Promising Practices in Student Engagement and Retention

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November 29, 2011

The Major Tasks

Teach students to:

➤ *Reflect* **– on their experiences inside and outside the classroom**

➤ *Integrate* **– see the connections between different courses, out-of-class experiences, and life beyond the institution**

➤ *Apply* **– use what one has learned in different settings presenting novel challenges and opportunities**

Overview

➢ **What the world needs now**

➢ **Why engagement and deep learning matter**

➢ **Promising practices**

➢ **Six priorities**

➢ **Discussion**

What Can We Do To…

1. Foster high levels of student engagement
2. Teach students what Kent State values and what it takes to succeed here
3. Work effectively across divisions to promote student success
4. Increase expectations for academic performance *and* the requisite support
5. Promote experiences with diversity inside and outside the classroom
6. Work effectively with underengaged students
7. Leverage resources to benefit students, institution, and the surrounding community

US Economy Defined by Greater Workplace Challenges <u>and</u> Dynamism

- ➢ **More than 1/3 of the entire US labor force changes jobs *ANNUALLY*.**

- ➢ **Today's students will have 10-14 jobs by age 38.**

- ➢ **Half of workers have been with their company less than 5 years.**

- ➢ **Every year, more than 30 million Americans are working in jobs that did not exist in the previous year.**

DOL-BLS

The World is Demanding More

➢ **…more college-educated workers.**

➢ **…more educated workers with *higher levels of learning and knowledge*.**

Employer expectations of employees have increased

% who agree with each statement

Our company is asking employees to **take on more responsibilities** and to **use a broader set of skills** than in the past

91%

Employees are expected to **work harder to coordinate with other departments** than in the past

90%

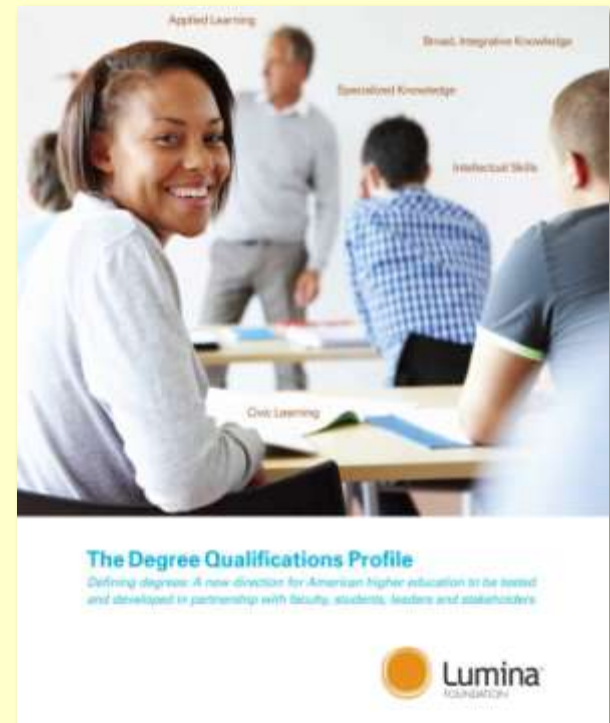The **challenges** employees face within our company are **more complex today** than they were in the past

88%

To succeed in our company, employees need **higher levels of learning and knowledge** today than they did in the past

88%

Degree Qualifications Profile

➢ **Broad, integrative knowledge**

➢ **Specialized knowledge**

➢ **Intellectual skills**

➢ **Applied learning**

➢ **Civic learning**

The Degree Qualifications Profile
Defining degree: A new direction for American higher education to be tested
and developed in partnership with faculty, students, leaders and stakeholders

Lumina
FOUNDATION

Key Capabilities Open the Door for Career Success and Earnings

"Irrespective of college major or institutional selectivity, what matters to career success is students' development of a **broad set of cross-cutting capacities…**"

Anthony Carnevale, Georgetown University
Center on Education and the Workforce

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*

Association of American Colleges and Universities

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**

What *Really* Matters in College:
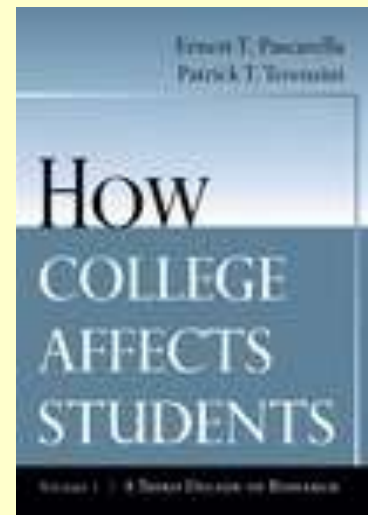## Student Engagement
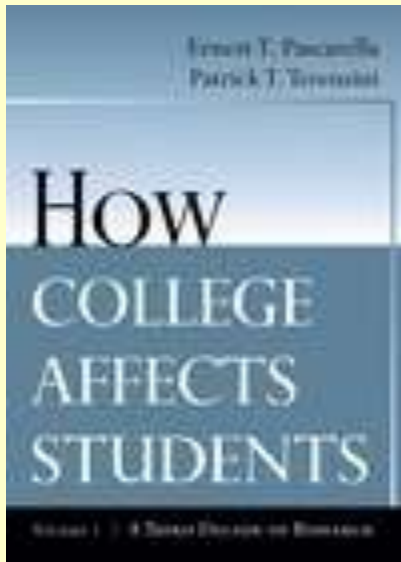
Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement.

Pascarella & Terenzini, 2005, p. 602

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

It Takes a Whole Campus to Educate a Student

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")

NSSE
national survey of student engagement

Community College Survey of Student Engagement
(pronounced "cessie")

CCSSE
Community College Survey of Student Engagement

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

Grades, persistence, student satisfaction, gains across a range of desired outcomes, and engagement go hand in hand
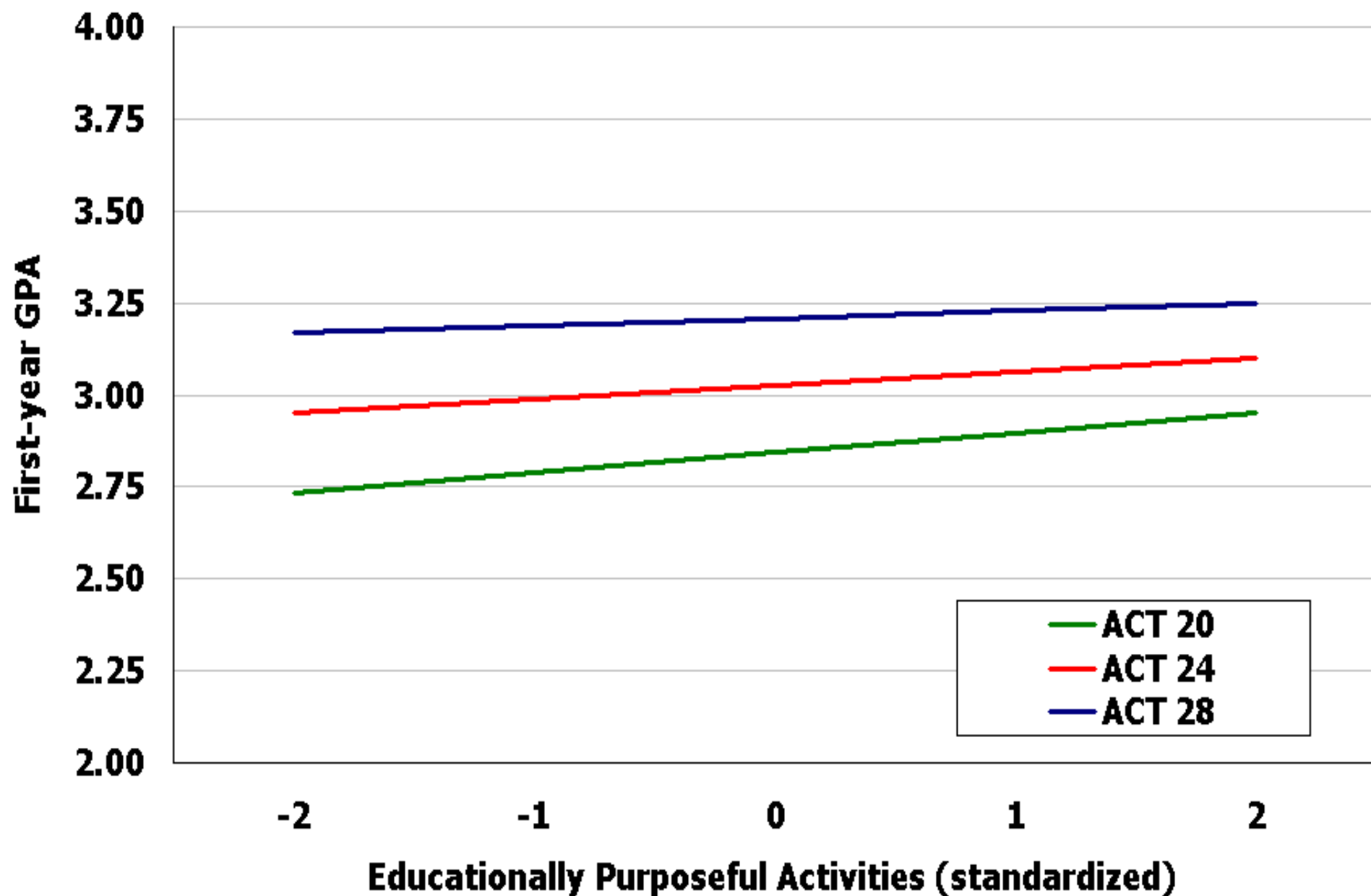
It's more complicated than this…

➢ *Many of the effects of college are "conditional"*

➢ *Some are compensatory*
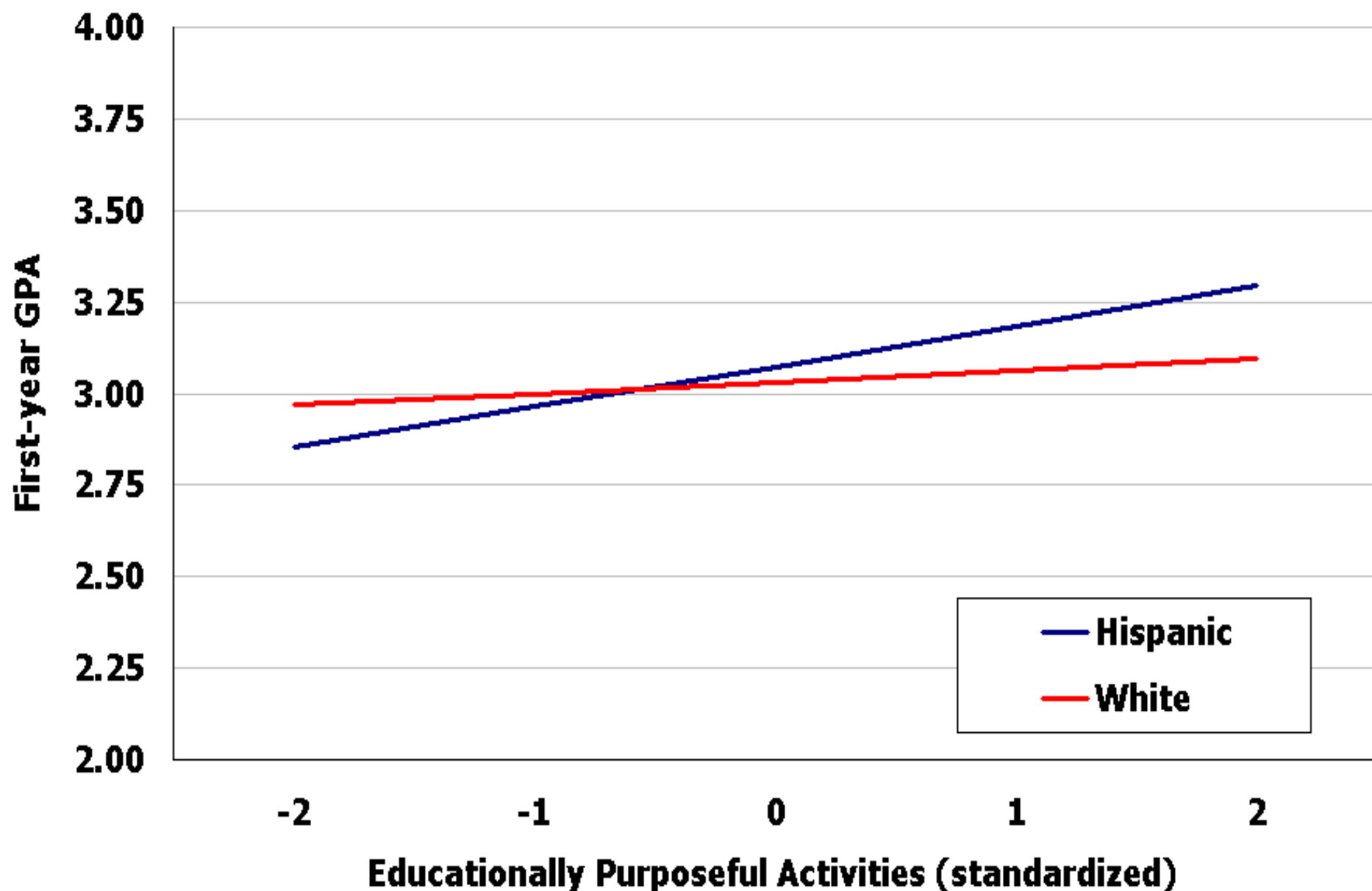
➢ *Some have unusually positive effects*

Who's (on average) more engaged?

➢ **Women**

➢ **Full-time students**

➢ **Students who live on campus**

➢ **Students with diversity experiences**
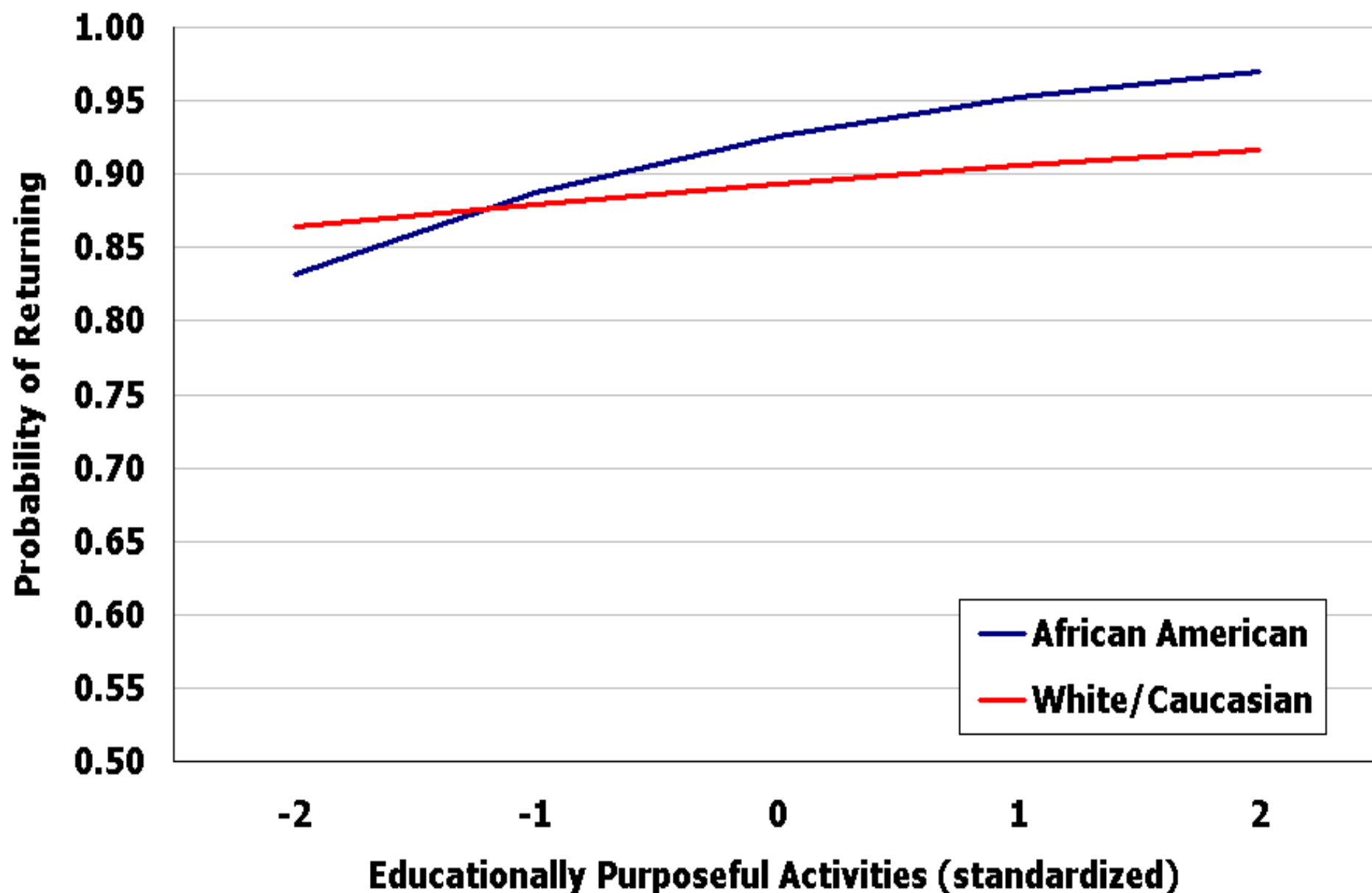
➢ **Students who start and stay at same school**

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

First-year GPA (y-axis): 4.00, 3.75, 3.50, 3.25, 3.00, 2.75, 2.50, 2.25, 2.00

Educationally Purposeful Activities (standardized) (x-axis): -2, -1, 0, 1, 2

Legend:
— ACT 20
— ACT 24
— ACT 28

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

X-axis: ACT Score (16 to 32)
Y-axis: Probability of Returning (0.50 to 1.00)
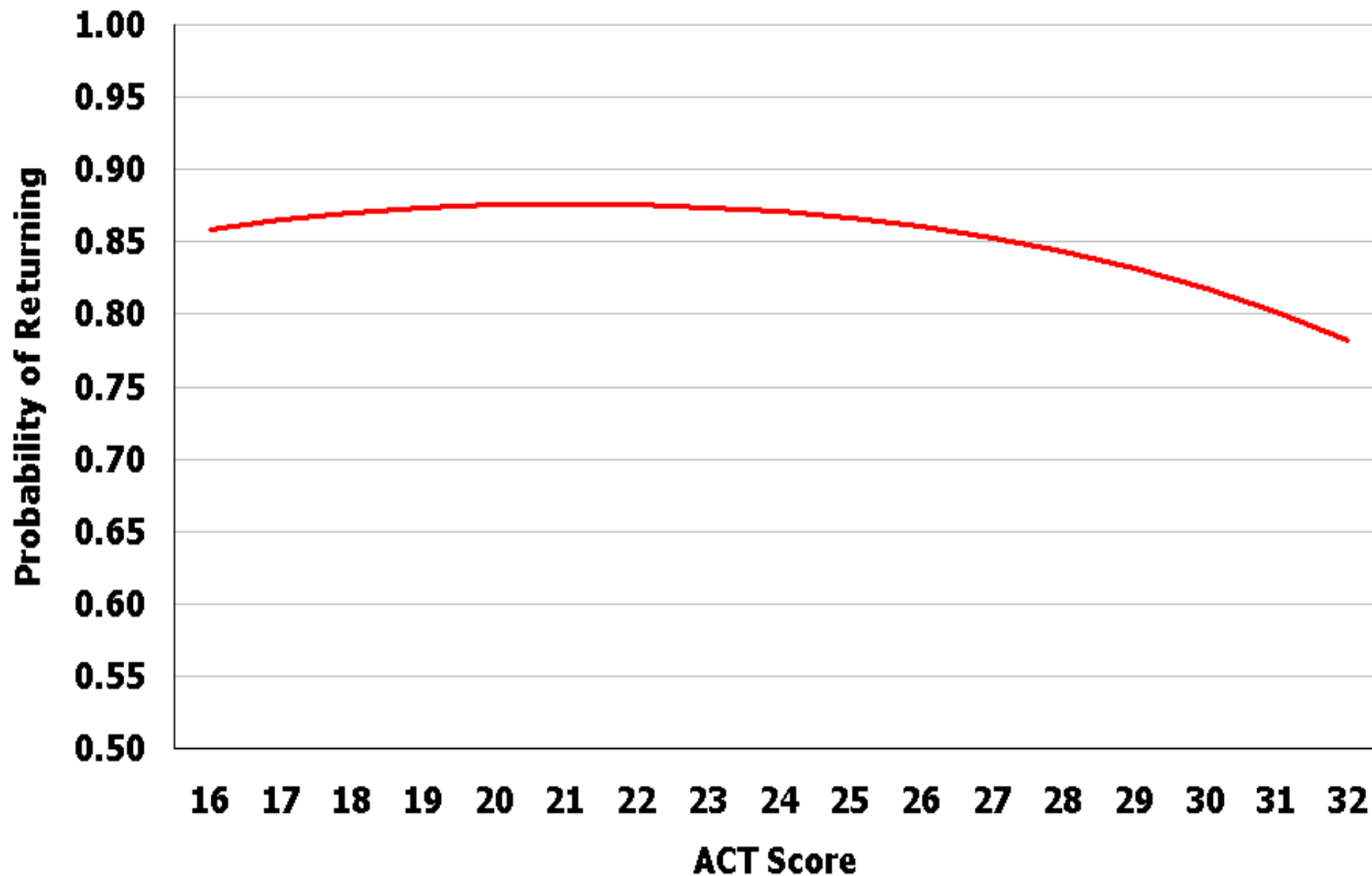
Who's more engaged?

➢ **Women**

➢ **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**

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*

Impact of High-Impact Activities Enhanced When:

- ✓ **Structure and expectations set at appropriately high levels**
- ✓ *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*
- ✓ **Public demonstration of competence**

Creating Conditions That Matter to Student Success
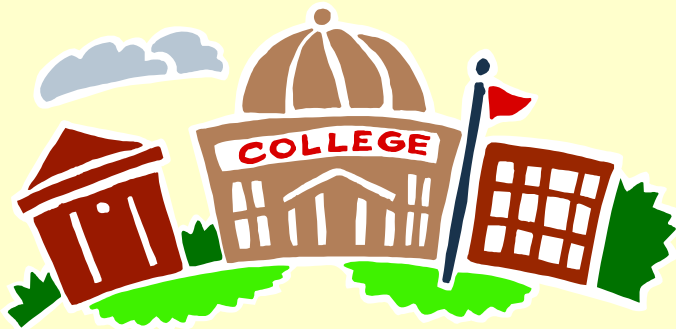
We can't leave serendipity to chance
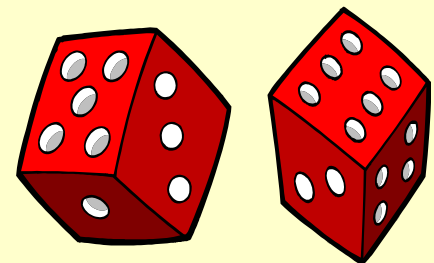
Six Priorities

## 1. Insist on doing what works

Engaging Pedagogies and Practices

a. **Classroom organization**
b. **Early and continuing assignments requiring reflection and integration coupled with feedback**
c. **Use of peer preceptors/mentors**
d. **One minute papers (variations)**
e. **Case studies**
f. **Debates**
g. **Simulations**
h. **Small group problem sets**
i. **Others…**

Targets of Opportunity

- ✓ **Insure that resources and support are accessible**
- ✓ **Require advising and orientation**
- ✓ **Use valid placement tests**
- ✓ **Reduce D/W/F rates**
- ✓ **Deploy early warning systems and safety nets**
- ✓ **Organize residences around educational themes**
- ✓ **Communicate with at-risk student family members**

Six Priorities

2. Put money where it makes a difference to student success.
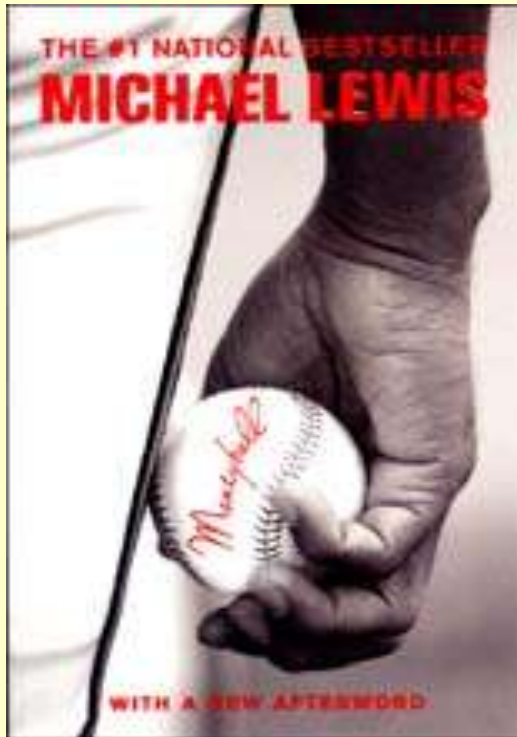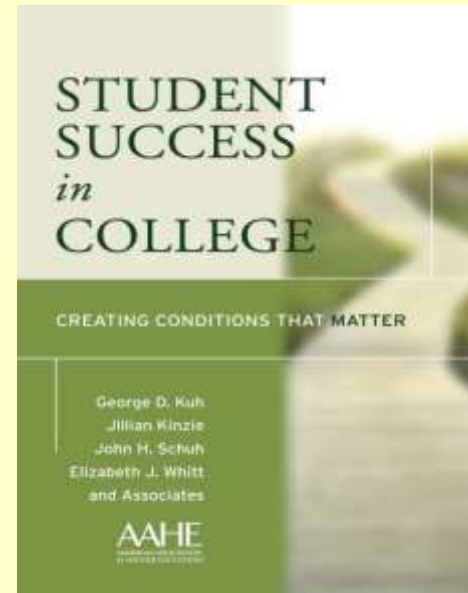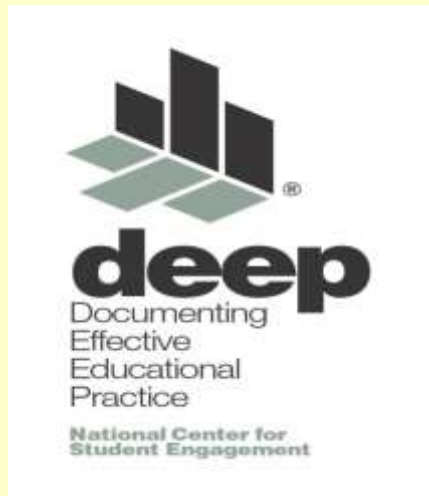
"…in professional baseball it still matters less how much you have than how well you spend it"

Six Priorities

2. **Put money where it makes a difference to student success.**

It's not how much you spend but where **(DEEP study, Delta Cost Project, Cornell studies)**

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

Occasional Paper #3

Connecting the Dots Between Learning and Resources

Jane V. Wellman

With all the talk about the need for more accountability, surprisingly little is known about what kind of resources an institution needs in order to produce a given level of student attainment.
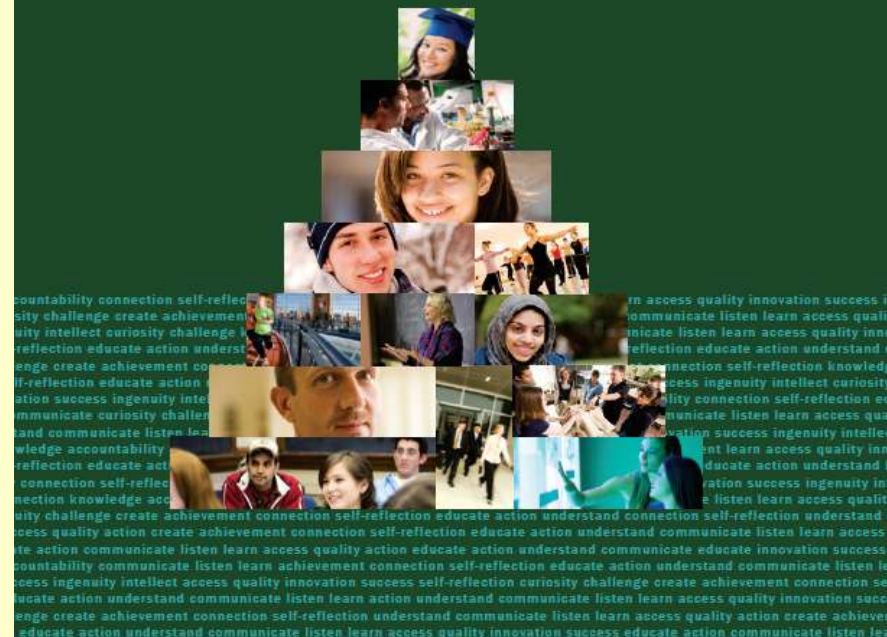

National Institute for Learning Outcomes Assessment
January 2010

Connecting the Dots
Between Learning and Resources

Jane V. Wellman
Foreword by Peter T. Ewell

Occasional Paper #3
learningoutcomesassessment.org

National Institute for
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Wellman's Conclusions

- ➢ **Intentionality matters as much or more than money alone**

- ➢ **Spending on instruction and student services pays off in learning, retention and graduation**

- ➢ **Excess units cost institutions money, cost students in time and money, and do not get students to the finish line**

Six Priorities

1. Insist on doing what works
2. Put money where it makes a difference to student success.
3. Sunset redundant and ineffective programs
4. Have *every student* do (at least) one high-quality "high-impact" experience in the first year and another linked to the major

High-Impact Practices and Senior NSSE Respondents Graduating on Time

Percentage Graduating "On Time" (i.e., in 2006-07)

Legend: ■ None ■ 1 HIP ■ 2 HIPs ■ 3 or more HIPs

Latina/o Respondents
- None: 38%
- 1 HIP: 48%
- 2 HIPs: 65%
- 3 or more HIPs: 73%

[V = .255 (.007)]

Other Respondents
- None: 54%
- 1 HIP: 63%
- 2 HIPs: 68%
- 3 or more HIPs: 69%

[V = .109 (.094)]
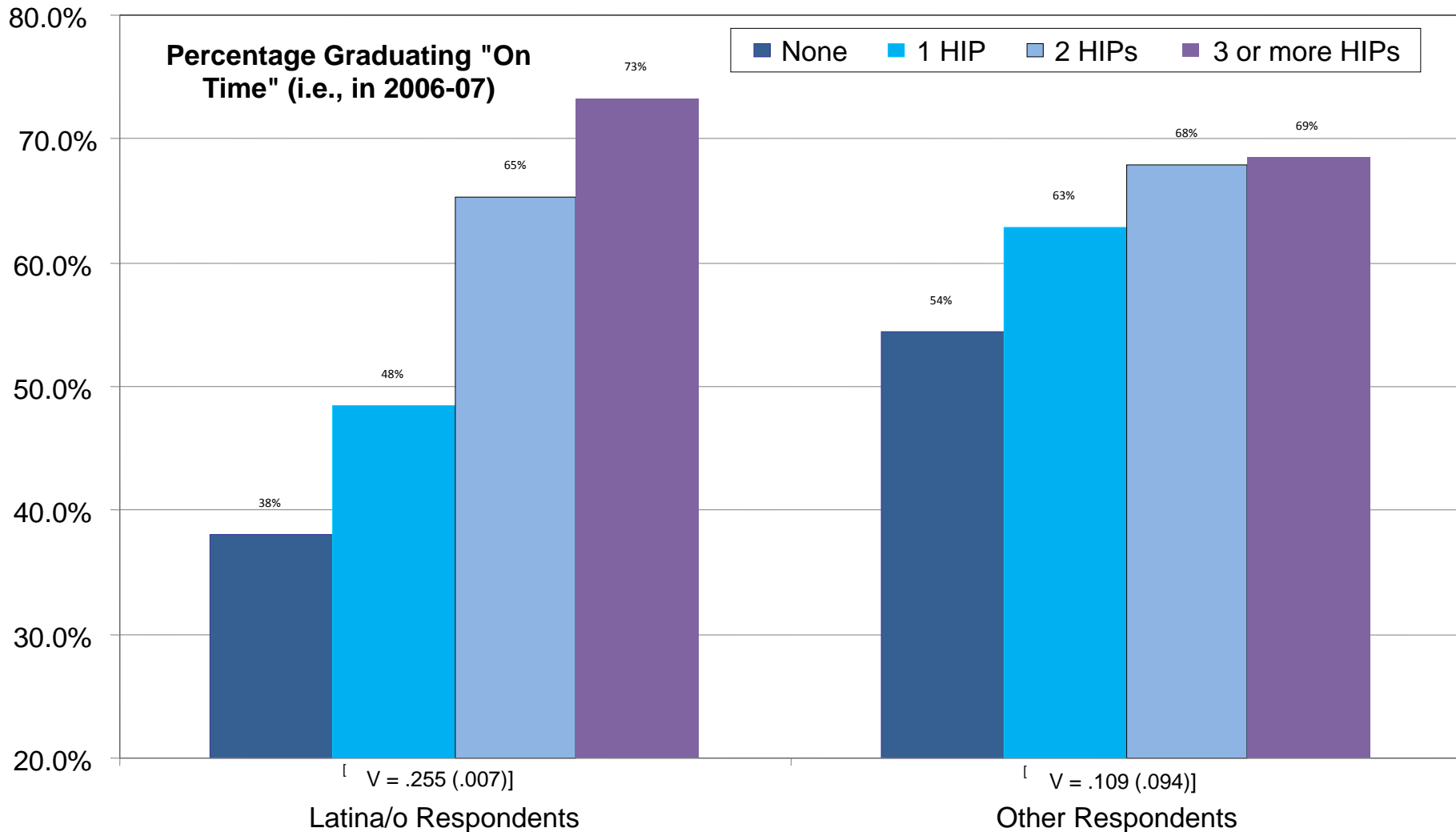
Source: *Does Participation in Multiple High Impact Practices Affect Student Success at Cal State Northridge?* by Bettina Huber (unpublished paper, 2010).

Employers assess the potential value of high-impact educational practices

% saying each would help a lot/fair amount to prepare college students for success

84% **Students complete a significant project before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills** *(62% help a lot)*

81% **Students complete an internship or community-based field project to connect classroom learning with real-world experiences** *(66%)*

81% **Students develop research skills appropriate to their field and develop evidence-based analyses** *(57%)*

73% **Students work through ethical issues and debates to form their own judgments** *(48%)*

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*

Six Priorities

5. **Make work a high-impact activity.**

U of Iowa Student Employment Project "Guided Reflection on Work" (GROW)

- **Supervisors from Student Health Service/, Housing, Iowa Memorial Union, Libraries**
- **Supervisors received one hour of training on:**
  - **Outcomes of student employment**
  - **Results from the previous year's Division of Student Services Student Employment Survey**
  - **Background on the role supervisors can play in helping students make connections between work and academics**
  - **Expectations for the Pilot Projects**

U of Iowa Student Employment Project "Guided Reflection on Work" (GROW)

- **Supervisors had two structured conversations with every student employee during spring semester and coded conversations into the following categories:**
  - **How the job and academics complement each other ("How is your job fitting in with your academics?")**
  - **Transfer between work and academics ("What are you learning here at work that is helping you in school?")**
  - **Transfer between academics and work ("Are you learning anything in class that you can apply here at work?")**
  - **Transfer between work and future career ("Give me a couple of examples of things that you are learning here at work that you will be using in your future profession?")**

U of Iowa Student Employment Project "Guided Reflection on Work" (GROW)

- **Student Employment Survey used to examine differences between pilot and non-pilot participants.**

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
My supervisor helps me make connections between my work and my life as a student.	**60%**	**51%**	**3.8**	**3.3**
My job has helped prepare me for the world of full-time work.	**62%**	**51%**	**3.6**	**3.4**
My job has helped me improve my written communications.	**16%**	**21%**	**2.6**	**2.7**

Student Employment Outcomes:
"Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
I can see connections between my job and my major/coursework.	56%	36%	3.4	2.9
My job has helped me learn about career options.	30%	39%	3.2	3.3

Student Employment Outcomes: "Guided Reflection on Work" (GROW)

Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.	**82%**	77%	4.1	4.0
My job has helped me use critical thinking skills	**70%**	57%	3.8	3.5

Student Employment Outcomes:
"Guided Reflection on Work" (GROW)

| Outcome	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
My job helped me develop more effective time management skills.	76%	76%	4.0	4.0
My job helped me improve my oral communication skills.	78%	72%	4.0	3.8
My job helped me develop conflict resolution skills.	**74%**	61%	3.8	3.6

Six Priorities

1. Insist on doing what works
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3. Sunset redundant and ineffective programs
4. Have *every student* do (at least) one high-quality "high-impact" experience in the first year and another linked to the major
5. Make work a high-impact activity
6. **Stay the course**

6. 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)

High performance is not guaranteed to last
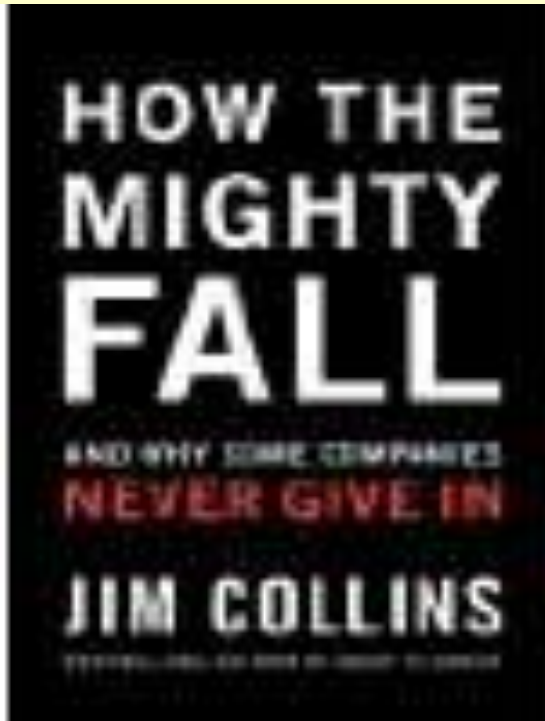
It's not complacency but over-reaching that better explains how the once invincible self-destruct

HOW THE MIGHTY FALL

AND WHY SOME COMPANIES NEVER GIVE IN

JIM COLLINS

The things we have to learn before we do them, we learn by doing them.

Aristotle, *Nicomachean Ethics*

What Can We Do To…

1. Foster high levels of student engagement
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5. Promote experiences with diversity inside and outside the classroom
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7. Leverage resources to benefit students, institution, and the surrounding community

The Major Tasks

Teach students to:

➢ *Reflect* **– on their experiences inside and outside the classroom**

➢ *Integrate* **– see the connections between different courses, out-of-class experiences, and life beyond the institution**

➢ *Apply* **– use what one has learned in different settings presenting novel challenges and opportunities**

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