Creating Conditions for Student Success

New Hampshire College & University Council
Campus Compact for New Hampshire
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Overview

• Moving from teaching to learning
• Conditions for student success
• What are colleges and universities doing to promote student success?
Moving from Teaching to Learning

Redefining the problem - Focusing on the conditions in which we place students that promote their success.
Conditions for Student Success

Expectations

- Clear, consistent expectations
- 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
  - Early warning systems
  - Classroom assessment of learning
Conditions for Student Success

- Expectations
- Support
- Feedback
- Engagement
  - Contact with students, faculty, and staff
  - Active engagement with others in learning
  - Intensity / time on task
Strategies for Student Success

- Expectations
  - Orientation programs
  - Intrusive advising and counseling
  - Faculty and peer mentoring
Strategies for Student Success

- Expectations
- Support
  - Learning centers
  - Freshman seminars / College Survival courses
  - Basic skills courses
  - Integrated support programs (e.g. Supplemental instruction, iBest, basic skills learning communities)
  - Summer Bridge programs
Supplemental Instruction (SI)

Instructor

Supplemental Study Groups

Tutor A

Tutor B

Tutor C

Tutor D

Freshman English
Strategies for Student Success

- Expectations
- Support
- Feedback
  - Entry assessment and placement
  - Early warning systems
  - Classroom assessment
  - Degree audit systems
Strategies for Student Success

- Expectations
- Support
- Feedback
- Engagement
  - Pedagogies of engagement
  - Service learning
  - Cohort programs
  - Learning communities
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/assignments geared to the acquisition of knowledge and skills needed for problem solution.
Service Learning

- Service/volunteerism connected to the curriculum
- Service/volunteerism in pursuit of student learning
- Use of reflection in student 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

Sociology

Freshman Writing
- Freshman Interest Groups

- US History

- Sociology

Freshman Interest Group (Freshman Seminar)
Cal State-East Bay Clusters (Year Long)

Ancient World - Fall

- U.S. History
- Developmental English 1
- General Studies Seminar
Cluster Learning Communities

Whose Country is it Anyway?

US History

Sociology

Writing 100
LaGuardia CC - ESL New House

Identity and Culture

- Vocabulary
- Developmental English
- Developmental Reading
- New Student Seminar (1 credit)

Faculty team
Research Findings

- Developing supportive peer groups
“In the cluster we knew each other, we were friends, we discussed everything from all the classes. We knew things very, very well because we discussed it all so much. We had discussions about everything … it was like a raft running the rapids of my life.”
Research Findings

- Developing supportive peer groups
- Studying together: Becoming involved in learning
“You know, the more I talk to other people about our class stuff, the homework, the tests, the more I’m actually learning ... and the more I learn not only about other people, but also about the subject because my brain is getting more, because I’m getting more involved with the other students in the class. I’m getting more involved with the class even after class.”
Research Findings

- Developing supportive peer groups
- Studying together: Becoming involved in learning
- Engagement, learning, and persistence
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<thead>
<tr>
<th>Activity</th>
<th>Score</th>
<th>LC</th>
<th>Comparison</th>
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<tbody>
<tr>
<td>Course</td>
<td>3.05*</td>
<td>2.46</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>2.15*</td>
<td>1.94</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>2.25*</td>
<td>1.99</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>3.12*</td>
<td>2.85</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>2.81*</td>
<td>2.65</td>
<td></td>
</tr>
<tr>
<td>Gain</td>
<td>2.68*</td>
<td>2.46</td>
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* indicates significant difference between groups at .05 level.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>LC</th>
<th>Comparison</th>
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</thead>
<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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</tbody>
</table>

* estimated from several studies
Research Findings

- Developing supportive peer groups
- Studying together: Becoming involved in learning
- Involvement, learning, and persistence
- Learning better together
“I think more people should be educated in this form of education. I mean because it is good. We learn not only how to interact with ourselves, but with other people of different races, different sizes, different colors, different everything. I mean it just makes it better ... not only do you learn more, you learn better.”
Research Findings

- Developing supportive peer groups
- Studying together: Becoming involved in learning
- Involvement, learning, and persistence
- Learning better together
- Finding validation as a learner
“So you are constantly having to think, re-think, and even re-re-think what’s going on in light of all the feedback you’re getting from all these different points of view. . .you realize you know something, like you’re not dumb.”
Closing Thoughts

Student success does not arise by chance

It requires an intentional, structured, and proactive strategy that is systematic in nature that involves many people on campus.
Closing Thoughts

- Student success does not arise by chance
- Developing educational citizenship
  Citizenship is constructed in the classroom one class at a time
Resources: Supplemental Instruction

Center for Supplemental Instruction
University of Missouri-Kansas City

www.umkc.edu/centers/cad/si
Resources: Basic Skills

Strengthening Pre-Collegiate Education in Community Colleges (SPECC)

Carnegie Foundation for the Advancement of Teaching

www.carnegiefoundation.org/programs/index.asp?key=26
Resources: Basic Skills

IBEST - Integrated Basic Education and Skills Training

Highline Community College

http://flightline.highline.edu/ibest
Resources: Cooperative Learning


Resources: Problem-Based Learning

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

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

Vermont Campus Compact, Problem Based Service-Learning: Curriculum Development Institute (http://www.vtcampuscompact.org/pbsl.php)
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

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

learncom@lists.evergreen.edu
Resources: Classroom Assessment
