College Student Success

How Universities Can Impact Outcomes

Some stuff you know and other stuff that is new

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What Is "College Student Success"?

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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[1]

Entry Characteristics

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

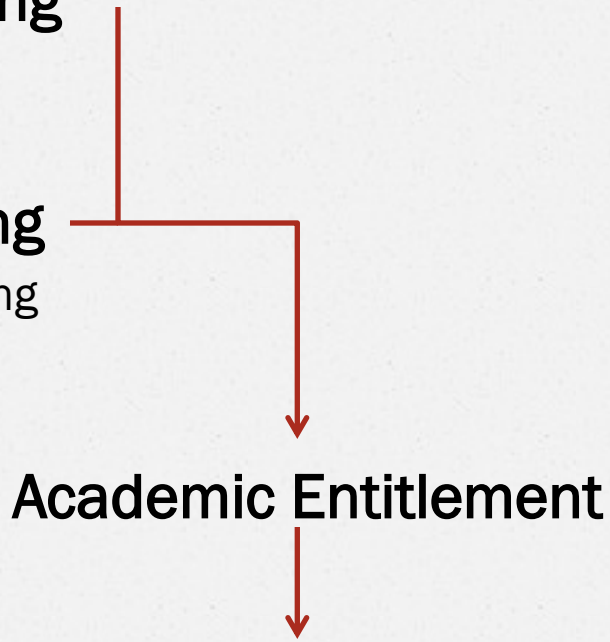
Environmental Interactions

- Bureaucratic
- Academic
- Social
- External

[1] Bean & Eaton (2001-2002)

Parenting

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



Academic Entitlement

(Depression, Stress)

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Can we shape students' Entry Characteristics?

Model 2

Expectancies

Outcome Expectancies

Belief that one's actions can lead to a desired outcome

"If I do what needs to be done, I can succeed."

"Even if I do what needs to be done, my actions won't result in success"

Efficacy Expectancies

Belief in one's personal ability and control

"I have the skill and ability to do this – or I will, once I learn."

"I don't have what it takes, and I never will."

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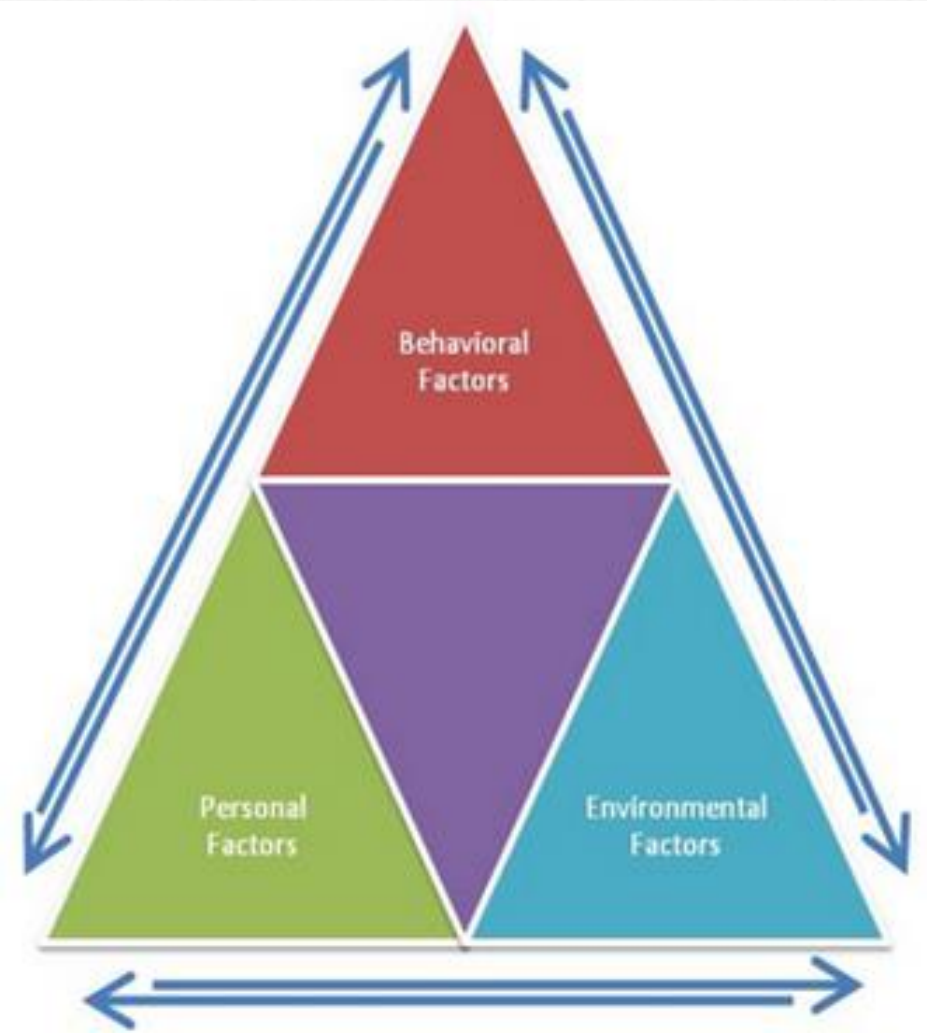
~~10~~ min

What's the difference between Outcome and Efficacy Expectancies?



Thanks to: https://wikispaces.psu.edu/display/psych484/7.+self-efficacy+and+social+cognitive+theories

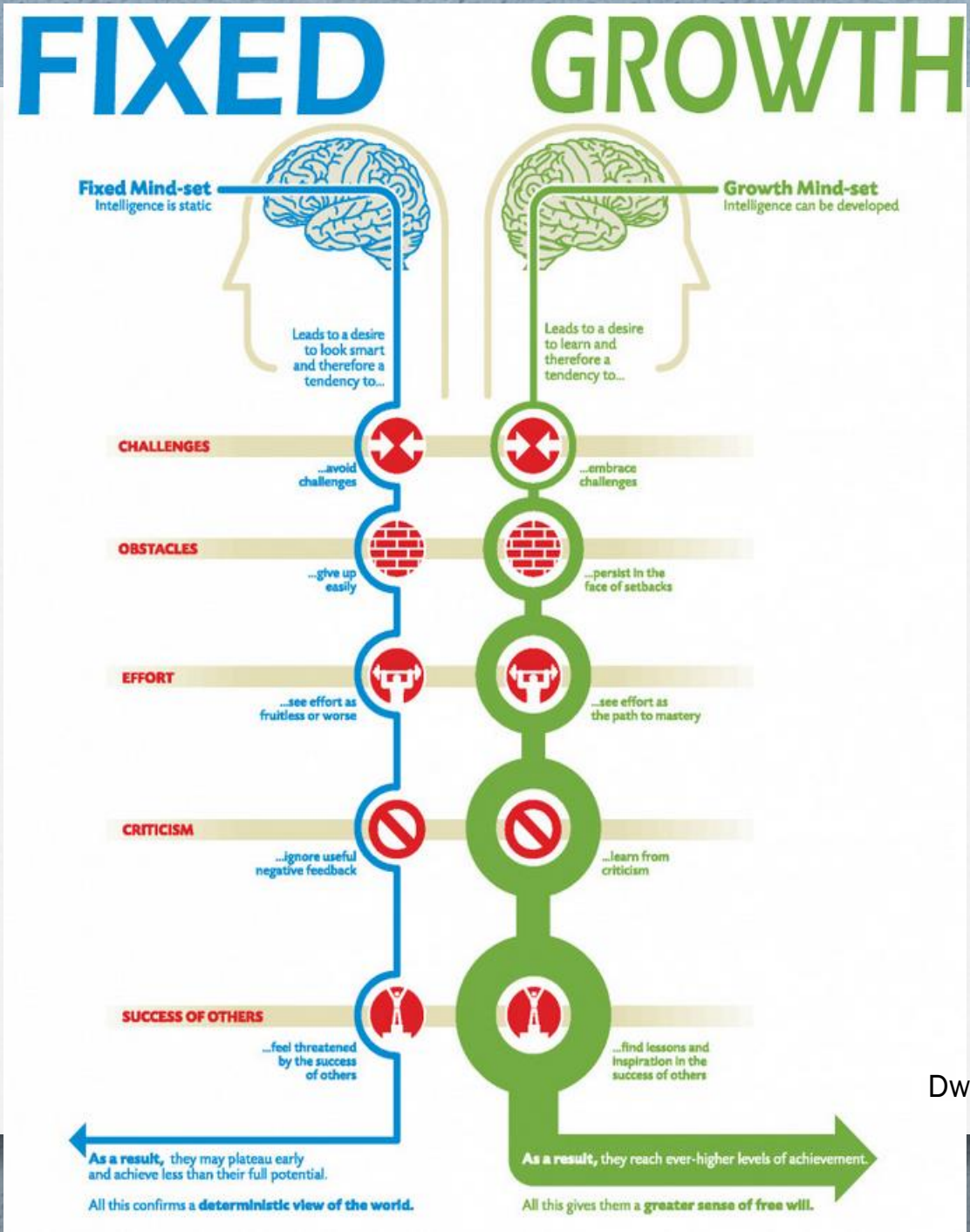
(Wood & Bandura, 1989) [Bandura's Triadic Reciprocal Determinism]

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

Model 3



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Dweck (2006)

Which Mindset is better?

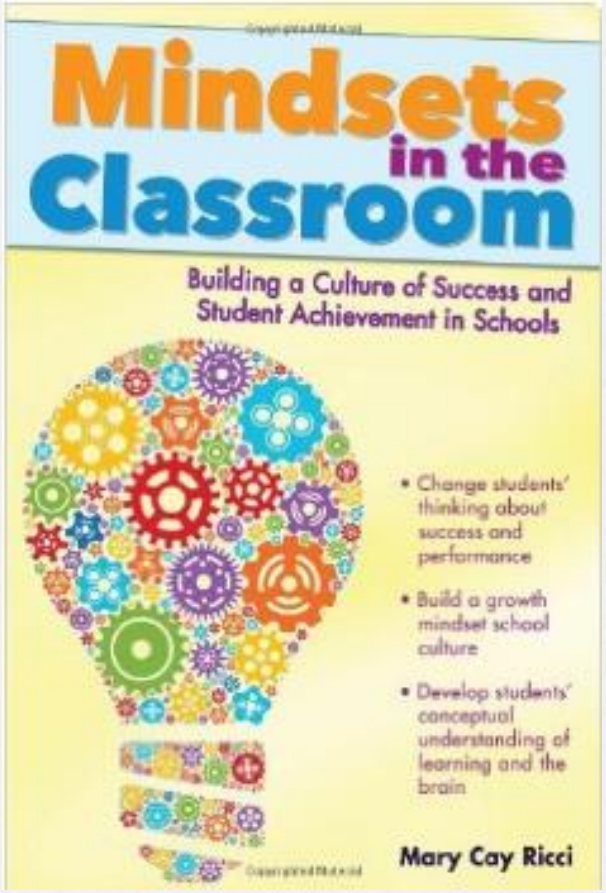
How can Mindset impact university Interactions?

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)

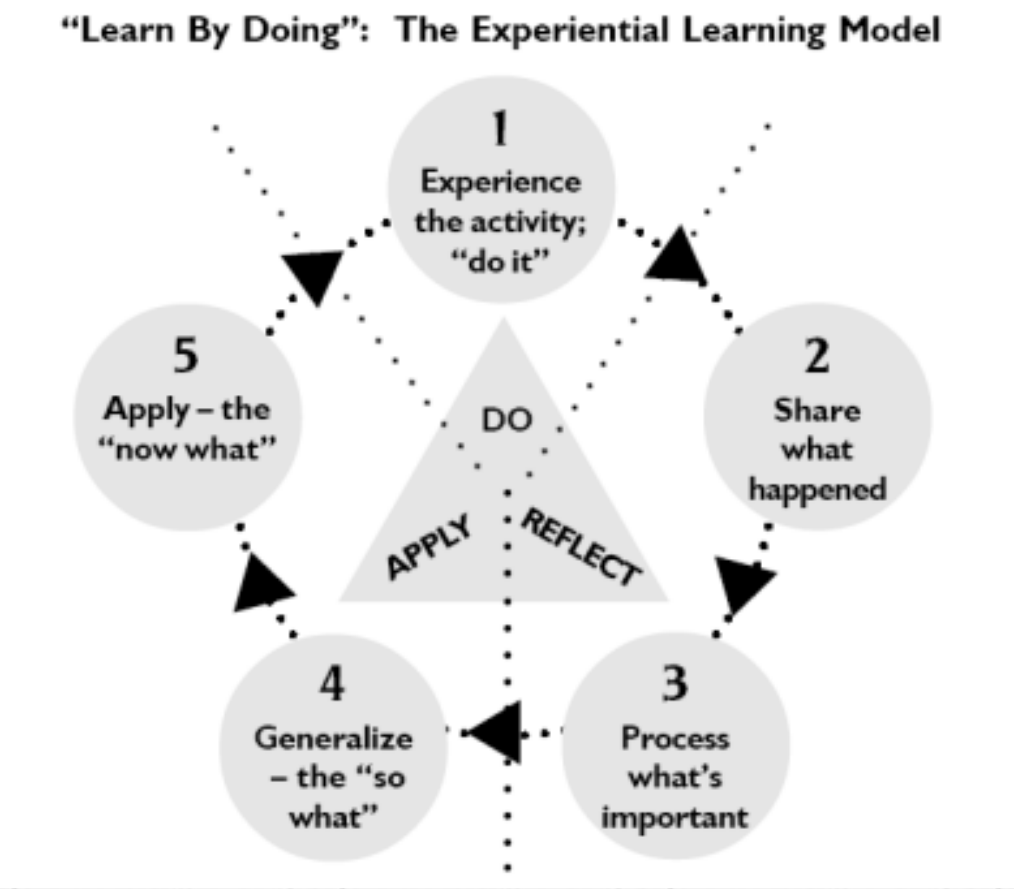
How can we impact Mindset?

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



From *Curriculum Development for Issues Programming: A National Handbook for Extension Youth Development Professionals* (1992), Cooperative State Research, Education and Extension Service, U.S. Department of Agriculture, pp. 27–28. Also in Pfeiffer, J. W., and Jones, J. E. (1985). *The Reference Guide to Handbooks and Annuals*, Vol. 1–10, 1972–1985. San Diego, CA: University Associates Publishers and Consultants.

8 min

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

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.

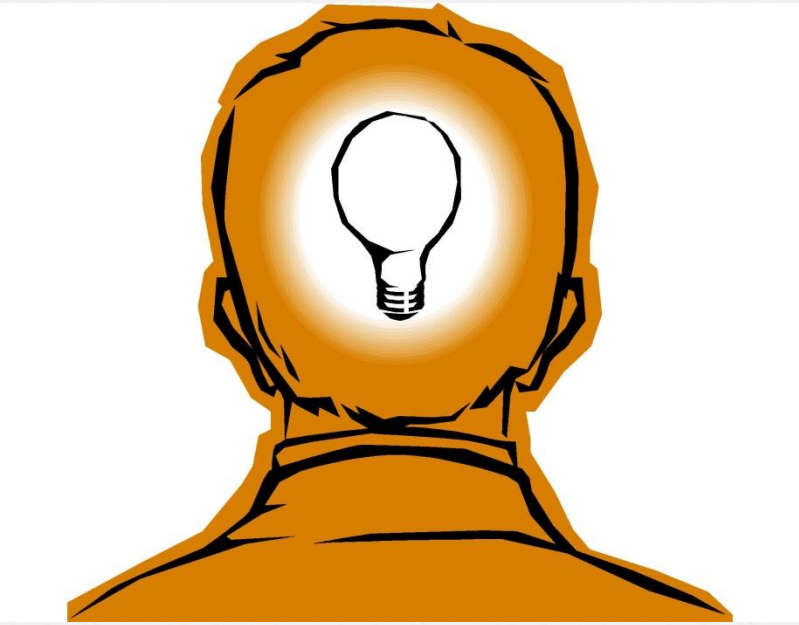
  - Wikipedia (excerpts)

- **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?

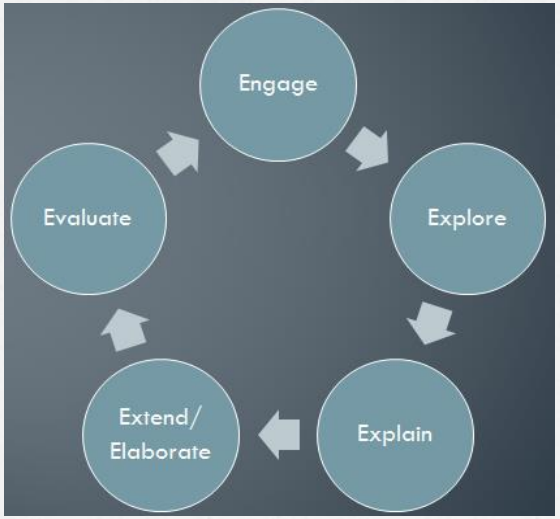


POGIL

Process-**O**riented **G**uided **I**nquiry **L**earning

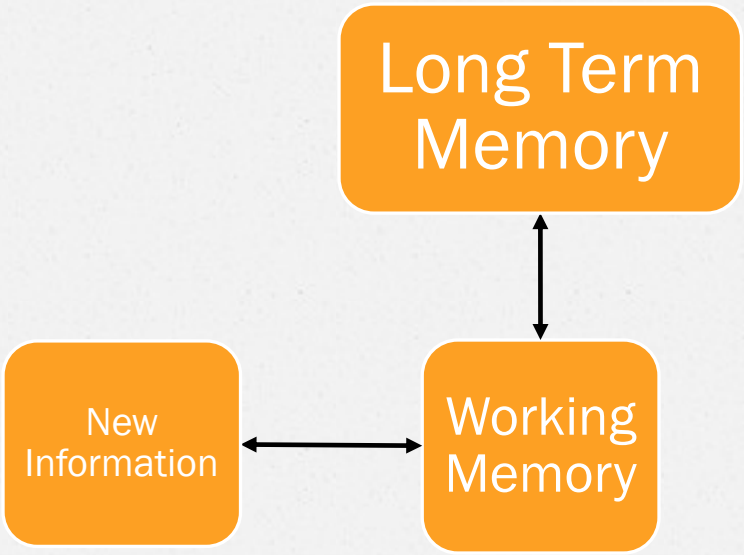
www.pogil.org

5-E Model of Learning



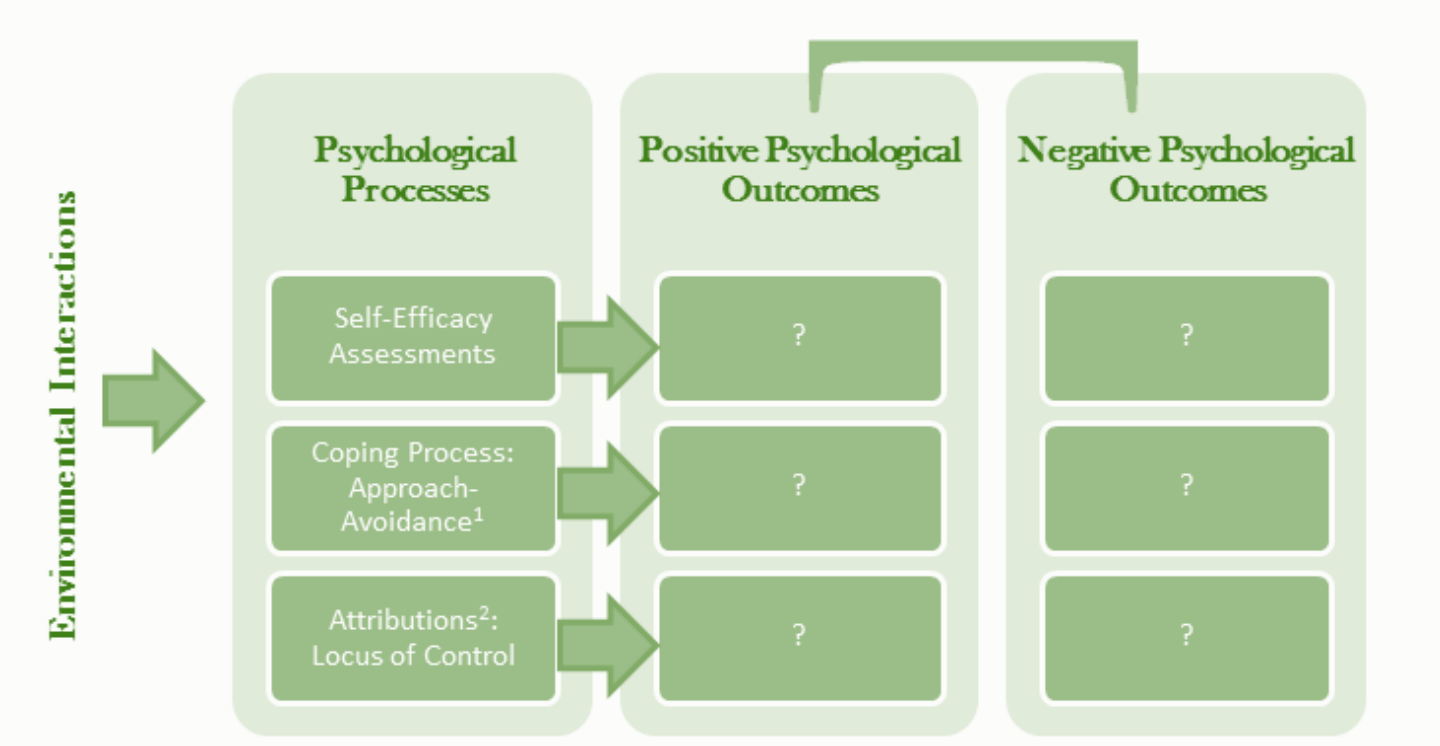
Engagement	Object, event or question used to engage students. Connections facilitated between what students know and can do.
Exploration	Objects and phenomena are explored. Hands-on activities, with guidance.
Explanation	Students explain their understanding of concepts and processes. New concepts and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

Information Processing Model



Model 5

(Some More) Psychological Model of College Student Retention[1]



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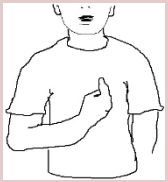
[1] Bean & Eaton (2001-2002)

Attributions

	Controllable	Uncontrollable
Internal 	Effort	Intelligence/Talent
External	Environment	Luck

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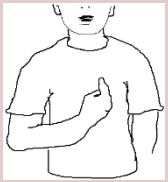
Internal 	Effort Intelligence/Talent	
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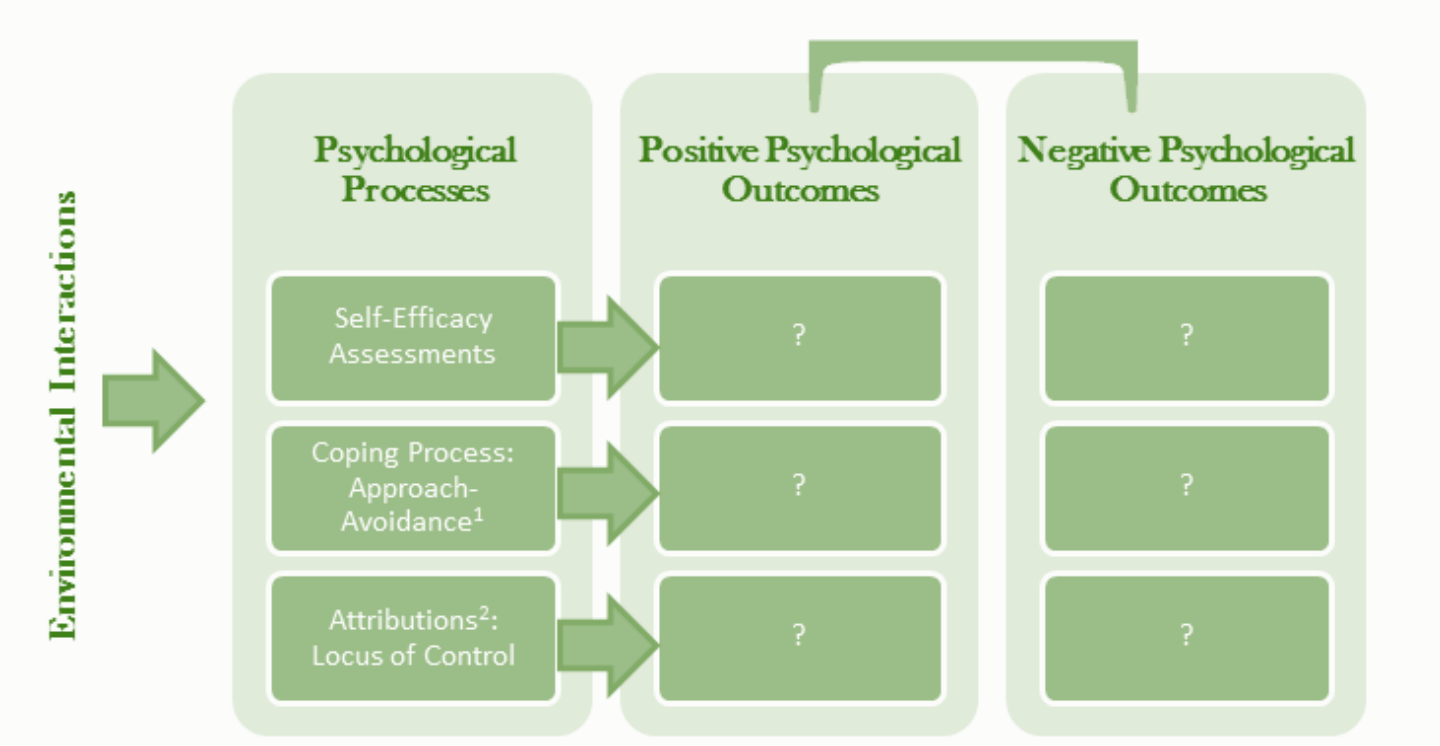

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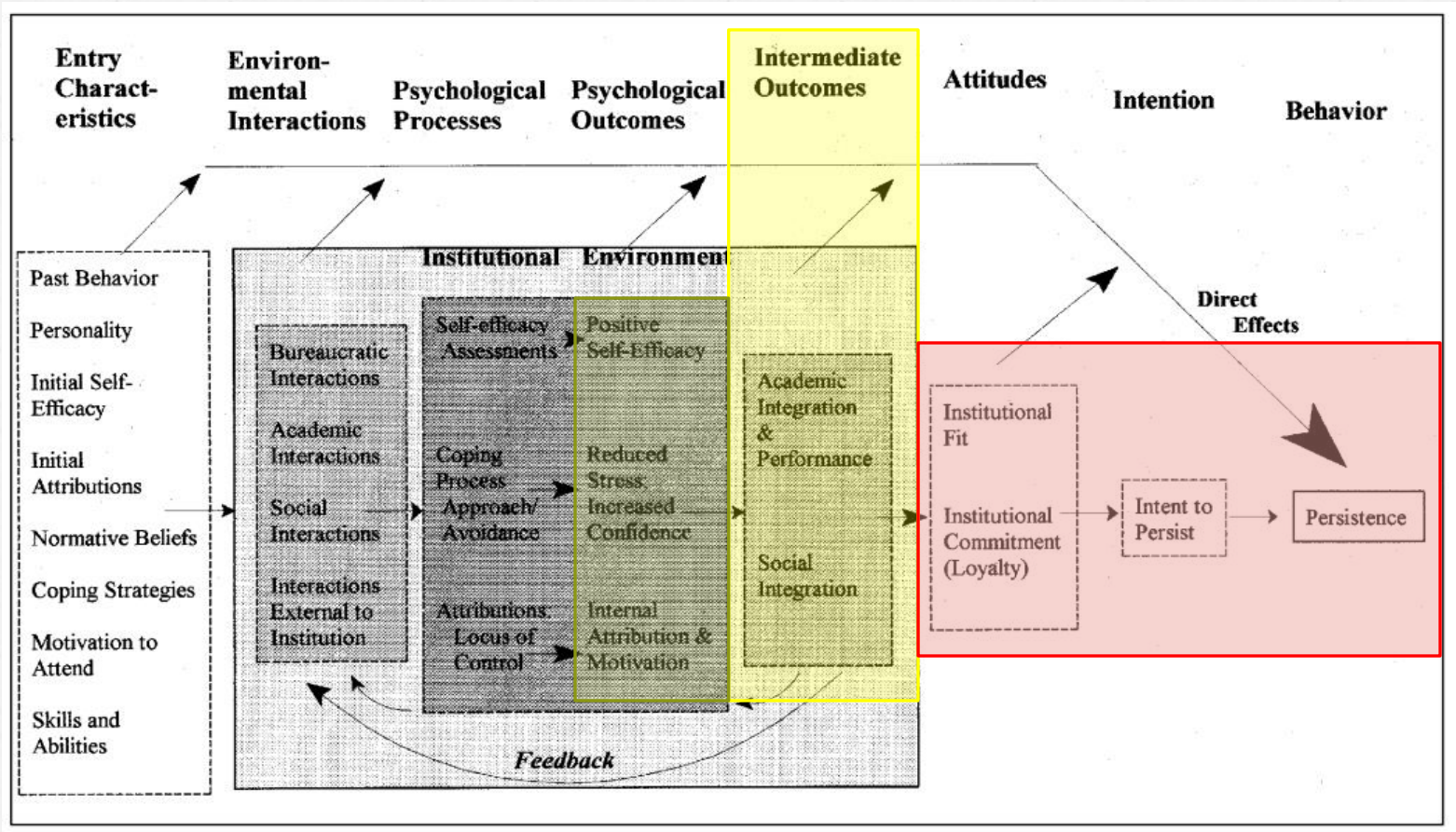
How could *active learning* impact Psychological Processes?


Entry Characteristics
Environmental Interactions
Psychological Processes
Psychological Outcomes
Intermediate Outcomes
Attitudes
Intention
Behavior
Past Behavior
Personality
Initial Self-Efficacy
Initial Attributions
Normative Beliefs
Coping Strategies
Motivation to Attend
Skills and Abilities
Institutional Environment
Bureaucratic Interactions
Academic Interactions
Social Interactions
Interactions External to Institution
Self-efficacy Assessments
Coping Process Approach/ Avoidance
Attributions: Locus of Control
Positive Self-Efficacy
Reduced Stress; Increased Confidence
Internal Attribution & Motivation
Academic Integration & Performance
Social Integration
Direct Effects
Institutional Fit
Institutional Commitment (Loyalty)
Intent to Persist
Persistence
Feedback

Sources and Recommended Readings

About Active Learning:

Curriculum Development for Issues Programming—A Handbook for Extension Youth Development Professionals, (1992). ES/USDA Youth Curriculum Development Task Force, 1992. (Published by CSREES).

http://www.uwyo.edu/4-h/volunteers/leader-totes/youth_development/learn-by-doing.pdf

About College Student Retention:

Bean, J., & Eaton, S. B. (2001-2002). The psychology underlying successful retention practices. *Journal of College Student Retention, 3(1)*, 73-89.

Demtriou, C. & Schmitz-Sciborski (2011). Integration, motivation, strengths and optimism: Retention theories past, present and future. In R. Hayes (Ed.), *Proceedings of the 7th National Symposium on Student Retention, 2011, Charleston*. (pp. 300-312). Norman, OK: The University of Oklahoma.

About Coping:

Roth, S. & Cohen, L. J. (1986). Approach, avoidance, and coping with stress. *American Psychologist, 41(7)*, 813-819.

About Efficacy:

Bandura, A. (1982). Self-efficacy mechanisms in human agency. *American Psychologist, 37* , 122-147.

Wood, R. E., & Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of Management Review, 14* (3), 361-384.

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%20traiining/lesson_16/5E_lcycle.pdf

http://www.pogil.org

About Good Teaching (No Matter the Instructional Setting):

Ambrose, S.A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.

Willingham, D. T. (2009). *Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*. San Francisco, CA: Jossey-Bass.

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Centre for Confidence and Well-Being (2007-2008). Glasgow University mindset research: report. Accessed 7/31/2015 at: http://www.centreforconfidence.co.uk/flourishing-lives.php?p=cGlkPTQ5OSZpZD0xNzA1

Dweck, C. S. (1999a). Self-theories – their role in motivation, personality and development. *Essays in Social Psychology.* Philadelphia: Psychology Press.

Dweck, C. S. (1999b, Spr). Caution: Praise can be dangerous. *American Educator, 23(1)*, 4- 9. *Or go to:* https://www.aft.org/sites/default/files/periodicals/PraiseSpring99.pdf for the article.

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Random House.

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

Heslin, P., Wanderwalle, D., & Latham, G. (2006*).* Keen to help? Managers' IPTs and their subsequent employee coaching *Personnel Psychology, 59,* 871–902.

Mangels, J. A., Butterfield, B, Lamb, J. Good, C., & Dweck, C. S. (2006). Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model. Social Cognitive and Affective Neuroscience, 1(2), 75-86.