Access without Support is not Opportunity

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Overview

- Conditions that promote student success
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• Learning communities for academically under-prepared students
From Teaching to Learning

Changing the way we think about promoting student success.
Conditions for Student Success

- Expectations
  - Clear, consistent, and accurate advising
  - 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
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

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

- 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

Speech Communication

ESL Developmental English
Cluster Learning Communities - DeAnza College

- Developmental English
- Developmental Reading
- Study Skills
Mainstream Learning Communities -
California State University-East Bay

**Ancient World - Fall**

- U.S. History
- Developmental English 100
- General Studies Seminar
Coordinated Studies Programs-
Seattle Central Community College

The Presentation of Race in America

- Communications
- Writing 100
- U.S. History

Faculty team
Understanding the Impact of Learning Communities on Student Success

Hearing the voices of students
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
- Involvement, learning, and persistence
<table>
<thead>
<tr>
<th>Activity 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>
</tr>
<tr>
<td>Library</td>
<td>2.15*</td>
<td>1.94</td>
</tr>
<tr>
<td>Faculty</td>
<td>2.25*</td>
<td>1.99</td>
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<tr>
<td>Students</td>
<td>3.12*</td>
<td>2.85</td>
</tr>
<tr>
<td>Writing</td>
<td>2.81*</td>
<td>2.65</td>
</tr>
<tr>
<td>Gain</td>
<td>2.68*</td>
<td>2.46</td>
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</tbody>
</table>

* indicates significant difference between groups at .05 level.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>LC</th>
<th>Comparison</th>
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<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.”
“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.”
“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:

- 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.
- Successful programs involve the collaborative efforts of faculty and staff across the campus.
Resources: Successful Programs

Resources: First Year Programs

The Policy Center for the First Year of College
www.firstyear.org

Foundations of Excellence in the First Year of College
www.fyffoundations.org
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)
Resources: Supplemental Instruction

Center for Supplemental Instruction
University of Missouri-Kansas City

www.umkc.edu/centers/cad/si
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: Living Learning Communities

The Residential Learning Community
International Clearinghouse

Bowling Green State University

http://pcc.bgsu.edu/ricch/index.php
Basic Skills 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
Resources: Classroom Assessment
