

# Access without Support is not Opportunity

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Centre for the Study of Students  
University of Toronto

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Vincent Tinto  
Syracuse University

(315) 443-4763  
vtinto@syr.edu

# Overview

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- Conditions that promote student success

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- Learning communities for academically under-prepared students

# From Teaching to Learning

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Changing the way we think about promoting student success.

# Conditions for Student Success

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

# Conditions for Student Success

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

# Conditions for Student Success

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

# Conditions for Student Success

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- Expectations
- Support
- Feedback
- Involvement
  - Contact with students, faculty, and staff
  - Active involvement in learning with others



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Students will get more involved in learning, spend more time learning, and in turn learn more when they are placed in supportive educational settings in which they obtain frequent feedback about their learning and which require them to share learning with others.

# Promoting Students Success: Some Possibilities

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- Cooperative/Collaborative Learning
- Problem-Based Learning
- Learning Communities
- Supplemental Instruction/Study Groups
- Classroom Assessment
- Service Learning

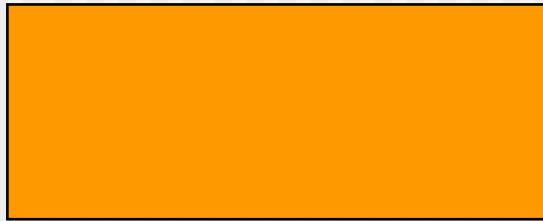
# Learning Communities:

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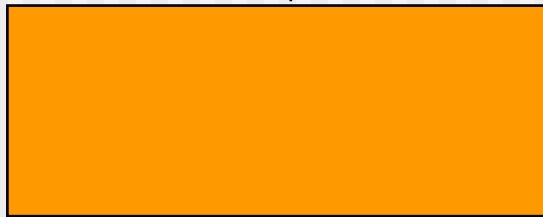
- Students enroll in classes together
- Central theme or problem which organizes the curriculum
- Students asked to build academic and social connections
- Team designed and sometimes team taught
- Use of cooperative or problem-based learning

- **Linked Courses-**  
LaGuardia Community College

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Speech Communication

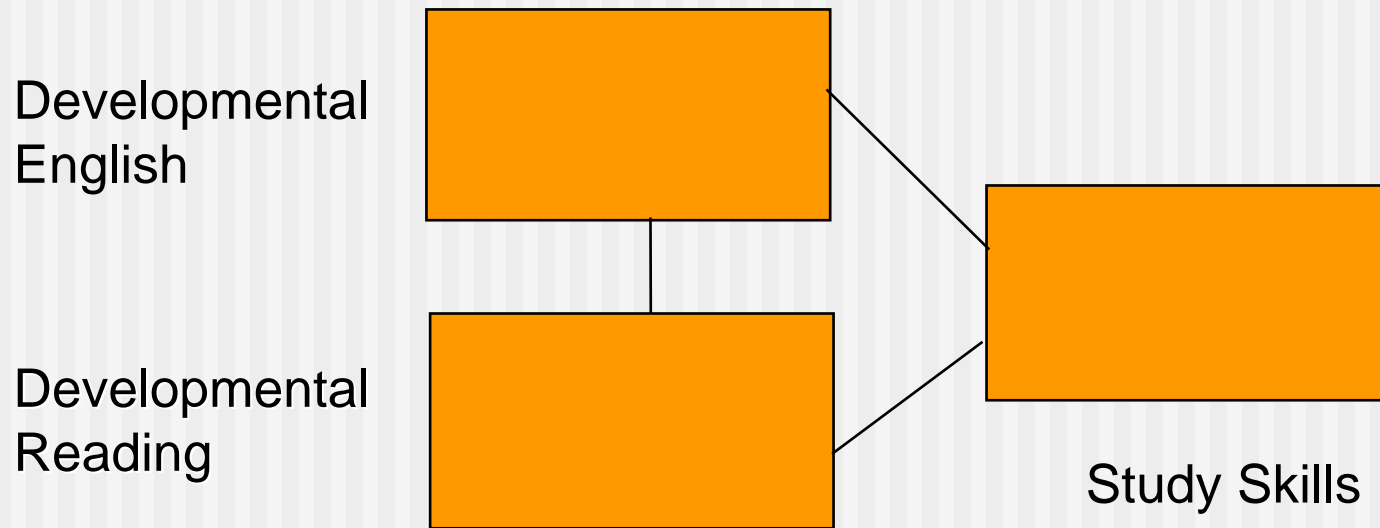


ESL Developmental English

# ■ Cluster Learning Communities-

DeAnza College

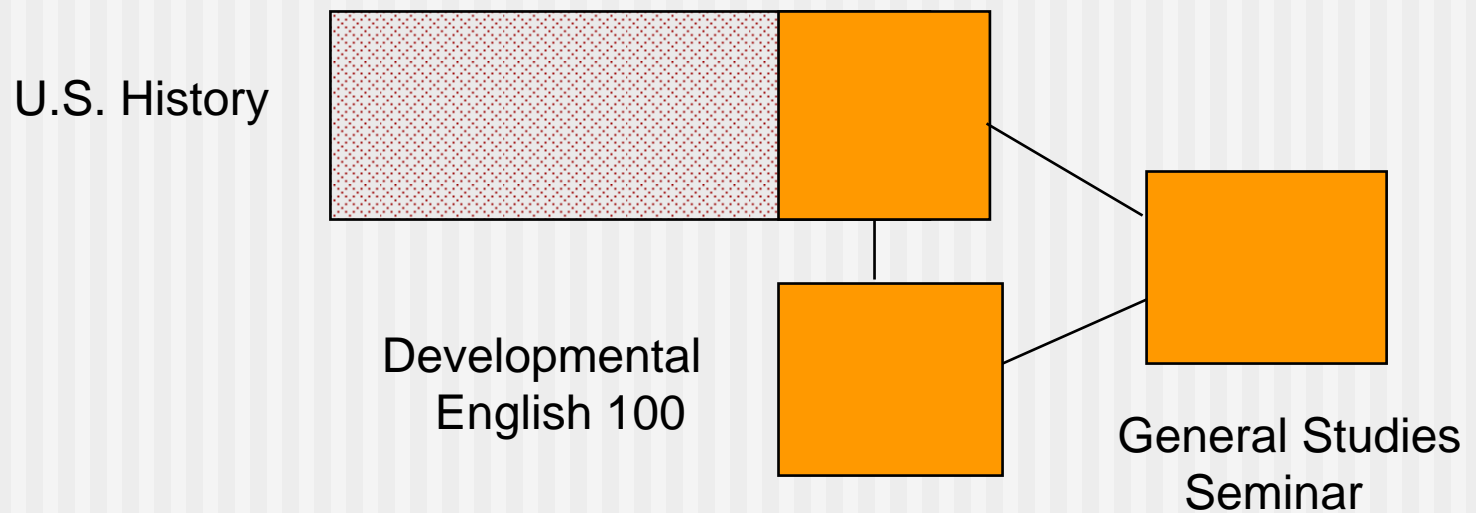
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# ■ Mainstream Learning Communities - California State University-East Bay

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## *Ancient World- Fall*



- **Coordinated Studies Programs-**  
Seattle Central Community College

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The Presentation of Race  
in America

Communications

Writing 100

U.S. History

Faculty team

# Understanding the Impact of Learning Communities on Student Success

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Hearing the voices of students



# Research Findings

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- Developing supportive peer groups

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“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

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- Developing supportive peer groups
- Studying together: Becoming involved in learning

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“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

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- Developing supportive peer groups
- Studying together: Becoming involved in learning
- Involvement, learning, and persistence

## Activity Score                      LC                      Comparison

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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

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Pass Rates . .

76.6

55.9

Continuation . .

57.3\*

41.2\*

\* estimated from several studies

# Research Findings

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- Developing supportive peer groups
- Studying together: Becoming involved in learning
- Involvement, learning, and persistence
- Learning better together



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“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

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- Developing supportive peer groups
- Studying together: Becoming involved in learning
- Involvement, learning, and persistence
- Learning better together
- Finding validation as a learner

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“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.”

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“It has benefited me because I have gotten to know people. I am not alone anymore ... It has helped me feel more comfortable, more confident. The more confident I feel, the better I do.”

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“It has benefited me because I have gotten to know people. I am not alone anymore ... It has helped me feel more comfortable, more confident. The more confident I feel, the better I do.”

“I think I have gotten smarter since I have been here. I can feel it.”

# Review:

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- Student success does not arise by chance.

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

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- Student success does not arise by chance.
- Successful programs hold high expectations, provide support and feedback, and actively involve their students in learning with others.
- Successful programs involve the collaborative efforts of faculty and staff across the campus.



# Resources: Successful Programs

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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:First Year Programs

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The Policy Center for the First Year of College

[www.firstyear.org](http://www.firstyear.org)

Foundations of Excellence in the First Year of College

[www.fyfoundations.org](http://www.fyfoundations.org)

# Resources: Cooperative Learning

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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

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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: Supplemental Instruction

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Center for Supplemental Instruction  
University of Missouri-Kansas City

[www.umkc.edu/centers/cad/si](http://www.umkc.edu/centers/cad/si)

# Resources: Learning Communities

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The Learning Community Commons

The Washington Center for Undergraduate  
Education, The Evergreen State College

<http://learningcommons.evergreen.edu>

# Resources: Learning Communities

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## 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: Living Learning Communities

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The Residential Learning Community  
International Clearinghouse

Bowling Green State University

<http://pcc.bgsu.edu/ricch/index.php>



# Basic Skills Learning Communities

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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>

# Resources: Classroom Assessment

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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).