Habits of Successful Brooklyn College Students
What Happens to a Typical Class of Entering Freshmen?

Status of Our First Time Freshmen, Six Years Later

- **53.3%**: Graduated, Brooklyn College
- **14.5%**: Graduated, Another College
- **12.4%**: Still Enrolled at Brooklyn College
- **8.8%**: Still Enrolled, Another College
- **1.1%**: Not in College

8.8%
What Happens After You Begin is More Important

<table>
<thead>
<tr>
<th>SAT Score</th>
<th>6-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1300 or Better</td>
<td>76.8%</td>
</tr>
<tr>
<td>1100-1290</td>
<td>53.3%</td>
</tr>
<tr>
<td>1000-1090</td>
<td>54.0%</td>
</tr>
<tr>
<td>Lower Than 1000</td>
<td>49.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester GPA</th>
<th>6-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00 or Better</td>
<td>66.7%</td>
</tr>
<tr>
<td>2.00-2.99</td>
<td>45.7%</td>
</tr>
<tr>
<td>0.00-1.99</td>
<td>15.4%</td>
</tr>
</tbody>
</table>
Common Sense

• Aren’t these tips all common sense?
  – In the social sciences, everything seems like common sense once it’s said.
  – Sometimes, what we expect to find turns out to be wrong.
  – Diametrically opposed beliefs often seem like common sense; but which is right?
  – Common sense may suggest many things, but which are more important? Less? How should you prioritize?
The following table summarizes the findings from the Northumbria University College Leavers Survey:

<table>
<thead>
<tr>
<th>They had underestimated...</th>
<th>They had overestimated...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The academic demands of their courses.</td>
<td>The amount of academic support they would receive.</td>
</tr>
<tr>
<td>The workload they would encounter in their courses.</td>
<td>The amount of one-on-one interaction they would have with faculty.</td>
</tr>
<tr>
<td>The importance of being an independent learner.</td>
<td>The fit between their study habits and the demands of college work.</td>
</tr>
</tbody>
</table>

Source: Northumbria University College Leavers Survey
Habits-National Study regularly instead of cramming.

- Diff b/w Recognition (knowing you’ve seen it before) and Recall (remembering not only the concept, but its relation to other concepts)
- Kornell 2009-UCLA study: spacing out learning was more effective than cramming for 90% of the participants who took part in one of his experiments – and yet 72% of the participants thought that cramming had been more beneficial.
Habits-National
Study regularly instead of cramming.

• Why? Cramming is effective for recognition, but not recall. I.e., it doesn’t help us develop a firm understanding of the meaning of the concept that can help us understand questions about it.

• Same study: cramming can also harm performance indirectly, through loss of sleep.

(Arum and Roska 2011, pg. 100-101) found learning was significantly better for those who study by themselves, and not in groups. This effect grew as the amount of studying increased.
Learning Performance and Hours Spent Studying, Alone and with Peers

Figure 4.3. Predicted 2007 CLA scores, by hours spent on selected student activities (based on Table A4.2, fixed-effects model)
Habits-National
Study in Varied Locations.

• Study: College students who studied lists of 40 vocab words in two different rooms—one windowless and cluttered, one modern with a courtyard view—did far better than students who studied twice in the same room.

• Confirmed by later studies.
Habits-National
Study for more than one course or topic in a single sitting.

• Rohrer & Taylor, Applied Cognitive Psychology
• ½ of 4th graders given repeated examples of one type of equation
• ½ of 4th graders given examples of mixed sets of equations
• Mixed sets then performed better, 77-38%
Habits-National
Get enough sleep.

• 70% of college students report insufficient sleep. The consequences of sleep deprivation and daytime sleepiness are especially problematic to college students and can result in lower grade point averages, increased risk of academic failure, compromised learning, impaired mood, and increased risk of motor vehicle accidents.

• Causes and consequences of sleepiness among college students. By Shelley D Hershner and Ronald D Chervin http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4075951/
Sleep

• sleep deprivation showed a significant decrease of performance in cognitive tasks assessing inference, recognition, relationship between concepts.

• impaired performance on verbal creativity and abstract thinking, assumptions, and deduction

• Students who obtained more sleep (long sleepers, ≥9 hours) had higher GPAs than short sleepers (≤6 hours): GPAs were 3.24 vs 2.74 on average, respectively.
Habits-National

Interact with faculty inside and outside of class.

• Student involvement with faculty is directly and positively related to student’s academic performance.

• Similar studies (Volkwein, King and Terenzini, 1986; Salter and Persaud, 2003) show that faculty contact is directly and positively related to a student’s academic performance.

• According to Kezar and Kinzie, “The result is usually that faculty become role models, mentors, and guides for continuous life-long learning” (2006, p. 151).
Habits-National
Have a study strategy: SQ3R or PQRST.

- SQ3R: a reading comprehension method named for its five steps: survey, question, read, recite, and review.
  - Survey: 1 minute: headings and subheadings, intro sentences, photo/graph descriptions.
  - Question: 30 seconds: anticipate what chapter is about, likely information
  - Read: variable. Devote attention to each section.
  - Recite: 1 minute: write out key points of all sections.
  - Review: LT 5 min: Test yourself on the key points, terms, research findings. Ask yourself: has text demonstrated what it said it would?
    - Can you answer study questions in the text?
Habits-National
Have a study strategy: SQ3R or PQRST.

• PQRST: Preview, Question, Read, Summary, Test.
• Preview: The student looks at the topic to be learned by glancing over the major headings or the points in the syllabus.
• Question: The student formulates questions to be answered following a thorough examination of the topic(s).
• Read: The student reads through the related material, focusing on the information that best relates to the questions formulated earlier.
• Summary: The student summarizes the topic, bringing his or her own understanding into the process. This may include written notes, spider diagrams, flow diagrams, labeled diagrams, mnemonics, or even voice recordings.
• Test: The student answers the questions drafted earlier, avoiding adding any questions that might distract or change the subject.
Habits-National
Have a study strategy: SQ3R or PQRST.

• Main point: it’s not so much which method you use, but that you have a strategy that engages the material.

• Association for Psych Science (Dunlosky et al 2013) found highlighting does not consistently boost test performance.

• http://psi.sagepub.com/content/14/1/4.full?ijkey=Z10jaVH/60XQM&keytype=ref&siteid=sp psi
Brooklyn College Students Are Unique

• Demographics & Diversity
• Socioeconomic
• According to the College Board, the mean SAT score for the Class of 2014 was 1010 (497 for Critical Reading, 513 for Mathematics).
• Entering Fall 2014 Class, Brooklyn College:
Demographics

- Nationally, 56.8% female; 43.2% male.
- Brooklyn College: 58.4% female, 41.6% male.
- Nationally, 88% of students are under 25 at public four-year institutions. BC: 73%.
Socioeconomic

• 32% of Brooklyn College undergraduates are first generation students.
  – Nationally, 31.9% of students at 4-year non-doc publics were first generation.

• 58% of Brooklyn College undergraduates have a household income under $40,000 (median household income in Brooklyn is $46,085).
  – Nationally, 41.0% of students at 4-year non-doc publics had a household income below $40,000.

• 25% of Brooklyn College undergraduates spend more than 10 hours per week as a care provider.

• 71% of Brooklyn College students receive financial aid.
  – Nationally, 68.5% of students at 4-year non-doc publics had received federal aid (includes all federal grants, loans, work-study awards, and Direct PLUS loans to parents. Excludes Veterans’ benefits and education tax credit and tax deduction benefits)
SAT Scores


• In 2014, this equates to the 60th and 67th percentiles, respectively.

• Mean Critical Reading: 497. Mean Math: 513. Overall Mean: 1110.
Habits of Successful Students at Brooklyn College (Mid-Year Survey)

• Maintaining a Calendar with Assignments and Due Dates
• Attending all Classes, except illness and religious observance
• Reading required material before class.
• Visiting the Learning Center for help.
• Planning so that there is enough time to study.
• Working with a peer mentor.
• Participation in on-campus clubs.