University of Toledo April 6, 2016

Helping Students Learn & Succeed

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Who Are Successful Students?

- They achieve their goals.
 - Higher standard of living
- They have achieved their goals in a costeffective fashion.
- They have learned what they need to succeed at subsequent pursuits.
- They have learned all this at appropriate levels of rigor.

What Do Students Most Need to Learn?

- Teamwork and collaboration skills
- Articulating ideas clearly and effectively
- Real-world problem solving
- Evaluating information and conclusions
- Flexibility and adaptability to change
- Creativity and innovation
- Working with people from diverse cultural backgrounds
- Ethical judgment
- Understanding numbers and statistics

WHAT HELPS STUDENTS LEARN?

 They see clear relevance and value in their learning activities.

They are instilled with a "can do" attitude.

 They are academically challenged and given high but attainable expectations, such as through assignments with scaffolding.

- Learning activities and grades focus on important learning outcomes.
 - Faculty organize curricula, teaching practices, and assessments to help students achieve important learning outcomes.
 - Students spend their time and energy learning what they will be graded on.

 They understand course and program learning outcomes and the characteristics of excellent work, often through a rubric.

 They spend significant time and effort studying and practicing.

 They interact meaningfully with faculty face-to-face and/or online.

 They collaborate with other students — faceto-face and/or online—including those unlike themselves.

 New learning is related to their prior experiences and what they already know, through both concrete, relevant examples and challenges to their existing paradigms.

 They learn by doing, through hands-on practice engaging in multidimensional "real world" tasks, rather than by listening to lectures.

 They use their learning to explore, apply, analyze, justify, and evaluate, because facts memorized in isolation are quickly forgotten.

 They participate in out-of-class activities that build on what they are learning in the classroom.

 They can obtain support when they need it: academic, social, personal, and financial.

 They receive frequent, prompt, concrete feedback on their work, followed by opportunities to revise their work.

- They integrate and see coherence in their learning through
 - Reflecting on what and how they have learned.
 - Constructing their own learning into meaningful frameworks.
 - Synthesizing capstone experiences.

 Their university and its faculty and staff truly focus on helping students learn and succeed and on improving student learning and success.

- Students are actively engaged in their learning.
- Faculty and students share responsibility for their learning.

A learning-centered university actively fosters these practices.

WHAT HELPS STUDENTS PERSIST & SUCCEED?

Engagement with faculty and other students

Clear and high expectations

Academic, social, personal, and financial support

Frequent, prompt, and concrete feedback

Exposure to diverse viewpoints

- Opportunities to
 - Analyze
 - Justify
 - Evaluate
 - Integrate
 - Reflect

- "Make students want to come back"
 - Ken O'Donnell

WHAT IS A STUDENT-CENTERED UNIVERSITY?

- The university and its faculty and staff truly focus on
 - helping students learn and succeed.
 - improving student learning and success.

- The college understands its students and what they most need in order to succeed.
- Responsibility for student success is broadly shared, and strategies for student success are appropriately integrated.
- Student success is a high priority, and strategies are purposefully designed to help students succeed.
- Good quality, useful evidence is collected regarding student success.
- Evidence is used to understand and improve student success.

A Student-Centered University is Collaborative

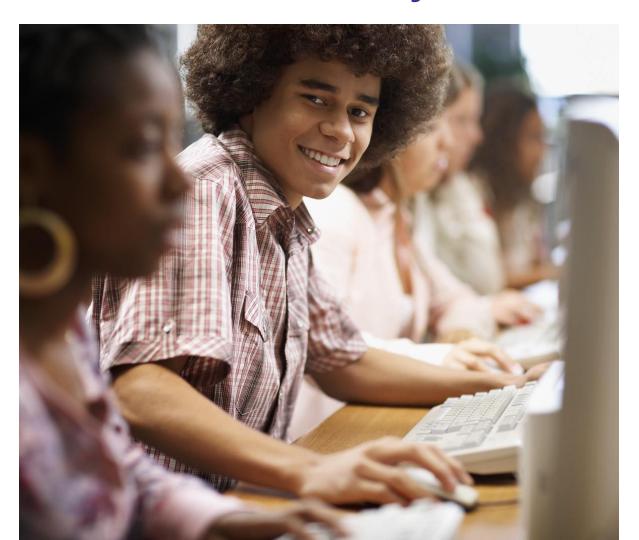
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A Student-Centered University Routinely Uses Evidence

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MAKING UT MORE STUDENT-CENTERED COLLABORATIVE EVIDENCE-INFORMED

Make Student Learning & Success a Priority



Value Great Teaching

- A great teacher is always improving.
 - Definition of teaching excellence
 - P&T criteria
 - A semester of grace

Value Collaboration

- Others teaching your course
- In your program
- In your gen ed requirement
- Across programs
- Co-curricular programs
- Institution-wide
- Funding priority for collaborative projects

Keep Assessment Useful...and Used

- Informs big, important decisions
 - Resource allocations
 - Strategic goals and plans
 - "Curriculum development grants"

Make Evidence Easy to Understand

- Short, simple, clear
- Easy to find
- Make a clear, meaningful point
 - It's all about goals.

Periodically Regroup & Reflect



Has this assessment been useful?

Has its value been in proportion to the time and money put into it?

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 - helping students learn and succeed.
 - improving student learning and success
 - through
 - Collaboration
 - Evidence