

Appendix A: Effective practices for increasing student success

Faculty have a powerful role in helping to eliminate achievement disparities. Here's a list, by no means comprehensive, of areas where faculty classroom practices can increase success for disproportionately impacted students.

- **Syllabus design**
A learner-centered syllabus can increase student interest and engagement in your course, and begins to set the tone for your classroom learning environment. This may be especially helpful to students who have anxiety about their ability to succeed in college.
- **Microaggressions and stereotype threat**
Both of these can seriously undermine our efforts to help students master skills and competencies in our disciplines. Participating in PD to deepen our abilities to recognize and mitigate them can help us be more effective in our classrooms.
- **Culturally responsive pedagogy**
Learning environments that leverage students' cultural backgrounds and strengths empower them to deepen their learning in your discipline.
- **Growth mindset**
When students have a growth mindset about your class – that is, they believe they are capable of increasing their knowledge and skill in your discipline – they are more likely to invest time and effort in their learning and thus are more likely to succeed. Faculty can utilize simple techniques in our classrooms to foster growth mindsets in our students.
- **Authentic assessment**
When faculty assess learning in a variety of ways, we give our students more opportunities and means through which to demonstrate their learning. In the process, faculty get a much richer and more nuanced picture of student mastery and achievement.
- **Embedded service learning**
Creating high quality service learning opportunities and integrating them directly into our regular classroom instruction is an equitable way to significantly deepen students' engagement and learning.

Do you need resources to explore or implement any of these approaches? Ask for them in your next Program Review! Don't forget, too, that the college's student equity plan provides strong support for faculty professional development activities to help you implement these approaches.

If you would like more information about these or other pedagogical practices, and/or group or individual assistance to implement any of them in your classroom instruction, contact the College's Professional Development Coordinator, Carolyn Holcroft. I am happy to work with you on YOUR schedule.