

Promoting Student Success

Maricopa Community College District
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Overview

- Roots of student leaving
- Moving from teaching to learning
- What conditions promote student success?
- What are community colleges doing to promote student success?

Who Are Our Students?

- About two-thirds work more than twenty hours per week.
- About one-third spend eleven or more hours per week caring for dependents.
- Nearly two-thirds attend less than full-time
- Almost all commute to class.
- Most students (84 percent) do not participate in extra-curricular activities.

What Happens to Our Students?

- Nearly half of all community college students do not return for their second year.
- Six-years after beginning:
 - 10.3 % earn Bachelor's degree
 - 15.7 % earn Associate degree
 - 9.7 % earn Certificate

Roots of Student Leaving

- Intentions
- Uncertainty
- Commitments
- Finances
- Transitions
- Fit
- Isolation
- Learning

Lessons Learned

- As there is no one cause of student leaving, there is no one “cure.” There are a variety of efforts that institutions must undertake to improve student success.

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- As there is no one cause of student leaving, there is no one “cure.” There are a variety of efforts that institutions must undertake to improve student success.
- Coordination and collaboration among different parts of the campus are important to successful programs. Students success is everyone’s business.

From Teaching to Learning

Moving from instruction to a learning paradigm:
Focusing on students and the conditions for
learning.

Conditions for Student Success?

What do we know about the conditions that promote student success over which we have control?

Conditions for Student Success

- Expectations
 - High expectations
 - Validation
 - Effective advising

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
- Involvement
 - Frequent contact with students, faculty, and staff

Conditions for Student Success

- Expectations
- Support
- Feedback
- Involvement
- Learning
 - Active involvement in learning with others
 - Time-on-task
 - Relevant learning

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 success, provide *frequent feedback* about their learning, and require them to *actively share learning with others*.

Strategies for Student Success

What strategies are two-year colleges employing to promote student success?

Strategies for Student Success

- Intrusive advising and mentoring

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- 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

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- 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
 - Early warning systems
 - Classroom assessment strategies

Closing Thoughts

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Student success is the result of effective education. We must focus on student learning and those conditions that promote student learning. Student success will follow.

Closing Thoughts

We must focus our efforts on the classroom, the one place, perhaps only place where students meet each other and the faculty.

Closing Thoughts

We must be intentional, proactive, and intrusive. Student success does not arise by chance.

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>

The Learning Community Listserv Temple University

Dan Tompkins and Jodi Levine

Learncom@listserv.temple.edu

Developmental Education Learning Communities

Camden County CC

CC of Baltimore County

DeAnza College

Grossmont College

Holyoke CC

LaGuardia CC

San Jose City CC

Sandhills CC

Santa Fe CC

Seattle Central CC

Spokane Falls CC

California State Univ-Hayward

California State Univ-Los Angeles

University of Texas-El Paso

Temple University

Tennessee State University

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.