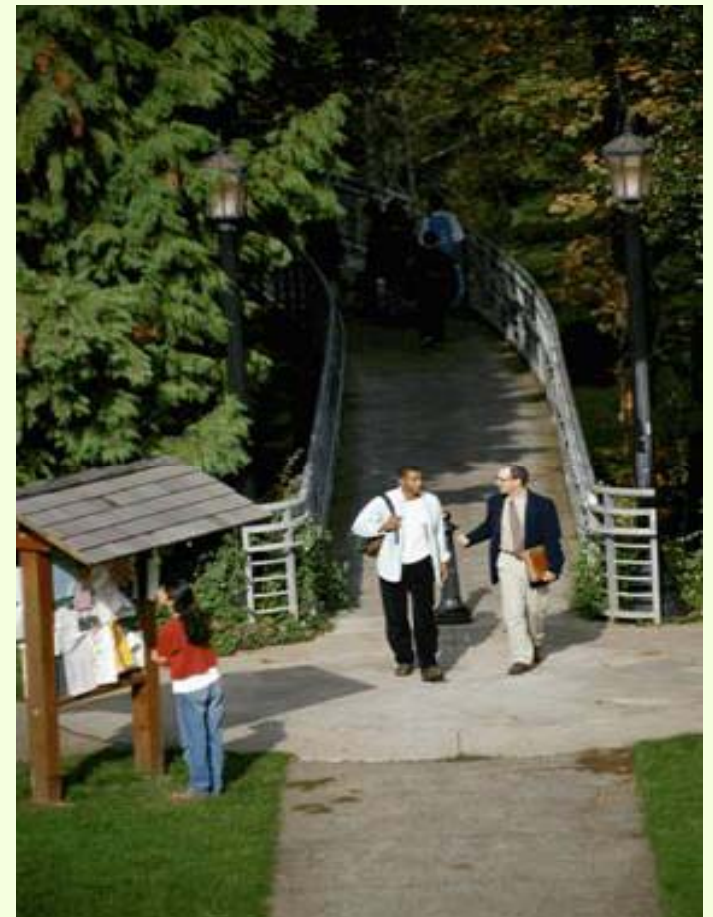


Enhancing Student Learning and Success: Engagement and High-Impact Practices



Jillian Kinzie
Indiana University
Center for Postsecondary
Research
(jikinzie@indiana.edu)

NASPA IV West, Tulsa OK
November 6, 2008



www.nsse.iub.edu

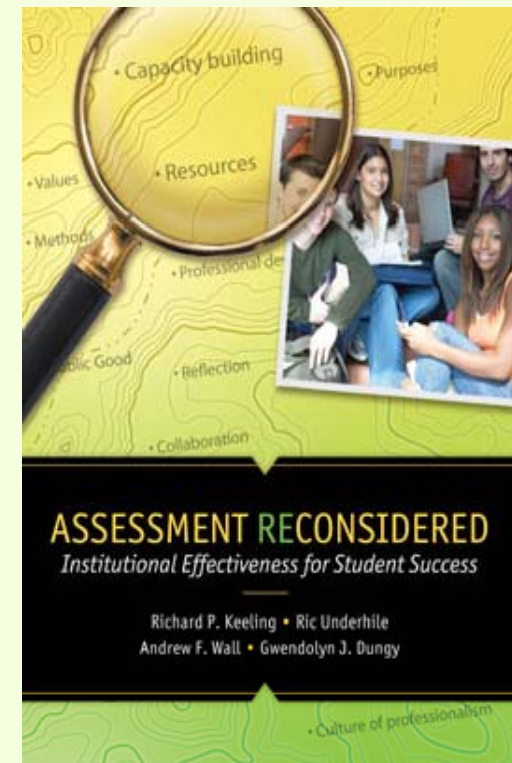
A Challenge in Higher Education Today

“Helping our extraordinarily diverse students reap the full benefits – economic, civic and personal – of their studies in college”

**-- *Carol Geary Schneider,
President AAC&U***

Emphasis on Assessment and Accountability

- The use of assessment data should emerge out of a desire to **know more about** and **improve** the quality and effectiveness of higher education.
- *External demands for accountability & internal commitments to enhancing student learning* amplify the need for **comprehensive** assessment practices emphasizing student success.





The NSSE Project

- Assessment tool provides institutions with data about student engagement in educational practices that research correlates with student learning & success
- NSSE results are immediately actionable - institutions can use information to pinpoint strengths & identify areas for improvement
- **Results useful for research, to guide educational practice**

What is Student Engagement? Why does it Matter?

Student engagement is the time and energy students devote to educationally purposeful activities... it's the single best predictor of learning and personal development.



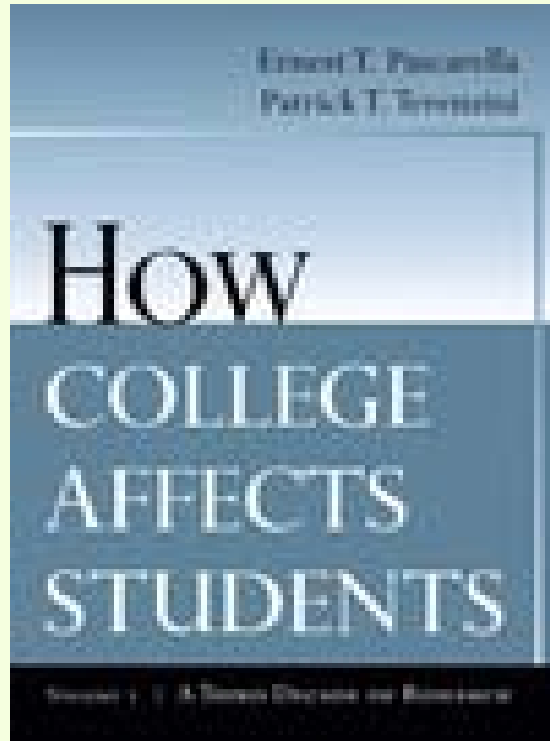


What we've learned from NSSE

Grades, persistence, graduation rates, student satisfaction, and engagement go hand in hand.

Just about all behaviors and institutional conditions represented on NSSE are positively linked to desired outcomes of college.

What Really Matters in College: Student Engagement

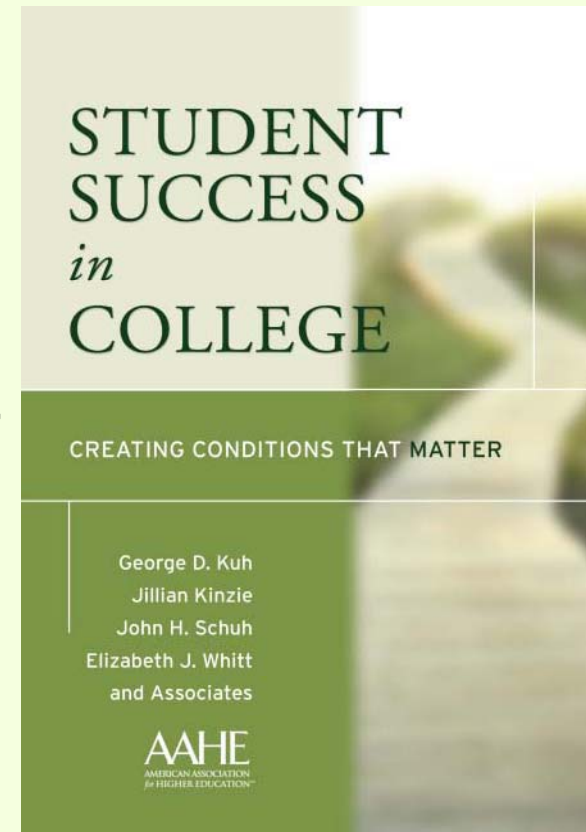


Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage *student engagement*.

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 602

Promise of Student Engagement

“If faculty and administrators use principles of effective practice to arrange the curriculum & other aspects of the college experience, students would... write more papers, read more books, meet with faculty and peers, and use information technology appropriately, all of which would result in greater gains in such areas as critical thinking, problem solving, effective communication, and responsible citizenship.”



Kuh, Kinzie, Schuh, Whitt & Associates, *Student Success in College*, 2005

Student engagement varies more within than between institutions.



Lesson: Look at student variation within your institution. How do experiences differ by major, student subgroups, who are our least engaged students?

NSSE 2008 Results

Selected Results:
Looking Within
Promoting Success
in the First Year
Writing Matters
Promising/
Disappointing
Findings



The image shows the cover of the NSSE 2008 Results report. It features a photograph of students in a library or classroom setting. A large orange circle contains the NSSE logo and the text 'National Survey of Student Engagement'. Below the photo, the title 'Promoting Engagement for All Students: The Imperative to Look Within' and '2008 Results' are displayed in orange text. A white banner with black text provides the release date and website. The NSSE logo is also present in the bottom right corner.

NSSE
National Survey of
Student Engagement

Promoting Engagement for All Students:
The Imperative to Look Within
2008 Results

**RELEASE DATE:
November 10
www.nsse.iub.edu**

National Survey
of Student Engagement

Proposition

Student learning and personal development are enhanced when students engage in educationally purposeful activities.

➤ **Compensatory effects**



Some students appear to benefit more than others from the same educational programs or practices

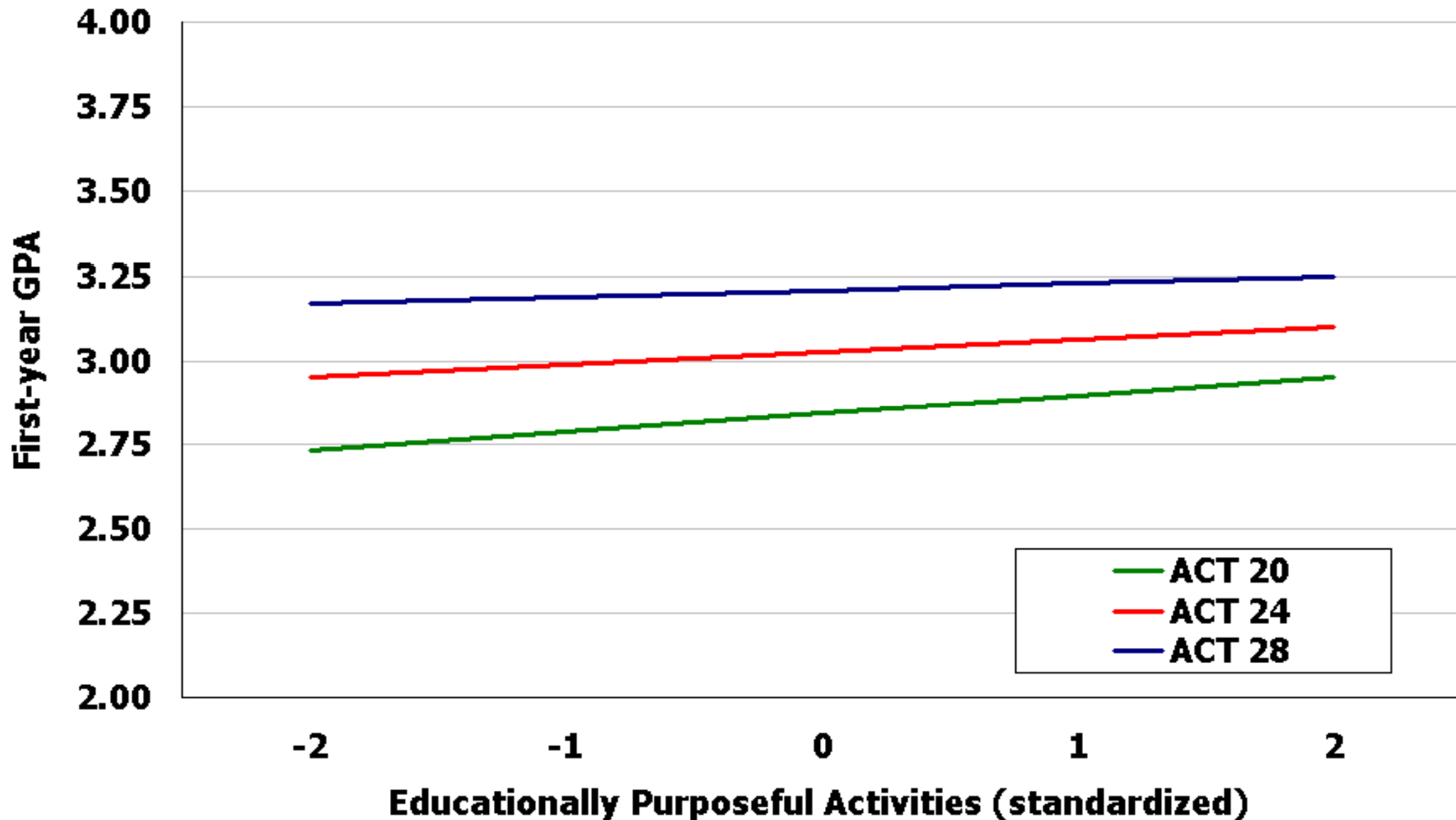


Behold the compensatory effects of engagement



Effect of Engagement on GPA by ACT scores

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

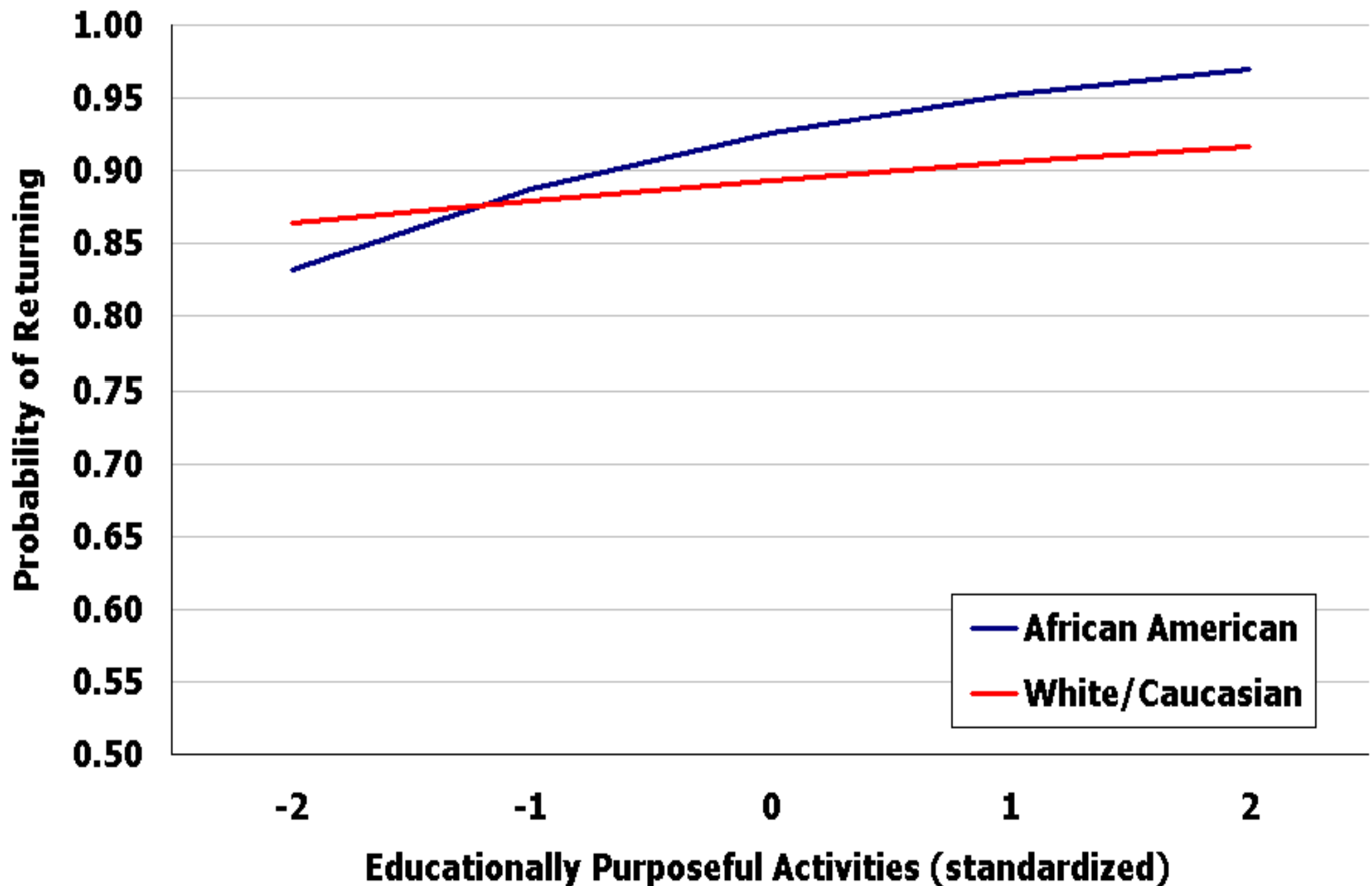


Educational Activities that Matter to Success

19 NSSE items, Educationally Purposeful Activities :

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Prepared two or more drafts of a paper or assignment
- Worked with other students on projects during class
- Worked with classmates outside of class on assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of course
- Talked about career plans with a faculty member or advisor
- Discussed ideas from readings/classes with faculty outside class
- Received prompt feedback on your academic performance
- Worked harder than you thought
- Worked with faculty on activities outside coursework (committees, student life, etc.)
- Discussed ideas from readings/classes with others
- Had serious conversations with students of a different race or ethnicity and those who differ from you - religious beliefs, political opinions, or personal values

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





NSSE Connecting the Dots Finding: Compensatory Effect of Engagement

- *Student engagement **positively** related to student grades and to persistence for all students*
- *Engagement has compensatory effect on **FY grades & persistence to the second year**. Historically underserved students tend to benefit more from engagement than majority students.*

Engagement and Student Learning Outcomes

WABASH NATIONAL STUDY OF
Liberal Arts Education

- Project aims to explore not only whether and how much students develop because of their collegiate experiences, but also why and how this development takes place.
- Outcome measures provide opportunity to validate relationship between engagement and various learning outcomes such as moral reasoning, leadership, well-being, critical thinking, intercultural effectiveness

Findings: Student Growth in the First College Year

WABASH NATIONAL STUDY OF
Liberal Arts Education

- Lack of change on several outcome measures
- Largest positive change was growth in moral reasoning, trivial growth in well-being, social leadership, critical thinking
- Small declines in attitude toward diversity, motivation, community involvement
- Specific teaching practices and institutional conditions predict gains on virtually all of the outcomes

What Promotes Growth?

- 1. *Good Teaching & High Quality Interactions with Faculty*** – perceptions of faculty interest in teaching & student development, receiving prompt feedback, quality of outside of class interactions with faculty, teaching clarity & organization
- 2. *Academic Challenge & High Expectations*** – academic challenge and effort, worked hard, higher order thinking, challenging classes & high faculty expectations, Integrating ideas, information, and experiences
- 3. *Diversity Experiences*** – attend debate or lecture on a current political/social issue during academic year, Meaningful discussions with diverse peers

**Findings from NSSE and
AAC&U:
Some Educational Activities
are Unusually Effective**

**Growing evidence that
“high-impact practices”
provide substantial
educational benefits to
students**

High Impact Activities



*Association
of American
Colleges and
Universities*

- ★ **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**

Learning More about High Impact Activities

Activities collected by NSSE include participation in:

- **Learning Communities**
- **Service Learning**
- **Research with a Faculty Member**
- **Study Abroad**
- **Culminating Senior Experience**

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

	<u>First-Year Students</u>		<u>Seniors</u>	
	Learning Communities	Service Learning	Study Abroad	Senior Capstone
Deep Learning	+++	+++	++	++
General Education	++	++	+	++
Personal/Social Development	++	+++	++	++
Practical Competence	++	++		++

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



Conclusion

**High-impact practices
appear to engage
participants at levels that
elevate their performance
across multiple engagement
and desired-outcomes
measures**

High Impact Activities

- All associated with desirable learning and personal development outcomes.
- Some features have more impact.
- Not all students take part.

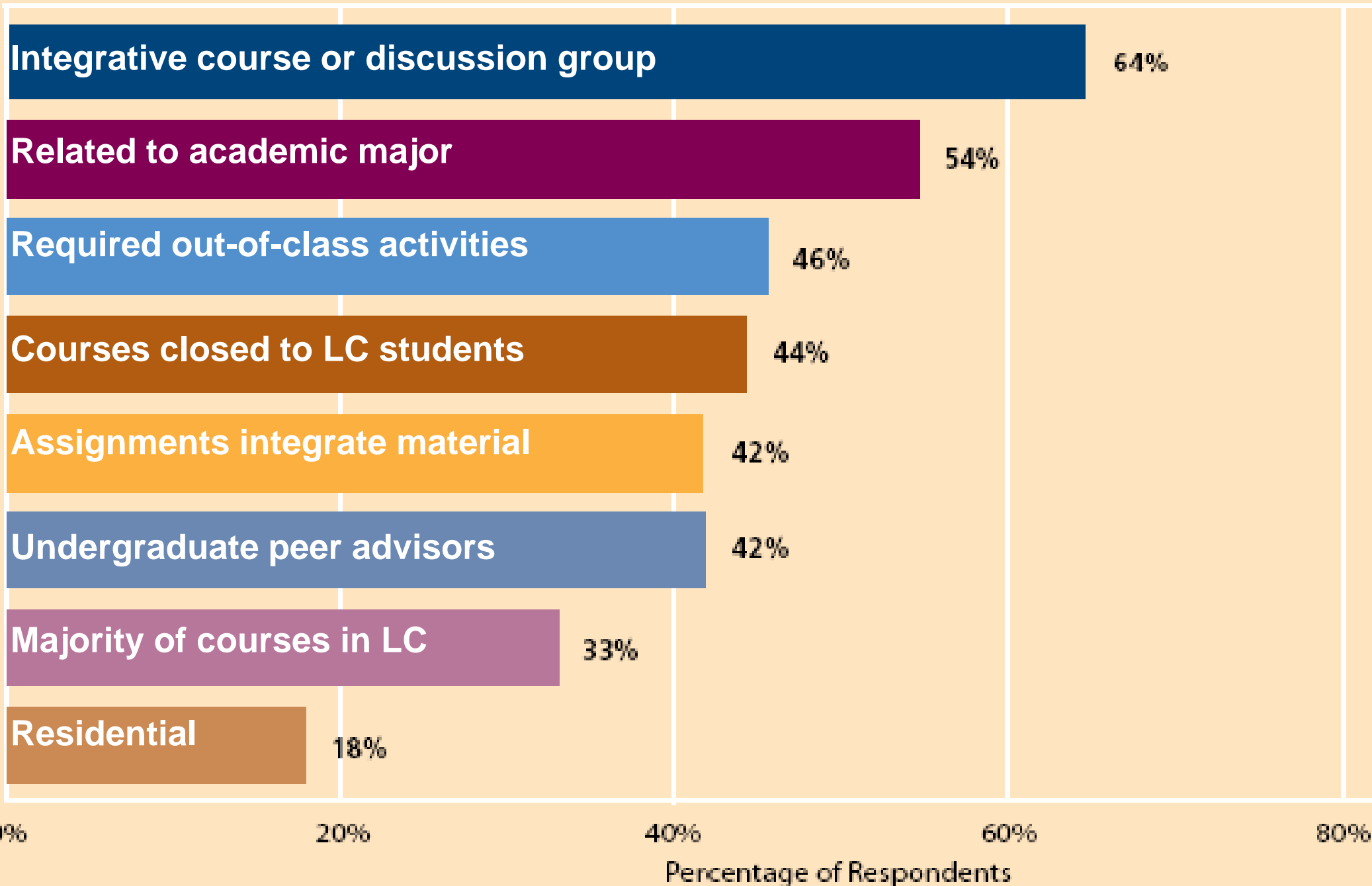


Learning Communities (LCs)

- Formal program where groups of students (FY) take two or more classes together
- NSSE explored different program features of LC's ...



Learning Community Program Characteristics



Learning Communities

- Formal program where groups of students (FY) take two or more classes together
- NSSE explored different program features of LC's ...
- **LC programs that integrate material across courses are associated with higher student engagement and learning**

Learning Community (LC) Characteristics and Gains

- ❖ Students who frequently **integrate material** from LC classes benefitted more in terms of gains, **deep approaches to learning**, and an enriched social life.
- ❖ **Required out-of-class activities** were related to gains in self-understanding, **deep learning**, and an enriched social life.
- ❖ An **undergraduate peer advisor** is associated with reports of more supportive campus environment and an enriched social life.
- ❖ **Living-learning communities** linked to the quality of social life, but not other outcomes.

Learning Communities

- **Adult learners and first generation college students were less likely to participate in a LC.**
- **Students who live on campus, full-time students, and members of Greek organizations were more likely.**

**What does this suggest
for practice??**

Designing LCs?

**Persuading faculty to
work in LCs?**

Service Learning

- **Community-based project as part of a regular course**
- **More likely to be present at smaller and private institutions**
- **Positively associated with deep learning and personal development**



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

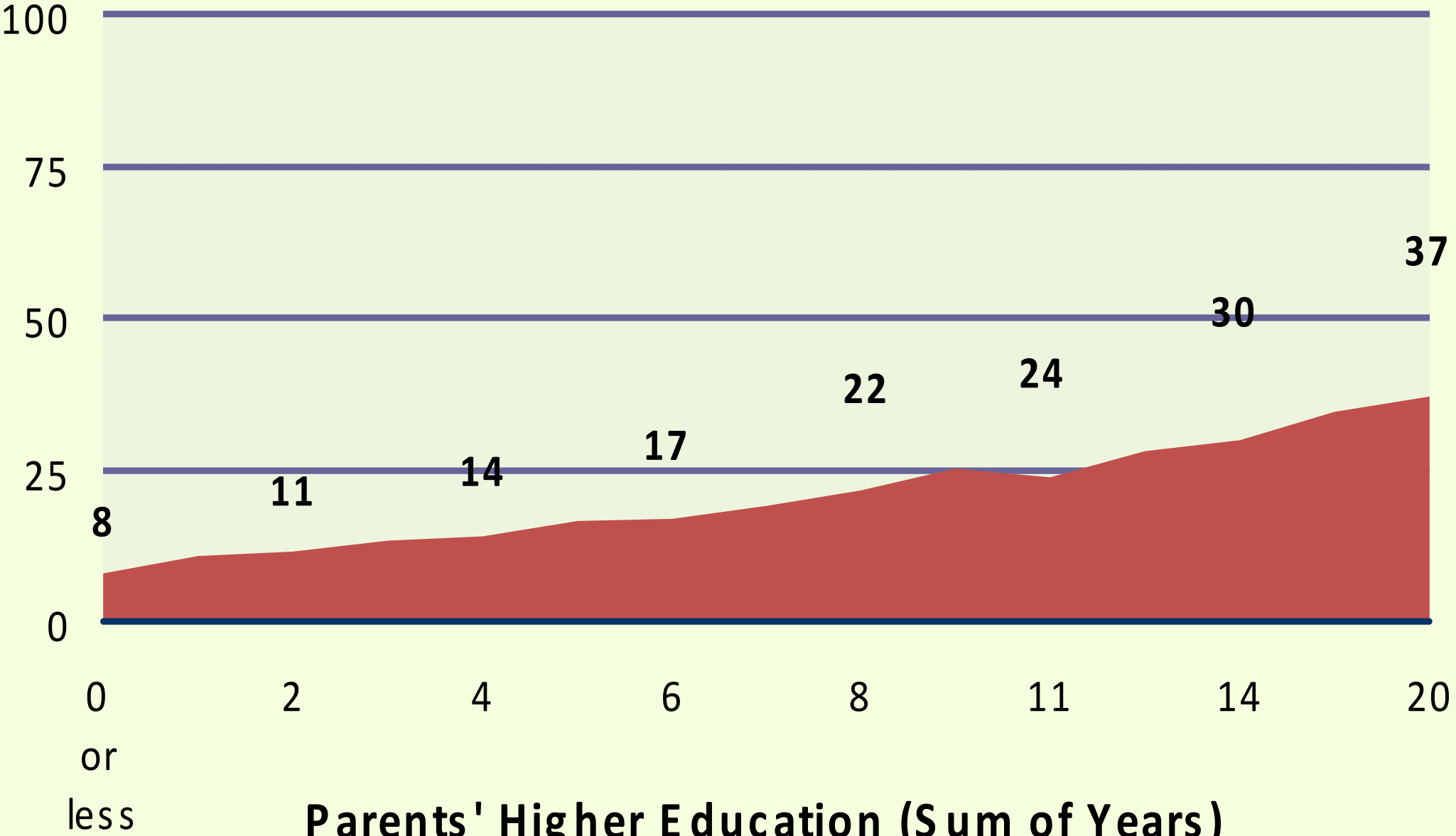
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+ p<.001; ++ p<.001, Unstd B >.10; +++ p<.001, Unstd B >.30

Study Abroad

- **More likely at Bac A&S, private colleges.**
- **A life changing experience, but also relates to immediate learning outcomes upon return to home campus.**
- **Living with host nationals related to more integrative and reflective learning, and personal and social gains.**
- **The length of time spent abroad did not make a difference.**

Participation in Study Abroad by Parents' Education



**What does this suggest
for practice??**

**What about first-
generation students and
study abroad?**

Study Abroad: Implication for Practice

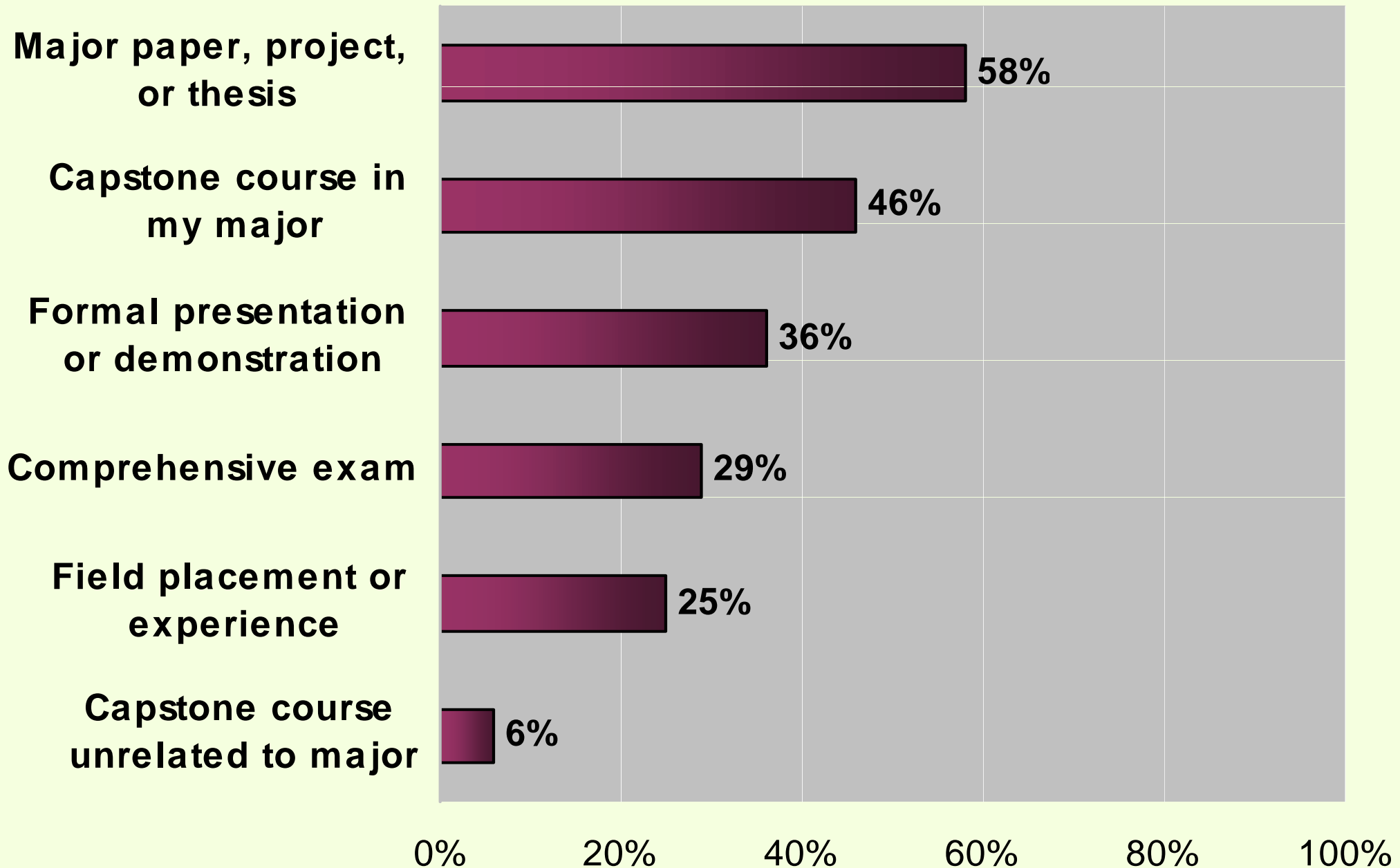
- **Amount of time abroad not as important as whether student has such an experience.**
- **Value in increasing short-term cross-cultural or “study away”, “May term” opportunities for students who cannot be away from their home institution for extended period of time**

Culminating Senior Activities

- Capstone course, senior project/thesis, comp exam, etc.
- A third (32%) of seniors reported having completed such an experience, and another 29% said they planned to do so before graduating.
- Bac A&S, private, and engineering



Participation in Selected **Culminating Activities**



Culminating Senior Activities

- **Half of students worked alone; 40% worked with others**
- **Field placements have impact on greatest number of gains,**
- **Also beneficial:**
 - **Projects that required the greatest investment of time,**
 - **Working in groups,**
 - **Meeting often with supervising faculty member, and**
 - **Receiving clear expectations for the activity.**

What is it about these high-impact activities that appear to be so effective with students?

Practices Increase Odds That Students Will:

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

What to do??

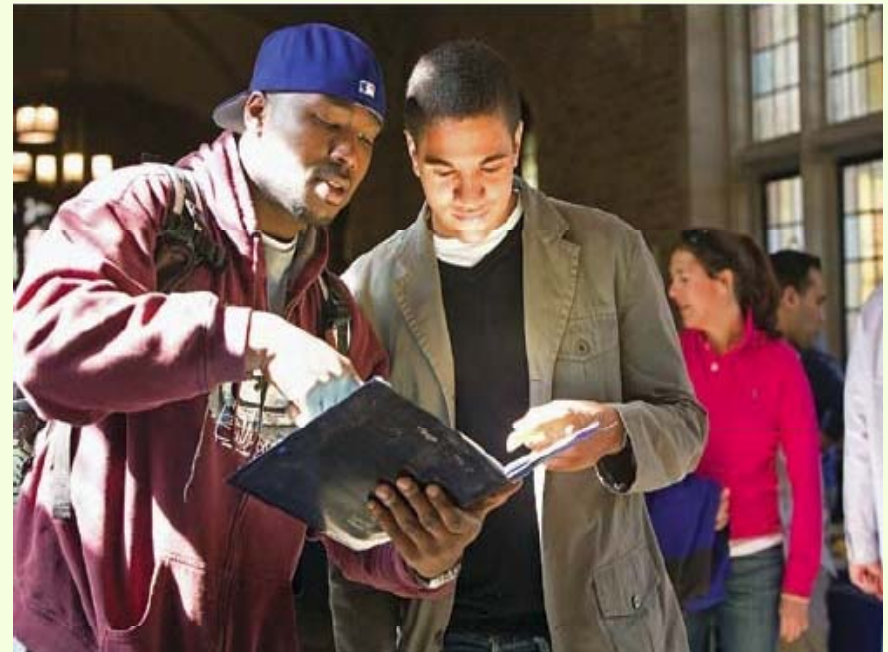
Make it possible for every student to participate in at least two high impact activities

➤ One in First Year

- FY seminars
- Learning communities
- Service learning

➤ One Later in Major

- Study abroad
- Student-faculty research
- Field placement or internship
- Capstone project



Assessment questions about high-impact practices

1. How often are students experiencing high-impact practices?
2. Do all students have an equal likelihood of participating? To what extent do underrepresented students participate?
3. Are these practices done well?



Participation in High-Impact Educational Experiences

	First-Year Experiences		Senior Year Experiences		
	Learning Community	Service Learning	Research with Faculty	Study Abroad	Senior Culminating Exp
Type of Institution					
Less Selective	16%	36%	16%	10%	30%
More Selective	18%	37%	23%	21%	35%
Race					
African American	18%	40%	17%	9%	27%
Asian Pacific Islander	17%	37%	22%	14%	28%
White	17%	36%	19%	15%	34%
Hispanic	20%	36%	17%	11%	26%
Enrollment					
Part-Time	10%	26%	12%	7%	22%
Full-Time	17%	37%	21%	16%	35%
First-Generation?					
No	18%	37%	22%	19%	36%
Yes	15%	35%	16%	9%	29%
Transfer?					
Started Here	17%	37%	23%	19%	38%
Started Elsewhere	13%	32%	14%	9%	25%
Age					
Under 24	17%	37%	23%	18%	37%
24 or Older	10%	24%	13%	7%	24%



One Campus Response: IUPUI

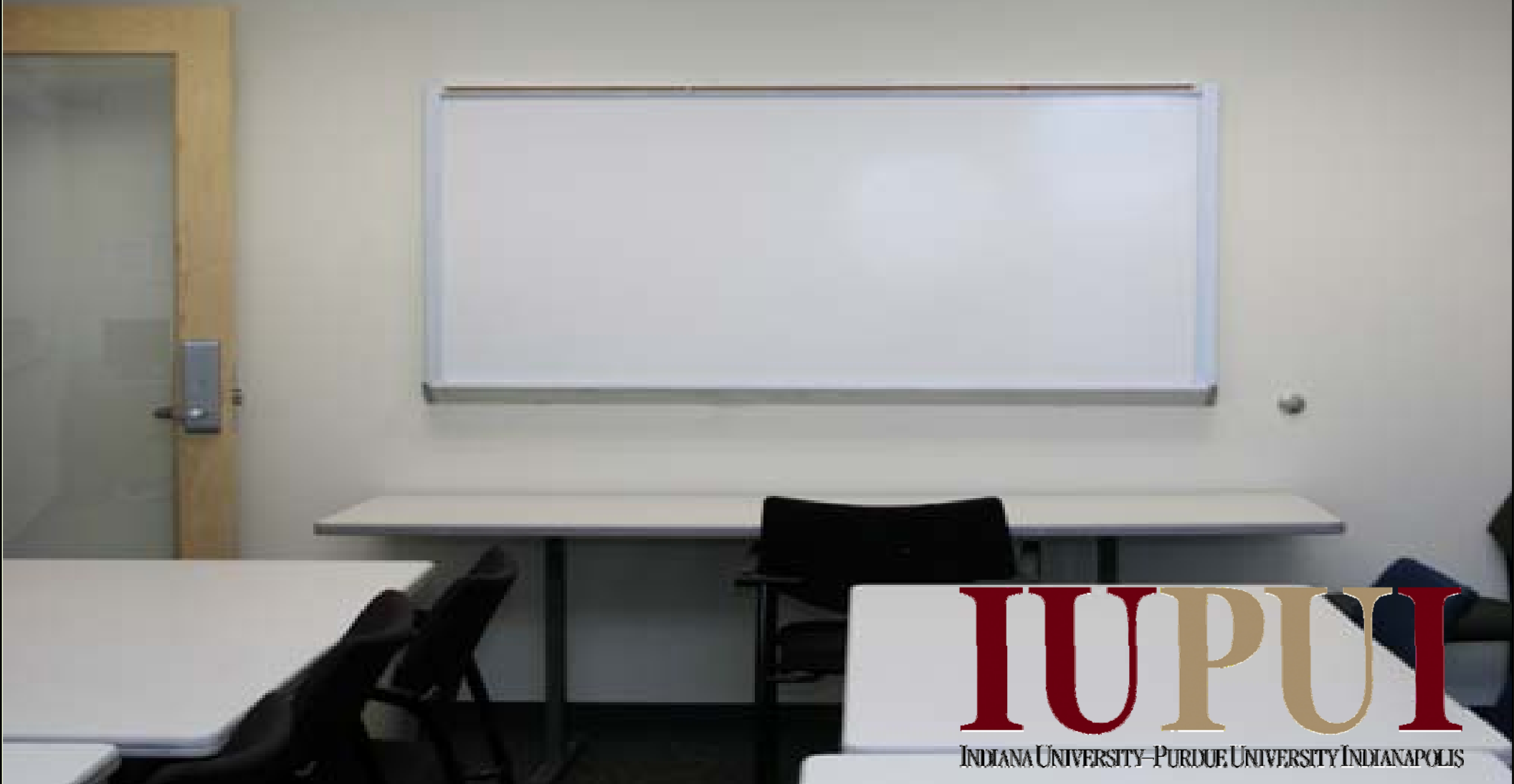
- Make Undergraduate Learning Outcomes clear to students
- Intensive learning communities
- Personal Development Planning (PDP)
- RISE Initiative

Make Undergraduate Learning Outcomes clear to students

In the classrooms...

Principles of Undergraduate Learning

Core Communication and Quantitative Skills



Make Undergraduate Learning Outcomes clear to students

In the stairwells...



Personal Development Planning (PDP)

Personal Development Planning is a process to enable first-year students at IUPUI to understand, implement, and mark progress towards a degree and a career goal by creating and following a personalized plan that is open to revision and reevaluation every semester in collaboration with an academic advisor.



IUPUI
INDIANA UNIVERSITY—PURDUE UNIVERSITY INDIANAPOLIS

RISE initiative at IUPUI

- **Research**
- **International Study Abroad**
- **Service Learning**
- **Experiential Learning**

Every student earning a bachelor's degree will complete at least 2 of the 4 types of qualifying RISE educational experiences



Recommendation: If you have NSSE Results think about...

- To what extent do our students report participation in high-impact activities? Do all students participate?**
- What % of First-Years report that they “plan to do” a learning community, work on a research project with a faculty member, or study abroad? How are these expectations set?**
- Linking your student-level NSSE results to student information to gain greater insights into who participates and how they benefit (GPA, retention, outcomes measures).**

Recommendations

For high-impact activities to make more of a difference to student learning & success....

- 1. Make it possible for students to participate in *at least 2 high impact activities* during their undergraduate program, 1 in the first year, and 1 later related to their major field.**
- 2. Ensure all students have a chance to participate in these experiences – *are students in some majors less likely to participate? To what extent do first-generation students take advantage of these experiences?***
- 3. Reduce barriers to participation, encourage all students to see potential for their involvement.**
- 4. Ensure programs are of high quality. *What is your evidence for effectiveness?***
- 5. Know how your students benefit from the experience.**

Recommendation

Use data to inform practice - examine equity gaps to evaluate performance

- Use information about the student experience to improve.
- **ASK:** What are we doing that is not working with underrepresented students? How can we be more successful with historically underserved students?
- Examine routine student data disaggregated by race and ethnicity - evaluate performance according to equity in outcomes.

Example: Examine Success Indicators from an “Equity Scorecard”* Perspective

- What percentage of students who graduate with 3.5 GPA are African American & Latina/o? How does this compare with the percentage of enrolled students?
- What percentage of Latina/o students who start out in ESL non-credit courses earn an A.A. degree within three years? Five years?
- What percentage of African American students participate in study abroad?

*University of Southern California, Center for Urban Education,
<http://www.usc.edu/dept/education/CUE/projects/equityscorecard.htm>

Recommendation

Consider Student Success Research on Underrepresented Groups

- **Students with a history of social and educational marginalization attribute successful outcomes to the **formation of supportive relationships with institutional agents, or practitioners****
- **Institutional agents foster minority students' sense of belonging, validate their knowledge, experience, and hopes, and help them muster the confidence and courage to succeed in college.**

Source: Bensimon, E.M (2007). *The Review of Higher Education* 30,(4), 441-469

Recommendation

Cultivate “Positive restlessness”

- ✓ **“We know who we are and what we aspire to.”**
- ✓ **Confident, responsive, but never quite satisfied...**
- ✓ **Self-correcting orientation**
- ✓ **Continually question, “are we performing as well as we can?”**

Last Word

We can do far more to positively influence students' experience in college and to ensure equity of outcomes.



Do we have the *will* to more consistently use promising policies and practices to increase the odds that more students “get ready,” “get in,” and “get through?”



Discussion and Questions

