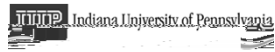


## **PARTNERING TO CREATE THE CONDITIONS FOR STUDENT SUCCESS: THINKING SYSTEMICALLY**

Patrick T. Terenzini

Distinguished Professor and Senior Scientist Emeritus  
Center for the Study of Higher Education  
Pennsylvania State University

Presentation to Indiana University of Pennsylvania Faculty and Student Affairs Staff  
Conference on "Partnering to Creating the Conditions for Student Success,"  
Indiana Pennsylvania, March 30, 2012.



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## **Things to Come!**

- CliffsNotes (sic!) review of what we know about things that promote student learning and success
- A distillation: Six Characteristics of Effective Learning Experiences
- Implications for thinking and practice
- Some myths about student retention
- Assessment and student learning and success

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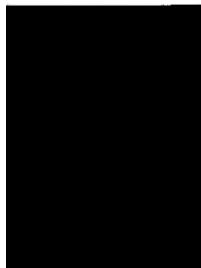
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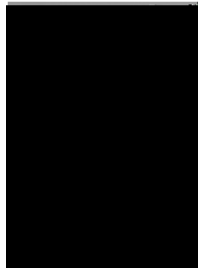
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Vol. 1: 1970-1990



Vol. 2: 1990-2003

- **35 Years of research on college effects on students**
- **More than 5,000 books, journal articles, misc. reports**

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**Questions Driving the Reviews for Both  
Volumes of *How College Affects Students***

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1. Do students change during the college years?
2. How much of that change is due to college?
3. Do different kinds of institutions have different effects?
4. Do different experiences have different effects?
5. Does the same experience have a different effect for different kinds of students?
6. What are the long-term effects of college?

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**“Success” in, and Benefits of,  
a College Education**

- Persistence into the next year and, ultimately, completion of a degree
- Increased knowledge and higher-order thinking skill development
- Increased personal and interpersonal maturity
- 

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## Curricular and Classroom Effects on Academic and Cognitive Learning

### Instructional approaches

- **Supplemental Instruction** (Effect size = +15 %ile pts)
- **Information technology-enhanced instruction** (+12 %ile pts)
- **Collaborative/cooperative learning** (+18 to 20 %ile pts)
- **Active learning** (+10 %ile pts)
- **Service learning** (+, but size unknown)
- **Undergraduate research experiences** (+, but size unknown)

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## Curricular and Classroom Effects on Academic and Cognitive Learning

### Effective instructor behaviors:

- **Clarity and understandableness** (e.g., uses examples, identifies key points)
- **Expressiveness/enthusiasm** (e.g., speaks emphatically, maintains eye contact, displays interest in topic/subject)
- **Preparation and organization** (e.g., provides outlines, clear objectives, uses class time effectively, makes connections, signals transitions)
- **Availability and "approachability"**
- **Frequency and quality of feedback to students**
- **Demonstrated concern for, and rapport with, students**

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## Curricular and Classroom Effects on Academic and Cognitive Learning

### The Curriculum: The most effective ones are:

1. interdisciplinary,
2. have an integrated core, that
3. emphasizes links across courses and ideas.

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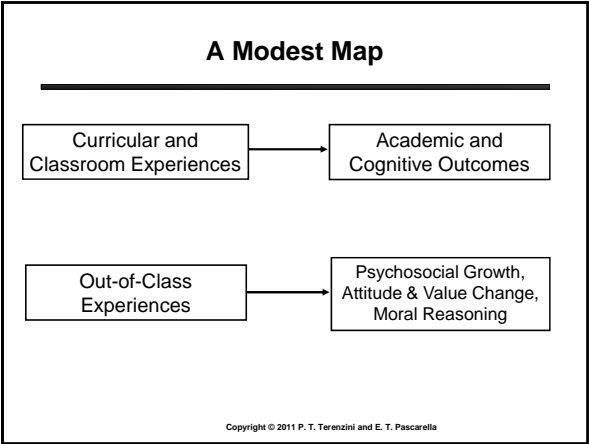
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- ### Out-of-Class Influences on Changes in Psychosocial Areas, Attitudes, and Moral Reasoning
- 
- Interactions with peers, particularly those from a different racial/ethnic background
  - Interactions with faculty members
  - Community service (generic)
  - Cultural awareness workshops
  - Leadership development courses and experiences
  - Involvement in co-curricular activities
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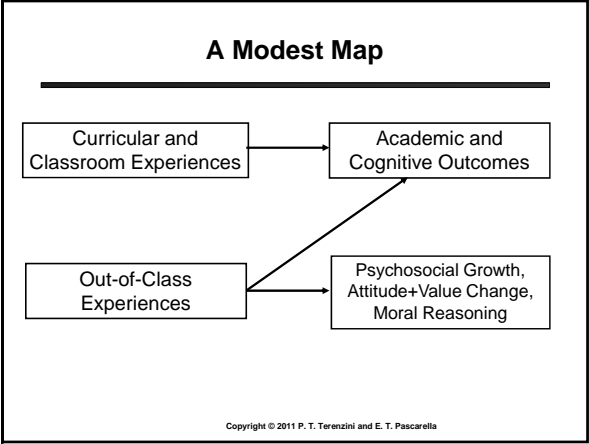
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## Out-of-Class Effects on Academic and Cognitive Learning

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- Quality and level of student effort/engagement (+)
- Interactions with peers (+)
- Interactions with faculty members (+)
- "Diversity" experiences (+)
- Community Service (esp. when "Service Learning") (+)
- "Developmental" academic advising
- On-campus work (+ if less than 15-20 hours)
- Fraternity membership (reduced)
- Revenue-producing intercollegiate sports (reduced)

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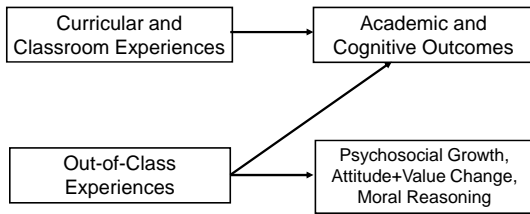
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### A Modest Map

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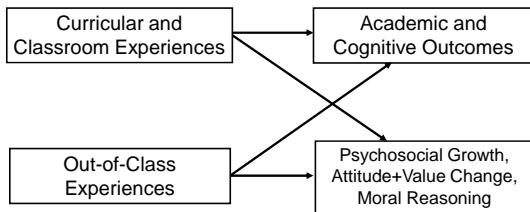
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### A Modest Map

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**Curricular and Classroom Effects  
on Changes in Psychosocial Dimensions,  
Attitudes and Values, and Moral Reasoning**

- Selected courses (e.g., women's studies, diversity and ethnic studies courses)
- Learning in multiracial-ethnic classrooms
- Service learning
- Environment within major department
- Active and collaborative teaching methods
- Study abroad

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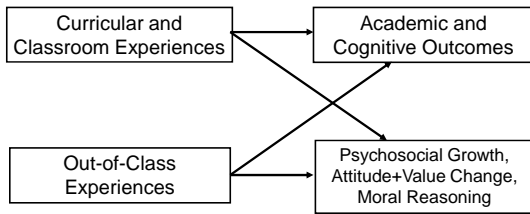
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**A Modest Map**



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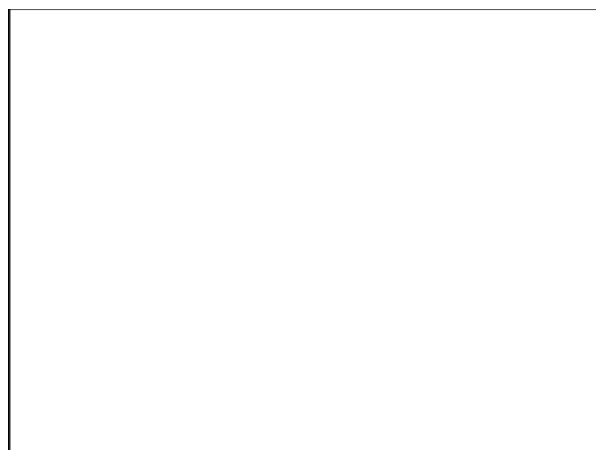
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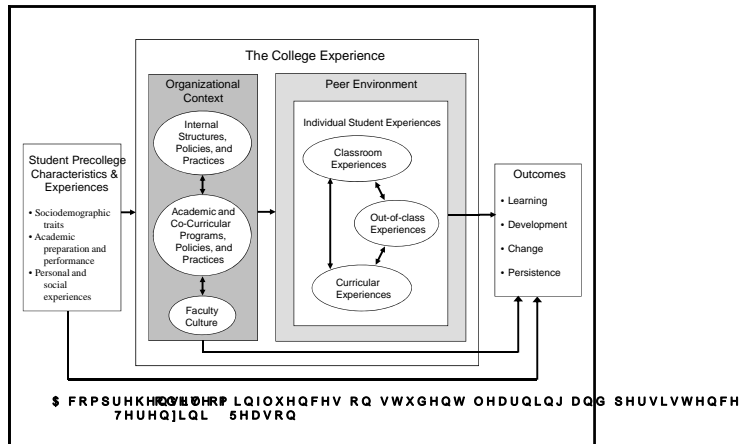
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