

**WRIGHT STATE
UNIVERSITY**

**CONVERSATIONS ON
STUDENT SUCCESS
WITH
DR. AMY SALAZAR
LEARNING LOSS & STUDENT SUCCESS**





GRAPPLING WITH LEARNING LOSS:
A BLUEPRINT FOR FACULTY AND
STUDENT SUCCESS

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Sam Houston State University*



OVERVIEW



Impetus for the Work



Learning Loss Forums



Outcomes of Research



Implementation Examples



Future Directions

WHAT IS LEARNING LOSS & WHY DO WE CARE?

Establishing the context and impact for Learning Loss

LEARNING LOSS

- Learning loss can be described as “unfinished learning”
 - Missed learning from disruption of the academic year
 - Attrition of previously acquired learning
 - Disengaged learning
- Students lost five months in math and four months in reading (K-12)
- Not just academic knowledge, but also skills, behaviors, and mindsets
(McKinsey Report, 2023)

WHAT IS THE IMPACT?

- Chronic absenteeism up 12% in 8th-12th graders; 42% of those classified as “chronically absent” are not attending school at all
- Significantly impacted mental health: dealing with social isolation, caregiving responsibilities, anxiety, loss of loved ones, etc.
- Lower levels of engagement, motivation, and loss of community of learning that is critical for student success
- Widened pre-existing opportunity gaps by hitting disadvantaged communities the hardest
- National economic impact: \$128-188 billion every year as the cohort enters the workforce (lower college-going rates, lower academic achievement, depressed earnings, higher mental health)

(McKinsey Report, 2023; Marlier, Durham, Brooks & Kerr, 2020; Besser et al., 2020)

HOW DO WE KNOW?

Data and indicators at every level show Learning Loss impacting our students and institutions

ACT test scores fall to lowest levels in 32 years

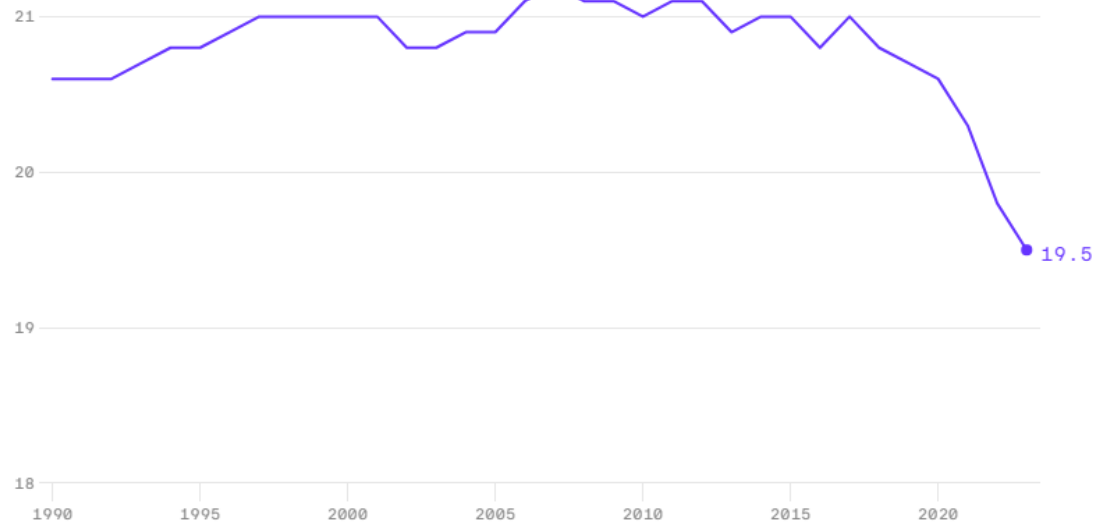


April Rubin



Average composite ACT score

Annually, 1990 to 2023



Data: NCES and ACT; Chart: Axios Visuals

HOW DO WE KNOW? NATIONAL-LEVEL INDICATORS

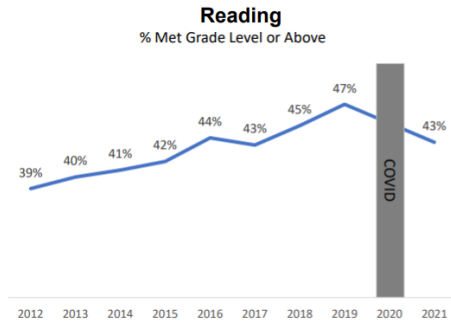
- 2023 Cohort were HS freshman when the pandemic began
- 4 in 10 graduating seniors did not meet ACT college readiness benchmark
- Compounding factors:
 - Who is taking it?
 - Test optional impacts

HOW DO WE KNOW?

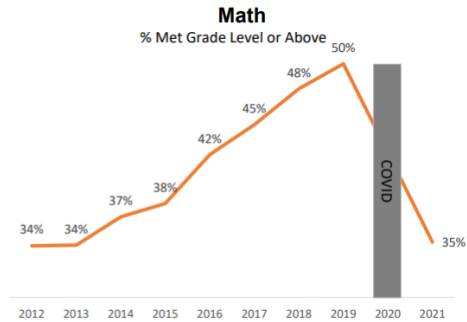
STATE-LEVEL LEARNING LOSS INDICATORS

Impacts of COVID-19: Preliminary STAAR Data Analysis

The negative impact of COVID-19 erased years of improvement in reading and math.

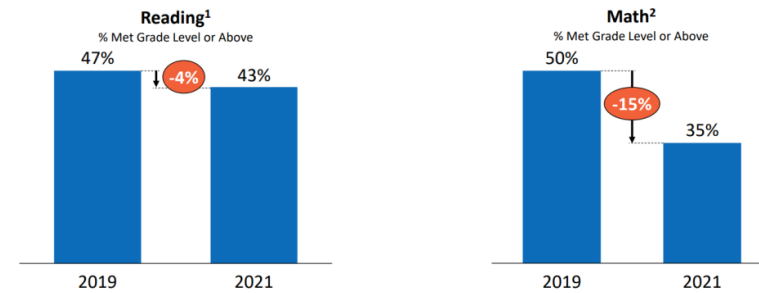


Source: [Overview of 2021 STAAR Results](#)



Impacts of COVID-19: Preliminary STAAR Data Analysis

STAAR results showed a decrease in academic performance with a larger decline in math than reading.



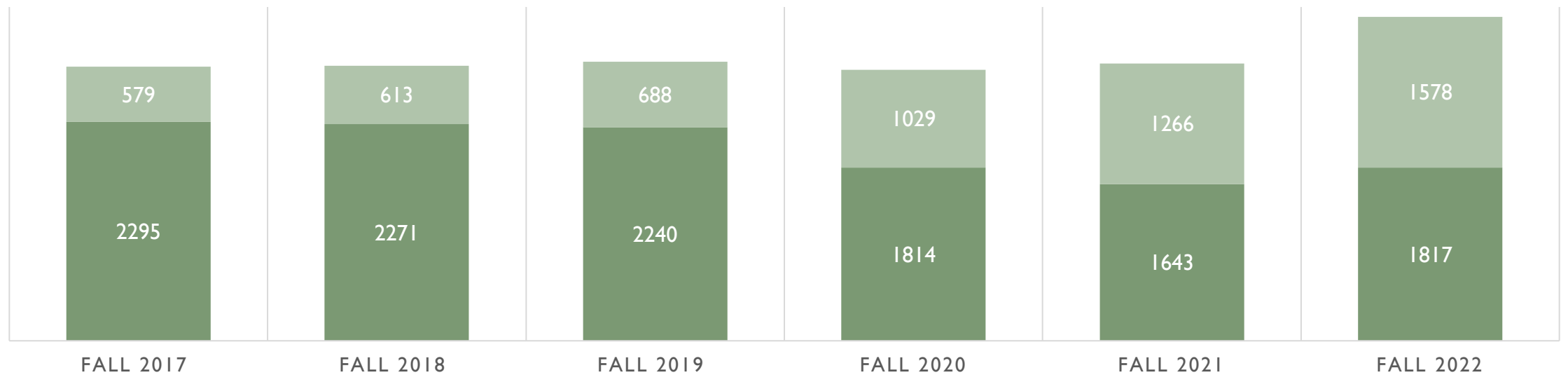
1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments; 2.7M tested students in 2019 and 2.4M in 2021. 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment; 3.3M tested students in 2019 and 2.9M in 2021. Note: Results for grades 3-5 combine assessments given in Spanish and English. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. Source: [Overview of 2021 STAAR Results](#)

HOW DO WE KNOW?

INSTITUTIONAL-LEVEL INDICATORS

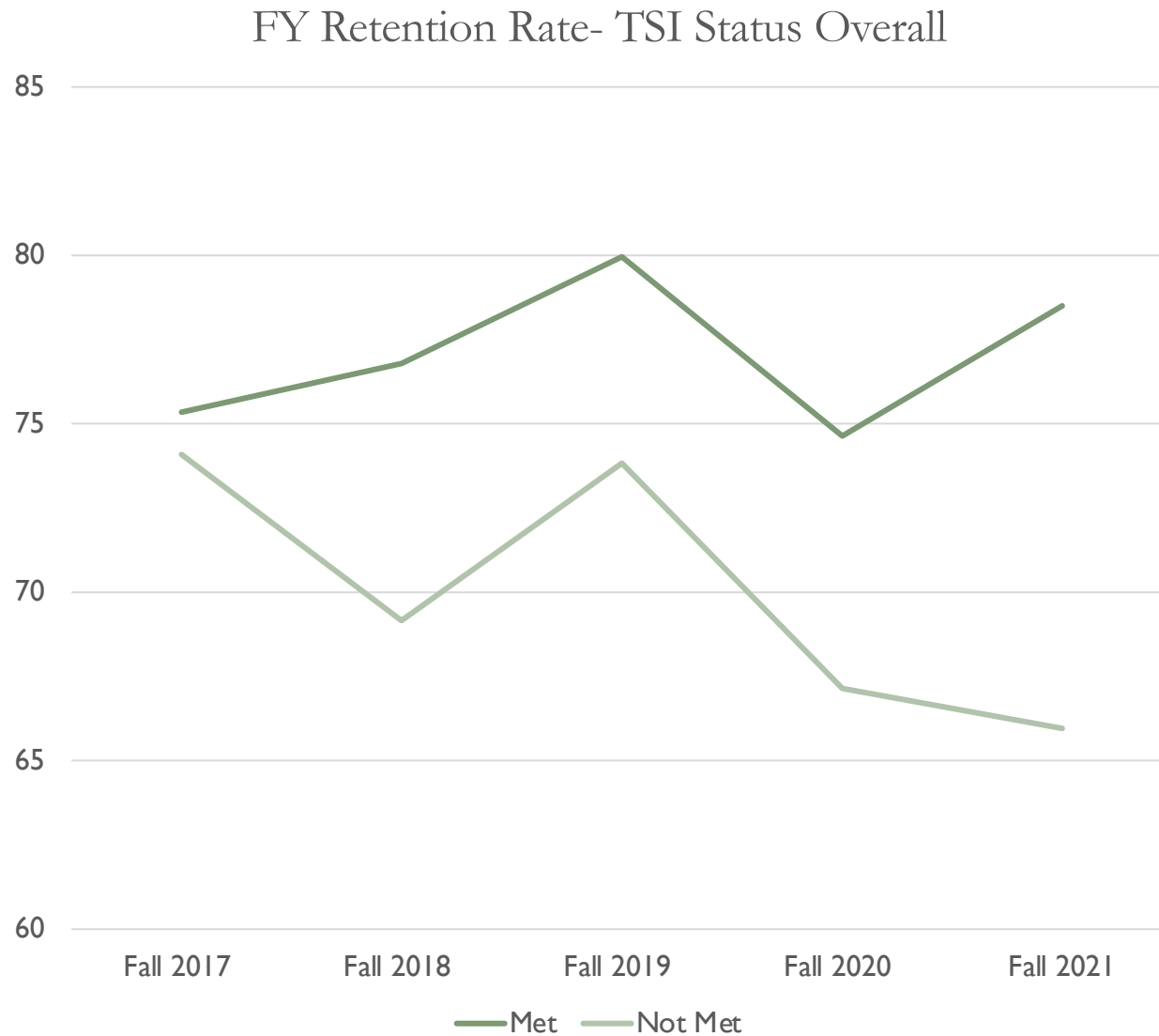
TSI STATUS OF INCOMING FRESHMEN

■ Met ■ Non Met



HOW DO WE KNOW?

STUDENT SUCCESS INDICATORS



- Decreases in retention and persistence rate
- Widening of the gap between college-ready and not college-ready students
- Increases in academic warning/insufficient SAP

HOW IS THIS IMPACTING OUR INSTITUTIONS?

Declining performance indicators

- Recruitment, Retention, Course Completion, Persistence, Graduation

Loss of revenue

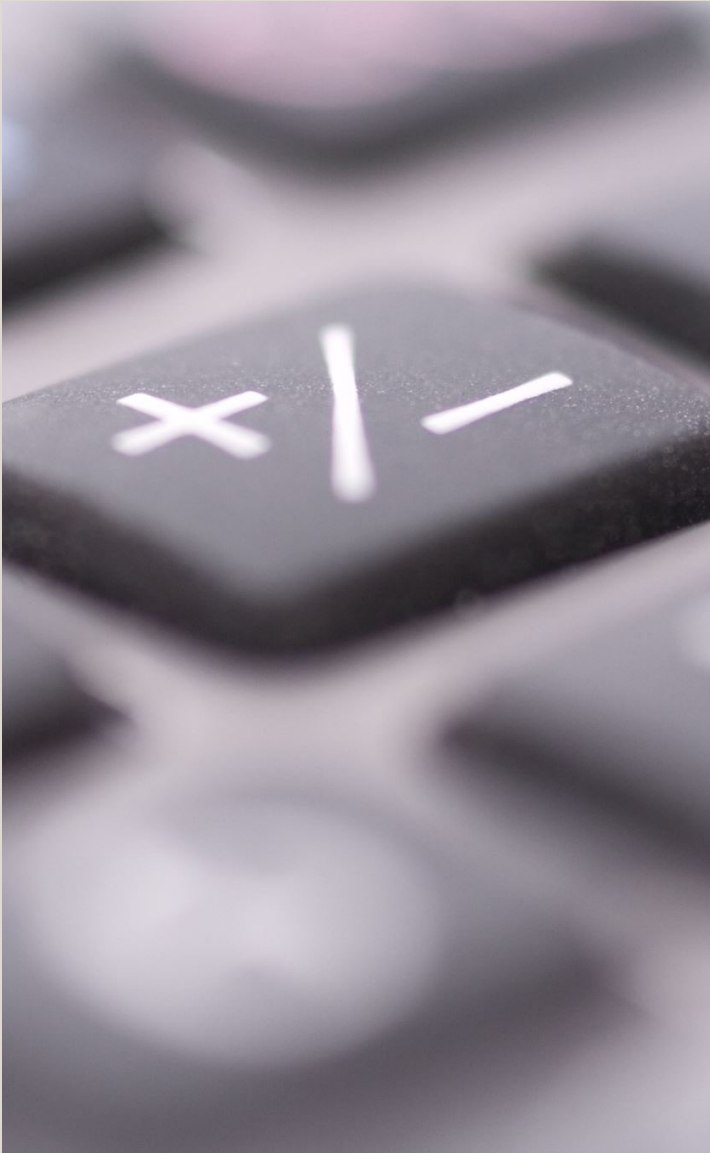
- Incoming students and persisting students

Faculty & Staff fatigue/burnout

- Closing the skill gaps for students along with disciplinary content
- Loss of community in the discipline/college/profession

WHAT CAN WE LEARN ABOUT
IT ON OUR OWN CAMPUS?

Leaning in to learn about Learning Loss



LEARNING LOSS FORUMS

100 faculty across the colleges participated in focus groups in Spring '23 with four guiding questions:

Objectives:

- Understand the faculty experience related to learning loss
- Identifying patterns and needed support for our students
- Discussing solutions and develop strategies for addressing learning loss as an institution

FACULTY EXPERIENCES OF LEARNING LOSS

“This is a new iteration of student, and I am vastly underprepared.”

– College of Education faculty member

FACULTY
EXPERIENCES
OF LEARNING
LOSS

Lack of Engagement

De-prioritization of School

Product over Process

Expectations of Continuous Flexibility

Student Life Changes

LEARNING LOSS RELATED SKILLS GAPS IN STUDENTS

*“Students just don’t know
how to ‘do’ school anymore.”*

– College of Education faculty member

SKILL GAPS OF STUDENTS



Life Management

Time Management

Prioritization

Resilience

Self-Efficacy/Self-Advocacy



Academic

Critical Thinking

Writing

Self-Directed Learning

Information Fluency



Professional

Communication

Collaboration

Career Direction and Goal Setting

FACULTY INNOVATIONS

*“...it’s messy and uncomfortable, and that’s
OK.”*

– College of Health Sciences faculty member

FACULTY INNOVATIONS

Pedagogical Strategies

- Assessment of learning
- Increasing group work/peer-to-peer engagement
- Relevancy of the content
- Power of the peer
 - Role modeling and peer feedback
- Role of technology

Building Community

- Connection to the faculty member
 - “Bringing humanity into instruction”
 - Newton Gresham Library faculty member
- Connection to each other
 - “Two people who do not know what they are doing is better than one.”
 - College of Arts & Media Faculty Member

HOW THE INSTITUTION CAN SUPPORT FACULTY

“The role of the faculty member is different than in the past... it’s so much more.”

– College of Education faculty member

FACULTY SUPPORT

PROFESSIONAL DEVELOPMENT

“If you are going to tell me to meet them where they are, then I need you to teach me how to meet them there.”

– Newton Gresham Library faculty member

MENTAL HEALTH CONCERNS OF STUDENTS

“I am overwhelmed as a faculty member by their need for emotional support, and I cannot even get to content.”

- College of Humanities and Social Sciences faculty member

REVIEW OF FACULTY WORKLOAD

“I need time to learn and innovate to deal with [learning loss], and I don’t have that time right now.”

– College of Health Sciences faculty member

RESOURCE AWARENESS AND NAVIGATIONAL ASSISTANCE

Faculty shared that they knew the institution offered many things to support student success, but navigating those resources was time consuming, and they did not have the time to keep up with changes when they wanted to refer students.

INSTITUTIONAL RECOMMENDATIONS

Faculty Support

- Mental Health Training and Support Resources
- Focused Professional Development
- Student Success Modules for Optional Course Adoption
- Student Success Resource Hub
- Review of Faculty Workload

Student Support

- Revision of UNIV 1101 BearkatU to Address Learning Loss Skill Gaps
 - Professional Communication
 - Writing skills
 - Academic planning/goal setting
 - Resiliency
- Integration of Career Readiness across the Curriculum
- Expansion of Academic Support Services
 - Academic Coaching
 - Embedded Tutoring

MAIN TAKEAWAYS



For students, the cognitive impact is important, but the academic behaviors possibly more so



Both faculty and students need rebuilding of community and support



Successful strategies must address both faculty and student success simultaneously

WHAT CAN WE DO ABOUT IT?

*Designing an institutional approach to studying and addressing Learning
Loss*



INTERVENTIONS

- Student Success Modules
- Student Success Hub Website
- Professional Development Workshop Series
- Majors Fair
- Course Revisions to UNIV 1101 BearkatU
- Growth of Learning Coach model with intrusive/proactive outreach

STUDENT SUCCESS LEARNING MODULES

- Use of LMS to host a sandbox of modules for faculty to adopt into their courses
- Topics addressed:
 - (8) Career based on NACE Career Competencies
 - (2) Academic Skill Building
 - Course Success Plan
 - Project Management
 - Professional Communication
 - Self-Advocacy
 - Get the Grade You Want
 - More intensive student success skill building

Course Content

Start Here
Visible to students

This folder contains a description of the items contained in this course and information on requesting these modules for your course(s).

Course Success Plan
Visible to students

Project Management
Visible to students

Course Content

Career Ready: NACE 8 Competencies
Visible to students

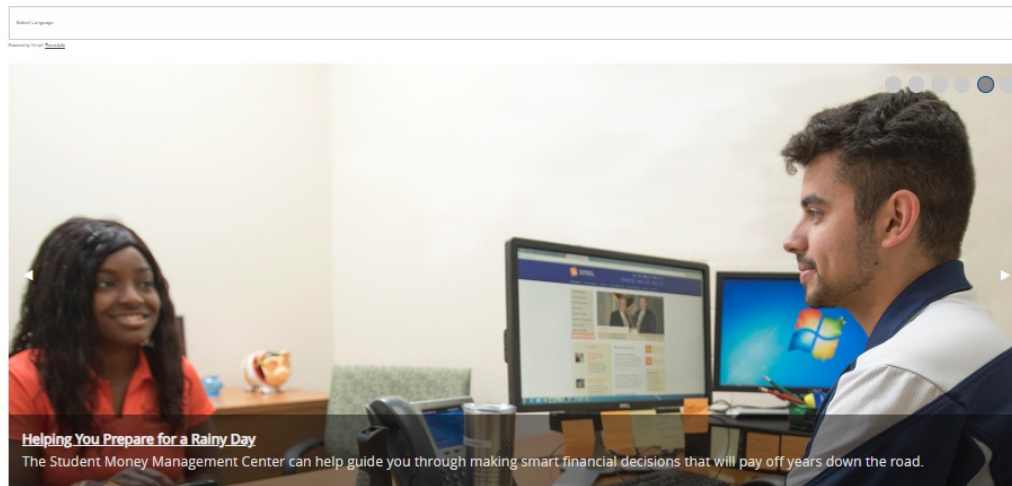
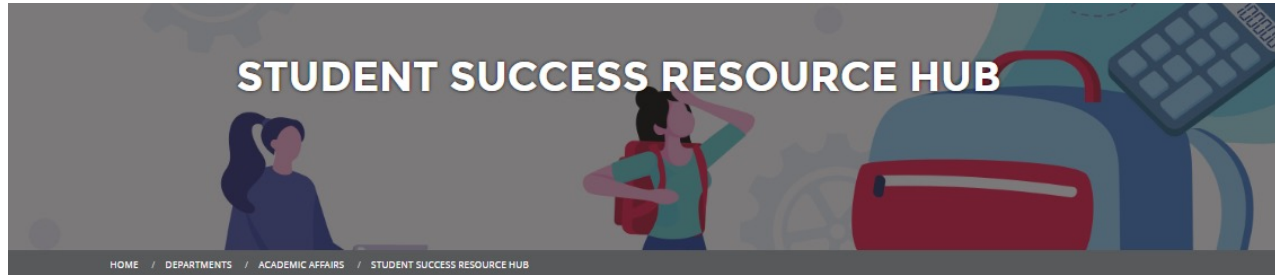
What are the NACE 8?
Visible to students

NACE Competency 1 - Career and Self-Development
Visible to students
Learning Outcome: Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

NACE Competency 2 - Communication
Visible to students
Learning Outcome: Clearly and effectively exchange information, ideas, facts, and perspectives with people inside and outside of an organization. In this module, students will find instructions for cover letters, resumes, CV, personal statements, interviewing and more!

NACE Competency 3 - Critical Thinking
Visible to students
Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

STUDENT SUCCESS RESOURCE HUB



- Centralized Website for faculty to find resources to support students
- Based on student need and then referrals to applicable resources
- Postcards with QR code mailed to everyone on campus
 - www.shsu.edu/dept/academic-affairs/student-success-resource-hub/

FACULTY PROFESSIONAL DEVELOPMENT

- Topics center on findings from Learning Loss Forums
 - Profile of the student in the classroom and teaching innovation
 - Navigating the Mental Health of our Students
 - Teaching with Empathy
 - Role of the Peer in the Classroom



WORKSHOP SERIES

Addressing Learning Loss at SHSU

Profile of Students in Our Classroom:
Practical Tips for your SHSU Classroom Today
Addresses why teaching innovation is important to learning loss
Presented and recorded by PACE
🕒 3:00 pm 📍 CHSS C090

Sept. 6

Sept. 20
Navigating the New Normal: Intersectionality of Student Mental Health and Learning Loss*
Presented by the Counseling Center
🕒 12:00 pm 📍 LSC 324

Oct. 5
Teaching with Empathy*
Presented by Dr. Shelly Clevenger
🕒 12:00 pm 📍 LSC 324

Nov. 2
Role of the Peer Mentor in the Classroom and Student Success*
Presented by Dr. Scott Miller
🕒 12:30 pm 📍 LSC 241A

For more information, please contact Amy Salazar
abs064@shsu.edu
*Lunch will be provided

Register in Talent Management using the QR code below:



Workshops developed in partnership with PACE, the Counseling Center, and CHSS



Office of the Provost
SHERIDAN STATE UNIVERSITY



CAREER DIRECTION: MAJORS FAIR

- Earlier exploration of majors/pathways; student organizations; internship opportunities; undergraduate research
- Opt-in for departments= 100% participation
- 860+ students; 125+ faculty participated

EARLY INDICATORS OF SUCCESS



2000+ students impacted by the Student Success Modules



Over 100 faculty in attendance at Learning Loss Professional Development sessions



Embedding career exploration into the curriculum= MAJOR success!



WHAT'S NEXT?

- Student-facing Learning Loss Focus- future report
- Continue measuring adoption and impact of interventions
- Developing a faculty community for continued research and potential Scholarship of Teaching and Learning (SoTL) publications

THANK YOU!

*Please feel free to reach
out if I can support you
or your work*

LinkedIn



Amy Salazar

People-focused | Strategic Thinker |
Driven to Advance Educational Equity

Sam Houston State University | University
of Alabama

[View profile](#)