

Student Success: A Shared Agenda

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Overview

- What conditions promote student success?
- What are colleges and universities doing to promote student success?

What Promotes Student Success?

Focusing on the conditions that promote student success?

Conditions for Student Success

- Expectations

Conditions for Student Success

- **Expectations**
 - Clear, consistent, accurate advising

Conditions for Student Success

- **Expectations**
 - Clear, consistent, accurate advising
 - High expectations

Conditions for Student Success

- Expectations
- Support

Conditions for Student Success

- Expectations
- Support
 - Academic Support (developmental courses, learning centers, tutoring, study groups, summer bridge, language support, advising etc.)

Conditions for Student Success

- Expectations
- Support
 - Academic Support
 - Social Support (advising, counseling, mentoring, student communities, etc.)

Conditions for Student Success

- Expectations
- Support
- Feedback

Conditions for Student Success

- Expectations
- Support
- Feedback
 - Entry assessment and placement

Conditions for Student Success

- Expectations
- Support
- Feedback
 - Entry assessment and placement
 - Monitoring and early warning

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

Conditions for Student Success

- Expectations
- Support
- Feedback
- Involvement
 - Contact with students, faculty, and staff

Conditions for Student Success

- Expectations
- Support
- Feedback
- Involvement
- Learning

Conditions for Student Success

- Expectations
- Support
- Feedback
- Involvement
- Learning
 - Support for learning

Conditions for Student Success

- Expectations
- Support
- Feedback
- Involvement
- Learning
 - Support for learning
 - Feedback about learning

Conditions for Student Success

- Expectations
- Support
- Feedback
- Involvement
- Learning
 - Support for learning
 - Feedback about learning
 - Involvement in learning

Conditions for Student Success

- Expectations
- Support
- Feedback
- Involvement
- Learning
 - Support for learning
 - Feedback about learning
 - Involvement in learning
 - 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 learning with others..

Strategies for Student Success

What strategies are colleges and universities employing to promote student success?

Strategies for Student Success

- Intrusive advising and mentoring

Strategies for Student Success

- Intrusive advising and mentoring
 - Degree audit systems
 - Developmental advising

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
 - Freshman seminars
 - Supplemental instruction
 - Summer Bridge programs

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
- Pedagogies of engagement

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
- Pedagogies of engagement
 - Cooperative learning
 - Problem-based learning
 - Service learning

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
- Pedagogies of engagement
- Learning communities

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
- Pedagogies of engagement
- Learning communities
 - Curricular learning communities
 - Developmental education learning communities

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
- Pedagogies of engagement
- Learning communities
- Assessment of student learning

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
- Pedagogies of engagement
- Learning communities
- **Assessment of student learning**
 - Early warning systems
 - Program assessment
 - Classroom assessment strategies

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
- Pedagogies of engagement
- Learning communities
- Assessment of student learning
- **Structured first-year programs**

Strategies for Student Success

- Intrusive advising and mentoring
- Integrated support programs
- Pedagogies of engagement
- Learning communities
- Assessment of student learning
- **Structured first-year programs**
 - Rethinking gateway courses
 - Rethinking the first year/semester of college

Institutional Policies and Practices

What policies and practices mark effective institutions?

Institutional Policies and Practices

- Alignment of action

Institutional Policies and Practices

- Alignment of action
 - Collaboration among and coordination of institutional actions

Institutional Policies and Practices

- Alignment of action
- Assessment of action

Institutional Policies and Practices

- Alignment of action
- Assessment of action
 - Consistent use of formative and summative assessment
 - Alignment of assessment of institutional action to institutional goals

Institutional Policies and Practices

- Alignment of action
- Assessment of action
- Accountability for action

Institutional Policies and Practices

- Alignment of action
- Assessment of action
- Accountability for action
 - Making improvement matter

Institutional Policies and Practices

- Alignment of action
- Assessment of action
- Accountability for action
- Investing in improvement

Institutional Policies and Practices

- Alignment of action
- Assessment of action
- Accountability for action
- Investing in improvement
 - Strategic application of incentives and rewards

Review:

- Successful programs hold high expectations, provide support and feedback, and actively involve their students in learning with others.

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- Successful programs hold high expectations, provide support and feedback, and actively involve their students in learning with others.
- Support is more effective when it is provided in the context of student learning needs.
- Successful institutions align their efforts, assess their actions, and strategically invest in student success.

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/pbl>)

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

Resources: Service Learning

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

Service Learning Project
American Association for Higher Education
www.aahe.org/service

Resources: Learning Communities

The Learning Community Commons

The Washington Center for Undergraduate Education,
The Evergreen State College

<http://learningcommons.evergreen.edu>

Academic Assistance Learning Communities

CC of Baltimore County

Cerritos College

DeAnza College

Grossmont College

Holyoke CC

LaGuardia CC

San Jose City CC

Sandhills CC

Santa Fe CC

Seattle Central CC

Shoreline CC

Spokane Falls CC

California State Univ-Hayward

California State Univ-Los Angeles

University of Texas-El Paso

Temple University

Tennessee State University

Pathways to College Success

<http://pathways.syr.edu>

The Learning Community Listserv Evergreen State College

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Resources: Supplemental Instruction

Center for Supplemental Instruction
University of Missouri-Kansas City

www.umkc.edu/centers/cad/si

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).