EDUC 663: Organizing for Learning in Collegiate Contexts
Center for the Study of Higher and Postsecondary Education, University of Michigan
Fall 2012

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Class Time: Wednesdays, 9AM-12PM
Room: 2302 SOE Building
Office Hours: By appointment

"We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference."


This course examines campus practices that are designed to enhance the learning and development of college students, with special attention given to institution-level initiatives and innovations. This course will include an examination of “good practices” that have been designed to enhance student learning and success, and will critique them from theoretical and empirical perspectives. Special attention will be given to which student subgroups are served – and underserved – by these practices.

Course Objectives for Student Learning

1. To examine campus practices at the institutional level that are designed to promote student learning, development, and success [hereafter, student learning], and consider how the indicators of learning are identified, defined, and measured.

2. To recognize and critique theoretically and empirically derived criteria related to “good practices” and be able to apply these practices to the design of educational innovations.

3. To examine how the structure and organization of various educational environments on college campuses promote and inhibit student learning and the achievement of desired outcomes, and to offer suggestions for changing these structures. (For this purpose, the term “educational environment” is defined broadly to include curricular and co-curricular contexts, as well as administrative policies and practices that affect student learning.)

4. To understand student engagement as a strategy for student success. Special attention will be given to student engagement as a means for promoting student learning, contrasting this with practices that promote student engagement as an educational outcome itself.

5. To explore campus cultures and student subgroups, with a particular interest in which subgroups benefit from institutional practices to enhance learning and which do not. To do so, we will consider the practices and environments through a critical lens.

6. To examine and critique research strategies that have been used to assess and evaluate campus practices designed to promote student learning.

7. To use the mechanism of writing grants to communicate information and ideas about innovative institutional practices to promoting student learning. This is designed as an
opportunity for students to polish their practical writing skills (especially argumentative writing) as well as serve as a means to learn about funding sources in this area.

Course Texts

With all texts, books, and monographs, I suggest you read the “frontmatter,” which typically includes the Foreword, Introduction, and Table of Contents to familiarize yourself with the purpose and scope of each work, and thus how you might use it as a resource.


Note: These two monographs are available in the CSHPE Main Office from Melinda Richardson or Linda Rayle. Purchased individually, these cost $40 each (plus shipping); however, we were able to arrange for you to purchase both monographs for $61 (including shipping). You may pay with check or cash payable to the University of Michigan.

Additional readings are listed on the Course Schedule (attached) and are available on our course CTools site. If I post other readings there, I will alert you in advance.

APA Publication Manual

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association. [Be sure to get the 2nd printing of the 6th edition, which corrected the errors in the first printing.] Except where specified otherwise, all work submitted for this class should adhere to the style and formatting guidelines of this Manual. NOTE: I recommend getting the whole manual, not just the pocket edition or the summary in on-line sources. The complete manual includes MUCH more than simple referencing style; it also includes sets of academic values and practices that are widely endorsed in the social sciences and higher education. For example, in addition to information about how to reference citations in reference lists, this volume also includes instructions on grammatical considerations, how to avoid the use of sexist language, and how to construct charts and tables.
Being Successful in this Class

1. Class Participation. At the heart of this class are factors that affect student learning and success and this will be a topic of many class discussions. I expect you to participate in our discussion of topics and readings each week, and to contribute to the class as a learning community.

Here are some of my assumptions about student success, stated in terms of our responsibilities to each other as they affect class participation. I will strive to create an enjoyable and successful learning community in this class. As members of this community, I expect students to come prepared for class, to participate actively and thoughtfully in the weekly class sessions, and to be willing to bring themselves and their ideas to our collective “table.”

In order to fulfill the promise of a graduate seminar, I suggest that you develop your own schedule in a way that will enable you to study the assigned readings prior to class, respond to reflective questions that are provided to you or suggested in class, take responsibility for appropriately sharing your ideas and questions, and alert me (at least a day in advance) to issues you would like to address in class, and call to my attention factors that are affecting your success in this class. I will then work with you as appropriate to address these factors. I will use informal assignments or class activities to increase your involvement in the class and your understanding of the materials, and look forward to your feedback on their effectiveness. My hope is that these procedures improve both the quality of our class discussions and the value of the readings and class activities for you.

2. Sharing Information and Insights. In an effort to create a stimulating learning community and to encourage class members to link course readings and personal insights to larger contexts, I will offer the first few minutes of each class for this purpose. Please keep this in mind as you complete the readings each week, read the Chronicle of Higher Education or other sources of news about higher education, search on line for innovative approaches to enhancing learning, and share these in our discussions.

3. Due dates. Be prepared to submit your course assignments online in your Drop Box (not the Assignments folder) in the C-Tools site before the beginning of class on the days they are due. It is my expectation that you will meet each deadline except when extreme and unforeseen circumstances arise. If this is the case, please alert me just as soon as possible.

4. Absences. Class attendance is important. However, circumstances occasionally arise when you choose to be elsewhere. Please be very selective in such occasions, and whenever humanly possible, please alert me in advance AND arrange to obtain notes, handouts, etc. and review class activities with two classmates.

5. Special Needs. If you believe that you may need accommodations due to a disability, please contact me within the first two weeks of the class so that I can arrange for appropriate accommodations. Additionally, if there are special circumstances in your life that may affect your participation or performance in this class that you would like to share, please indicate these
on the Student Information Sheet or make an appointment to see me. I will work hard to do my part so that you will have a successful experience in this course.

6. Office Hours. I am happy to meet with you to discuss topics raised in the readings or in class, your learning and success, and/or your concerns about this course. Please contact me to schedule an appointment of either 15 or 30 minutes.

7. C-Tools Site. We will utilize our C-Tools site for many aspects of this course. Check there for announcements, other resources, and to submit your assignments.

Readings. The assigned readings (except for those in the text) are posted in the “Resources” folder, which is organized by units. The readings are listed by week (W01 = Week 1).

Assignments. Descriptions of each of the assignments are posted in the “Assignments” folder. Please submit your completed assignments in your “Drop Box.”

Schedule/Calendar. The course calendar, including meeting times, assignment due dates, and office hours, is posted online under the “Schedule” section. To sign up, simply insert your name within the posted hours.

Discussion. This feature allows for the posting of ideas, reflections, and other types of on-line discussion among course members. We will decide as a class how to use this feature; I will solicit your suggestions throughout the term.

Course Assignments

1. Lead Discussion of an Assigned Reading
Make a 30-minute presentation to the class in which you focus on two to three key points from one of the assigned course readings, focusing on how they inform our understanding of institutional practices that affect college student learning and development. See assignment instructions for details. A detailed description of the assignment and the sign-up sheet are posted in the Assignments folder of our CTools site.
DUE: See Sign-up Sheet (September 19-November 21). Please post your choices by Monday, September 10, 10AM.

2. Institutional Practice Analysis
The purpose of this assignment is to give you practice analyzing and critiquing campus practices that institutions have adopted to create more positive and effective learning environments for students. It will also provide an opportunity to demonstrate your understanding of conceptual frameworks used to understand and subsequently design campus environments to improve student learning and development. See assignment instructions for details.
DUE: October 17

3. Final Integrative Project
The final project in the course will focus on integrating the main concepts of the class, linking the choice of strategies and design of institutional practices to desired learning outcomes in ways
that have high potential to enhance student learning. This project will use the format of a grant proposal to be submitted to a funding agency (including components such as the purpose, literature review, design, rationale, evaluation, and budget). In addition to developing this proposal in writing, you will be asked to give a professional presentation to “sell” your proposal to the funding agency.

Alternatively, you may choose to do an individually designed final integrative project of comparable scope and depth. If this interests you, please indicate this on your initial learning contract, along with a description of your proposed integrative project.

**Presentation to the Class:** Nov. 28 or Dec. 5  
**Submission of Final Project:** This will be cheerfully accepted any time after Dec. 5 and by noon on Dec. 10.

**Learning Contract:** Please prepare a 1-2 page description of the major elements of your proposed Final Integrative Project; I will distribute a template. The initial draft of your contract is due no later than October 31, and will be revised until we are mutually satisfied with your plan. The final draft is due by November 14.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Weekly</td>
<td>20%</td>
</tr>
<tr>
<td>Lead Discussion of a Reading</td>
<td>Sept. 19 – Nov. 21</td>
<td>20%</td>
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<tr>
<td>Institutional Practice Analysis</td>
<td>October 17</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project Learning Contract (1st draft)</td>
<td>October 31</td>
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<tr>
<td>Final Project Learning Contract (final draft)</td>
<td>When resolved (no later than November 14)</td>
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<tr>
<td>Final Project-oral presentation</td>
<td>November 30 and December 7</td>
<td>15%</td>
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<tr>
<td>Final Project-written product</td>
<td>December 10, 12 Noon</td>
<td>25%</td>
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</table>

If you believe a different proposed weighting of assignments would better serve your learning goals, please discuss this with me before the end of September.
<table>
<thead>
<tr>
<th>Date/Events/Unit Description</th>
<th>Course Topic/Readings/Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1: September 5</strong></td>
<td><strong>Introduction to the Course and Each Other</strong></td>
</tr>
<tr>
<td><strong>Complete Student Information Sheet</strong> (posted in the Assignments folder on CTools) and submit it to your CTools Drop Box by Monday, Sept. 10, 10AM.</td>
<td><strong>Indicators of Student Learning and Success in Higher Education</strong></td>
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<td></td>
<td>Assumptions about the organization of learning environments and how institutions promote and inhibit learning</td>
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<td><em>In-Class Introductory Exercise</em></td>
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<td>Student Success: Role of student and institutional characteristics</td>
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<td></td>
<td>- How did your alma mater try to communicate what it would be like to be a student there? What message did requirements convey to you?</td>
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<td></td>
<td>- To what degree were you aware of how your collegiate learning was organized and how it affected your learning and success?</td>
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<thead>
<tr>
<th>Week 2: September 12</th>
<th><strong>Learning-Centered Institutional Practices</strong></th>
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<tbody>
<tr>
<td><strong>Note.</strong> I suggest completing the readings in the order suggested on the syllabus, as this order reflects a pedagogical purpose.</td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td>NASPA, ACPA (2004). <em>Learning Reconsidered: A campus-wide focus on the student experience</em>. [For this week, please focus on pp. 1-10, as well as Table 1 (pp. 21-22).]</td>
</tr>
<tr>
<td></td>
<td>Example of common learning outcomes: The Wisconsin Experience and Essential Learning Outcomes (nd). Office of the Provost for Teaching and Learning, University of Wisconsin.</td>
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1 The unit names listed here correspond to the folders in the Resources section of the CTools site. The Supplemental Readings listed here are in a folder by this name within the unit resources.
implications for educators and campus administrators who seek to improve student learning.

Reflective Questions
- What indicators would you look for if you wanted to find out if a college or university was “learner-centered”?
- What are the key points that you would bring to the attention of someone interested in making their programs or services more “learner centered”?


Boggs, G. R. (2011). The American community college: From access to success. In text, Community College. [Ch. 1]

Brown, T., King, M. C., & Stanley, P. (2011). Fulfilling the promise: Summary and recommendations. In text, Community College. [Ch. 12]


Hansen, M., Evenbeck, S. E., & Williams, G. A. (2010). Comprehensive university college assessment: The importance of assessing students’ needs, program processes, and critical outcomes. In text, Organizing for Student Success. [Ch. 5]

Keeling, Richard. (2006). Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience. ACPA, ACUHO-I, ACUI, NACADA, NACA, NASPA), and NIRSA. [Note: the full names of these professional organizations are spelled out on the front page of the monograph. I suggest you familiarize yourself with the Table of Contents; note that all the focus here is on student affairs contexts and initiatives.]

Ch. 10—Dungy, G. J. & Keeling, R. P. Implementing promising practices (pp. 75-83).

Supplemental Readings


http://www.alverno.edu/about_alverno/ability.html
http://www.alverno.edu/about_alverno/quick_facts.html

**Week 3: September 19**

### Unit 2: Conceptual Frameworks for Understanding Campus Environments

The purpose of this unit is to introduce students to environmental theories and examine how elements described in these frameworks can affect student experiences and their reactions to their experiences.

There are many lenses through which one can read these articles. Be aware of the focus of a particular class session (here, the physical environment) as a signal to include this the lens in your preparation.

How would spaces be organized if learning were the *primary* purpose of higher education? What do you see as the major “take away messages” from the ideas included in Table 10.1 by Chism and Bickford (2002)?

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### Conceptual Frameworks for Understanding Campus Environments: Overview and Physical Environment

**Overview**


**BRING TO CLASS:** a picture of students learning (in the physical environment of your choice)

**Handout (on CTools): Bronfenbrenner Definitions**

**The Physical Environment/Perspective**

**Readings**


Steelcase

Steelcase “LearnLab” [http://www.youtube.com/watch?v=CnU58hbYN1M](http://www.youtube.com/watch?v=CnU58hbYN1M)


The Idea Lab: A Look at Stanford d-School.


**Supplemental/Background Readings**

| Week 4: September 26 | **Conceptual Frameworks for Understanding Campus Environments:**  
**The Human Environment/Human Aggregate Perspective**  
Renn, K. (2011). Do identity centers (e.g., women’s centers, ethnic centers, LGBT centers) divide rather than unite higher education faculty, students, and administrators? Why are they so prevalent on college campuses? [with response by L. Patton] In Magolda, P. & Baxter Magolda, M. B. (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 244-261). Sterling, VA: Stylus Publishing. [human aggregate: identity centers]  

**Note:** For purposes of this class, focus on the characteristics of a discipline (or a major field of study) as a type of human aggregate in the next two readings.  

**Week 4: September 26**  
*Bring an artifact that symbolizes a physical or human aggregate environment you have experienced, preferably from a collegiate context.*
<table>
<thead>
<tr>
<th>Week 5: October 3</th>
<th>Human Aggregate, continued: Minority-Serving Institutions</th>
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<tbody>
<tr>
<td>This section focuses on institutions that serve distinctive populations (e.g., HSIs, HBCUs, Tribal Colleges). We will examine their distinctive institutional cultures to explore practices for serving specific racial/ethnic/cultural groups.</td>
<td><strong>Engagement at Minority-Serving Institutions</strong></td>
</tr>
<tr>
<td>• What campus practices that are distinctive to HBCUs, HSIs, and/or Tribal Colleges enhance student learning?</td>
<td>M. Gasman, B. Baez, and C. S. V. Turner (Eds.) (2008), <em>Understanding Minority-serving institutions</em> (pp. 18-27). Albany, NY: SUNY Press.</td>
</tr>
<tr>
<td>• Which cultural values do you discern among these initiatives?</td>
<td>Ch. 2: Gasman, M. (2008). Minority-serving institutions: A historical backdrop (pp. 18-27).</td>
</tr>
<tr>
<td>• What environmental principles from Unit 1 do these initiatives reflect?</td>
<td>Ch. 14: Strayhorn, T. &amp; Hirt, J. Social justice at historically Black and Hispanic-serving institutions: Mission statements and administrative voices. (pp. 203-216).</td>
</tr>
<tr>
<td>• In your assessment, what key characteristics make these environments</td>
<td>Ch. 15: Bridges, B. K, Kinzie, J., Nelson Laird, T. F, Kuh, G. Student engagement and student success in historically Black and Hispanic-serving institutions (pp. 217-236).</td>
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<table>
<thead>
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<th>Background Reading</th>
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<tr>
<th>Supplemental Reading</th>
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<tr>
<td>Renn, K. A. (2003). Understanding the identities of mixed-race college students through a developmental ecology lens. <em>Journal of College Student Development</em>, 44(3), 383-403. [This is a good example of how the developmental ecology can be used to study a specific subgroup.]</td>
</tr>
</tbody>
</table>
**distinctive environments for learning?**

**Unearthing promise and potential: Our nation’s historically Black colleges and universities.** Wiley: ASHE Higher Education Report. Students (pp. 27-41)

*Note:* This volume covers a wide range of topics, well beyond student engagement and other concepts related to this environment and student learning outcomes. The sections listed below are those that best address the issues of this unit. That said, I recommend the whole volume!


Review the background information about the 4 MSIs that are included in the *Student Success* text (Winston-Salem, Fayetteville, UTEP, and UC-Monterey Bay)


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**At end of class**

Review the Institutional Practice Analysis assignment (due 10/17).
Week 6: Oct. 10
“Sooner or later, despite well-intentioned policy and programmatic interventions, campus culture must be addressed. Indeed, virtually every study of high performing organizations points to culture as the single most important element that must be altered and managed in order to change what an organization or institution values and how it acts. This is also the case for shifting a campus to a student-success paradigm.” (Kuh, 2007, p. 104)

How could these studies of campus climate and culture be used to inform learning centered institutional practices discussed Week 2? Bring specific examples (either existing or hypothetical) of how initiatives like those could be informed by the ideas posted and tested by these studies.

Note on the Readings: You will quickly note that these readings cover many different topics. As you read, practice keeping the perspective (i.e., climate/perceptual, cultural) in the foreground and the topic (e.g., Black cultural centers, Christian groups) in the background. There will be opportunities to focus on these and other topics later in the course.

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Conceptual Frameworks for Understanding Campus Environments
The Climate/Perceptual and Cultural Perspectives

**Guest: Dr. Peter Magolda, Professor, Department of Educational Leadership, Miami University [9:15-10:15AM]

Conceptual Foundations


Examples


Blumenfeld, W. (2012). LGBTQ campus climate: The good and the still very bad. Diversity & Democracy 15(1), 20-11. [Note: This article was available as part of the whole volume. Enjoy the other articles as well!]


UM 2010 Accreditation Report, Section 4.2.4: Centralized, University-wide Assessment Efforts (pp. 54-59). [Note the assessments based on student perceptions.]


McClenny, K. (2011). Understanding entering community college students:

<table>
<thead>
<tr>
<th>Week 7: October 17 Unit 3: Strategies for Enhancing Student Learning and Success</th>
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<tbody>
<tr>
<td>In this unit, we consider four major strategies that have been proposed for improving student learning and success. For each, consider the following questions:</td>
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| Due: Institutional Practice Analysis |

<table>
<thead>
<tr>
<th>Strategies for Enhancing Student Learning and Success</th>
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<tbody>
<tr>
<td>Strategy A – Increase and Enhance Student Engagement</td>
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• What are the assumptions or principles about how students learn underlying this approach? Which environmental framework(s) does it reflect?
• What key elements are emphasized?
• What do you see as the educational power of this strategy?
• What campus subgroups are served, underserved, and not served by these institutional practices?

Strategy A – Increase and Enhance Student Engagement
This strategy is designed to increase and enhance student engagement on campus. The focus of such interventions ranges from helping students make the transition to college by helping them feel like they are part of the community to structuring senior capstone experiences designed to launch students into life after college.

• Many studies discuss “student engagement;” how is this defined?

From an engagement perspective, what is an effective institutional practice?


Selections from Course Text, *Student Success in College*
Preface and Introduction
Student Engagement: A key to Student Success (Ch. 1, pp. 7-21)

**Overarching Features of DEEP campuses**
- “Living” Mission and “Lived” Educational Philosophy (Ch. 2, pp. 25-63)
- An Unshakable Focus on Student Learning (Ch. 3, pp. 65-89)
- Environments Adapted for Educational Enrichment (Ch. 4, pp. 91-108)

**Background Information**
  - Chapter 5: Campus Environment, pp. 99-126
  - Chapter 6: Policies and Practices, pp. 127-156
  - Resource C: Notes on Methods Used in Study, pp. 385-395

**Supplemental resource**
DEEP Practice Briefs – These reports present suggestions for promoting student success to a wide range of audiences (student affairs, faculty, business leaders, accreditation teams, etc.): [http://nsse.iub.edu/institute/index.cfm?view=deep/briefs](http://nsse.iub.edu/institute/index.cfm?view=deep/briefs)

Week 8: October 24
• How can theory and research on engagement be used to improve institutions as learning organizations?
• How could campus practices be designed or improved to promote student learning through enhancing the quantity and

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<th>Strategy A – Student Engagement, continued</th>
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<tr>
<td><strong>Guest:</strong> Dr. Jillian Kinzie, Associate Director, IU Center for Postsecondary Research, NSSE Institute [9:15-10:15AM]</td>
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</table>

**Readings**
Selections from Course Text, *Student Success in College*
quality of student engagement?

- Practically speaking, is organizing for learning and success different than organizing for engagement? Try creating a figure (conceptual map) that captures your response.
- Do you find any elements to be problematic? Essential? What elements of engagement do you think lead to student well-being and success?
- In light of these readings, revisit assumptions about the role of students and institutions in promoting success.

*Bring (or describe) an artifact that reflects your engagement as a student.* Does the experience this symbolizes reflect one or more of the 6 overarching principles of DEEP campuses? If so, which one(s)? If not, what type of learning principle does it reflect instead?

-Think about the collection of artifacts presented today: How else might we categorize them using the concepts discussed in this course? How could these be used to improve engagement?

<table>
<thead>
<tr>
<th>Overarching Features of DEEP campuses, continued:</th>
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<tbody>
<tr>
<td>➢ Clear Pathways to Student Success (Ch. 5, pp. 109-131)</td>
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<tr>
<td>➢ An Improvement-Oriented Ethos (Ch. 6, pp. 133-156)</td>
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<tr>
<td>➢ Shared Responsibility for Educational Quality and Student Success (Ch. 7, pp. 157-172)</td>
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**Supplemental Readings**


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**Week 9: October 31**

**Strategy B — Encourage the Use of “Good Practices”**

This unit provides the opportunity to explore how good practices (described both

**Due:** First Draft of Learning Contract

*Strategy B — Encourage the Use of “Good Practices”*

**Readings—General Level**

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in
as general practices and as specific initiatives) are used to promote student success and learning. Chickering and Gamson’s (1987) *Seven Principles for Good Practice in Undergraduate Education* will be used as a foundation for our discussion.

From a “good practices” perspective, what is an effective practice?

Reminder: Give yourself plenty of reading time for next week’s readings.

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### Week 10: November 7

**Strategy B: “High Impact” Practices**

For purposes of this unit, we will focus on two such practices, learning communities and academic/student affairs partnerships.


Selections from Course Text - *Student Success in College Effective Educational Practices:*

1. Academic Challenge (Ch. 8, 177-192)
2. Active and Collaborative Learning (Ch. 9, 193-206)
3. Student-Faculty Interaction (Ch. 10, 207-218)
4. Enriching Educational Experiences (Ch. 11, 219-240)
5. Supportive Campus Environment (Ch. 12, 241-262)

--Which of these examples do you find particularly appropriate, innovative, and interesting?

**Strategy B, continued: “High Impact” Practices**

Readings: Overview of High Impact Practices


Note. This is a long document; to help you navigate it, pay attention to the internal organization as signaled by the headings. Pay attention to the definitions of the five highlighted practices, and read for the focus of each and the types of studies that have been conducted (not the details of all aspects of all sections). As you read, review the
study abroad) in other course assignments or projects.

- What are the assumptions or principles about how students learn underlying these strategies? Which environmental framework(s) does it reflect?
- What key elements are emphasized?
- What do you see as the educational power of these strategies?
- What campus subgroups are served, underserved, and not served by these institutional practices?

What other practices would you nominate as “high impact?” What kind of features would you argue should define “high impact?”

Would you include these in your definitions?
- “know thyself”
- know the other
- embrace the difference
- create a learning oriented ethos

Living-learning communities are sometimes portrayed as providing a “connective tissue” between the world of ideas and the world of residential communities.

- What are characteristics of healthy, effective partnerships?

framing questions listed on the left column of this page.

Brower, University of Wisconsin-Madison: how this university is measuring effects of exposure to high impact practices.

[Review the Harper (2009) article from Week 8-Student Engagement regarding access to these practices.]

Readings: Learning Communities [Be prepared to discuss at least 3 of these]
Brower, A. & Inkelas, K. K. (2010). Living-learning programs: One high-impact practice we know a lot about. Liberal Education, 96(2), 36-43.
For a brief overview of types of learning communities at a campus where about half of the students are first-generation college students, see Williams (2010) in the text, Organizing for Student Success.

Supplemental resources for those interested in learning communities
<table>
<thead>
<tr>
<th><strong>What skills are needed by those who</strong></th>
<th>Francisco: Jossey-Bass. [Especially note: Chapter 3: Creating a Campus Culture for Learning Communities, pp. 43-69]</th>
</tr>
</thead>
</table>
Week 11: November 14
[ASHE Conference, Nov. 14-17]

**Strategy C – Enact Developmental Practices**

This unit examines strategies for promoting learning based on principles of human development (ecological, person-environment, learning partnerships).

- Developmental sequences
- Supports and challenges
- Studies designed to promote self-authorship
- Learning partnerships that are institution-wide.

- What are the assumptions or principles about how students learn underlying these strategies? Which environmental framework(s) does it reflect?
- What key elements are emphasized?
- What do you see as the educational power of these strategies?
- What campus subgroups are served, underserved, and unserved by these institutional practices?

**From a developmental perspective, what is an effective practice?**

**Due:** Final Draft of Learning Contract (if not resolved earlier)

**Strategy C — Enact Developmental Practices**

[For those who are unfamiliar with self-authorship, I suggest reading the three articles in the folder for this week that is named “Introduction to Self-Authorship.”]

**Readings**


**Supplemental**


<table>
<thead>
<tr>
<th>Week 12: November 21</th>
<th>Strategy D — “Re-Culture the Campus”</th>
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<td><strong>Strategy D — “Re-Culture the Campus”</strong></td>
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<tr>
<td><strong>Readings:</strong></td>
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<td>[Review Thorton &amp; Jaeger (2007) from Wk. 6.]</td>
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<td><strong>Course Text - Student Success in College</strong></td>
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<tr>
<td>1. Principles for Promoting Student Success (Ch. 13, 265-294)</td>
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<td>2. Recommendations (Ch. 14, 295-317)</td>
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<td><strong>From a campus culture perspective, what is an effective practice?</strong></td>
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<td><strong>Supplemental Reading</strong></td>
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</table>
**Week 13: November 28**

**Integrating Concepts**

- Return to the frames of environmental theory: Which do find particularly helpful (please explain)? How would you adapt any of the theories or constructs based on our discussions about organizing for learning?
- How do these concepts and strategies relate to each other?

**Integrating Concepts**

Be prepared to share your responses to the framing question for this week.

Course Text - *Student Success in College* (2010 edition; available on CTools)

--Epilogue: Sustaining effective education practices, pp. 319-343.

“Designing Environments for the Purpose” [Dewey, 1944]

--Begin Final Project Presentations-1: Organizing Learning for Student Success

**Week 14: December 5—Last Day of Class**

**Complete Final Project Presentations**

“Designing Environments for the Purpose” [Dewey, 1944]

--Complete Final Project Presentations-2: Organizing Learning for Student Success

**The Written Product** of your Final Project is due by noon on Monday, December 10 12:00 Noon.

Wrap Up

Remember to fill our your course evaluations, and have a good break!!