

## Promoting the Success in the Classroom

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## 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

## Conditions for Student Success

- Expectations
- Support
  - Academic Support
  - Social Support
  - Financial Support

## Conditions for Student Success

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

## Conditions for Student Success

- Expectations
- Support
- Feedback
- 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.

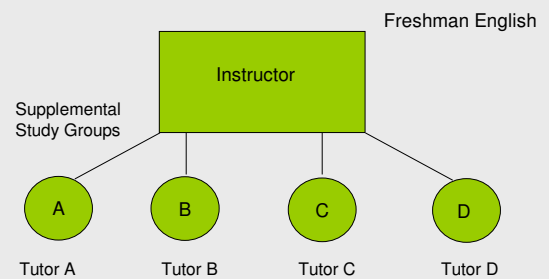
## Implications for Action

- 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)



## 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

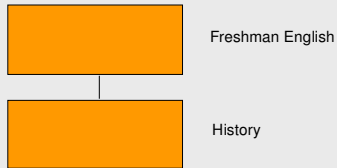
## Implications for Action

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

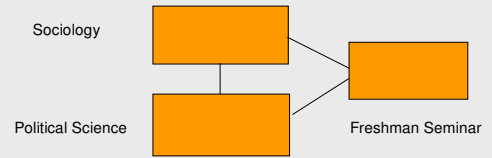
## Learning Communities

- 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**

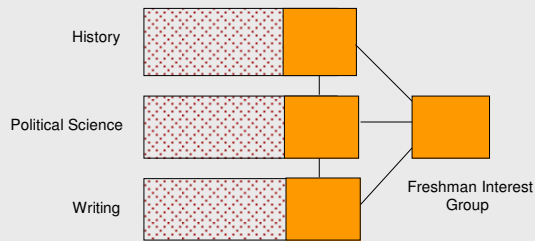


▪ **Cluster Courses**



▪ **Freshman Interest Groups**

*The Making of Political Life in America*



Activity Score	LC	Comparison
Course	3.05*	2.46
Library	2.15*	1.94
Faculty	2.25*	1.99
Students	3.12*	2.85
Writing	2.81*	2.65
Gain	2.68*	2.46

\* indicates significant difference between groups at .05 level.

Outcomes	LC	Comparison
Pass Rates . .	76.6	55.9
Continuation . .	57.3*	41.2*

\* 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

L. Muraskin and J. Lee, *Raising the Graduation Rates of Low-Income College Students*. (Washington D.C., The Pell Institute for the Study of Opportunity in Higher Education, 2004)

## Resources: Cooperative Learning

Barbara Millis & Philip Cottell, 1998. *Cooperative Learning for Higher Education Faculty* (Phoenix: Oryx Press).

Barkley, E. K.P. Cross, and C. Howell-Major. 2004. *Collaborative Learning Techniques: A Handbook for College Faculty*. (San Francisco: Jossey-Bass).

## 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>)

Jose Amador (2006), *The Practice of Problem-Based Learning: A Guide to Implementing PBL in the College Classroom*. Anker Publishing.

## Resources: Service Learning

Barbara Jacoby, 1997. *Service-Learning In Higher Education: Concepts And Practices* (San Francisco: Jossey-Bass)

Barbara Jacoby & Associates, 2009. *Civic Engagement in Higher Education: Concepts and Practices* (San Francisco: Jossey-Bass)

## 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

Gillies Malnarich and Emily Lardner □  
Co-Directors, The Washington Center

[learncom@lists.evergreen.edu](mailto:learncom@lists.evergreen.edu)

## Resources: Academic Support

Center for Supplemental Instruction  
University of Missouri-Kansas City  
[www.umkc.edu/centers/cad/si](http://www.umkc.edu/centers/cad/si)

El Camino College  
<http://www.elcamino.edu/student-services/fye/si/>

## Resources: Basic Skills Instruction

### Integrated Basic Skills

IBEST-Highland Community College

<http://flightline.highline.edu/ibest/>

## Resources: Basic Skills Instruction

Strengthening Pre-Collegiate Education in  
Community Colleges (SPECC)

[http://www.carnegiefoundation.org/programs/  
index.asp?key=26](http://www.carnegiefoundation.org/programs/index.asp?key=26)

## Resources: Classroom Assessment

Thomas Angelo and Patricia Cross, 1993. *Classroom Assessment Techniques: A Handbook for College Teachers* (2nd Edition, San Francisco: Jossey-Bass)

Huba, M. and J. Freed. 1999. *Learner-Centered Assessment on College Campuses: Shifting Focus from Teaching to Learning* (New York: Allyn & Bacon)

## Resources: First Year of College

Foundations of Excellence  
In the First Year of College

<http://www.fyfoundations.org/>