.52	0.218
Quarter	96.12	0.000
Gender	7.32	0.007
Group*Quarter	3.47	0.063
Group*Gender	0.19	0.663
Quarter*Gender	0.03	0.869
Group*Quarter*Gender	0.79	0.373



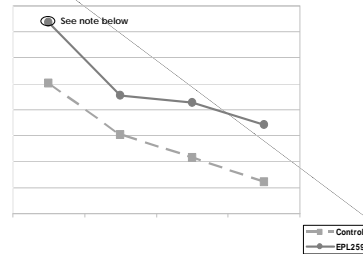
**Repeated Measures Analysis of Variance of GPA for Students in Good Standing: Cohorts Taking EPL 259 Between Spring 1998 through Spring 2007 (N = 2498)**

Source	F	P
Student (Group Gender)	14.67	0.000
Group	0.15	0.694
Quarter	53.52	0.000
Gender	68.08	0.000
Group*Quarter	4.70	0.030
Group*Gender	0.01	0.936
Quarter*Gender	0.23	0.635
Group*Quarter*Gender	2.81	0.094



**Inferential Statistics: Significant Difference In Quarter GPA**

*Figure 2: Quarter GPA Over The First Four Quarters of Enrollment For Students Taking EPL 259 and Matched Controls*



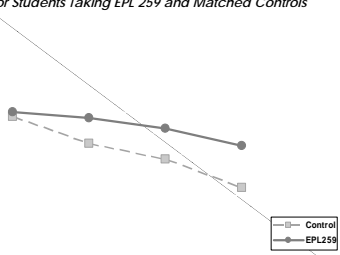
- The consistent drop in quarter GPA was significant over the first four quarters of enrollment for both groups, but this rate of decline did not differ between the groups. On average students in both groups lost 0.05 points per hour per quarter.

- However, on average students who took EPL 259 during their first quarter of enrollment had significantly higher quarter GPAs than students in the matched control group across the first four quarters of enrollment.

NOTE: The AU1 quarter GPA for students in EPL259 does not include the grade or hours earned in the EPL 259 course. This point is circled in Figure 2. One student in the EPL group was not included in the GPA calculation for AU1 due to insufficient hours.

### Inferential Statistics: Significant Difference In Retention

Figure 3: Percent Retention Over The First Four Quarters of Enrollment For Students Taking EPL 259 and Matched Controls



- The consistent drop in retention was significant over the first four quarters of enrollment for both groups. This rate of decline did not differ between the groups. The attrition increased over the four quarters by a factor of 2 for both groups.

- However, the overall attrition rate was significantly higher for students in the matched control group. Specifically, students in the matched control group had an attrition rate approximately 5 times greater than students who took EPL 259.

For more information about how to bring LMS to your school or campus and increase your students' academic performance and retention, contact . . .

**Bruce W. Tuckman, Ph. D.**  
Professor and Director of the Walter E. Dennis Learning Center

Phone: 614.688.8284  
Email: [Tuckman.5@osu.edu](mailto:Tuckman.5@osu.edu)  
<http://dennislearningcenter.osu.edu>