



Student
Success Team

Ambassador
Toolkit

Student Success Team Ambassador Toolkit



Thank you for being a Student Success Team ambassador.

This toolkit will provide you with background and helpful information for your role. The primary goals of the SST Ambassador program are:

- To provide an effective method for disseminating information on the role of faculty, staff, and students in Student Success at The University of Iowa
- To support faculty and staff in their work with students and issues related to student success

In the SST Ambassador Toolkit, you will find:

- Background information on the history of the Student Success Team at Iowa
- The UI SST definition of Student Success
- Information on current initiatives, including The Iowa Challenge
- Research briefs on issues related to student success
- Ideas for how you can be an effective SST Ambassador
- Information on ways to recognize your colleagues for their impact on student success
- A quarterly activity reporting form

We hope that you'll adapt the role of SST Ambassador to meet the needs of your department. Your role as SST Ambassador should only take around 2 hours of your time a month. We ask that all Ambassadors:

- Attend yearly training meetings
- Report on their activities quarterly
- Share ideas with other SST Ambassadors via our email distribution list
- Continue to give us feedback on ideas for making the program effective

For more information on the SST Ambassador program, contact Sarah Hansen, SST Coordinator, at sarah-hansen@uiowa.edu or 335-8387.

10 THINGS YOU CAN DO...



....as a Student Success Team Ambassador

1. Host a speaker related to SST for a staff meeting/staff development in your area.
2. Ask for 5-10 minutes at departmental staff meetings to update colleagues on SST activities.
3. Forward or post SST information (program announcements, RISE Briefs, etc.)
4. Encourage your staff members to nominate a colleague who goes above and beyond for a student for the SST Ambassador Award!
5. Add a signature tag to your emails that promotes the SST or includes a factoid on student success at Iowa. Provide examples for others in your department to do the same.
6. Schedule or create a Student Success Book Club in your department. We have some already going—check with us on leaders and the current book!
7. Include the definition of Student Success in the Orientation folders for all new employees in your area.
8. Invite a colleague from your department to attend a SST Large Group meeting with you. If they'd like to join SST, send them to the website to sign up.
9. Hang the SST definition in your office and discuss student success efforts with students when you meet with them.
10. Post a sheet in your break room asking colleagues to brainstorm all the ways your unit contributes to student success.

Recognizing work with Student Success



One of the goals of the SST Ambassador program is to get the word out about the importance of student success to our work and the importance of our work to student success. An ambassador may find it useful to create ways to recognize instances of going above and beyond to assist a student in achieving their goals.

Challenging our colleagues and ourselves to think concretely about student success means every interaction with a student matters. Here are some ways to recognize the value of that work:

A Simple 'Thank You': It only takes a moment (less than 60 seconds) to recognize the efforts of a co-worker. You could call it "fly-by appreciation". Example: "Thanks for getting that course information out to the staff so quickly. Now they will have time to read it before the meeting..." (15 sec.). You could also establish a 5 minute period at the beginning of meetings to allow time for colleagues to thank or recognize each other for deeds small and large.

Pay Attention: Noticing when people are doing the right thing increases the probability they will repeat it. Example: "I saw how smoothly you let that student know what they could do to avoid a delay. Thanks for doing that..." Having a fish bowl or drop box for comments can encourage students and others to recognize those small acts of kindness that make a difference.

Personalized Approach: One size does not fit all. Staff are individuals and respond differently to the same strategy. Ask staff how they want to be recognized.

Equal Opportunity: There should be opportunity for all staff to receive recognition--whether for improving performance, for extra effort, for creativity, or for reliably doing their job each day.

Enjoy!: "Fun, joy and sharing go hand-in glove with world class quality."- Tom Peters. Celebrate individual and unit accomplishments- planned or spontaneously!

- Adapted from The University of Washington



SST Ambassador Activity Reporting Form



Student Success Team Ambassador Quarterly Reporting Form

In the past quarter, how many times did you....	0 times	1-3 times	4-6 times	More than 6 times
Host a speaker related to student success for a staff meeting or staff development				
Announce SST activities at departmental meetings				
Forward or post SST information (program announcements, The IOWA Challenge, RISE briefs, etc.)				
Invite a colleague to participate in SST (to attend a large group meeting, to sign up for SST, etc.)				
Solicit nominations for the SST Ambassador award				

Please tell us about other student success or SST-related things you did as an Ambassador:

Are there ways we can assist you in your role?

Please send this form to Sarah Hansen, 4171 Westlawn, or via email to sarah-hansen@uiowa.edu

Thank you for your support of student success at Iowa!

Speakers related to SST/Student Success



Need a speaker related to Student Success?
We can help!

Sarah Hansen, SST Coordinator
sarah-hansen@uiowa.edu

Dr. Elizabeth Whitt, Director, Student
Success Initiatives
elizabeth-whitt@uiowa.edu

You may also wish to contact the chair of a
particular SST committee; a list is included in this
toolkit.

Other ideas include: University Counseling Service, Student
Disability Services, Health Iowa, Office of International Stu-
dents and Scholars, Office of
Student Life, Center for Research on Undergraduate Education,
Academic Advising, Financial Aid, Housing, Equal Opportu-
nity and Diversity, Centers for Diversity and Enrichment. Feel
free to ask Sarah or Liz for ideas and contact information.

The University of Iowa Student Success Team
 Action Committee/Task Force Summary 2007-2008
 (details at SST website: <http://www.uiowa.edu/~success/>)

Committee	Committee Chair Contact Information	Charge
<i>Barriers to Student Success</i> Chair: Sarah Hansen	<ul style="list-style-type: none"> o Sarah Hansen, sarah-hansen@uiowa.edu o 335-8387 	<ul style="list-style-type: none"> o Identify policies, practices, and programs that serve as barriers to student success o Develop a plan to address barriers
<i>Committee to Implement the Message Project</i> Chairs: Tom Rocklin and Elizabeth Whitt	<ul style="list-style-type: none"> o Elizabeth Whitt, Elizabeth-whitt@uiowa.edu o 384-3283 o Tom Rocklin, thomas-rocklin@uiowa.edu o 335-3557 	<ul style="list-style-type: none"> o Gather feedback on "The Message" o Incorporate feedback into final message and name o Create plan for dissemination of "The Message"
<i>Communicating the Importance of Student Success</i> Chair: Kathy Magarrell	<ul style="list-style-type: none"> o Kathy Magarrell, kathy-magarrell@uiowa.edu o 335-5093 	<ul style="list-style-type: none"> o Develop a plan to communicate the importance of student success in ways that foster conversations about, commitment to, and engagement in fostering undergraduate student success. o This committee merged with the 2009 Iowa Challenge committee
<i>Communications and Website Development</i> Chair: Emil Rinderspacher	<ul style="list-style-type: none"> o Emil Rinderspacher, emil-rinderspacher@uiowa.edu o 335-1494 	<ul style="list-style-type: none"> o Conduct a comprehensive and systematic review of the communication, marketing, and website needs of current and, to the extent possible, future needs of Student Success Team initiatives.
<i>Early Intervention</i> Chair: Heather Stalling	<ul style="list-style-type: none"> o Heather Stalling, heather-stalling@uiowa.edu o 335-3700 	<ul style="list-style-type: none"> o Identify successful practices for a comprehensive early intervention program o Identify and assess current early intervention practices at UI o Design a plan and an assessment plan for early intervention
<i>New Traditions</i> Chairs: Kelly Jo Karnes and Mary Trachsel	<ul style="list-style-type: none"> o Kelly Jo Karnes, kellyjo-karnes@uiowa.edu o 335-5059 o Mary Trachsel, mary-trachsel@uiowa.edu o 335-0185 	<ul style="list-style-type: none"> o Develop a plan to create and implement traditions, rituals, and ceremonies to foster and support student success (e.g., Opening Convocation, celebration of completion of first year/rising sophomores, and so on).
<i>One Community, One Book (COOB)</i> Chair: Downing Thomas	<ul style="list-style-type: none"> o Downing Thomas, downing-thomas@uiowa.edu o 335-0373 	<ul style="list-style-type: none"> o Create a campus-based common book program growing out of the success of the One Community, One Book project coordinated by the Center for Human Rights
<i>"Pick One" (includes merged Pick One/Opportunities for Student Engagement committees)</i> Chairs: Jane Dorman, Tara Edberg, and Bill Nelson	<ul style="list-style-type: none"> o Jane Dorman, jane-dorman@uiowa.edu o 335-5769 	<ul style="list-style-type: none"> o Develop a plan to implement "Pick One" – to encourage new students to choose one educationally purposeful co-curricular/extra curricular activity in which to become involved
<i>Task Force on First Year Experiences</i> Chair: Michael Barron	<ul style="list-style-type: none"> o Mike Barron, michael-barron@uiowa.edu o 335-1548 	<ul style="list-style-type: none"> o Identify programs and practices for first year students. o Describe elements of UI programs. o Recommend a comprehensive FY program for UI.
<i>Task Force on Learning Communities</i> Chair: Pat Folsom	<ul style="list-style-type: none"> o Pat Folsom, pat-folsom@uiowa.edu o 353-5700 	<ul style="list-style-type: none"> o Identify programs and practices for first year students. o Describe needs, strengths of UI programs. o Recommend a comprehensive Learning Communities Program for UI
<i>Use of Peer Educators:</i> Chair: Beth Ingram	<ul style="list-style-type: none"> o Beth Ingram, beth-ingram@uiowa.edu o 335-0148 	<ul style="list-style-type: none"> o Assess current practices/uses of peer educators o Design a plan to expand use of peers o Design assessment plan

2008-09 Projects and Committees

Committee/Project	Committee Chair Contact Information	Charge
<p><i>Student Academic Engagement</i> <i>Co-Chairs: Norbert Pleña and Brian Corkery</i></p>	<ul style="list-style-type: none"> ○ Brian Corkery, brian-corkery@uiowa.edu ○ 353-5700 	<ul style="list-style-type: none"> ○ Identify and implement uses of the RISE Brief on Academic Engagement, including widespread dissemination, workshops/trainings, etc. ○ Identify specific strategies the institution can use to provide support to students in engaging with faculty outside the classroom. ○ Provide guidelines faculty may use to increase the perceived academic challenge their courses offer to students (e.g., 10 Things You Can Do to Engage Students Academically).
<p><i>Centralizing Assessment/Institutional Research</i> <i>Chair: Elizabeth Whitt</i></p>	<ul style="list-style-type: none"> ○ Elizabeth Whitt, Elizabeth-whitt@uiowa.edu ○ 384-5283 	<ul style="list-style-type: none"> ○ Assess the University's current structures for institutional research and assessment efforts, considering internal needs and models in use at peer institutions and their effectiveness. ○ Investigate, evaluate, and propose options – including advantages and disadvantages -- for centralizing assessment and institutional research resources at the University of Iowa.
<p><i>Disseminating The Iowa Challenge</i> <i>Chair: Tom Rocklin</i></p>	<ul style="list-style-type: none"> ○ Tom Rocklin, thomas-rocklin@uiowa.edu ○ 335-3557 	<ul style="list-style-type: none"> ○ Develop a broad, coordinated communications and implementation plan to disseminate the Iowa Challenge to students, faculty, and staff within the UI community. Different strategies may be appropriate for the various populations (students, faculty, staff).
<p><i>SST Ambassadors</i></p>	<ul style="list-style-type: none"> ○ Sarah Hansen, sarah-hansen@uiowa.edu ○ 335-8387 	<ul style="list-style-type: none"> ○ To provide an effective method for disseminating information on the role of faculty, staff, and students in Student Success at The University of Iowa ○ To support faculty and staff in their work with students and issues related to student success
<p><i>SST Book Clubs</i></p>	<ul style="list-style-type: none"> ○ Sarah Hansen, sarah-hansen@uiowa.edu ○ 335-8387 	<ul style="list-style-type: none"> ○ To provide a mechanism to expose students, faculty, and staff to new and important information about students and student success ○ To make opportunities available for interaction and connections across disciplines and positions ○ To generate solutions and news ways of thinking about our work with students; ways to inform our practice



In 2007, the Student Success Team (SST) approved the following definition of student success at The University of Iowa to guide the work of the SST and its members:

University of Iowa students succeed when they achieve personal and institutional educational goals. Successful students develop skills and knowledge, become more mature in their thinking, assume greater responsibility for their own lives and learning, develop understanding of diversity and multiculturalism, and become effective leaders.

Student success at The University of Iowa is a shared enterprise. Students succeed by active engagement in educationally-purposeful activities. Faculty, staff, and students create formal and informal learning opportunities on campus and off, and policies, programs, and practices that foster student engagement.

The University measures student and institutional success in undergraduate education by examining a variety of indicators, including measures of learning, persistence, graduation, engagement, health and well-being, and opportunities after graduation.

For additional information about the Student Success Team or to become a member of the SST, please visit our website at <http://www.uiowa.edu/~success/index.shtml>.

The IOWA Challenge



As a university of Iowa student, you become part of the Hawkeye family—students and alumni transformed by their experiences at Iowa. The university asks you to follow their example and rise to the challenge of these five expectations:

Excel. Academic excellence means setting and meeting high standards for yourself as a student. Faculty, staff and other students will ask you to work hard and push yourself intellectually. We expect a lot of you; you should expect only the best from yourself and the university.

Stretch. At Iowa, you will find diversity of people, ideas, opportunities, and experiences. That diversity is one of the benefits of being an Iowa student. Step away from the familiar, try new ideas, experience new cultures, and learn from people different from yourself.

Engage. You will be a more successful student and enjoy yourself more if you spend your time and energy on activities that matter. The university of Iowa offers almost limitless opportunities and the resources to help you become a leader in and out of the classroom. Take advantage of them.

Choose. Every day you make decisions that affect your education and your future. Take your choices seriously and use your freedom wisely. Your Iowa education is what you make it. Make it something you and your university can be proud of.

Serve. As an Iowa student, you are a member of many communities, on and off the campus. You have the opportunity and responsibility to be a good neighbor and citizen and to serve the community. Make your community a great place to live.

Adopted, 2008

The IOWA Challenge



As a University of Iowa student, you become part of the Hawkeye family—students and alumni transformed by their experiences at Iowa. The University asks you to follow their example and rise to the challenge of these five expectations:

Excel. Set high standards—push yourself academically.

Stretch. Learn from diverse people, ideas, and experiences.

Engage. Get involved and be a leader.

Choose. Make decisions that support your goals.

Serve. Contribute to a community that's a great place to live and learn.

Adopted, 2008 (short version)

The IOWA Challenge - Guidelines for Acceptable Use



The acceptable title and format is "The IOWA Challenge": The initial capital on the word "The" and the all-caps treatment for "IOWA" are meant to help give the message name a distinct identity. In addition, the all-caps "IOWA" echoes graphic elements used in communications from the university's Office of Admissions.

Short vs. Long Version:

- The full version appears in contexts where it's necessary to describe the IOWA Challenge expectations in depth, including print and electronic materials dedicated to presenting the message. The full version may also be used in certain Office of Admissions materials, including Orientation pieces that introduce the IOWA Challenge to new students.
- The short version is appropriate for all other uses, including most Admissions materials, materials from other units (Office of Student Life, Academic Advising Center, individual colleges, etc.) with an interest in communicating undergraduate expectations, on course syllabi, and so on.

Adopted, 2008 (short version)



RESEARCH ON IOWA STUDENT EXPERIENCES: BINGE DRINKING

Elizabeth J. Whitt, Sherri I. Edvalson, Ashley M. Asel, and Sarah L. Hansen

Office of the Provost
The University of Iowa

RISE Brief No. 2
October 2008



High-Risk Drinking in College

High-risk alcohol consumption by college students is a matter of increasing concern in postsecondary education in the United States. Consequences of excessive and underage drinking, including alcohol-related deaths, injuries, and assaults; unsafe and/or unwanted sex; property damage and vandalism; drunk driving; arrests and other interactions with police; health problems; and academic problems, affect most campuses and most students, even those who choose not to drink (National Institute on Alcohol Abuse and Alcoholism (NIAAA), 2007). A 2002 NIAAA report, *A Call to Action: Changing the Culture of Drinking at U.S. Colleges*, noted “a tradition of drinking has developed into a kind of culture – beliefs and customs – entrenched in every level of college students’ environments . . . These beliefs and the expectations they engender exert a powerful influence over students’ behavior toward alcohol” (p. 1). This research brief focuses on results from the Research on Iowa Student Experiences (RISE) study regarding frequency and impacts of binge drinking and “a culture of drinking” among undergraduates at The University of Iowa.

The RISE Project

In June 2005, then-Executive Vice President and Provost Michael J. Hogan commissioned the University of Iowa (UI) Center for Research on Undergraduate Education (CRUE) to perform a comprehensive quantitative and qualitative study of undergraduate experiences and outcomes at UI. The Center undertook the RISE project between September 2005 and September 2006. Researchers collected quantitative data via a web-based survey sent to all undergraduate first-year and senior students in late March. We obtained completed surveys from 1,477 first-year students and 1,676 seniors, a response rate of 36.5%. The mean GPA for senior survey respondents was 3.3, for first-year students, 3.0. Although the first-year and senior samples were representative of their respective populations by race/ethnicity, women and individuals with high ACT scores were overrepresented in both. To adjust for this response bias, we weighted the samples up to population values by sex and ACT composite score quartile; the quantitative analyses reported here are based on weighted estimates. To gather qualitative data, researchers conducted interviews with focus groups composed of 75 first-year students and 45 seniors.

Binge Drinking at Iowa

We included binge drinking in the RISE survey because of the attention paid to high-risk drinking in higher education in general and at UI in particular. We used the measure of binge drinking common to studies on college drinking behavior: Students were asked to “Think back over a typical 2-week period at The University of Iowa. How many times did you have 5 or more drinks (a 12-ounce can of beer, a 4-ounce glass of wine, 1 wine cooler, 1 shot of liquor or 1 mixed drink) on one occasion?” Response options were: None, One time, Two times, Three to five times, and Six or more times. Table 1 reports students’ responses to this item. For both groups (25% of first-year students and 29% of seniors), the most frequent response was 3-5 times in a typical two-week period. A little more than 10% of first-year students and 13.5% of seniors reported 6 or more binge drinking episodes (that is, at least 30 drinks) during a typical two-week period in college. Therefore,

nearly 36% of first-year respondents and 43% of seniors reported binge drinking at least 3, and as much as 6 or more, times in a typical two-week period in college. “Six or more times” is roughly the equivalent of 5 or more drinks every other night in a two-week period. The drinking reported might or might not, however, be spread evenly over the two weeks; the 6 or more reported binge drinking occasions could, for example, occur over 2 weekends. Note, too, that 30.7% of first-year students and 21.5% of seniors reported no binge drinking in a typical two-week period.

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For more information, please contact:

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For the full RISE Report, please visit the website for the Center for Research on Undergraduate Education at:

<http://www.education.uiowa.edu/crue/publications/documents/RISE.Report.9-06.COMPLETE.pdf>

This does not mean they did not consume alcohol, only that they reported not binge drinking.

Because we expected drinking behavior in college to be influenced by drinking behavior in high school, we asked respondents an identical question about binge drinking in high school (Table 1). Our analyses indicated that drinking behavior in high school was by far the strongest predictor of drinking behavior at UI. In addition, we compared first-year students' binge drinking in high school and college. We found a substantial increase (21.6 percentile points) in binge drinking between first-year students' reported high school drinking behavior and their reported drinking at Iowa. This suggests that the major socialization to binge drinking at Iowa occurs sometime during the first year of college, perhaps as early as the first semester. The data show, too, that although reported binge drinking behavior shows a significant increase between high school and the second semester of college, binge drinking does not decrease significantly by the end of the senior year. This implies that binge drinking behaviors, once established in the first year, did not change significantly over the respondents' time in college.

The extent of binge drinking reported by students in the RISE survey is consistent with other research on Iowa students' use of alcohol. The University has participated in the Harvard School of Public Health's College Alcohol Study (see Wechsler & Nelson, 2008), and, for nearly twenty years, has conducted



internal studies of student health-related practices. All the studies point not only to consistent levels of binge drinking over time, but also consistently high

levels: UI students are consistently at the top end of the national averages for binge drinking.

Other College Experiences and Binge Drinking

One of our research questions was what, if any, UI experiences were associated with binge drinking? Were certain experiences likely to contribute to binge drinking? Did some experiences seem to inhibit binge drinking? And did such experiences differ for first-year students and seniors? In these analyses, statistical controls were introduced for a wide range of individual student characteristics (e.g., sex, race/ethnicity, ACT composite score, high school and college grades, place of residence at UI, intended or actual major, parents' education) and college experiences (e.g., an array of specific extracurricular involvements). Table 2 reports the results.

For first-year students, two experiences were associated with binge drinking: (1) belonged to a fraternity or sorority, and (2) participated in intramural sports. Given the controls used in the analyses, we can assume these experiences affected drinking separately; we cannot know from our data, however, why these experiences were associated with binge drinking. Three college experiences were associated with lower levels of (or no) binge drinking for first-year respondents: (1) participated in a living-learning community, (2) was a member of the honors program, and (3) participated in a racial or cultural awareness workshop. Recall that controls were in place for UI and high school grade point averages and ACT composite, so the impact of membership in "the honors program" (the wording used in the survey) is independent of student academic background or achievement. Again, we cannot know from the survey responses what these experiences entailed nor why they seemed to limit binge drinking.

As with first-year students, two experiences – the same two experiences – were associated with binge drinking for seniors: (1) belonged to a fraternity or sorority, and (2) participated in intramural sports. In addition, participation in an internship or co-op program also was associated with binge drinking. The nature or reason for these relation-



ships is impossible to ascertain from our data. For seniors, four experiences had a significant negative association with (that is, seemed to decrease or inhibit) binge-drinking: (1) was a member of the honors program, (2) served as a peer educator, (3) participated in a racial or cultural awareness workshop, and (4) tutored or taught other students.

An important inference from these results is that engagement in a number of experiences that are associated, in general, with student success – such as participating in a living-learning community, serving as a tutor or peer educator, and participating in a racial or cultural awareness workshop – also is associated with lower levels of binge-drinking frequency. One could assert, then, that encouraging more extensive involvement in these and other educationally-purposeful activities could be part of a comprehensive effort to curb binge drinking at UI. This is a point to which we return. These results argue for examination and explanation of the experiences – "Greek" affiliation and participation in intramural sports – that were associated with binge drinking for both first-year students and seniors. What is it about these experiences that appears to contribute to binge drinking and how might those factors be addressed?

Table 1

Binge Drinking Behavior

	6 or more times		3-5 times		2 times		1 time		0 times	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Times drank 5 or more drinks within a two-week period in college	10.5%	13.5%	25.4%	29.2%	17.9%	19.7%	15.4%	16.1%	30.7%	21.5%
Times drank 5 or more drinks within a two-week period in high school	4.1%	3.6%	12.2%	12.1%	15.3%	13.7%	14.7%	18.4%	53.7%	52.2%

Table 2
UI Experiences Associated with Binge Drinking

Number of Binge Drinking Episodes in Two-Week Period	
Influenced positively by (or increased binge drinking frequency):	
Belonged to a fraternity or sorority	(F, S)*
Participated in intramural sports	(F, S)
Participated in an internship or co-op program	(S)
Influenced negatively by (or decreased binge drinking frequency):	
Participated in a living-learning community	(F)
Was a member of the honors program	(F, S)
Participated in a racial or cultural awareness workshop	(F, S)
Served as a peer educator	(S)
Tutored or taught other students	(S)

*An (F) indicates a significant effect for first-year students, an (S) indicates a significant effect for senior students, and an (F, S) indicates a significant effect for both samples.

Fraternity and Sorority Membership and Binge Drinking

In light of the results showing a positive association between fraternity/sorority membership and binge drinking for first-year students and seniors, we examined possible differences between fraternity/sorority members and students who were not members of “Greek” organizations in binge drinking frequency. Once again, we implemented statistical controls for student characteristics, college experiences, and self-reported levels of binge drinking in high school. These analyses revealed that first-year students and seniors who were members of fraternities and sororities were significantly more likely to binge drink in college than their non-affiliated peers. For example, “Greek” first-year students were 1.8 times more likely to binge drink at least once in a typical two-week period than nonaffiliated students. For seniors who were members of fraternities and sororities, the odds of binge drinking at least once in a typical two-week period were 2.4 times that of their non-affiliated peers.

Members of fraternities and sororities also were more likely to binge drink at higher levels than non-affiliated students. First-year fraternity/sorority members were about twice as likely as their non-affiliated peers to binge drink at least twice, and as much as five times, in a typical two-week period; first-year “Greeks” were not significantly more likely than their non-affiliated peers to binge drink six or more times. Differences for seniors were even more striking. When compared to non-affiliated seniors, senior members of fraternities and sororities were (1) 3 times more likely to binge drink twice, (2) 2.6 times more likely to binge drink three to five times, and (3) 3.5 times more likely to binge drink six or more times, in a typical two-week period in college.

Further analysis showed no differences between men and women in the impact of fraternity/sorority membership on binge-drinking frequency. In addition, for both first-year and senior students, there were no statistically significant conditional effects based on high school binge drinking frequency. That is, the significant positive relationship between Greek affiliation and binge drinking frequency was the same for students who reported they did not binge drink in high school as for students who reported they did. We infer from this that the significant influence of fraternity/sorority affiliation on binge drinking is an effect of socialization, rather than of recruitment. Even when levels of reported high school



binge drinking (as well as other potential influences) were taken into account, Greek affiliation increased substantially the odds that a student would binge drink in college. Though fraternities and sororities at The University of Iowa might not recruit binge drinkers, they appear to create them (Asel, Pascarella, & Seifert, 2007).

These results also warrant further examination and, perhaps, action. Given the vast array of serious potential consequences of high-risk drinking, this evidence that first-year and senior members of fraternities and sororities are significantly more likely than non-affiliated peers to binge drink and to binge drink at higher levels is a matter for urgent concern and should not be disregarded in plans to address binge drinking at The University of Iowa.

“These analyses reveal that first-year students and seniors who were members of fraternities and sororities were significantly more likely to binge drink in college than their non-affiliated peers.”

Impacts of Binge Drinking on College Outcomes

We analyzed the survey data to identify what, if any, impact binge drinking had on desired outcomes of college (e.g., cumulative grade point average, growth in general/liberal arts education, growth in career/professional preparation, personal/interpersonal growth) for the survey respondents. Again, in each analysis, we introduced statistical controls for student characteristics and college experiences, as well as reported levels of binge drinking in high school. In the presence of those controls, level of binge drinking had a significant link with only one outcome measure: cumulative UI grade point average (Figure 1). On this outcome, there was a clear inverse relationship between binge drinking frequency and grades for both first-year and senior students. As frequency of binge drinking increased, grade point average decreased. So, for example, binge drinking twice in a typical two-week period (versus not binge drinking) was linked to a penalty of .08 of a grade point for seniors. Binge drinking three to five times (versus none) led to a drop of .095 of a grade point for first-year students and .144 of a grade point for seniors. Finally, first-year students who reported binge drinking six or more times in a typical two-week period had average grades .284 of a grade point

lower than their peers who did not binge drink. The cumulative grade point average for seniors who reported binge drinking six or more times was .203 points lower than their peers who did not binge drink. To the extent that college grade point average can influence access to educational and career opportunities after college, the impact of binge drinking on this outcome is noteworthy.

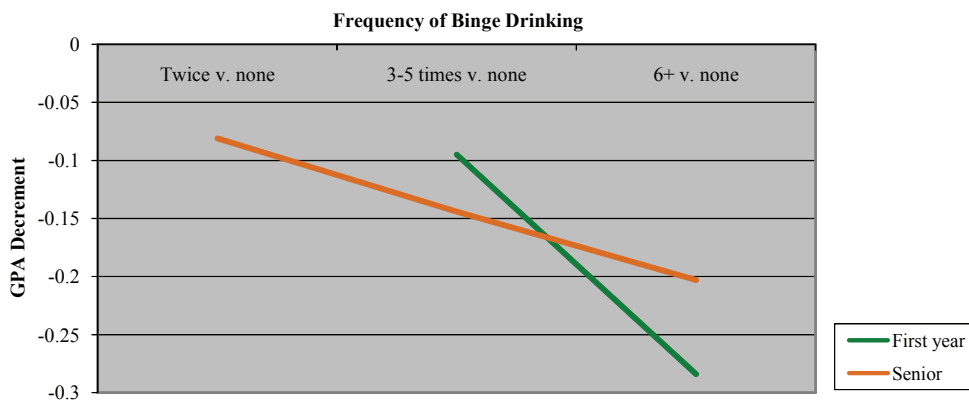
We speculated that the negative effects of binge drinking on grades could be explained by the negative effects of binge drinking on time spent studying or preparing for class. Therefore, we added a measure of hours-per-week spent preparing for class (e.g., studying, reading, doing library research, writing, rehearsing, and other activities related to one’s academic program) to the regression equations. We found, however, that the negative effects of binge drinking on grades remained statistically significant; thus, the effect of binge drinking on grade point average is independent of time spent in class preparation.

We conducted additional analyses to determine if the negative impact of binge drinking on grades differed by race/ethnicity, sex, or tested academic preparation (i.e., ACT composite score). Our analyses indicated no statistically significant differences

based on any of these characteristics. Given the positive association between fraternity or sorority membership and binge-drinking, we also examined whether the negative effect of binge drinking on grades was greater for “Greeks” than non-affiliated students. Once again, we found no significant difference; the negative effect of binge-drinking on grades was no worse for fraternity or sorority members than their non-affiliated peers.



Figure 1
Significant Estimated Negative Effects of Binge Drinking on Cumulative GPA



Above graph presented in percentages of one grade point

Binge Drinking Frequency	First year	Senior
Twice v. none	*	-8.10%
3-5 times v. none	-9.50%	-14.40%
6+ v. none	-28.40%	-20.30%

*No statistically significant differences

“A Culture of Drinking”

Alcohol consumption by UI students also was raised by the students in every RISE interview. Although the focus group protocols did not include questions about drinking, the topic was addressed extensively by the students in the interviews; alcohol use – in the words of some respondents, “a culture of drinking” – was in the forefront of their UI experiences.

First-year students described underage drinking as common, and most first-year students perceived few social alternatives to alcohol-related events; this was a frustration for many, but not for all. In a few cases, respondents described “partying” – in particular, excessive alcohol consumption and underage drinking – as a positive attribute of student life at the University (e.g., as a reason to choose to attend UI or a highlight of one’s UI experience). For many first-year students and seniors, it was simply a fact of student life. Comments such as “Drinking is just part of undergraduate life [and] part of how students adjust to college” were typical from these students. For many others, however, it was a distinct disadvantage in terms of, for example, its negative impact on social life (e.g., the comment “There’s nothing to do here but drink” was common), academic life (e.g., class attendance, amount and seriousness of intellectual activity in and out of class, academic motivation of “typical” UI students), UI’s external reputation (e.g., as a “party school”), and quality of life in the residence halls (e.g., complaints that noise from “partiers” interfered with sleep and study time).

Several senior interviews included in-depth discussions about frustration with this “culture of drinking,” including a fairly widespread perception that “the University isn’t doing all it could or should” to address that culture. Indeed,

some seniors asserted that Iowa’s “reputation as a party school” was associated with its perceived lack of academic challenge; that is, if UI provided more academic challenges, students would not be able to spend as much time partying as they do.* Some also worried that the party-school reputation would have a negative impact on their future employment prospects or admission to graduate school.

Because of the open-ended nature of our interview protocols, we did not ask specific questions about binge drinking, and it was mentioned only rarely as a specific phenomenon. Nevertheless, we found the amount and extent of alcohol consumption students described in the interviews, and the key role students ascribed to drinking in the UI student culture, disturbing.

Summary and Implications

The RISE data demonstrate alcohol use – including excessive consumption – influences experiences and outcomes of UI undergraduates from entry through the senior year. As far as we know, this study is unique in looking at the negative consequences of binge drinking on grades in the context of rigorous statistical controls; we were surprised at the significance of those consequences, as well as the extent and durability of binge drinking behaviors across time in college. These results also point to two types of UI experiences – fraternity and sorority membership and intramural sports – that were associated with binge drinking for both first-year students and seniors. Both imply a need for additional study; in particular, the significant differences in frequency and lev-



els of binge drinking between fraternity and sorority members and non-affiliated students call for serious attention.

There is some good news, however, in these results. Some educationally-purposeful out-of-class experiences had significant negative associations with binge drinking. Evidence of the impact of such activities on student success in college is plentiful (c.f., Kuh et al., 2005; Pascarella & Terenzini, 2005); this study points to their potential inhibiting effect on binge drinking as well. Efforts to expand involvement of UI students in these and similar endeavors should, therefore, be considered. And our interviews indicated that, for some students, the “culture of drinking” is a negative aspect of student life at Iowa; this demonstrates potential student support for efforts to curb binge drinking.

Research elsewhere on efforts to reduce excessive alcohol consumption on college campuses also reveals promising practices. A 2007 summary of studies of college drinking by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) noted “a close collaboration between colleges and their surrounding communities is key. This includes environmental approaches (such as more vigorous enforcement of zero tolerance laws . . . and strategies to reduce the availability of alcohol) as well as approaches that target the individual drinker (such as wider implementation of alcohol screening, counseling, and treatment programs) . . . Successful interventions *operate simultaneously* (emphasis added) to reach individual students, the student body as a whole, and the greater college community.” (p. 2)

“The RISE data demonstrate alcohol use – including excessive consumption – influences experiences and outcomes of UI undergraduates from entry through the senior year.”

Continuing the Conversation about High-Risk Drinking at Iowa

Questions for Faculty

- What role can you, as a faculty member, play in addressing the “culture of drinking” at Iowa? What expectations do you communicate to your students?
- In what ways might you incorporate discussions regarding high-risk alcohol use into your interactions with students? Are there, for example, assignments or discussion topics relevant to the alcohol culture that are relevant to your course content?
- How might you encourage student participation in educationally-purposeful activities and discourage participation in high-risk drinking behaviors?
- What steps would you take to talk with a student whose alcohol use concerns you? What resources are available on campus to assist students with substance abuse problems?

Questions for Staff

- What role can you, as a staff member, play in addressing the “culture of drinking” at UI? What expectations do you communicate to students?
- In what ways might you incorporate discussions regarding high-risk alcohol use into your interactions with students?
- How might you encourage student participation in educationally-purposeful activities and discourage participation in high-risk drinking behaviors?
- What steps would you take to talk with a student whose alcohol use concerns you? What resources are available on campus to assist students with substance abuse problems?

Questions for Institutional Leaders

- What are the policy implications of the data reported in this research brief?
- The NIAAA Report mentions the importance of focusing on three levels of intervention --individual students, the student body as a whole, and the greater college community – to address high-risk drinking behavior. To what extent could the UI do more in each area and what specific roles should UI leadership play in addressing high-risk drinking in these ways?

Questions for Students

- What impact has alcohol use (your own or other students) had on your college experience at Iowa? What resources are available to you to address negative effects of alcohol?
- What role can you play in addressing the “culture of drinking” at Iowa? What specific steps can you take?
- What role can students take in changing the reputation of the UI as a “party school”?
- What role can you play in addressing the student concern that there is “nothing to do at Iowa but drink”? Do you agree or disagree with this perception? Why?

References and Additional Resources

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On-line reports:

- National Institute on Alcohol Abuse and Alcoholism: What Colleges Need to Know: An Update on College Drinking Research: http://www.collegedrinkingprevention.gov/1College_Bulletin-508_361C4E.pdf.
- National Institute on Alcohol Abuse and Alcoholism: A Call to Action: Changing the Culture of Drinking at U.S. Colleges: http://www.collegedrinkingprevention.gov/NIAAACollegeMaterials/TaskForce/TaskForce_TOC.aspx
- American Medical Association: High-risk Drinking in College: <http://www.ama-assn.org/ama/put/category/3558.html>
- University of Iowa National College Health Assessment Data, Spring 0007: http://www.uiowa.edu/~shs/health_iowa/HIPdata.shtml
- University of Iowa Student Health Interests and Practices Survey, 2006: http://www.uiowa.edu/~shs/health_iowa/documents/Healthpractices.pdf and <http://www.uiowa.edu/~shs/documents/summaryHIP2006.pdf>

*For RISE results regarding academic engagement, see RISE Brief No. 1 (May 2008): http://www.education.uiowa.edu/crue/publications/documents/RISE_Brief_Academic_Engagement.pdf



RESEARCH ON IOWA STUDENT EXPERIENCES: ACADEMIC ENGAGEMENT

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Office of the Provost
The University of Iowa

RISE Brief No. 1
May 2008



Academic Engagement at Iowa

The extensive body of research on college impact suggests a clear strategy to foster student learning, development, and persistence: focus on student engagement. Student engagement has two key components: (1) the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success, and (2) the ways an institution allocates its human and other resources, and organizes learning opportunities and services, to encourage students to participate in and benefit from such activities. Therefore, the RISE study of undergraduate experiences and outcomes at The University of Iowa was framed according to dimensions of student engagement demonstrated to have the greatest impact on undergraduate student success, including aca-

ademic challenge, student-faculty interaction, active and collaborative learning, and educationally-purposeful co-curricular activities. This research brief focuses on RISE results regarding students' academic engagement.

The RISE Project

In June, 2005, then-Executive Vice President and Provost Michael J. Hogan commissioned the University of Iowa Center for Research on Undergraduate Education (CRUE) to perform a comprehensive quantitative and qualitative study of undergraduate experiences and outcomes at The University of Iowa. The Center undertook the Research on Iowa Student Experiences (RISE) project during the 2005-06 academic year and the summer of 2006. Researchers collected quantitative data via a web-based survey instrument sent to all undergraduate first-year and senior students in late March. Completed surveys were obtained from 1,477 first-year students and 1,676 seniors, a response rate of 36.5%. Although the first-year and senior samples were representative of their respective populations by race/ethnicity, women and individuals with high ACT scores were overrepresented in both samples. To adjust for this response bias, the samples were weighted up to population values by sex

and ACT composite score quartile; the quantitative analyses we report here are based on weighted sample estimates. The mean GPA for senior survey respondents was 3.3, for first-year students, 3.0. To gather qualitative data, researchers conducted interviews with focus groups including 75 first-year students and 45 seniors who chose to participate. The Center submitted its final report to the provost in fall 2006.



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Additional Resources

Kuh, G.D., Kinzie, J.I., Schuh, J.H., Whitt, E.J. & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

Kuh, G.D., Kinzie, J.I., Schuh, J.H., & Whitt, E.J. (2005). *Assessing conditions to enhance educational effectiveness: The inventory for student engagement and success*. San Francisco: Jossey-Bass.

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For the full RISE Report, please visit the website for the Center for Research on Undergraduate Education at:

<http://www.education.uiowa.edu/crue/publications/documents/RISE.Report.9-06.COMPLETE.pdf>

Academic Climate and Challenge

Two items on the survey sought student impressions of the academic climate at UI: (1) “Students (at UI) spend a lot of time studying and completing academic assignments” and (2) “Academic work at UI is challenging and requires serious intellectual effort.” Sixty-one percent of first-year students and 58% of seniors agreed that UI students spend a lot of time in academic pursuits; 82% of first-year students and 74% of seniors agreed that academic work at UI is challenging and requires effort (see Table 1).



The interviews, however, offered a different picture of the academic climate for undergraduates. All the focus groups were asked to describe the quality and quantity of “academic challenge” they had experienced in their time at UI. How that term was defined was left to the students, but the discussions about it referred, among other things, to time spent studying and on homework, the pressure students felt to work hard in—and prepare for—their classes, expectations of faculty for student effort and performance, class attendance, and general feelings of being challenged (or not) academically and/or intellectually. Both first-year students and seniors tended to describe their UI experiences as lacking in aca-

ademic challenge and characterized by low expectations—particularly their own, but also their peers’ and their instructors’—for time spent studying, preparing for class, studying for exams, writing papers, and, in general, focusing on the academic aspects of college. Many noted that “academic challenge is what you make it,” because they felt little external academic press. Some first-year students asserted that this lack of academic challenge was a surprise and/or a disappointment: they expected more challenge than they encountered and many were surprised at the amount of free time they had in their first semester at UI. Many seniors with whom we spoke noted a decline in perceived academic challenge over their time in college; most asserted that once they “figured out the system,” they needed to spend little time on academic endeavors. This seemed to depend, to some extent, on a student’s major (e.g., some—though not all—Engineering majors described extensive and intensive academic challenge) or on whether the student was working on a senior thesis. Some of the seniors asserted that a general lack of academic challenge for UI undergraduates was associated with the “culture of alcohol” they perceived to characterize Iowa student life; that is, according to these students, if more academic effort were expected and/or necessary, students would spend less time “partying.”

Academic Activities

In addition to general impressions of the academic climate, the survey sought specific information about students’ academic engagement. Students were asked, for example, to estimate the amount of time (in hours) they spent on a variety of academic activities during the current (spring 2006) semester. Students were asked, for example, to estimate how much time they spent “preparing for

class in a typical week.” The most frequent response for both groups (25% of first-year students and 26% of seniors) was 6 to 10 hours per week. Twenty-three percent of first-year students and 22% of seniors said they spend 11 to 15 hours per week preparing for class. Twenty-one percent of first-year students and 19% of seniors said they spend more than 21 hours per week preparing for class; 10% of first-year students and 15% of seniors said they spend 0 to 5 hours per week.

Students also were asked to identify the number of books, term papers, and essay exams they had completed in the current (2005-2006) academic year (that is, as of the end of March, 2006). Twenty-five percent of first-year students and 34% of seniors said they had read 0-4 “assigned books and readings *this academic year*” (emphasis added); 43.5% of first-year students and 39% of seniors said they had read 5-10 assigned books or readings (the most frequent response for both groups). Sixty-five percent of first-year students and 68% of seniors had completed 0-4 essay exams. Fifty percent of seniors said they had completed 0-4 term papers or written reports. In contrast, 47% of first-year students said they had completed 5-10 term papers or reports and 20% said they had completed 11-20.

The academic activities reported by the survey respondents could appear to be inconsistent with the survey results about the academic climate at UI. One could argue, for example, that reading 0-4 assigned books or readings in the first 7 months of the academic year (as reported by 25% of first-year students and 34% of seniors) contradicts the assertion that UI students “spend a lot of time studying and completing academic requirements” or that “academic work at UI is challenging and requires serious intellectual effort.” It might be

Table 1
Academic Climate at UI

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Students at UI spend a lot of time studying and completing academic assignments	9.80%	8.50%	51.30%	49.80%	26.00%	30.00%	10.60%	10.20%	2.30%	1.50%
Academic work at UI is challenging and requires serious intellectual effort	29.90%	17.90%	52.40%	55.80%	14.10%	21.20%	2.40%	3.90%	1.20%	1.30%

	>20		11-20		5-10		1-4		0	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Assigned books and readings read this academic year	5.10%	7.40%	31.80%	19.30%	43.50%	39.40%	18.90%	31.20%	0.60%	2.70%
Essay exams completed this academic year	0.90%	1.90%	10.50%	8.70%	23.40%	21.40%	46.70%	52.80%	18.60%	15.20%
Term papers and written reports completed this academic year	3.80%	4.30%	20.40%	15.60%	47.40%	30.30%	26.20%	43.70%	2.10%	6.10%

	>20		16-20		11-15		6-10		0-5	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Hours spent preparing for class in a typical week	20.70%	19.50%	22.30%	17.40%	22.80%	21.80%	24.70%	26.50%	9.50%	14.70%

the case, however, that the respondents were not referring to themselves when they said UI students spend a lot of time studying. Or the respondents might view 0-4 readings in 7 months as “a lot” or intellectually challenging. The survey data regarding small numbers of assigned readings, essay exams and papers identified by both seniors and first-year students and low number of hours spent in class preparation could, however, be viewed as supporting the focus group assertions about lack of academic challenge.



Interactions With Faculty

Research on college impact affirms the critical role student-faculty interactions play in achieving the desired outcomes of college. Therefore, the RISE survey asked students a variety of questions about frequency of student-teacher interactions and the impacts of student-teacher interactions outside the class-

“Some of the seniors asserted that a general lack of academic challenge for UI undergraduates was associated with the ‘culture of alcohol’ they perceived to characterize Iowa student life; that is, according to these students, if more academic effort were expected and/or necessary, students would spend less time ‘partying.’”

room. Note that respondents could have interpreted “teachers” to refer to tenure track faculty or to all classifications of instructors.

The survey results (see Table 2, page 4) indicated very positive perceptions of the quality of teachers at UI. Most survey respondents described UI teachers as “genuinely interested in teaching,” “genuinely interested in students,” and “genuinely interested in helping students grow in more than academics.” More than half of the seniors, and 48% of first-year students, described UI teachers as “outstanding.” In addition, about three-quarters of the respondents strongly agreed or agreed that “teachers are willing to spend time outside of class on issues of interest to students.”

Student-faculty interactions outside of class appeared, however, to be fairly uncommon among the survey respondents. Most frequent (“very often” or “often”) were interactions to discuss class assignments (first-year students: 41%; seniors: 47%) and to discuss ideas from reading or class (first-year students: 35%; seniors: 32%). Sixty percent of first-year students and 42% of seniors said they “never” interacted with teachers on non-coursework activities (e.g., committees, student life activities) and 54% of first-year students and 40% of seniors “never” interacted with teachers to discuss personal matters. In addition, 44% of seniors reported they had “rarely” or “never” interacted with teachers to discuss career concerns and plans.

Students who had interacted with faculty reported a wide range of important gains as a result of those interactions. Students agreed that “non-classroom interactions” (respondents decided how to interpret this) between students and teachers had positive effects on personal growth (52% of first-year students and 62% of seniors), intellectual growth and interest in ideas (56% of first-year students and 68% of seniors), and career goals and aspirations (44% of first-year students and 61% of seniors). In addition, the experience item “Worked on a research project with a faculty member outside of course or program requirements” had a significant positive association with all educational outcomes measures (i.e., grade point average, satisfaction, growth in general/liberal arts education, growth in career/professional preparation, personal/interpersonal growth, and composite growth) for both first-year students and seniors, even with controls for a host of background factors.

Focus group interviews also included specific questions about students’ interactions with faculty. In general, as with the survey respondents, students in the interviews spoke in very positive terms about these interactions. In fact, even a single interaction or a single individual could have a significant impact on students’ satisfaction with the University and/or their sense of themselves as important and competent.

Faculty were—with few exceptions—described as approachable, available, and willing and able to help students. By the way, for first-year students in particular, “faculty” often included teaching assistants. Some distinctions were made between the availability and approachability of faculty in large classes and those in small classes, but some students noted positive interactions with faculty in the very largest classes. These faculty were exceptions, rather than typical, but the impact they had on students’ sense that students and undergraduate education mattered to these faculty was striking. Instruction in large classes also tended to be described more negatively than instruction in small classes, and students—particularly first-year students—tended to be most positive about instruction that required active engagement with class materials and with other students, techniques which students described as occurring in small classes, not large. Students also were much more likely to feel their presence was noted and, therefore, important in smaller classes than in large.



When asked about advice they would give to prospective or new UI students, most seniors offered some form of “Get to know your professors” and “Go to office hours so they know you care.” Across the board, however, students asserted that positive, meaningful interactions with faculty had to be initiated by students, something that most—but particularly first-year students—described as difficult and intimidating.

Table 2
Student-Teacher Interactions

	Very Often		Occasionally		Rarely	
	First Year	Senior	First Year	Senior	First Year	Senior
Frequency interacted with teachers to discuss ideas from reading or class	35.10%	32.10%	33.70%	36.40%	31.30%	31.60%
Frequency interacted with teachers to discuss career concerns and plans	11.20%	22.10%	23.20%	33.50%	65.50%	44.50%
Frequency interacted with teachers on non-coursework activities	7.60%	13.40%	13.00%	17.40%	79.50%	69.20%
Frequency interacted with teachers to discuss personal matters	8.10%	10.90%	16.80%	19.80%	75.10%	69.30%
Frequency interacted with teachers to discuss assignments	40.90%	47.50%	43.60%	41.30%	15.60%	11.20%

Perceptions of Teacher Quality and Impact of Non-classroom Interactions with Teachers

	Strongly Agree/Agree		Neutral		Strongly Disagree/Disagree	
	First Year	Senior	First Year	Senior	First Year	Senior
My non-classroom interactions with teachers have had a positive influence on my personal growth, values, and attitudes	51.80%	62.10%	42.20%	33.50%	6.00%	4.30%
My non-classroom interactions with teachers have had a positive influence on my intellectual growth and interest in ideas	56.00%	67.70%	39.20%	28.80%	4.80%	3.50%
My non-classroom interactions with teachers have had a positive influence on my career goals and aspirations	44.40%	61.10%	48.10%	33.70%	7.40%	5.20%
Teachers are genuinely interested in students	74.40%	77.50%	18.30%	15.10%	7.30%	7.40%
Teachers are genuinely interested in helping students grow in more than academics	55.40%	57.80%	31.10%	27.40%	13.50%	14.80%
Teachers are outstanding	48.20%	58.50%	39.10%	31.20%	12.70%	10.20%
Teachers are genuinely interested in teaching	69.60%	71.40%	23.20%	20.00%	7.20%	8.50%
Teachers are willing to spend time outside of class on issues of interest to students	74.00%	75.00%	20.90%	19.40%	5.20%	5.60%

Summary and Implications

In general, UI students reported positive impressions of and experiences with their teachers, and noted positive outcomes of student-teacher interactions. Non-classroom interactions between students and teachers lead to a number of self-reported—and, from a university’s perspective, highly desirable—outcomes for students. Students reported, though, that however available and approachable students perceive faculty to be, taking the initiative to interact with faculty in meaningful ways was intimidating and challenging. In addition, the majority of survey respondents perceived that UI students spend a lot of time in academic pursuits and that academic work at UI is challenging and requires effort. At the same time, however, first-year and senior students—in interviews and in the survey—reported fairly low levels of academic challenge and engagement, as illustrated, for example, by hours spent preparing for class and assigned books and readings completed.

Academic engagement not only is a key element in fostering undergraduate student success (e.g., by assisting students to achieve institutional and personal educational goals), it is a key element in achieving the University’s academic mission. The RISE results imply a need to examine and enhance the extent to which UI undergraduates expect and experience academic challenge.

Questions for Faculty/Instructors

- What is the role of faculty and instructors in setting expectations for academic engagement by undergraduate students?
- What do you do in your role to communicate and reinforce expectations for academic challenge and rigor? What could you do more frequently or more effectively? How would your students describe the level of academic challenge at Iowa?
- What can faculty do to facilitate meaningful out-of-class interactions with undergraduate students? What barriers exist to such interactions and how might you address them?

Questions for Staff

- What roles do you – and can you – play in encouraging academic engagement on the part of undergraduate students? In what ways do you facilitate and/or inhibit academic engagement?
- What could you do more frequently or more effectively?
- What messages do you, your office or department send students about academic expectations? How do you know?

Questions for Institutional Leaders

- What UI policies, programs, and practices support and inhibit meaningful faculty-student interactions?
- What messages does the University communicate to undergraduate students about academic engagement? Are these messages consistent with the University’s mission and/or its students’ needs?

mindset list for the class of 2012

Students entering college for the first time this fall were generally born in 1990. For these students, Sammy Davis Jr., Jim Henson, Ryan White, Stevie Ray Vaughan and Freddy Krueger have always been dead.

1. Harry Potter could be a classmate, playing on their Quidditch team.
2. Since they were in diapers, karaoke machines have been annoying people at parties.
3. They have always been looking for Carmen Sandiego.
4. GPS satellite navigation systems have always been available.
5. Coke and Pepsi have always used recycled plastic bottles.
6. Shampoo and conditioner have always been available in the same bottle.
7. Gas stations have never fixed flats, but most serve cappuccino.
8. Their parents may have dropped them in shock when they heard George Bush announce "tax revenue increases."
9. Electronic filing of tax returns has always been an option.
10. Girls in head scarves have always been part of the school fashion scene.
11. All have had a relative--or known about a friend's relative--who died comfortably at home with Hospice.
12. As a precursor to "whatever," they have recognized that some people "just don't get it."
13. Universal Studios has always offered an alternative to Mickey in Orlando.
14. Grandma has always had wheels on her walker.
15. Martha Stewart Living has always been setting the style.
16. Haagen-Dazs ice cream has always come in quarts.
17. Club Med resorts have always been places to take the whole family.
18. WWW has never stood for World Wide Wrestling.
19. Films have never been X rated, only NC-17.
20. The Warsaw Pact is as hazy for them as the League of Nations was for their parents.
21. Students have always been "Rocking the Vote."
22. Clarence Thomas has always sat on the Supreme Court.
23. Schools have always been concerned about multiculturalism.
24. We have always known that "All I Ever Really Needed to Know I Learned in Kindergarten."
25. There have always been gay rabbis.
26. Wayne Newton has never had a mustache.
27. College grads have always been able to Teach for America.
28. IBM has never made typewriters.
29. Roseanne Barr has never been invited to sing the National Anthem again.
30. McDonald's and Burger King have always used vegetable oil for cooking french fries.
31. They have never been able to color a tree using a raw umber Crayola.
32. There has always been Pearl Jam.
33. The Tonight Show has always been hosted by Jay Leno and started at 11:35 EST.
34. Pee-Wee has never been in his playhouse during the day.
35. They never tasted Benefit Cereal with psyllium.
36. They may have been given a Nintendo Game Boy to play with in the crib.
37. Authorities have always been building a wall along the Mexican border.
38. Lenin's name has never been on a major city in Russia.
39. Employers have always been able to do credit checks on employees.
40. Balsamic vinegar has always been available in the U.S.
41. Macaulay Culkin has always been Home Alone.
42. Their parents may have watched The American Gladiators on TV the day they were born.
43. Personal privacy has always been threatened.
44. Caller ID has always been available on phones.
45. Living wills have always been asked for at hospital check-ins.
46. The Green Bay Packers (almost) always had the same starting quarterback.
47. They never heard an attendant ask "Want me to check under the hood?"
48. Iced tea has always come in cans and bottles.
49. Soft drink refills have always been free.
50. They have never known life without Seinfeld references from a show about "nothing."
51. Windows 3.0 operating system made IBM PCs user-friendly the year they were born.
52. Muscovites have always been able to buy Big Macs.
53. The Royal New Zealand Navy has never been permitted a daily ration of rum.
54. The Hubble Space Telescope has always been eavesdropping on the heavens.
55. 98.6 F or otherwise has always been confirmed in the ear.
56. Michael Milken has always been a philanthropist promoting prostate cancer research.
57. Off-shore oil drilling in the United States has always been prohibited.
58. Radio stations have never been required to present both sides of public issues.
59. There have always been charter schools.
60. Students always had Goosebumps.

mindset list for the class of 2013

Most students entering college for the first time this fall were born in 1991.

1. For these students, Martha Graham, Pan American Airways, Michael Landon, Dr. Seuss, Miles Davis, The *Dallas Times Herald*, Gene Roddenberry, and Freddie Mercury have always been dead.
2. Dan Rostenkowski, Jack Kevorkian, and Mike Tyson have always been felons.
3. The Green Giant has always been Shrek, not the big guy picking vegetables.
4. They have never used a card catalog to find a book.
5. Margaret Thatcher has always been a former prime minister.
6. Salsa has always outsold ketchup.
7. Earvin "Magic" Johnson has always been HIV-positive.
8. Tattoos have always been very chic and highly visible.
9. They have been preparing for the arrival of HDTV all their lives.
10. Rap music has always been main stream.
11. Chocolate chip cookie dough ice cream has always been a flavor choice.
12. Someone has always been building something taller than the Willis (née Sears) Tower in Chicago.
13. The KGB has never officially existed.
14. Text has always been hyper.
15. They never saw the "Scud Stud" (but there have always been electromagnetic stud finders.)
16. Babies have always had a Social Security Number.
17. They have never had to "shake down" an oral thermometer.
18. Bungee jumping has always been socially acceptable.
19. They have never understood the meaning of R.S.V.P.
20. American students have always lived anxiously with high-stakes educational testing.
21. Except for the present incumbent, the President has never inhaled.
22. State abbreviations in addresses have never had periods.
23. The European Union has always existed.
24. McDonald's has always been serving Happy Meals in China.
25. Condoms have always been advertised on television.
26. Cable television systems have always offered telephone service and vice versa.
27. Christopher Columbus has always been getting a bad rap.
28. The American health care system has always been in critical condition.
29. Bobby Cox has always managed the Atlanta Braves.
30. Desperate smokers have always been able to turn to Nicoderm skin patches.
31. There has always been a Cartoon Network.
32. The nation's key economic indicator has always been the Gross Domestic Product (GDP).
33. Their folks could always reach for a Zoloft.
34. They have always been able to read books on an electronic screen.
35. Women have always outnumbered men in college.
36. We have always watched wars, coups, and police arrests unfold on television in real time.
37. Amateur radio operators have never needed to know Morse code.

38. Belarus, Moldova, Ukraine, Uzbekistan, Armenia, Latvia, Georgia, Lithuania, and Estonia have always been independent nations.
39. It's always been official: President Zachary Taylor did not die of arsenic poisoning.
40. Madonna's perspective on Sex has always been well documented.
41. Phil Jackson has always been coaching championship basketball.
42. Ozzy Osbourne has always been coming back.
43. Kevin Costner has always been Dancing with Wolves, especially on cable.
44. There have always been flat screen televisions.
45. They have always eaten Berry Berry Kix.
46. Disney's Fantasia has always been available on video, and It's a Wonderful Life has always been on Moscow television.
47. Smokers have never been promoted as an economic force that deserves respect.
48. Elite American colleges have never been able to fix the price of tuition.
49. Nobody has been able to make a deposit in the Bank of Credit and Commerce International (BCCI).
50. Everyone has always known what the evening news was before the Evening News came on.
51. Britney Spears has always been heard on classic rock stations.
52. They have never been Saved by the Bell
53. Someone has always been asking: "Was Iraq worth a war?"
54. Most communities have always had a mega-church.
55. Natalie Cole has always been singing with her father.
56. The status of gays in the military has always been a topic of political debate.
57. Elizabeth Taylor has always reeked of White Diamonds.
58. There has always been a Planet Hollywood.
59. For one reason or another, California's future has always been in doubt.
60. Agent Starling has always feared the Silence of the Lambs.
61. "Womyn" and "waitperson" have always been in the dictionary.
62. Members of Congress have always had to keep their checkbooks balanced since the closing of the House Bank.
63. There has always been a computer in the Oval Office.
64. CDs have never been sold in cardboard packaging.
65. Avon has always been "calling" in a catalog.
66. NATO has always been looking for a role.
67. Two Koreas have always been members of the UN.
68. Official racial classifications in South Africa have always been outlawed.
69. The NBC Today Show has always been seen on weekends.
70. Vice presidents of the United States have always had real power.
71. Conflict in Northern Ireland has always been slowly winding down.
72. Migration of once independent media like radio, TV, videos and compact discs to the computer has never amazed them.
73. Nobody has ever responded to "Help, I've fallen and I can't get up."
74. Congress could never give itself a mid-term raise.
75. There has always been blue Jell-O.

STUDENT SUCCESS *in* COLLEGE

Promoting Student Success

What Student Affairs Can Do

Elizabeth J. Whitt

Occasional Paper #5

Six Conditions that Matter to Student Success

- I. "Living" Mission and "Lived" Educational Philosophy
- II. Unshakeable Focus on Student Learning
- III. Environments Adapted for Educational Enrichment
- IV. Clear Pathways to Student Success
- V. Improvement-Oriented Ethos
- VI. Shared Responsibility for Educational Quality and Student Success



Interest in creating the conditions that enhance student learning and support students in achieving their educational goals is at an all-time high. Four-fifths of high school graduates need some form of postsecondary education to acquire the knowledge, skills, and competencies necessary to address increasingly complex social, economic, and political issues. Student engagement -- what students *do* during college -- generally matters more to what they learn and whether they persist to graduation than who they are or even where they go to college.

The contribution of out-of-class experiences to student engagement cannot be overstated. Any institution that wishes to make student achievement, satisfaction, persistence, and learning a priority must have competent student affairs professionals whose contributions complement the academic mission of the institution in ways that help students and the institution realize their goals. The 'lessons' for student affairs practice offered here are based on an in-depth examination of 20 four-year colleges and universities that have higher-than-predicted graduation rates and, as demonstrated through the National Survey of Student Engagement (NSSE), effective policies and practices for engaging their students.



National Survey
of Student Engagement

1. Focus on the educational mission

At educationally-effective colleges and universities, student affairs policies, programs, and services reflect a sustained commitment to achieving the institution’s educational mission. There is no debate or confusion about this, or bemoaning ‘second-class citizenship.’ Student affairs staff are full partners in the educational enterprise, creating enriching educational opportunities for students, team teaching with faculty, and helping students manage various transitions. What distinguishes student affairs policies and practices at educationally-effective colleges and universities is the degree to which they focus on creating seamless learning environments in which the boundaries between in-class and out-of-class learning are fuzzy, if not invisible. At Miami University, for example, student life programs and policies emphasize intellectual growth and challenge. The University’s first-year experience “Choice Matters” initiative encourages students to use their time wisely and reflect systematically on what they learn from their experiences inside and outside the classroom and a variety of linked programs—curricular and co-curricular, required and optional—that promote the initiative.

2. Create and sustain partnerships for learning

High-performing organizations are marked by partnerships, cross-functional collaborations, and responsive units. Effective partnerships among those who have the most contact with students—faculty and student affairs professionals—fuel the collaborative spirit and positive attitude characterizing these campuses. Co-curricular programs foster, and do not compete with or undercut, student achievement. For example, on many campuses new student orientation and fall welcome week emphasize activities that are primarily social in nature, rather than intellectual or academic. At most educationally-effective colleges, the intellectual and academic content of summer orientation and fall welcome weeks far exceeds the amount of time devoted to social events. For example, summer reading programs at Miami University, Wofford College, and Wheaton College, with programming facilitated by student and academic affairs units, set an appropriate tone and expectations for college life.

“Effective colleges and universities recognize that new students need affirmation, encouragement, and support as well as information...to create a foundation for academic and social success...”

3. Hold all students to high expectations for engagement and learning, in and out of class, on and off campus

Most colleges assign students to an advisor, offer some form of a first-year seminar, and provide opportunities for involvement in co-curricular activities, internships, and community service. But these programs cannot have the desired impact if few students take full advantage of them. Institutions contribute to student success by making certain these programs and experiences are of uniformly high quality and large numbers of students participate. Opportunities for meaningful engagement in internships, practica, and service learning experiences should be distributed widely and across the student body, not limited to full-time students living on campus. George Mason University sponsors more than 200 student clubs and organizations and goes to considerable lengths to involve students of different ages, ethnicities, and socioeconomic backgrounds in these and other out-of-class activities. The university attracts nontraditional-age students to such activities by offering academic credit for certain bona fide learning experiences.

4. Implement a comprehensive system of safety nets and early warning systems

Faculty and staff at educationally-effective institutions know, and behave as though, educating students is everyone’s business, and all must work together to make sure students do not fall through the cracks. High quality student support services consistent with the characteristics and needs of the institution’s students are integrated with complex, yet readily available, early warning systems to make sure students get what they need when they need it. These systems and services draw on the resources, of everyone who comes in contact with students in difficulty, including faculty, student life and residence hall staff, and student paraprofessionals. On residential campuses, residence life staff members see firsthand how students spend their time and directly communicate relevant information to the academic advisers and faculty members who need it. Wheaton College’s Student Life department holds weekly meetings that include residence life staff, athletics staff, and academic advisors to identify students in need of academic or social support. Winston Salem State University created redundant safety nets through its

First Year College (FYC) and Academic Support Services division, administrative home to all new, readmitted, and transfer students. The FYC encompasses advising and support services, required freshman seminars, peer advisors, and faculty-based early warning systems for students in academic difficulty.

5. Teach new students what it takes to succeed

Effective colleges and universities recognize that new students need affirmation, encouragement, and support as well as information about what to do to be successful. In addition, they know new students need considerable structure and support to create a foundation for academic and social success and to learn how to take advantage of the institution's resources for learning. These institutions make special efforts during student recruitment, summer orientation and registration, fall welcome week, and events throughout the early weeks of college to teach newcomers about campus traditions and rituals and provide other information about "how we do things here and what things really mean." University College at Fayetteville State is an administrative unit that provides mentoring and advising for all new students, and coordinates reading, mathematics, science, and critical thinking support programs.

6. Recognize, affirm and celebrate the educational value of diversity

Students who report more exposure to diverse perspectives in class and out of class also report higher levels of academic challenge, more frequent involvement in active and collaborative learning, and a more supportive campus environment. High-performing schools demonstrate their commitment to diversity by socializing newcomers to this value, encouraging students to experience diversity by featuring diverse perspectives in the curriculum and co-curriculum, and recruiting and supporting students, faculty, and staff from backgrounds historically underserved by higher education. Many of Longwood University's diversity-awareness initiatives take place in the residence halls. Resident assistants (RAs) help raise awareness and encourage student participation in the many events sponsored by the Office on Multicultural Affairs. Indeed, the work of Longwood RAs is integral to attaining the university's educational mission, and RAs receive helpful training and advice to carry out this role. As with all the other student affairs programs at Longwood, residence hall programming is organized around the developmental

goals that complement and support the Longwood mission.

7. Invest in programs and people that demonstrate contributions to student learning and success

Where and why an institution invests its resources makes a big difference, not only for what gets funded, but also the messages sent about institutional priorities and values. Such decisions are guided by different sources of information. High-performing colleges and universities – even those with modest resources – allocate funds to what matters most: effective education of students. The University of Maine at Farmington's "can-do" ethos and values-based decision making are levers for improvement. One example is its Student Work Initiative (SWI) program. Beginning in 1998 with an \$86,000 allocation from the UMF president, by 2003 the SWI fund had almost doubled to \$168,000. Campus jobs were created with two goals in mind: (1) to provide students with meaningful learning experiences through employment, and (2) to increase persistence and graduation rates. Now about 50 percent of UMF students work on campus; the rate of student persistence to graduation has improved from 51% to 56% and continues to climb.

8. Create spaces for learning

Strategies for fostering student success are not limited to policies and programs, but also should address the physical environments of a campus. Educationally-effective colleges and universities use every opportunity – new construction, space renovation, landscape planning, campus expansion, interior design – to create spaces and settings where learning and teaching can flourish and which reflect their commitment to student engagement. Student services are centrally located and easy to find, and spaces for informal interaction between students and faculty or staff and among students are plentiful and accessible. George Mason's Johnson Center is an entire building devoted to providing student academic services, such as tutoring, career counseling, and so forth amid a food court, the library, and several other offices. Residence halls at the University of Michigan are organized into human scale learning communities to ameliorate the potentially overwhelming physical and psychological size of the campus. Faculty offices in the residential colleges encourage more frequent informal student-faculty contacts.

Questions to Ponder:

Although there is no blueprint for creating a student success-oriented institution, thinking about how these principles can be adapted to your institutional context and culture could make a positive difference in terms of student learning.

- 1. To what extent do student affairs policies, programs, practices and budget priorities support: (a) the educational mission of the institution? (b) academic programs and priorities? (c) student learning and success?
2. To what degree do academic and student affairs offices, programs, and personnel collaborate to facilitate student success?
3. To what extent are students encouraged to participate in co-curricular experiences that enrich student learning?
4. To what extent and in what ways are safety nets and structures for students in difficulty available and used?
5. In what ways and to what extent do transition programs welcome and affirm all newcomers?
6. In what ways and to what extent are diversity experiences infused in the curriculum and co-curriculum?
7. To what degree are data used to inform and evaluate resource allocation decisions and policies and practices related to student success?

Answers to these questions from different types of strong performing institutions around the country are offered in Student Success in College: Creating Conditions That Matter. The book features what 20 diverse, educationally effective college and universities do to promote student success. The Documenting Effective Educational Practice (DEEP) project was supported with generous grants from Lumina

Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College. Altogether, the 24-member research team talked with more than 2,700 people during its 40 multiple-day site visits to the DEEP schools. Six properties and conditions shared by these colleges and universities are discussed along with a wide array of effective educational policies and practices that if adapted appropriately can help a campus create and sustain a culture that supports student success. The book can be used in faculty and staff development, strategic planning, institutional mission clarification, leadership development, and collaborative efforts between academic and student affairs. A companion volume, Assessing Conditions for Student Success: An Inventory to Enhance Educational Effectiveness, will be available in September 2005 and provides a template for institutions to use to identify areas of institutional functioning that can be improved to promote student success.

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Project DEEP Colleges and Universities
Alverno College (WI)
California State University at Monterey Bay (CA)
The Evergreen State College (WA)
Fayetteville State University (NC)
George Mason University (VA)
Gonzaga University (WA)
Longwood University (VA)
Macalester College (MN)
Miami University (OH)
Sewanee: University of the South (TN)
Sweet Briar College (VA)
University of Kansas (KS)
University of Maine at Farmington (ME)
University of Michigan (MI)
University of Texas at El Paso (TX)
Ursinus College (PA)
Wabash College (IN)
Wheaton College (MA)
Winston-Salem State University (NC)
Wofford College (SC)

STUDENT SUCCESS *in* COLLEGE

Promoting Student Success

Using Financial and Other Resources to Enhance Student Success

Bruce A. Jacobs
John H. Schuh

Occasional Paper #7

Six Conditions that Matter to Student Success

- I. "Living" Mission and "Lived" Educational Philosophy
- II. Unshakeable Focus on Student Learning
- III. Environments Adapted for Educational Enrichment
- IV. Clear Pathways to Student Success
- V. Improvement-Oriented Ethos
- VI. Shared Responsibility for Educational Quality and Student Success



Howard Bowen (1996) wryly observed decades ago that colleges and universities raise all the money they can, and then they spend it. His point was that institutions have more good ideas than they can fully fund. As a consequence, they are constantly making choices as to how to best use their finite resources. Where and how resources are allocated reflect institutional priorities ideally guided by a deliberate planning process that values and supports student success.

The principles that follow for using financial and other resources to enhance student learning are based on an in-depth examination of 20 diverse four-year colleges and universities that have higher-than-predicted graduation rates and, as demonstrated through the National Survey of Student Engagement (NSSE), effective policies and practices for engaging their students. These institutions illustrate that it is not necessarily the *amount* of resources an institution allocates that is important to student success but *how* financial resources, faculty and staff time, and facilities are linked to create powerful, affirming learning environments.



National Survey
of Student Engagement

1. Link the financial plan to the institution’s mission and goals

Strong performing institutions consistently allocated resources with student success in mind. Financial plans and budget development activities were transparent, enjoyed widespread support, and were integrated with academic priorities. For example, at the University of Maine at Farmington (UMF) discretionary resources are extremely limited. Most students are first in their family to go to college and from modest means. Many need to work to afford to attend college. To encourage working on campus (which is correlated with persistence), the president dedicated precious resources to create the Student Employment Initiative. The program expanded the number of campus jobs, so that now more than half of UMF’s students work on campus, performing many vital services and programs and the persistence rate is increasing. The University of Michigan’s Undergraduate Research Opportunity Program (UROP) is a strategic financial commitment to enhance undergraduate learning and research, consistent with its mission as a research university that values undergraduate education.

2. Strategically invest in student learning

One way to invest in undergraduate student success is to make certain the reward system values teaching and student learning. In the early 1990s the University of Kansas (KU) began to intentionally seek a better balance between research and teaching. In 1997 the Center for Teaching Excellence was opened to support faculty as they implemented their ideas for improving students’ learning. KU also changed the way faculty are evaluated during recruitment and for promotion and tenure, bringing undergraduate teaching into a better balance with research productivity. To help support this shift the campus adopted new course enrollment parameters. Determined to keep low enrollments in a high percentage of undergraduate courses (80% of undergraduate classes have 30 or fewer students, and 93% have 50 or fewer students) Kansas developed a few huge enrollment classes (500-1,000 students). Other schools invest in cross-disciplinary efforts to enhance learning opportunities for students. Wofford College’s learning communities link humanities, social sciences, and science classes taught by teams of faculty and upper-division student preceptors—an

“Without adequate resources, there is limited value in developing new initiatives. Members of the campus community should know where resources may be available to support student success efforts consistent with the institutional goals”

approach that fuels student-faculty and student-student interaction in productive ways.

3. Design or retrofit physical spaces and places to support student learning

Construction and physical plant design at educationally effective colleges and universities are framed by how student learning can be enhanced or facilitated. Both the external appearance and the internal functionality of buildings communicate what is important to the campus community. The Johnson Center at George Mason University, the Ruth Stricker Dayton Campus Center at Macalester College and the Longhouse Education and Cultural Center at The Evergreen State College provide attractive spaces adjacent to classrooms that enable students and faculty to continue discussions after class. Similarly, small group meeting spaces are in close proximity to faculty offices at Ursinus College so that students can more frequently interact with faculty. The residential living learning centers at the University of Michigan and Longwood University were designed to encourage student-faculty interaction in these student living environments. A new residence hall at Wheaton College (MA) included an apartment for a faculty member in residence. Longwood has developed a new mall that is designed to bring together all the elements of campus life. The aim of all these efforts is to increase faculty-student interaction.

4. Front load resources to enhance student learning

New students are among those most likely to drop out of college. To help them manage academic, social, and financial issues associated with transitions, Sewanee: The University of the South, Miami University, Longwood University, and Sweet Briar College offer special programs in student residences to support newcomers. Fayetteville State University and Winston Salem State University provide redundant support systems and safety nets for first-year students. They focus on identifying students who are encountering problems. The interventions that follow require substantial investments of faculty and staff time and effort, but they pay off in improved retention and graduation rates. Gonzaga University, the University of Texas at El Paso (UTEP), Wheaton, and George Mason offer well-designed, high quality orientation programs for new and transfer students. In some cases the orientation programs end when classes

begin while others continue through a course that lasts the entire academic term. Gonzaga has a one credit Pathways elective course that continues into the first semester.

5. Set aside seed money for pilot initiatives and new programs that promise to enhance student success

Without adequate resources, there is limited value in developing new initiatives. Members of the campus community should know where resources may be available to support student success efforts consistent with the institutional goals. Faculty members at Michigan know that the president, provost and their colleagues are committed to finding resources to support educationally purposeful activities. Sweet Briar has a grants program for both students and faculty that individuals or teams can apply for to pursue scholarly or creative projects including student research. Because international experience is so highly valued by their institutional missions, Ursinus, Wabash College, Alverno College, and Sewanee make available financial support to assist students who cannot otherwise afford to participate.

6. Invest in events that celebrate student success

Institutions that value student success publicly celebrate those successes. Not necessarily elaborate or expensive, the events recognize individuals and groups of students, faculty, and staff for their accomplishments. They are sustained over a period of time so that they become sewn into the fabric of the campus. At Kansas, students select top faculty teachers and honor them at an annual banquet. Some outstanding teachers receive grants and stipends to acknowledge their contributions. Alverno faculty recognize students who have performed at an exceptional level of integrating knowledge and at a dinner ceremony. An on-line peer reviewed journal at California State University at Monterey Bay affords students the opportunity to work with a faculty member and publicly display their work in an academic venue. A more traditional publication opportunity exists at Wofford College where seniors in one class write a novella. One is selected by the faculty and published by the alumni association each year to celebrate the students' efforts.

7. Create partnerships across divisional boundaries

Strong performing institutions understand that student success is rooted in a supportive campus environment

and manifested as a collaborative ethic shared by many members of the campus community. Longwood offers a comprehensive service learning program, pooling resources from student organizations, student affairs, and academic affairs. The Center for Community Action and Service Learning (CCASL) at Gonzaga coordinates both community service and academic service learning and reports to the president and the vice president of Student Life. Collaboration between academic and student affairs has helped foster curricular and cocurricular service and has proved to be most helpful in terms of resources, as both areas share responsibilities for funding. Kansas developed cooperative teaching models based on a collective decision to move in that direction. At Miami, faculty and staff recognize and applaud what is an "amazing collaboration" between the academic and student affairs divisions and their leaders.

8. Use technology to tie learning elements together

Strong performing institutions concentrate resources on integrating technology into the learning environment in ways that encourage student-faculty interaction. George Mason's Technology Across the Curriculum program redesigned more than 100 courses to emphasize collaborative learning using information technology and employs technologically savvy students to coach and assist faculty with their technology needs. Students at Michigan reported being more prepared to ask questions and engage in class when they had access to class notes ahead of time on-line. The Digital Media Center (DMC) at UTEP offers a wide range of innovative applications to assist students with Math, English and Time Management and ATLAS (Access to Technology Learning and Service) insures students have access to computers.

9. Make sure you get your money's worth

Institutions that take student success seriously are steadfast in their commitment to using data to inform decisions – studying problems carefully, weighing various aspects of the issues before them, and then deciding how best to proceed. This is also true with their financial decisions. After resources are committed to programs, services and other activities, these initiatives are evaluated to determine if their impact is consistent with planned outcomes. For example, Michigan committed substantial resources to undergraduate student programs but concomitantly studied the effects of these initiatives on student learning. Alverno's signature is its ongoing,

comprehensive assessment efforts which helps keep the College focused on its mission and continuous improvement of curricular and other learning experiences.

Questions to Ponder:

There is no blueprint for creating a student success-oriented institution, nor is there a specific formula that every institution should adopt in allocating its resources. But, some questions are worth considering with respect to resource allocation that influence student learning positively.

1. How does the institution’s spending plan enhance student learning? What is the evidence?
2. How do senior leaders encourage innovation by providing financial resources to support programs designed to enhance student learning?
3. How does the campus culture support the creation of partnerships or similarly innovative approaches to developing support for new initiatives?
4. To what extent do student learning needs influence campus space planning and design
5. When expenditure patterns are reviewed, is student learning an evaluative criterion?

Answers to these questions from different types of strong performing institutions around the country are offered in *Student Success in College: Creating Conditions That Matter*. The book features what 20 diverse, educationally effective college and universities do to promote student success. The Documenting Effective Educational Practice (DEEP) project was supported with generous grants from Lumina Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College. Altogether, the 24-member research team talked with more than 2,700 people during its 40 multiple-day site visits to the DEEP schools. Six properties and conditions shared by these colleges and universities

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Project DEEP Colleges and Universities	
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STUDENT SUCCESS *in* COLLEGE

Promoting Student Success

What Faculty Members Can Do

Jillian Kinzie

Occasional Paper #6

Six Conditions that Matter to Student Success

- I. “Living” Mission and “Lived” Educational Philosophy
- II. Unshakeable Focus on Student Learning
- III. Environments Adapted for Educational Enrichment
- IV. Clear Pathways to Student Success
- V. Improvement-Oriented Ethos
- VI. Shared Responsibility for Educational Quality and Student Success



What students *do* in college matters as much as anything else in terms of their educational success. Educationally effective colleges and universities – those that add value to the student experience – intentionally craft policies and practices that channel students’ energy to the activities that matter to student learning. Students who participate in collaborative learning activities such as service-learning, coherent first-year programs, peer tutoring and senior capstone projects are more likely to persist and succeed – especially when these programs and practices are well conceived and delivered in an effective, coordinated manner. An essential ingredient is an unwavering, widespread commitment to enhancing student learning on the part of faculty members.

The suggestions offered here are based on an in-depth examination of 20 diverse four-year colleges and universities that have higher-than-predicted graduation rates and demonstrated through the National Survey of Student Engagement (NSSE) that they have effective policies and practices for working with students of differing abilities and aspirations. These institutions value high quality undergraduate teaching, diversity and support for all students. They clearly communicate and hold students to high standards, provide timely feedback, and encourage students to actively engage with course content, faculty and peers, inside and outside the classroom. When they complement the institution’s mission and values, these conditions can create powerful learning environments that lead to desirable learning outcomes that are generally independent of institutional resources or students’ background.



National Survey
of Student Engagement

1. *Embrace undergraduates and their learning*

Senior faculty members send strong messages to their colleagues and others when they teach lower division and introductory undergraduate courses and experiment with engaging pedagogies such as student-led seminars and group presentations, community-based projects, and applied learning. At the University of Michigan a set of named professorships, the Thernau Professors, were established to honor faculty with extraordinary achievements in undergraduate education. Another powerful statement about valuing undergraduate education is when faculty members adopt a talent development philosophy and use pedagogical approaches that address the learning needs of students who are less prepared to succeed. Faculty members at the University of Texas at El Paso believe that every student can learn under the right conditions. They use a variety of active and collaborative learning approaches, such as group projects and presentations, to engage students and have implemented course clustering – students enrolled in two or more of the same courses – to insure that their mostly commuter population see some of their peers regularly, which also makes it easier for them to find times to study together.

2. *Set and maintain high expectations for student performance*

Academic challenge does not simply mean piling on academic work. Rather, standards for achievement should be consistent with students' academic preparation, and designed to stretch students to go beyond what they think they can accomplish. Appropriately calibrated to student ability, intensive reading and writing assignments accompanied by feedback are indispensable in helping students reach their potential, attain desired levels of performance, and recognize the value of spending time on academic work. Whether institutions have a writing across the curriculum requirement, or several writing intensive courses, or high expectations for writing in all disciplines, students are engaged at higher levels in their studies when writing is emphasized and they have adequate opportunities to revise their work based on feedback. Equally important, holding students to high standards is both a source of motivation and accomplishment when those standards are met. Fayetteville State University faculty members encourage students to see that success is within their reach, and support their achievement through well-developed programs like the First Year Initiative and the Early Alert System. Findings from the Faculty Survey of Student Engagement (FSSE) show that at institutions where faculty members have higher-than-average expectations for student engagement, students report being involved at higher levels in educational practices and report greater gains from their collegiate experience.

“Recognizing what students know and their perspectives, including asking for students’ opinions and taking their responses into account when making decisions,... go a long way to foster student engagement in learning.”

3. *Clarify what students need to do to succeed*

Students will better manage academic challenges if they have an idea of what to expect and when and how to deal with these issues. Students benefit when their teachers provide examples of what successful students do that enables them to perform well in their courses or for a given learning activity; it is best when this information is offered at the beginning of a class or activity and when additional information, advice, and guidance is provided at key points later. If an activity or experience is critical to student success, for example, revising an assignment with a writing tutor, or participating in an internship, consider requiring it. Do not leave students – especially newcomers – to discover on their own what it takes to be successful. Become familiar with and promote the available academic and social support resources such as writing centers and tutoring support programs. Equally important, make others aware of students in difficulty so that timely interventions can be made. Faculty members teaching first year seminar courses at Winston-Salem State University serve as academic advisors and mentors to new students for the first academic year, and work staff in the First Year College to connect students to academic support services.

4. *Use engaging pedagogical approaches appropriate for course objectives and students’ abilities and learning styles*

Students learn more when they are intensely involved in their education and have opportunities to think about and apply what they are learning in different settings. Students also benefit when they are engaged in the teaching and learning of their peers, such as through assigned group work, peer review, coordinated study groups, and peer teaching in-and out-of class. In addition, multiple styles of learning are accommodated by adopting varying teaching approaches. Because many students prefer concrete, practical applications, faculty members should provide opportunities for students to apply what they are learning to their lives outside the classroom. Service learning and community-based projects are good examples of structured approaches for application, reflection and connecting learning to real world issues. This approach to learning was particularly effective for students at both large, commuter institutions such as George Mason University, and small liberal arts colleges such as Macalester College, where faculty members and students connect with the local community through a variety of service-learning experiences. Opportunities for students to practice what they are learning, develop leadership skills, and work with people from different backgrounds, enriches student learning. Faculty members who take risks with their teaching, experiment with innovative pedagogical approaches, and make

teaching and learning a collaborative activity are more likely to foster student success. New and senior faculty members at Ursinus College benefit from weekly meetings to discuss teaching and effective pedagogical approaches.

5. Build on students' knowledge, abilities and talents

Students today are more diverse in virtually every way than their predecessors. We empower students when we respect and celebrate their backgrounds, prior achievements, and talents. Recognizing what students know and their perspectives, including asking for students' opinions and taking their responses into account when making decisions, listening to students' concerns, getting to know students individually, and thanking students for their input, go a long way to foster student engagement in learning. A key premise of California State University at Monterey Bay's "assets" philosophy is that students' prior knowledge and experiences should be used to foster learning in college. This pedagogical strategy, coupled with the institution's interdisciplinary, problem-based curriculum, helps instill a sense of agency in students. Valuing students' prior knowledge and experiences is a bridge to connecting students to the curriculum and to helping them make meaning of their undergraduate experience. Many faculty members design assignments that integrate adult students' work and life experiences into the classrooms. Starting with what students know, or are good at, helps affirm students from historically underserved students who have doubts about their ability to do college level work.

6. Provide meaningful feedback to students

Along with setting high standards, it is important to use various methods to assess students' academic performance. Some institutions require students to complete rigorous written or oral comprehensive examinations. More importantly, timely, formative assessment and feedback are vital to helping students maximize their learning, especially when accompanied by clearly specified criteria that set forth descriptions of proficiency levels of performance. Alverno College is well-known for its integrated approach to assessment. Feedback comes from a variety of sources, including faculty, peers, and "external assessors" - community members trained to examine student work. Self assessment is also part of the learning experience at Alverno. Peer evaluation enhances students' sense of responsibility to their study and or work group and self-assessment encourages students to reflect continually on the quality of their own effort and outcomes. When appropriately timed, constructive and encouraging, feedback supports student learning can motivate students to do their best and helps to instill an ethic of continuous improvement. At the course level, feedback is especially

important in the early weeks so that students learn where they need to concentrate to perform at the expected level.

7. Weave diversity into the curriculum including out-of-class assignments

Students benefit in several desirable ways from experiences with diversity. That is, those who report more exposure to diverse perspectives in their classes are also more likely to report higher levels of academic challenge, greater opportunities for active and collaborative learning, and a more supportive campus environment. They also learn valuable things about themselves and other cultures. For example, short-term cultural experiences sponsored by the University of Kansas and the University of Maine at Farmington are designed for students who cannot be away from work or family for extended periods of time might occur during spring break or include service learning opportunities. These trips offer valuable learning experiences for student who might not otherwise experience another culture.

8. Make time for students

Maintaining an unwavering focus on student learning is labor-intensive. There is no substitute for human contact, whether face-to-face, or via e-mail. For this reason, faculty members must "make time" for students. Although serendipitous contact is more frequent at small residential colleges and universities, faculty members at large schools and those with commuter students also make time for students by being clear about the value of student-faculty interaction outside the classroom. For example, the University of Kansas requires student representation on institutional committees to increase the likelihood of student-faculty interaction. E-mail is also a viable approach to increase student-faculty contact. By collecting student e-mail addresses, sending messages about important campus events, and inviting students to submit early drafts of assignments via e-mail, faculty members can make time to interact with students in educationally meaningful ways.

9. Hold students accountable for taking their share of the responsibility for their learning

As with other features of powerful learning environments, there are no shortcuts to excellence. Faculty members in cooperation with their colleagues in other academic units must organize academic programs in ways that demand substantial student commitment and accountability. Peer teaching and leadership help students hold one another accountable for learning. The preceptors in Wofford College's learning communities take responsibility for designing and teaching and hold students to high standards. Department and program governance structures can be created that require student participation and leadership. Students learn about

decision making and university issues through their participation in committees and campus governance. Students serving on the Educational Policy Committee at Wheaton College (MA) played an important role in creating and implementing a major curricular revision, working with student government to introduce the new curriculum to the study body and generate enthusiasm for its implementation. More importantly, being involved in meaningful ways with faculty members and peers helps connect students to the campus, thus increasing student satisfaction and the likelihood of persistence to graduation.

Questions to Ponder:

Although there is no blueprint for creating a student success-oriented institution, adapting these principles is likely to make a difference in terms of student learning. It is necessary to do things better and more frequently to promote student success. Here are some questions for faculty members:

1. In what ways do students' backgrounds and talents influence teaching and learning in your course?
2. To what extent do faculty members experiment with engaging pedagogies and share what works with colleagues?
3. Do new students have adequate feedback about their academic performance and are they required to take advantage of writing centers, math and science tutorials, and technology support centers by the third week of class?
4. Do students hold their peers accountable for learning through peer evaluation, group projects, and study groups? Are they involved in meaningful ways with faculty members in university committees?

Answers to these questions from different types of strong performing institutions around the country are offered in *Student Success in College: Creating Conditions That Matter*. The book features what 20 diverse, educationally

effective college and universities do to promote student success. The Documenting Effective Educational Practice (DEEP) project was supported with generous grants from Lumina Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College. Altogether, the 24-member research team talked with more than 2,700 people during its 40 multiple-day site visits to the DEEP schools. Six properties and conditions shared by these colleges and universities are discussed along with a wide array of effective educational policies and practices that if adapted appropriately can help a campus create and sustain a culture that supports student success. The book can be used in faculty and staff development, strategic planning, institutional mission clarification, leadership development, and collaborative efforts between academic and student affairs. A companion volume, *Assessing Conditions for Student Success: An Inventory to Enhance Educational Effectiveness*, will be available in September 2005 and provides a template for institutions to use to identify areas of institutional functioning that can be improved to promote student success.

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Project DEEP Colleges and Universities

Alverno College (WI)
California State University at Monterey Bay (CA)
The Evergreen State College (WA)
Fayetteville State University (NC)
George Mason University (VA)
Gonzaga University (WA)
Longwood University (VA)
Macalester College (MN)
Miami University (OH)
Sewanee: University of the South (TN)

Sweet Briar College (VA)
University of Kansas (KS)
University of Maine at Farmington (ME)
University of Michigan (MI)
University of Texas at El Paso (TX)
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Wheaton College (MA)
Winston-Salem State University (NC)
Wofford College (SC)

STUDENT SUCCESS *in* COLLEGE

Promoting Student Success

What Student Leaders Can Do

Peter Magolda

Occasional Paper #8

Six Conditions that Matter to Student Success

- I. "Living" Mission and "Lived" Educational Philosophy
- II. Unshakeable Focus on Student Learning
- III. Environments Adapted for Educational Enrichment
- IV. Clear Pathways to Student Success
- V. Improvement-Oriented Ethos
- VI. Shared Responsibility for Educational Quality and Student Success



Student leaders reap many benefits and rewards as a result of their involvements with campus organizations. In addition to enjoying the respect of their peers, they have opportunities to meet a variety of faculty, staff and students, exposing them to a range of different personalities and cultures. They typically grow in self confidence and practical competence as they learn how to manage their time, energy, and their group's financial resources. In addition, the challenges they encounter in the course of these and other activities draw them out of their comfortable patterns of thinking and responding to situations, helping them to become more flexible, responsive, and reflective (Kuh, 1995; Kuh & Lund, 1994).

In addition to these personal benefits, student leaders can contribute much to the quality of the learning environment, the experiences of their peers, and the larger campus community. Unfortunately, too often these potentially positive effects are not fully realized. Student governments get sidetracked on trivial issues. Social organizations inadvertently discourage participation by students from diverse backgrounds. Service clubs touch in relevant ways only a small fraction of those who need assistance. Established campus governance structures ignore or limit active, meaningful involvement by students.



National Survey
of Student Engagement

Happily, some institutions stand out in stark relief. Students are actively engaged in a variety of campus committees and provide meaningful input to decision making groups. Large numbers of students take responsibility for their learning and are involved in teaching and working with other students in educationally purposeful ways as tutors and peer mentors in campus residences and student organizations.

The suggestions for student leaders that follow are based on an in-depth examination of 20 diverse four-year colleges and universities that have higher-than-predicted graduation rates and demonstrated through the National Survey of Student Engagement (NSSE) that their policies, practices, and campus cultures support the success of students of differing abilities and aspirations. These institutions are referred to below as either educationally effective schools or high performing institutions.

1. Understand and embrace your organization's mission, history and culture

Student organization members at strong performing institutions understand their organization's mission, history and culture and draw on this knowledge in order to persuasively articulate what the group is doing and values and why supporting the group is so important. Leaders must understand their organization's purpose, values, and aspirations if they are to explain why the group exists and distinguish it from other groups on campus. Gonzaga

University's mission is to empower students to strive for social justice through community involvement, education, and public service. Given the University's Jesuit mission, values and traditions, service-learning and civic engagement are central to Gonzaga in general and student organizations in particular—a message that is clearly and regularly communicated to members.

Student leaders at strong performing colleges recognize that their organizations do not exist in a vacuum and that understanding the “big picture” is essential. For example, George Mason University (GMU) students come from a wide range of racial, ethnic, and cultural backgrounds; in 2004 ethnic minorities comprised approximately 33% of the total student population. This diverse student population coupled with the University's response to the September 11, 2001 attack on the World Trade Center illustrate the importance of how this institution's history and context influences student leaders and their organizations. Many of GMU's Islamic students worried about their safety shortly after the

attack. Students initiated dialogues with Islamic students, and learned from each other during this difficult time. GMU's history and context then and now influence student organizations' legislative and programmatic agendas on a regular basis. Understanding the unique institutional ethos and how this ethos developed over time pays huge dividends for student leaders and the peers they serve.

2. Collaboration is essential

When talking about their relationships with advisors and constituents, student leaders at high performing institutions stressed the importance of doing *with*, rather than doing *for* (without ever using this “with/for” terminology). Student leaders favored faculty or staff advisors who formed genuine partnerships with them rather than simply having an advisor do the organization's work or leaving student leaders alone to fend for themselves. In this sense, student leaders preferred organizational advisors who listened, offered advice, shared responsibility and power, and helped them “get things done.” In return, effective student leaders

were good listeners, open to offering advice and sharing responsibility and power with their constituents. Most important, they were focused on helping their constituents get things done. They see their role as doing things *with* students to benefit students, rather than, for example, taking action or enacting legislation without soliciting or taking into account the views of their members or constituents.

For example, the University of Kansas expects students to have a voice in

campus governance. Indeed, the University requires that all policy committees (with the exception of personnel committees) have a minimum of twenty percent of their members be students. As one student senate officer commented, “Students are on an equal playing field with faculty and others in terms of governance.” Clearly, students and their “voices” are very important at the University.

3. Improve group performance by doing less better

The actions of student leaders at strong performing schools suggest they favor “doing less better.” Leaders exhibited a fluid, quality improvement-oriented style of leadership in these organizations. Often they lamented that by the time they assumed their position, oriented themselves to their responsibilities, convened organizational leaders and members, assessed the political landscape, and established a legislative agenda, insufficient time remained to fully accomplish their

“...Student leaders preferred organizational advisors who listened, offered advice, shared responsibility and power, and helped them ‘get things done.’ In return, effective student leaders were good listeners, open to offering advice and sharing responsibility and power with their constituents.”

objectives. The relatively short length of a leader's term of office (usually one year) contributes to student leaders' eventual gravitation toward a less ambitious and more focused legislative agenda.

While student retrospective sense-making of their leadership experiences resulted in agreements about the importance of continually setting, monitoring, negotiating, and scaling back organizational expectations and goals, this fluid style of leadership neither tempered nor derailed their desire to improve their group. These flexible, responsive, and never quite satisfied leaders wanted to leave the organization "a little better" than it was when they assumed office. They intentionally crafted agendas, policies, and practices that channeled energies to the activities that improve the lives of organization members and the student body as a whole.

A mea culpa is in order along the lines of the cliché, "Do as I say, not as I do." While student leaders' didn't always heed their own advice to do less better, their advice is sound.

4. Focus on creating win-win scenarios for the organizational members and the students they serve

Meaningful intellectual and social experiences benefit both the organizational membership and the larger campus community. Effective student organizations have leaders who recognize that their best work is done when both their members and the larger campus community benefit. Leaders recognize that when learning is woven into the fabric of the co-curricular experience, organizational members are personally more satisfied and more receptive to serving others. The University of Texas at El Paso (UTEP) blended membership with service to others in its Student Leadership Institute (SLI) which annually trains peer educators to assist new students. Student leaders participate in intensive training sessions, classroom instruction, and weekly two-hour field placement either in a department on campus or community service organization. In addition to performing an invaluable university service, SLI participants also benefit by developing their leadership abilities as they collaborate with other student leaders and faculty. At Miami University the Student Judicial Court participates in extensive training and development opportunities, which energize Court members, who in turn become more motivated to serve their peers and institution — a win-win situation. Student leaders and advisors might consider experimenting with innovative practices that allow the group's members to develop skills and competencies while serving others. This blended agenda fosters student success by ensuring educational enrichment for leaders, members and constituents.

5. Strengthen the organization by strengthening its members

An organization is only as strong as its individual members. While leaders recognized the need to "hit the ground running" and to get things done, they also made it a priority to sponsor opportunities for their members to take some share of responsibility for the organization's performance which in turn would give them a chance to grow. Typical initial member development offerings included workshops and retreats to orient new members and re-orient existing members, clarify and reaffirm the organization's mission, and set the legislative agendas. Leaders also stressed the importance of setting high expectations for all members and using "whatever happens" throughout the year as on-going learning opportunities for their members. They figured out different ways to get and keep their members involved, setting high but reasonable expectations for each level of involvement. At Alverno College, student clubs and organizations are a mainstay of student social life, serving as an outlet for student engagement in the surrounding community. Students estimated that at least half of the student body is very active in student clubs and that student organizations spearhead most campus volunteer activities. Offering varying levels of involvement while maintaining high expectations remains sensitive to the complex lives of non-traditional age Alverno students, many of whom have families and work full-time.

6. Celebrate important events, transitions, and passages

Student leaders at strong performing schools keep their organizations vibrant by using rituals to recognize and reward the contributions of their members. For example, selecting/electing rituals ensures that important instrumental tasks will occur on a regular basis, such as electing new officers. At Wabash College the Sphinx Club exemplifies the "Wabash man." Prospective students, participating in Wabash welcome rituals scheduled at the start of the year, learn quickly about the espoused values of the organization, which exemplifies core club and institutional values such as preserving campus traditions, campus unity, leadership, academic excellence, and community service. The Sphinx Club uses other annual organizational rituals (socializing leadership team rituals and establishing a governing agenda rituals) to continually reinforce these values. Understanding the rhythm of the semester and how to interpret and shape the meaning embedded in these rituals can enhance student learning and leader effectiveness.

Questions to Ponder:

While these recommendations are neither revolutionary nor exhaustive, they represent some of the ways student leaders can make powerful positive contributions to the learning environments of their campus and the personal development of the members of their organizations and other students. The questions that follow might help you reflect on and take steps to improve your approach to leadership.

1. Does your organization’s mission—espoused and enacted—emphasize student success?
2. How does your organization define student success?
3. How might you implement the “doing less better” and “doing with” (rather than doing for”) ideas while at the same time making your organization more effective?
4. What kind of learning opportunities does your organization provide for its members?
5. How might knowing the history and context of your institution and organization enhance your effectiveness as a leader and enhance your organization’s effectiveness?
6. How might you offer members varying levels of involvement in your organization?
7. How might these recommendations be translated into specific policies, practices and programs at your institution?
8. What barriers exist for enacting these suggestions?

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people during its 40 multiple-day site visits to the DEEP schools. Six properties and conditions shared by these colleges and universities are discussed along with a wide array of effective educational policies and practices that if adapted appropriately can help a campus create and sustain a culture that supports student success. The book can be used in leadership development workshops, strategic planning activities, and collaborative efforts between academic and student affairs. A companion volume, *Assessing Conditions to Enhance Educational Effectiveness: The Inventory for Student Engagement and Success* will be available in September 2005 and provides a process that can be adapted to identify areas of student leadership and governance and other areas of institutional functioning that can be improved to promote student success.

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