

- Who is "at-risk" versus "good"?
- Good students get left behind, but have great potential

## Why "Good" Students Do Bad' in College: Impactful Insights

Imagine that you're a professional who has performed your duties well by your and your supervisor's standards. In fact, you have received outstanding performance reviews from your supervisor. Additionally, your work is held in high regard by your peers.

Now imagine that you take a new job in which you are essentially performing the same duties. However, these duties carry greater weight. You understand that this new job demands more time and effort, and you work with increased energy and diligence. → Same duties, but higher expectations

The time arrives for your first project review. You are confident. You've invested more time and worked more conscientiously than you ever did in your previous job. However, your supervisor deems the quality of your work unacceptable. Even worse, for the first time in your life, your effort is questioned. Shocked, as you received only stellar reviews in your prior position, you meet with your supervisor to obtain insights about what went wrong and guidance concerning her expectations for the next project. You take her suggestions to heart and double down on your efforts for your next project. However, she still judges your work as inadequate. This cycle repeats itself until you eventually disengage from the job. Ultimately, you divest your efforts from your work and put your energy into something that provides a greater return, such as your family or a hobby. Over time, you become the average employee your supervisor accused you of being months earlier.

Unable to accept constructive criticism (fragile ego structure) - need affirmation

Over the past few years, the phenomenon of college student academic underperformance has received considerable attention. Media outlets have covered the issue extensively, and the topic is now being addressed in the learning assistance and general higher education literature. This is a pivot from the ever-mentioned "at-risk" population, namely, those students whose pre-college academic background suggests that they may need additional support in college. The underperforming population consists of "good" students, namely, students whose academic background suggests that they should do well and even excel at the collegiate level.

→ Good students/professionals fail too. Why? More importantly, how can that be addressed?  
Who are the "good" students?

"Good" students are the studious, serious-minded, hard-working college students whose grades lag behind their capabilities and efforts. These students enter college with strong academic backgrounds and exhibit solid work ethics, yet their sincerest efforts produce only mediocre grades. Good students may not perform so poorly as to trigger institutional academic alerts. Their solid academic backgrounds and sheer work ethics are typically enough to keep them from failing courses, but they aren't enough to lift them above mediocrity and up to their personal standards.

→ Students who do the work, but don't get much out of it. Why work if you don't see the value  
Students who enjoyed pre-college academic success enter institutions of higher learning with a high academic self-image. They believe they are excellent students and expect to earn grades that reflect their effort and are consistent with their image. Like the employee who was unable to

→ Impact on self-image. It all goes back to the relationship between identity, subjectivity, and environment