College Student Success

How Universities Can Impact Outcomes

Some stuff you know and other stuff that is new

Alison L. Barton, PhD
East Tennessee State University
barton@etsu.edu
What Is “College Student Success”?
What Is “College Student Success”?

Learning a body of knowledge well enough to go on to be effective in whatever the student does next

- How to seek out information
- How to self-evaluate and plan for improvement
- How to work with others
- How to manage time
- How to balance life priorities
Teams of 3-5
Focus Fox

Stop talking.

Put up Focus Fox.
Teams of 3-5

- **Manager**
  - Keeps team on-task, moving along
  - Makes sure others are doing their jobs

- **Spokesperson**
  - Asks questions of speaker
  - Answers for team during whole-group discussion

- **Time Keeper**
  - Makes sure team doesn’t linger too long on any one item – watches the time

- **Consensus-Builder**
  - Ensures everyone gets heard
  - Makes sure answer represents consensus of team

- **Recorder**
  - Legibly writes down main points from team discussion
Psychological Model of College Student Retention

Entry Characteristics
- Initial Attributions
- Normative Beliefs
- Coping Strategies
- Self-Efficacy
- Past Behavior

Environmental Interactions
- Bureaucratic
- Academic
- Social
- External

1 Bean & Eaton (2001-2002)
Parenting

- Permissive Parenting

- Helicopter Parenting
  - Authoritarian Parenting
  - Psychological Control
  - Family Enmeshment

Academic Entitlement

(Depression, Stress)
Psychological Model of College Student Retention

Entry Characteristics
• Initial Attributions
• Normative Beliefs
• Coping Strategies
• Self-Efficacy
• Past Behavior

Environmental Interactions
• Bureaucratic
• Academic
• Social
• External

Bean & Eaton (2001-2002)
Can we shape students’ Entry Characteristics?
<table>
<thead>
<tr>
<th><strong>Outcome Expectancies</strong></th>
<th><strong>Efficacy Expectancies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief that one's actions can lead to a desired outcome</td>
<td>Belief in one's personal ability and control</td>
</tr>
<tr>
<td>“If I do what needs to be done, I can succeed.”</td>
<td>“I have the skill and ability to do this – or I will, once I learn.”</td>
</tr>
<tr>
<td>“Even if I do what needs to be done, my actions won’t result in success”</td>
<td>“I don’t have what it takes, and I never will.”</td>
</tr>
</tbody>
</table>

**Model 2**

8 min

10 min
What’s the difference between Outcome and Efficacy Expectancies?
Thanks to: https://wikispaces.psu.edu/display/psych484/7.+self-efficacy+and+social+cognitive+theories
(Wood & Bandura, 1989) [Bandura’s Triadic Reciprocal Determinism]
Can we impact students’ Expectancies?
How can faculty & staff negatively impact Expectancies?

View: Harry Potter & the Sorcerer’s Stone – Harry’s first day in Potions class with Professor Snape
https://www.youtube.com/watch?v=brDO1mx4SUo
**FIXED**

- Fixed Mind-set
  - Intelligence is static

- Leads to a desire to look smart and therefore a tendency to...

- Challenges
  - Avoid challenges

- Obstacles
  - Give up easily

- Effort
  - See efforts as fruitless or worse

- Criticism
  - Ignore useful negative feedback

- Success of others
  - Feel threatened by the success of others

**GROWTH**

- Growth Mind-set
  - Intelligence can be developed

- Leads to a desire to learn and therefore a tendency to...

- Challenges
  - Embrace challenges

- Obstacles
  - Persist in the face of setbacks

- Effort
  - See effort as the path to mastery

- Criticism
  - Learn from criticism

- Success of others
  - Find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

All this confirms a deterministic view of the world.

As a result, they reach even-higher levels of achievement.

All this gives them a greater sense of free will.

---

Model 3

Dweck (2006)
Which Mindset is better?
How can Mindset impact university Interactions?
Mindset:
What the research says

- FM negatively impacts students’ self-esteem and GPA, compared to GM (Dweck, 1999a)
- Those with a FM ignore formative feedback after failure (Mangels et al., 2006)
- Mentors with a FM spend less time with mentees, compared to those with GM (Heslin et al., 2006)
- Teaching about mindsets increases student performance and engagement (Aronson et al., 2002; Blackwell et al, 2007)
How can we impact Mindset?

View: Dr. Carol Dweck interview on Mindset
https://www.youtube.com/watch?v=ICILzbB1Obg
(recommend also her TED Talks!)
• Explain how the brain develops
• Discuss stories of perseverance
• Discuss how to handle failure
• Cultivate optimism
• Remind about using feedback
• Praise effort, not intelligence
Model 4

“Learn By Doing”: The Experiential Learning Model

1. Experience the activity; “do it”
2. Share what happened
3. Process what’s important
4. Generalize – the “so what”
5. Apply – the “now what”


http://msue.anr.msu.edu/news/make_4-h_youth_active_participants_in_their_learning

8 min
How do you define active learning?
Active Learning

- **Active learning** is a model of instruction that focuses the responsibility of learning on learners. Active learning engages students in two aspects – doing things and thinking about the things they are doing.
  - Wikipedia (excerpts)

- **Active learning** is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content.
  - Univ. of Michigan
Can Bureaucratic Interactions utilize active learning?
Are WE doing active learning today?
POGIL

Process-Oriented Guided Inquiry Learning

www.pogil.org
5-E Model of Learning

- **Engagement**: Object, event or question used to engage students. Connections facilitated between what students know and can do.
- **Explanation**: Students explain their understanding of concepts and processes. New concepts and skills are introduced as conceptual clarity and cohesion are sought.
- **Evaluation**: Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.
- **Elaboration**: Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.
- **Explore**: Objects and phenomena are explored. Hands-on activities, with guidance.
Information Processing Model

- Long Term Memory
  - New Information
  - Working Memory
Model 5

(Some More) Psychological Model of College Student Retention

Psychological Processes

- Self-Efficacy Assessments
- Coping Process: Approach-Avoidance
- Attributions: Locus of Control

Positive Psychological Outcomes

- ?
- ?
- ?

Negative Psychological Outcomes

- ?
- ?
- ?

Environmental Interactions

8 min

1 Bean & Eaton (2001-2002)
## Attributions

<table>
<thead>
<tr>
<th></th>
<th>Controllable</th>
<th>Uncontrollable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal</strong></td>
<td>Effort</td>
<td>Intelligence/Talent</td>
</tr>
<tr>
<td><strong>External</strong></td>
<td>Environment</td>
<td>Luck</td>
</tr>
</tbody>
</table>
### Attributions

<table>
<thead>
<tr>
<th>Internal</th>
<th>Controllable</th>
<th>Uncontrollable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>Environment</td>
<td>Luck</td>
</tr>
<tr>
<td>Intelligence/Talent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Environment</td>
<td>Luck</td>
</tr>
</tbody>
</table>
(Some More) Psychological Model of College Student Retention$^1$

Model 5

Environmental Interactions

- Psychological Processes
  - Self-Efficacy Assessments
  - Coping Process: Approach-Avoidance$^1$
  - Attributions$^2$: Locus of Control

Positive Psychological Outcomes

Negative Psychological Outcomes

$^1$ Bean & Eaton (2001-2002)
How could active learning impact Psychological Processes?
Sources and Recommended Readings

**About Active Learning:**


**About College Student Retention:**


**About Coping:**

About Efficacy:


About the 5-E Learning Cycle & POGIL:

http://www.bscs.org/sites/default/files/_legacy/BSCS_5E_Instructional_Model-Executive_Summary_0.pdf

http://www.ecapteach.com/survival%20training/lesson_16/5E_lcycle.pdf

http://www.pogil.org

About Good Teaching (No Matter the Instructional Setting):

About Mindset:


* Search “Dweck” and “Mindset” in Google or YouTube for multiple talks, interviews, and articles by and about Dweck’s Mindset theory.
