What Promotes Student Success?

Moving from teaching to learning. Focusing on the conditions in which we place students that promote their success.

Conditions for Student Success

- Expectations
  - Clear, consistent, accurate information
  - High expectations

- Support
  - Academic Support
  - Social Support
  - Financial Support

- Feedback
  - Entry assessment and placement
  - Monitoring and early warning
  - Classroom assessment of learning

- Involvement
  - Contact with students, faculty, and staff
  - Active involvement in learning with others
  - Intensity / Time-on-task
Answer:

Students will get more involved in learning, spend more time learning, and in turn learn more when they are placed in supportive educational settings that hold high expectations for their learning, provide frequent feedback about their learning, and require them to share the experience of relevant learning with others.

Implications for Action

- Expectations
- Advising
- Alignment of courses within programs
- Syllabi and consistency of words and actions
- Course standards, assignments, assessment, grades

Implications for Action

- Expectations
- Support
- Work with academic support services to connect and/or integrate support within the classroom (e.g., supplemental instruction, basic skills learning communities)
- Informal contact, encouragement

Supplemental Instruction (SI)

Instructor

Supplemental Study Groups

Freshman English

Tutor A  Tutor B  Tutor C  Tutor D

Implications for Action

- Expectations
- Support
- Feedback
- Early warning
- Classroom assessment

Implications for Action

- Expectations
- Support
- Feedback
- Involvement
- Pedagogies of engagement
  - Cooperative/collaborative learning
  - Problem-based learning
Cooperative Learning

- Positive interdependence
- Face-to-face promotive interaction
- Group processing
- Interpersonal and group skills
- Individual and group accountability

Problem-Based Learning

- Cooperative learning groups
- Groups work to solve meaningful problem(s)
- Curriculum and assignments geared to the acquisition of knowledge and skills needed to solve problem(s)

Implications for Action

- Expectations
- Support
- Feedback
- Involvement
  - Pedagogies of engagement
  - Service learning / civic engagement

Service Learning: Learning while Serving

- Student perform service activities as part of a class
- Service experiences integrated into the curriculum
- Use of reflection to promote learning

Implications for Action

- Expectations
- Support
- Feedback
- Involvement
  - Pedagogies of engagement
  - Service learning / civic engagement
  - Learning communities
    - Curricular, developmental/basic skills, living-learning

Learning Communities

- Students enroll in classes together
- Central theme or problem that organizes the curriculum
- Students asked to build academic and social connections
- Team designed and sometimes team taught
- Use of pedagogies of engagement
**Linked Courses**
- Freshman English
- History

**Cluster Courses**
- Sociology
- Political Science
- Freshman Seminar

**Freshman Interest Groups**
**The Making of Political Life in America**
- History
- Political Science
- Writing

**Activity Score**
<table>
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<tr>
<th></th>
<th>LC</th>
<th>Comparison</th>
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<tbody>
<tr>
<td>Course</td>
<td>3.05*</td>
<td>2.46</td>
</tr>
<tr>
<td>Library</td>
<td>2.15*</td>
<td>1.94</td>
</tr>
<tr>
<td>Faculty</td>
<td>2.25*</td>
<td>1.99</td>
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<tr>
<td>Students</td>
<td>3.12*</td>
<td>2.85</td>
</tr>
<tr>
<td>Writing</td>
<td>2.81*</td>
<td>2.65</td>
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<tr>
<td>Gain</td>
<td>2.68*</td>
<td>2.46</td>
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</tbody>
</table>

* indicates significant difference between groups at .05 level.

**Outcomes**
<table>
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<tr>
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<th>LC</th>
<th>Comparison</th>
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<tbody>
<tr>
<td>Pass Rates</td>
<td>76.6</td>
<td>55.9</td>
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<tr>
<td>Continuation</td>
<td>57.3*</td>
<td>41.2*</td>
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* estimated from several studies

**Closing Thoughts**
- Student success does not arise by chance.
- There are things you can do now that make a difference.
- Alignment of action matters. Collaborate and form partnerships with others on campus.
Resources: Successful Programs


Resources: Cooperative Learning


Resources: Problem-Based Learning

University of Delaware: Institute for Problem-Based Learning (http://www.udel.edu/pb)

Maricopa Center for Learning & Instruction, Maricopa Community Colleges (http://www.mcli.dist.maricopa.edu/pbl)


Resources: Service Learning


Resources: Learning Communities

The Learning Community Commons

The Washington Center for Undergraduate Education, The Evergreen State College

http://learningcommons.evergreen.edu

Resources: Learning Communities

The Learning Community Listserv

Evergreen State College

Gilles Mahnrich and Emily Lardner • Co-Directors, The Washington Center

learncom@lists.evergreen.edu
Resources: Academic Support

Center for Supplemental Instruction
University of Missouri-Kansas City
www.umkc.edu/centers/cad/si

El Camino College
http://www.elcamino.edu/student services/ye/si/

Resources: Basic Skills Instruction

Integrated Basic Skills
IBEST-Highline Community College
http://flightline.highline.edu/ibest/

Resources: Basic Skills Instruction

Strengthening Pre-Collegiate Education in Community Colleges (SPECC)


Resources: Classroom Assessment


Resources: First Year of College

Foundations of Excellence
In the First Year of College

http://www.fyfoundations.org/