Readiness and Resiliency Factors Contributing to Student Success

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The Three “R’s”

Readiness  +  Resiliency  =  Retention
Plan for the afternoon

- Outcomes
- Operational definitions and the importance of these topics important to student affairs
- How do readiness and resiliency show up
- Small group discussion
- Peer institution highlights
Outcomes

- Better understand the topics of resiliency, readiness and the connection they have to retention.

- Learn about readiness and resiliency programs at other institutions.

- Discuss strategies to consider in addressing the issues and consider institutional applicability.
Operational Definitions

READINESS can be defined operationally as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.

RESILIENCY can be defined operationally as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress—such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences.
“More than four of every five students expected their institution to emphasize academics to a substantial degree and expected to attend campus events and interact with students from different backgrounds. But by the end of their first year, most students said that their institutions did not emphasize these areas as much as they expected.”

- G. D. Kuh
Course expectations are different than HS

Emphasis is on thinking and analysis as opposed to memorization

Increased reading

Increased writing

Relationship between instructor and student is different

And?

Not prepared to fail

Appropriate emotion reaction

Emphasis has been on perfection

Used to more hand-on support

Unaware of self or self focused

And?
Impact

- Lack of readiness necessitates increased support systems (tutoring, remedial courses)
- May increase time to degree
- May lead to frustration and non-completion of the degree
- Faculty frustration
- Eventual erosion of the degree
- And?

- Lack of resilience may result in dropping out
- May increase support needs from student services
- May impact other student experiences
- Does not prepare one for life
- And?
How can readiness and resilience be determined?

- In pairs, discuss if and how readiness might be determined. What are the benefits and drawbacks of doing so?

- Are readiness and resilience connected/related? If so how. If not, why not?
Building Resilience

- Make Connections
- Avoid seeing crises as insurmountable problems
- Accept change as a part of life
- Move toward goals
- Take decisive action
- Look for opportunities for self-discovery
- Keep things in perspective
- Maintain a hopeful outlook
- Self care

Discussion Questions

• What observations have you made about college student readiness at your institution?

• What are the readiness factors you consider to be the most important for incoming students at your institution?

• What observations have you made about the resiliency of college students over the course of the past five years?

• How can APLU’s develop more resiliency in their students?
“Readiness” - Dr. Rosie Phillips Bingham, Vice President for Student Affairs, University of Memphis

“Resiliency Project” - Dr. Virginia Hardy, Vice Provost for Student Affairs, East Carolina University.

“Retention” - Dr. Barbara Henley, Vice Chancellor for Student Affairs, University of Illinois-Chicago.
References

