



Creating Campus Conditions for Student Success

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We all want the same thing--an undergraduate experience that results in high levels of learning and personal development for all students.



Overview



- **What the world needs now**
- **Why engagement matters**
- **Lessons from high-performing institutions**
- **Implications for U of I**

Advance Organizers

- ❖ **To what extent do your students engage in productive learning activities, inside *and* outside the classroom?**
- ❖ **How do you know?**
- ❖ **What could we do differently -- or better -- to enhance student success?**

Student Success in College

Academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives, and post-college performance





LEAP

College Learning *for the* *New Global Century*

A REPORT FROM
THE NATIONAL LEADERSHIP COUNCIL FOR

Liberal Education & America's Promise

★ ★



Narrow Learning is Not Enough: The Essential Learning Outcomes



- ★ ***Knowledge of Human Cultures and the Physical & Natural World***
- ★ ***Intellectual and Practical Skills***
- ★ ***Personal and Social Responsibility***
- ★ ***“Deep” Integrative Learning***

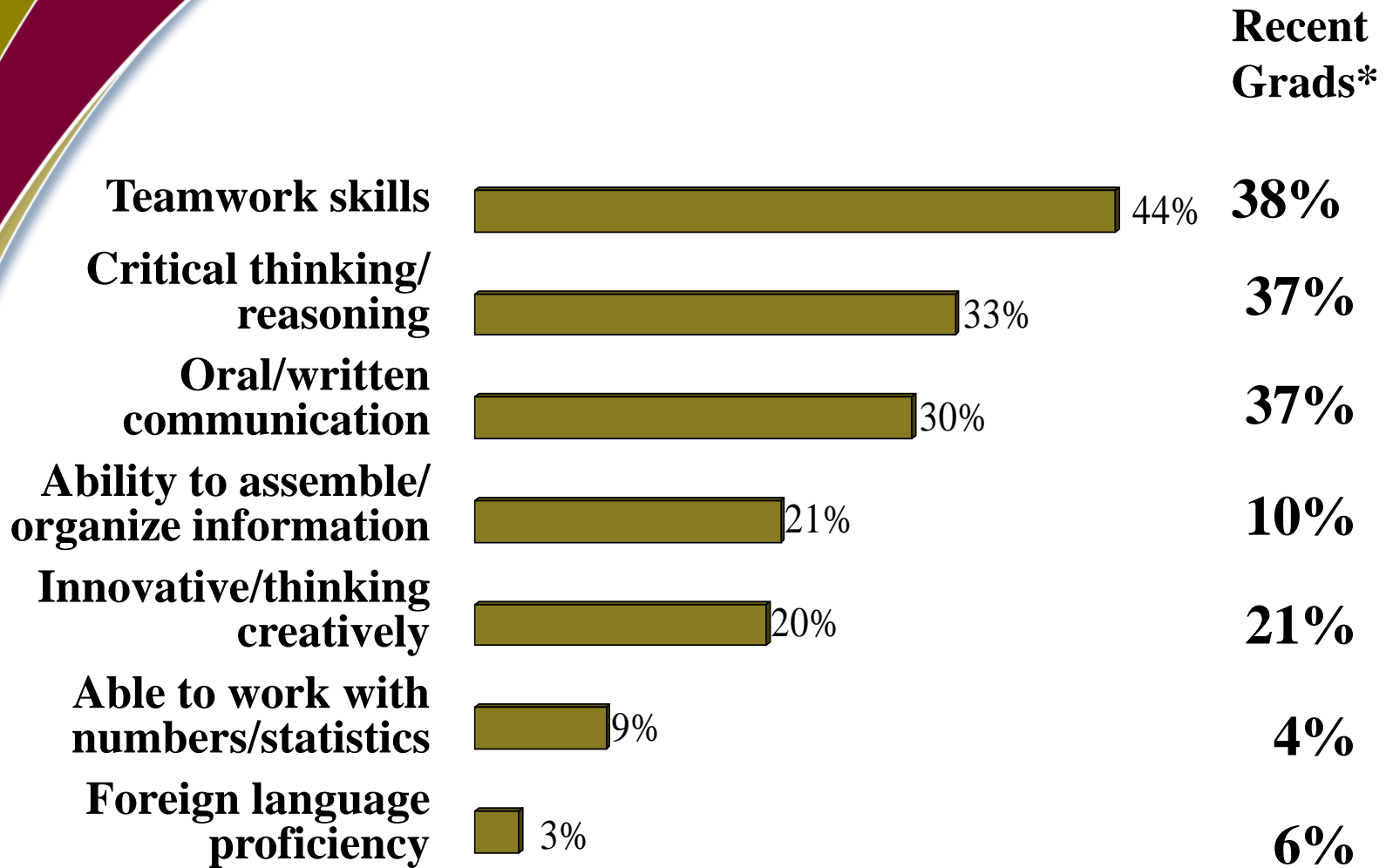


Deep, Integrative Learning

- **Attend to the underlying meaning of information as well as content**
- **Integrate and synthesize different ideas, sources of information**
- **Discern patterns in evidence or phenomena**
- **Apply knowledge in different situations**
- **View issues from multiple perspectives**



Most Important Skills Employers Look For In New Hires



* Skills/abilities recent graduates think are the two most important to employers

Pre-college Characteristics Associated with Student Success

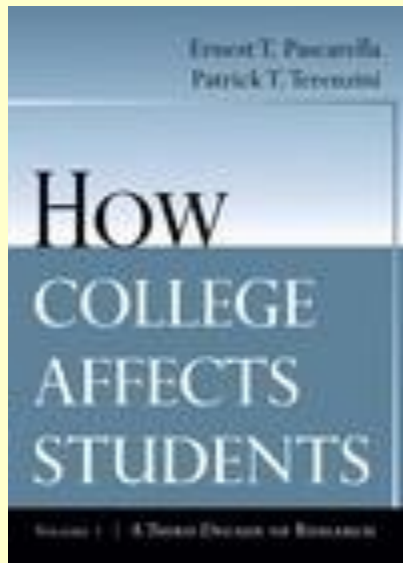
- ✓ Academic preparation
- ✓ Ability and college-level skills
- ✓ Family education and support
- ✓ Financial wherewithal



Early College Indicators of Persistence and Success

- ✓ **Goal realization**
- ✓ **Psycho-social fit**
- ✓ **Credit hours completed**
- ✓ **Academic and social support**
- ✓ **Involvement in the “right” kinds of activities**

What *Really* Matters in College: **Student Engagement**



Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage **student engagement**.

Pascarella & Terenzini, 2005, p. 602

Student Engagement Trifecta

- What students **do** -- time and energy devoted to educationally purposeful activities
- What institutions **do** -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward ***the right activities***

Good Practices in Undergraduate Education

**(Chickering & Gamson, 1987;
Pascarella & Terenzini, 2005)**

- ✓ **Student-faculty contact**
- ✓ **Active learning**
- ✓ **Prompt feedback**
- ✓ **Time on task**
- ✓ **High expectations**
- ✓ **Respect for diverse learning styles**
- ✓ **Cooperation among students**



***National Survey of
Student Engagement
(pronounced “nessie”)***



***Community College
Survey of Student
Engagement
(pronounced “cessie”)***



College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development

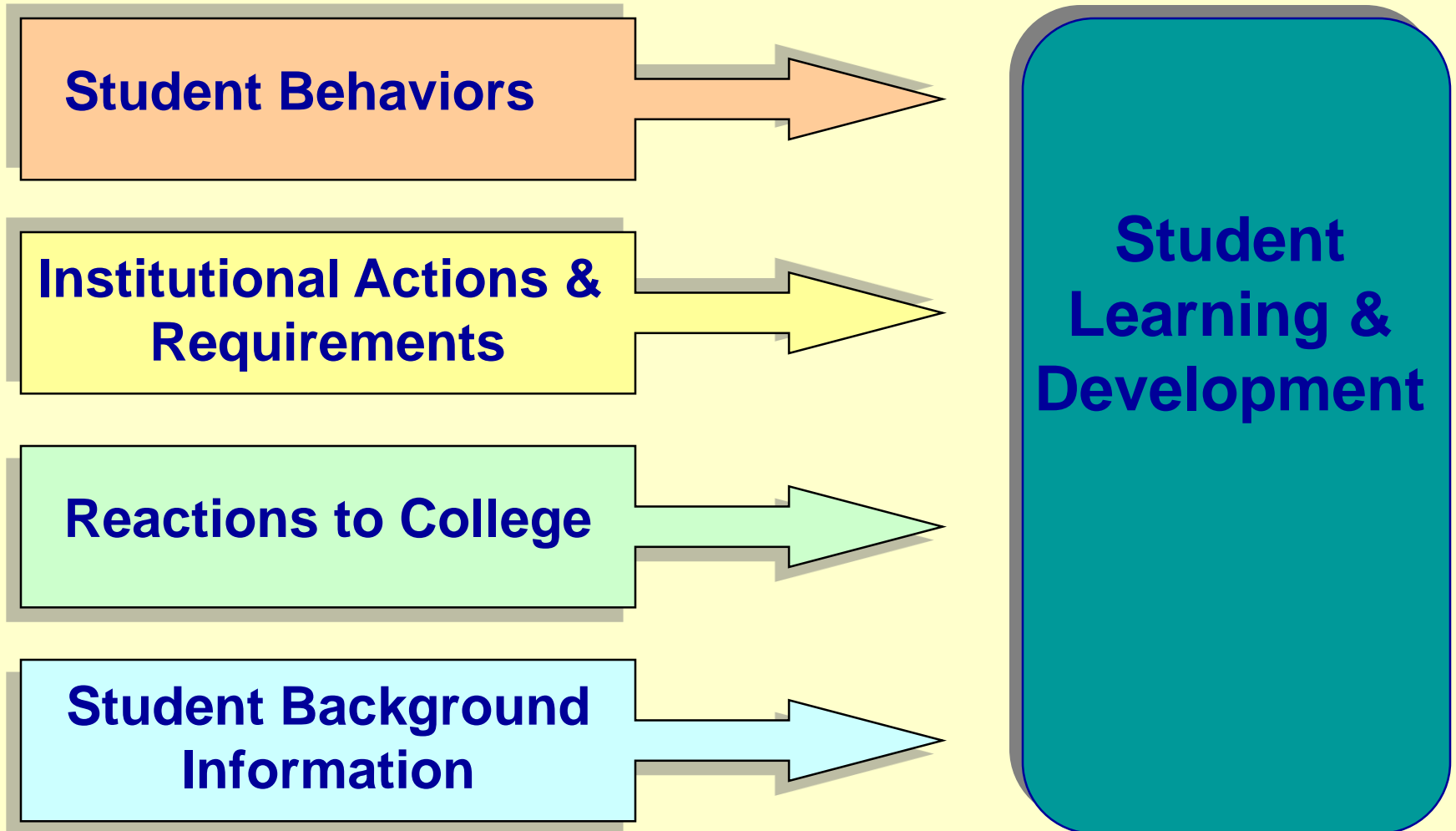
NSSE Project Scope

Since 2000:

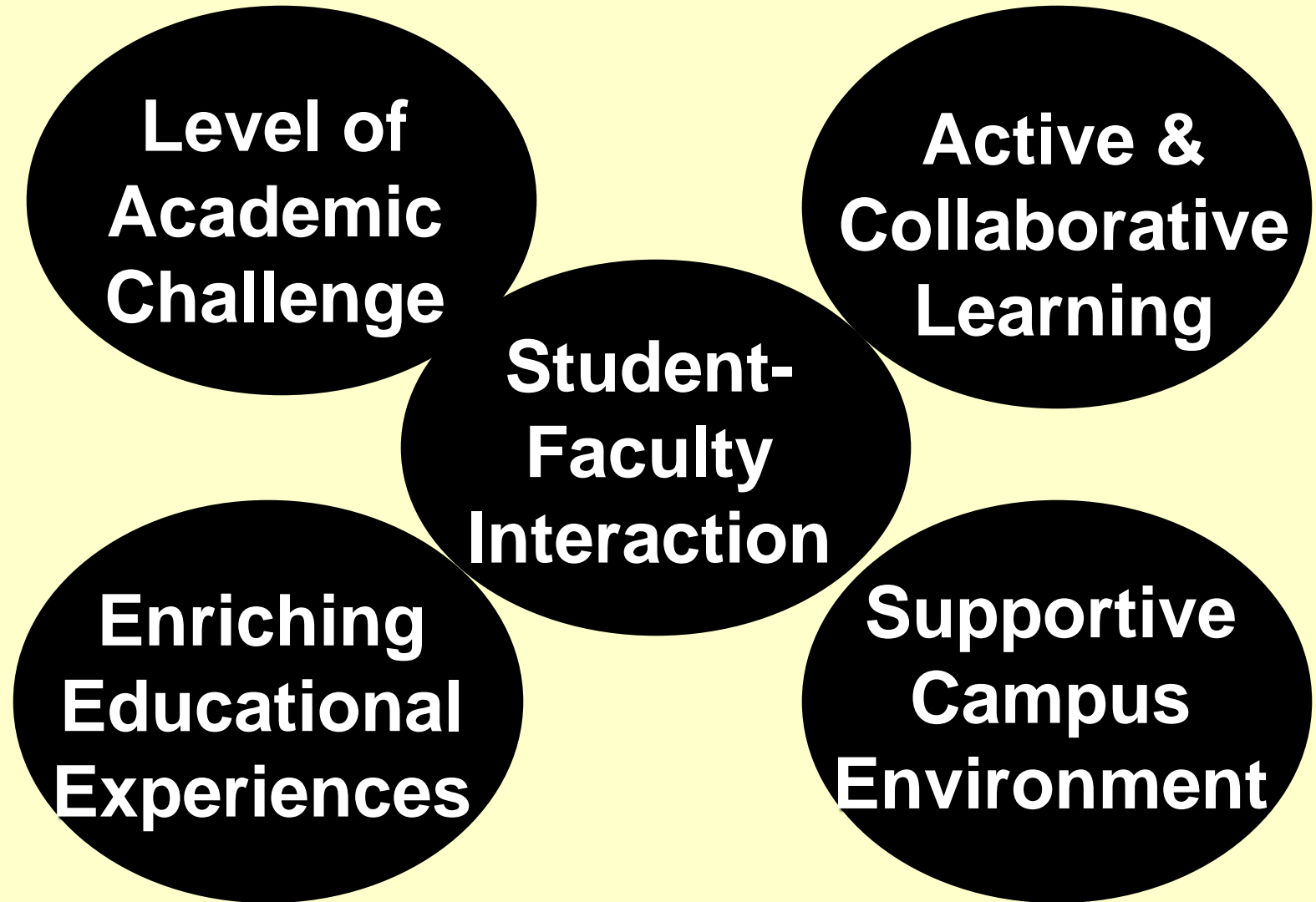
- ✓ **2,000,000+ students from 1,334 different schools**
- ✓ **80+% of 4-yr U.S. undergraduate FTE**
- ✓ **50 states, Puerto Rico**
- ✓ **59 Canadian IHEs**
- ✓ **100+ consortia**



NSSE Questionnaire



Effective Educational Practices



Grades, persistence, student satisfaction, and engagement go hand in hand

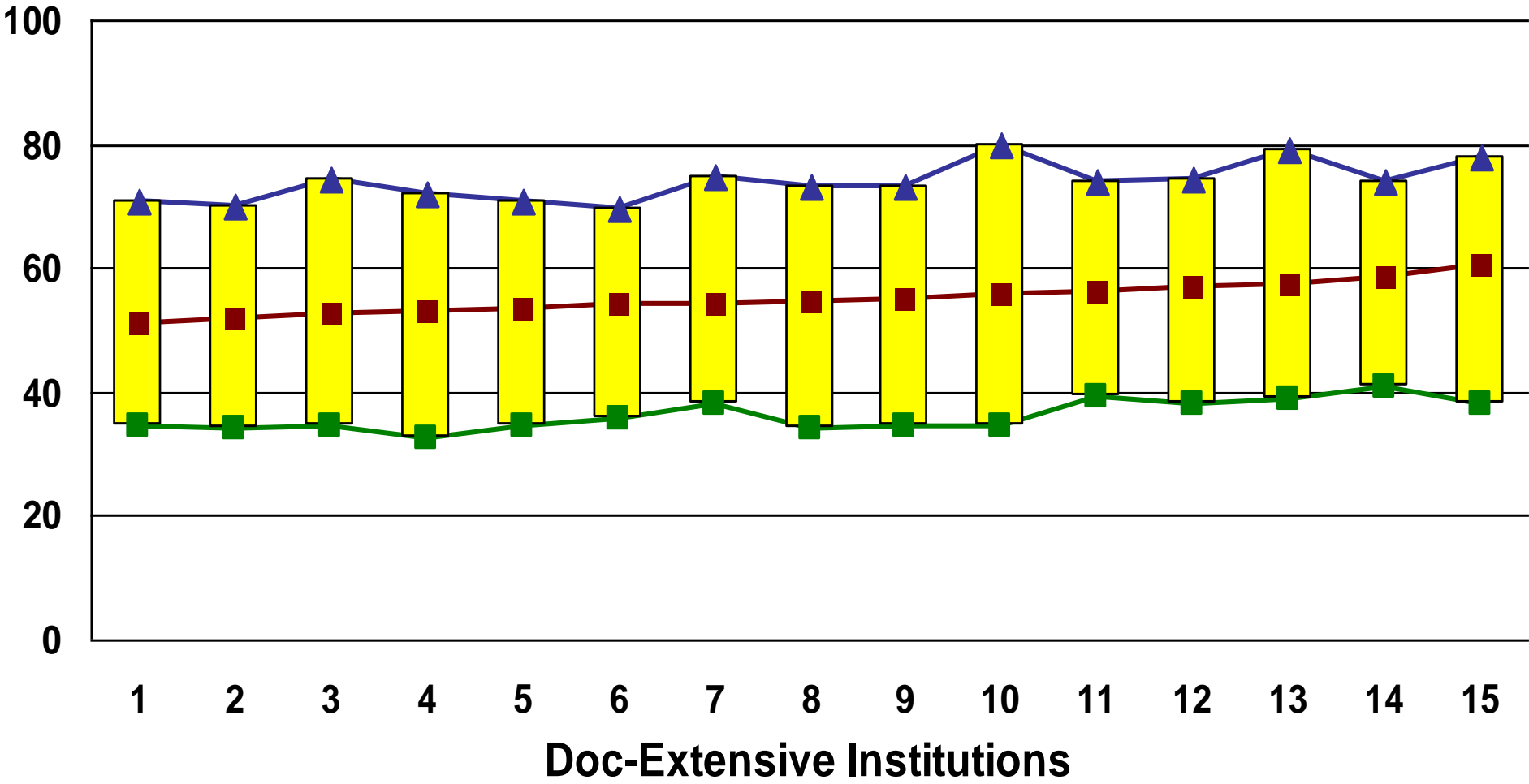


Student engagement varies more *within* than between institutions.



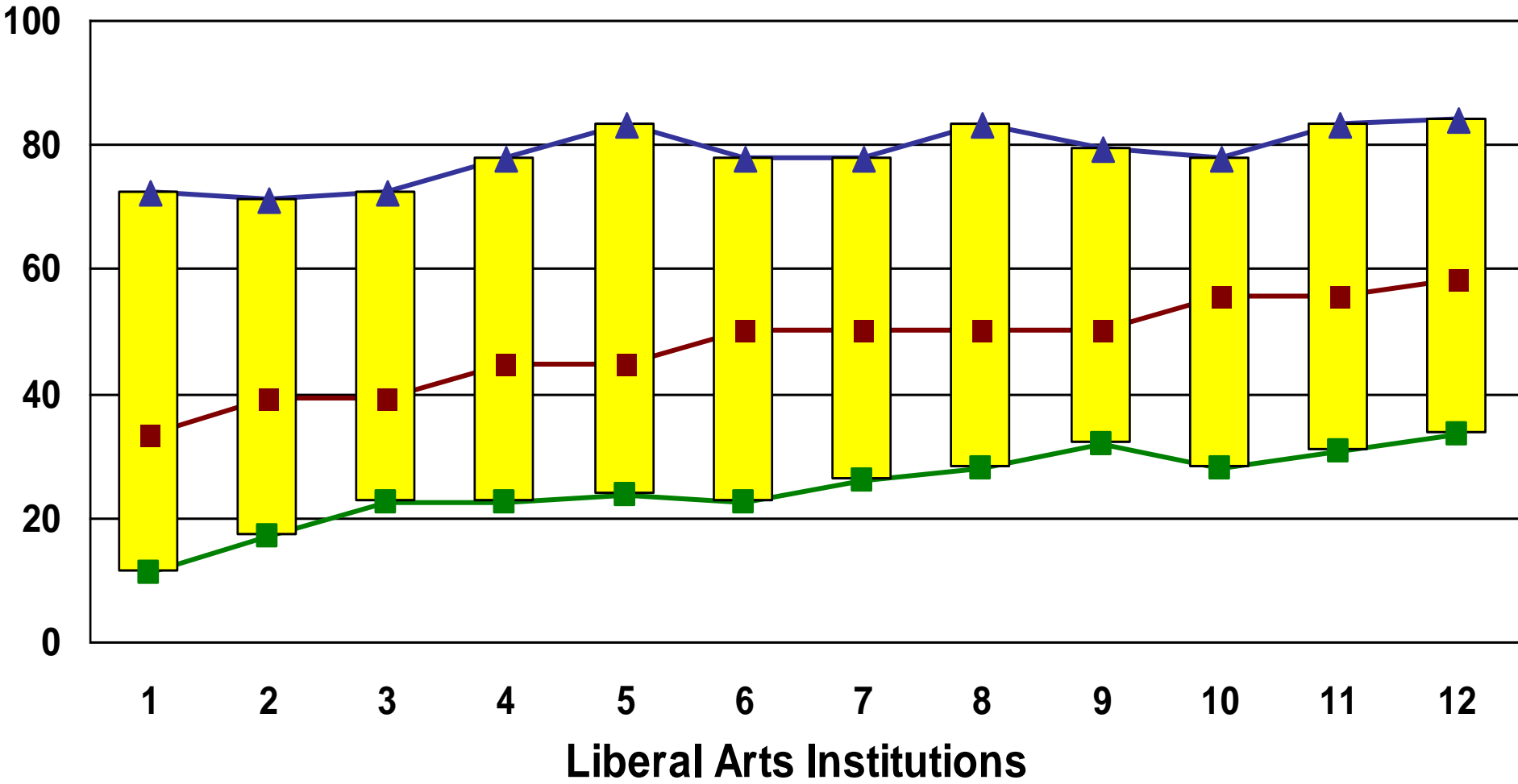
Level of Academic Challenge: Seniors at Doc-Extensive Schools

- Percentile 10
- Percentile 50
- ▲ Percentile 90



Student-Faculty Interaction: First-Year Students at Liberal Arts Institutions

- Percentile 10
- Percentile 50
- ▲ Percentile 90





Worth Pondering



**How do we reach
our least engaged
students?**

It's more complicated than this...

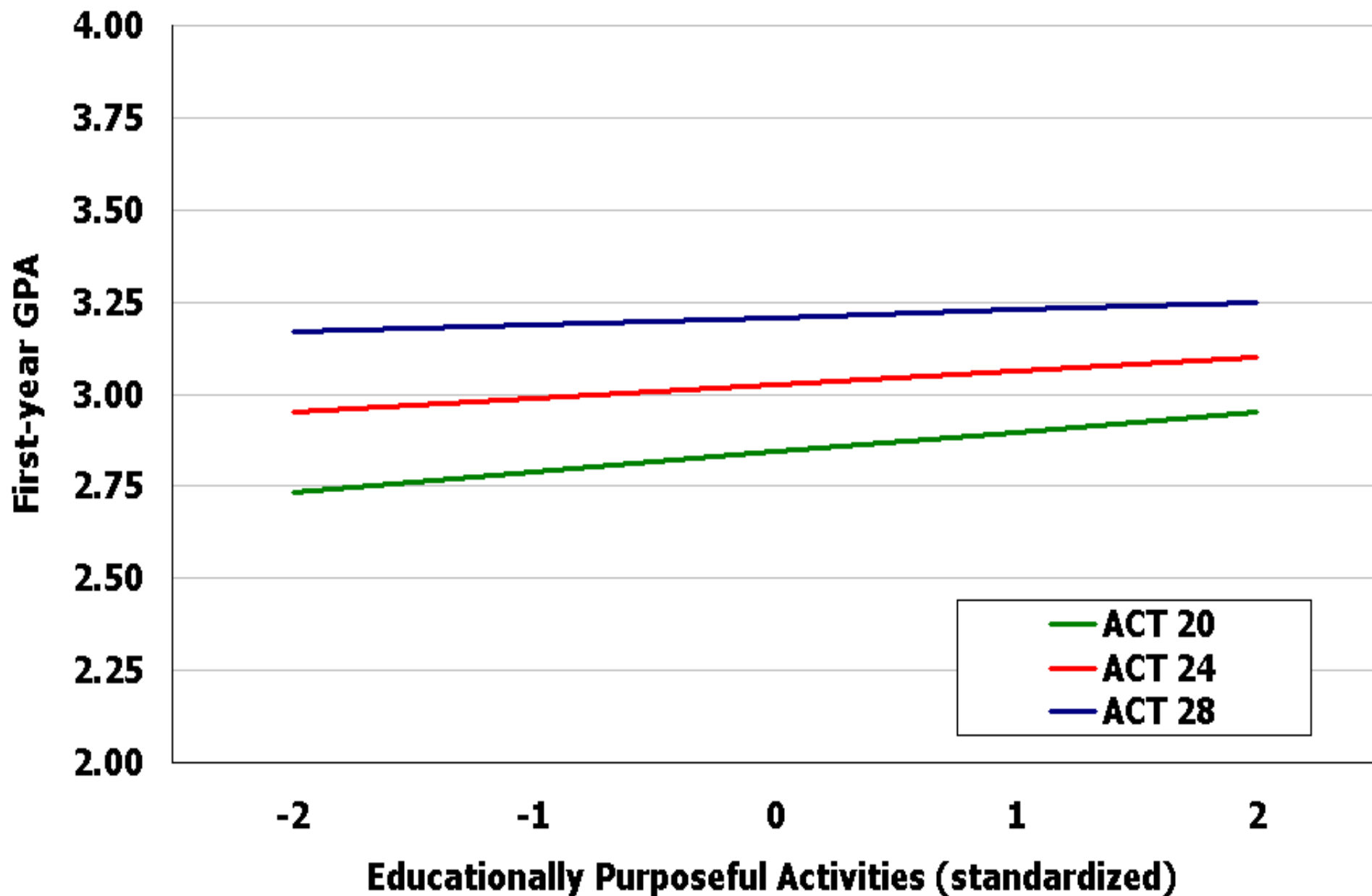
- *Many of the effects of college are “conditional”*
- *Some are compensatory*



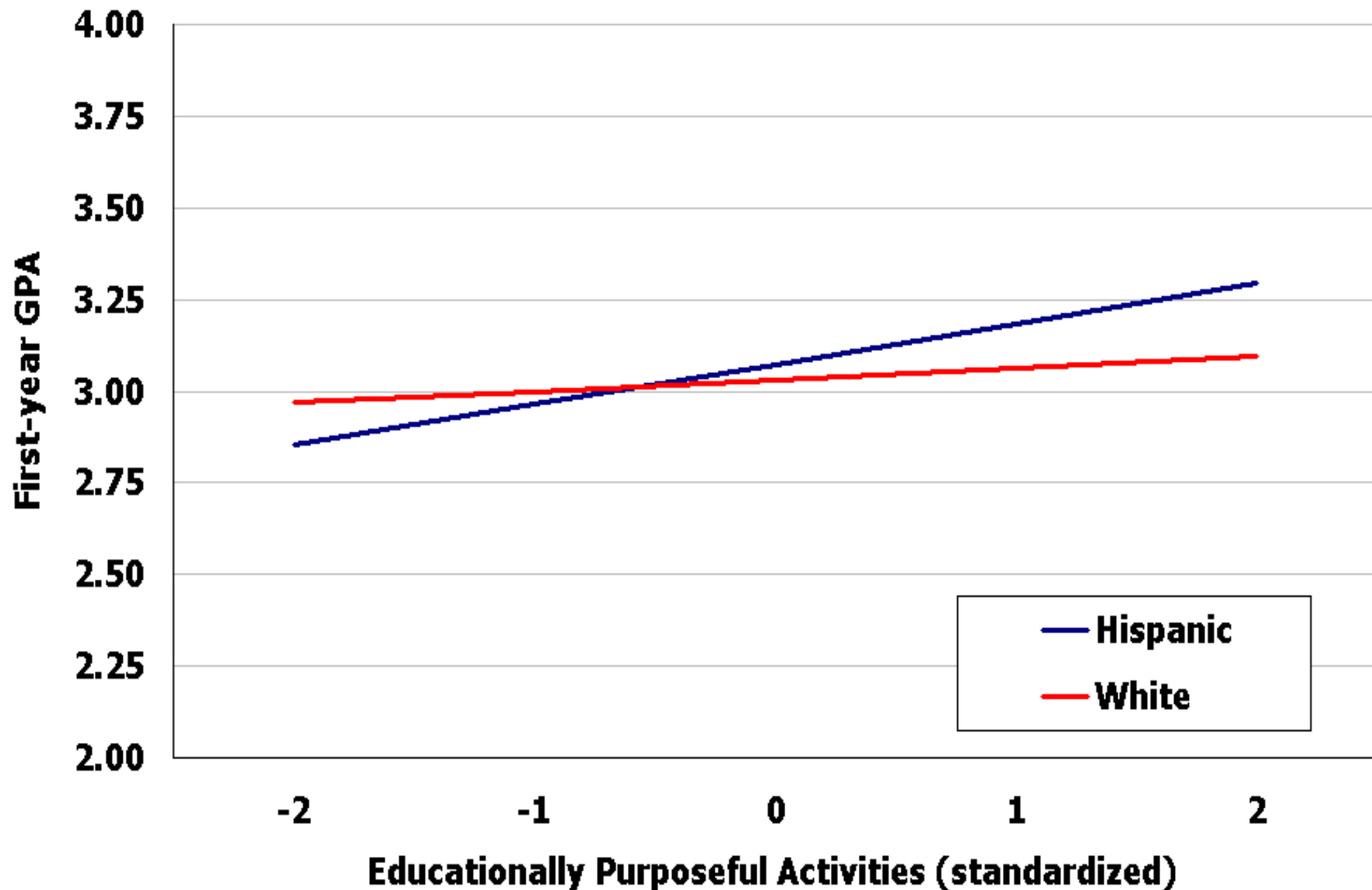
NSSE: Who's more engaged?

- **Women**
- **Full-time students**
- **Students who live on campus**
- **Students with diversity experiences**
- **Fraternity & sorority members**
- **Students who start and stay at the same school**

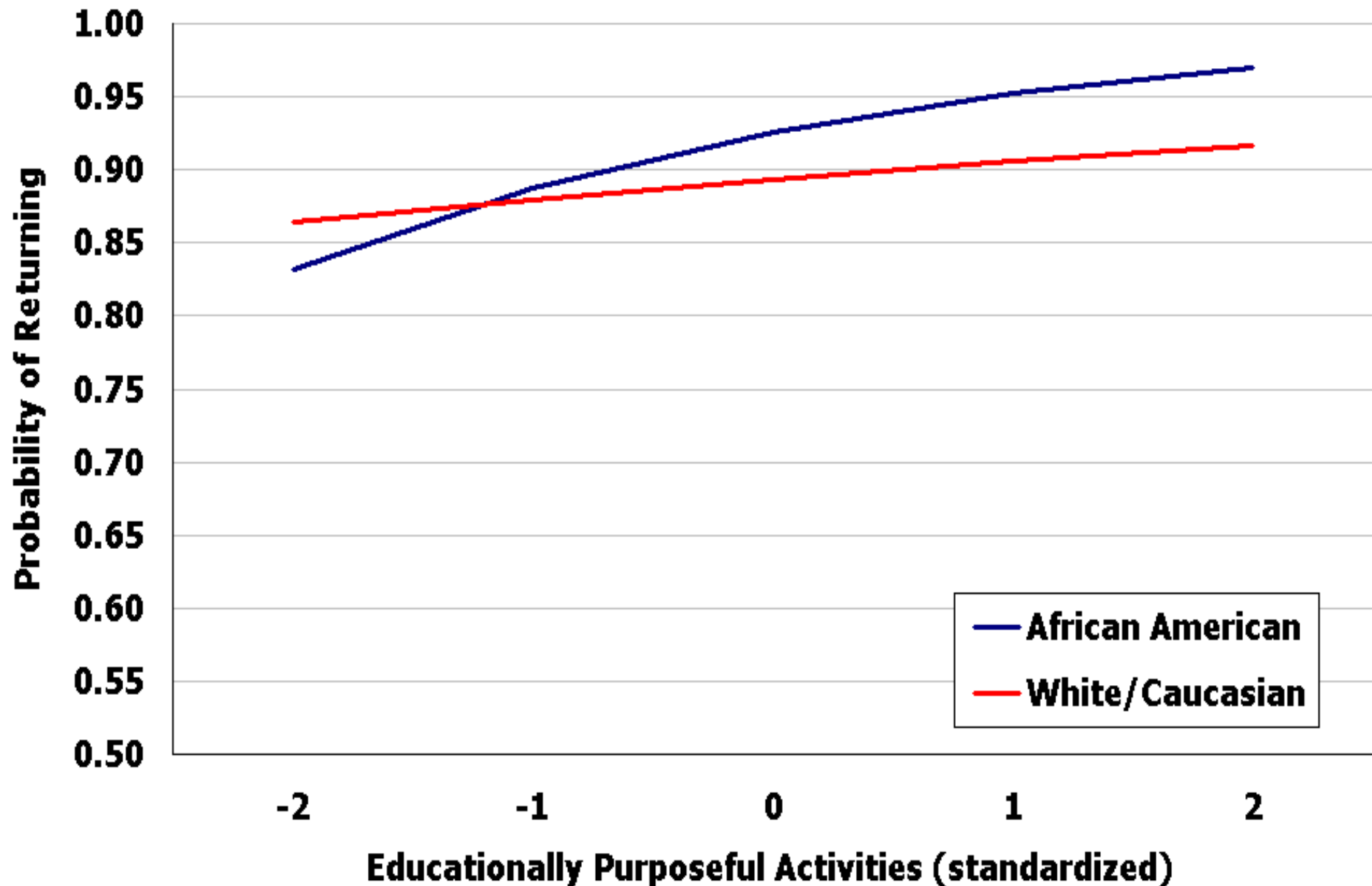
Impact of Educationally Purposeful Activities on First Academic Year GPA by Pre-College Achievement Level



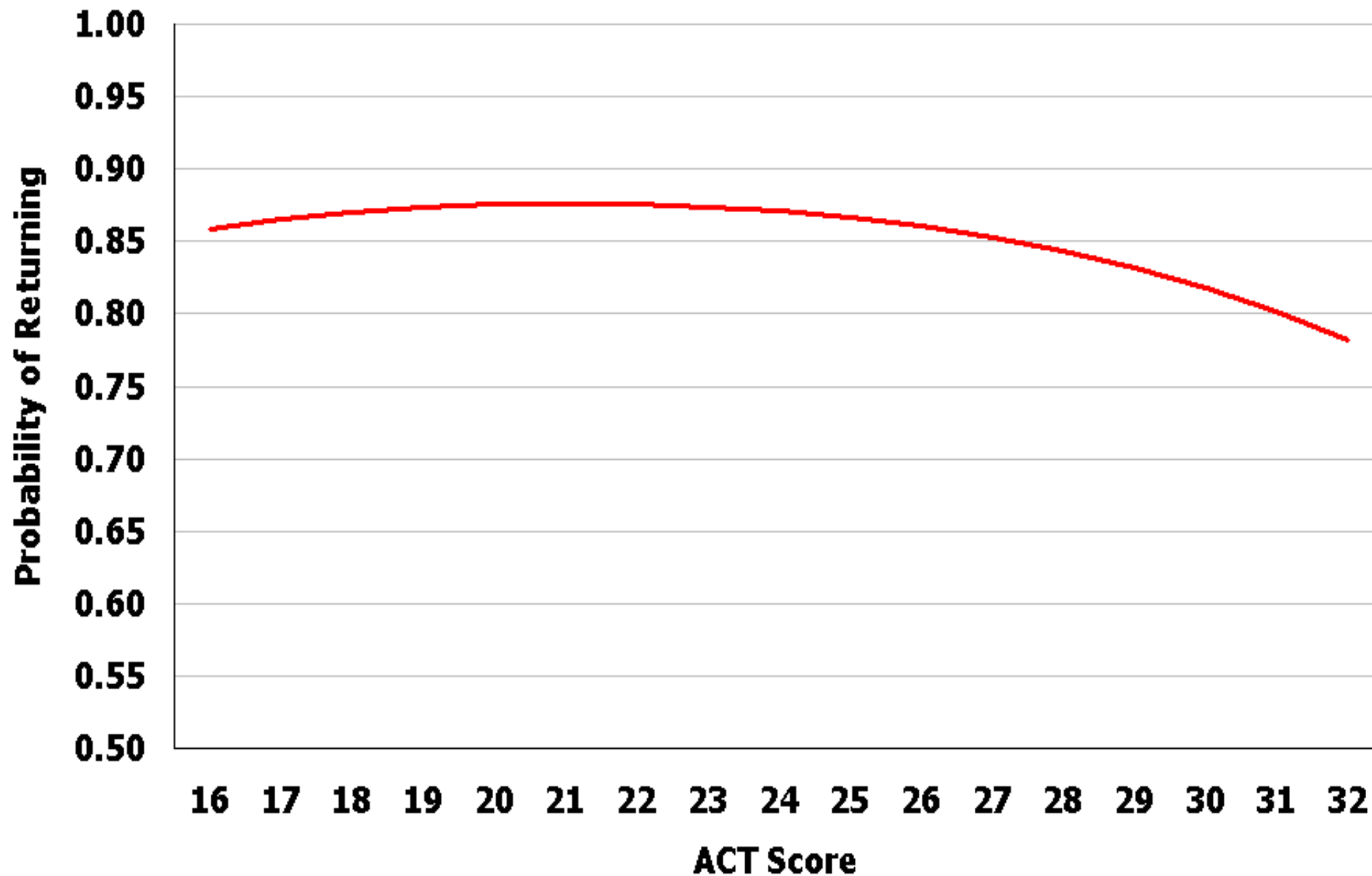
Impact of Educationally Purposeful Activities on First Academic Year GPA by Race/Ethnicity



Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race



Impact of Pre-College Achievement Level on Probability of Returning for the Second Year of College



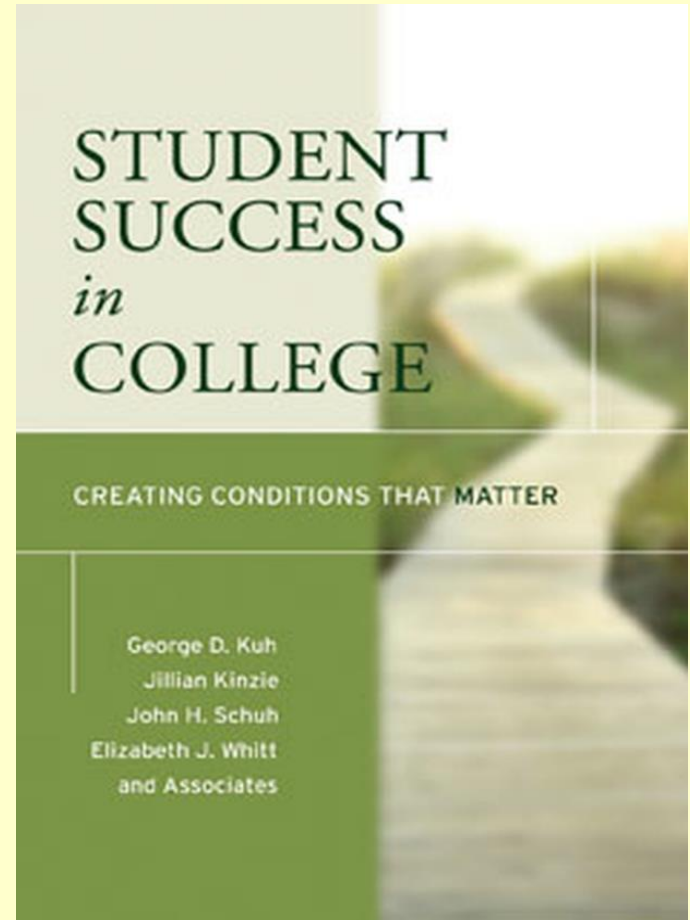


What does an educationally effective college look like?



Project DEEP

To discover, document, and describe what high performing institutions do to achieve their notable level of effectiveness.



DEEP Schools*

***Higher-than
predicted NSSE
scores and
graduation rates**

Doctoral Extensives

University of Kansas

University of Michigan

Doctoral Intensives

George Mason University

Miami University (Ohio)

University of Texas El Paso

Master's Granting

Fayetteville State University

Gonzaga University

Longwood University

Liberal Arts

California State, Monterey Bay

Macalester College

Sweet Briar College

The Evergreen State College

Sewanee: University of the South

Ursinus College

Wabash College

Wheaton College (MA)

Wofford College

Baccalaureate General

Alverno College

University of Maine at Farmington

Winston-Salem State University

Research Approach

Case study method

- ✓ **Team of 24 researchers review institutional documents and conduct multiple-day site visits**
- ✓ **Observe individuals, classes, group meetings, activities, events**
 - **2,700+ people, 60 classes, 30 events**
- ✓ **Discover and describe effective practices and programs, campus culture**

Worth Noting

Many roads to an engaging institution

- ✓ **No one best model**
- ✓ **Different combinations of complementary, interactive, synergistic conditions**
- ✓ ***Anything worth doing is worth doing well at scale***

Six Shared Conditions

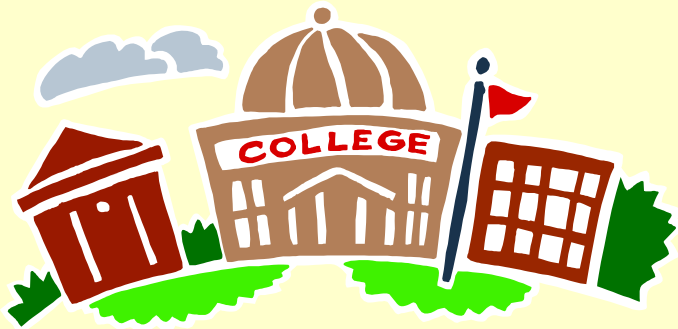
- ❖ **“Living” Mission and “Lived” Educational Philosophy**
- ❖ **Unshakeable Focus on Student Learning**
- ❖ **Environments Adapted for Educational Enrichment**
- ❖ ***Clearly Marked Pathways to Student Success***
- ❖ ***Improvement-Oriented Ethos***
- ❖ ***Shared Responsibility for Educational Quality***

Ponder This

1. Which of these areas needs attention right now at the U of Iowa or your institution?
2. What might you do about it?

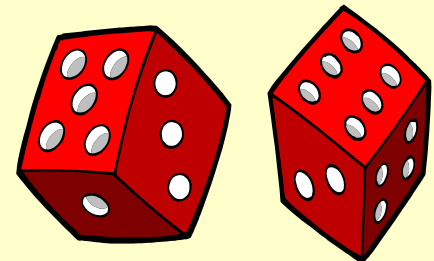


Creating Conditions That Matter to Student Success



DEEP Lessons

*We can't leave
serendipity to chance*



Lessons from National Center for Academic Transformation

- ✓ *If doing something is important, require it (first-year students don't do 'optional')*
- ✓ *Assign course points to the activity*
- ✓ *Monitor and intervene when necessary*

<http://www.thencat.org/Newsletters/Apr06.htm#1>

1. Lay out the path to student success

- a. Intentionality matters***
- b. Engagement early is critical***
- c. Front load resources to smooth transitions***
- d. Teach newcomers about academic culture & expectations***
- d. Focus on underengaged students***
- e. If something works, maybe require it?***

Targets of Opportunity

- ✓ **Require advising and orientation**
- ✓ **Use valid placement tests**
- ✓ **Reduce D/W/F rates**
- ✓ **Deploy early warning systems**
- ✓ **Communicate with at-risk student family members**

“Meet students where they are”

Fayetteville State

- ❖ Faculty members “teach the students they have, not those they wish they had”
- ❖ Center for Teaching and Learning sponsors development activities on diverse learning needs

Cal State Monterey Bay

- ❖ “Assets” philosophy acknowledges students’ prior knowledge

Mentoring

U of Michigan Mentorship Program matches groups of four first-year students with an older student and a faculty or staff member who share similar academic interests. The goal is to provide students with mentoring relationships, networking opportunities, yearlong guidance and support, and in general to help ease the transition to college.

It Takes a Whole Campus to Educate a Student

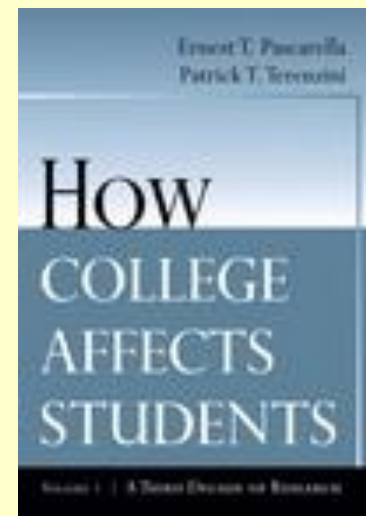


Adler Building at night. Photo: Tom Langdon, UI Foundation.

Something Else That *Really Matters* in College

The greatest impact appears to stem from students' *total level* of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are *mutually reinforcing*...

Pascarella & Terenzini, 2005, p. 647



2. Recruit, socialize and reward competent people

- a. Recruit faculty and staff committed to student learning***
- b. Emphasize a relentless focus on student success in faculty and staff orientation***
- c. Reward and support competent staff to insure high quality student support services***

“Difference Makers”

Student success is the product of thousands of small gestures extended on a daily basis by caring, supportive educators sprinkled throughout the institution who enact a talent development philosophy.

“Miss Rita”

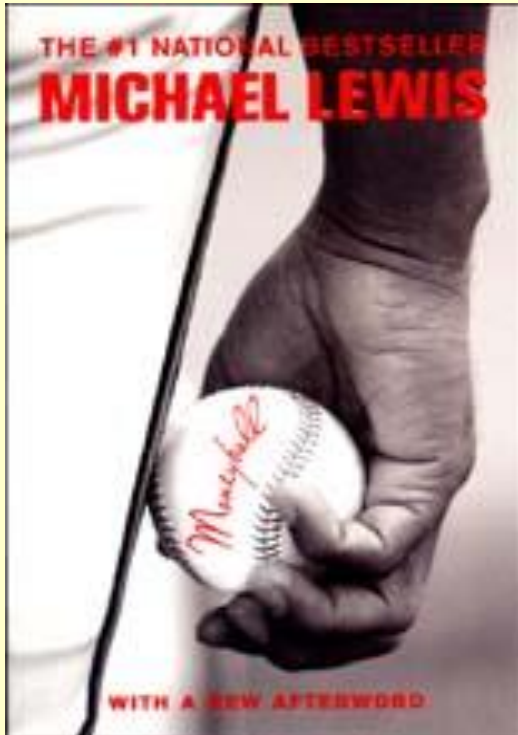
3. Promote and reward collaboration

a. Tighten the philosophical and operational linkages between academic and student affairs

b. Potential collaborations:

- Peer tutoring and mentoring***
- First year seminars***
- Learning communities***

4. Put money where it will make a difference to student success



“...in professional baseball it still matters less how much you have than how well you spend it”

4. Put money where it will make a difference to student success

- a. Align resources and reward system with institutional mission, values, and priorities***
- b. Sunset redundant and ineffective programs***
- c. Invest in “high-impact” activities that contribute to student success***



LEAP



LEAP

High-Impact Educational Practices



WHAT THEY ARE,
WHO HAS ACCESS TO THEM,
AND WHY THEY MATTER

BY GEORGE D. KUH

WITH AN INTRODUCTION BY CAROL GEARY SCHNEIDER
AND FINDINGS ON STUDENT SUCCESS FROM AAC&U'S
LEAP INITIATIVE



www.aacu.org

High Impact Activities



- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Learning Communities**
- ★ **Writing-Intensive Courses**
- ★ **Collaborative Assignments and Projects**
- ★ **“Science as Science Is Done”;
Undergraduate Research**
- ★ **Diversity/Global Learning**
- ★ **Service Learning, Community-Based
Learning**
- ★ **Internships**
- ★ **Capstone Courses and Projects**





Essential Learning Outcome:

NSSE Deep/Integrative Learning

- ◆ Integrating ideas or information from various sources
- ◆ Included diverse perspectives in class discussions/writing
- ◆ Put together ideas from different courses
- ◆ Discussed ideas with faculty members outside of class
- ◆ Discussed ideas with others outside of class
- ◆ Analyzing the basic elements of an idea, experience, or theory
- ◆ Synthesizing & organizing ideas, info., or experiences
- ◆ Making judgments about the value of information
- ◆ Applying theories to practical problems or in new situations
- ◆ Examined the strengths and weaknesses of your own views
- ◆ Tried to better understand someone else's views
- ◆ Learned something that changed how you understand an issue

Effects of Participating in High-Impact Activities on Deep/Integrative Learning and Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
Senior				
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Internship	++	++	++	++
Service Learning	+++	++	+++	++
Culminating Experience	++	++	++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Effects of Participating in High-Impact Activities on Student Engagement

	Level of Academic Challenge	Active and Collab. Learning	Student-Faculty Interaction	Supportive Campus Env.
First-Year				
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++
Senior				
Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Internship	++	+++	+++	++
Service Learning	++	+++	+++	++
Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

High Impact Activities Increase Odds Students Will:

- ✓ *Invest time and effort*
- ✓ *Interact with faculty and peers about substantive matters*
- ✓ *Experience diversity*
- ✓ *Get more frequent feedback*
- ✓ *Reflect & integrate learning*
- ✓ *Discover relevance of learning through real-world applications*

High-Impact Practices and the Disparities Within...

Frosh: Service Learning and LCs

- ✓ ***Parity among racial/ethnic groups***
- ✓ ***Fewer 1st gen students***
- ✓ ***Fewer part-time students***
- ✓ ***Fewer transfer students***
- ✓ ***Fewer older students***

High-Impact Practices and the Disparities Within...

Seniors in All HIPs

- ✓ *Fewer 1st gen students*
- ✓ *Fewer students of color*
- ✓ *Fewer transfer students*
- ✓ *Fewer part-time students*
- ✓ *Fewer older students*

Assessing Student Engagement in High-Impact Practices

*To what extent does your institution provide these experiences?
[√ = have on campus; ✓ = required; estimate the % of various student populations in these activities]*

	Learning Community	First Year Seminars	Research w/ Faculty
<i>On Our Campus</i>			
Required for all			
% Students involved			
% First Generation			
% Transfer Students			
% African American			
% Latino Students			
% Asian American			
% other			
% Adult Students			

4. Put money where it will make a difference to student success

- a. Align reward system with institutional mission, values, and priorities***
- b. Sunset redundant and ineffective programs***
- c. Invest in activities that contribute to student success***
- d. Scale up effective practices***
- e. Document performance through assessment!***

Triangulate multiple data sources

- ✓ ***ACT/SAT score reports***
- ✓ **BCSSE**
- ✓ **NSSE**
- ✓ **FSSE**
- ✓ **CIRP/CSS**
- ✓ **Noel Levitz**
- ✓ **CLA**
- ✓ **ACT CAAP**
- ✓ **ETS MAAP**



Evidence of College Graduates Skills/Knowledge

■ **Very effective** ■ **Fairly effective**

Supervised internship/community-based project



Senior project (e.g., thesis, project)



Essay tests



Electronic portfolio & faculty assessments



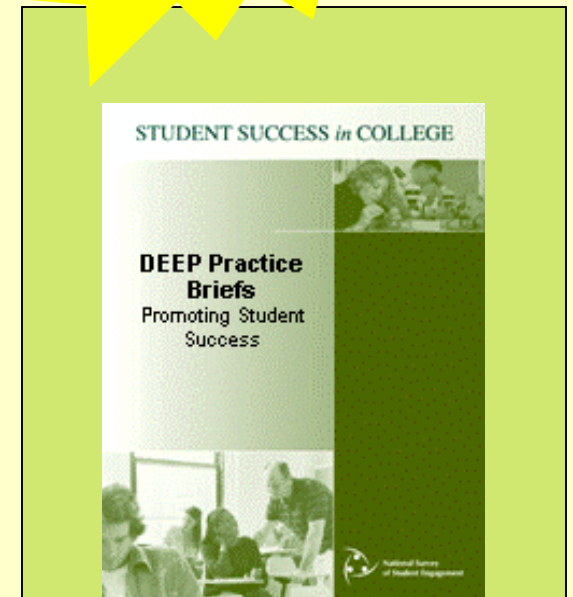
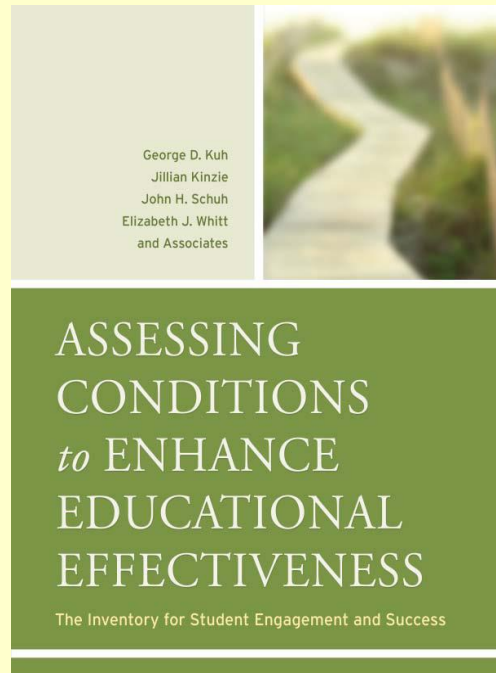
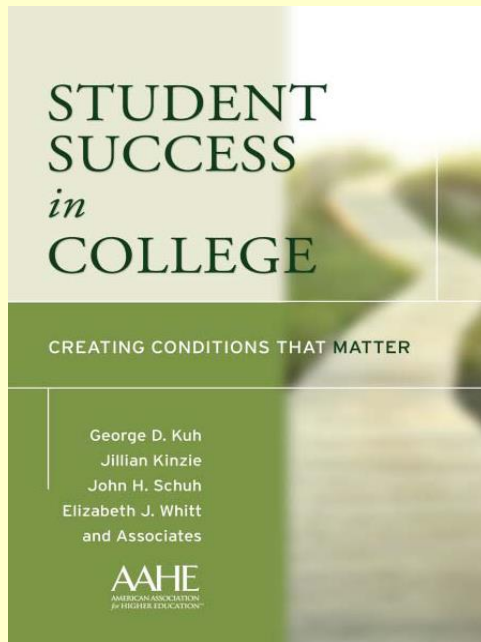
Multiple-choice tests



Triangulate multiple data sources

- ✓ **ACT/SAT score reports**
- ✓ **BCSSE**
- ✓ **NSSE**
- ✓ **FSSE**
- ✓ **CIRP/CSS**
- ✓ **Noel Levitz**
- ✓ **CLA**
- ✓ **ACT CAAP**
- ✓ **Campus audit (*Inventory for Student Engagement and Success*)**





**DEEP Practice
Briefs**

**Available:
www.nsse.iub.edu**

5. Focus on culture sooner than later

Ultimately, it's all about the culture...

- a. Expand the number of cultural practitioners on campus***
- b. Instill an ethic of positive restlessness***
- c. Identify and address cultural properties that impede success***

“Checking the Truth”

- ✓ **What is distinctive about the U of I:
To students? To faculty/staff?**
- ✓ **How do these distinctive aspects
affect the learning environment?
Student success?**
- ✓ **In what ways do the campus
culture and dominant subcultures
promote, or inhibit, establishing an
unrelenting focus on student
learning and success?**

6. Put someone in charge

When everyone is responsible for something, no one is accountable for it...

- a. Senior leadership is key***
- b. Some individual or group (high profile 'think force') must coordinate, monitor and report the status of initiatives***
- c. Those 'in charge' not solely responsible for bringing about change***

Ponder This

- ✓ **Who is “charged” with maintaining an institutional focus on student success?**
- ✓ **What indicators are used to measure institutional performance in key areas and to determine that data inform policy and decision making?**
- ✓ **To what extent do norms, reward systems and other aspects of the institution’s culture value student success?**

7. Stay the course

The good-to-great-transformations never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Sustainable transformations follow a predictable pattern of buildup and breakthrough...

(Collins, 2001, p. 186)

7. Stay the course

- **Academic leadership**
- **Intentionality**
- **If it works, consider requiring it**
- **Beware the implementation dip**



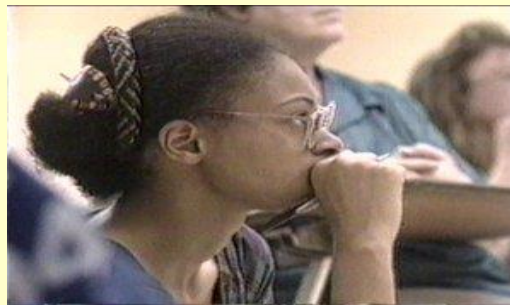
Javier



Sarah



Nicole



If We Could Do One Big Thing...

- ✓ Make it possible for ***every student*** to do at least one “high-impact” experience in the first year and another later linked to the major



We Need to Do One More Thing...

- ✓ ***Ensure programs and interventions are of high quality.***

What is your evidence for effectiveness?



Last Word

- ❖ **We must embrace the lineage of our students.**
- ❖ **Campus cultures do not change easily or willingly.**
- ❖ **To foster more student success we must use promising policies and practices more consistently throughout the institution.**
- ❖ **Do we have the *will* to do so?**



Questions & Discussion

