

Promoting Student Success Through Classroom Practice

University of the Incarnate Word

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Overview

- What conditions promote student success?
- What are faculty doing in their classrooms to promote student success?

Conditions for Student Success

Moving from teaching to learning. Establishing the conditions within the university that promote student success

Conditions for Student Success

- Expectations

Conditions for Student Success

- Expectations
 - Clear, consistent expectations
 - High expectations
 - Validation

Conditions for Student Success

- Expectations
- Support

Conditions for Student Success

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

Conditions for Student Success

- Expectations
- Support
- Feedback

Conditions for Student Success

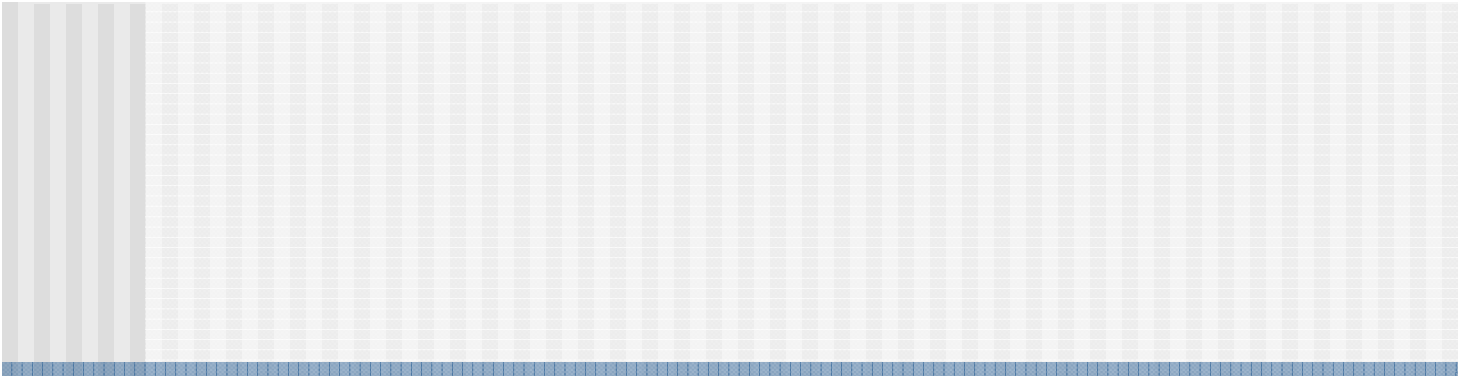
- Expectations
- Support
- Feedback
 - Entry assessment and placement
 - Early warning systems
 - Classroom assessment of learning

Conditions for Student Success

- Expectations
- Support
- Feedback
- Engagement

Conditions for Student Success

- Expectations
- Support
- Feedback
- Engagement
 - Frequent contact with students, faculty, and staff
 - Active involvement in learning
 - Time on task



Students will get more engaged 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 success, provide frequent feedback about their learning, and require them to share learning with others

Strategies for Student Success

What can you do to promote student success?

Strategies for Student Success

■ Expectations

- Advising, syllabi, consistency of words & actions
- Standards, assignments, assessment, grades

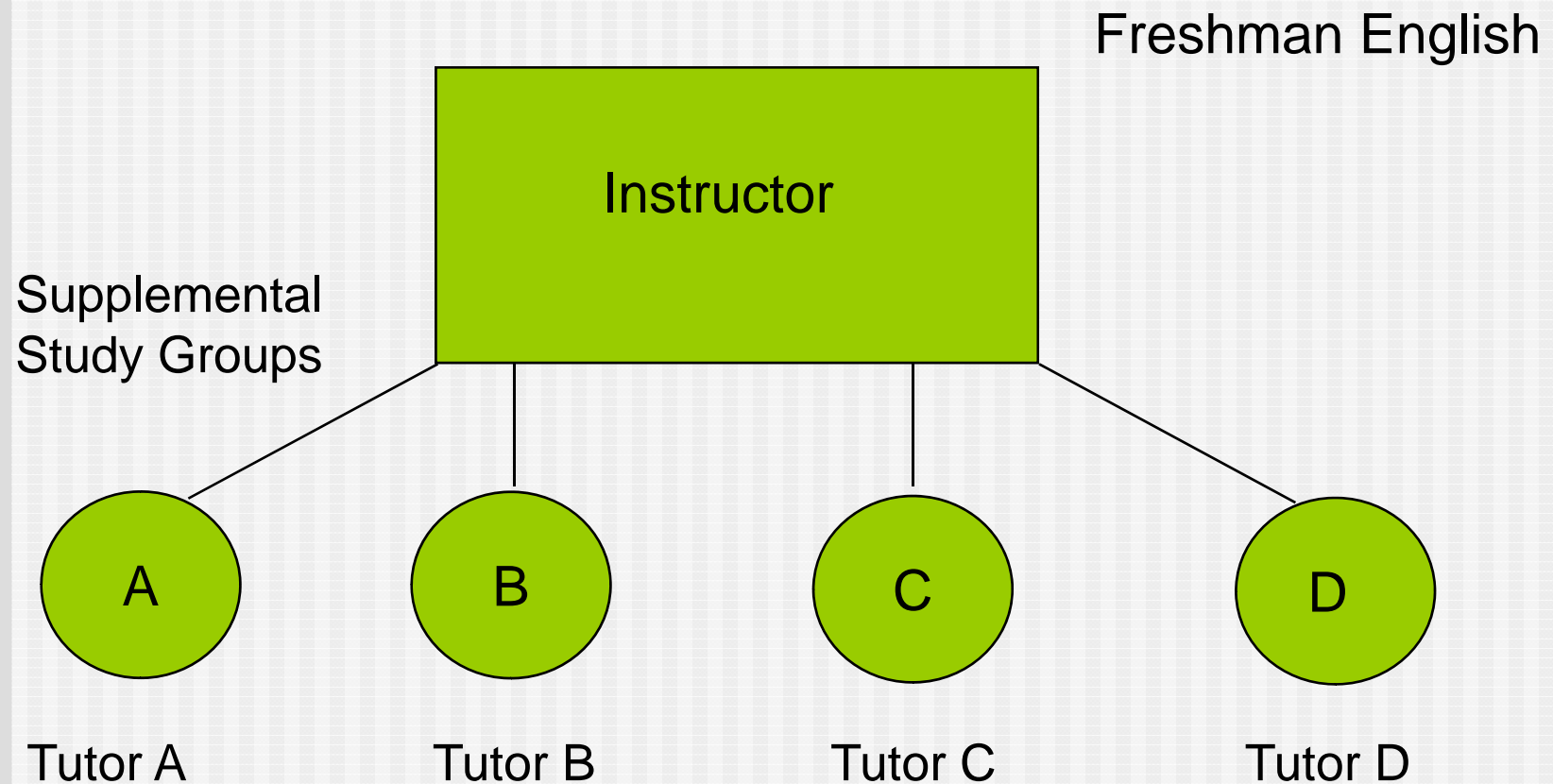
Strategies for Student Success

- Expectations

- Support

- Work with academic support services, supplemental instruction
- Informal contact, encouragement

Supplemental Instruction (SI)



Strategies for Student Success

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

Strategies for Student Success

- Expectations
- Support
- Feedback
- Involvement
 - Pedagogies of engagement
 - Cooperative 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)

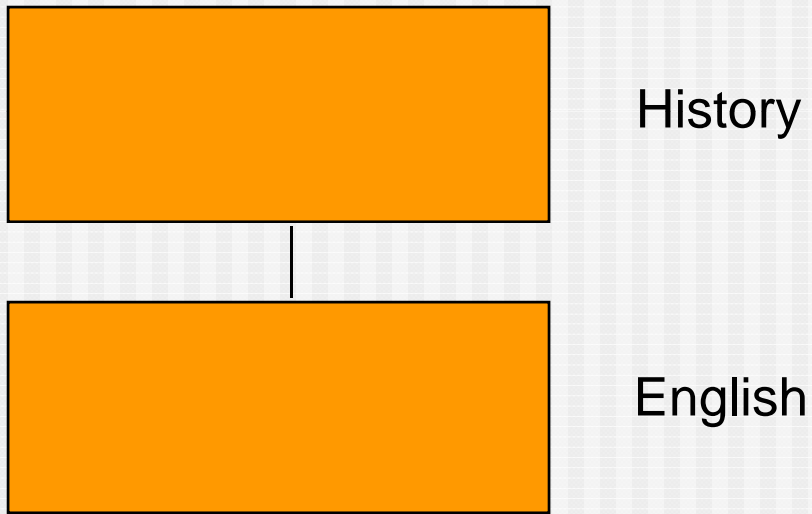
Strategies for Student Success

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

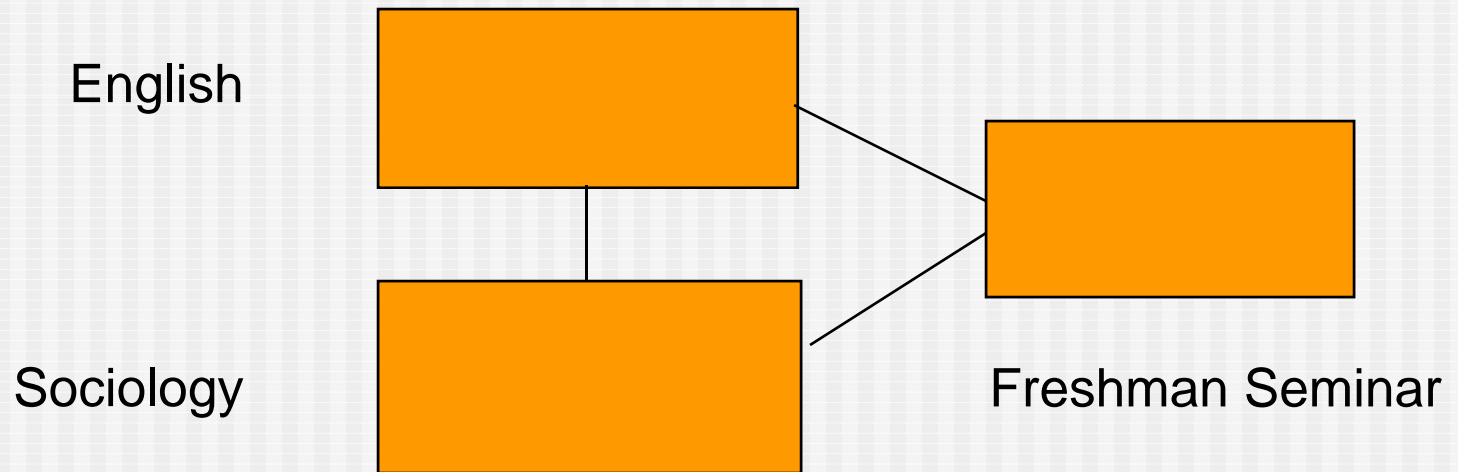
Learning Communities

- 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 active learning strategies

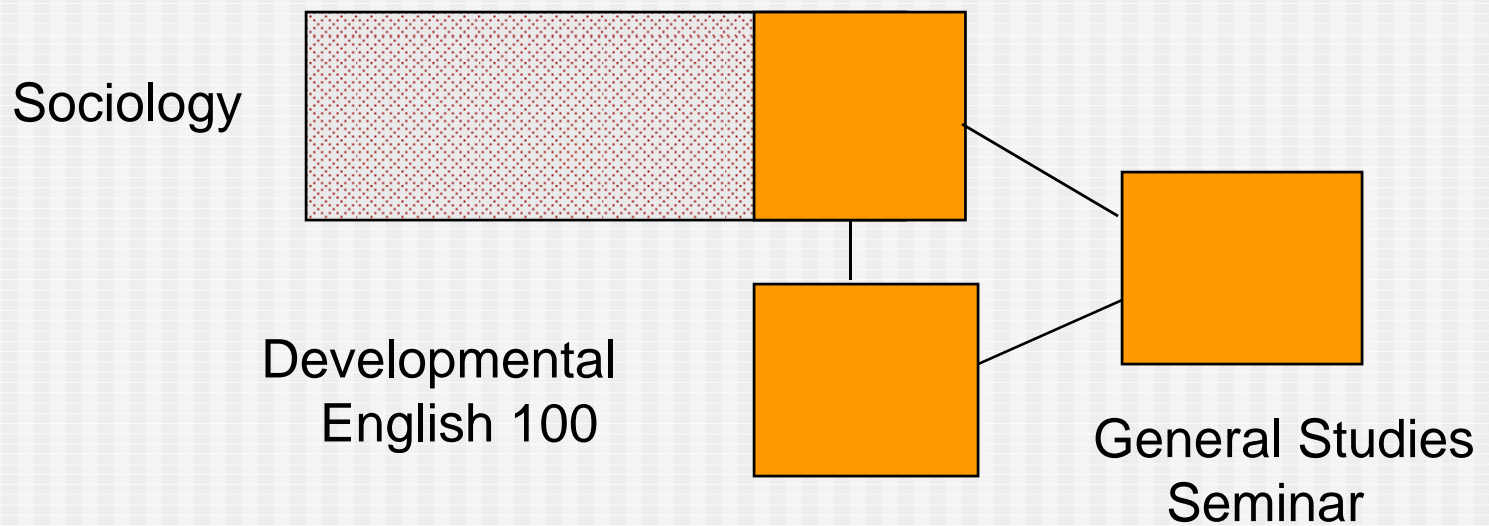
- Linked Courses



■ Cerritos College



■ Cal State-East Bay Clusters



Closing Thoughts

- Student success does not arise by chance

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- 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 other faculty and staff.

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>)

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

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: 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).

Call or write if I can be of help.

Thank you

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