TEN PRINCIPLES OF LEARNING: THE PRINCIPLE OF:

1. CONNECTEDNESS: Learning is fundamentally about making and

maintaining connections: biologically through neural networks;

mentally among concepts, ideas and meanings; and experientially

through interaction between the mind and the environment, self and

other, generality and context, deliberation and action.

2. A COMPELLING SITUATION: Learning is enhanced by taking place in

the context of a compelling situation that balances challenge and

opportunity, stimulating and utilizing the brain's ability to

conceptualize quickly and its capacity and need for contemplation and

reflection upon experiences.

3. AN ACTIVE SEARCH FOR MEANING: Learning is an active search for

meaning by the learner-- constructing knowledge rather than passively

receiving it, shaping as well as being shaped by experiences.

4. DEVELOPMENT AND HOLISM: Learning is developmental, a cumulative

process involving the whole person, relating past and present,

integrating the new with the old, starting from but transcending

personal concerns and interests.

5. SOCIAL INTERACTION: Learning is done by individuals who are

intrinsically tied to others as social beings, interacting as

competitors or collaborators, constraining or supporting the learning

process, and able to enhance learning through cooperation and sharing.

6. THE LEARNING CLIMATE: Learning is strongly affected by the

educational climate in which it takes place: the settings and

surroundings, the influences of others, and the values accorded to

the life of the mind and to learning achievements.

7. FEEDBACK AND USE: Learning requires frequent feedback if it is to

be sustained, practice if it is to be nourished, and opportunities to

use what has been learned.

8. INCIDENTAL LEARNING: Much learning takes place informally and

incidentally, beyond explicit teaching or the classroom, in casual

contacts with faculty and staff, peers, campus life, active social

and community involvements, and unplanned but fertile and complex

situations.

9. GROUNDEDNESS: Learning is grounded in particular contexts and

individual experiences, requiring effort to transfer specific

knowledge and skills to other circumstances or to more general

understandings and to unlearn personal views and approaches when

confronted by new information.

10. SELF-MONITORING: Learning involves the ability of individuals to

monitor their own learning, to understand how knowledge is acquired,

to develop strategies for learning based on discerning their

capacities and limitations, and to be aware of their own ways of

knowing in approaching new bodies of knowledge and disciplinary

frameworks.

+++++++++++++++++++++++++++++++++++++++++++++++++++

Joint Task Force on Student Learning final report

http://www.aahe.org/assessment/joint.htm

Powerful Partnerships: A Shared Responsibility for Learning

 A Joint Report June, 1998

American Association for Higher Education

American College Personnel Association

 National Association of Student Personnel Administrators

 © 1998 American Association for Higher Education, American College Personnel Association,

 National Association of Student Personnel Administrators. Printed in the United States of

 America. All rights reserved.

 This publication may not be duplicated in any form; a printed, 24-page booklet version is

 available for purchase for a nominal fee. To order a single copy of the report or bulk quantities

 for classroom use, contact either ACPA (202/835-2272) or NASPA (202/265-7500).

Despite American higher education's success at providing collegiate education for an unprecedented

number of people, the vision of equipping all our students with learning deep enough to meet the challenges

of the post-industrial age provides us with a powerful incentive to do our work better. People collaborate

when the job they face is too big, is too urgent, or requires too much knowledge for one person or group to

do alone. Marshalling what we know about learning and applying it to the education of our students is just

such a job. This report makes the case that only when everyone on campus -- particularly academic affairs

and student affairs staff--shares the responsibility for student learning will we be able to make significant

progress in improving it.

Collectively, we know a lot about learning. A host of faculty, staff, and institutional initiatives undertaken

since the mid-80s and supported by colleges and universities, foundations, government, and other funding

sources have resulted in a stream of improvement efforts related to teaching, curriculum, assessment, and

learning environments. The best practices from those innovations and reforms mirror what scholars from a

variety of disciplines, from neurobiology to psychology, tell us about the nature of learning. Exemplary

practices are also shaped by the participants' particular experiences as learners and educators, which is

why a program cannot simply be adopted but must be adapted to a new environment.

Despite these examples, most colleges and universities do not use our collective wisdom as well as they

should. To do so requires a commitment to and support for action that goes beyond the individual faculty or

staff member. Distracted by other responsibilities and isolated from others from whom they could learn about

learning and who would support them, most people on campus contribute less effectively to the development

of students' understanding than they might. It is only by acting cooperatively in the context of common

goals, as the most innovative institutions have done, that our accumulated understanding about learning is

put to best use.

There is another reason to work collaboratively to deepen student learning. Learning is a social activity,

and modeling is one of the most powerful learning tools. As participants in organizations dedicated to

learning, we have a responsibility to model for students how to work together on behalf of our shared

mission and to learn from each other.

On behalf of such collaboration, we, the undersigned members of this Joint Task Force on Student Learning,

offer the following report. It begins with a statement of the insights gained through the scholarly study of

learning and their implications for pedagogy, curricula, learning environments, and assessment. Each

principle is illustrated by a set of exemplary cooperative practices that bring together academic and student

affairs professionals to make a difference in the quality of student learning, a difference that has been

assessed and documented. The report ends with a call to all involved in higher education to reflect upon

these findings and examples in conjunction with their own and their colleagues' experience and to draw on

all these sources of knowledge as the basis for actions to promote higher student achievement.

 -- Joint Task Force on Student Learning

 Joint Task Force Members

 Judith Berson

 Associate Vice President for Student

 Affairs

 Broward Community College

 David L. Potter (chair)

 Provost

 George Mason University

 Susan Engelkemeyer

 Professor

 Babson College

 Patrick T. Terenzini

 Professor and Senior Scientist

 Center on the Study of Higher Education

 The Pennsylvania State University

 Paul M. Oliaro

 Vice President for Student Affairs

 West Chester University of

 Pennsylvania

 Geneva M. Walker-Johnson

 Dean of Student Life

 Hartwick College

 The Joint Task Force on Student Learning

 gratefully acknowledges the contributions of the following:

 Association Representatives

 President

 Contact

 Margaret A. Miller

 American Association for Higher

 Education (AAHE)

 Barbara Cambridge

 Director, AAHE Teaching Initiatives,

 AAHE

 Lynn Willett

 President, American College Personnel

 Association (ACPA), and Vice

 President, Student Affairs, Bridgewater

 State College

 Carmen Neuberger

 Executive Director, ACPA

 Jack Warner

 National Association of Student

 Personnel Administrators (NASPA)

 and Vice Chancellor, Massachusetts

 Board of Higher Education

 Gwendolyn Dungy

 Executive Director, NASPA

 Resource Group

 K. Patricia Cross

 David Pierpont Gardner Professor of

 Higher Education

 University of California-Berkeley

 Theodore J. Marchese

 Vice President

 AAHE

 Jon C. Dalton

 Vice President for Student Affairs

 Florida State University

 Shelia Murphy

 Dean of Student Life

 Simmons College

 Dean L. Hubbard

 President

 Northwest Missouri State University

 Dennis Roberts

 Assistant Vice President for Student

 Affairs

 Miami University

 George Kuh

 Professor of Education

 Indiana University Bloomington

 William L. Thomas, Jr.

 Vice President for Student Affairs

 University of Maryland, College Park

# Powerful Partnerships A Shared Responsibility for Learning

The following ten principles about learning and how to strengthen it are drawn from research and practice and

provide grounds for deliberation and action. All those who participate in the educational mission of

institutions of higher education -- students, faculty, and staff -- share responsibility for pursuing learning

improvements. Collaborations between academic and student affairs personnel and organizations have been

especially effective in achieving this better learning for students. We advocate these partnerships as the best

way to realize fully the benefits of the findings.

 Learning Principles and

 Collaborative Action

1 Learning is fundamentally about making and maintaining

connections: biologically through neural networks; mentally among

concepts, ideas, and meanings; and experientially through interaction

between the mind and the environment, self and other, generality and

context, deliberation and action.

Rich learning experiences and environments require and enable students to make connections:

 through learning materials that stimulate comparisons and associations, explore relationships,

 evaluate alternative perspectives and solutions, and challenge students to draw conclusions from

 evidence;

 through opportunities to relate their own experience and knowledge to materials being learned;

 through pedagogies emphasizing critical analysis of conflicting views and demanding that students

 make defensible judgments about and demonstrate linkages among bodies of knowledge;

 through curricula integrating ideas and themes within and across fields of knowledge and establishing

 coherence among learning experiences within and beyond the classroom; and

 through classroom experiences integrated with purposeful activities outside of class.

 To make and maintain connections, faculty and staff collaborators design learning experiences

 that:

 expose students to alternative world views and culturally diverse perspectives;

 give students responsibility for solving problems and resolving conflicts;

 make explicit the relationships among parts of the curriculum and between the

 curriculum and other aspects of the collegiate experience; and

 deliberately personalize interventions appropriate to individual students' circumstances

 and needs.

 University of Maryland, College Park offers the College Park Scholars program, a two-year

 living/learning opportunity for freshmen and sophomores. Students reside and attend most of

 their classes within residence hall communities. Residence life staff, faculty, and other program

 staff offices are in the halls. Student scholars live on floors corresponding to thematically linked

 academic programs. For participating commuting students, access is provided to common areas

 in host residence halls. The thematic programs deliberately connect what the students learn in

 the classroom to the larger world through weekly colloquia, discussion groups, and field trips

 dealing with related issues.

 The scholars program has improved recruitment and retention of talented undergraduates and

 has provided an enriched learning experience and a more personalized and human scale to

 campus life. Faculty offices and classrooms within the residence halls lead to enhanced

 interaction with faculty.

 At University of Missouri, Kansas City, Supplemental Instruction and Video-Based

 Supplemental Instruction help students make connections. Supplemental Instruction uses

 peer-assisted study sessions to increase student academic performance and student retention

 in historically difficult academic courses. In the sessions, students learn how to integrate

 course content and develop reasoning and study strategies, facilitated by student leaders who

 have previously succeeded in these courses and who are trained in study strategies and peer

 collaborative learning techniques. The video-based program offers an alternative course

 delivery system. Faculty offer courses on videotape and students enroll in a video section. A

 facilitator guides review of the video lectures, stopping the tapes in mid-lecture to engage in

 class discussions, integration, and practice of learning strategies.

 More than three hundred studies nationally have documented the impact of supplemental

 instruction, demonstrating its special impact on students with weak academic preparation. The

 U.S. Department of Education designated supplemental instruction as an Exemplary Education

 Program in 1982, noting its ability to increase academic achievement and college graduation

 rates among students. Program staff at UMKC have further investigated the effects of this

 instruction through the study of neurological processes. Using a Quantitative

 Electroencephalography instrument, they have found evidence of improved brain electrical

 activity in students who participate in the programs.

2 Learning is enhanced by taking place in the context of a compelling

situation that balances challenge and opportunity, stimulating and

utilizing the brain's ability to conceptualize quickly and its capacity

and need for contemplation and reflection upon experiences.

Presenting students with compelling situations amplifies the learning process. Students learn more when they

are:

 asked to tackle complex and compelling problems that invite them to develop an array of workable and

 innovative solutions;

 asked to produce work that will be shared with multiple audiences;

 offered opportunities for active application of skills and abilities and time for contemplation; and

 placed in settings where they can draw upon past knowledge and competencies while adapting to new

 circumstances.

 To create compelling situations, faculty and staff collaborators:

 articulate and enforce high standards of student behavior inside and outside the

 classroom;

 give students increasing responsibility for leadership;

 create environments and schedules that encourage intensive activity as well as

 opportunities for quiet deliberation; and

 establish internships, externships, service-learning, study abroad, and workplace-based

 learning experiences.

 The First-Year Experience at the College of New Jersey is a collaboration between General

 Education and Student Life. Students live in residence hall communities with a volunteer

 non-resident faculty fellow for each floor. Faculty fellows, student life staff, and students plan

 residence hall activities. Students also take an interdisciplinary core course, Athens to New

 York, taught by full-time faculty and selected student life staff in residence hall classrooms, and

 incorporating service-learning. Four questions drive the mission of the First-Year Experience:

 What does it mean to be human? What does it mean to be a member of a community? What

 does it mean to be moral, ethical, and just? and How do communities respond to differences?

 Service-learning provides a compelling situation in which students can confront complex social

 issues, apply their talents to marginalized communities, interact and work with diverse

 populations, and enhance their career preparation.

 Student service-learning journals show a clear understanding of the work of the course and its

 objectives and core questions. Community agency staff provide feedback and guidance to

 students, and the staffs' evaluations offer evidence that students learn about and contribute to

 their communities. Students express high levels of satisfaction with the residence hall, the

 classroom experience, workshops, field trips, and enrichment lectures associated with the core

 course.

 Community College of Rhode Island's 2+4 Service on Common Ground Program is part of the

 college's extensive service-learning activities. Supported by funds from the Campus Compact

 National Center for Community Colleges and the Corporation for National Service to develop

 service-learning partnerships between community colleges and four-year institutions, the

 college cooperates with Brown University's Center for Public Service. One joint project

 connects the community college's nursing faculty and students with the university's medical

 school faculty and students. Students work in many challenging situations to meet community

 needs and discuss and write in journals observations and experiences that relate the activity to

 their course of study and to social issues.

 Student affairs staff began the program with a core team of five faculty. Now the collaborative

 effort includes some fifty faculty who employ service-learning in more than a dozen academic

 disciplines.

3 Learning is an active search for meaning by the learner --

constructing knowledge rather than passively receiving it, shaping as

well as being shaped by experiences.

Active participation by the learner is essential for productive learning, dictating that:

 instructional methods involve students directly in the discovery of knowledge;

 learning materials challenge students to transform prior knowledge and experience into new and

 deeper understandings;

 students be expected to take responsibility for their own learning;

 students be encouraged to seek meaning in the context of ethical values and commitments; and

 learning be assessed based on students' ability to demonstrate competencies and use knowledge.

 To stimulate an active search for meaning, faculty and staff collaborators:

 expect and demand student participation in activities in and beyond the classroom;

 design projects and endeavors through which students apply their knowledge and

 skills; and

 build programs that feature extended and increasingly challenging opportunities for

 growth and development.

 Bloomfield College (New Jersey) offers the Student Advancement Initiative, curricular and

 co-curricular experiences that develop student competencies in aesthetic appreciation,

 communication, citizenship, cultural awareness, problem solving and critical thinking, science

 and technology, and other professional skills. The program emphasizes computer-aided

 self-appraisal for students and a student development transcript. The objectives are to involve

 students actively in the assessment process, to provide continuous feedback to students on

 their progress toward the competencies, and to strengthen programs based on aggregate

 information about student achievement of the competencies.

 Faculty and student affairs joint task forces have defined the competencies and linked them to

 the general education program. Faculty draw upon student affairs staff expertise in designing

 course assignments. Student portfolios and assessment information direct students toward

 self-analysis and synthesis of theoretical and practical knowledge gained through the

 curriculum and through developmental activities. Faculty and staff participate together in

 "reflective practice" sessions to improve programming and administration.

 DePaul University (Illinois) offers two writing-intensive interdisciplinary and experiential

 programs for new students to ease the transition to the university. All first-year students enroll

 in either Focal Point or Discover Chicago. Focal Point highlights an important event, person,

 place, or issue and is taught using a multidisciplinary format. Students also enroll in a "common

 hour" course where student affairs professionals help students evaluate their contributions to

 shared learning, develop their study and decision-making skills, create a learning plan, and

 reflect upon the nature of diversity at the university and in the city. Academic and student

 affairs personnel are involved in curriculum development, the design of classroom experiences,

 and student learning outside the classroom. Discover Chicago brings new students together a

 week before the first term for a course team-taught by a faculty member, a professional staff

 member, and a student mentor. The course investigates a particular topic using the city as a

 learning site. The work of the course involves readings and discussions, visits to city locations,

 and a community service project.

 Assessments of the programs are designed to determine their impact on student retention and

 include qualitative and quantitative pre- and post-test surveys, a standardized test (the College

 Student Inventory) that is a predictor of student retention, syllabi review, and focus groups.

 Results provide information about retention and staff-faculty partnering, student expectations

 about the university and coursework, and the nature of assignments and forms of evaluation in

 each program.

4 Learning is developmental, a cumulative process involving the

whole person, relating past and present, integrating the new with the

old, starting from but transcending personal concerns and interests.

The developmental nature of learning implies both a holistic and a temporal perspective on the learning

process. This suggests that:

 any single learning experience or instructional method has a lesser impact than the overall educational

 experience;

 curricula should be additive and cumulative, building upon prior understandings and knowledge

 toward greater richness and complexity;

 intellectual growth is gradual, with periods of rapid advancement followed by time for consolidation, an

 extended and episodic process of mutually reinforcing experiences;

 the goals of undergraduate education should include students' development of an integrated sense of

 identity, characterized by high self-esteem and personal integrity that extends beyond the individual to

 the larger community and world; and

 assessment of learning should encompass all aspects of the educational experience.

 To create a developmental process integrating all aspects of students' lives, faculty and staff

 collaborators:

 design educational programs to build progressively on each experience;

 track student development through portfolios that document levels of competence

 achieved and intentional activities leading to personal development;

 establish arenas for student-faculty interaction in social and community settings; and

 present opportunities for discussion and reflection on the meaning of all collegiate

 experiences.

 Virginia Polytechnic Institute and State University attends to the overall health of students

 through its Wellness Environment for Living and Learning. Students who participate make a

 commitment to a substance-free lifestyle and residence environment. Faculty and student affairs

 professionals co-teach a wellness forum, a one-credit course in the residence halls in which

 undergraduate resident advisors also assist. Additional programming emphasizes social,

 physical, intellectual, career, emotional, and spiritual purpose and philosophy. A student-run

 community board enables students to develop programs and to take responsibility for

 managing the housing experience. Campus speakers share personal experiences with substance

 abuse and wellness issues, and faculty and student affairs staff relate their life experiences in

 class discussions. The residential community, hall programs, and course curriculum encourage

 students to reflect on past behaviors and to determine how new knowledge can assist them in

 college and in developing holistic approaches to a healthy life.

 Participation in the program has increased dramatically in two years, with a significant rate of

 returning students and requests for additional residents. The first group of students had a

 significantly higher grade-point average than a control group in the beginning semester of the

 program.

 University of Richmond (Virginia) provides a four-year experience at its women's residential

 college, the Women Involved in Living and Learning Program. Participants enroll in an

 interdisciplinary women's studies minor and in required gender-related educational programs.

 Goals include increasing self-awareness, self-confidence, independence, and leadership

 through structured educational experiences; stimulating critical thinking and analysis about

 gender roles and relationships; nurturing and promoting student potential and talent; fostering

 awareness and acceptance of difference; and providing students with curricular and

 co-curricular opportunities to inform and enhance academic, career, and life choices. The

 professional program coordinator works closely with the women's studies faculty to plan course

 offerings, serves on its advisory board, and teaches courses. Students complete a supervised

 internship and attend monthly membership meetings of a student-run organization and

 sponsored events that complement program goals. Events form the basis for discussion and

 reflection in the courses and informally in the residence halls.

 Wellesley College's Center for Research on Women recently completed an assessment of this

 program using course effectiveness instruments, an annual survey to determine the overall

 impact, a self-esteem measure, an alumnae survey to evaluate the long-term program impact, and

 student focus groups. Results confirm the cumulative and developmental effects on

 participants. The study found the greatest effect on those who completed all four years of the

 program. Students and alumnae of the program speak of the transformational aspects of their

 involvement, the ways they learned to think critically that benefit them in diverse situations,

 their ability to question their own world views, and their tolerance of different viewpoints.

 Alumnae of the program express greater satisfaction with their undergraduate experience than

 non-program alumnae.

5 Learning is done by individuals who are intrinsically tied to others

as social beings, interacting as competitors or collaborators,

constraining or supporting the learning process, and able to enhance

learning through cooperation and sharing.

The individual and social nature of learning has the potential for creating powerful learning environments

that:

 take into account students' personal histories and common cultures;

 feature opportunities for cooperative learning, study, and shared research;

 cultivate a climate in which students see themselves as part of an inclusive community;

 use the residential experience as a resource for collaborative learning and for integrating social and

 academic life;

 use school, work, home, and community as resources for collaborative learning and for integrating

 social and academic life; and

 give students a chance to fathom and appreciate human differences.

 To relate individuals to others as social beings, faculty and staff collaborators:

 strive to develop a campus culture where students learn to help each other;

 establish peer tutoring and student and faculty mentorship programs;

 sponsor residence hall and commuting student programs that cultivate student and

 faculty interaction for social and educational purposes; and

 support activities that enable students from different cultural backgrounds to experience

 each other's traditions.

 The Program on Intergroup Relation, Conflict, and Community at the University of Michigan,

 Ann Arbor offers undergraduate coursework and co-curricular programming in several

 departments, emphasizing intergroup relations and using a variety of pedagogical approaches.

 Beginning as a faculty initiative, the program is managed and funded by the College of

 Literature, Science, and the Arts and the Division of Student Affairs. Program features include:

 first-year departmental course seminars, linked through a faculty seminar and taught by

 faculty seminar and taught by faculty and student affairs teams and incorporating

 out-of-classroom experiences designed to build communities of students beyond the

 individual seminars;

 Intergroup Dialogues, two-credit courses bringing together students from social

 identity groups for intensive peer-facilitated dialogues based on integrated readings,

 discussions, and experiential exercises;

 facilitator training and practicum courses for Intergroup Dialogue leaders;

 advanced courses in intergroup relations in sociology and psychology;

 consultation and workshops by program staff working with university departments and

 offices, training programs for staff and organizations, and special campus events;

 a resource center on intergroup relations equipped with books, articles, and videos on

 related topics.

 A current study of the program assessed a course that included required Intergroup Dialogues.

 The study found that the course increased students' structured thinking about racial and ethnic

 inequality, enabled them to apply this thinking more generally to social phenomena not

 explicitly covered in the course, and affected the kinds of actions students advocated in

 intergroup conflicts.

 Portland State University (Oregon) faculty developed their general education program using

 research on student learning and retention and working with student affairs professionals with

 expertise in student learning, group dynamics, peer facilitation, and the development of

 community and feelings of inclusion. The program emphasizes the integration of both affective

 and cognitive modes of learning into all aspects of its classes. It strives to overcome the limited

 opportunity for informal learning and casual interaction characteristic of urban, commuter

 campuses. Features of the program include:

 CityQuest, an orientation program designed as an activity in a freshman general

 education course;

 a "leadership cluster" of multidisciplinary upper-division courses on leadership fulfilling

 general education requirements;

 student affairs fellows who teach in the "freshman inquiry" and "senior capstone"

 courses;

 Metro Initiative, cooperative agreements with regional community colleges that connect

 academic support services and general education coursework across all institutions;

 Capstone, a collaboration to facilitate service-learning within the general education

 curriculum; and

 Student Snapshot, a student affairs newsletter with information about students to help

 faculty understand students' lives.

 Since implementation of the program, student retention between the first and second year has

 increased, the institution has developed a better sense of who its students are, and it has

 information on which aspects of students' learning experiences are more or less effective.

 Faculty are now more likely to request assistance with students from student affairs staff and to

 involve the staff in teaching program courses.

6 Learning is strongly affected by the educational climate in which it

takes place: the settings and surroundings, the influences of others,

and the values accorded to the life of the mind and to learning

achievements.

The educational climates in which learning occurs best:

 value academic and personal success and intellectual inquiry;

 involve all constituents -- faculty, students, staff, alumni, employers, family, and others -- in

 contributing to student learning;

 make student learning and development an integral part of faculty and staff responsibilities and

 rewards;

 incorporate student academic performance and development goals into the educational mission, and

 assessment of progress toward them into unit performance.

 include subcommunities in which students feel connected, cared for, and trusted.

 To construct an effective educational climate, faculty and staff collaborators:

 build a strong sense of community among all institutional constituencies;

 organize ceremonies to honor and highlight contributions to community life and

 educational values;

 publicly celebrate institutional values;

 articulate how each administrative and academic unit serves the institution's mission;

 and

 share and use information on how units are performing in relation to this mission.

 The Youth in Transition Program of James Madison University (Virginia) introduces

 academically underprepared minority students to college life beginning in the summer prior to

 their freshman year. Students are supported by an intensive, nurturing educational

 environment in which they can overcome prior negative learning experiences and develop new

 ways to succeed in academics. The program, offered jointly by university faculty and the Office

 of Multicultural Student Services, continues throughout the school year. Students receive

 ongoing academic support, educational enrichment opportunities, and mentors. Academic

 progress is monitored continuously. Faculty and student affairs staff work as an instructional

 team, with faculty teaching basic mathematics and writing skills and staff teaching study skills

 and time management and addressing issues of independence and self-confidence. Students

 live together in residence halls to establish peer relationships and work with their advisors

 through all four years of college.

 A study of program participants tracked their academic progress over a one-year period.

 Results showed an increase in the proportion of minority students in good standing over the

 course of the year and a decrease in the number placed on suspension. Further analysis

 indicated that a significant proportion of those placed on suspension were later able to return to

 good standing.

 New Century College of George Mason University (Virginia) coordinates Collaborations:

 Partnerships for Active Communities, a combination of programs designed to place students in

 diverse educational settings. "Adventure learning" courses, which fulfill the college's

 requirement for experiential learning, include the Chesapeake Bay Program and the Bahamas

 Environmental Research Center, where students engage the natural environment firsthand and

 learn about ecology in the broadest sense, including the people and cultures that shape the

 environment. Courses contain both a classroom component and a co-curricular final project.

 Students also can enroll in skill-based short courses, in learning communities that connect

 classroom study with life experiences, or in an alternative spring break through which they

 contribute to and learn about communities they serve. Students are encouraged to reflect on

 their experiences by developing portfolios representative of their work, providing

 documentation of work in progress, and presenting evidence of self-reflection on how their

 learning experiences have evolved.

 Comparisons show that students who have participated in these programs have higher

 retention rates, academic performance, and satisfaction with college life than do

 non-participants.

7 Learning requires frequent feedback if it is to be sustained,

practice if it is to be nourished, and opportunities to use what has

been learned.

The importance to learning of feedback, practice, and use of knowledge and skills mandates that students be:

 expected to meet high but achievable standards and provided timely information on their progress

 toward meeting them;

 engaged in a recurring process of correction and improvement;

 encouraged to take risks and learn from mistakes;

 taught how to be constructive critics of each other's work;

 required to demonstrate their learning accomplishments through active problem solving, applying

 concepts to practical situations;

 refining skills through frequent use; and

 asked to test theory against practice and refine theory based on practice.

 To provide occasions to use and practice what has been learned, faculty and staff collaborators:

 recruit students with relevant academic interests as active participants and leaders in

 related campus life programs and activities;

 organize work opportunities to take advantage of students' developing skills and

 knowledge;

 collaborate with businesses and community organizations to match students to

 internship and externship experiences that fit their evolving educational profiles; and

 develop student research and design projects based on actual problems or cases

 presented by external organizations to be resolved.

 Iowa State University's College of Design and Department of Residence have created together

 the Design Exchange, a living and learning experience to promote academic success. The

 Exchange houses design students together in a learning community that includes a design

 studio and computer laboratory. The studio is available twenty-four hours a day and serves as

 the site of bi-weekly sessions ranging from academic survival skills to portfolio development.

 Sessions are facilitated by faculty, student affairs, and residence assistance staff; upper-class

 design students serve as peer mentors and advisors, role models, and programmers. Efforts are

 made to offer out-of-class activities that extend classroom learning, and to encourage informal

 interaction among faculty, staff, and students. First-semester survival programs are followed by

 more intentional faculty involvement in the second semester, during which they discuss with

 students such issues as design portfolios and career development. The program allows

 students to create design projects and receive continual feedback from peers and teachers. The

 studio space encourages this sharing on a cooperative rather than a competitive basis.

 Preliminary data from a study comparing Exchange students with a control group suggest that

 students enrolled in the program have higher grade-point averages than design students not

 involved in the learning community. Students in the program also report higher levels of

 satisfaction with the university, a greater sense of community, and improved ability to work

 collaboratively to find solutions to curricular and social issues. Students surveyed cite frequent

 feedback and living together as major benefits of the program.

 The undergraduate division of the Wharton School of the University of Pennsylvania has a

 mission to educate students to become broad-minded, articulate, and effective leaders in the

 global marketplace. Its course on leadership and communication in groups is a collaboration

 between student and academic affairs designed to serve this mission. It features community

 service projects that provide opportunities to develop and refine leadership skills both inside

 and outside the classroom. Other cooperative experiential activities over the course of students'

 four-year experience include leadership retreats, mentoring programs, skill-building workshops,

 a leadership lecture series, the management of forty student clubs and organizations, and

 student-run conferences. The academic and student service partnership is supported by team

 advisors, trained to offer both academic advice and peer counseling. The collaboration also

 works to temper the highly competitive business school culture and to foster cooperative

 community and college leaders.

 Student surveys show appreciation for the school's ability to meet their needs for leadership

 skills. Students evaluate the leadership retreats highly. In addition, students from the school

 serve an already large and increasing proportion of leadership positions in the university's

 student organizations.

8 Much learning takes place informally and incidentally, beyond

explicit teaching or the classroom, in casual contacts with faculty and

staff, peers, campus life, active social and community involvements,

and unplanned but fertile and complex situations.

Informal and incidental learning is enhanced by:

 activities beyond the classroom that enrich formal learning experiences;

 an institutional climate that encourages student interaction related to educational issues;

 mentorship relationships on and off campus;

 chances for students to meet faculty and staff in a variety of settings and circumstances; and

 student participation as volunteers and active citizens in the broader community.

 To facilitate informal and incidental learning, faculty and staff collaborators:

 sponsor programs for students, faculty, and staff that serve both social and educational

 purposes;

 organize community service and service-learning activities performed by faculty, staff,

 and students together;

 design campus life programs that relate directly to specific courses;

 link students with peers and with faculty, staff, and community mentors; and

 build common gathering places for students, faculty, and staff.

 The First-Year Program at the College of the Holy Cross (Massachusetts) is a thematically

 based academic experience for about one-fourth of the first-year class. Each year a new theme is

 built around the question "How then shall we live?" by connecting that question to a specific

 issue. The theme gives an explicit ethical focus to the year and is the touchstone for all other

 components of the program, including a pair of first-year courses extending through both

 semesters, a two-semester common reading program, a variety of co-curricular events with

 faculty and students, and a common residency experience. The intellectual community

 associated with the program encompasses classroom, studio, laboratory, performance space,

 faculty offices, and residence hall. The program extends into all aspects of students' lives,

 connecting the learning experience with fundamental questions about how to live, to be part of

 a community, and to make moral choices. The intent is to provide shared experiences that

 embrace the entire first-year environment and in so doing to provide a framework that promotes

 informal learning.

 Student interviews and institutional records show high levels of participation in class

 discussion and co-curricular events, extensive discussions outside the classroom, and a strong

 sense of community in the residence halls. Compared with other students, First-Year

 participants had fewer alcohol-related incidents, received higher grades, and were more likely to

 assume campus leadership positions, to participate in honors and study abroad programs, and

 to be active in community programs.

 The University of Missouri, Columbia creates Freshmen Interest Groups of students enrolled in

 the same sections of three general education courses, living in the same residence halls (usually

 on the same floor), and enrolled in a one-semester seminar. The seminar is designed to help

 students integrate material from the general education courses and to facilitate informal

 discussions on issues covered in the courses. The program's objectives are to make the campus

 psychologically small by creating peer reference groups of students, to integrate purposefully

 curricular and co-curricular experiences, to stimulate early registration for related courses, and

 to encourage faculty to integrate course content and activities across their disciplines. Faculty

 and staff jointly plan the program, coordinate in- and out-of-classroom activities, and champion

 desired outcomes and assessment strategies to evaluate the impact of the learning experience.

 Shared projects and events associated with the courses are especially important for promoting

 opportunities for discussion. Peer advisors reinforce this learning, serve as study leaders, and

 use team-building approaches to increase interest group cohesion. Residence halls have been

 renovated to offer group study space, classrooms, and computer laboratories.

 In comparison with other freshmen, students in the Freshmen Interest Groups demonstrate

 higher levels of interaction and involvement in college life in the first and second years, greater

 intellectual content in their contacts with faculty and other students, better performance in

 general education courses, higher grade-point averages, and higher freshmen-to-sophomore

 retention rates.

9 Learning is grounded in particular contexts and individual

experiences, requiring effort to transfer specific knowledge and skills

to other circumstances or to more general understandings and to

unlearn personal views and approaches when confronted by new

information.

The grounded nature of learning requires that students:

 encounter alternative perspectives and others' realities;

 grapple with educational materials that challenge conventional views;

 confront novel circumstances that extend beyond their own personal experiences and that require the

 application of new knowledge or more general principles; and

 share freely with others experiences that have shaped their identities.

 To transform learning grounded in particular contexts and individual experiences into

 broader understandings, faculty and staff collaborators:

 sponsor events that involve students with new people and situations;

 champion occasions for interdisciplinary discourse on salient issues;

 foster dialogues between people with disparate perspectives and backgrounds; and

 expand study abroad and cultural exchange programs.

 St. Lawrence University (New York) strives for a learning environment that integrates

 multicultural perspectives, influences, and ideas throughout the curriculum and the campus

 community. In its First-Year Program, students live together in residential colleges and take an

 intensive, year-long, interdisciplinary, team-taught thematic course in communication. Faculty

 members work with student affairs staff to ensure that the living and learning nature of the

 program encourages students to reflect on course themes, conflicts arising in the residence

 hall, and connections between the themes and living experiences. A "residential curriculum" is

 organized by residential coordinators, college assistants, and faculty to discuss in class and in

 the colleges both predictable and unique stresses in the residence communities. A residential

 education committee plans events and designs interventions to address student problems and

 conflicts. Students are expected to think through and resolve conflicts associated with

 differences in background, in behavior within the residence halls, and in academic perspectives.

 In doing so, students explore each other's personal histories, respond to others' views, and

 examine the relationship between individual perspectives and knowledge-based approaches.

 Detailed evaluation forms ask students about the impact of living with people enrolled in a

 common course, the communication and research skills learned, the effects of the

 multidisciplinary, team-taught course, and the coverage of residential issues. Data indicate that

 residential goals and communications skills are being achieved. Students are positive about

 living with others who share their academic and personal experiences and appreciate having

 faculty involved in their residential lives.

 University of Wisconsin, Whitewater has a mission to serve students with disabilities and has

 had a formal program to provide services for these students for nearly thirty years. Instructional

 staff accommodate students with disabilities in classrooms, labs, field work, internships,

 student teaching, and the workplace. A new work experience project offering academic credit

 has received exceptional support from faculty and students. The project brings staff into close

 contact with faculty, and staff work with the State Vocational Rehabilitation Agency to organize

 the experience. For many severely and multiply disabled students, the work is one of the first

 successful validations of their capacity to succeed and to establish a strong identity. Efforts are

 focused on matching students' needs with a work environment complementing their

 educational background and likely to ensure success. The work is an intensive individual

 experience; however, the individual learning is tied directly to interaction with others in the

 workplace at several levels. It helps to provide self-definition as a person and to delineate a role

 and status within the task group. The combination of the workplace routine, supervisory and

 peer feedback, and the duties of the position offer opportunities for growth and for eliminating

 non-functional behaviors. The program has proved particularly important for individuals whose

 learning styles are not conducive to transfer of knowledge from one context to another.

 At the university, students with disabilities are retained at a significantly higher rate than the

 institutional average for all students, and they obtain employment at exceptional rates. These

 results compare remarkably well with national studies of retention and employment rates for

 disabled students.

 Bowling Green State University (Ohio) created its Chapman Learning Center as a "think tank for

 learning," to experiment with new pedagogies and program structures to engage students in

 classroom and outside-the-classroom activities. A freshmen residential program, the Center

 involves faculty from several disciplines, each with offices in the residence hall, a hall director

 and junior tutors who work with faculty on required anchor courses, elective courses, and a

 common learning day. Classes are thematically linked in two anchor courses each semester, and

 center on difficult social issues during the first term and on aesthetics and imagination during

 the second. Freshmen composition courses are linked to these disciplinary courses. Community

 events are planned to relate directly to the course themes. Teaching practices emphasize

 interactive, experiential activities, learning experiences outside the classroom, critical thinking

 about challenging issues, and support for learning by residential staff. Classes are small, to

 enable faculty to offer frequent written and verbal feedback on in-class and out-of-class

 assignments. Students are encouraged to examine personal beliefs and values in relation to

 broader perspectives on social issues, and peer-mediated discussions of social controversies

 are featured.

 Chapman students show disproportionate satisfaction and adjustment to college life when

 compared with other freshmen. They feel less lonely, are more actively involved in their classes,

 experience more faculty approval, and are more willing to approach faculty.

10 Learning involves the ability of individuals to monitor their own

learning, to understand how knowledge is acquired, to develop

strategies for learning based on discerning their capacities and

limitations, and to be aware of their own ways of knowing in

approaching new bodies of knowledge and disciplinary frameworks.

To improve the ability of individuals to monitor their own learning requires that faculty and staff:

 assist students in understanding the elements and structures of learning and the standards for

 learning achievements;

 help students understand their relative strengths and weaknesses in learning;

 ask students to observe and record their own progress in learning;

 use multiple pedagogies suited to the content or skills to be learned and reaching students with

 different approaches to learning;

 tailor education to the individual learner rather than exclusively providing mass-delivered

 presentations;

 use educational technologies as a tool for collaborative learning and encourage reticent students to

 participate;

 cultivate students' desire to know what they do not know; and

 continue to learn what factors affect student cognition and learning and to design learning

 experiences responsive to learning differences.

 To enable students to monitor their own learning, faculty and staff collaborators:

 help them delineate and articulate their learning interests, strengths, and deficiencies;

 reduce the risk to students of acknowledging their own limitations;

 help students select curricular and other educational experiences covering a broad range

 of learning approaches and performance evaluations; and

 create faculty and staff development activities to learn about advances in learning

 theory and practice.

 The Western College Program of Miami University, Oxford (Ohio) is an interdisciplinary

 residential college featuring a core curriculum in the liberal arts for students' first two years. In

 their junior year, students are provided opportunities to take greater responsibility for and to

 monitor, their learning through individually designed upper-level interdisciplinary programs of

 study and a year-long senior project based on all four years of study. Completed senior projects

 are publicly presented using a professional conference format and including faculty

 respondents from outside the college who have not worked with the students. Faculty and

 student affairs staff collaborate to fuse the living and study experience and to challende and

 support students as they pursue their core and self-designed studies.

 The Student Affairs Assessment Committee, comprised of student, academic and business

 affairs staff, documents the impact that the university is having on students inside and outside

 the classroom. Measures include quantitative, nationally normed outcome assessment

 instruments and qualitative evaluations based on student interviews, free writing, focus groups,

 portfolios of student work, and ethnographies.

 The vice presidents for academic and student affairs at William Rainey Harper College (Illinois)

 established a joint "Statement of Student Success" that endorses two concepts: all students

 have the right to succeed, and the college has the right to uphold high standards for

 achievement. Based on this statement, the college established a program to support students at

 this two-year open-door college with academic preparation and counseling services as a way to

 meet the college's standards and to help them attain success. The college developed five

 standards of academic performance, established requirements for entry into college-level

 courses based on level of preparation as determined by entrance tests, and coupled these

 actions with an "intrusive intervention" program administered by the student development

 office. The intervention program monitors student course taking and grades. Through

 computerized tracking and human interaction, students receive information on their progress

 and work with faculty and staff to create personalized success contracts. These contracts

 include academic, personal, developmental, and social strategies to assist students making

 decisions about college and careers. Individual students' strategies are recorded and tracked

 through a computerized interface with the registration system, allowing possible restrictions to

 course loads or future registrations, or triggering further interventions when performance falls

 below standards. Interventions are made by faculty and staff, and students are asked to assess

 their own performance and to learn ways to use the support system to assist them.

 Survey results over the years document that at-risk students enrolled in the intervention

 program have a clear understanding of the academic system, know what factors result in low

 grades, have reasonable plans to improve their performance, and believe the required

 interventions will have a positive impact on their future academic success.

 What We Have Learned

 Collaborative Futures in Support of Learning

The evolving principles of learning, continually informed by future advances in our understanding and

knowledge of the learning process, hold great promise for improved student learning. By applying these

principles to the practice of teaching, the development of curricula, the design of learning environments, and

the assessment of learning, we will achieve more powerful learning. Realizing the full benefit of these

applications depends upon collaborative efforts between academic and student affairs professionals -- and

beyond. It will require attention and action by all those affiliated with our institutions as well as by members of

the larger community concerned with higher education to ensure that we achieve our mission of increased

higher learning.

We call all those who serve the goals of learning to contribute to these collaborations. We ask that:

Students take charge of their own learning and organize their educational programs to include a broad

array of experiences both inside and outside the classroom; become aware of the cumulative nature of their

education, and consequently plan and monitor their development; and establish personal relationships with

faculty and staff as an essential part of their education.

Faculty become masters of cognitive studies; develop pedagogy and curricula that draw upon and

embody learning principles; become involved in all aspects of their institution's community life; and work in

partnership with staff and community supporters to create learning activities based on the learning principles.

Scholars of cognition share their findings widely with faculty colleagues and higher

education audiences and be attentive in their writings to the application of new findings to the conduct of

teaching and learning.

Administrative leaders rethink the conventional organization of colleges and universities to

create more inventive structures and processes that integrate academic and student affairs; align institutional

planning, hiring, rewards, and resource allocations with the learning mission; offer professional development

opportunities for people to cooperate across institutional boundaries; use evidence of student learning to

guide program improvement, planning and resource allocation; and communicate information on students' life

circumstances and culture to all members of the college or university community.

Student affairs professionals and other staff take the initiative to

connect to each other and to academic units; develop programs that purposefully incorporate and identify

learning contributions; and help students to view their education holistically and to participate fully in the life

of the institution and the community.

Alumni reflect upon how what they learned in college contributed to their life after graduation and share

these observations with current students and institutional officials; provide learning opportunities and

mentorships outside the classroom for students; and contribute financial support to programs offering

students the chance to use their knowledge in a variety of settings.

Governing boards understand the learning enterprise and how the institution conducts it; ask

senior managers for information on how the organizational structure supports learning and for evidence of

learning outcomes; and reward contributions to learning through promotion and tenure decisions and in

evaluation of the president.

Community supporters volunteer workplace and other organizational venues for student

learning; team with faculty and staff to design learning experiences in the community or workplace; serve as

supervisors and mentors for student learning activities; evaluate student performance and provide models of

reflective practice in their own professions; and help colleges and universities to understand the skills and

knowledge needed by their graduates.

Accrediting agencies require in their review processes evidence of how institutions

integrate learning experiences across administrative units and demand measures of learning effectiveness.

Professional associations disseminate best practices of collaboration on behalf of

student learning in their programs, publications, and awards; exemplify the importance of partnerships for

learning by establishing cooperative programs with other associations; and emphasize learning as a field of

knowledge essential for graduate students planning careers in colleges or universities.

Families help students select a college or university based on its commitments to learning and student

development and its learning environment; encourage students to choose and participate in a comprehensive

program of educational activities throughout their collegiate experience; and help students to understand the

value of reflection and to find time for concentrated study in their complicated lives.

Government agencies sponsor research and development on learning; offer incentives to

institutions for new initiatives focused on collaboration for learning; and require evidence of institutional

assessment of learning.

All those involved in higher education, as professionals or

as community supporters, view themselves as teachers, learners, and collaborators in

service to learning.