

Creating Conditions that Matter to Student Success: Lessons from Project DEEP

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Overview



- ❖ **Context for Conversation**
 - ❖ **Current Concerns**
- ❖ **Research about What Matters to Student Success**
 - ❖ **Student Engagement**
 - ❖ **Project DEEP**
- ❖ **Sustaining the Conditions**

Concerns about Quality in Higher Education

- *“Colleges and universities, for all the benefits they bring, accomplish far less for their students than they should.”*
- *“The moment has surely come for America’s colleges to take a more candid look at their weaknesses and think more boldly about setting higher educational standards for themselves.”*

Bok, D. (2006). *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More.*

Defining Student Success in College

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



Simple Facts About the Undergraduate Experience from NSSE



1. Full-time students spend an average of 13 hrs per week studying (Hrs. recommended by faculty = 20-25)
2. 45% of all college seniors took at least one course at another institution prior to enrolling at their current school – “swirling”
3. 45% first-years and 30% seniors never discussed ideas with faculty outside class
4. Faculty spend 42% of class time lecturing (FSSE)

The Value of Student Engagement

- ❑ Grades, persistence, student satisfaction, and engagement go hand in hand.
- ❑ Student engagement is positively related to first-year and senior student grades and to persistence between the first & second year of college.
- ❑ At institutions where faculty members use effective educational practices more frequently in their classes, students are more engaged over all and gain more from college.
- ❑ *How can we encourage students to take greater advantage of resources for learning???*

Some Conclusions....

- *The times require reflective, student-centered educators, expert in their respective disciplines but also knowledgeable and skilled in areas required by these challenges*
- **Educators must be familiar with policies and practices linked to student success**

Inquiring Minds Want to Know...

What accounts for these results??

- **86% first-years and 80% of seniors “often” or “very often” worked with peers on projects during class [Alverno College]**
- **38% first-years worked with faculty on a research project outside of class [Michigan]**
- **85% seniors participated in community service experiences [CSUMB]**

Inquiring Minds Want to Know...

What accounts for these results??

- Transfer students are as engaged as students that started at the university [George Mason]
- 43% first-years prepared 2 or more drafts of a paper before turning it in [Fayetteville State]
- 52% first-years and 71% seniors, "sometimes", "often," or "very often" tutored or taught other students [UTEP]

Promise of Student Engagement

"If faculty and administrators use principles of good practice to arrange the curriculum and 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

**What does an
educationally
effective
college look
like at the turn
of the 21st
century?**

STUDENT
SUCCESS
in
COLLEGE

CREATING CONDITIONS THAT MATTER

George D. Kuh
Jillian Kinzie
John H. Schuh
Elizabeth J. Whitt
and Associates

AAHE
AMERICAN ASSOCIATION
for HIGHER EDUCATION™

Project DEEP

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



Project 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**

NSSE's Five Indicators of Effective Educational Practice

**Supportive
Campus
Environment**

**Enriching
Educational
Experiences**

**Level of
Academic
Challenge**

**Student
Faculty
Interaction**

**Active &
Collaborative
Learning**

What accounts for DEEP schools high NSSE benchmark scores?

Academic Challenge

Learning-intensive practices

George Mason requires every student to take from 1-3 writing-intensive courses. They along with most DEEP schools have strong writing centers to emphasize and support the importance of good writing.

Active and Collaborative Learning

Ample applied learning opportunities

University of Maine at Farmington's Student Work Initiative employs students in meaningful work in student services, laboratories, and field-research. Such experiences provide opportunities to apply what they are learning to practical, real-life situations.

Student-Faculty Interaction

Early exposure to faculty

Winston Salem State, discipline-specific orientation activities immediately immerse students in the culture of facilitate early bonds with faculty. These faculty members eventually become one of the most influential adults in students' academic lives, making sure they are successful in all aspects of college life.

Student-Faculty Interaction

Insuring opportunities for student-faculty contact

Fayetteville State creates opportunities for faculty members to “touch” students in a meaningful way:

- Minority Biomedical Research Support (MBRS)
- Research Initiative for Scientific Enhancement project (RISE)
- Louis Stokes Alliance for Minority Participation (LSAMP)
- Departmental student organizations
- Freshman Instructors provide academic, career and personal counseling

Student-Faculty Interaction

Student role in campus governance

All University of Kansas committees are required to have 20% student representation, including search and screen committees. Therefore, new faculty recruits interact with students from the start.

Enriching Educational Experiences

Cross-cultural experiences

Alverno and George Mason intentionally craft shorter study abroad experiences that meet the needs of their large non-traditional population. Similarly, Kansas and UMF arrange class-based trips that are more accessible to their first generation students

Enriching Educational Experiences

Required Enriching Experiences

All Ursinus students complete an Independent Learning Experience (ILE), such as an independent research or creative project, internship, study abroad, student teaching, or summer fellow program or comparable summer research program.

Supportive Campus Environment

Multiple interventions woven together

At CSUMB:

- Library Staff assists Capstone students to further develop their research questions and archive of Capstone projects
- Senior research projects celebrated at Capstone Conferences (Dec., May)
- Describe under-served students as “vision students,” underscoring their importance at the institution

Taking Stock of What Matters to Student Success

- The Inventory for Student Engagement and Success (ISES) -

Diagnostic Queries

Taking Stock of What Matters to Student Success

Jillian Kinzie
Center for Postsecondary Research
Indiana University Bloomington

Conditions for Educational Effectiveness

A “Living” Mission and “Lived” Educational Philosophy

- To what extent do academic and student life policies, programs, and practices reflect the institution’s espoused mission and values?
- What is the institution’s *enacted* institutional mission? That is, to what do people devote their time and energies? What is valued and rewarded? What do people say their institution is trying to do?
- What are the guiding beliefs and assumptions about how learning best occurs?
- In what ways does the enacted mission and philosophy influence students’ experiences?

Unshakeable Focus on Student Learning

- How much do faculty and staff know about *all* your students and their learning and engagement? What do faculty and staff *not* know about students but should?
- How are faculty encouraged and supported to facilitate student learning?
- To what extent and in what ways are students expected and prepared to teach, and learn from, one another in and out of class?
- What resources, such as teaching and learning centers, are available and used by for faculty and for students?
- To what extent and in what ways are faculty and staff expected to make time for students and rewarded for doing so?

Environments Adapted for Educational Enrichment

- How do community members – students, faculty, staff, others – describe the institution’s physical setting and appearance? To what extent do they identify a ‘sense of place’?
- Do certain groups of students use the institution’s resources differently? In what ways do these differences influence learning?

Clear Pathways to Student Success

- What messages are communicated to newcomers about expectations for student performance?
- To what extent are students’ academic performance and out-of-class lives consistent with the institution’s expectations? In what ways do students’ out-of-class lives facilitate and inhibit their learning and success?
- What structures and process are in place to identify students who are less engaged in educationally purposeful activities than they should be to succeed?

Improvement-Oriented Ethos

- To what extent are faculty and staff committed to ongoing institutional improvement and to enhancing student success?
- To what extent are resources ‘front-loaded’ to foster students’ academic and social success? How might these resources be integrated more effectively?
- What data related to student success and effective educational practice are collected, for what purposes, and by whom? How are they used?

Shared Responsibility for Educational Quality and Student Success

- To what extent do academic and student life policies, programs, and practices support: (1) the educational mission of the institution? (2) academic programs and priorities? (3) students’ learning and success?
- What messages are communicated to students about taking responsibility for their own learning and success? To what extent do students feel responsible for the quality of their peers’ success?

DEEP Results:

Conditions That Promote Student Success

- 1. “Living” Mission and “Lived” Educational Philosophy**
- 2. Unshakeable Focus on Student Learning**
- 3. Environments Adapted for Educational Enrichment**
- 4. Clearly Marked Pathways to Student Success**
- 5. Improvement-Oriented Ethos**
- 6. Shared Responsibility for Educational Quality**

Lessons from Project DEEP

1. *“Living” Mission and “Lived” Educational Philosophy*

- ❖ Missions, values, and aspirations are transparent and understandable.
- ❖ Sustained widespread understanding and endorsement of educational purposes.
- ❖ Complementary policies and practices tailored to the school’s mission and students’ needs and abilities.

“Living” Mission

Macalester College students, faculty and staff understand and articulate the College’s core values of academic excellence, service, multiculturalism and internationalism. These values are enacted in the curriculum and co-curriculum.

“Living” Mission

“Sea change” at KU to emphasize undergraduate instruction

- ❖ **Experienced instructors teach lower division and introductory courses**
- ❖ **Faculty members from each academic unit serve as “Faculty Ambassadors” to the Center for Teaching Excellence**
- ❖ **Course enrollments kept low in many undergraduate courses; 80% have 30 or fewer students; 93% 50 or fewer students.**

Lessons from Project DEEP

2. *Unshakeable Focus on Student Learning*

- ❖ Student learning and personal development are high priorities.
- ❖ Extensive use of engaging pedagogies
- ❖ Faculty and administrators challenge students with high standards: “Work with the students we have,” in contrast to focusing only on the best and the brightest
- ❖ Make time for students

Ample applied learning opportunities

CSUMB requires all students to complete a lower and upper-level service learning experience. The capstone experience requires students to connect their project to community needs and reflect on “how will you act on what you know?”

Learning opportunities consistent with student characteristics

Fayetteville State University's philosophy of "talent development" is long-standing and pervasive: "We will meet you where you are, but we will tell you where we want you to go."

- **University College: Comprehensive network of advising, support services, tutoring, early warning systems.**
- **"Everyone has a role . . . Secretaries see themselves as extensions of advising."**

Lessons from Project DEEP

3. *Environments Adapted for Educational Enrichment*

- ❖ DEEP schools make wherever they are “a good place for a college!”
- ❖ Connected to the local community in mutually beneficial, educationally purposeful ways.
- ❖ Buildings, classrooms, and other physical structures are adapted to “human scale.”
- ❖ Psychological size fosters engagement with peers, faculty and staff.

Linking campus and community

George Mason's Century Club: Business, professional, and government organizations promote partnerships between the University and the metro area business community. Members volunteer to work with faculty and students in job and internship fairs, resume and interviewing workshops, and networking opportunities.

U of Kansas Digital Environments: Technology-enriched learning

Faculty make large lecture classes engaging via PowerPoint, Blackboard software, and other technology including slides and videos, and “interactive lecturing,” which incorporates various opportunities for students to participate.

Lessons from Project DEEP

4. *Clearly Marked Pathways to Student Success*

- ❖ Mutually reinforcing student expectations and behavior, institutional expectations, and institutional reward systems.
- ❖ Redundant early warning systems and safety nets
- ❖ Clear messages to students about the resources and services available to help them succeed and clear expectations for their use.

Socialization to academic expectations

At Wheaton, new students read a common book and essays by faculty that respond to the reading. Assigned readings, faculty responses, and the website combine to introduce incoming students to preferred ways to grapple with intellectual issues.

Socialization to academic expectations

Winston Salem State University's First Year College houses most sources of academic support for new students in one location. This is a physical manifestation of the focus of the FYC: bring institutional resources together in a systematic and coordinated way to address the needs of new students.

- **Required: new student seminars taught by faculty who also serve as new student advisors and mentors.**

Intentional acculturation

Rituals and traditions connect students to each other and the institution

KU's "Traditions Night." 3,000 + students gather in the football stadium to rehearse the Rock Chalk Chant, listen to stories about the Jayhawk, learn the "I'm a Jayhawk" school song, and hear stories intended to instill students' commitment to graduation



Intentional acculturation

**At Longwood, peer mentors --
“students helping other students”
-- are catalysts to promote
student achievement and learning
and introduce students’ to
volunteer and other educational
opportunities through the
Longwood Seminar, residence
halls leadership roles, and the
strong co-curricular program.**

Redundant early warning systems: “Tag Teaming”

- ❖ **Wheaton first-year student advising team includes faculty, student preceptors, librarians and administrative staff.**
- ❖ **At Ursinus, Miami, and Wheaton representatives from both academic affairs and student affairs serve as academic advisors.**

Lessons from Project DEEP

5. *Improvement oriented ethos*

- ❖ Self-correcting orientation
- ❖ “Positive restlessness”
- ❖ Continually question, “are we performing as well as we can?”
- ❖ Decision-making informed by data
- ❖ “We know who we are and what we aspire to.”

Improvement-oriented ethos

Evergreen State College: “We talk about what needs to be fixed all the time. This is very much a part of our culture.”

- **Much of Evergreen’s academic program is reinvented on an annual basis.**
- **“Disappearing task forces.”**

Macalester College

DEEP Fieldnotes:

"It's 9:00 a.m. We're about to begin our first meeting of the day. This is our second visit to Macalester and we're seeking feedback about the College's Interim Report. Sitting in the provost's comfortable meeting area, our pens are poised to record what we need to do to enhance the next draft of this report. The provost pulls out his own legal pad and pen and sits across from us expectantly. Turning the tables, he says: 'This was a fine report. Now would you tell us how we can do things better here at Macalester?'"

Applying Karl Weick's Concept of Small Wins to Organizational Change

It seems useful to consider the possibility that social problems [organizational change projects] seldom get solved [are undertaken] because people define these problems in ways that overwhelm their ability to do anything about them

Small Wins

A small win is a concrete, complete, implemented outcome of moderate importance. By itself a small win may seem unimportant. A series of wins at small but significant tasks, however, reveals a pattern that may attract allies, deter opponents, and lower resistance to subsequent proposals.

(Weick, K. E. [1984]. Small wins. American Psychologist, 39, 1, 40-49.)

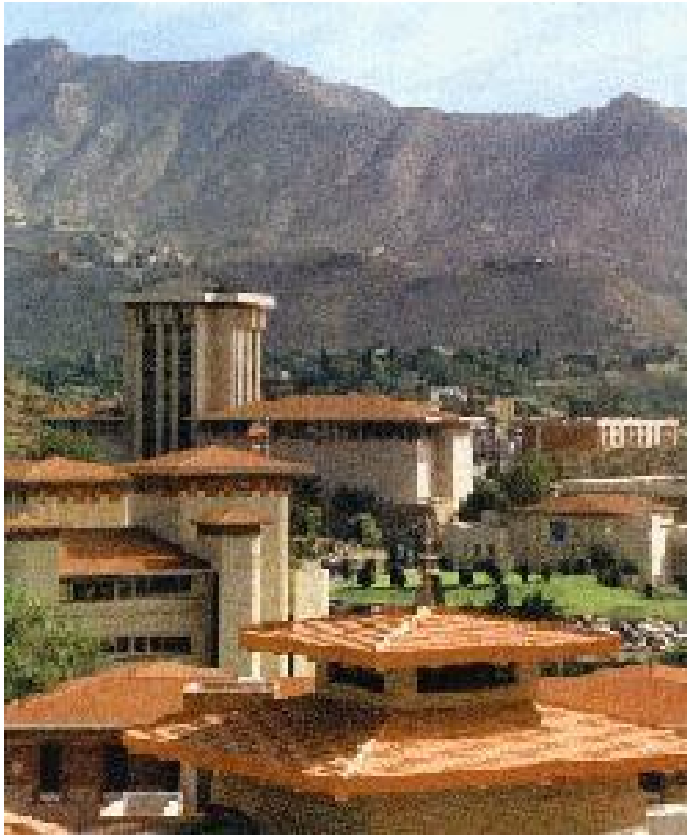
Pull More Levers



Thus instead of singular, large, specially designed and campuswide programs to achieve a particular institutional goal, efforts might more profitably focus on ways to embed the pursuit of that goal in all institutional activities...rather than seeking large levers to pull in order to promote change on a large scale, it may well be more effective to pull more levers more often.

Pascarella, E. T., & Terenzini, P. T. (1991). How college affects students. San Francisco: Jossey-Bass. (p. 655)

One Schools Story:



"I began to articulate a vision of UTEP that was very inclusive and proclaimed our pride in being a Hispanic-majority university... If the faculty would partner with the local schools to work on improving the precollege preparation of El Paso students—the majority of whom come to UTEP—then they would be investing in the quality of students who would soon be in their university classes." UTEP President

Lessons from Project DEEP

6. Shared responsibility for educational quality

- ❖ Leaders articulate and use core operating principles in decision making
- ❖ Supportive educators are everywhere
- ❖ Student and academic affairs collaboration
- ❖ Student ownership
- ❖ A caring, supportive community

Academic-Student affairs partnerships

At Alverno, student affairs staff members described themselves as “partners in learning in developing a community of learners” and have identified desired co-curricular outcomes that complement the College’s Eight Ability outcomes. A staff member noted, “We see ourselves as an extension of the classroom.”

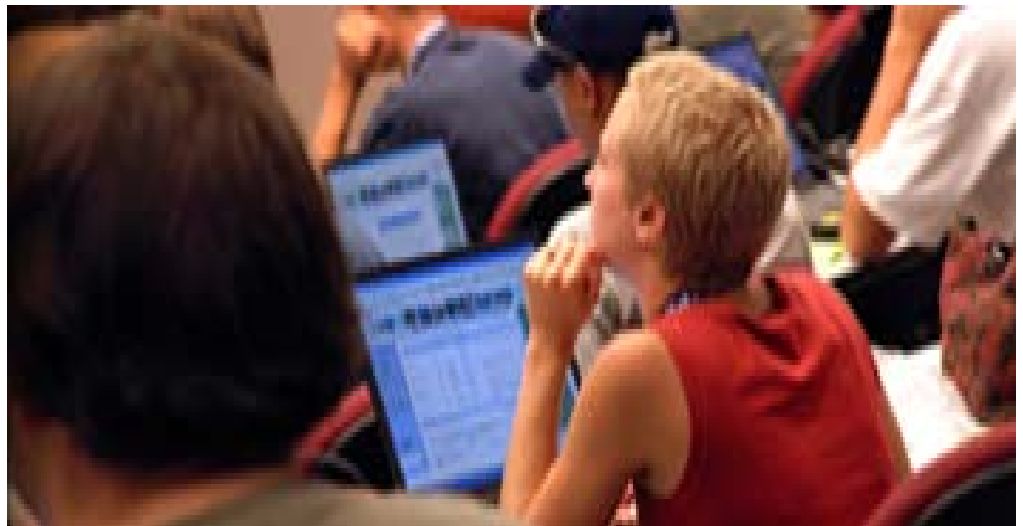
"The Power of One"

Every DEEP school has people who add a special dimension to the student experience. They make people around them better as they routinely energize all with whom they interact – students, faculty, staff and others.

"Miss Rita" at Wofford College

Reflective Moment

□ What is 1 thing you're taking away from these examples? Why?



The Main Thing...

*The main thing is to make sure
the main thing is the main
thing (Richard Chait)*

*An unshakeable focus on
student learning & success*



Potential “High Impact” Activities

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments
- “Science as science is done”
- Diversity/global learning
- Service learning/community service
- Internships
- Capstone experiences/projects

1. Lay out the path to student success

- a. Front load resources*
- b. Teach newcomers the culture*
- d. Create a sense of “specialness”*
- e. Emphasize student initiative*
- f. Focus on at-risk, underengaged students*
- g. If something works, require it?*

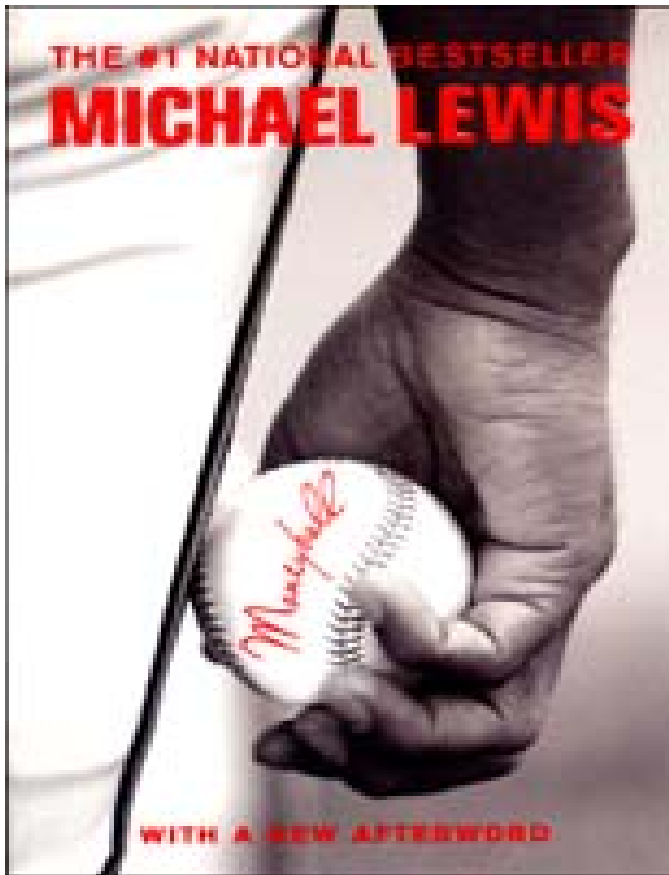
2. Attract, socialize and reward competent people

- a. Recruit faculty and staff committed to student learning*
- b. Emphasize student centeredness in faculty and staff orientation*
- c. Make room for differences*
- d. Reward and support competent staff to insure high quality student support services*

3. Promote and reward collaboration

- a. Tighten the philosophical and operational linkages between academic and student affairs*
 - *Peer tutoring and mentoring*
 - *First year seminars*
 - *Learning communities*
- b. Make governance a shared responsibility*

4. Put money where it will make a difference in student engagement



“...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 in student engagement

- a. Align reward system with institutional mission, values, and priorities*
- b. Invest in staff members who are doing the right things*
- c. Invest in physical plant improvements that facilitate learning*
- d. Sunset redundant and ineffective programs; feed those that are demonstrably effective*

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*

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?"**

6. Use Data to Inform Decisions

- **Conduct ongoing outcomes assessment and use the results.**
- **Do more of what you know works for student success; do less of what you know doesn't [or can't demonstrate does]**
- **Review and revise time commitments and priorities**



The University of Kansas

Kansas University provost: "Data drive most of the things we do."

Gen Ed Assessment Interviews, conducted by faculty to assess impact of Gen Ed courses, provide annual opportunity for faculty to "sit across" from 120 graduating seniors and learn how to improve the experiences of students in their major fields. Three-person teams (one faculty member from each student's major and two faculty members from outside the major area) conduct these interviews; more than a third of the faculty has participated. Results of this assessment, including major-specific results, are available to academic units.

Miami University

An ambitious benchmarking exercise calls for each department and program to evaluate its own practices, make comparisons to six strong departments at other universities, and implement the best practices found elsewhere. More than 100 plans for improvement were developed as a result of the benchmarking exercise, and many more recommendations are expected.

Creating Conditions that Matter

- ✓ Not sufficient to simply “have” extended orientation, writing center, early warning system, etc.: A significant proportion of students must take advantage of programs
- ✓ Programs must be of high quality, employ best practices, meet needs of your students & attend to campus culture
- ✓ Must have evidence to demonstrate effectiveness and pinpoint how to improve

Institutional Assessment

- ? What proven student success programs and practices exist on your campus?
- ? What proportion of students are affected by the program?
- ? How many are required of students?
- ? What is the quality of the program?
- ? How do you know it's effective?

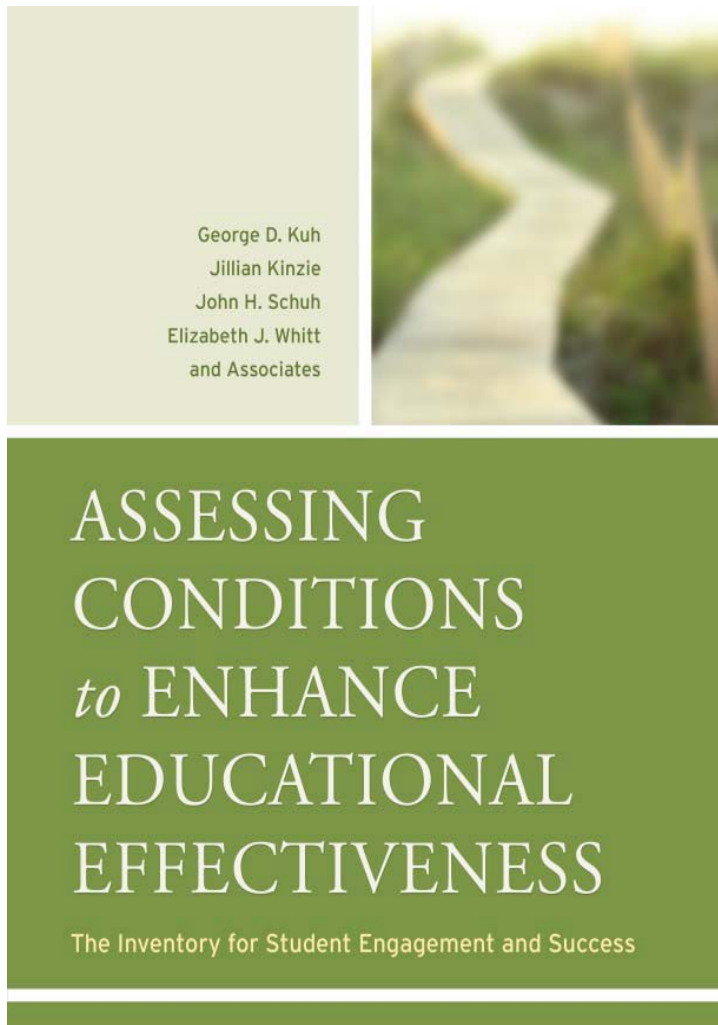
Table 1. Inventory of Programs for Student Success

	On Our Campus	Required	% Student Involved	Quality	Evidence of Effectiveness
Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	+	Surveys, NODA award
Extended Orientation	<input checked="" type="checkbox"/>		20%	?	Instit data persistence
First-Year Seminar					
Learning Communities	<input checked="" type="checkbox"/>		50% - FY	=	Adapted best practices
Early Warning Systems					
Advising Career Center	<input checked="" type="checkbox"/>		60% - FY	-	Advising Standards
Student Faculty Contact					
Multicultural Programs	<input checked="" type="checkbox"/>		?	=	Surveys
Internship, Experientl Lrng	<input checked="" type="checkbox"/>		50%	+	Alum surveys
Co-curricular Activities	<input checked="" type="checkbox"/>		80% - SR	+	?
Undergraduate Research	<input checked="" type="checkbox"/>		15%	=	?
Writing Center	<input checked="" type="checkbox"/>		20% - FY	-	FY Writing Prof Feedback
Math-Science Center	<input checked="" type="checkbox"/>		?	-	
Academic Support Center					
Service-Learning	<input checked="" type="checkbox"/>		25% - FY	=	?
Capstone	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	+	Major Field Test

Institutional Assessment

- Make sure faculty and staff understand *what* is being measured and *why*
- Explain what the data *do* and *do not* represent
- Collect enough data to disaggregate at meaningful levels

Assessing Conditions to Enhance Educational Effectiveness



- Next-step resource to help institutions assess extent to which DEEP conditions exist
- *The Inventory for Student Engagement and Success (ISES)*, a self-guided framework for conducting comprehensive & systematic analysis, features diagnostic queries that focus on the 6 conditions common to DEEP schools, and the 5 NSSE clusters of effective educational practice

7. 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 and monitor status of initiatives*
- c. Those 'in charge' not solely responsible for bringing about change*

DEEP Epilogue...

Five years later, we found two approaches regarding the conditions at DEEP schools

1. Advancing the student success agenda

a. Pervasive

b. Targeted

2. Drifting off course



Keys to Sustaining the Student Success Agenda

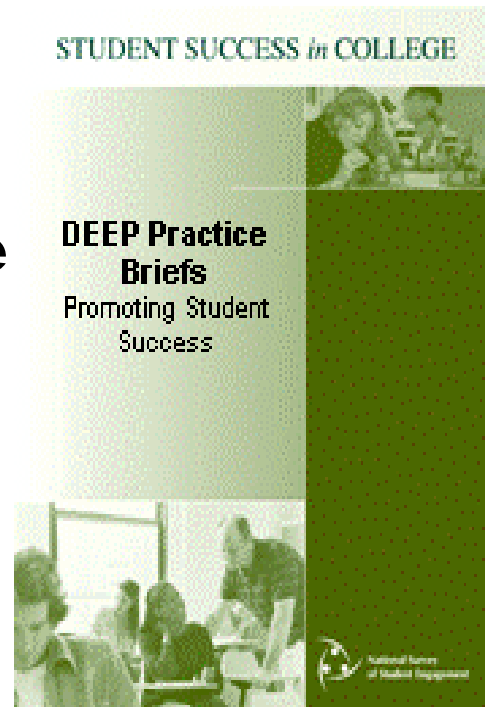
- a. Student success becomes an institutional priority when everyone--especially campus leaders--make it so.*
- b. Measure and act on what matters to student success*
- c. Stay positively restless*

DEEP Practice Briefs

**Download
the series!**

DEEP Practice Briefs - Promoting Student Success Series – 16 Papers available.
www.nsse.iub.edu

- ❑ Kuh, G.D. (2005). What campus leaders can do. Occasional Paper No. 1.
- ❑ Kuh, G.D. & Kinzie, J. (2005). What the media and the general public need to know. Occasional Paper No. 2.
- ❑ Chickering, A.W. & Kuh, G.D. (2005). Creating conditions so every student can learn. Occasional Paper No. 3.
- ❑ Kezar, A. J. (2005). The importance of shared leadership and collaboration. Occasional Paper No. 4.



Discussion and Comments

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Conversation Starters

1. ~~What questions do you have about your NSSE data and practices at DEEP schools?~~
2. In what ways are students in your classes most engaged?
3. In what areas (classes, topics, class year, type of learning, etc.) would you like to see them more engaged?
4. What engagement item (see NSSE benchmarks handout) if increased would lead to greatest learning and development for first-year students? for Seniors? Identify an action you could take to enhance the selected engagement practice.
5. What might you do differently in your own practice based on DEEP findings?

“It’s All About the Culture”

Institutional Cultures

- ❑ What is distinctive about this institution: To students? To staff?
- ❑ How do these distinctive aspects of the institution affect the campus climate? Student success?
- ❑ In what ways do the institutional culture and dominant subcultures promote, or inhibit, student learning and success?

“It’s All About the Culture”

Institutional Cultures

- How do the following influence student success:
 - Language that administrators, faculty, and others use to communicate the importance of student success; Language that includes some students and excludes others;
 - Symbols and symbolic actions that communicate the importance of various groups of students;
 - Messages and cultural values that are imbedded in events.

“It’s All About the Culture”

Student Cultures

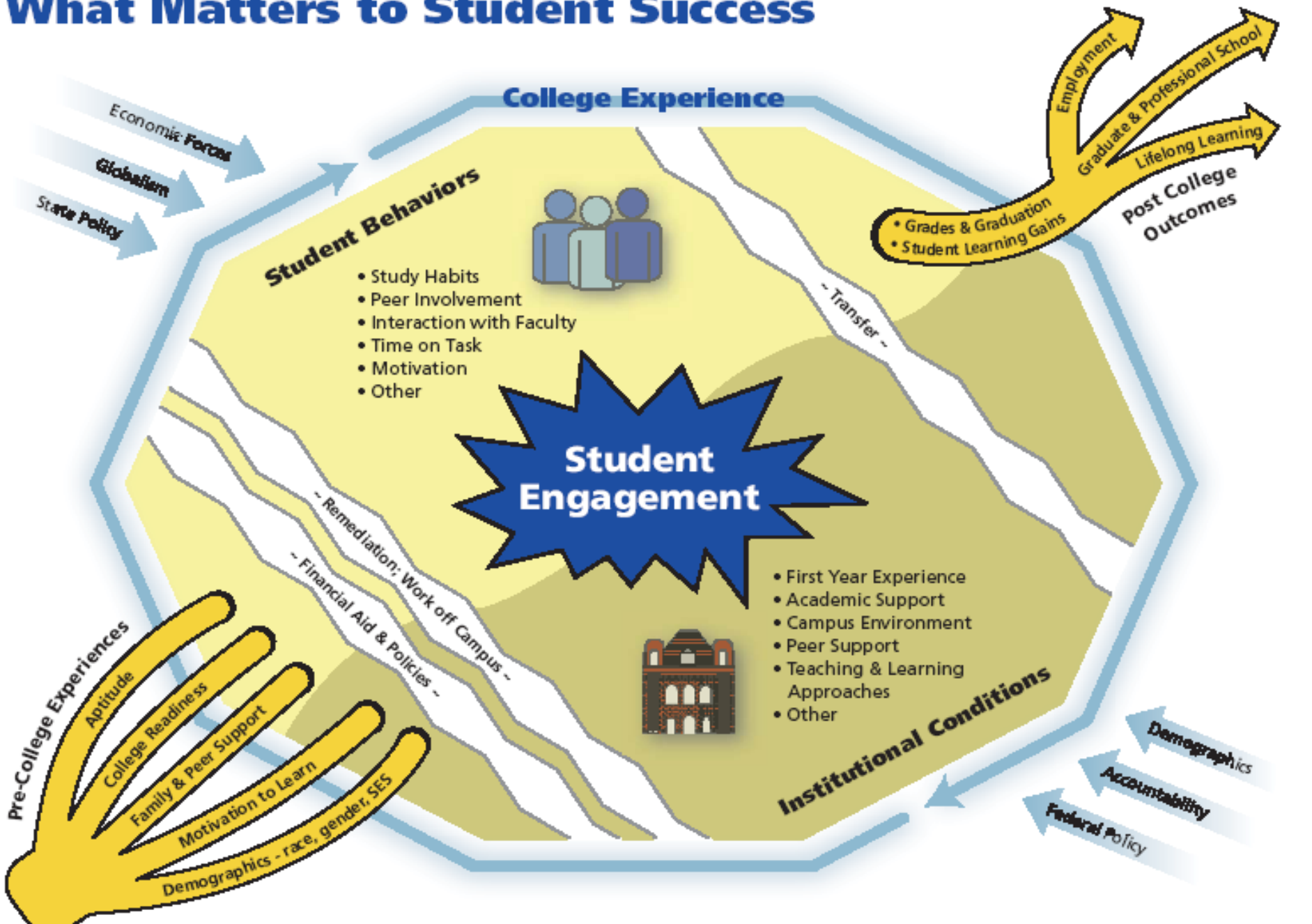
- ❑ How do students describe what they learn, how they learn, and from whom? In what ways are students’ experiences consistent and inconsistent with those desired and/or claimed by the institution?
- ❑ How do the student culture and/or dominant student subcultures promote or inhibit student learning and success?
- ❑ What opportunities exist to celebrate students and their learning? Institutional values? Campus community?

“It’s All About the Culture”

Student Cultures

- How do the following influence student success:
 - The languages of student cultures that reinforce or contradict the educational values of the institution.
 - What do symbols and symbolic actions of student cultures communicate about the educational values of the institution?
 - What messages and cultural values are communicated by student traditions, heroes and heroines, rituals, and legends?

What Matters to Student Success





What We Know About the Undergraduate Experience from NSSE:

National Survey of Student Engagement (NSSE)



- ❖ **Annual survey that assesses the extent to which students engage in educational practices associated with high levels of learning and development**
- ❖ Results provide estimate of how first-year and senior students spend their time & what they gain from attending college NSSE items represent empirically confirmed 'good practices'; behaviors associated with desired outcomes of college
- ❖ 1,200 baccalaureate institutions; 275,000 students annually

National Survey of Student Engagement *(pronounced "nessie")*



Community College Survey of Student Engagement *(pronounced "sessie")*



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

Two Components of Student Engagement

1. What students do -- time and energy devoted to educationally purposeful activities
2. What institutions do -- using effective educational practices to induce students to do the right things



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)
- Outcomes (Pascarella, 1985)
- Student engagement (Kuh, 1991,
2005)



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**





What do students do?

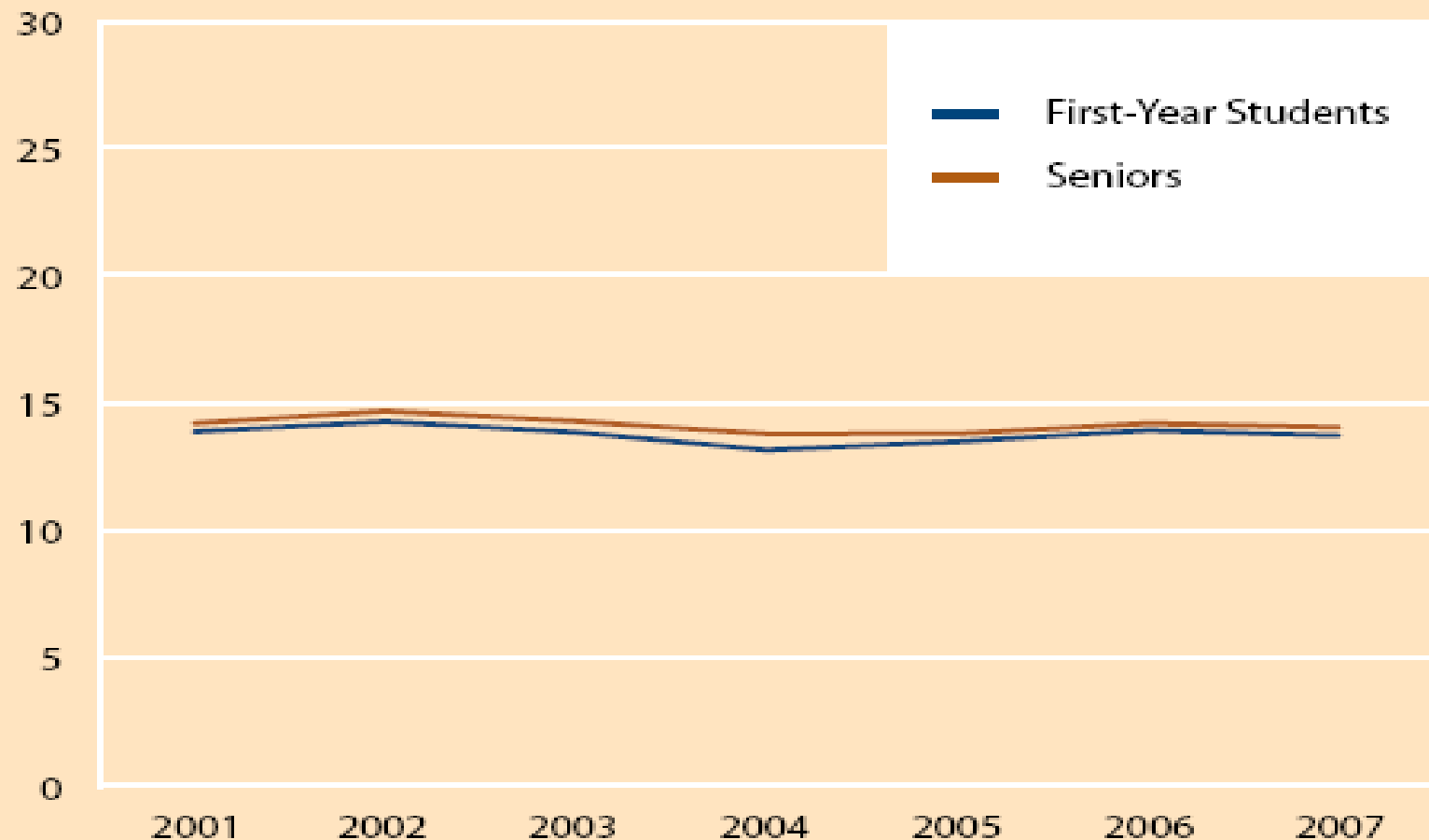
1. What percent of full-time first-year students study, on average, more than 20 hours per week?

(a) 12% (b) 18% (c) 30% (d) 41%

b. 18% NSSE FY

Hours per Week Spent Preparing for Class 2001 - 2007

Figure 2: Average Hours per Week Spent Preparing for Class 2001 - 2007





Worrisome Gap?

Time spent studying

- ❑ **First-year students average about 13-14 hrs. per week studying**
- ❑ **Faculty Survey of Student Engagement (FSSE) data indicate that faculty expect students to spend more than twice that amount preparing (estimated 24-30 hrs. a week for FT)**
- ❑ **Entering first-year students EXPECT to study more than they actually do in college**



What do first-year students do?

2. What percent of first year students report they frequently (“often or very often”) received prompt feedback on their academic performance?

(a) 27% (b) 35% (c) 44% (d) 53% (e) none of the above

d. 53% NSSE first-years

FSSE & NSSE comparison

Prompt Feedback



FACULTY gave prompt
feedback often or very often

Lower
Division

Upper
Division

93% / **93%**



STUDENTS received prompt
feedback often or very often

1st yr.
Students

Seniors

53% / **76%**

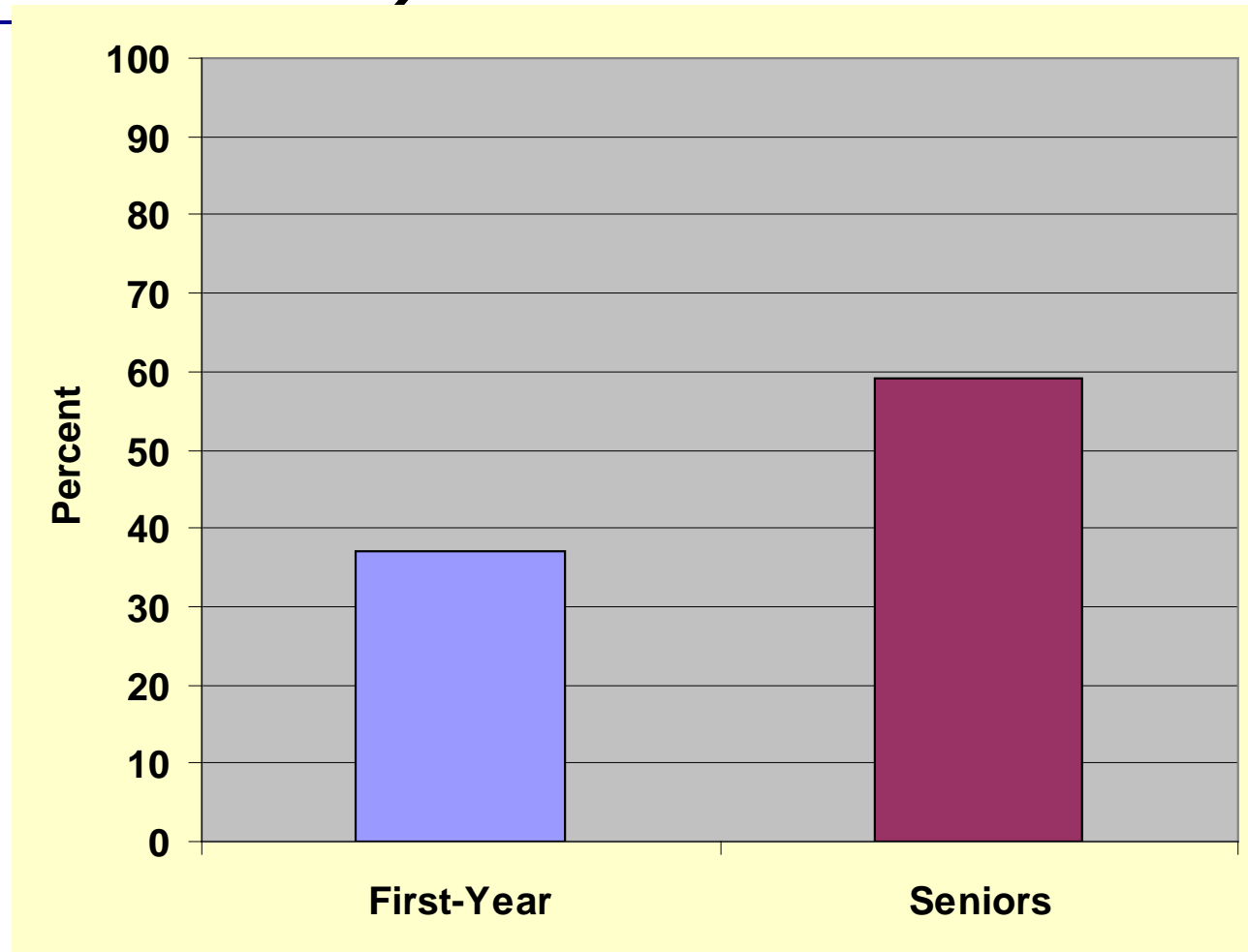


What do Students Do?

3. What percent of seniors have **done community service or volunteer work?**

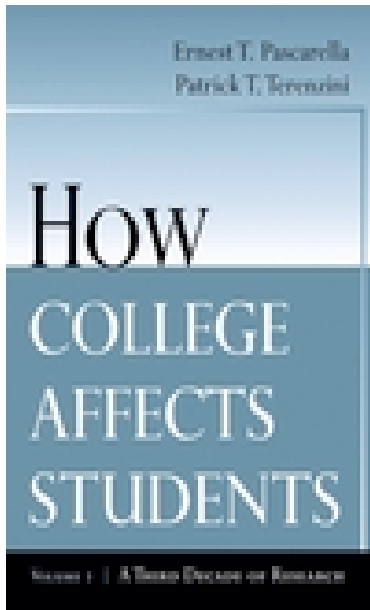
(a) 13% (b) 29% (c) 42% (d) 59% (e) none of the above

d. 59% (compared to 37% for first-year students)



seniors have **done** community service or volunteer work

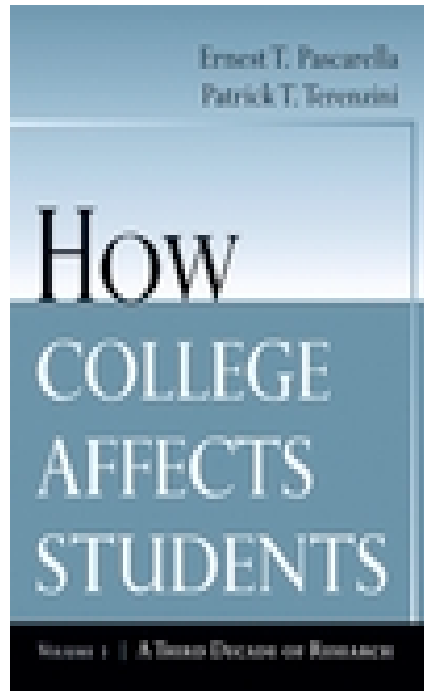
What *Really* Matters in College: Student Engagement



*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, *How College Affects Students*, 2005, p. 647

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, *How College Affects Students*, 2005, p. 602

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



Does engagement affect first-year GPA and chances of returning the next year?

Does engagement have differential effects on GPA and persistence for underrepresented students?

Scale of Educationally Purposeful Activities

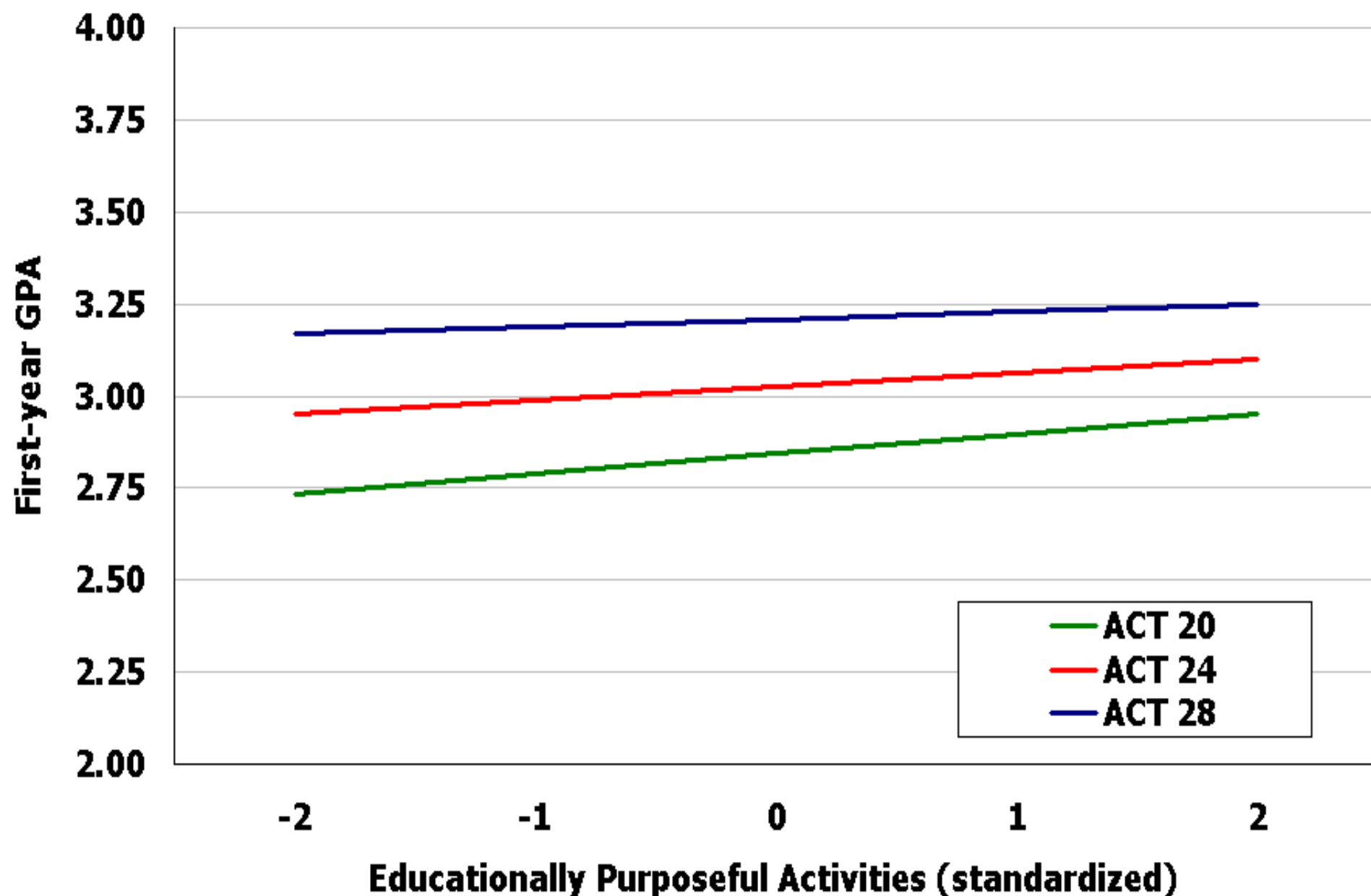
(NSSE Response Set = 'Very often,' 'Often,'

'Sometimes,' 'Never'

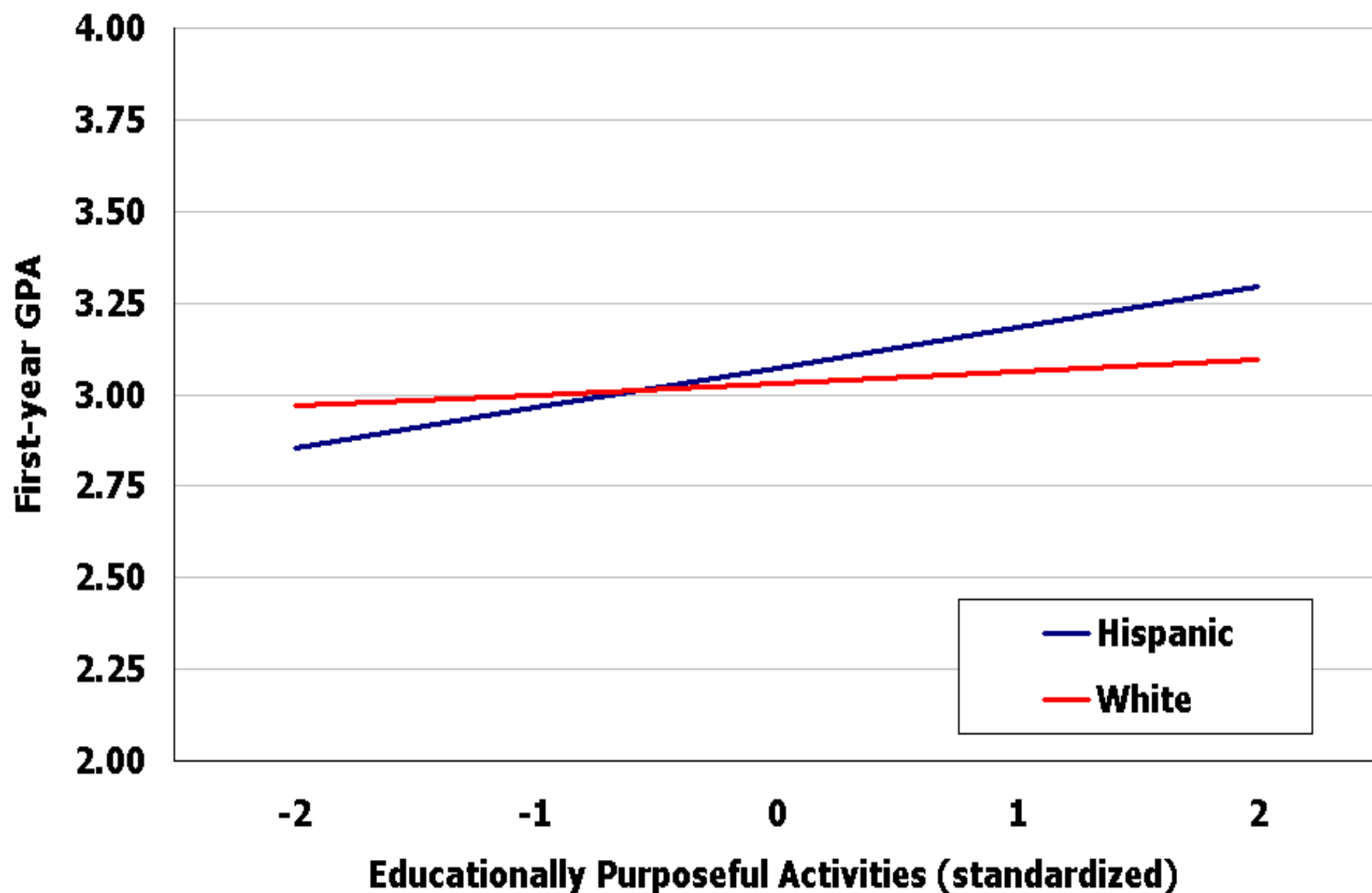
Summative scale of 19 NSSE items measuring student interaction with faculty, experiences with diverse others, and their involvement in opportunities for active and collaborative learning.

- ❑ Asked questions in class or contributed to class discussions
- ❑ Made a class presentation
- ❑ Prepared two or more drafts of a paper or assignment before turning it in
- ❑ Come to class without completing readings or assignments
- ❑ Worked with other students on projects during class
- ❑ Worked with classmates outside of class to prepare class assignments
- ❑ Tutored or taught other students (paid or voluntary)
- ❑ Participated in a community-based project as part of a regular course
- ❑ Used electronic medium (list-serv, chat group, Internet) to discuss/complete assignment
- ❑ Used e-mail to communicate with an instructor
- ❑ Discussed grades or assignments with an instructor
- ❑ Talked about career plans with a faculty member or advisor
- ❑ Discussed ideas from your readings or classes with faculty members outside of class
- ❑ Received prompt feedback from faculty on your academic performance (written or oral)
- ❑ Worked harder than you thought to meet an instructor's standards or expectations
- ❑ Worked with faculty on activities other than coursework (committees, student life, etc.)
- ❑ Discussed ideas from readings/classes with others outside of class (students, family, coworkers)
- ❑ Had serious conversations with students of a different race or ethnicity than your own
- ❑ Had serious conversations with students who differ from you - religious beliefs, political opinions, or personal values

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



NSSE Connecting the Dots Finding: Compensatory Effect of Engagement

- *Student engagement positively related to FY and senior student grades and to persistence between the first and second year of college at the same institution for all students*
- *For underrepresented students, engagement has compensatory effect on FY grades and persistence to the second year of college*

**Student engagement
varies more within than
between institutions.**



***There's room for improvement at
all institutions!!***



In the spring of 2005, the Student Success Advisory Committee at UWSP requested a "map of student success activities" on campus.

- Interviews were carried out with academic department chairs and student affairs units to uncover what activities they are engaged in to bolster student success.
- Interviews were organized around five benchmark items from the NSSE survey. This was done to learn what types of specific activities departments and units do that might affect NSSE responses and to gauge awareness of NSSE items by campus faculty and staff.

Enriching Educational Experience

Out of class learning opportunities

UTEP conducts a series of funded leadership retreats, programs, and institutes that develop student's capacity to engage in conversations about diversity, to develop leadership skills, and to enhance their academic skills as they become peer leaders in their programs

Enriching Experiences

Connecting campus and community

Macalester College's "Into the Streets" event is part of the required first-year seminar, taking students into local neighborhoods to do community service. Half of all students participate in internships; 90% do a senior capstone project.

Supportive Campus Environment

Intentionally orchestrated, educationally purposeful peer interaction

Longwood values “students helping other students” as a catalyst to promote student achievement and learning and “to wake up students’ volunteerism and academic pursuits.” Peer mentors in the Longwood Seminar, residence halls leadership roles, and the strong co-curricular program makes this possible.

Student-Faculty Interaction

Undergraduate research opportunities

Miami's Undergraduate Summer Scholars (USS) program enables students to do research or other creative activities in the summer under the supervision of faculty. In the fall, a Symposium provides opportunities to present projects to students and faculty. "Having a Summer Scholar in the classroom enhances the learning of all students."