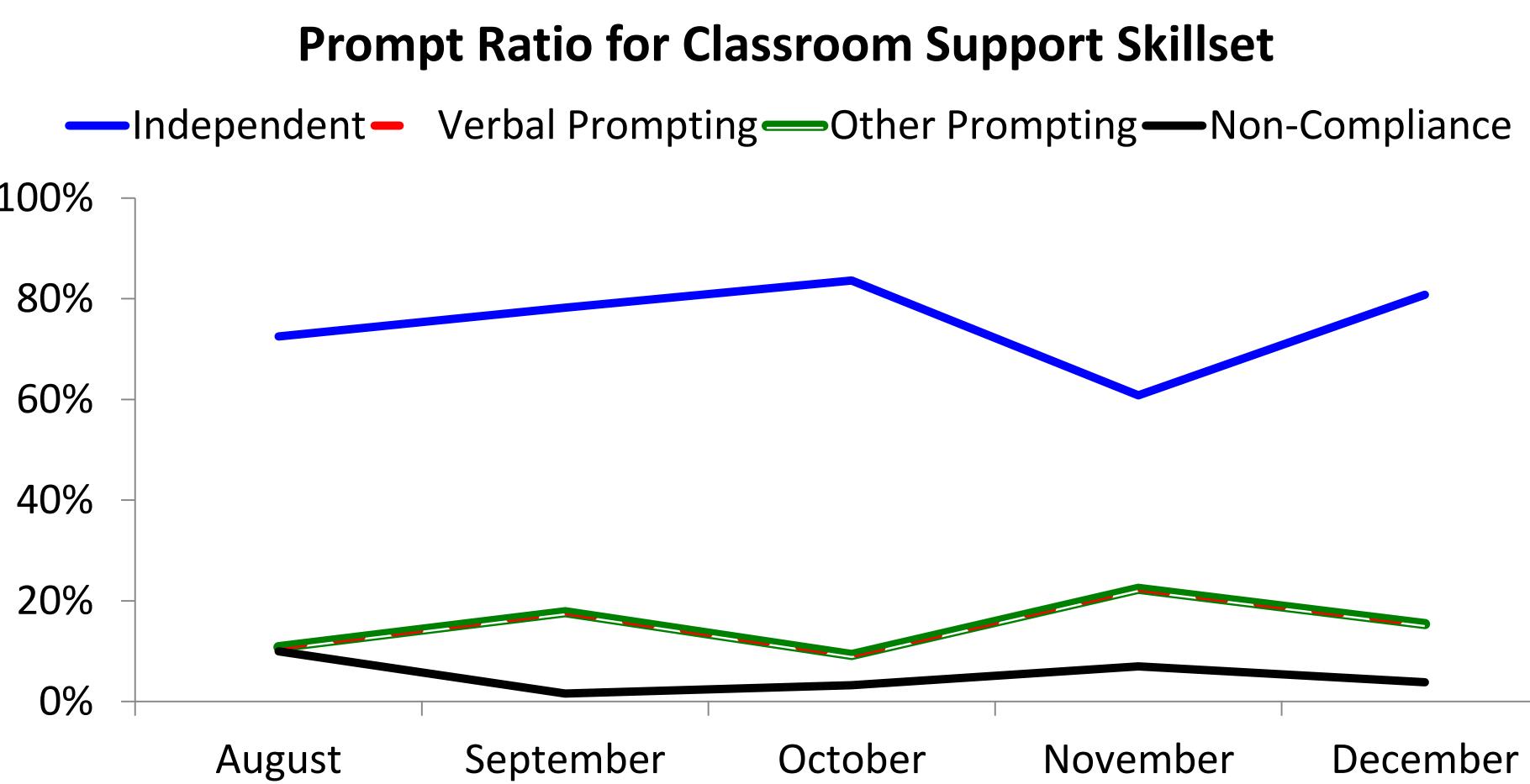
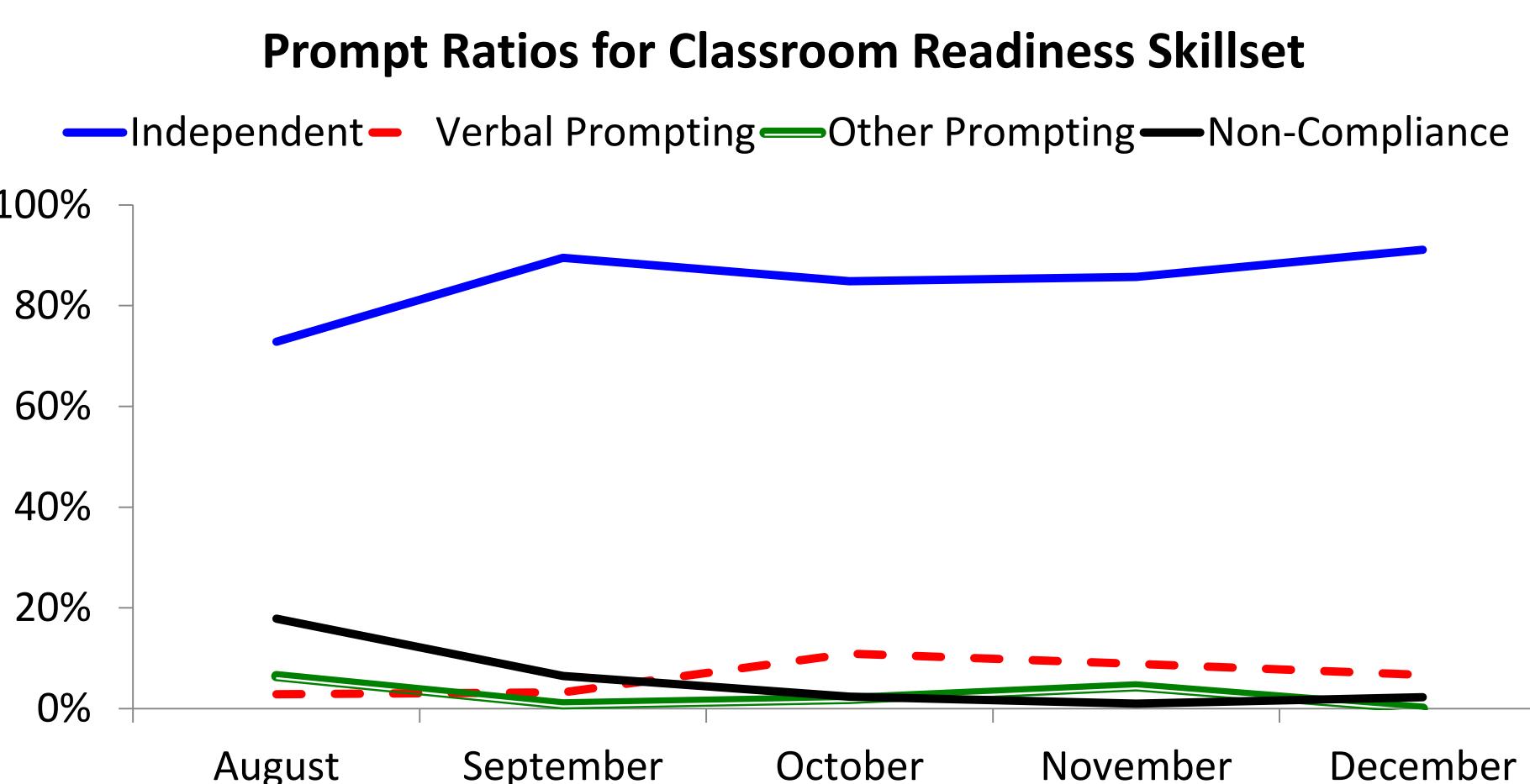
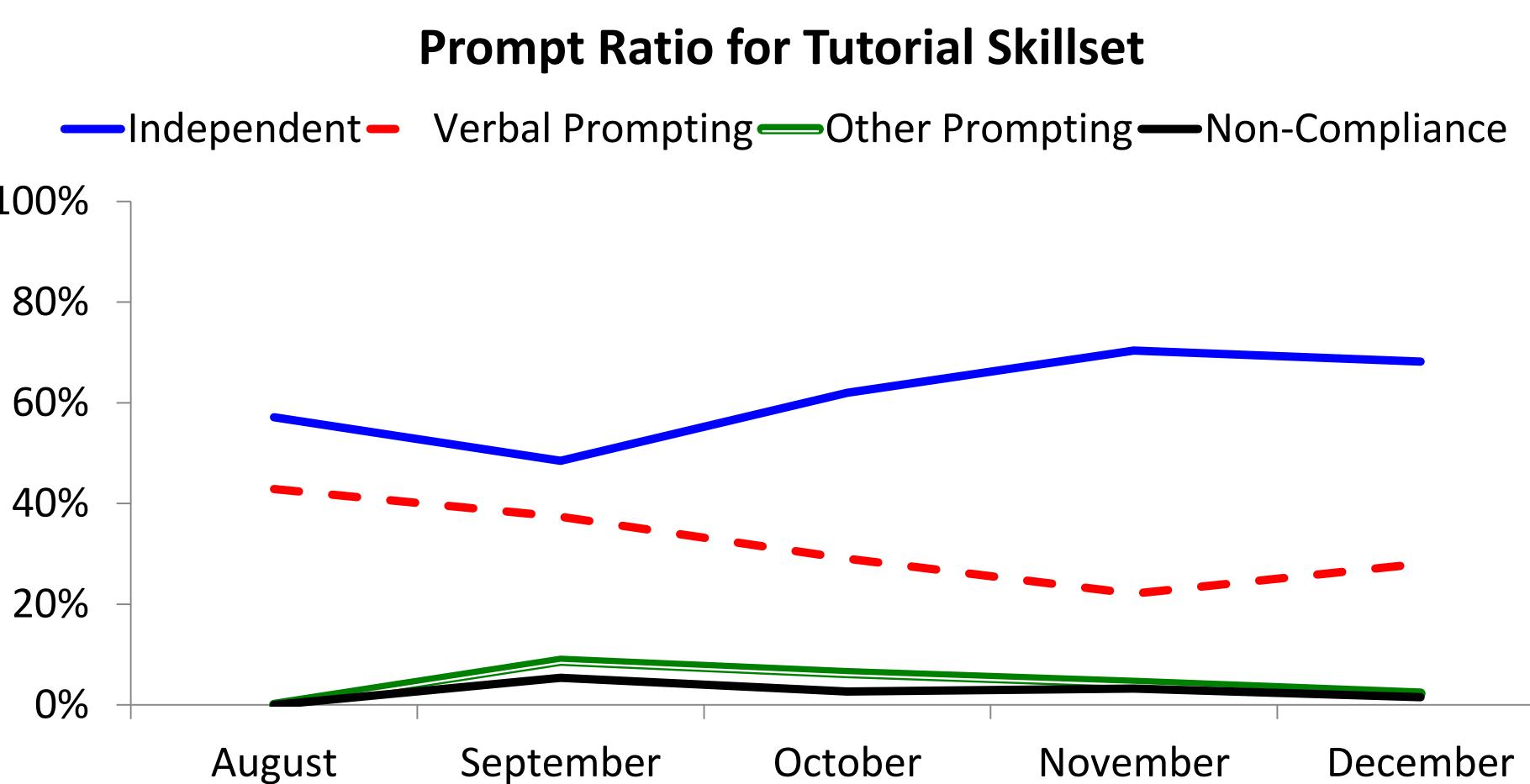
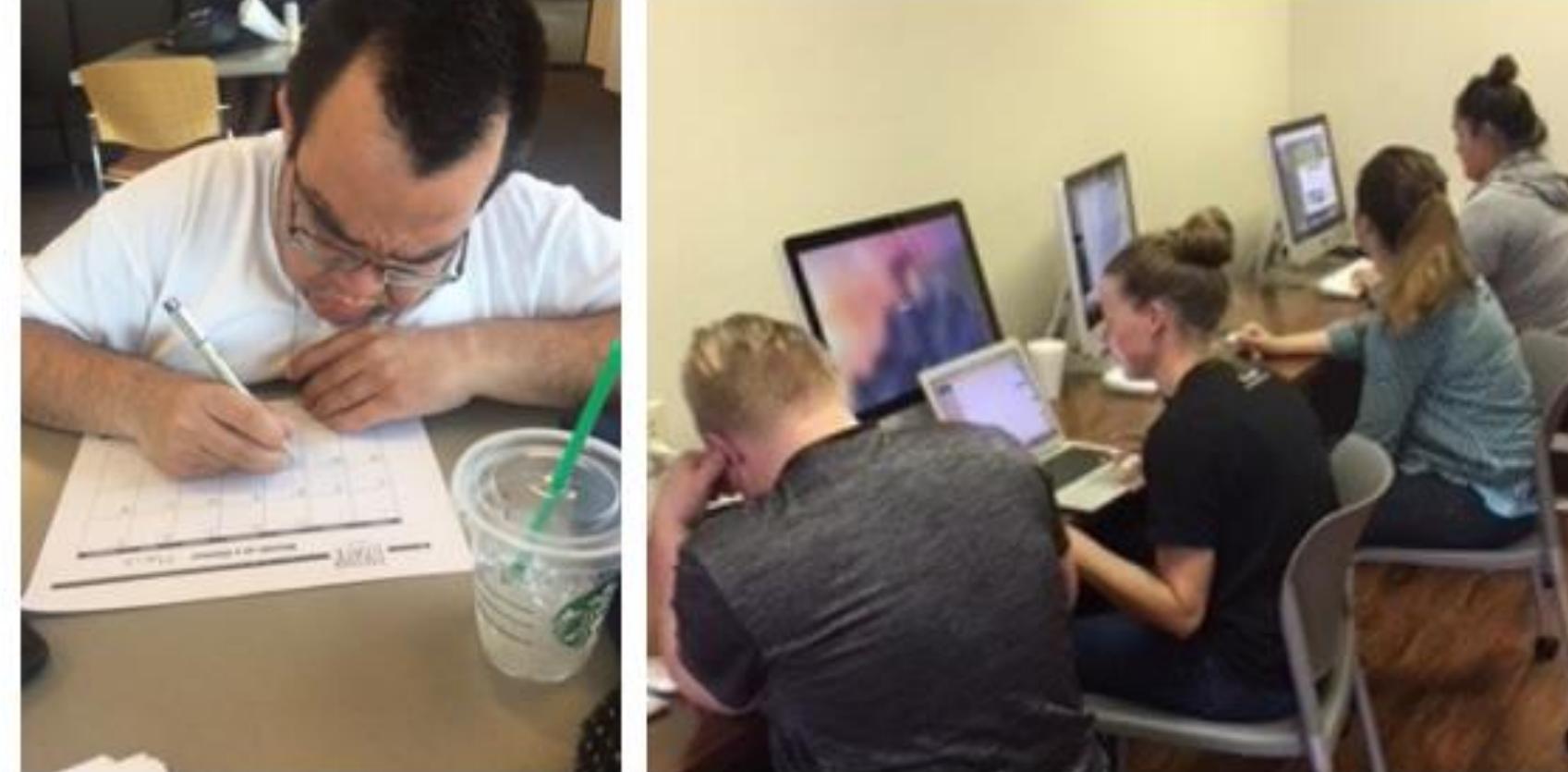


# A Foundation for Academic Success

## Life Lessons from Wayfinders at Fresno State for Freshman

### Plot Points

- ❖ **Tutorial Skillset:** 1,374 scores to 5 plot points, 18 students.
- ❖ **Classroom Readiness Skillset:** 723 scores to 5 plot points, 17 students.
- ❖ **Classroom Support Skillset:** 2,854 scores to 5 plot points, 18 students.



### Portions of the Skillsets Needing the MOST Improvement (Verbal Prompting levels higher than Independent levels)

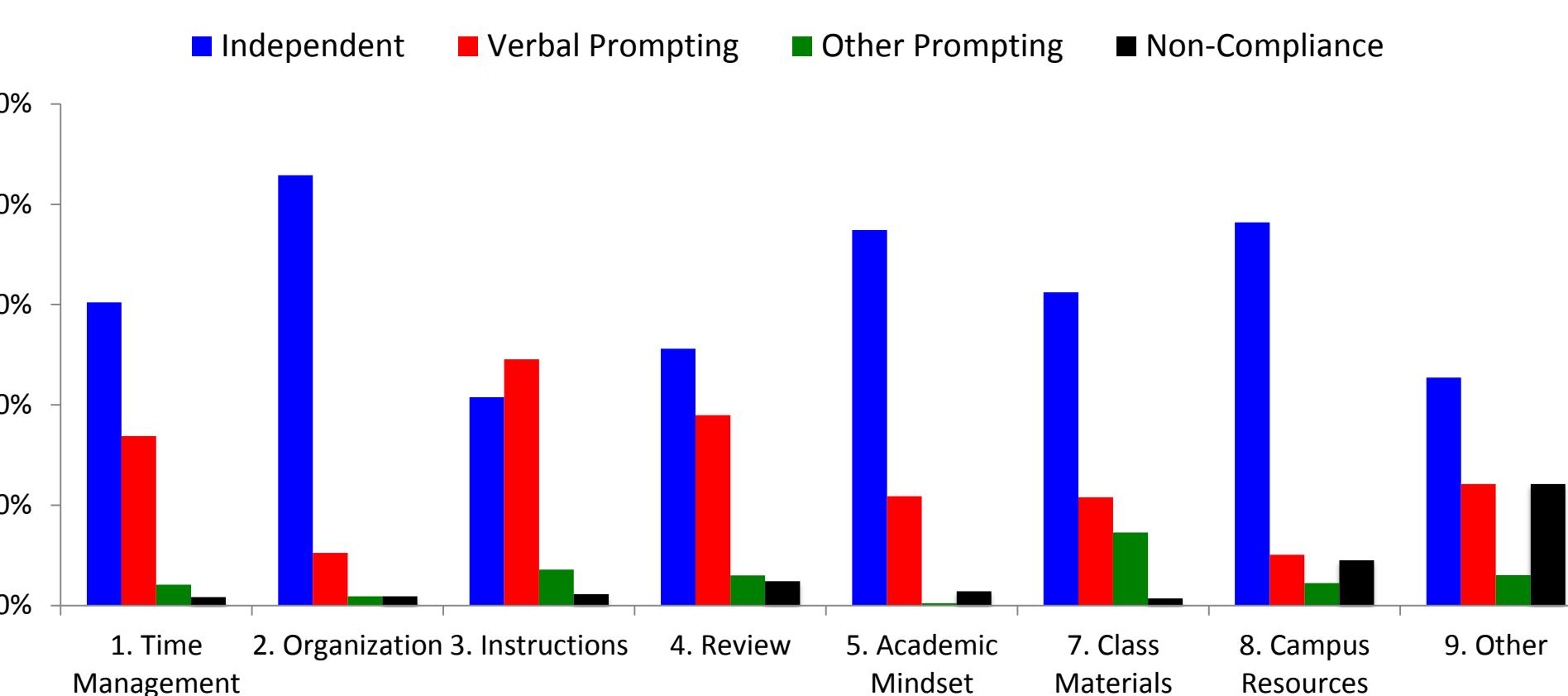
- ❖ **Tutorial**
  - ❖ 3. *Instructions:* Understanding what the assignment is asking you to do and the steps necessary to complete it. It can be difficult to determine all of the necessary steps required to complete the assignment. Often times, verbal instructions regarding assignments can be missed during class due to difficulty with attention, difficulty with processing verbal instructions, and/or lacking the skills to take proper notes.
- ❖ **Classroom Readiness**
  - ❖ 6. *Assignment:* Completing the assignment, bringing it with them, and submitting it to the professor in class on the appropriate due date. Students demonstrate difficulty with this task due to not scheduling appropriate time throughout the week to complete the assignment, not properly utilizing planned time to work on the assignment, or not knowing the assignment due date. Often times, it is determined that the student did not understand the assignment instructions and/or the steps needed to complete it and did not ask for assistance or clarification. Students may also not come prepared to turn in the assignment either having lost it or left it at home.
- ❖ **Classroom Support**
  - ❖ 3. *Sleep:* Student is falling asleep in class. Students are being exposed to longer class sessions requiring focus on lecture based learning which can cause them to become tired, bored, or inattentive. Students are not getting an appropriate amount of sleep the night before or throughout the week
  - ❖ 4. *Phone Passive:* Student is looking at their phone during class without actively using it (i.e., reading a text message, checking the time, checking pop-up alerts). Students experience difficulty with maintaining attention. Students rely on their phones for a number of things, such as communicating and scheduling, causing it to be a distraction during class.
  - ❖ 6. *Movement:* Student is disruptive, rude, or makes obscene movement. This can also include sitting in a seat in an inappropriate manner. Student are being exposed to longer class session than they are used to which can cause them to become bored or lose focus. They may start to entertain themselves by rocking back and forth in their chair or walk out during lecture. Students may also start to shuffle through their bag to find something and cause a distraction by doing so.
  - ❖ 8. *Leave:* Student leaves the classroom during lecture with or without permission. Students are being exposed to longer class sessions than they are used to which can cause them to become tired and step out in hopes to redirect their mind.



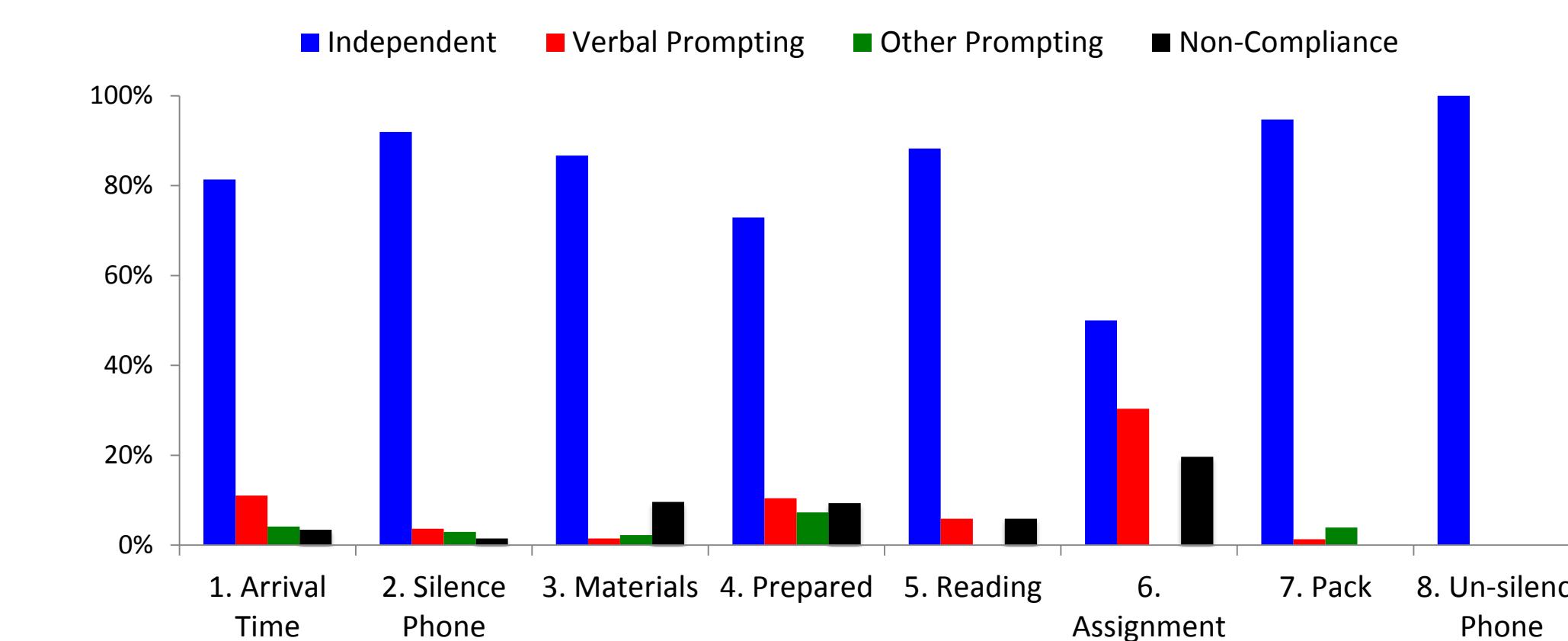
### Methodology

- ❖ 18 students from the Class of 2019 in their 1<sup>st</sup> year at Wayfinders at Fresno State.
- ❖ Over the course of the Fall 2017 semester, 8/1/17 – 12/31/17.
- ❖ Overall prompting ratios, multiple scores per program and per student. Four prompting ratios: overall independence, verbal prompting, other prompting, and non-compliance.
- ❖ Overall independence should be going up, both types of prompting (especially verbal prompting) and non-compliance (if any) going down, as each month passes.

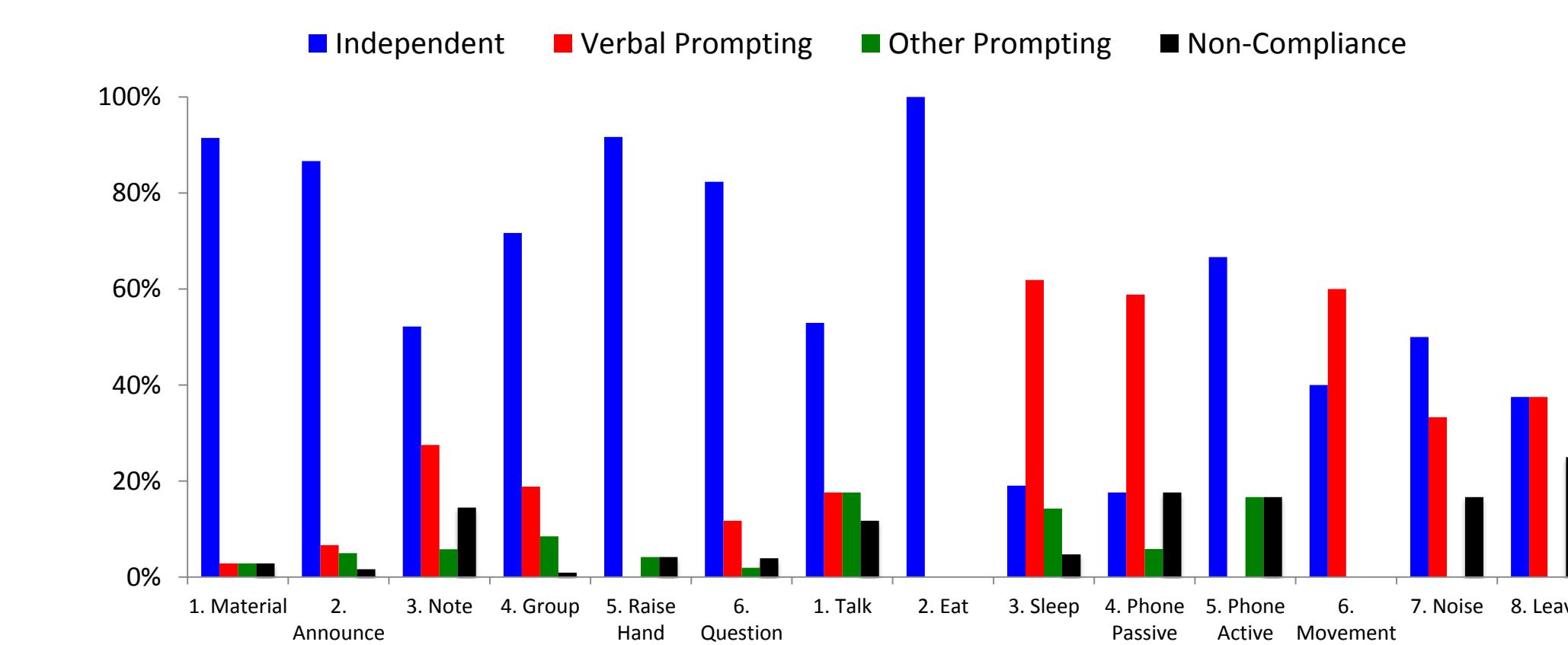
### **Prompt Ratios in Tutorial Skillset**



### **Prompt Ratios for Classroom Readiness Skillset**



### **Prompt Ratios for Classroom Support Skillset**



1. Skills practiced in Tutorials, right before classes for Classroom Readiness, and during class for Classroom Support are the foundational skillsets we have previously determined that are necessary for Academic Success.
2. Based on support staff observations, skills practiced in Tutorials and their success rates play a substantial role in skills for Classroom Readiness, and Classroom Readiness success rates play a substantial role in skills during class for Classroom Support.
3. Success rates in skills for Classroom Support may ultimately determine Academic Success but is predetermined by practicing skills in Tutorials and Classroom Readiness as related to Academic Needs.