

The Classroom: The Foundation for Student Success

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INDIANA UNIVERSITY
Center for Postsecondary Research

Context

- **Global Competitiveness in Degree Attainment**
- **The New Majority and Demographic Gaps**
- **Questionable Levels of Graduate Achievement**



University of Iowa - Kinnick Stadium

This aerial panoramic photograph of the University of Iowa's Kinnick Stadium was taken by James Ballweg and Joshua Deane (Ballweg playing in a cell on stadium). Photos: Kinnick Stadium on aerial photo - 1970 (Source: Flickr member Kirk Evers). With a capacity of 14,553, Kinnick Stadium ranks among the 20 largest college football stadiums in the nation.



Context

- **Global Competitiveness in Degree Attainment**
 - **The New Majority and Demographic Gaps**
 - **Questionable Levels of Graduate Achievement**
 - **In an Environment of Increasing Fiscal Strain...**
- ***We Need Higher Levels of Collegiate Achievement***

Overview



- **21st century knowledge, skills and competencies**
- **Today's students**
- **Why engagement matters**
- **Implications for institutional policies and classroom practices**

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**

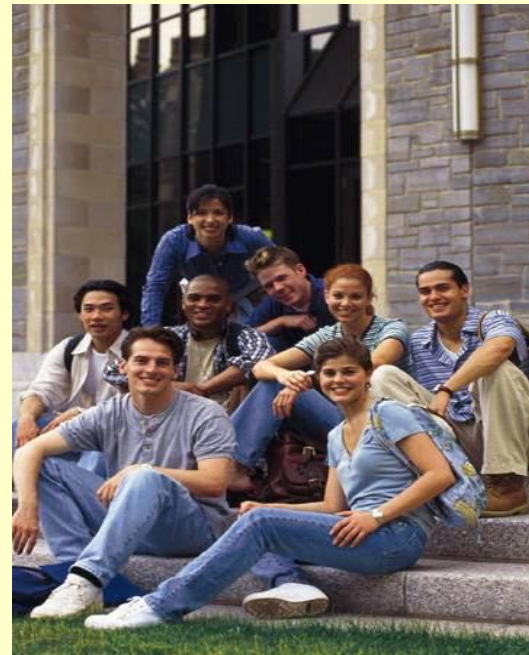


Deep/Integrative Learning

- **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**

Today's Students

- **Who are they?**
- **What are they telling us?**



Know Your Students

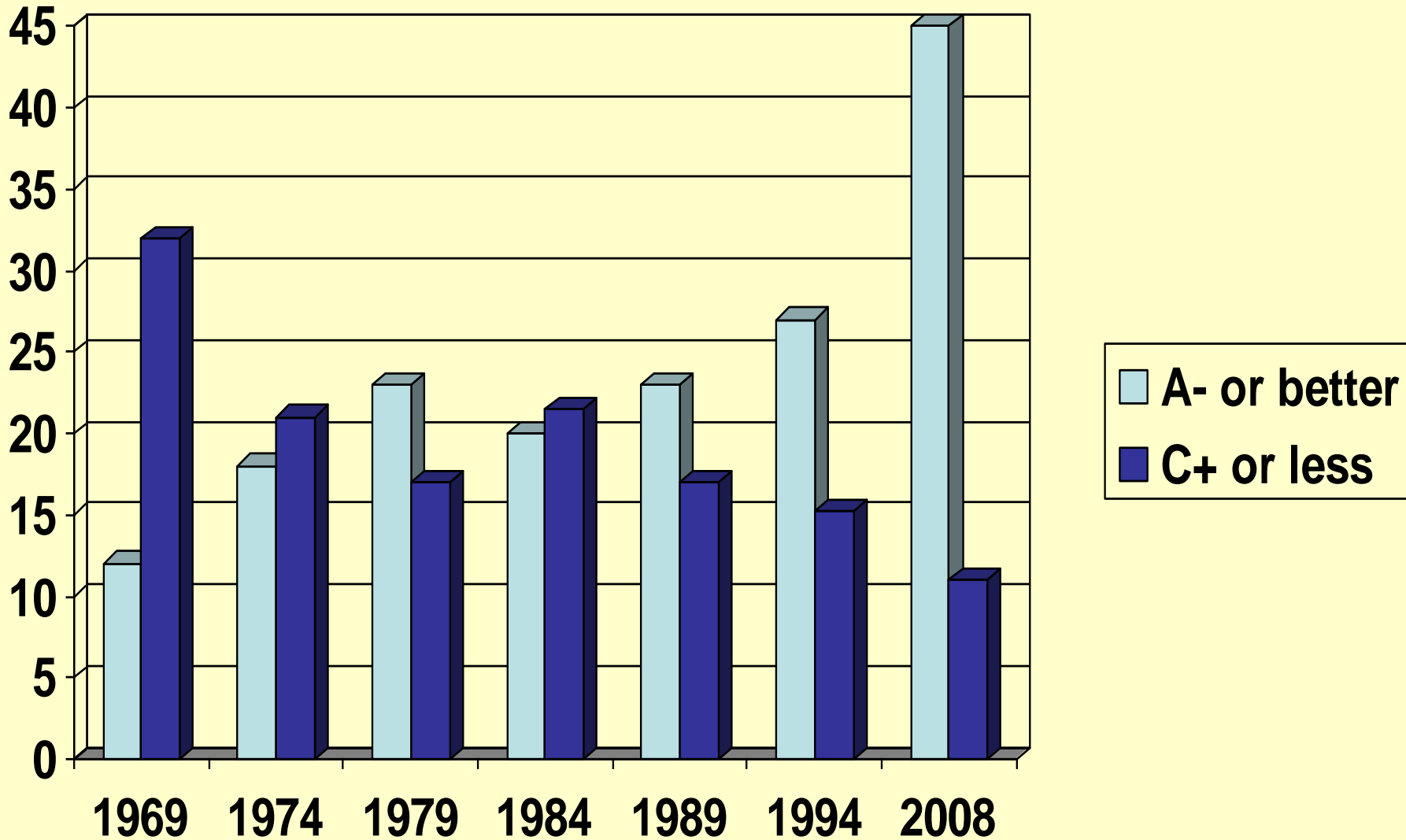
“Part of being a good teacher (not all) is knowing that you always have something new to learn – not so much about teaching techniques but about these particular students at this particular time and their particular set of aspirations, confusions, misconceptions, and ignorance” (Bain, 2004, p.174)

Students Today

- **An entitlement mentality**



Trends in High School Grades



Students Today

- **An entitlement mentality**
- **Cumulative deficit re: attitudes, study habits, academic skills**



What to Do?!?

Student success requires that professors explain more things to today's students that we once took for granted –

“You must buy the book, you must read it and come to class, you must observe deadlines or make special arrangements when you miss one”

Prof. Richard

Turner (1998, p.4)

Students Today

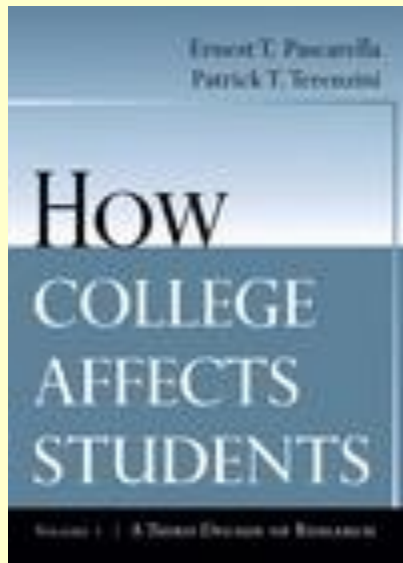


- **More diverse than previous cohorts**
- **Techno-savvy “NetGens”**
- **Connected to family**

Factors That Threaten Persistence and Graduation from College

- ❖ **academically underprepared for college-level work**
- ❖ **first-generation college student**
- ❖ **gap between high school and college**
- ❖ **30+ hours working per week**
- ❖ **part-time enrollment**
- ❖ **single parent**
- ❖ **financially independent**
- ❖ **children at home**

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

Foundations of Student Engagement

Time on task (Tyler, 1930s)

Quality of effort (Pace, 1960-70s)

Student involvement (Astin, 1984)

Social, academic integration (Tinto, 1987, 1993)

Good practices in undergraduate education (Chickering & Gamson, 1987)

College impact (Pascarella, 1985)

Student engagement (Kuh, 1991, 2005)



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

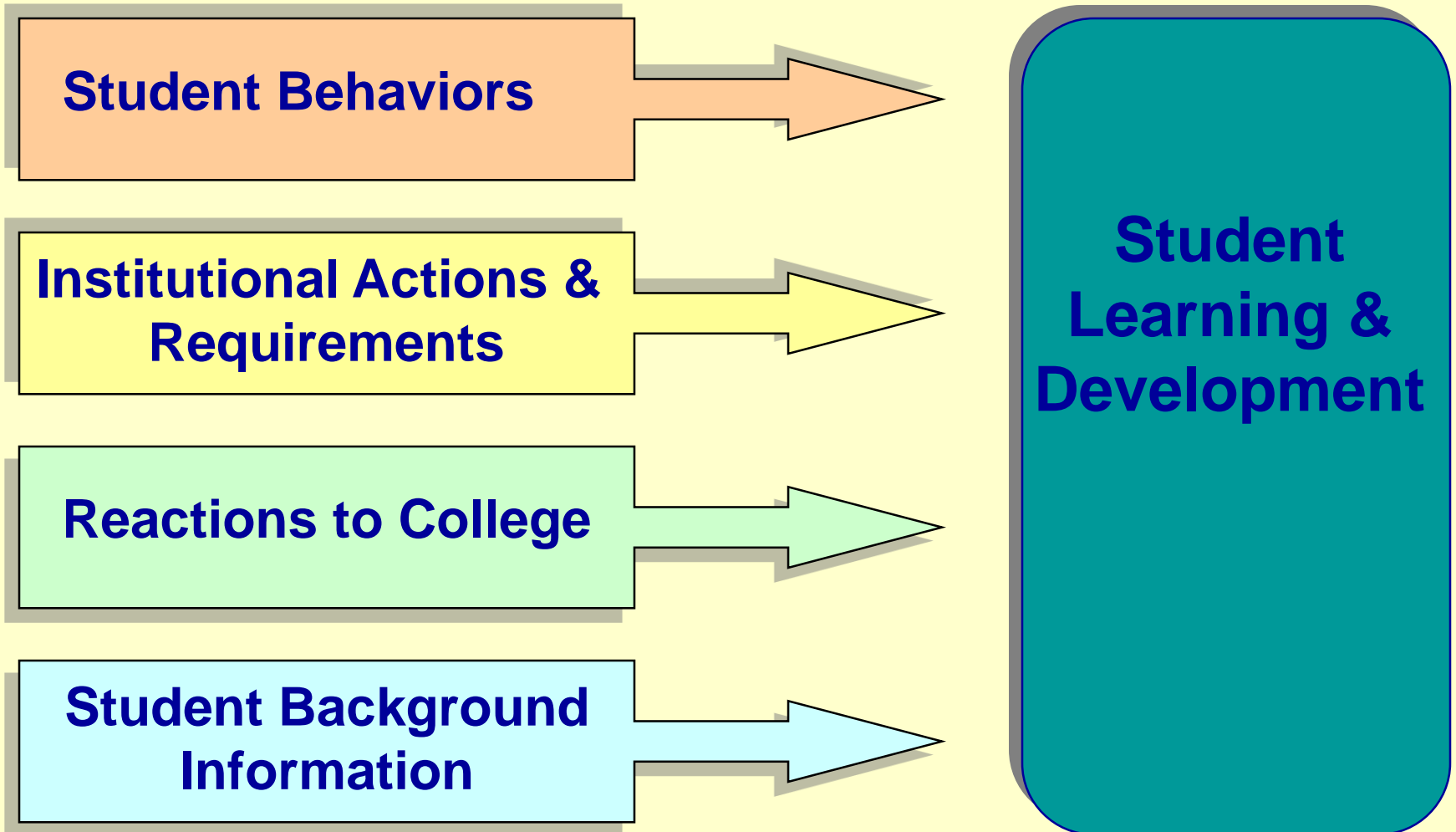
NSSE Project Scope

Since 2000:

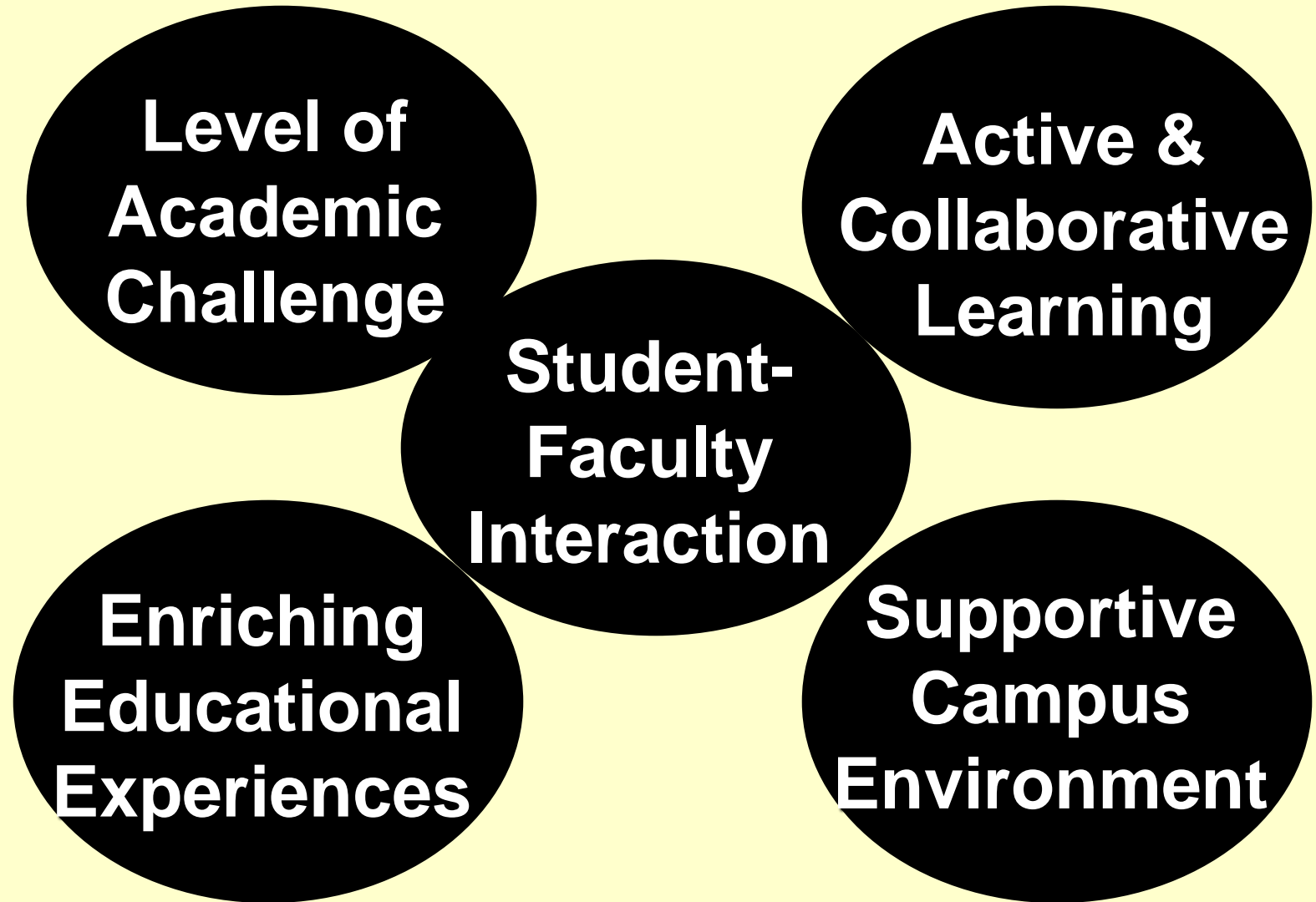
- ✓ **2,000,000+ students from 1,334 different schools**
- ✓ **80+% of 4-yr U.S. undergraduate FTE**
- ✓ **50 states, Puerto Rico**
- ✓ **59 Canadian IHEs**
- ✓ **100+ consortia**



NSSE Questionnaire



Effective Educational Practices





Key findings



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

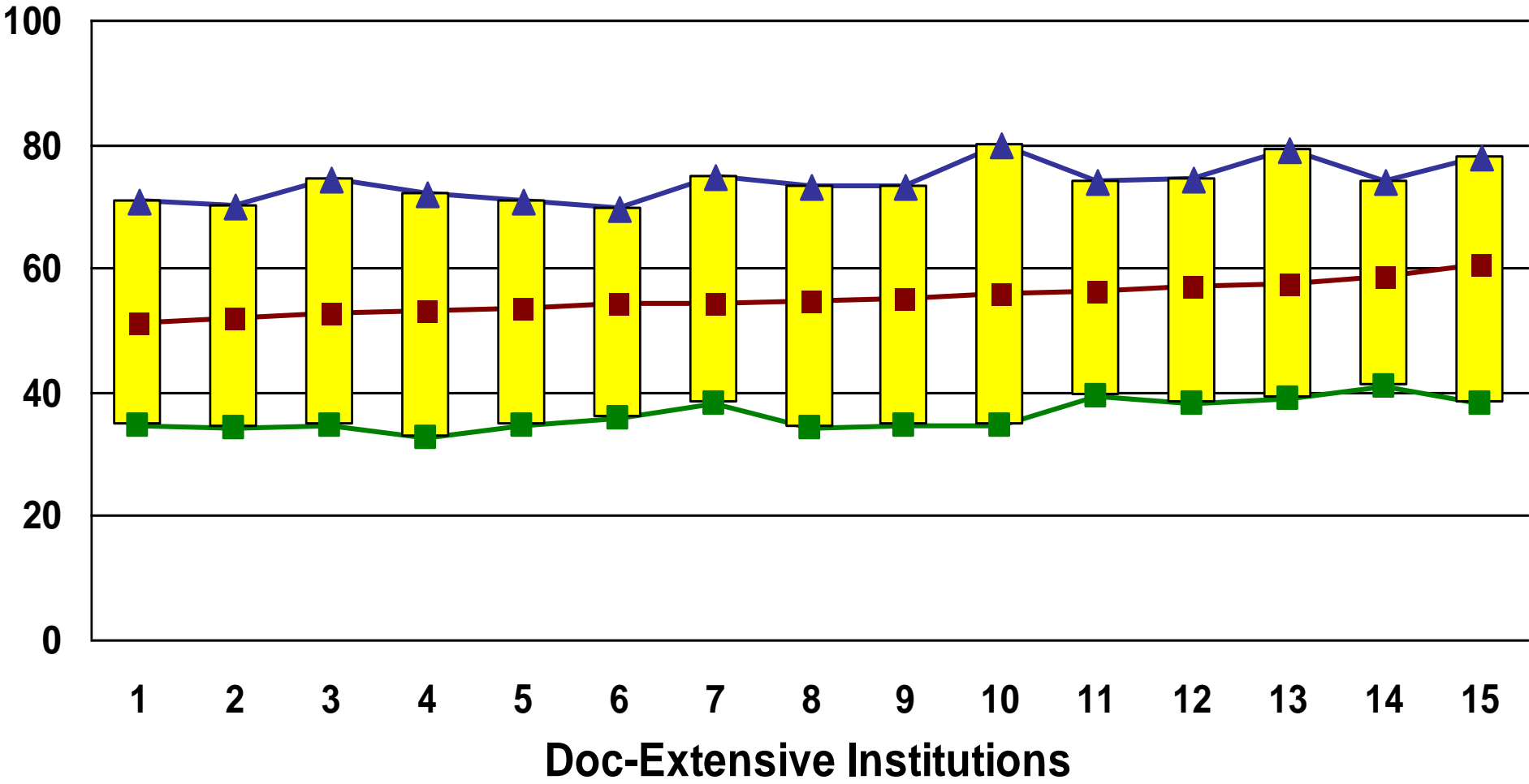


Student engagement varies more *within* than between institutions.



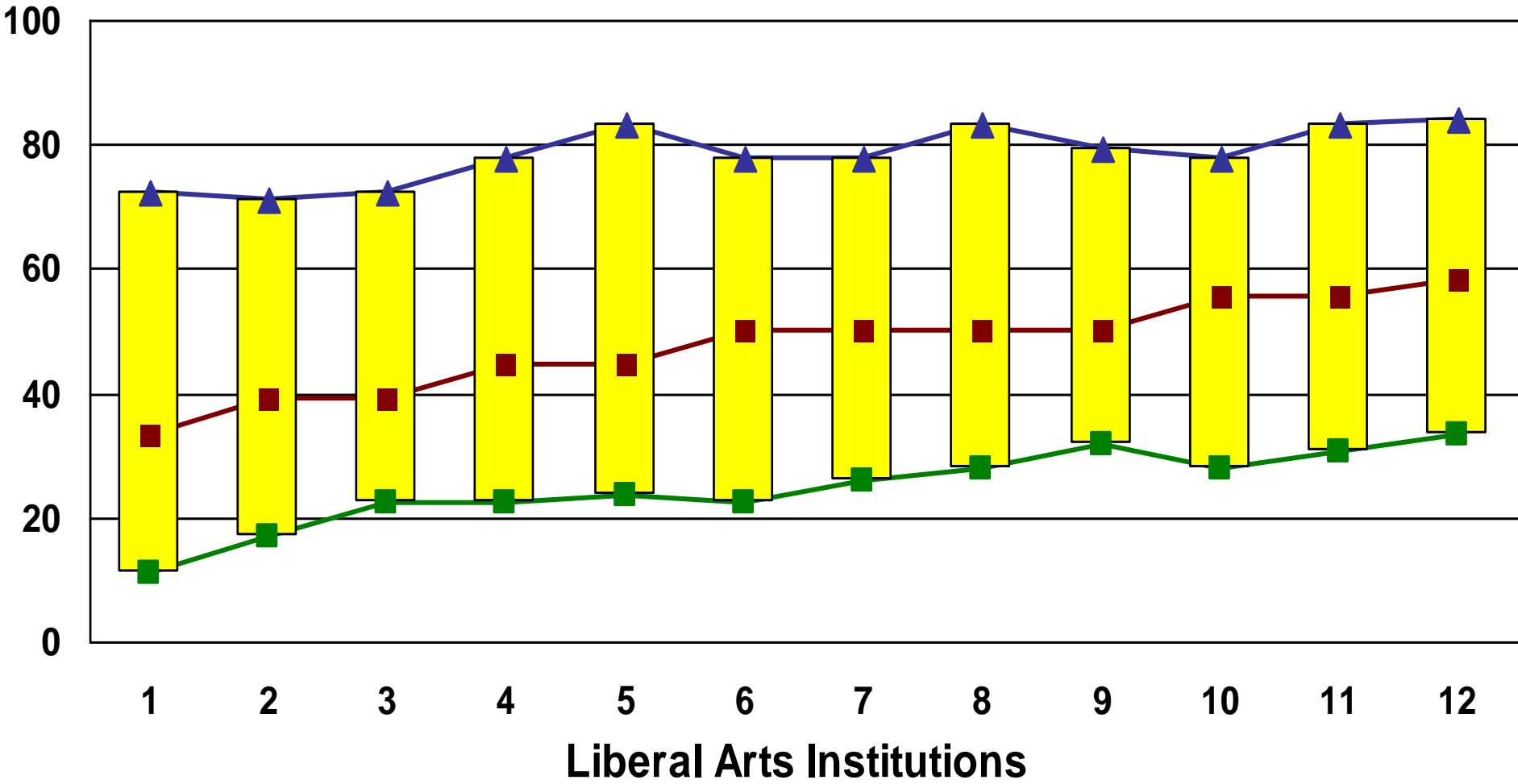
Level of Academic Challenge: Seniors at Doc-Extensive Schools

- 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...

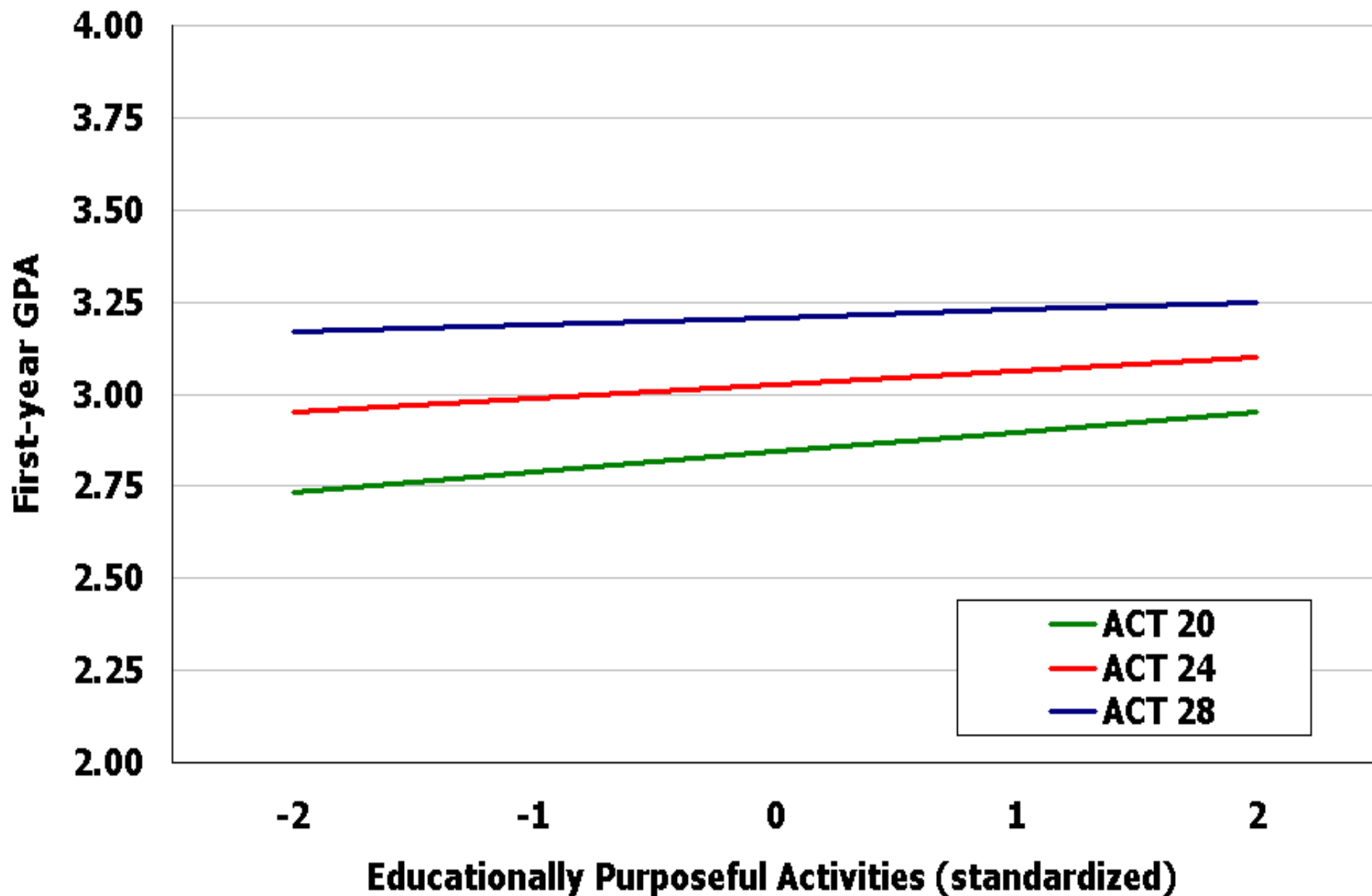
- *Many of the effects of college are “conditional”*
- *Some are compensatory*



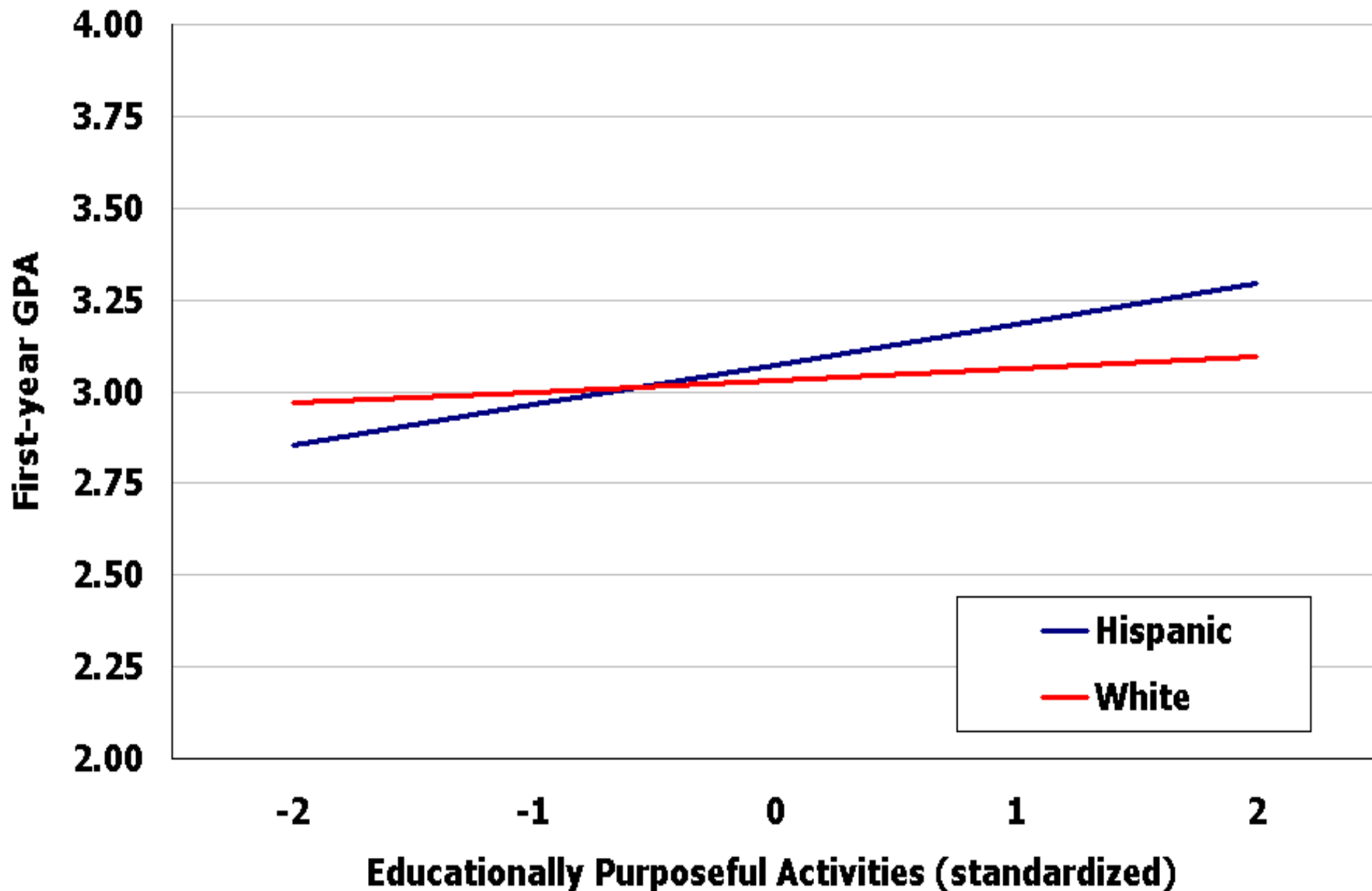
NSSE: Who's more engaged?

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

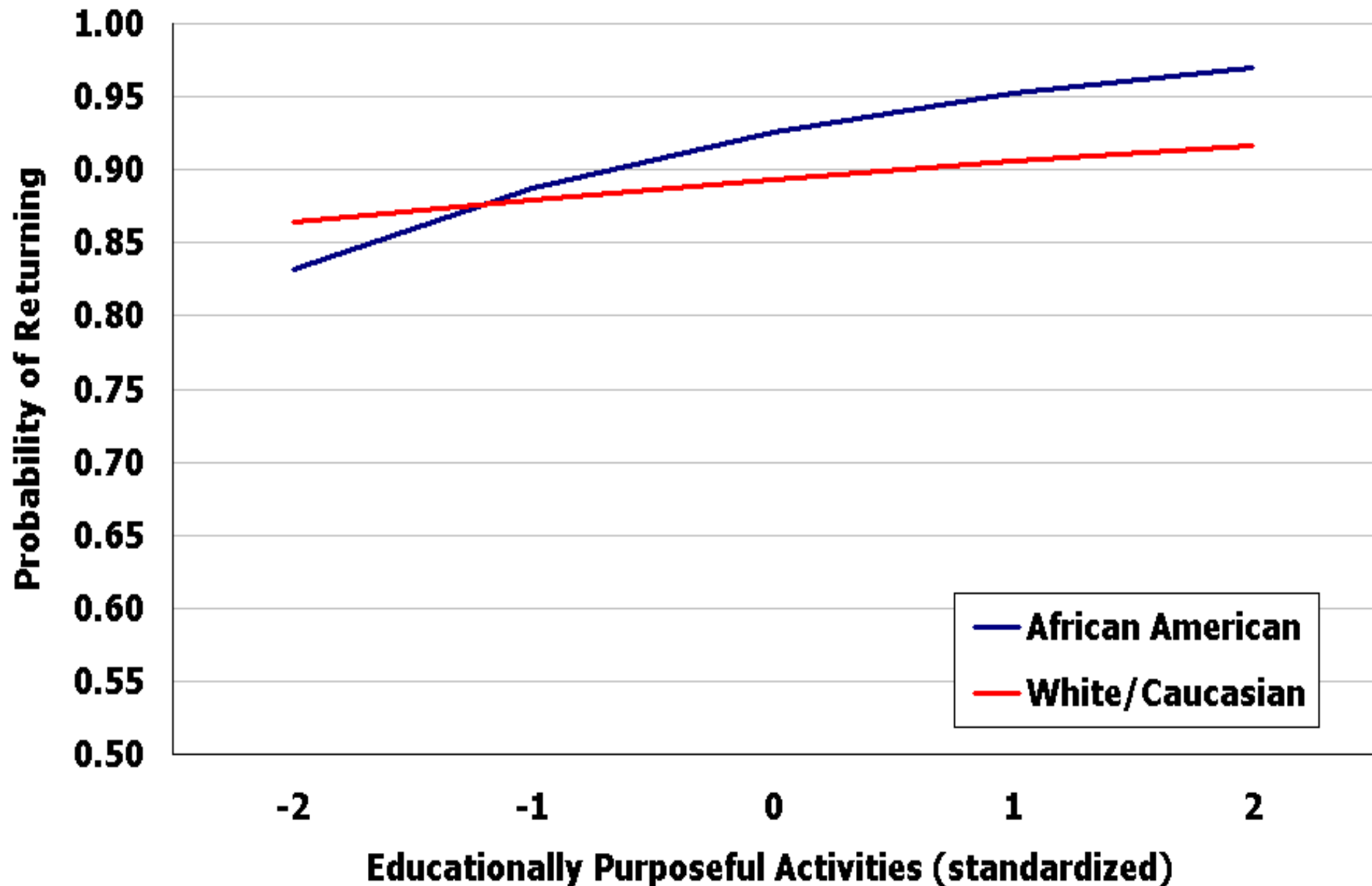
Impact of Educationally Purposeful Activities on First Academic Year GPA by Pre-College Achievement Level



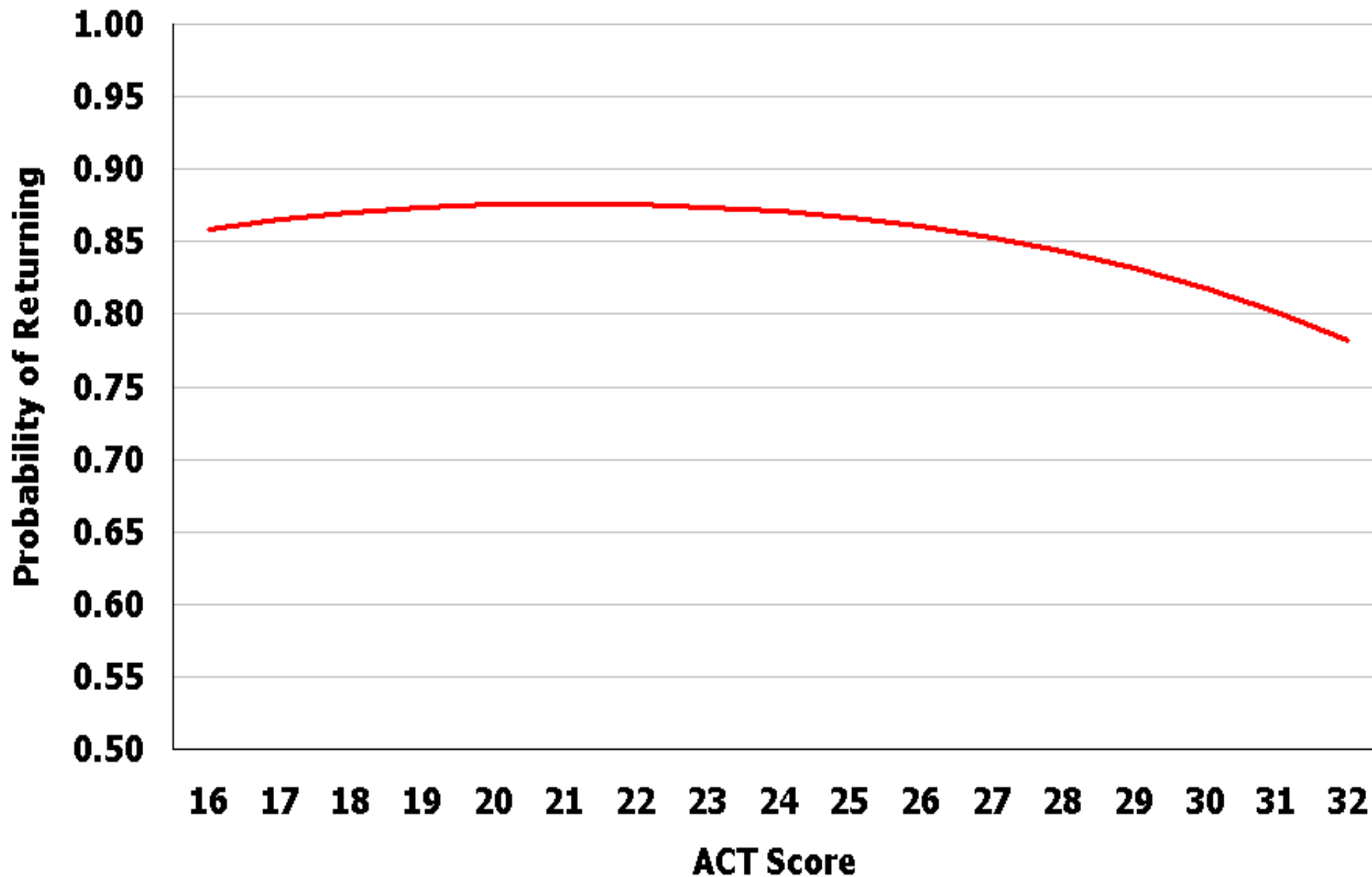
Impact of Educationally Purposeful Activities on First Academic Year GPA by Race/Ethnicity



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



Who's more engaged?

- Women
- Fraternity & sorority members
- Full-time students
- Students who live on campus
- Students with diversity experiences
- Students who start and stay at same school
- **Students who have done “*high-impact*” practices**



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**

Faculty Survey of Student Engagement (pronounced “fessie”)

**FSSE measures
faculty expectations
and activities related
to student
engagement in
effective educational
practices**



Course Emphasis



FACULTY report very much or quite a bit of emphasis on memorizing

Lower
Division

Upper
Division

28% / 19%



STUDENTS report very much or quite a bit of emphasis on memorizing

1st yr.
Students

Seniors

73% / 62%

Effects of Participating in High-Impact Practices 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	+++	++	+++	++
Senior Culminating Experience	++	++	++	++

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

Effects of Participating in High-Impact Practices 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	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

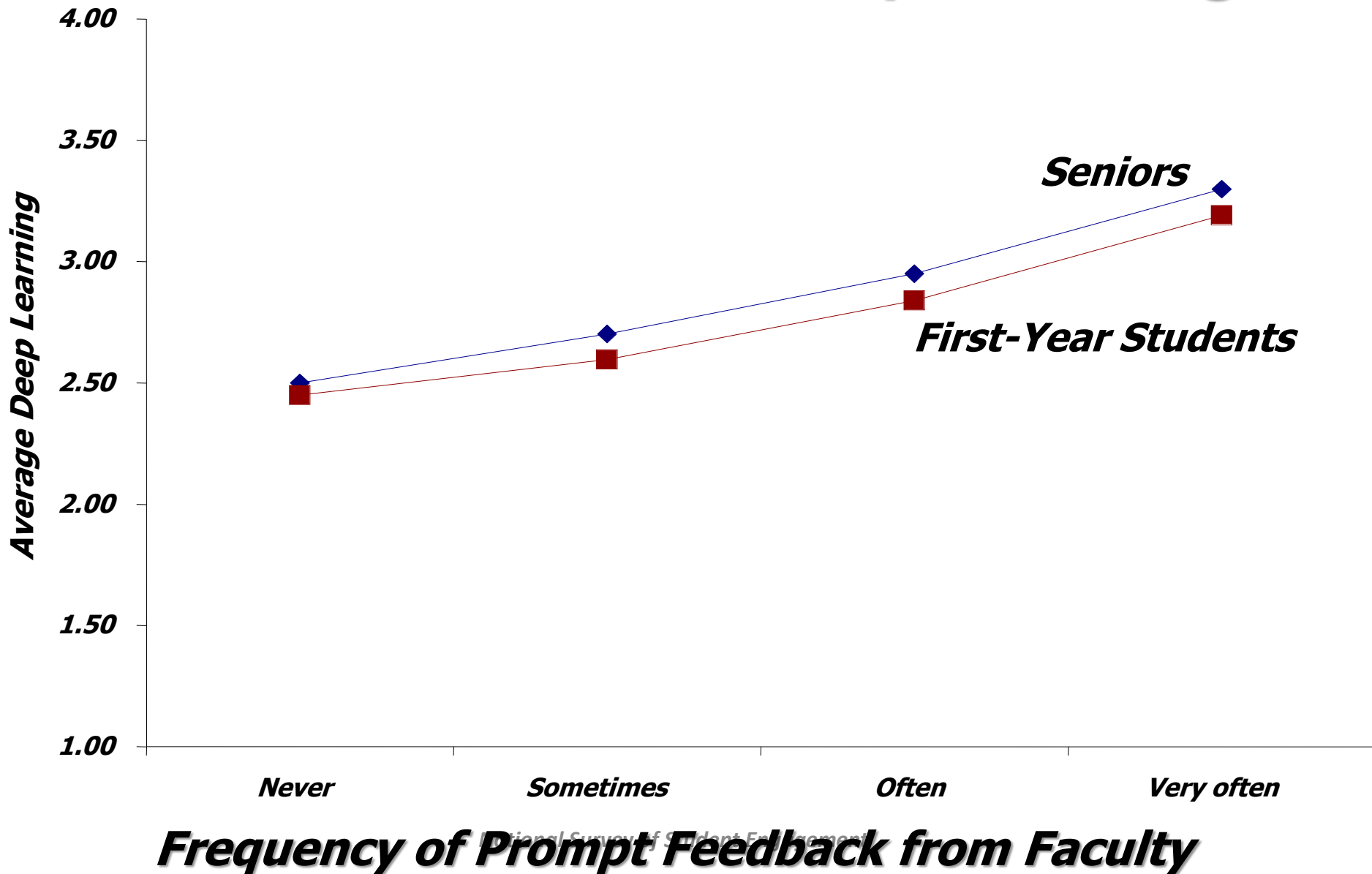
+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

High-Impact Practices Increase Odds Students Will:

- ✓ *Invest time and effort*
- ✓ *Interact with faculty and peers about substantive matters*
- ✓ *Experience diversity*
- ✓ *Get more frequent feedback*



Feedback and Deep Learning



Prompt Feedback



FACULTY gave prompt feedback often or very often

Lower
Division

Upper
Division

83% / 85%



STUDENTS received prompt feedback often or very often

1st yr.
Students

Seniors

47% / 56%

High-Impact Practices 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***

AMERICAN
AVIATION
←

←
LEARN TO
FLY HERE!
←



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

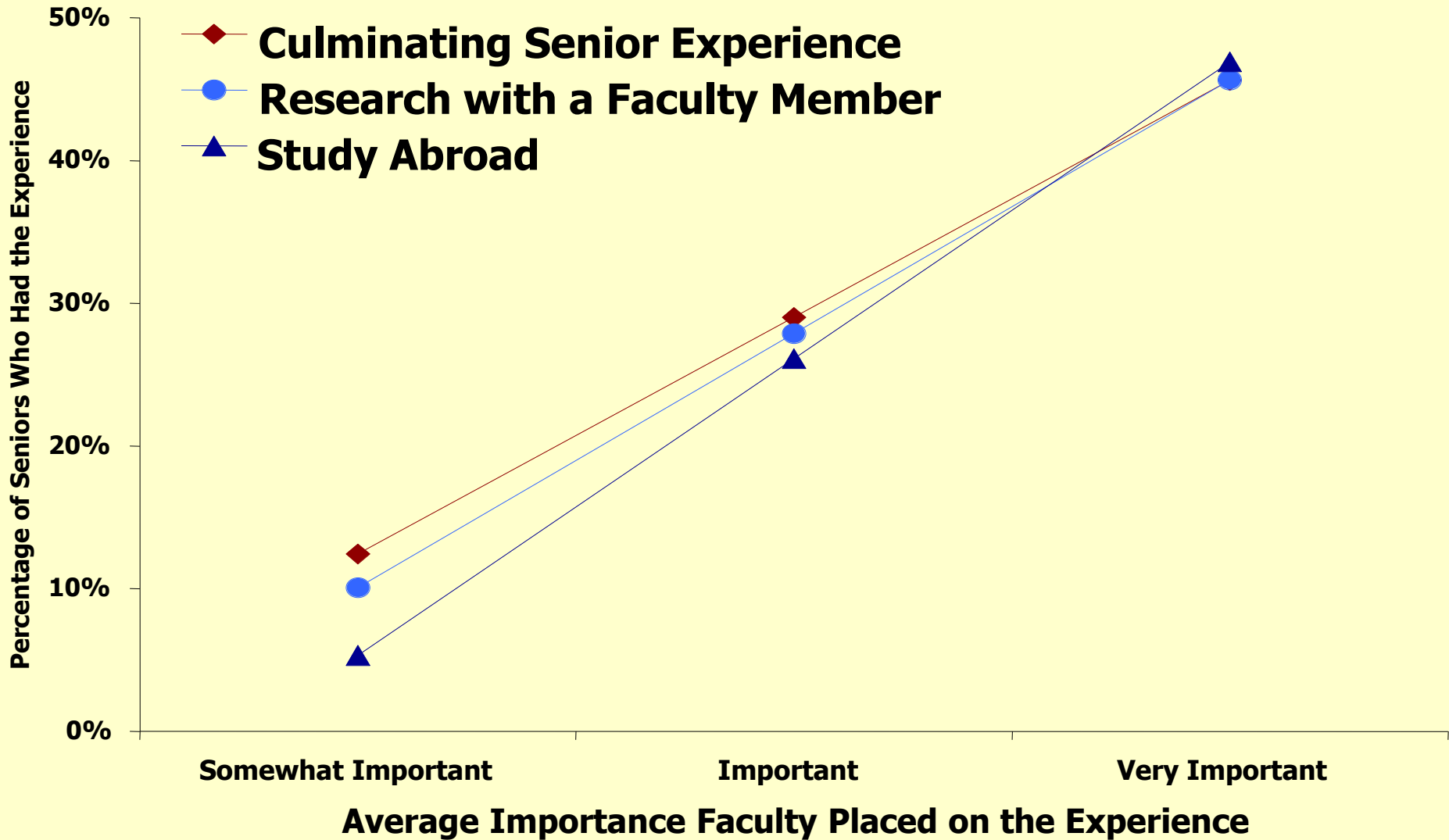
- ✓ *Fewer 1st gen students*
- ✓ *Fewer students of color*
- ✓ *Fewer transfer students*
- ✓ *Fewer part-time students*
- ✓ *Fewer older students*

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			

Senior Participation in High Impact Activities



Faculty Priorities and Student Engagement

AVG STUDENT

AVG FACULTY

Academic challenge

Active-collab

Diversity experiences

Student - faculty

Academic challenge emphasis



Active-collab practices



Emphasis on diversity experiences



Emphasis on higher order thinking



Importance enriching educ experiences



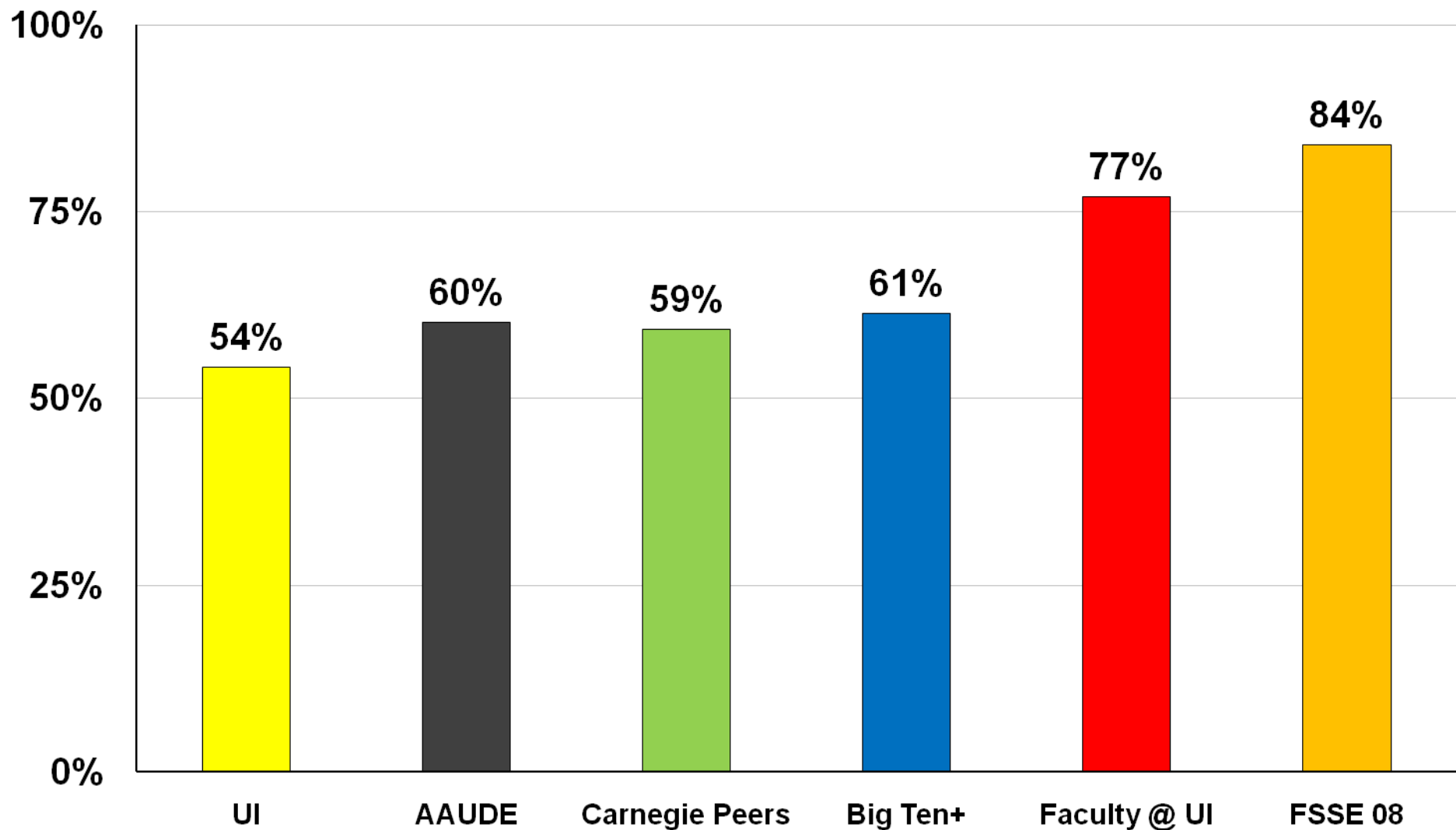
What to Make of This?

- *When faculty members emphasize certain educational practices, students engage in them to a greater extent than their peers elsewhere.*
- *Good things go together*
- *Teacher-scholars matter*



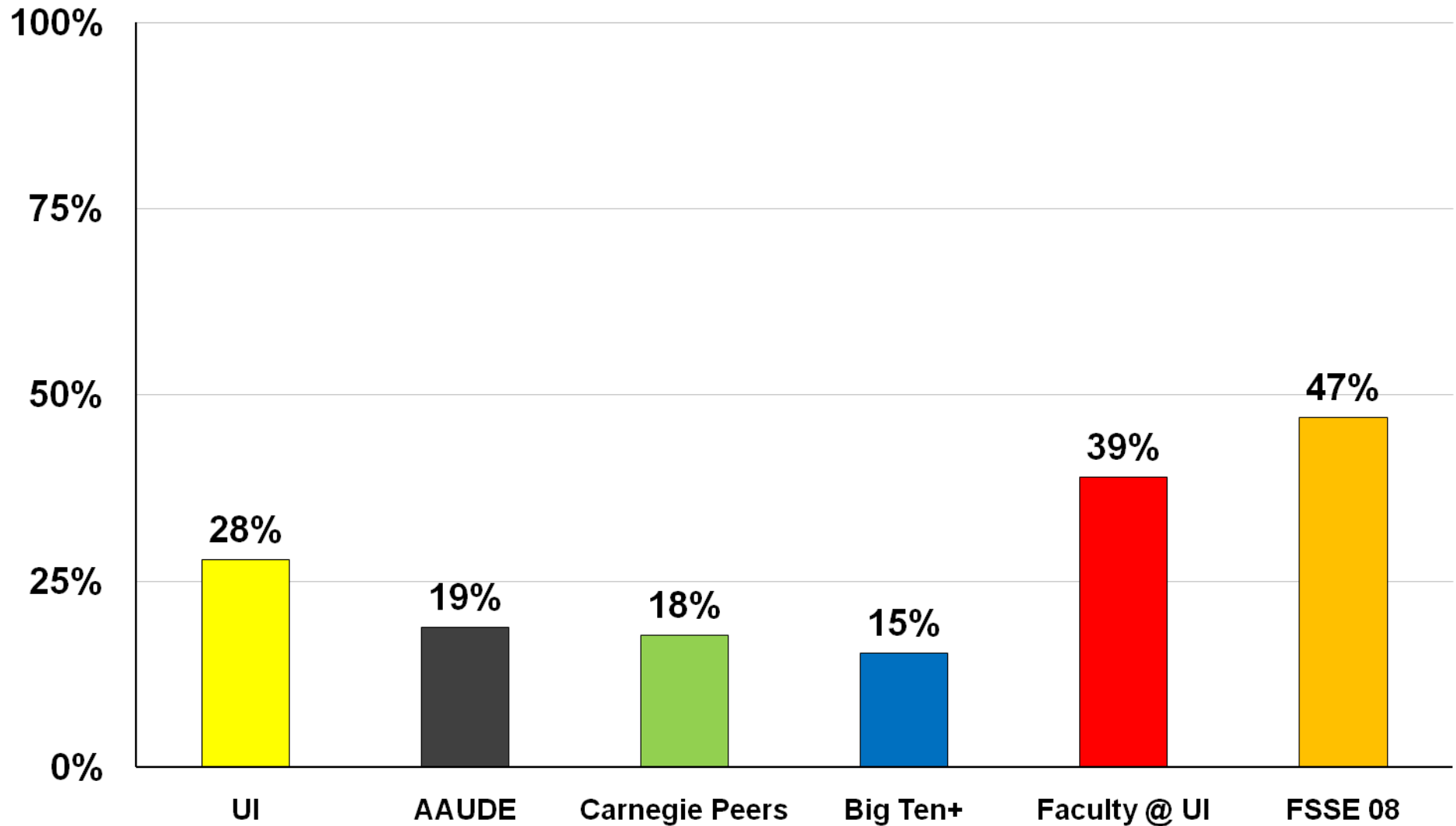
Practicum, internship, field experience, co-op experience, or clinical assignment

Seniors



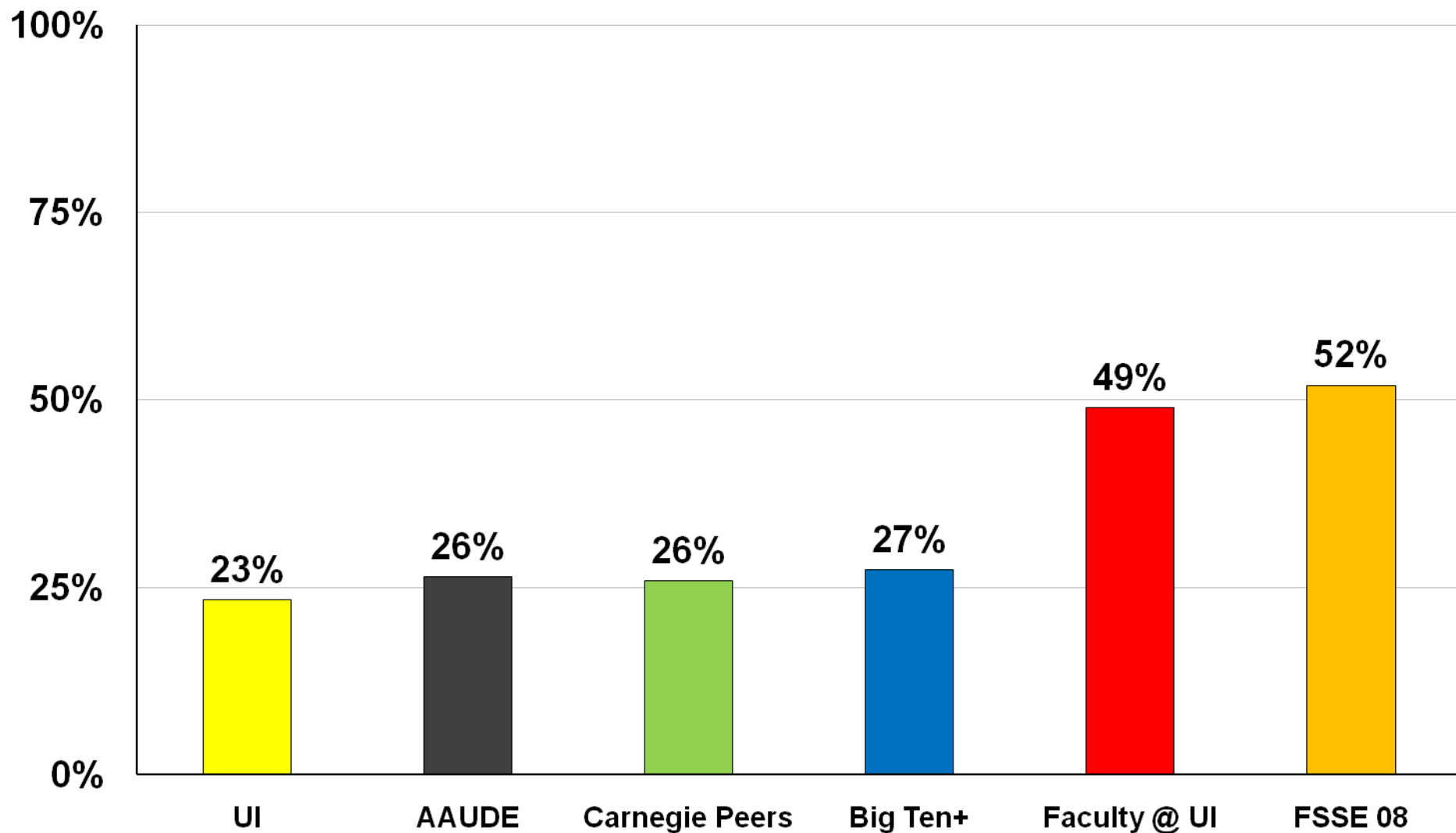
Learning community

First-Year



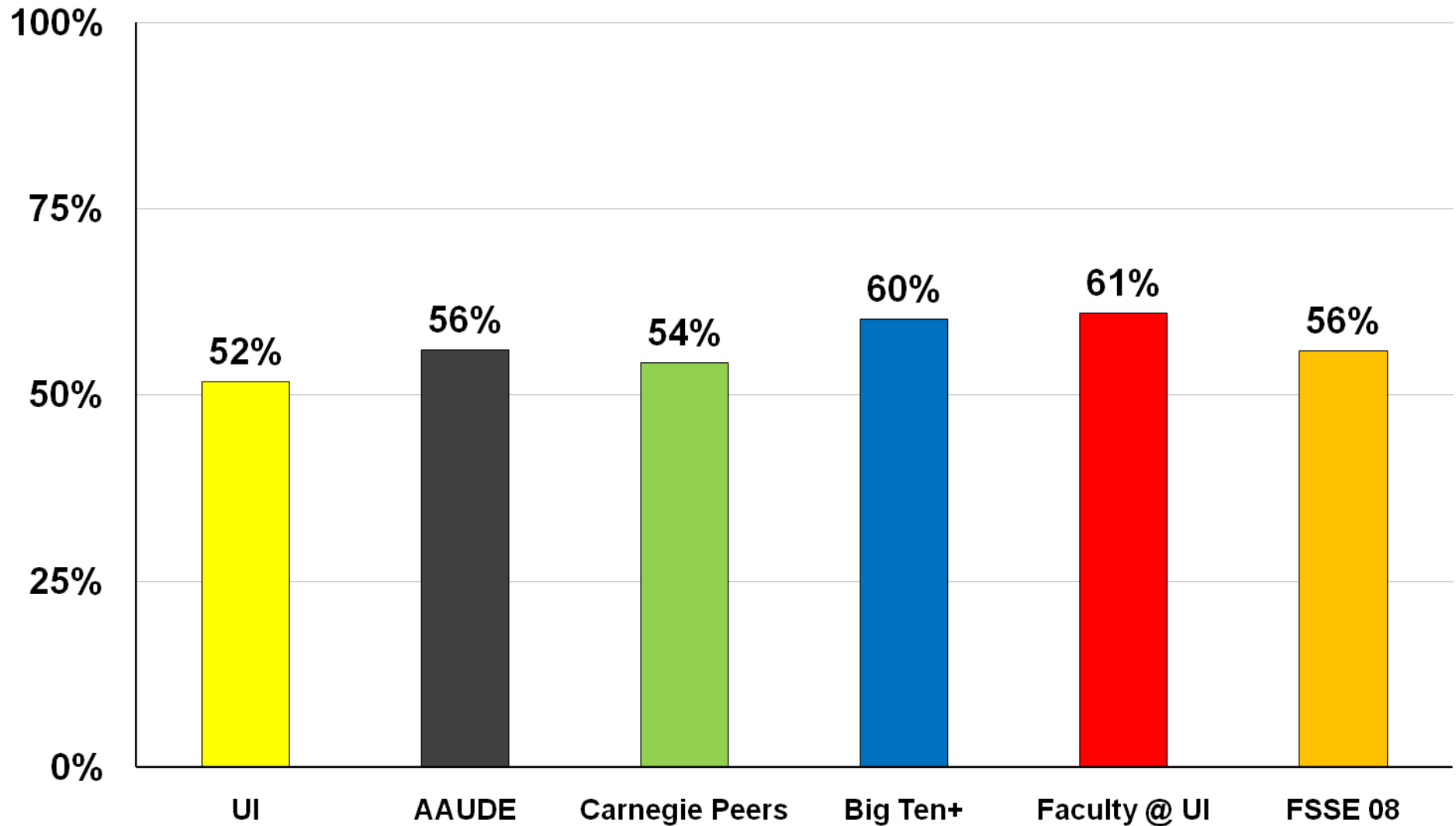
Research project with a faculty member outside of course requirements

Seniors



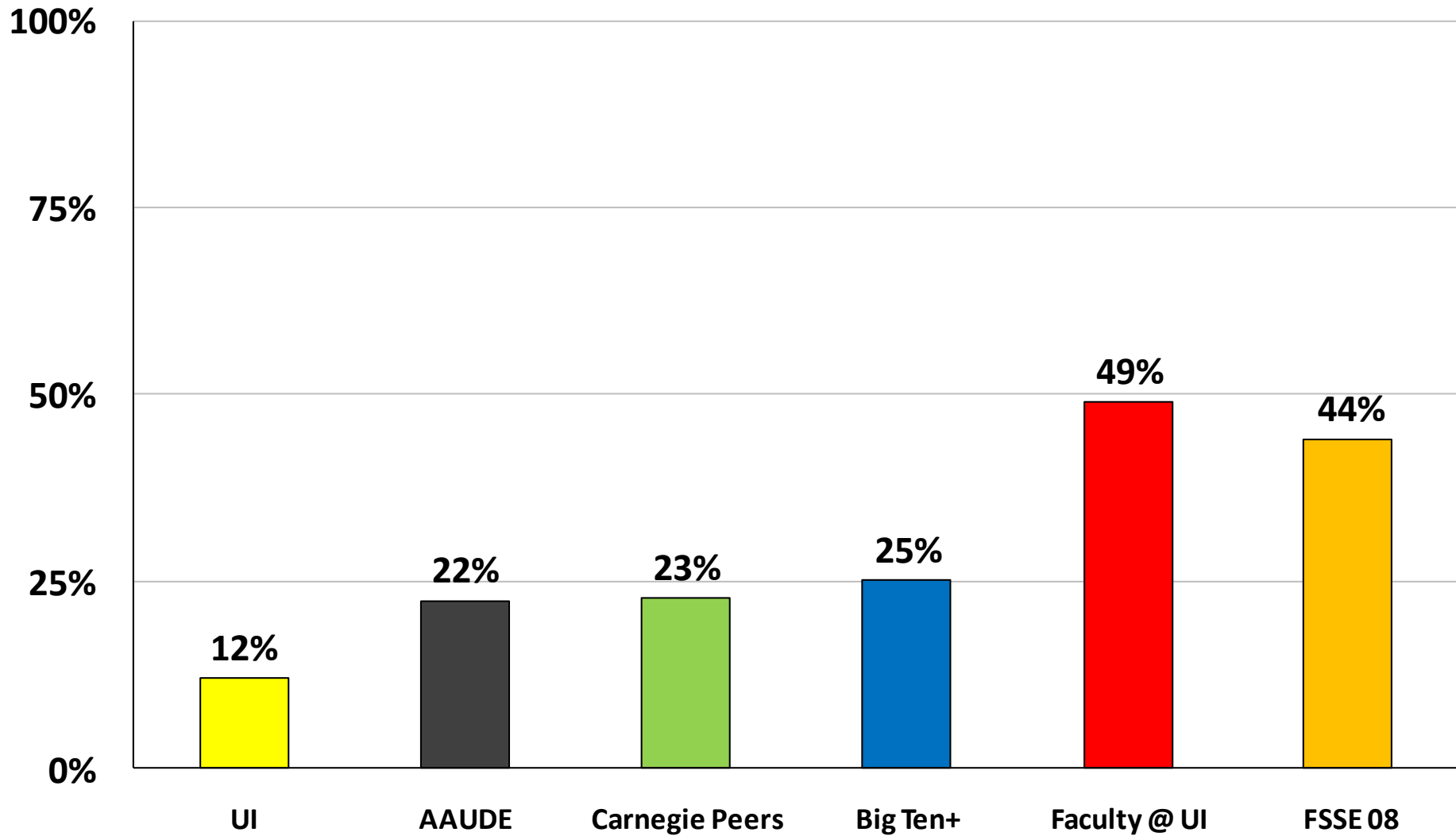
Foreign language coursework

Seniors



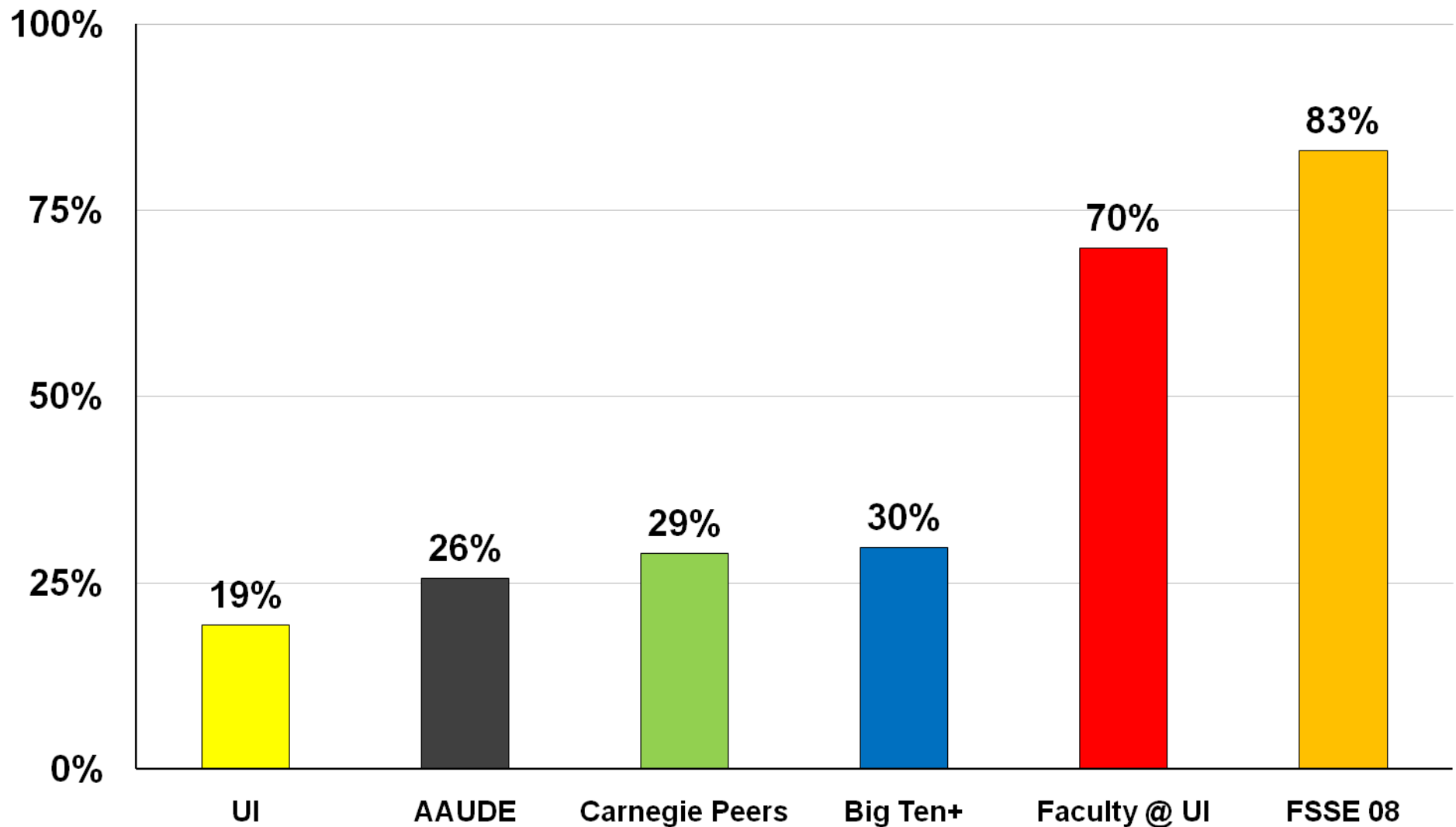
Study abroad

Seniors



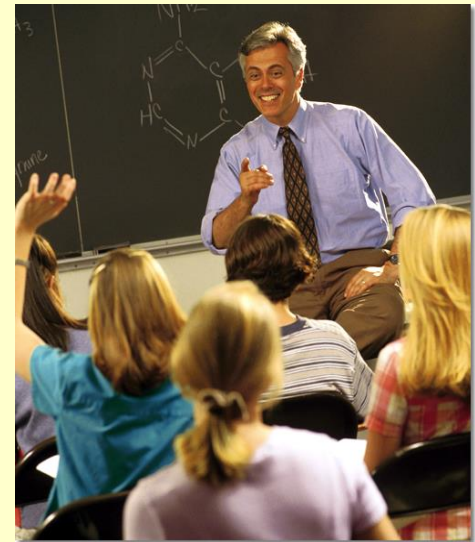
Culminating senior experience (capstone course, senior project/thesis, comp exam)

Seniors



If We Could Do Four Things...

- 1. Make the classroom the locus of community building**
- 2. Use engaging pedagogies campuswide**



Classroom Engaging Pedagogies

1. *One minute papers (variations)*
2. *Case studies*
3. *Debates*
4. *Small group problem sets...*
5. *Others*



If We Could Do Four Things...

3. 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



If We Could Do Four Things...

4. Ensure programs are of high quality.

What is your evidence for effectiveness?



Last Word

- ❖ **We cannot change the lineage of our students.**
- ❖ **Campus cultures do not change easily or willingly.**
- ❖ **But we can counter both by using promising policies and practices more consistently throughout the institution to increase the odds that students will succeed.**
- ❖ **Do we have the *will* to do so?**

Questions & Discussion



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



Comparison of Distance Education and Campus-Based Learners

Gains

First-Year Senior

Practical competence

+

+

Personal & social devlpmt

+

+

General education

=

+

Satisfaction

=

+

Comparison of Distance Education and Campus-Based Learners

Deep Learning

First-Year Senior

Higher-order learning

=

+

Integrative learning

=

=

Reflective learning

+

+